BOARD OF SUPERVISORS FOR THE UNIVERSITY OF LOUISIANA SYSTEM

NOTICE OF MEETING AND AGENDA
9:00 a.m., Tuesday, February 26, 2013**
Claiborne Building Conference Center
Auditorium, Room 100, “The Louisiana Purchase Room”
1201 North Third Street
Baton Rouge, Louisiana

A. Call to Order
B. Roll Call
C. Invocation
D. Approval of minutes of January 11, 2013 Board meeting

E. REPORT OF ACADEMIC AND STUDENT AFFAIRS COMMITTEE

1. Grambling State University’s request for approval of a Proposal to offer a Bachelor of Science degree program in Child Development and Early Literacy.

2. Nicholls State University’s request for approval to award an Honorary Doctor of Humane Letters degree to Mr. F. Travis Lavigne, Jr. at the Spring Commencement Exercises.

3. Southeastern Louisiana University’s request for approval of a Letter of Intent/Proposal to establish a Bachelor of Science degree program in Information Technology.

4. University of Louisiana at Lafayette’s request for approval to offer the Master of Education, Curriculum and Instruction, degree program via distance learning technologies.

* Executive Session, pursuant to R.S. 42:6.1, may be required.
** Persons wishing to make public comment should fill out a Public Comment Card.
5. University of New Orleans’ request for approval to award an Honorary Doctor of Humane Letters degree to Mr. John Larroquette at the Spring Commencement Exercises.


7. Other Business

F. REPORT OF ATHLETIC COMMITTEE

1. Louisiana Tech University’s request for approval of a contractual agreement between Head Football Coach Louis L. Holtz, Jr., Louisiana Tech University, and Louisiana Tech University Foundation, effective December 14, 2012.

2. Northwestern State University’s request for approval of a contractual agreement with Mr. Jay Thomas, Head Football Coach, effective January 5, 2013.

3. Northwestern State University’s request for approval of a contractual agreement with Mr. Hugh Hernesman, Co-Head Women’s Volleyball Coach, effective March 1, 2013.

4. Northwestern State University’s request for approval of a contractual agreement with Ms. Stephanie Hernesman, Co-Head Women’s Volleyball Coach, effective March 1, 2013.

5. Northwestern State University’s request for approval of an amendment to a contractual agreement with Mr. George Van Linder, Head Women’s Soccer Coach, effective February 26, 2013.

6. Northwestern State University’s request for approval of an amendment to a contractual agreement with Ms. Brooke Stoehr, Co-Head Women’s Basketball Coach, effective February 26, 2013.

7. Northwestern State University’s request for approval of an amendment to a contractual agreement with Mr. Scott Stoehr, Co-Head Women’s Basketball Coach, effective February 26, 2013.

8. Northwestern State University’s request for approval of an amendment to a contractual agreement with Mr. Lane Burroughs, Head Men’s Baseball Coach, effective February 26, 2013.

9. Northwestern State University’s request for approval of an amendment to a contractual agreement with Mr. Donald Pickett, Head Women’s Softball Coach, effective February 26, 2013.
10. Northwestern State University’s request for approval of an amendment to a contractual agreement with Mr. Mike McConathy, Head Men’s Basketball Coach, effective February 26, 2013.

11. University of Louisiana System’s report of significant athletic activities for the period of November 17, 2012 to February 8, 2013.

12. Other Business

G. REPORT OF AUDIT COMMITTEE

1. University of Louisiana System’s report on internal and external audits submitted for the period of November 17, 2012 to February 8, 2013.

2. Other Business

H. REPORT OF FACILITIES PLANNING COMMITTEE

1. Louisiana Tech University’s request for approval to transfer a 38,853-square-foot University-owned parcel to the City of Ruston for the purpose of constructing a fire station.

2. Northwestern State University’s request for approval to name the Photography Studio the Robert Crew Photography Studio.

3. Southeastern Louisiana University’s request for approval to demolish Wilson Hall.

4. University of Louisiana at Monroe’s request for approval to name the School of Nursing Building the Kitty DeGree Hall in memory of the late Mrs. Kitty DeGree.

5. University of Louisiana at Monroe’s request for approval to demolish a small facility owned by the University.

6. Other Business

I. REPORT OF FINANCE COMMITTEE

1. Grambling State University’s request for approval of student referendum to create a self-assessed fee related to athletics.

2. Grambling State University’s request for approval of student referendum to create a self-assessed fee related to a recycling program.

3. Grambling State University’s request for approval of student referendum to create a self-assessed fee related to its theatre program.
4. **Louisiana Tech University**’s request for approval to amend an existing Ground Lease and Facilities Lease in order to refund the University’s outstanding Series 2003 Bonds in connection with the issuance of the new Series 2013 Revenue Refunding Bonds.

5. **Nicholls State University**’s request for approval of a student referendum to create a self-assessed fee related to athletics.

6. **Southeastern Louisiana University**’s request for approval of an Amendment to the Cooperative Endeavor Agreement with Regina Coeli Child Development Center.

7. **University of Louisiana at Monroe**’s request for approval of a student referendum related to the Student Activity Enhancement Fee.

8. **University of New Orleans**’ request for approval of affiliation agreement between the University of New Orleans and the University of New Orleans Foundation.

9. **University of New Orleans**’ request for approval of affiliation agreement between University of New Orleans and Privateer Athletic Foundation.

10. **University of New Orleans**’ request for approval of affiliation agreement between University of New Orleans and University of New Orleans International Alumni Association.

11. **University of Louisiana System**’s request for approval to establish LEQSF (8g) Endowed Professorships/Chairs/First Generation Scholarships as follows:

    a. **Grambling State University**
       1) Councilman Joe Shyne Endowed Professorship for Nursing Practice in the College of Professional Studies
       2) Senator Gregory Tarver Endowed Professorship for Nursing Education in the College of Professional Studies

    b. **Nicholls State University**
       1) The Stephen & Rebecca Hulbert First Generation Endowed Undergraduate Scholarship

    c. **Northwestern State University**
       1) Willis-Knighton Health Care System Endowed Professorship in Nursing #7
       2) Willis-Knighton Health Care System Endowed Professorship in Nursing #8

    d. **Southeastern Louisiana University**
       1) The Steve Cossé/Murphy Oil First Generation Scholarship
       2) The Myra LaRue First Generation Scholarship
e. **University of Louisiana at Lafayette**
   1) Ira and Judith Dearing/BORSF Endowed First Generation Scholarship in Business
   2) Delhomme LeBlanc & Assoc., LLC/BORSF Endowed First Generation Scholarship in Accounting
   3) J.E. Fike Memorial/BORSF Endowed First Generation Scholarship in Accounting
   4) Northwestern Mutual of Louisiana/BORSF Endowed First Generation Scholarship in Marketing Sales
   5) Alex and Loretta Durant Theriot, Jr./BORSF Endowed First Generation Scholarship in Business
   6) Mr. and Mrs. E.P. “Pat” Nalley/BORSF Endowed Professorship in Business Administration 2012
   7) John w. & Bonnie B. Sarver and Julie Sarver Boucher/BORSF Endowed Professorship in Accounting
   8) Alex & Loretta Durand Theriot, Jr./BORSF Chair in Civil Engineering

f. **University of New Orleans**
   1) Joseph Logsdon Professorship in History Teaching
   2) Carl E. Muckley First Generation Scholarship in History

12. **Nicholls State University**’s request for approval to convert the Otto Candies Endowed Chair in Information Systems to three “super” professorships, one at $500,000 and two at $250,000.

13. **University of Louisiana System**’s request for approval of the 2013-14 Undergraduate and Graduate Mandatory Attendance Fees and Non-Resident Fees and Schedule as required by LA GRAD Act.

14. **University of Louisiana System**’s discussion of Fiscal Year 2012-13 second quarter financial reports and ongoing assurances.

15. **University of Louisiana System**’s semi-annual report on alternatively financed projects.

16. Other Business

J. **REPORT OF PERSONNEL COMMITTEE**

1. **Louisiana Tech University**’s request for approval to appoint Dr. Lawrence J. Leonard as Dean of the College of Education effective March 1, 2013.
2. **University of New Orleans**’ request for approval to continue the appointment of Dr. Norman Whitley as Interim Dean of the College of Engineering until December 31, 2014.

3. **University of New Orleans**’ request for approval to appoint Dr. Steven Johnson as Interim Vice President for Research and Economic Development effective January 1, 2013.

4. **University of New Orleans**’ request for approval to appoint Dr. Wendy Schluchter as Interim Dean of the College of Sciences effective January 1, 2013.

5. Other Business

K. **REPORT OF LEGISLATION COMMITTEE**

1. Update on the 2013 Regular Session of the Legislature

2. Other Business

L. **SYSTEM PRESIDENT’S BUSINESS**

1. Personnel Actions

2. System President’s Report

3. Other Business

M. **BOARD CHAIR’S BUSINESS**

1. Board Chair’s Report

2. Other Business

N. Other Business

O. Adjournment
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 26, 2013

Item E.1.  Grambling State University’s request for approval of a Proposal to offer a Bachelor of Science degree program in Child Development and Early Literacy.

EXECUTIVE SUMMARY

Grambling State University proposes to offer a Bachelor of Science degree program in Child Development and Early Literacy. A related letter of intent was approved by the Board of Supervisors on April 24, 2012 and subsequently by the Board of Regents on June 27, 2012. The proposed program will replace the existing associate degree program in child development and the baccalaureate program in early childhood education. A unique emphasis in reading, mathematics, and science will be incorporated into the proposed program. The program aims to graduate child development candidates with competencies needed to ensure young children’s success in reading, mathematics, and science as it applies to their cognitive, physical and social/emotional development.

The BS degree program in Child Development and Early Literacy will emphasize a family/child and early literacy curriculum, with evidence-based teaching practices integrated with all domains of learning. The proposed 123-hour degree program will give emphasis to physical, social-emotional, cognitive, language, and brain development, as well as early literacy in the areas of reading, mathematics, and science.

The proposed program will address a shortage of qualified child development professionals. Recent and anticipated changes in the training and credentialing of child development/early childhood educators and practitioners indicate that many will need further education. According to the Bureau of Labor Statistics, jobs that employ early childhood professionals are expected to grow by 25% from 2010 to 2020. This rate is faster than the average rate of growth for all occupations. This growth is expected due to a continued focus on early childhood education. Although other institutions in Louisiana offers similar programs, none of them offers a three-strand literacy focus in reading, mathematics, and science. As well, the proposed program is uniquely positioned to make a significant contribution in closing the literacy gap in children that come from socioeconomically disenfranchised environments.

The population of prospective students enrolled in the program will consist of traditional and non-traditional students. As evidenced in letters of support, several local childcare and Head Start agencies have expressed interest in a unique and flexible childcare degree program that would provide their employees with these essential skills and knowledge. The projected number
of students to be enrolled in the program is 41 in year one and is projected to increase to 165 by year five. The number of expected graduates is ten in year three and increases to 30 by year five.

Because the proposed program will be replacing two existing programs, costs associated with the program will be minimal. Faculty currently teaching in the College of Education will provide instructional support for the BS in Child Development and Early Literacy. Existing library resources, in addition to state-of-the-art teaching models and equipment that have been acquired in the department to augment and sustain the existing curriculum, provide a sound infrastructure to support the proposed degree program. Administratively, the proposed program will reside in the Department of Family and Consumer Sciences.

**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 Proposal to offer a Bachelor of Science degree program in Child Development and Early Literacy._
MEMORANDUM TO THE BOARD OF SUPERVISORS OF THE UNIVERSITY OF LOUISIANA SYSTEM

SUBJECT: REQUEST FOR APPROVAL OF A PROPOSAL TO OFFER A BACHELOR OF SCIENCE DEGREE IN CHILD DEVELOPMENT AND EARLY LITERACY

Grambling State University respectfully request approval of a Proposal to offer a Bachelor of Science Degree in Child Development and Early Literacy.

Your favorable consideration of this request would be appreciated.

Sincerely,

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

FGP:jj
Attachment
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<tr>
<th><strong>LOUISIANA BOARD OF REGENTS</strong></th>
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<tr>
<td><strong>REQUEST FOR AUTHORITY TO OFFER A NEW PROGRAM</strong></td>
</tr>
<tr>
<td><em>SUBMIT 1 PRINTED COPY AND 1 ELECTRONIC VERSION (EMAIL or DISK)</em></td>
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<th>Name of Institution Submitting Proposal</th>
<th>Grambling State University</th>
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<tr>
<td>Specific Degree to be Awarded upon Completion</td>
<td>Bachelor of Science Degree in Child Development and Early Literacy (with emphasis on Early Literacy in Reading, Mathematics, and Science) Prenatal-Pre-K3</td>
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<tr>
<td>Recommended 2010 CIP Taxonomy</td>
<td>19.0799</td>
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<td>Date to be Initiated</td>
<td>Fall 2013</td>
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<tr>
<td>Name of Department or Academic Subdivision Responsible for the Program</td>
<td>Department of Family and Consumer Sciences/College of Arts and Sciences</td>
</tr>
<tr>
<td>Name, Rank, and Title of Individual Primarily Responsible for Administering the Program</td>
<td>Glenda J. Island, Ph.D. Associate Professor Program Coordinator</td>
</tr>
<tr>
<td>Date Approved by Governing Board</td>
<td></td>
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<tr>
<td>Date Received by Louisiana Board of Regents</td>
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<tr>
<td>Academic Affairs Committee Review</td>
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<tr>
<td>Board Action (Nature of Action)*</td>
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Prior to final action by the Board of Regents, no institution may initiate or publicize a new program.
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1. Description

A. Title, Degree/Certificate Level, Description, and Objectives of Proposed Program

TITLE:

Child Development and Early Literacy (with emphasis on Early Literacy in Reading, Mathematics, and Science) Prenatal Pre-K3

DEGREE:

Bachelor of Science Degree in Child Development and Early Literacy (Prenatal-Pre-K3)

DESCRIPTION:

Grambling State University (GSU) is proposing to replace the existing undergraduate Associate of Science Degree in Child Development and the existing Bachelor of Science degree in Early Childhood Education Grades PK-3 with a Bachelor of Science Degree in Child Development and Early Literacy Prenatal-Pre-K3. This program will provide strong preparation for students pursuing careers in early childhood education. The Bachelor of Science Degree in Child Development and Early Literacy Prenatal-Pre-K3 will emphasize literacy in reading, mathematics, and science, making it a very unique program in the state of Louisiana.

Studies have shown that literacy begins at the very early stages of childhood. It is therefore important to have childcare professionals who are knowledgeable of the factors that impact early literacy development. The Bachelor of Science Degree in Child Development and Early Literacy (Prenatal-Pre-K3) will prepare students to implement best practices and individualized instruction to meet the changing needs of the emergent/early child. Students will acquire professional skills, dispositions, and knowledge that reflect best practices in research, service, and teaching. Students pursuing this program of study will have the option to choose a concentration that will lead to teacher certification.

The objectives for the proposed program are:

- To prepare graduates who understand the cognitive, physical, social/emotional and brain development of the emergent/early child and the use of this knowledge to identify developmentally appropriate practices, settings, resources, and experiences.

- To prepare graduates who are competent in theory, methodology, design and application of performance standards and program competencies of child development and early childhood programs that will build literacy skills in reading, mathematics and science.

- To prepare graduates who can implement learning strategies for the emergent/early child that are aligned with state of Louisiana and national standards.
• To prepare graduates who have the skills that are needed to develop an assessment plan for evaluating the effectiveness of a literacy program in child development and early childhood education.

• To prepare graduates as critical thinkers and lifelong learners to become effective Child Development and Early Childhood Education Professionals who are masters of developmentally appropriate practices, subject matter content, facilitators of learning, and enhancers and nurturers of affective behaviors.

• To prepare graduates to use research-based strategies to develop and enhance relationships between the home, the school and the community that promote effective Early Literacy skills and Child Development.

• To prepare students who have the competencies needed to meet licensure requirements that include the Child Development Associate (CDA) Credential and Early Childhood Teacher Certification.

B. Program Curriculum

The curriculum for the Bachelor of Science Degree in Child Development and Early Literacy (Prenatal-Pre-K3) includes courses and experiences that will provide a foundation in child development, in literacy development in reading, mathematics and science, and in assessment methods. The non-certification curriculum requires the student to complete 120 credit hours. The curriculum that leads to teacher certification requires the student to complete 123 credit hours. Both curricula consist of general education courses, free electives, child development knowledge base courses, literacy infused specialized courses, and courses that focus on pedagogy. Most of the courses are already being offered. Twelve (12) new courses have been developed in support of this program. Three of these courses support a practicum experience. Students will be required to complete 9 credit hours of courses that will provide the student with the opportunity to work in the field.

The proposed program is unlike any other program offered in the state of Louisiana in that it has a three strand literacy (reading, science, and mathematics) focus on child development from the stages of Prenatal – Pre-K3. The curriculum is aligned with the Louisiana Department of Education’s Early Learning Guidelines: Birth to Three and the nationally recognized standards of the American Association of Family and Consumer Sciences (AAFCS). The teacher certification concentration is aligned with state of Louisiana standards, standards of the National Council for Accreditation of Teacher Education, standards of the International Reading Association, and the National Association for the Education of Young Children.

The curriculum plans of study for the proposed program degree concentrations are: (1) general Child Development and Early Literacy Prenatal-Pre-K3, and (2) Child Development and Early Literacy Prenatal-Pre-K3 with Teacher Certification are outlined on the following pages.
# B.S. in Child Development and Early Literacy

## General Concentration

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<td>Child Development and Family Relationships</td>
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<td>Creative Play, Art, and Drama in Child Development</td>
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<td>Reading Diagnosis and Correction</td>
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<td>Practicum in Child Development and Early Literacy Programs and Policy</td>
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**TOTAL HOURS** 120

*New Courses*
# BS Degree in Child Development & Early Literacy
## Teacher Certification Concentration

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<tr>
<td></td>
<td>3</td>
<td>SCI 105 or CHEM 101</td>
<td>Physical Science Survey I or Environmental Chemistry</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>HIST 101/104</td>
<td>History of Western Civilization I or Modern World History</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>ECON 201</td>
<td>Principles of Economics</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>HIST 322</td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>3</td>
<td>ART 210</td>
<td>Introduction to Fine and Performing Arts</td>
</tr>
<tr>
<td><strong>KNOWLEDGE OF THE LEARNER AND LEARNING ENVIRONMENT</strong></td>
<td>3</td>
<td>CDFR 100</td>
<td>Child Development and Family Relationships</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>ED 300</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>ED 312</td>
<td>Introduction to Education of Exceptional Children</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>ED 317</td>
<td>Multicultural Education</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>ED 427</td>
<td>Classroom Management</td>
</tr>
<tr>
<td><strong>TEACHING METHODOLOGY AND TEACHING</strong></td>
<td>6</td>
<td>ED452</td>
<td>Seminar II: Advanced Teaching Methods</td>
</tr>
<tr>
<td><strong>Student Teaching</strong></td>
<td>9</td>
<td>ED 455</td>
<td>Student Teaching</td>
</tr>
<tr>
<td><strong>FOCUS AREAS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursery School &amp; Kindergarten</td>
<td>3</td>
<td>CDFR 400</td>
<td>Nursery School/Kindergarten Education</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>ED 215</td>
<td>Introduction to Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>ED 216</td>
<td>Methods in Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>FN 205</td>
<td>Nutrition for Children</td>
</tr>
<tr>
<td>Reading &amp; Language Arts</td>
<td>3</td>
<td>ED 217</td>
<td>Reading Language Arts in Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>ED 325</td>
<td>Reading in the Elementary School</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>ED 431</td>
<td>Reading Diagnosis and Correction</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>ED 316</td>
<td>Early Childhood Education Seminar</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>MATH 273</td>
<td>Probability and Statistics I</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>CDFR 330*</td>
<td>Early Literacy Development in Math and Science for the Young Child</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>ED 305</td>
<td>Strategies for Teaching Elementary Math</td>
</tr>
<tr>
<td><strong>FLEXIBLE HOURS FOR THE UNIVERSITY'S USE</strong></td>
<td>3</td>
<td>ED 402</td>
<td>Instructional Technology</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>ED/111/ED/112</td>
<td>Freshmen Seminar (FYE) for Education Majors</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>ED 328</td>
<td>Issues and Practice in Assessment (Diagnosis and Evaluation)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Science Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Free Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>CDFR 350*</td>
<td>Developing Scientific Inquiry Skills I</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>CDFR 204*</td>
<td>Creative Play, Art, and Drama in Child Development</td>
</tr>
<tr>
<td><strong>TOTAL HOURS</strong></td>
<td>123</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*New Courses
C. Program Delivery

The Child Development and Early Literacy (Prenatal-Pre-K3) program will be initially offered by means of the traditional method of delivery. After the program has been fully implemented a future goal is to seek approval to convert the program to a completely online format. When the program goes completely online, field experiences will be managed in a similar manner as in the program taught in a face-to-face format. The student will identify the internship site and obtain site approval. The department will send to the site supervisor a document that describes requirements and identifies the roles of all parties involved, including the student and the supervisor. The GSU Internship Faculty Coordinator will interact closely with the supervisor at the site to insure the student gets a quality experience and the appropriate feedback to maximize the benefits of the practicum. Electronic media will be used to enhance communication between the program and the student as well as with the Internship Site Supervisor.

D. Proposed Program Approval by Institution’s Governing Board

The University of Louisiana System (ULS) approved the letter of intent for this proposed degree on April 24, 2012. The Board of Regents approved the letter of intent on June 27, 2012. This documentation is included in Appendix A.

2. Need

A. Program’s Fit with the Institution’s Existing Role, Scope, and Mission

The proposed Bachelor of Science degree in Child Development and Early Literacy (Prenatal-Pre-K3) supports the role, scope and mission of Grambling State University. Grambling State University is a comprehensive historically black university that seeks to reflect in all of its programs the diversity present in the world. Through its undergraduate and graduate programs of study the university embraces its founding principle of educational opportunity. Grambling State University prepares its graduates to contribute to the advancement of knowledge and to demonstrate a commitment to improvement in the quality of life for all persons.

The university has made significant contributions to the state of Louisiana and the nation in ensuring a diverse and highly prepared Pre-K-12 teacher workforce. The first 4-year degree programs offered by the university were programs that were designed to prepare graduates to go back into the community and teach the children of African Americans. The College of Education is the oldest college in the university and has been nationally accredited since 1969. This college prepares graduates who are competent and compassionate professionals.

Since the offering of the first STEM (Science, Engineering, Technology, Mathematics) degree program, Grambling State University has positioned itself to become a national leader in graduating African Americans with STEM degrees that include biological sciences, chemistry, and physics. In recognizing the role that Grambling State University has in ensuring a prepared STEM workforce, funding was received from the National Science Foundation in 2004 to establish the Center for Mathematical Achievement in Science & Technology (CMAST). CMAST provides the means for Grambling State University to engage in the systematic examination and improvement of instruction in mathematics, science, and engineering technology. The Center promotes activities that include
curriculum reform, undergraduate research, and K-12 outreach. This outreach includes providing continuing education training for middle and high school science teachers.

The proposed degree program has a three stranded literacy focus that includes literacy in science and mathematics. A National Science Teacher Association Report titled “It’s Time for More Early Childhood Science” indicates that it is critical that children are introduced to science inquiry at an early age in that it assists in developing scientific inquiry skills and sparks an interest in science. Science experience in early childhood can also help narrow achievement discrepancies with respect to gender, socioeconomic status, and race or ethnicity. Lee (2005) summarized a number of research studies showing significant gaps in scientific achievement among various groups, even at the very beginning of kindergarten. Many researchers believe these achievement gaps could be largely eliminated if adequate preschool science experiences were provided for all children.

Clements, a distinguished professor at the State University of New York-Buffalo, indicates that young children have the potential to learn complex mathematics by helping them to see math all around them. Studies show the development of a strong foundation in mathematics begins by helping children see mathematics in their play. According to Clements “not all children have the opportunity to develop these ideas and skills. Unfortunately, this potential is left unrealized for many children throughout the world--especially for children from low-income communities. They don’t have the same implicit understanding of mathematics as their higher-income peers but have not had the opportunities to think and talk about mathematics explicitly--that is, to learn the language of mathematics.”(Ferrante, 2012)

In 2001, a team from Grambling State University that consisted of science and child development faculty members, and a Head Start Teacher participated in an institute at California State University at Long Beach. This institute focused on training the team to provide professional development for Head Start Teachers that focused on teaching science. At the end of the training Grambling State University was awarded a small grant to provide workshops for Head Start Teachers. Grambling State University is currently listed as a Training and Dissemination Center for A Head Start on Science Project (http://www.ncsm.csulb.edu/depts/scied/NCSEC/map.html). Additionally, the University is a co-partner in the North Louisiana Collaborative for Excellence in Science Teaching. This initiative, established in May 2006, has provided advanced science training for one hundred twenty three (123) science and mathematics teachers in the region. It is funded by Shell and the Texas Regional Collaborative.

The President of Grambling State University has identified a set of priorities that are designed to ensure the university continues to meet the workforce needs of the state of Louisiana. One priority focuses on building upon the historic foundation of the institution. The proposed degree allows Grambling State University to build upon this historic foundation by offering a program that will be facilitated by a highly qualified faculty. This program will prepare graduates who can impact the development of fundamental skills in Child Development, as well as, literacy skills in reading, science and mathematics. These skills are critical to the success and lifelong learning of the emergent and early child. These competencies will contribute to a citizenry that is ready for success in postsecondary education and success in the workforce. The proposed program will allow Grambling State University to continue to impact communities that are socially and economically disenfranchised by training Child Development and Early Childhood Professionals with skills that support closing the literacy gaps in these communities.
B. Similar Programs Offered at Institution

Grambling State University has never offered a Bachelor’s degree in Child Development and Early Literacy Prenatal-Pre-K3 or a similar program.

C. Similar Programs Offered at Other Institutions

Several Louisiana universities offer a traditional Child Development degree program. Grambling State University’s proposed program provides the student with a foundation in the principles of Child Development, and builds upon the foundation to produce a graduate with the skills to design and implement programs that focus on developing literacy skills in reading, mathematics and science.

The proposed program could be considered a hybrid Child Development program in that it fuses the basic foundation in family and consumer sciences that focuses on the development of the child and the influence of the family on the development of the child with literacy. The early childhood education focus goes in-depth in literacy development in reading, mathematics, and science.

Students in the program are required to complete nine hours of course work in reading literacy. They are also required to complete nine hours of mathematics courses, above those required in the general education curriculum, with a focus on teaching mathematics, and nine hours of science courses, above those required in the general education programs, with a focus on teaching strategies that will develop scientific inquiry skills. Various cognitive theories, including Piaget’s for teaching science are included in the curriculum.

None of the Child Development programs offered by public institutions in the state of Louisiana offers a three-strand literacy focus in reading, mathematics, and science. The Child Development programs offered at these universities are listed in the table below.

<table>
<thead>
<tr>
<th>CHILD DEVELOPMENT PROGRAMS OFFERED AT LOUISIANA INSTITUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Louisiana Tech University</strong></td>
</tr>
<tr>
<td>Bachelor of Science Degree in Family and Child Studies</td>
</tr>
<tr>
<td><strong>Nichols State University</strong></td>
</tr>
<tr>
<td>Bachelor of Science Degree in General Family and Consumer Sciences</td>
</tr>
<tr>
<td><strong>Northwestern State University</strong></td>
</tr>
<tr>
<td>Bachelor of Science Degree in Family and Consumer Sciences</td>
</tr>
<tr>
<td><strong>University of Louisiana at Lafayette</strong></td>
</tr>
<tr>
<td>Bachelor of Science Degree in Child and Family Studies</td>
</tr>
<tr>
<td><strong>Louisiana State University</strong></td>
</tr>
<tr>
<td>Bachelor of Science Degree in Family, Child and Consumer Sciences</td>
</tr>
<tr>
<td><strong>Southeastern University</strong></td>
</tr>
<tr>
<td>Bachelor of Science Degree in Family and Consumer Sciences</td>
</tr>
<tr>
<td><strong>Southern University</strong></td>
</tr>
<tr>
<td>Bachelor of Science Degree in Family and Consumers Sciences</td>
</tr>
<tr>
<td><strong>Southern University-New Orleans</strong></td>
</tr>
<tr>
<td>Bachelor of Science Degree in Child Development and Family Studies</td>
</tr>
</tbody>
</table>
D. Need for Additional Program

The programs offered by the universities highlighted in the table above do not address literacy in reading, mathematics, and science. The proposed program at Grambling State University is uniquely positioned to make a significant contribution in closing the literacy gap in children that come from socioeconomically disenfranchised environments. Closing the gap in these three critical areas will contribute to successfully addressing workforce forecasts for the state of Louisiana and the nation.

E. If a graduate program is requested, indicate...

Not applicable. A new graduate program is not being requested.

F. Termination/Phasing Out of Existing Programs

The proposed program will replace two existing programs at Grambling State University-- the Associate of Science Degree in Child Development and the Bachelor of Science Degree in Early Childhood Education grades PreK-3.

G. Describe How the Proposed Program Supports Board of Regents Master Plan Initiatives

In response to the need to increase literacy in reading, science and mathematics, the state of Louisiana in 2011 released its Comprehensive Literacy Plan. It consists of three plans, Emergent Literacy, Elementary Literacy, and Adolescent Literacy. The Emergent Literacy plan focuses on birth to pre-K. The Elementary Literacy plans targets pre-K to 3rd grade; Adolescent Literacy targets 4th grade through high school. The Louisiana Department of Education has adopted initiatives that focus on closing the achievement gap between races and socioeconomic groups. A review of data for 2011 reveals that the achievement gap between black and white students in English Language Arts was at 22.1 and at 26.7 points for math. The State Board of Elementary and Secondary Education approved the following goals that support “achieving literacy for all.”

- Students enter kindergarten ready to learn
- Students are literate by third grade
- Students enter fourth grade on time
- Students perform at or above grade level in English Language Arts by eighth grade
- Students perform at or above grade level in math by eighth grade
- Students graduate on time
- Students enroll in post-secondary education or graduate workforce-ready
- Students successfully complete at least one year of post-secondary education.

The Louisiana Legislature passed ACT 54 in support of reaching these goals. The proposed program, Bachelor of Science Degree in Child Development and Early Literacy (Prenatal-Pre-K 3), supports these goals. The experiences a child is exposed to beginning at birth have a long term affect and impacts literacy throughout life. Research has shown that the most important brain development occurs between birth and five years.

In 2009, Governor Jindal appointed, BrightStart to serve as Louisiana’s Early Childhood Advisory Council. BrightStart’s mantra is “A Stronger Louisiana Begins in Early Childhood”
The proposed new degree program supports the state of Louisiana’s efforts to increase literacy and create a stronger Louisiana. The program supports the Board of Regents Master Plan for Public Postsecondary Education; specifically the goal that targets educational attainment. Goal 1 focuses on increasing the educational attainment of the adult population by 2025 to meet the Southern Regional Education Board (SREB) States’ average (42%). According to the plan, less than 30% of Louisiana’s adult workforce holds a postsecondary credential. To reach the SREB average by 2025 the state of Louisiana must produce annually an additional 2,603 citizens with post-secondary training at the undergraduate level. It is projected that by 2018, 51% of all jobs in Louisiana will require some postsecondary education. The Master Plan identifies several objectives for improving the educational attainment of its citizens. Objective 1-1 is Through collaboration with the Board of Elementary and Secondary Education, graduate more students from high school ready for college or career. To meet this objective educational reform must begin a lot earlier than high school, at birth. The proposed degree program, Bachelor of Science Degree in Child Development and Early Literacy Prenatal-Pre-K3, will prepare professionals with the skills that are needed to impact the educational attainment of citizens beginning at birth. This will ultimately impact the number of Louisiana citizens who complete high school and ultimately post-secondary training.

The Bachelor of Science Degree program in Child Development and Early Literacy (Prenatal-Pre-K3) will equip students pursuing the degree with skills that will assist in the development of that child that is living in a socioeconomically disenfranchised environment and therefore assist in closing achievement gaps. Closing these gaps will result in an increase in the educational attainment of the Louisiana adult population. In order for the state of Louisiana and the nation to have a citizenry that can successfully complete at least one year of post-secondary education and be work ready, it is important for the entire “village” to become involved in Child Development and Early Childhood Education. The proposed program promotes a village approach in ensuring literacy in emergent and early child development.

According to the Bureau of Labor Statistics, jobs that employ Early Childhood Professionals are expected to grow by 25% from 2010 to 2020. This rate is faster than the average rate of growth for all occupations. This growth is expected due to a continued focus on early childhood education.

3. Students

A. Projected Enrollment/Number of Graduates

It is anticipated that student enrollment in the Department of Family and Consumer Sciences will increase significantly over the next five years as a result of this program. A survey that involved prospective students who hold associate degrees, child care professionals and students currently enrolled at GSU indicates a great interest in the program. As of early February more than one
hundred twenty five (125) individuals have expressed an interest in the proposed degree in Child Development and Early Literacy.

During the first and second years of the program, it is expected that some students who are currently enrolled in the Associate of Science program in Child Development and some students enrolled in the Bachelor of Science Degree in Early Childhood Education grades Pre-K3, will switch to the proposed new degree program. More than half of the required hours in the associate degree program are common to the plan of study for the proposed degree.

During year one, we expect fifteen freshman students to enroll in the program, eleven students with sophomore status and fifteen students with junior status. It is expected that the first graduates from the program will occur during spring 2016. This program is expected to attract a lot of students who have completed an associate degree, which will result in a large number of students entering with sophomore or junior status. When the program goes completely online the enrollment is expected to increase significantly. Because a large number of students entering this program are expected to be nontraditional students who are working in the Child Development field, many students may enroll as less than full time students. This enrollment status will impact the time needed to complete the degree and the time the student will remain at the sophomore, junior or senior status. These assumptions were considered when projecting enrollments for the program.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Estimated CDEL Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/2014</td>
<td>15</td>
<td>11</td>
<td>15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2014/2015</td>
<td>25</td>
<td>35</td>
<td>25</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>2015/2016</td>
<td>25</td>
<td>45</td>
<td>40</td>
<td>25</td>
<td>10</td>
</tr>
<tr>
<td>2016/2017</td>
<td>25</td>
<td>45</td>
<td>50</td>
<td>35</td>
<td>20</td>
</tr>
<tr>
<td>2018/2019</td>
<td>25</td>
<td>45</td>
<td>50</td>
<td>45</td>
<td>30</td>
</tr>
</tbody>
</table>

**B. Source of Students**

Principal sources of students for this program are (1) Head Start program administrators, teachers, and staff, (2) Child Development and Early Childhood Education professionals and (3) community college graduates. Mandates given to federal and state childcare administrators, educators and providers regarding the need to hold at least a bachelor degree will contribute to the interest in this program. Childcare and Development agencies have submitted letters of support for the program.

The program will also provide an opportunity for high school students to earn college credit through the dual enrollment program, thereby providing an important transitional link for them to successfully move from secondary school to college. It is anticipated that these positive learning
experiences will increase the students’ desire to pursue the BS Degree in Child Development and Early Literacy (Prenatal-Pre-K3) at Grambling State University.

C. Student Preparation

Students entering the Bachelor of Science Degree Program in Child Development and Early Literacy (Prenatal-Pre-K3) must meet admission requirements to Grambling State University.

D. Enrollment Data

The programs most closely related to the proposed program are the Associate of Science Degree in Child Development and the Bachelor of Science Degree in Early Childhood Education (grades Pre-K3). The Child Development and Early Literacy (Prenatal-Pre-K3) program will replace these existing programs. Enrollment and graduation data for these programs are shown below.

**MAJORS**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>A.S. in Child Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 – 2008</td>
<td>37</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>46</td>
</tr>
<tr>
<td>2009 – 2010</td>
<td>47</td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>43</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>26</td>
</tr>
</tbody>
</table>

**B.S. IN EARLY CHILDHOOD EDUCATION MAJORS**

<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>34</td>
<td>29</td>
<td>26</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>Sophomore</td>
<td>20</td>
<td>22</td>
<td>18</td>
<td>26</td>
<td>13</td>
</tr>
<tr>
<td>Junior</td>
<td>24</td>
<td>14</td>
<td>24</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>Senior</td>
<td>24</td>
<td>31</td>
<td>32</td>
<td>34</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>102</td>
<td>96</td>
<td>100</td>
<td>99</td>
<td>93</td>
</tr>
</tbody>
</table>

**COMPLETERS**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>A.S. in Child Development</th>
<th>B.S. in Early Childhood Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 – 2008</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>2009 – 2010</td>
<td>23</td>
<td>2</td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>28</td>
<td>4</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Total Degrees Awarded</td>
<td>90</td>
<td>19</td>
</tr>
</tbody>
</table>
E. If a Graduate Program is requested Indicate Sources of Financial Support for Students

Not applicable. A new graduate program is not being requested.

4. Faculty

A. Present Faculty

A highly-well prepared faculty will support the proposed degree. Faculty currently supporting the associate degree in Child Development and faculty currently supporting the Bachelors of Science Degree in Early Childhood Education will support this program. Select science and mathematics faculty will also support this program. The names of each faculty along with the date of appointment and their academic training are listed in the table that is found Appendix B.

B. Student-Faculty Ratio

The current student-faculty ratio in the Department of Family and Consumer Sciences is 30:1. The basis for this calculation is the full-time equivalent students and faculty.

C. New Faculty Needed

No new faculty will be required to support this program.

D. Recruitment of New Faculty

Not applicable. No new faculty will be required to support this program.

E. Research, Extension & Other Activities and Faculty Teaching Loads

In accordance with policy, full-time faculty will carry a teaching load of 12 credit hours during the fall and spring semesters. During the summer sessions the load for full-time status is 6 credit hours. In addition to the teaching load, full-time faculty are expected to devote ten hours a week for conference hours. Grambling State University is a teaching institution. Faculty are encouraged to engage in scholarly work.

5. Library and Other Special Resources

A. Present Library Holdings in Related Field

The library holdings and resources that are currently in place at the University are adequate to support the Child Development and Early Literacy Program.

The A.C. Lewis Memorial Library at Grambling State University has a large number of holdings that will support the proposed degree program. Of the 334,849-catalogued items in the library, including online journals, 117,376 items are related to Child Development and Early Childhood Education topics.
B. Need for Expansion of Library Holdings in the First Five Years

Library holdings are adequate.

C. Library Resources Available at Other Institutions

A.C. Lewis Memorial Library Electronic Resources are available to faculty, staff, and students. Library operations are automated on the SIRSI Dynix System. The library online catalog, Grambling Online Public Access Catalog (GOPAC/eLibrary), provides bibliographic access to all GSU Library resources and all academic library resources statewide. The GSU Library has approximately 80 public use personal computers (PCs) connected to databases through a Local Area Network (LAN). The Library has an Information Commons equipped with 20 computers where students can do their research and other class or personal assignments. Most library electronic resources are accessible to patrons from any Internet PC on or off campus. Electronic resources include full-text journals, electronic books (e-books), and newspapers as well as bibliographic citations, indexes and abstracts, and numeric data. GOPAC/eLibrary provides thousands of direct “live” links to full-text electronic books and journals.

The library is a member of the Louisiana Library Association and an active participant in the Louisiana Libraries Information Network Consortium (LALINC), the online Computer Library Center (OCLC), Lyrasis and the statewide library consortium, (LOUIS: the Louisiana Library Network).

LOUIS is a partnership with Academic Libraries, State and Private Libraries, Museums and Archives. The support staff for LOUIS is located on the campus of LSU. This consortium provides to member institutions services that include a digital library, interlibrary loans.

D. Estimate of Total Expenditure for Two Completed Fiscal Years in Library Acquisitions for the Department of Family and Consumer Sciences

This program will replace the existing associate degree program in child development and the four year program in Early Childhood Education (grades Pre-K3); therefore, additional expenditures will not be necessary. The current total annual Library Acquisitions for items supporting this program is four hundred fifty-five thousand three hundred and two (455,302) dollars. Appendix D highlights these holdings.

E. Projected Library Expenditures Needed for the Next Five Years of Program

Additional Library expenditures will not be needed since the Child Development and Early Literacy program will replace the two existing degree programs.

F. Additional Special Resources Needed Other than Library Holdings

No additional special resources will be needed.
G. Special Library Resources for Graduate Program

Not applicable. The requested program is an undergraduate program.

6. Facilities and Equipment

A. Existing Facilities and Equipment Available to Support the Projected Program

The Department of Family and Consumer Sciences is housed on the first floor of Washington-Johnson Complex on the campus of Grambling State University. It is a two-story building inclusive of lecture and laboratory classrooms and office space. The building space is shared with the Department of Mass Communication, which is located on the second level of the Washington-Johnson Complex building.

Housed in the Washington-Johnson Complex is a Media Resource/Computer Lab that is designated for use by students and faculty of the department of Family and Consumer Sciences. This lab is also utilized to facilitate technology enhanced classroom instruction. State-of-the art Smartboards are located in the lecture classroom and the banquet/multipurpose room of the FCS Department. Three food laboratory classrooms are available.

The Child Development Laboratory School located on site, adjacent to the Department of Family and Consumer Sciences, will support the program. The School is designed with classrooms, observation booths and equipment to further enhance student-learning experiences. It will provide opportunities for interdisciplinary research for faculty and students. Additionally, it will serve as a model training facility to meet community and professional development needs, as well as, mandated training requirements for administrators, teachers, and staff of child care establishments and agencies.

The College of Education houses a PRAXIS Laboratory, which has a full-time coordinator who monitors teacher education candidates as they take the simulated PRAXIS I practice tests. The lab also has printed test preparation materials which candidates may check out. The lab is equipped with computers and PLATO software, which is among the best software available for PRAXIS preparation. This college also has an Educational Resource Room which houses supplemental materials that promote student success.

B. Present Utilization of Facilities where Facilities are Assigned to the Department

The facilities described in Part A are being used to support the Associate Degree in Child Development.

C. Need for New Facilities

There is no need for new facilities. The facilities available for the existing two programs will serve the needs of the proposed new program.
7. Administration

A. Administering of Program

The Child Development and Early Literacy Prenatal-Pre-K3 program will be housed in the College of Arts and Sciences and administered by the Department of Family and Consumer Sciences. This program will be an interdisciplinary program that will involve collaboration between faculty in the College of Arts and Sciences and faculty in the College of Education. The faculty in the College of Arts and Sciences includes science, mathematics and child development professors. Faculty in the Department of Curriculum and Instruction in the College of Education will provide the expertise in reading and pedagogy.

B. Effect of Program on the Present Administrative Structure

The program will not affect the present administrative structure of the University.

C. Effect of Program on Special Departmental Strengths and/or Weaknesses

The program will re-establish the valuable interdisciplinary partnership the Department of Family and Consumer Sciences has with the College of Education. This partnership was weakened when the Family and Consumer Sciences Education degree program was dissolved. The program will also help enhance collaborative partnerships with STEM and other disciplines throughout the University.

8. Accreditation

A. Program Eligibility for Accreditation

The teacher certification concentration of the Bachelor’s Degree in Child Development and Early Literacy (Prenatal-Pre-K3) will be eligible for NCATE (National Council for Accreditation of Teacher Education) review during the next cycle of review. The program will also be evaluated by the National Association for the Education of Young Children (NAEYC). This is the Specialized Professional Association (SPA) for accrediting early childhood teacher preparation programs that is recognized by NCATE’s Council for the Accreditation of Educator Preparation.

Once the Child Development and Early Literacy (Prenatal-Pre-K3) program is well established, one of the long range goals will be to seek accreditation from the American Association of Family and Consumer Sciences (AAFCS).

B. Initial and Subsequent Cost of Accreditation

The NCATE and NAEYC review of the program will not be an additional accreditation expense. The program will be reviewed during the next schedule review of Teacher Preparation programs at Grambling State University.
C. Consultants Required for Doctoral Program

Not applicable

9. Related Fields

A. Institution Subject Matter Fields that Support Program

The subject matter fields that support the program in Child Development and Early Literacy (Prenatal-Pre-K3) are mathematics, science, early childhood education, and child development.

B. Evaluation of Supporting Fields

Curriculum and Instruction and the STEM fields will provide support for the proposed program. These programs are strong and are aligned with best practices in the field.

10. Costs

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

The proposed Child Development and Early Literacy (Prenatal-Pre-K3) program will replace the existing associate degree program in child development and the baccalaureate program in early childhood education (grades PreK-3). The total projected cost of the program for the first five years will be the same projected expenditures for the current associate degree program and the current degree in Early Childhood Education grades PreK-3. No additional expenditures are requested.

The School of Graduate Studies and Research has agreed to assign and fund one Master’s level graduate student to work in the position as graduate assistant to support the Child Development and Early Literacy Prenatal-Pre-K3 Program. Graduate assistant awards are $6,500 per year for nine months.

Existing instructional, laboratory, and technology equipment will be used to support the program; therefore, no additional funding will be needed in this budget category. Funding for travel to support the professional development needs of faculty/staff, and to provide an opportunity for faculty/staff/and students to attend professional development workshops and conferences will be requested from Title III professional development activity.

Prospective Head Start employees, childcare providers, practitioners, and preschool administrators have expressed an interest and commitment to enrolling in the program. This cohort represents
tution from students recruited specifically to the program who otherwise would not have enrolled at Grambling State University.

Departmental Operating Budgets for 2010 – 2012 are indicated in the table below.

<table>
<thead>
<tr>
<th>Budget for Department of Family and Consumer Sciences</th>
<th>2010/2011</th>
<th>2011/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>194,854</td>
<td>251,842</td>
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<tr>
<td>Related Benefits</td>
<td>53,245</td>
<td>91,398</td>
</tr>
<tr>
<td>Total Personnel Services</td>
<td>248,098</td>
<td>343,240</td>
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<tr>
<td>Operating Services</td>
<td>300</td>
<td>295</td>
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<tr>
<td>Supplies</td>
<td>5,113</td>
<td>5,115</td>
</tr>
<tr>
<td>Total Operating Expenditures</td>
<td>5,413</td>
<td>5,410</td>
</tr>
<tr>
<td>Department Total</td>
<td>507,024</td>
<td>697,299</td>
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</table>

In addition to the budget highlighted for the Department of Family and Consumer Sciences, additional budget items for the faculty in the Department of Curriculum and Instruction ($138,627) supporting the proposed program, and STEM faculty ($61,128) must be considered. Allocation for the A.C. Lewis Memorial Library must also be considered (see Appendix D).
References


APPENDIX A

ULS Board approved Letter of Intent to offer a Bachelor of Science Degree in Child Development
E. Academic and Student Affairs

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

Upon motion of Mr. Hebert, seconded by Mr. Martin, the Board unanimously voted to approve the adoption of the following resolution.

\textbf{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 proposal to convert its certification only practitioner teacher programs to Master of Arts degree programs in Teaching (MAT) in Special Education, Elementary Education, and Secondary Education.

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

Upon motion of Mr. Guidry, seconded by Mr. Martin, the Board unanimously voted to approve the adoption of the following resolution.

\textbf{NOW, THEREFORE, BE IT RESOLVED,} that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University’s request for approval of a Letter of Intent to convert the existing Associate of Science degree program in Child Development to a Bachelor of Science degree program in Child Development and Early Literacy.

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

Upon motion of Mr. Aucoin, seconded by Ms. Lapeyrolerie, the Board unanimously voted to approve the adoption of the following resolution.

\textbf{NOW, THEREFORE, BE IT RESOLVED,} that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University’s request to award an Honorary Doctor of Laws (LLD) degree to Ms. Donna Brazile at the Spring 2012 Commencement Exercises.

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

Upon motion of Mr. Sibille, seconded by Mr. Long, the Board unanimously voted to approve the adoption of the following resolution.

\textbf{NOW, THEREFORE, BE IT RESOLVED,} that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University’s request for approval of a Proposal for a Ph.D. degree program in Molecular Sciences and Nanotechnology.
Commissioner Purcell said he looks forward to the Board of Regents going beyond the habit of making sure that campuses can keep the doors open to engage in deeper conversations about how to make Louisiana's students successful.

REPORTS AND RECOMMENDATIONS

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

On behalf of Regent Bollinger, Chair of the Academic and Student Affairs Committee, Dr. Karen Denby, Associate Commissioner for Academic Affairs, presented the Academic and Student Affairs Committee Report of June 27, 2012.

LETTERS OF INTENT

On motion of Regent Bollinger, seconded by Regent Martin, the Board voted unanimously to accept the recommendation of the Academic and Student Affairs Committee to grant approval of the following Letters of Intent:

D. BS in Elder Care Administration (LSUA);
E. BS in Child Development & Early Literacy (GSU);
F. BA in Organizational Leadership (UL System);
G. MS in Criminal Justice (McNeese); and
H. PsyD in School Psychology (LSUS)

PROPOSED NEW ACADEMIC PROGRAMS

On motion of Regent Bollinger, seconded by Regent Martin, the Board voted unanimously to accept the recommendation of the Academic and Student Affairs Committee to grant conditional approval for the MS in Construction Management (CIP Code 52.2001), effective Fall 2012, at LSU and A&M College and approval for Post Master’s Certification (PMC) in Family Nurse Practitioner (CIP Code 51.3805), with authorization for immediate implementation, and the PMC in Family Psychiatric/Mental Health Nurse Practitioner (CIP Code 51.3510), with implementation in Fall 2013, to be offered by the Intercollegiate Consortium for the Master of Science in Nursing (ICMSN).
APPENDIX B

Faculty

GSU faculty who will be directly involved and provide instruction and support to the

B. S. Degree Program in Child Development and Early Literacy Prenatal-Pre-K3
<table>
<thead>
<tr>
<th>NAME</th>
<th>DATE OF APPT</th>
<th>PRESENT RANK</th>
<th>DEGREES (BY FIELD), GRANTING INSTITUTIONS</th>
<th>PRESENT CREDITS</th>
<th>CONTACT HOURS</th>
<th>SCH</th>
<th>OTHER ASSIGNMENTS</th>
</tr>
</thead>
</table>
| Dr. Bassidy Dembele | 08/18/2008   | Assistant Professor | PhD-Mathematics, Howard University, Washington, DC | 12              | 15            | 462 | QEP: Data Analyst  
Teaching: Inferential Statistics  
Interim Associate Dean for the College of Education  
Conference Proposal Reviewer, 57th International Reading Association Annual Convention, Chicago, IL April 28-May 6, 2012  
Committee Chair, Rural Diversity Committee of the International Reading Association (2010-present)  
LA Reading Association Vice President (2010) and Scholarship Chair (2012)  
Principal (20 years), K-5 and Middle School  
Director of Laboratory Schools K-12 (2 years) |
| Dr. Vicki Brown    | 08/31/87     | Professor | PhD-Curriculum and Instruction/Reading, Kent State University, Kent, Ohio; EdS-Elementary Education (Reading), MA-Elementary Education (Reading) Louisiana Tech University, Ruston, LA; BS-Elementary Education, Grambling State University, Grambling, LA 71245 | 6               | 6             | 15  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Dr. Waneene C. Dersey | 08/14/87     | Full Professor | PhD-Environmental Science, Jackson State University, Jackson, MS; MAT-Natural Sciences, Grambling State University, Grambling, LA; BS-Microbiology, Southern University, Baton Rouge, LA | 16              | 16            | 478 | Member of Louisiana Universities Marine Consortium Science and Education Advisory Council  
Interim Associate Dean for the College of Arts and Sciences  
Facilitator of Head Start Science Teacher Training Program  
Co-Director of the North LA Collaborative for Excellence in Science Teaching |
| Dr. Danny Hubbard | 01/10/1995   | Associate Professor | PhD-Chemistry, Clark Atlanta University, Atlanta, GA; BS-Chemistry, Grambling State University, Grambling, LA | 8               | 9             | 142 | National Administrators Credential in Child Development  
Department of Family and Consumer Sciences Curriculum Coordinator  
Internship/Practicum Coordinator and Instructor  
Director of the GSU Child Development Laboratory School  
Family & Consumer Sciences Department Head |
| Dr. Glenda Island  | 01/09/1995   | Associate Professor | PhD-Home Economics Education, Texas Tech University; MEd-Home Economics Education, Prairie View A&M University; BA-Fashion Merchandising, Louisiana Tech University | 10              | 10            | 129 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Dr. Loretta Walton Jaggers | 08/19/91       | Full Professor | EdD-Curriculum and Instruction (Language Arts/Multicultural Education), University of Houston; MEd-Elementary Education (Reading Emphasis), State University of New York at Buffalo; BS-Elementary Education, Grambling State University, Grambling, LA | 12              | 12            | 132 | ACEI Program Reviewer (2011-present)  
Louisiana Reading Association  
College Teachers of Reading Council  
International Reading Association  
Louisiana Reading Association (Received Educator of the Year 2008, 1994, Literacy Week Chair, 2003-2004)  
North Louisiana Reading Council (President 2003-2005 and President 2007-2008; 2010-2013)  
Presented the North Louisiana Literacy Award (2006) |
<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Title</th>
<th>Education/Teaching Experience</th>
<th>7</th>
<th>3</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Patricia P. Johnson</td>
<td>08/26/02</td>
<td>Assistant Professor</td>
<td>PhD-Urban Higher Education (Educational Administration), Jackson State University, Jackson, MS; Plus 30 Hours-Elementary Education, MEd-Elementary Education, Bilingual Education and Speech &amp; Hearing Therapy, Louisiana State University Shreveport</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graham Patterson</td>
<td>08/19/05</td>
<td>Lecturer</td>
<td>Plus 30 Hours - Administrative Policy in Higher Education, University of Maryland at College Park; MS-Home Economics Education Curriculum, Indiana State University; BS-Home Economics, Indiana State University</td>
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<tr>
<td>Dr. Frankie Rabon</td>
<td>08/18/97</td>
<td>Associate Professor</td>
<td>PhD-Vocational and Technical Education/Family and Consumer Sciences, Virginia Tech University; EdS-Home Economics Education, Tuskegee University; MEd-Adult Education, Tuskegee University; BA-Home and Family Relations, Huston-Tillotson College</td>
<td>15</td>
<td>15</td>
<td>459</td>
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<tr>
<td>Ms. Florence Simon</td>
<td>01/25/88</td>
<td>Assistant Professor</td>
<td>MS-Early Childhood Education, MS-Elementary Education, BS, Grambling State University, Grambling, LA</td>
<td>14</td>
<td>14</td>
<td>88</td>
</tr>
<tr>
<td>Dr. Doris Williams-Smith</td>
<td>08/14/2006</td>
<td>Full Professor</td>
<td>PhD-Curriculum and Instruction (Secondary English), MEd-Curriculum and Instruction (Secondary English), University of New Orleans; BA-Secondary Education (Spanish/English), Southern University New Orleans</td>
<td>12</td>
<td>12</td>
<td>69</td>
</tr>
</tbody>
</table>

Interim Department Head (Oct 2010- present)
NCATE Coordinator (Oct 2010-present)
PARCC Campus Team Chair (2011-present)
PK-16+ Coordinator (Aug 2002-present)
National Administrators Credential in Child Development
Interim Family & Consumer Sciences Department Head
Certified Family Life Educator
Louisiana Pathway Trainer III
Author (Textbooks): Child Development, Food Safety, Food & Nutrition
Director of the GSU Child Development Laboratory School
Reading Specialist
Certifications in Guidance and Counseling, Special Education, Supervision and Instruction, and Supervision of Student Teaching
Co-Chair of the IRA (Reading Specialist) Program Report Committee
CEC Special Education) Program Report Committee
NASPE (Physical Education) Program Report Committee
NCTE (English Education) Program Report Committee
University PARCC Committee
PRAXIS Oversight Committee
APPENDIX C

Organization Chart
Department of Family and Consumer Sciences
Organization Chart
Department of Family and Consumer Sciences

The University of Louisiana System

President

Provost and Vice President for Academic Affairs

Interim Dean, COAS

Department of Family and Consumer Sciences Coordinator of the Program

Administrative Assistant III

Faculty
APPENDIX D

Library Resources
<table>
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<tr>
<th>Service Description</th>
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<td>Alexandria Street Press- Streaming Video</td>
<td>$11,550.00</td>
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<tr>
<td>COLLEGE SOURCE</td>
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<tr>
<td>ENCYCLOPEDIA BRITANNICA ONLINE</td>
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<tr>
<td>EBSCOHOST EDS</td>
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<tr>
<td>EBSCO- Print and Online Journals</td>
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<tr>
<td>EBSCO- Race Relations Abstract</td>
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<tr>
<td>EBSCO- Journal Database (EJS)</td>
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<tr>
<td>EBSCO- Special Sort</td>
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<tr>
<td>FARONICS- License Maintenance for 3 years</td>
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<tr>
<td>Films on Demand- Master Academic Collection</td>
<td>$14,450.00</td>
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<tr>
<td>INFOBASE Publishing- African American History &amp; Culture</td>
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<td>INFOBASE Publishing-Writers Reference Center</td>
<td>$554.00</td>
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<td>INFOTRIEVE – Subscription Renewal for Ariel</td>
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<tr>
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<td>LOUIS M</td>
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<td>LYRASIS- Black Thought &amp; Culture</td>
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<td>$500.00</td>
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<td>LYRASIS- Black Wom Writ.</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>LYRASIS- Credo Reference</td>
<td>$4,000.00</td>
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<tr>
<td>LYRASIS-Project Muse-Basic College Collection</td>
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<td>OED (Oxford English Dictionary)</td>
<td>$1,140.00</td>
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<tr>
<td>OUTPUT CONTROL SOFTWARE-R</td>
<td>$1,200.00</td>
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<td>PROQUEST- Criminal Justice Periodicals (Electronic)</td>
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<td>PROQUEST-BSC Defender, Schomburg</td>
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<td>$4,000.00</td>
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<td>PROQUEST-Ancestry Library Edition</td>
<td>$4,600.00</td>
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<td>SPRINGSHARE, INC- LibGuides</td>
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<td>WEST- Westlaw Paralegal Premier Library</td>
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<tr>
<td>WEST - Westlaw Pro Campus Research News &amp; Law</td>
<td>$12,739.00</td>
</tr>
<tr>
<td>ZOOMERANG</td>
<td>$599.00</td>
</tr>
</tbody>
</table>
APPENDIX E

Child Development and Early Literacy Prenatal-Pre-K3 Program Course Descriptions
COURSE DESCRIPTIONS

CDFR 100 - Child Development and Family Relations (3 credit hours)
An introduction to the child, from birth to age eight, as a learner and family member with needs to explore and communicate, as well as to develop social competence. Explanation of current themes of child development is provided with special emphasis on understanding children's developmental levels through childhood. This course studies the physical, cognitive personality, and social development of the child and his/her relationship to the family. Observation in a childcare center or preschool setting is a requirement of this course.

CDFR 204 - Creative Play, Art, and Drama in Literacy and Child Development (3 credit hours)
This course examines how children learn reading, math, science, and social studies through play, art, and drama. Students participate in lab activities that teach concepts in guiding young children in learning skills and practice. Requires observation in a child care center or early childhood school setting.

CDFR 259 - Issues in Literacy Assessment & Instruction in Child Development (3 credit hours)
This course provides an overview of child and family assessment in child development and early literacy. Principles and practices of formal and informal literacy assessment are surveyed. The course offers the student both research-based theory and practical applications.

CDFR 301 Parent Child Interactions in CHDV & Early Literacy Programs (3 credit hours)
This course focuses on language and literacy development of children birth to Pre-K, including strategies that parents and staff support in this development; research related to children's learning; and ways in which family literacy supports early literacy development. It evaluates the role of parenting in the total development of the child. It describes the knowledge and skills child development professionals need to build effective interrelationships with the child, family, and community.

CDFR 306 Organization & Administration of CHDV & Early Literacy Programs (3 credit hrs)
This course is designed to aid in organizing, staffing, and operating child development centers, schools, child care agencies/organizations. Principles of personal and resource management of childcare programs are included. Factors that influence the quality of child care programs will be evaluated.

CDFR 330 Emergent/Early Literacy & Brain Development in Math & Science (3 credit hours)
Provide students with the theoretical and developmental knowledge necessary to effectively teach the basic concepts of math and science to preschool children. Students will develop skills in preparing developmentally appropriate activities that promote inquisitiveness, problem solving, and exploration. Observation in a childcare center or preschool setting is a requirement of this course.

CDFR 360 Developing Scientific Inquiry Skills I (3 credit hours)
This course introduces and develops fundamental knowledge and skills in science inquiry for teaching science in early childhood education. Topics of study include the processes of engaging students in science exploration, understanding and applying the scientific method, and the use of inquiry based methods to teach science to young children. Pre requisite: ED 216
CDFR 361 Developing Scientific Inquiry Skills II (3 credit hours)
This course focuses on the design process used to develop inquiry models for teaching science in emergent and early childhood education. The course facilitates science exploration based activities using inquiry models for science education. Studies include how to prepare well designed science explorations and identify resources for developing skills in the use of scientific method, science literacy, numeracy, and various activities of investigation in science. Students will construct a portfolio of lesson plans and projects suitable for teaching science in early childhood education. Pre requisite: CDFR 360

CDFR 400 Nursery School/Kindergarten Education (3 credit hours)
This course aids in developing skills necessary for effective directing of learning skills in child care centers and kindergarten. Additionally the course stresses technique of guidance, interpersonal relationships, and parental involvement. One hour per week of directed observation and participation is required.

CDFR 450 Practicum in Child Development and Early Literacy (3 credit hours)
This course requires the student to complete a practicum experience in a licensed and approved childcare center or preschool setting. The practicum experience component of this course requires students to obtain (at their own expense) and pass a criminal background search/screening as prescribed by the Department and University. The student must complete 100 clock hours of service.

CDFR 460 - Internship in Child Development and Early Literacy (3 credit hours)
This course provides a structured field experience in a licensed and approved child care setting under the supervision of a certified professional. Conferences between the supervisor and the practicum instructor to evaluate the student’s progress and attending pre- and post-practicum seminars are required. The field experience component of this course requires students to obtain (at their own expense) and pass a criminal background search/screening as prescribed by the Department and University Students must complete a minimum of 200 clock hours.

ED 215 Introduction to Early Childhood Education
This course introduces students to early childhood education. Major topics for study are theories of development, the early childhood curriculum, guidance techniques, family involvement and types of early childhood programs, observation techniques, and being professional. Students are required to complete fifteen hours of observation in an early childhood setting. The course incorporates lectures, demonstrations, presentations, discussions, and field experiences. Candidates will earn 3 credit hours.

ED 216 Methods in Early Childhood Education
This course gives students a hands-on experience in selecting, creating, and implementing developmentally appropriate activities for early childhood programs. Students plan activities in language arts, science, math, art, music, and nutrition. Additionally students will have field experiences in local schools', media centers and local teachers' supply stores. Emphasis will be placed on using age appropriate guidance and evaluation strategies. This course incorporates lectures, demonstrations, presentations, discussions, and field experiences. Candidates will earn 3 credit hours.
ED 217 Reading Language Arts in Early Childhood
This course emphasizes pre-reading experiences, the basic reading program, and language
development for the child. Principles, procedures, materials and laboratory experiences fundamental
to the development of skill in guiding the reading-language experiences of young children are
provided. The course incorporates lectures, role-play, vocalization, and word recognition. Candidates will earn 3 credit hours.

ED 300 Educational Psychology
Introduces and develops fundamental knowledge and skills in the areas of teaching and learning
psychology. Primarily concerned with a critical analysis of the learning process, its theoretical
foundation, and its application, the course is experiential and interactive. Meeting state and national
standards (LCET, INTASC, and NCATE) emphasis is placed on the components of effective
teaching, including knowledge of human development, learning theories, planning strategies,
researched-based teaching practices, pedagogical dispositions, student motivation and
communication skills. This course is a combination of lecture, discussion, group projects, web based
assignments, micro-teaching and 10 hours of field experiences.

ED 305 Strategies for Teaching Elementary
This course teaches candidates theories and strategies to teach elementary mathematical concepts.
Prerequisites: ED302. The form of this course is lecture and small group work. Candidates will earn
3 credit hours.

ED 312 Introduction to Education of Exceptional Children
This course provides an examination of the history, nature, causes and treatment of exceptionalities
that can have an impact upon children’s educational achievement.

ED 316 Early Childhood Education Seminar
This course provides a one-semester course at the junior level. Theory, methods and materials for
teaching in nursery, kindergarten and primary school with emphasis on language arts, social studies,
science and mathematics for young children. Students are guided in the use of teaching techniques,
media, materials and observation and participation in actual teaching situations.

ED 317 Multicultural Education
This is an interdisciplinary course that focuses upon the educational, sociological and psychological
principles of teaching diverse learners. Emphasis is placed upon self- knowledge as a means of
fostering respect and value for the many cultures, religious, languages, and experiences that students
will bring into the schools. This course is design to afford candidates the opportunity to explore the
philosophers, theories, strategies, and competencies required to effectively motivate, education,
direct, manage and evaluate learners in a diverse classroom. Candidates will earn 3 credit hours.

ED 325 Reading in the Elementary School
This course focuses on techniques and materials basic to the development of skills in teaching the
elementary school, grades PK-6. Candidates will review theory and principles in teaching reading
and engage in the demonstration of appropriate methods in both simulated and actual teaching
settings under the supervision of a classroom teacher and the course instructor. Required of all
elementary, early childhood and special education majors as the second course in the require sequence. (Prerequisite: ED 303 Reading Introduction and Survey with a grade of "C" or better. this course requires hands-on experiences with classroom students in PK-3 and 1-6 Lecture, educational activities and classroom discussions. Candidates will earn 3 credit hours.

ED 328 Issues and Practice in Assessment (Diagnosis and Evaluation)
This course develops skills in selecting, constructing, administering and interpreting instruments appropriate for assessing needs of children and youth with different learning styles. Activities involve classroom testing and development of programs. This course is presented in a seminar format. Candidates will earn 3 credit hours.

ED 402 Instructional Tech Integration
ED-402 builds technological, informational, and visual competencies through the production and integration of technology to create new enriched teaching and learning environments. The course incorporates lectures, demonstrations, case studies, computer laboratory experiences, software application tutorials, job aids, and portfolio activities. Candidates will earn 3 credit hours.

ED 427 Classroom Management
Classroom Management provides opportunities for practitioners to refine skills and methods for effective teaching with an emphasis on classroom management and organization. The course examines appropriate grade level (PK-3, 1-6, 7-12) classroom management techniques and motivational theories ranging from behavioral to humanistic approaches. Emphasis is placed on the development of classroom management plans to manage student behavior, to increase learning engagement, and to create safe environments that respect diversity. This course must be taken concurrently with ED 455-Student Teaching.

ED 431 Reading Diagnosis & Correction
This course emphasizes the types of reading difficulties and techniques in teaching remedial readers; laboratory practice in examining, administering and interpreting standardized and information reading tests; and planning remedial programs on the basis of findings of tests and other sources of information. Students use modules to teach children based on the results of the diagnosis. Prerequisite: ED 303, ED 322 or ED 325.

ED 452 Seminar II: Advanced Teaching Methods
Gives teacher candidates the opportunity to synthesize and apply knowledge acquired in prerequisite courses relative to the content and process of teaching. Field experiences in diverse educational settings, Praxis tests preparation seminars and performance based micro lesson presentations are required components of the course. This course if designed for candidates in the fields of early childhood education, elementary education, and special education.

ED 455 Student Teaching
Student Teaching provides the student the opportunity to develop skills for practical application of theory in planning, instruction, classroom management and professional development in specified areas of certification. Teacher candidates/interns are placed in the field in actual classroom settings according to their area of certification to work with administration, parents, students, and other educators under structured clinical supervision. The course incorporates 16 weeks of teaching and
learning in classroom settings. Candidates will also participate in seminars, PTO meetings, school board meetings, university supervisors’ conferences and regional/national conferences. Candidates will earn 9 credit hours.

**FCS 310 Methods of Research in Family and Consumer Sciences** (3 credit hours)
This course acquaints students with the research journals of the family and consumer sciences discipline. Various areas and issues of family and consumer sciences are appraised through the research studies that have been performed. Emphasis is given to the design and results of the studies researched. The student will develop and conduct a research project investigating topics and questions in their major area of concentration. This course will provide an introduction to research methods in social science as well as family and consumer sciences. The research experience will culminate in a research project including the research paper and presentation. Extramural research methodology and activities will also be studied.

**FCS 470 Independent Study** (3 credit hours)
This advanced capstone course provides students the opportunity to be reflective, use critical and creative thinking skills and examine their pedagogical knowledge and skills from a multicultural perspective in Child Development and Early Literacy. This course requires one hundred, eighty hours of work in a child development or early childhood education setting. Students will compile a professional portfolio aligned with the National Association for the Education of Young Children (NAEYC) Standards and participate in a child development or early childhood education research project. Students will integrate the knowledge and skills gained from coursework in the Child Development and Early Literacy program to complete requirements for this course. A capstone project that integrates knowledge and skills in family science, child development, early childhood education, literacy, health and nutrition, curriculum and instruction, observation and assessment, and other areas relevant to the field will also be required. Observation/field experience of emergent/early child development in a licensed and approved childcare center or preschool setting is a requirement of this course. The observation/field experience component of this course requires students to obtain (at their own expense) and pass a criminal background search/screening as prescribed by the Department and University within the first two weeks of class.

**FN 205 Child Nutrition, Health, and Safety** (3 credit hours)
This course studies nutrition, health and safety as it affects the total development of the emergent and early child. The course is especially designed for child development and early childhood education majors.
APPENDIX F

Budget Form
No additional cost will be incurred.
** We are expecting additional revenue in the form of tuition and fees.

### SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

**Institution:** Grambling State University  
**Date:** February 6, 2013

**Program/Unit:** Department of Family and Consumer Sciences

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

#### EXPENDITURES

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AcAI Policy 2.05 - Budget
APPENDIX G

Letters of Support
To: Glenda J. Island, Ph.D.

Grambling State University
Department of Family and Consumer Sciences
106-A Washington-Johnson Complex
Grambling, LA 71245

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

Dear Dr. G. Island:

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

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

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

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

Sincerely,

Keisha Y. Caesar
Keisha Y. Caesar, M.Ed.
Head Start Director
March 22, 2012

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

Dear Dr. Island:

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

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

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

Sincerely,

[Signature]

Gregory B. Bradley, Head Start Director
Caddo Community Action Agency Head Start
March 30, 2012

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

Dear Dr. Island:

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

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

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

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

Sincerely,

[Signature]

Wanda J. Finley, Director  
Webster Parish Police Jury  
Office of Community Services  
Head Start Program  
Post Office Box 876  
Minden, LA 71058-0876  
Phone: (318) 377-7022  
Fax: (318) 377-2870  
wpcshsdir@bellsouth.net

"Equal Opportunity Employer/Program"  
"Auxiliary Aids and Services are Available Upon Request to Individuals with Disabilities"
March 22, 2012

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

Dear Dr. Island,

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

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

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

Wishing you the best in your endeavors always.

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

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

Dear Dr. Island:

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

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

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

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

Sincerely,

Ethel A. Robinson
Program Director
Item E.2. Nicholls State University’s request for approval to award an Honorary Doctor of Humane Letters degree to Mr. F. Travis Lavigne, Jr. at the Spring Commencement Exercises.

EXECUTIVE SUMMARY

Nicholls State University wishes to recognize the contributions of Mr. Travis Lavigne by awarding him an Honorary Doctor of Humane Letters degree. Mr. Lavigne, a native of Ponchatoula, Louisiana and resident of Terrebonne Parish, graduated from Ponchatoula High School. He attended Southeastern Louisiana University where he received a Bachelor of Science degree in Biological Sciences and a Master of Science degree in Zoology.

Mr. Lavigne has provided Louisiana with 40 years of outstanding service in post-secondary education. He has served in positions ranging from director, associate chancellor, chief financial officer and, most recently, as chancellor at L.E. Fletcher Technical Community College. Mr. Lavigne has provided the College with excellent leadership by developing certificate and associate degree programming to meet workforce needs of the region and the academic programming for transfer to baccalaureate programming. Nicholls State University and L.E. Fletcher Technical Community College have a longstanding relationship as a result of Mr. Lavigne’s efforts.

Mr. Lavigne actively serves the Houma community. He is a member of the Board of Directors of the Houma-Terrebonne Chamber of Commerce, past president and currently a member of the Houma Rotary Club. As well, Travis was a Terrebonne Parish School Board member for four years, two of which he served as president. He has been recognized as Terrebonne’s Most Useful Citizen (2009) and Outstanding Citizen (2008). He has also been awarded the Bob McCormick Distinguished Rotarian Award (1997).

Mr. Lavigne’s commitment to give back to his community and dedication to students permeates his career. Nicholls State University seeks to award this honorary doctorate to Mr. Lavigne as a deserving individual who has made outstanding contributions to secondary education.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University’s request to award an Honorary Doctor of Humane Letters degree to Mr. F. Travis Lavigne, Jr. at the Spring Commencement Exercises.
February 4, 2013

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

Dear Dr. Woodley:

Nicholls State University requests consideration and approval of the following to be placed on the agenda for the February 26, 2013, meeting of the Board of Supervisors for the University of Louisiana System:

To award an honorary Doctor of Humane Letters (D.H.L.) to F. Travis Lavigne, Jr. at the Spring Commencement Ceremony on May 18, 2013

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

Thank you for your assistance in this matter.

Sincerely,

[Signature]

Stephen T. Hulbert
President

Attachment

pc: Mr. Larry Howell, Executive Vice President
Dr. Laynie Barrilleaux, Vice President for Academic Affairs
Dr. David Boudreaux, Vice President for Institutional Advancement
Dr. Eugene Dial, Vice President for Student Affairs and Enrollment Services
Mr. Mike Naquin, Associate Vice President for Finance and CFO
Mr. Mike Davis, Assistant Vice President for Facilities
Dr. Stephen Michot, Faculty Senate President and Faculty Association Representative
Mrs. Stacy LeJeune, Internal Auditor
MEMORANDUM

DATE: January 29, 2013

TO: Dr. Stephen Hulbert, President

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

RE: Honorary Doctorate Recommendation

Following the review of nomination files and final recommendations by the Honorary Degree Committee, I am pleased to recommend to you the individual listed below for recognition and receipt of an honorary degree at the commencement ceremony to be held on May 18, 2013.

F. Travis Lavigne, Jr. (Honorary Doctor of Humane Letters) (D.H.L.)

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

Thank you for your consideration.

enclosures
MEMORANDUM

TO: Dr. Allayne Barrilleaux, Vice President for Academic Affairs
FROM: Dr. DesLey Plaisance, Chair, Honorary Degree Committee
DATE: January 30, 2013
SUBJECT: Honorary Degree Committee Spring 2013 Recommendation

After careful review of the presented nominees for Spring 2013, The University Honorary Degree Committee recommends the following nominee unanimously.

F. Travis Lavigne  (Honorary Doctor of Humane Letters)

No additional nominees were selected at this time.

DVP:kml
University Honorary Degree Committee
Minutes

January 29, 2013
3:00 p.m., 105 White Hall

Present: Pattie Breaux, Matthew Jewell (SGA), Steve Michot, Candace Park (USAC)
Ianna West, DesLey Plaisance (non-voting)

Absent: Bridget Guidry, John Lajaunie, Stephen Peltier (alumni designee), Zoe Tanner

Actions:

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

2. Nomination packets of all 7 eligible individuals (distributed previously) were reviewed
and fully discussed by the Committee.

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

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

4. One name was put forth from among the current pool of eligible nominees for an
Honorary Doctor of Humane Letters (D.H.L.) for spring 2013. Motion passed
unanimously. (Jewell/Breaux)

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

5. There being no further business, the meeting was adjourned 3:45. (Park/Jewell)

[SIGNED]
Dr. DesLey Plaisance, Chair
Director of Graduate Studies
NICHOLLS STATE UNIVERSITY

OFFICE OF THE PRESIDENT

Nomination for the award of an Honorary Degree

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

1. Name of nominee: F. Travis Lavigne, Jr.

2. Professional title: Chancellor, L. E. Fletcher Technical Community College

3. Name of nominator: Stephen T. Hulbert

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

4. Describe the nominee's achievements:

In August of 2012, F. Travis Lavigne, Jr. completed his 40th year of service in post secondary education in Louisiana, much of which has been with what has become the L. E. Fletcher Technical Community College (formerly the Louisiana Technical College-L. E. Fletcher Campus). In that affiliation, Travis has served in positions ranging from director, associate chancellor, chief financial officer and, most recently, as chancellor.

While the general public looks to L. E. Fletcher as the father and namesake of what has now become a maturing, respected and regionally accredited technical community college, it is in my opinion, that Travis Lavigne has provided the determined leadership resulting in the creation of today's L. E. Fletcher Technical Community College.

With little financial support from state government, Travis has developed certificate and associate degree programming meeting both the skilled work force needs of the region and the academic programming for transfer to baccalaureate programming. With the support of his small faculty and administrative staff, Travis gained regional accreditation in record time from the Commission on Colleges of the Southern Association of Colleges and Schools.
5. Explain the humanitarian value or contribution to society of the nominee.

In addition to the aforementioned, Travis is an active member of the Houma community. He is a member of the Board of Directors of the Houma-Terrebonne Chamber of Commerce, past president and currently a member of the Houma Rotary Club. In 1991, Travis was elected as a Terrebonne Parish School Board member for a four-year term, representing District K. Two of the four years, he served as President of the Board. Other affiliations, past and present, are listed on the enclosed CV.

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

The relationship with Travis and L. E. Fletcher Technical Community College has permitted Nicholls State University to eliminate two year programming as well as developmental course work, thereby allowing Nicholls to continue to mature as a Southern Association Level II Comprehensive University.

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

2009 Terrebonne’s Most Useful Citizen – Presented by The Courier (For his unselfish work and achievement for the community)

2008 Outstanding Citizen – Presented by Woodmen of the World Life Insurance Society (In appreciation and recognition of Commendable Service and Noteworthy Achievement in the Community)

1997 Bob McCormick Distinguished Rotarian Award – Presented by the Rotary Club of Houma (In recognition of member of Club that has displayed and lived the ideals of Rotary International, the Four Way Test, and all of the objectives of the Rotary Club of Houma)

8. Indicate, if possible, for the nominee (this may be part of the C.V. in item 11):

   a. date of birth January 18, 1944
   b. educational background M. S.; B.S.
   c. employment history See attached C.V.

9. Additional comments:

See letter of transmittal.

10. Contact information for the nominee:

    Name:  F. Travis Lavigne, Jr.
Postal address: 1407 Highway 311, Schriever, LA 70395
Phone number: 985-858-5745
Email address: llavigne@ftcc.edu

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

Attached

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

For more nominations forms, please go to:
http://www.nicholls.edu/president

or on the internal M drive, under Admins, NSU Forms, Award Nomination Forms
F. Travis Lavigne, Jr.
Biographical Information

EDUCATION AND TRAINING

M. S., Zoology, Southeastern Louisiana University, 1971
B. S., Biological Sciences, Southeastern Louisiana College, 1967
Louisiana State University Vocational Education Extension Course, 1971-77
National Institute for Governmental Purchasing (NIGP) Seminars, 1979-80
  Advanced Public Purchasing
  Intermediates of Public Purchasing
  Basics of Public Purchasing

WORK EXPERIENCE

Chancellor
L. E. Fletcher Technical Community College (formerly Louisiana Technical College – L. E. Fletcher Campus)
Serves as Chief Executive Officer of L. E. Fletcher Technical Community College within the Louisiana Community and Technical College Board of Supervisors Policies and Guidelines
July 1, 2003 - Present

Louisiana Technical College Chief Financial Officer
July 11, 2002 – December 31, 2002

Assistant Chancellor – Louisiana Technical College District III
Responsible for district administration of four LTC Campuses in District III subject to the policies of the LCTCS Board and LTC Central Office.

Director
Louisiana Technical College, L. E. Fletcher Campus (formerly South Louisiana Campus)
Administer Louisiana Technical College, L. E. Fletcher Campus (formerly South Louisiana Campus), within the Louisiana Community and Technical College Board of Supervisors Policies and Guidelines
July 1, 1999 - Present

Director
Louisiana Technical College, South Louisiana Campus
Administer Louisiana Technical College, South Louisiana Campus, within the Board of Elementary and Secondary Education Policies and Guidelines, assume fiscal responsibility for the college, provides instructional management techniques that provide a climate conducive to learning.
August, 1996 - June, 1999
Regional Director
Regional Management Center 3, Houma
Responsible for financial and program management and general effectiveness of the regional, area technical institutes of Region 3, located in Morgan City, Houma, Thibodaux, and Reserve, that serve the parishes of St. Charles, St. John, St. James, Lafourche, Terrebonne, Assumption, and St. Mary.
August, 1991 - August, 1996

Assistant Superintendent
Office of Vocational Education
State of Louisiana Department of Education
Responsible for statewide administration of secondary and postsecondary vocational programs.
April, 1991 - August, 1991

Regional Director
Regional Management Center 3, Houma
Responsible for financial and program management and general effectiveness of the regional, area technical institutes of Region 3.
May, 1990 - May, 1991

Regional Coordinator (Part-Time)
Houma Region 3 Vocational Technical Center
Responsible for financial and program management and general effectiveness of the regional, area technical institutes of Region 3.
July, 1986 - February, 1989

Director
South Louisiana Regional Technical Institute
Administered South Louisiana Regional Technical Institute within the Board of Elementary and Secondary Education Policies and Guidelines, assumed fiscal responsibility for the institute,
July, 1984 - December, 1990

Assumed administrative control for Louisiana Marine and Petroleum Institute and Golden Meadow Branch Vocational-Technical School.
Responsible for care and maintenance of these facilities since closure, June 30, 1988. 1986-1990

Assistant Director
South Louisiana Vocational-Technical Institute
Assisted the Director in the administration of South Louisiana Vocational-Technical Institute within the Board of Elementary and Secondary Education Policies and Guidelines and in providing instructional management techniques that enhanced a positive organizational climate conducive to learning. 1974-1984
Related Studies Instructor
South Louisiana Vocational-Technical Institute
Provided instruction in developmental studies including Related Technical Occupational Instruction in Auto Mechanics, Welding, Drafting, Electronics, and Diesel Mechanics. Anatomy and Physiology instructor for Practical Nursing program. Instilled in each student the importance of safe working habits, continuation of education and the assets of reliability, competence, loyalty, and dependability.
1971-1974

Secondary Science Teacher
C. W. Ruckel Jr. High School, Niceville, Florida
Responsible for teaching experimental science course in time, space and matter to eighth grade students.
1971

Teaching Assistantship
Southeastern Louisiana University
Zoology, Botany, and Human Physiology laboratory instructor while working toward Masters Degree.
1969-1971

Secondary Biology, General Science, and Algebra Teacher
Vandebilt Catholic High School
Responsible for teaching biology, science, and algebra to high school students, Chairman of the Science Department.
1967-1969

Laboratory Assistant
Southeastern Louisiana College
Assistant in Zoology and Botany laboratories.
1962-1967

SPECIAL ASSIGNMENTS (Partial Listing)

September, 2000 - Present
Member, Workforce Investment Board for Lafourche, Terrebonne, and Assumption
Chairperson of Finance Committee

March, 1997 - Present
Chairman, Louisiana Student Financial Assistance Commission, Appointed by Governor Foster
The Commission is responsible for the administration of the TOPS Program, Other Scholarships and Grants, and the Federal Family of Education Loans Program

September, 1996 - 1997
Vice-Chairman, Louisiana Student Financial Assistance Commission
Elected by Commission Members
October, 1988 - Present
Member, Louisiana Student Financial Assistance Commission (Appointed by Governor Roemer, Governor Edwards, and Governor Foster)
Chairperson, Personnel and Policy Committee
Member, Executive Committee

1985
Chairman, Committee to Study Entrance Requirements for Post-Secondary Vo-Tech Schools
Developed documents that formed the basis for BESE consideration and action

1985
Chairman, Three (3) Member Committee that developed the format and instructions for the monthly enrollment report for postsecondary technical institutes (BESE 85-01-01) which was adopted by BESE, June, 1985

February, 1989
With the advice and recommendations of the Assistant Superintendent for Vocational Education, wrote and published the report adopted by BESE and submitted to the Joint Education Committee of the Louisiana Legislature entitled "A Strategy for the Improvement of Postsecondary Vocational Technical Education in Louisiana." The report contained excerpts and references to:

1989
Chairman, Formula Funding Committee
Developed the basis for the formula approved by BESE and advertised in the Louisiana Register, April, 1990

1994
Appointed by the Governor's Secretary of Education to Chair Subcommittee of the State Postsecondary Review Commission.
Assignment was to coordinate the development of standards for the review of postsecondary educational institutions (public technical institutes, proprietary schools, cosmetology schools, and associate degree granting public and private colleges and universities) pursuant to the Standards published in Amendments to the Higher Education Act Public Law 102-325, Section 494 Part H, 34 CFR 667.21. Assignment was completed, adopted by the Louisiana Postsecondary Review Commission on January 18, 1995, and was reviewed by the U. S. Secretary of Education.
SUPPORTING DATA

Member, Board of Directors, United Way, Capital Campaign Chairman 2008-2009
Member, South Central Industrial Association
Member, Bayou Industrial Group
Member, Board of Directors, Executive Committee, Houma-Terrebonne Chamber of Commerce
Member, Region 3 Health Care Consortium
Chairman, Terrebonne Parish School Board Finance Committee (1992-1993)
Member, State Council on Vocational Education (1989-90)
Member, Louisiana Vocational Association
Member, Trades and Industry Division of LVA
Member, American Vocational Association
Member, Houma Rotary Club; President (1995-96)
Assistant District Governor, Rotary International District 6200, 1999-2001
Travis Lavigne is a native of Ponchatoula, Louisiana and a resident of Terrebonne Parish. He is a graduate of Ponchatoula High School and attended Southeastern Louisiana University where he received a Bachelor of Science in Biological Sciences and a Master of Science in Zoology.

He has worked in the Louisiana vocational-technical and community college education system for 38 years in various positions:

- **State Department of Education** - State Assistant Superintendent for Vocational Education
  - 6 months
- **Regional Director** - Regional Management Center 3, Houma
  - 5 years
- **Director/Campus Dean, Assistant Director, Instructor**
  - Louisiana Technical College, L. E. Fletcher Campus
  - 28 years
- **Assistant Chancellor** - Louisiana Technical College - District 3
  - 2 years

Mr. Lavigne is currently serving as Chancellor of L. E. Fletcher Technical Community College, one of two two-year technical community colleges within the Louisiana Community and Technical College System (LCTCS). He was appointed to the position on July 1, 2003.

In 1991, Mr. Lavigne was elected as a Terrebonne Parish School Board member for a four-year term, representing District K. Two of the four years he served as President of the Board.

Mr. Lavigne has served as a member of the Louisiana Student Financial Assistance Commission since 1988. He serves as an appointee of the Governor, and has served during the administration of five different Governors. In March 1997, Governor Foster appointed Travis to serve as Chairman of the Commission, also commonly referred to as the “TOPS” Commission. The chairman of this Commission also serves as Chairman of the Louisiana Tuition Trust Authority. The Trust Authority is responsible for the administration of the Louisiana Student Tuition and Revenue Trust (START) College Savings Program. He has continuously served as Chairman of the Commission since the appointment in 1997.

Mr. Lavigne is an active member of the Houma community. He is a member of the Board of Directors of the Houma-Terrebonne Chamber of Commerce, past president and currently a member of the Houma Rotary Club. Travis is married to Kathleen McCahill and they have two daughters, Dr. Lara Lyn Ross and Dr. Amanda Talbot, and four grandchildren, Lillian and Eve Talbot and Travis Paul and James Lee Ross.
Item E.3. Southeastern Louisiana University’s request for approval of a Letter of Intent/Proposal to establish a Bachelor of Science degree program in Information Technology.

EXECUTIVE SUMMARY

Southeastern Louisiana University wishes to establish a Bachelor of Science degree program in Information Technology. The proposed degree program is a repackaging of existing courses required for an Information Technology (IT) concentration within Southeastern’s Computer Science baccalaureate degree program into a stand-alone degree program in Information Technology. The Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET) has recommended the change to address strengthening the IT curriculum. At the same time, the existing Computer Science degree minus the IT concentration will also be strengthened. Both degrees will be eligible for ABET accreditation.

The proposed 120-hour degree program will be offered in a traditional classroom setting. Graduates will be able to employ a pallet of multiple hardware platforms and software development environments integrated with the appropriate theoretical constructs to develop practical solutions to technological problems, deploy those solutions and provide for their maintenance and administration. As well, graduates will be prepared to effectively integrate research methods, appropriate theory, mathematics, and computational technology.

In Louisiana, the growing demand for Information Technology professionals matches national trends. A search of “Information Technology” job openings in Louisiana on CareerBuilder.com on October 5, 2012 yielded 548 opportunities; Monster.com yielded 248 opportunities. Ameritas Technologies recently announced the establishment of a new facility in Baton Rouge that will accommodate 300 IT jobs. As well, offering the proposed program will be attractive to other technology companies that may want do business in Louisiana which will be beneficial to the state. The Technology Commercialization Credit and Jobs Program, which is administered by the Board of Commerce and Industry, provides credits for companies that invest in the commercialization of Louisiana technology and create new jobs.

Enrollment for the Information Technology concentration in the Computer Science degree program continues to grow. In five short years, enrollment has grown to 194 students. If approved, the University expects similar numbers for the proposed program initially, with a conservative estimate of a 7% enrollment growth per year. Because courses are already being
taught as part of the Information Technology Concentration, no new faculty members are needed. As well, present library holdings, facilities and resources are adequate. No new costs will be associated with the implementation 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 Southeastern Louisiana University’s request for a Letter of Intent/Proposal to establish a Bachelor of Science degree program in Information Technology.
February 6, 2013

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

Dear Dr. Woodley:

On behalf of Southeastern Louisiana University, I am requesting that the attached combined Letter of Intent and Proposal to offer a Bachelor of Science degree program in Information Technology be placed on the agenda of the February 2013 Board of Supervisors meeting.

The proposed degree program is simply a repackaging of existing courses required for an Information Technology concentration within our Computer Science baccalaureate degree program into a stand-alone degree program in Information Technology. No new courses or additional resources are needed to offer the program. As such, we and Gary Reichard sought and received approval from Karen Denby, Associate Commissioner for Academic and Student Affairs of the Board of Regents, to eventually submit to the Board of Regents a combined Letter of Intent and proposal.

As explained in the Letter of Intent/Proposal and in the enclosed draft accreditation report from the Applied Science Accreditation Commission (ABET), the reconstitution of the existing Information Technology concentration into a stand-alone degree program is required to address an accreditation-related deficiency that must be remedied for ABET accreditation of both our existing Computer Science degree program as well as the proposed Information Technology program. The Letter of Intent/Proposal also presents a strong workforce rationale for the program and, based on current enrollment and prior program completers, projects growth in student demand.

Please submit this request to the Board of Supervisors for its approval at the February meeting.

Sincerely,

[Signature]

John L. Crain
President

Attachments
1. DESCRIPTION

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

Title of Proposed Degree: Bachelor of Science in Information Technology

Degree level: Undergraduate

Description: Southeastern Louisiana University requests permission to establish a Bachelor of Science in Information Technology (BSIT) degree program which will replace the Information Technology concentration currently offered in the Bachelor of Science in Computer Science degree program. This new degree program consists of courses already in existence that will be re-packaged to become a BSIT degree program.

The driving force behind the creation of this new degree program stems from the Fall 2012 visit of the Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET) to Southeastern Louisiana University. The CAC of ABET accredits three types of degree programs: Computer Science, Computer Information Systems, and Information Technology. ABET has established different Program Criteria for each of these degree programs. For the Bachelor of Science in Computer Science degree to be reaccredited, the ABET team recommended that the Information Technology concentration be developed into a separate Bachelor of Science in Information Technology degree. During the visit, the ABET team evaluated this new/proposed degree program (based on the current Information Technology concentration) and determined that both degrees (the existing Computer Science degree minus the Information Technology concentration and the new/proposed Information Technology degree) are eligible for ABET reaccreditation – if indeed the concentration can be developed and approved as a new degree program.

Objectives: The new Bachelor of Science in Information Technology has the following Program Educational Objectives (PEOs):

1. Graduates will be competent professionals able to: (a) Employ a pallet of multiple hardware platforms and software development environments integrated with the appropriate theoretical constructs to develop practical solutions to technological problems, (b) Deploy those solutions, and (c) Provide for their maintenance and administration.
2. Graduates will be able to effectively integrate research methods, appropriate theory, mathematics, and computational technology to analyze and solve problems encountered in the development of technological solutions.
3. Graduates will be able to assimilate new methodologies and advances in computer technology in an ever-evolving discipline.
4. Graduates will be effective in the elicitation of requirements for a software specification and in the written and oral communication of results to technical and non-technical colleagues and clients.
5. Graduates will be able to work independently and in collaboration with colleagues.
6. Graduates will be able to integrate the ethical standards of the profession and their professional knowledge and skills to contribute to society.
ABET Program Criteria state that for a Bachelor of Science in Information Technology degree program to be accredited, graduates must obtain the following (measureable) learning outcomes:

[a] An ability to apply knowledge of computing and mathematics appropriate to the discipline.

[b] An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.

[c] An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.

[d] An ability to function effectively on teams to accomplish a common goal.

[e] An understanding of professional, ethical, legal, security and social issues and responsibilities.

[f] An ability to communicate effectively with a range of audiences.

[g] An ability to analyze the local and global impact of computing on individuals, organizations, and society.

[h] Recognition of the need for and an ability to engage in continuing professional development.

[i] An ability to use current techniques, skills, and tools necessary for computing practice.

[j] An ability to use and apply current technical concepts and practices in the core information technologies.

[k] An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems.

[l] An ability to effectively integrate IT-based solutions into the user environment.

[m] An understanding of best practices and standards and their application.

[n] An ability to assist in the creation of an effective project plan.

The following table shows how the ABET Student Outcomes (SOs) are mapped to the Program Educational Objectives (PEOs):

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Information Technology – BS Degree, Letter of Intent/Proposal
Southeastern Louisiana University
Since the proposed degree program is simply an outcropping of an existing concentration area, all of the courses already exist and have been taught. The following table shows how each relevant course in the curriculum maps to the Student Outcomes that are required by ABET:

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* Course Descriptions for all Computer Science (CMPS) courses are provided in Appendix A.

Information Technology – BS Degree, Letter of Intent/Proposal
Southeastern Louisiana University
The program curriculum is identical to the current Information Technology concentration (which will be discontinued) in the Computer Science degree program:

**FIRST SEMESTER**  
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<td>History Elective</td>
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<td>†Computer Science 161</td>
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<td>†Computer Science 257²</td>
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<tr>
<td>English 230, 231, or 232</td>
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<td>4</td>
</tr>
<tr>
<td>Application Domain/Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
</tr>
</tbody>
</table>

**FOURTH YEAR**  
<table>
<thead>
<tr>
<th>Course</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>†Computer Science 411</td>
<td>3</td>
</tr>
<tr>
<td>†Computer Science 420</td>
<td>3</td>
</tr>
<tr>
<td>†§Computer Science Elective³</td>
<td>3</td>
</tr>
<tr>
<td>Application Domain/Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total semester hours required 120

Southeastern 101 is not required of transfer or readmitted Southeastern students with 30 hours or more. Those students will replace Southeastern 101 with 2 hours of electives.

a Must be selected from CMPS 389, 394, 439, 455, 494
b Must be selected from CMPS 391, 401, 434, 441, 443, 470, 479, 493
x We recommend that this course be chosen as part of a cohesive group of courses that will focus on a particular application domain. Students may consult a computer science faculty member for advice on application domains, but this is effectively a free elective.
1Choose one from the following: Visual Arts, Music, Dance, or Theatre
2Choose one from the following: Anthropology, Economics, Geography, Psychology, Political Science, or Sociology (at least one at 200 level or higher).
3Mathematics 223 may be substituted for Computer Science 257
4Students are required to take additional mathematics if they wish to pursue some Computer Science electives.
5Choose a science sequence, including labs, from (Physics 191/193 & 192/194), or (Physics 221/223 & 222/224) or (Biology 151/152 & 153/154) or (Chemistry 121/123 & 122/124) and two science electives from the same set of courses, one of which must include the corresponding lab. If a science elective is in biology, the science sequence must be in either physics or chemistry. If science sequence is biology, then science electives must be in either physics or chemistry. At least one biology course must include a lab. Note that some of these science courses require additional math prerequisites.

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The following pre-requisite chart illustrates the sequencing of the course work. Students must earn a grade of "C" or better in all computer science courses and in Math 165 and 214.
c. Describe how the proposed program will be offered, e.g., traditionally, online, via interactive video, hybrid, etc. Discuss possibilities for a cooperative program, cross-enrollment options, or other manners of sharing/extending resources and access.

The program is offered primarily in a traditional manner. Faculty members typically use Blackboard/Moodle to manage their courses. Both programs, the Bachelor of Science in Computer Science and the Bachelor of Science in Information Technology, will share a common ‘core’ set of courses. Required courses in Information Technology can be taken as electives in Computer Science and vice versa.

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

2. NEED

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

The mission of Southeastern Louisiana University is to lead the educational, economic and cultural development of southeast Louisiana. With the southern Louisiana region attracting more and more software development and IT companies, this proposal fits the mission perfectly. Furthermore, since graduates of the program get well paying and challenging jobs, the adult population will be very interested in increasing their educational attainment with this degree.

In Fall 2012, sixteen Southeastern students graduated with a Bachelor of Science in Computer Science degree, twelve of these in the Information Technology Concentration. Of the twelve students with the Information Technology Concentration, six (50%) reported having already secured jobs well before their graduation date:

<table>
<thead>
<tr>
<th>Company:</th>
<th>Position:</th>
<th>Salary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antares Technology Solutions</td>
<td>Software Developer</td>
<td>$65,000</td>
</tr>
<tr>
<td>Amedisys</td>
<td>Software Developer</td>
<td>$60,000</td>
</tr>
<tr>
<td>Geocent</td>
<td>Software Developer</td>
<td>$50,000</td>
</tr>
<tr>
<td>Gilsbar</td>
<td>Programmer / Analyst</td>
<td>$50,000</td>
</tr>
<tr>
<td>Blue Cross Blue Shield</td>
<td>Associate Developer</td>
<td>$44,000</td>
</tr>
<tr>
<td>Intralot</td>
<td>Systems Operator</td>
<td>$35,000</td>
</tr>
</tbody>
</table>

The mean starting salary was $50,667; median, $50,000. Several other graduates were actively interviewing during the time of this data collection. These sample self-reported data collected during the Fall 2012 semester supports the premise that Information Technology graduates from Southeastern land well-paying jobs in the region.

Although we will not be offering anything ‘new’ per se, the re-packaging of the current Computer Science + Information Technology concentration into its own degree program will better define the product/graduate of this program. The clear delineation between the traditional computer science degree and this new information technology degree will help both degree programs thrive. Current and future information technology companies will have a clearer picture of the type of computing graduates Southeastern Louisiana University produces. In particular, companies interested in relocating to our region will be able to clearly see that Southeastern offers two types of computing degree programs to support their workforce needs.

IT professionals who can integrate into a variety of modern business models are greatly needed. Many modern businesses no longer have a proper “IT” department. A typical IT professional works within a specific
department in the company and is expected to possess expertise in a broad range of tasks, for example: a combination of hardware setup/maintenance, database management, front-end website design, back-end website management, network administration, and software development to support the specific needs of the department. IT graduates are highly sought after by government and industry. The need for graduates with core technical skills and the knowledge and ability to stay current and evolve with new systems and technology in this age of the worldwide web, wireless, and cell phone applications, along with their accompanying problems related to information, cloud computing, privacy, security, etc., is critical.

The Bureau of Labor Statistics' (BLS) Occupational Outlook Handbook provides projections of future occupational trends. The latest volume profiles employment projections for the 2010-2020 decade. According to this handbook, the future projections of "Computer and Information Technology" occupations that require a Bachelor's degree as the entry-level education are as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Median Pay in 2010</th>
<th>Outlook Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Programmers</td>
<td>$71,380</td>
<td>12%</td>
</tr>
<tr>
<td>Computer Systems Analysts</td>
<td>$77,740</td>
<td>22%</td>
</tr>
<tr>
<td>Database Administrators</td>
<td>$73,490</td>
<td>31%</td>
</tr>
<tr>
<td>Information Security Analysts, Web Developers, and Computer Network Architects</td>
<td>$75,660</td>
<td>22%</td>
</tr>
<tr>
<td>Network and Computer Systems Administrators</td>
<td>$69,160</td>
<td>28%</td>
</tr>
<tr>
<td>Software Engineer</td>
<td>$90,530</td>
<td>30%</td>
</tr>
</tbody>
</table>

Graduates of the Bachelor of Science in Information Technology degree program would be able to fill positions in all of these categories. Moreover, these graduates would have the practical training needed to be productive on day one.

In Louisiana, the growing demand for Information Technology professionals matches the national trends. A search of "Information Technology" job openings in Louisiana on CareerBuilder.com on October 5, 2012 yielded 548 opportunities; Monster.com yielded 248 opportunities. On July 24, 2012, Ameritas Technologies announced they will be establishing a new facility in Baton Rouge which will accommodate 300 IT jobs. The following quote was included in the news release featured on Ameritas Technologies' website:

"At a time when the U.S. is faced with a staggering unemployment rate—hovering above eight percent—the country is also grappling with a profound shortage of skilled IT workers; this disconnect must, and can, be fixed." said Brian Keane, CEO, Ameritas Technologies. "Today, companies increasingly rely on technology to innovate, optimize, and compete—causing demand for skilled American IT workers to skyrocket. With few workers to meet this need, we are presented with a tremendous job-creation opportunity. It is time to take advantage of U.S. intellectual capital and put Americans to work."

The State of Louisiana also recognizes the need to bring Technology companies to the state. The Technology Commercialization Credit & Jobs Program, which is administered by the Board of Commerce and Industry, provides the following credits for companies that invest in the commercialization of Louisiana technology and create new jobs:

- a 40% Commercialization Credit of $250,000 for a maximum of ten years per location, and

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

Currently, this degree program is being offered as a concentration in the Bachelor of Science in Computer Science degree program. Due to ABET accreditation reasons, we must move the Information Technology concentration into a separate degree program so that both of these programs can be ABET-accredited. See the enclosed draft ABET statement to Southeastern for the 2012-2013 accreditation cycle.

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

A thorough survey of other universities in Louisiana reveals no other Bachelor of Science in Information Technology (BSIT) degree programs being offered by a Computing-related department:

<table>
<thead>
<tr>
<th>BSIT?</th>
<th>School</th>
<th>Most Similar Program* and Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>Dillard University</td>
<td>Bachelors in CS, School of S.T.E.M</td>
</tr>
<tr>
<td>NO</td>
<td>Grambling State University</td>
<td>Bachelors in CIS, CIS Department, College of Business</td>
</tr>
<tr>
<td>NO</td>
<td>Louisiana State University</td>
<td>Bachelors in CS, EE&amp;CS Department, College of Engineering</td>
</tr>
<tr>
<td>NO</td>
<td>Louisiana Tech University</td>
<td>Bachelors in CS, College of Engineering and Science</td>
</tr>
<tr>
<td>NO</td>
<td>McNeese State University</td>
<td>Bachelors in CS, Dept. of Math, CS, and Statistics, College of Science</td>
</tr>
<tr>
<td>NO</td>
<td>Nicholls State University</td>
<td>Bachelors in CIS, Dept. of Accounting, Finance, and Info. Systems</td>
</tr>
<tr>
<td>NO</td>
<td>Northwestern State Univ. of LA</td>
<td>Bachelors in CIS, College of Science, Technology, and Business</td>
</tr>
<tr>
<td>NO</td>
<td>Southern University</td>
<td>Bachelors in CS, College of Sciences</td>
</tr>
<tr>
<td>NO</td>
<td>Tulane University</td>
<td>Currently no similar program.</td>
</tr>
<tr>
<td>NO</td>
<td>Univ. of Louisiana, Lafayette</td>
<td>Bachelors in CS/Informatics, School of Computing and Informatics</td>
</tr>
<tr>
<td>NO</td>
<td>Univ. of Louisiana, Monroe</td>
<td>Bachelors in CS/CIS, College of Business Administration</td>
</tr>
<tr>
<td>NO</td>
<td>University of New Orleans</td>
<td>Bachelors in CS, Department of CS, College of Sciences</td>
</tr>
<tr>
<td>NO</td>
<td>Xavier University</td>
<td>Bachelors in CS/CIS, Department of CS/CIS</td>
</tr>
</tbody>
</table>

* CS = Computer Science, CIS = Computer Information Systems

Several other schools have "Computer Science" or "Computer Information Systems" programs – which are similar to the Computer Science program at Southeastern. Appendix B presents three letters of support from regional businesses that support the establishment of this degree program.

d. If similar programs exist in Louisiana, why is an additional program needed? Indicate manpower needs, including interest on the part of industry, academia, governmental agencies, or other institutions.

To our knowledge, no other Bachelor of Science in Information Technology degree exists in Louisiana.

e. If a graduate program is requested, indicate: (i.) State, regional, and national need in the field for more graduates. Cite any pertinent studies or national and state trends; and (ii.) Are there possibilities for cooperative programs?

A graduate program is not requested
f. If this program is approved, will its approval result in the termination of phasing out of existing programs? That is, could this program be considered a replacement program?

If approved, the current Information Technology Concentration in the Bachelor of Science in Computer Science degree program will be discontinued. The Computer Science degree program and all other concentrations within the Computer Science degree program will be maintained.

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

The proposed program supports Goal 1 (Objective 1.7) in the Board of Regents’ Master Plan for Public Postsecondary Education in Louisiana: 2011:

Goal 1 – Increase the Educational Attainment of the State’s Adult Population to the Southern Regional Education Board States’ Average by 2025.

Objective 1.7 – Develop a Skilled Workforce to Support an Expanding Economy

An excerpt from this section in the Masters Plan reads: “Without action to upgrade the skills and knowledge of employees, companies will have trouble remaining competitive and Louisiana will have difficulty attracting new business and industry.” Certainly the purpose of this degree is to provide a competent, high tech workforce that can support current industry demands as well as attract additional IT and software development companies to this region.

3. STUDENTS

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

Our first graduates of the Information Technology concentration of our Computer Science degree program were in the Spring of 2010. In five short years, our enrollment in this concentration has exploded and currently has far more majors (194) than both the Computer Science - Information Systems concentration (37) and Computer Science - Science concentration (80) combined. Clearly, the need and the demand for such a degree plan of study have already been established. Furthermore, developing a degree in Information Technology will help differentiate the existing computer science degree program and this new degree program, which we believe will lead to an enrollment growth in both programs.

Since this new degree program is a re-packaging of the existing Information Technology Concentration in the Bachelor of Science in Computer Science degree program, we expect initial enrollments and the number of graduates to be similar. The Information Technology concentration first came online in Fall 2007. Enrollments and a ‘stabilized’ enrollment trend starting in Fall 2010 can be observed. Based on the enrollment trends since Fall 2010, we conservatively estimate a 7% enrollment growth per year:
In the calendar year 2012, a total of 23 students graduated with a Bachelor of Science in Computer Science degree with the Information Technology Concentration. This is the closest 'stable' year so far which most accurately represents the number of graduates this degree program will produce annually in the future. As before, we project a 7% growth in these numbers over the next five years.

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

Traditional high school students can matriculate into this program and non-traditional students wishing to pursue a career in Information Technology will enter this program. Students who want to pursue a career in hands-on computing and are not interested in a primarily mathematics/theoretical based computing education will be very interested in this program.

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

No specific preparation is necessary above the admission standards set by Southeastern Louisiana University.

d. **Provide enrollment data for closely related programs currently offered at the institution.**

If the proposed program is an expansion of an existing program, give the past four years' enrollments in existing programs by level, and number of degrees granted.

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Since this new degree program is a re-packaging of the existing Information Technology Concentration in the Bachelor of Science in Computer Science degree program, we expect enrollments and the number of graduates to be similar (Additional data have been previously presented in Section 3.a):

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Number of Students Enrolled:</th>
<th>Calendar Year:</th>
<th>Number of Graduates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009:</td>
<td>169</td>
<td>2009:</td>
<td>N/A*</td>
</tr>
<tr>
<td>Fall 2010:</td>
<td>161</td>
<td>2010:</td>
<td>6*</td>
</tr>
<tr>
<td>Fall 2011:</td>
<td>173</td>
<td>2011:</td>
<td>7*</td>
</tr>
<tr>
<td>Fall 2012:</td>
<td>194</td>
<td>2012:</td>
<td>23</td>
</tr>
</tbody>
</table>

* Low graduate numbers because the program had only recently been established.

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

A graduate program is not requested.

4. FACULTY

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Academic Degrees</th>
<th>Date of Apt.</th>
<th>Present Cr.</th>
<th>Contact Hrs</th>
<th>Student Credit Hours (Fall 2012 - Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alkadi, Ghassan</td>
<td>PHD Computer Science</td>
<td>8/16/1993</td>
<td>9</td>
<td>9</td>
<td>318</td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alkadi, Hassan S</td>
<td>PHD Computer Science</td>
<td>8/12/2011</td>
<td>15</td>
<td>15</td>
<td>426</td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beaubouef, Theresa</td>
<td>PHD Computer Science</td>
<td>8/16/1999</td>
<td>9</td>
<td>9</td>
<td>234</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burris, John Wesley</td>
<td>PHD Computer Science</td>
<td>8/07/2012</td>
<td>9</td>
<td>9</td>
<td>285</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Koutsougeras, Cris</td>
<td>PHD Computer Science</td>
<td>8/01/2006</td>
<td>6</td>
<td>6</td>
<td>234</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab Manager</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McDowell, Patrick M</td>
<td>PHD Computer Science</td>
<td>8/17/2006</td>
<td>9</td>
<td>9</td>
<td>336</td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russell II, Steele A</td>
<td>MS Computer Science</td>
<td>8/08/2005</td>
<td>15</td>
<td>15</td>
<td>462</td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>van Delden, Sebastian</td>
<td>PHD Computer Science</td>
<td>7/09/2012</td>
<td>6</td>
<td>6</td>
<td>192</td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Isolating only the courses that apply to the Information Technology degree program and excluding "no comp" courses (independent studies, etc), we have a student-faculty ratio of 28.4:1. We based our calculations on the following courses in the Fall 2012 semester:

<table>
<thead>
<tr>
<th>Course:</th>
<th>Instructor:</th>
<th># Students: (Start of Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPS 285 Software Engineering</td>
<td>G. Alkadi</td>
<td>25</td>
</tr>
<tr>
<td>CMPS 411 Capstone</td>
<td>G. Alkadi</td>
<td>42</td>
</tr>
<tr>
<td>CMPS 420 Human Computer Interaction</td>
<td>G. Alkadi</td>
<td>27</td>
</tr>
<tr>
<td>CMPS 315 System Administration</td>
<td>I. Alkadi</td>
<td>30</td>
</tr>
<tr>
<td>CMPS 394 Web System and Technologies</td>
<td>I. Alkadi</td>
<td>21</td>
</tr>
<tr>
<td>CMPS 257 Discrete Structures</td>
<td>J. Burris</td>
<td>32</td>
</tr>
<tr>
<td>CMPS 391 Numerical Methods</td>
<td>J. Burris</td>
<td>10</td>
</tr>
<tr>
<td>CMPS 161 Algorithm Analysis &amp; Design I</td>
<td>C. Koutsougeras</td>
<td>15</td>
</tr>
<tr>
<td>CMPS 482 Current Trends in CS</td>
<td>P. McDowell</td>
<td>15</td>
</tr>
<tr>
<td>CMPS 297 Digital Logic</td>
<td>P. McDowell</td>
<td>24</td>
</tr>
<tr>
<td>CMPS 390 Data Structures</td>
<td>P. McDowell</td>
<td>41</td>
</tr>
<tr>
<td>CMPS 431 Operating Systems</td>
<td>P. McDowell</td>
<td>29</td>
</tr>
<tr>
<td>CMPS 447 Robotics</td>
<td>S. Russell</td>
<td>28</td>
</tr>
<tr>
<td>CMPS 280 Algorithm Design &amp; Analysis II</td>
<td>S. van Delden</td>
<td>32</td>
</tr>
<tr>
<td>CMPS 161 Algorithm Design &amp; Analysis I</td>
<td>S. van Delden</td>
<td>29</td>
</tr>
<tr>
<td>CMPS 280 Algorithm Design &amp; Analysis II</td>
<td>K. Yang</td>
<td>29</td>
</tr>
<tr>
<td>CMPS 161 Algorithm Design &amp; Analysis I</td>
<td>K. Yang</td>
<td>29</td>
</tr>
<tr>
<td>CMPS 401 Survey of Programming Languages</td>
<td>W. Zhang</td>
<td>29</td>
</tr>
</tbody>
</table>

Average number of students per faculty: 28.4

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

No new faculty members are needed. The courses are already being taught as part of the Information Technology Concentration in the Bachelor of Science in Computer Science degree program.

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

Not applicable since no new faculty members are required.

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

The typical course load for tenured and tenure-track faculty is 3 credit-hour classes per semester. The Computer Science faculty members have been able to balance this teaching versus research load over the years, producing published research articles and applying for and winning grant opportunities. No additional workload is being introduced.

f. If a graduate program is requested, indicate: (i.) For present faculty, areas of specialized competence related to the new program. (List publications and their nature as well as direction of theses and dissertations.) (ii.) For proposed new faculty, qualifications and/or strengths needed.

Not applicable.

5. LIBRARY AND OTHER SPECIAL RESOURCES

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

The library holdings are adequate. We require no additional library resources. During the Fall 2012 visit of the ABET team, no shortcomings with respect to our library holdings were found. For more detailed library information please see Appendix C of this proposal.

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

Not applicable – library holdings are fine.

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

Not applicable – library holdings are fine.

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

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Total expenditures for library acquisitions for the past two fiscal years (FY 2011 and FY 2012) was $3,210.

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

Five year projection based on total book expenditures for the past five years (including the amount to be spent in FY 2013) is $6,911.75.

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

No additional resources are needed.

*g. If a graduate program is requested, indicate: (i) Special library resources needed to offer a program of quality. (ii) How do library resources deemed desirable compare to other institutions with similar programs that are high quality? Cite specific comparisons of other institutions.*

Not applicable – this is not a graduate program

6. FACILITIES AND Equipment

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

The Computer Science program is housed in Fayard Hall, as will be the proposed Information Technology program. The following classrooms and laboratories are used primarily (almost exclusively) by the computer science program, including the current Information Technology concentration and, thus, the proposed Information Technology degree program:

<table>
<thead>
<tr>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fayard Hall, room 122</td>
<td>Teaching Lab, 45 computers, Symposium System</td>
</tr>
<tr>
<td>Fayard Hall, room 215</td>
<td>Teaching Lab, 30 computers, Symposium System</td>
</tr>
<tr>
<td>Fayard Hall, room 125</td>
<td>Computer Science Major’s Lab, 30 computers, for CS student use</td>
</tr>
<tr>
<td>Fayard Hall, room 331A</td>
<td>Student Research Lab, server/other, for student research/projects</td>
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Fayard Hall rooms 205, 213 and 218 are teaching classrooms (with Symposium Systems, but without student computers) that are also commonly used by the computer science program. All faculty offices are located on the third floor of Fayard Hall as well as the Department Office which is in Fayard Hall, room 307. All full time faculty members have a private office.

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

Utilization of the previously listed rooms for the 2012-2013 academic year:

Information Technology – BS Degree, Letter of Intent/Proposal
Southeastern Louisiana University
Location:
Fayard Hall, room 122
Fayard Hall, room 215
Fayard Hall, room 125
Fayard Hall, room 331A

Utilization:
11 CMPS courses taught in Fall 2012; 10 CMPS courses in Spring 2013
9 CMPS courses taught in Fall 2012; 7 CMPS courses in Spring 2013
Tutors staff the lab five days a week; CS students work on projects in lab. Currently six students are working a project supported by Drs. Yang and Alkadi. Fayard 331A is a small research lab (approx. 100 square feet).

Fayard Hall, room 213
Fayard Hall, room 218
Fayard Hall, room 205
3 CMPS courses taught in Fall 2012; 4 CMPS courses in Spring 2013
0 CMPS courses taught in Fall 2012; 3 CMPS courses in Spring 2013
2 CMPS courses taught in Fall 2012; 1 CMPS courses in Spring 2013

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

There is no need for new facilities. All courses are currently being taught since the program already exists as a concentration in the Computer Science program.

7. Administration

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

The program will be administered in the Department of Computer Science and Industrial Technology which resides in the College of Science and Technology at Southeastern Louisiana University.

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

The proposed program will have no effect on the present administrative structure of the institution.

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

The department offers a mixture of theoretical and applied computer science coursework. A key department strength related to the proposed program is the sequence project/group oriented courses (CMPS 285, 383 and 411) that are focused on teaching modern technologies and techniques that are immediately useful on the job. Also, written and oral communications skills as well as interpersonal communication skills are refined in these courses. For Information Technology careers, these skills are important.

8. Accreditation

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

Information Technology – BS Degree, Letter of Intent/Proposal
Southeastern Louisiana University
Yes. It is eligible to be accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). In fact during the Fall 2012 visit, the ABET team already evaluated the proposed Bachelor of Science in Information Technology degree program (as it exists in Concentration form right now) and determined it can be accredited as long as it can be formally approved as a Bachelor of Science in Information Technology degree.

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

Since the Fall 2012 ABET accreditation team already evaluated the program, there is no initial cost associated with a site visit. In the future, an additional annual maintenance fee of $660 will be required. An additional ABET team member may be needed for future onsite reviews (once every six years). The cost per team member is $3,000. These figures are based on ABET’s current rates as published on their website [http://www.abet.org](http://www.abet.org) as of 10/21/2012.

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

Not applicable – this is not a doctoral program.

9. RELATED FIELDS

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

Some core CMPS courses appear in both the Bachelor of Science in Computer Science degree program and the proposed Bachelor of Science in Information Technology curriculum, while other CMPS courses are required only in one of the programs. The program requires 15 hours of natural science courses which are being provided by the Biology and Chemistry/Physics Departments as well as 6 hours of mathematics which are being provided by the Mathematics Department.

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

All the supporting fields are currently offering the required courses for the Information Technology concentration. No improvement is needed.

10. COSTS

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

No new costs are incurred by this program. The Information Technology Concentration in the Bachelor of Science degree is being developed into a Bachelor of Science in Information Technology degree. Courses, resources, staffing, etc. all remain the same.

Information Technology – BS Degree, Letter of Intent/Proposal
Southeastern Louisiana University
b. Indicate departmental costs: (i.) Show departmental operating expenditures for the last two completed fiscal years for departments involved in or related to the proposed program. (ii.) How will the proposed program affect the allocation of these funds?

No new costs are incurred by this program. The Information Technology Concentration in the Bachelor of Science degree is being developed into a Bachelor of Science in Information Technology degree. Courses, resources, staffing, etc. all remain the same.

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Information Technology – BS Degree, Letter of Intent/Proposal
Southeastern Louisiana University
c. Indicate if additional funds for research will be needed to support the proposed program.

No new funds for research will be needed to support the proposed program.

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

No additional costs are anticipated for this program.
Appendix A

Computer Science (CMPS) Course Descriptions
101. Introduction to Computer Science. Credit 3 hours. Prerequisite: Registration in or prior credit for Mathematics 155 or 161. Introduction to the major areas of computer science including operating systems, machine architecture, programming languages, data representation and storage, and algorithm development. Includes major emphasis in problem solving and simple programming concepts. (Fall, Spring, Summer)

105. Computers in Society. Credit 3 hours. Topics include historical, modern, and future developments, as well as an overview of a computer system’s hardware, software and people. Issues concerning security, privacy, and ethics will be discussed. Includes practical application of using communication software networks, including the Internet and the World Wide Web. This course does not satisfy the general requirement for computer literacy. (Fall, Spring, Summer)

110. Computer Literacy. Credit 3 hours. An introduction to microcomputer hardware and software. Software includes an operating system, a user interface, networking, word processing, and electronic spreadsheets. Credit toward the degree will not be granted for both Computer Science 110 and Management 210. (Fall, Spring, Summer)

120. Microcomputers and BASIC Programming. Credit 3 hours. Prerequisite: Registration in or prior credit for Mathematics 161 or 165. Introduces microcomputers using the BASIC language. Includes a study of applications and characteristics of microcomputers. (Fall, Spring, Summer)

161. Algorithm Design and Implementation I. Credit 3 hours. Prerequisite: Registration in or prior credit for Mathematics 155 or 161, or permission of the Department Head. Basic concepts of computer programming, problem solving, algorithm development, and program coding using a high-level, block-structured language. Credit may be given for both Computer Science 110 and 161. (Fall, Spring, Summer)

173. Software for Management of Data. Credit 3 hours. Prerequisite: Mathematics 155 or 161 or permission of the Department Head. Concepts of acquisition, organization, exchange and storage of quantitative data through the use of visual languages and packages. (Fall, Spring, Summer)

204. Fundamentals of Information Technologies and Systems. Credit 3 hours. Survey course to provide a foundation for understanding Computer Information Technology. Coverage of the fundamentals of information system and information technology concepts, strategies and skills. (Fall, Spring, Summer)

209. Introduction to Applied Networking. Credit 3 hours. An introduction to networking from an applied perspective. Includes configuration and physical setup of both wired and wireless local area networks using popular platforms. Also covers client/server basics. File and printer sharing, and basic network security settings. (Fall, Spring, Summer)

210. Social Software. Credit 3 hours. An application-based introduction to development of Social Software. Blogs, microblogs, podcasting, social networking and related issues will be examined. Emphasis will be on gaining hands-on experience in the use of content authoring tools.

225. Software Applications. Credit 3 hours. Prerequisite: Mathematics 241 or equivalent and Computer Science 110. Use of various software packages for data analysis including SAS, SPSS and BMDP. (Fall, Spring, Summer)

233. Desk Top Publishing. Credit 3 hours. Prerequisite: Computer Science 110 or with permission of the Department Head. Topics include assembling, and design of document, fonts, art layout, photos, black and white images, shading, colors, graphics, using microcomputers, scanners, and other peripheral devices. (Fall, Spring, Summer)

234. An Introduction to Applications of Database Management Systems. Credit 3 hours. Prerequisite: Computer Science 110 or with permission of the Department Head. A course covering relational database basic structure, method of design, implementation and manipulation. Student will design and implement a major database project using a production version database management system. (Fall, Spring, Summer)

235. Website Design and Construction. Credit 3 hours. Prerequisite: Computer Science 110 or permission of the Department Head. Design and construction of websites using modern website design software tools. Includes tools for creation of HTML/XHTML, visual elements and inclusion of turn-key interactive and dynamic components. Also covers selection and use of typical website hosting services. (Fall, Spring, Summer)

257. Discrete Structures. Credit 3 hours. Prerequisite: Computer Science 161 and Mathematics 155 or 161 or 165. Introduction to discrete structures of computing. Topics include sets, relations, functions, digraphs, matrices, recursion, partially ordered sets, Boolean Algebra, artificial languages, and finite state machines. (Fall, Spring, Summer)

273. Software for Storing and Analyzing Data. Credit 3 hours. Prerequisite: Mathematics 165 or 241 and Computer Science 173 or permission of the Department Head. Topics include methods for
designing database schema and spreadsheet programs based on quantitative data analysis requirements; implementation of spreadsheet programs and database schema using integrated methodologies with visual languages and software packages. (Fall, Spring, Summer)

280. Algorithm Design and Implementation II. Credit 3 hours. Prerequisite: Computer Science 161 and a C or better in Math 155 or 161. An intensive capstone of the material covered in Computer Science 161 and an introduction to elementary data structures, searches, simple and complex sorts, and objects. (Fall, Spring, Summer)

285. Software Engineering. Credit 3 hours. Prerequisite: Computer Science 280 or permission of the Department Head. Introduction of the methods used for specifying, designing, implementing, and testing medium and large scale software systems; methods for organizing and managing software development projects; professionalism and ethical responsibilities in software development. (Fall, Spring, Summer)

290. Computer Organization. Credit 3 hours. Prerequisite: Computer Science 120 or Computer Science 161 or Engineering Technology 212. An introduction to the structure and function of computing machines. The primary components of the computer are examined from an organizational and logical standpoint. Topics include introduction to digital systems; machine level representation of data; assembly level machine organization; memory system organization and architectures; and introduction to language translation. Credit toward the degree will not be granted for both Computer Science 290 and Computer Science 293. (Fall, Spring, Summer)

293. Introduction to Assembly Language. Credit 3 hours. Prerequisite: Computer Science 120 or Computer Science 161 or Engineering Technology 212. Fundamentals of assembly language programming. Topics include machine representation of data, fixed point, floating point, and decimal arithmetic, macros, address modification, bit manipulation, and subroutine linkage. Credit toward the degree will not be granted for both Computer Science 290 and Computer Science 293. (Fall, Spring, Summer)

294. Internet Programming. Credit 3 hours. Prerequisite: Computer Science 280. This course concerns the art and science of programming for WWW Internet applications from a client-side perspective. Basic and advanced HTML will be covered, with emphasis on current scripting technologies. (Spring)

295. Special Problems. Credit 1-3 hours. Prerequisite: Computer Science 110 or equivalent. Independent investigation and application of computing software that is not covered in existing courses. May be repeated for up to 3 hours credit. (As needed)

297. Digital Logic. Credit 3 hours. Principles of digital logic, to include gates, combinational circuits, flip-flops, registers, counters, timers, memory, buses, input/output interfaces and microprocessors. (Fall)

315. System Administration. Credit 3 hours. Prerequisite: Computer Science 285. This course teaches skills and concepts that are essential to the administration of operation systems, networks, software, various computing support systems, and system documentation, policies, and procedures. This also includes education and support of the users of these systems. (Fall)

329. Computer Networking and Security. Credit 3 hours. Prerequisite: Topics include protocols used in local area and wide area networks, network administration, and the conceptual and technical aspects of computer security and information assurance, especially as it impacts computer networks and the Internet. (Spring)

333. Advanced Desktop Publishing and Multimedia. Credit 3 hours. Prerequisite: Computer Science 233. Students will develop various informative and promotional materials. Emphasis will be on independent work, and developing concepts with outside clients when possible. Projects will include work with traditional print media as well as digital media. Credit toward the degree will not be granted for Computer Science majors. (Spring)

335. Advanced Web Publishing. Credit 3 hours. Prerequisite: Computer Science 235 and one introductory programming course or permission of the Department Head. Topics include using a variety of markup languages and scripting techniques for both server and client WWW applications. (Fall, Spring)

355. Object-Oriented Programming. Credit 3 hours. Prerequisite: Computer Science 280. Introduction to the Object-Oriented Paradigm, including data abstraction, encapsulation, polymorphism, inheritance, and garbage collection. Implementation of these concepts using an Object-Oriented language. (As needed)

375. Computer Architecture. Credit 3 hours. Prerequisite: Computer Science 293 or Computer Science 290. Hardware organization and implementation of computer architecture. Instruction set considerations and addressing modes. System control concepts. CPU control, microprogramming, I/O interface and memory organization. Parallel and data flow architecture. (Spring)

Information Technology – BS Degree, Letter of Intent/Proposal
Southeastern Louisiana University
383. Information Systems. Credit 3 hours. Prerequisite: Computer Science 285. A study of file organization and management, analysis of the concept of information systems, approaches and techniques for evaluating information systems. Fourth generation languages will be explored. (Spring)

389. Computer Graphics. Credit 3 hours. Prerequisites: Mathematics 200 and Computer Science 280. Introduction and techniques of computer graphics. Topics include interactive versus passive graphics, input-output devices, and programming techniques suitable for the visual representation of data and images. (Odd Year Spring Semesters)

390. Data Structures. Credit 3 hours. Prerequisite: Computer Science 257, 280, and registration in or prior credit for Computer Science 285. Further study of trees, including: balanced trees, B-trees, 2-3 trees, and tries; external sorting, symbol tables, and file structures. (Fall, Spring, Summer)

391. Numerical Methods. Credit 3 hours. Prerequisites: Computer Science 280 and Mathematics 201 or equivalent. Computer-oriented numerical methods for scientific problems. Topics include error analysis, Taylor series, solutions of equations, linear simultaneous equations, and interpolation. (Even Year Fall Semesters)

394. Web Systems and Technologies. Credit 3 hours. Prerequisite: Computer Science 294. This course covers the setup and management of important web-based services, server-supported programming technologies, and some other host-management issues such as user support, security, staffing, and purchasing. (Even Year Fall Semesters)

400. Internship. Credit 1-6 hours. Prerequisite: CMPS 390 and permission of the Department Head. Student must be an integral part of a software project team in industry during the semester. Graded as Pass/Fail only. Can be counted as a general elective only, not as a Computer Science Elective (300-400). (As Needed)

401. Survey of Programming Languages. Credit 3 hours. Prerequisite: Computer Science 390. Involves the formal study of programming languages, specification, and analysis in terms of data types and structures. (Fall)

409. Advanced Computer Networking. Credit 3 hours. Prerequisite: Computer Science 309. Advanced computer networking. Topics include security, optimization, custom modules, protocols, information flow management, disaster recovery, wireless applications, and legal and ethical issues. (Odd Year Spring Semesters)

411. Capstone I. Credit 3 hours. Prerequisite: Computer Science 390. This course must be taken in the academic year in which the student intends to graduate. Through participation in a major capstone project, this course presents a formal approach to the top-down design, development, and maintenance of software systems. Topics include organization and management of software projects, security, programmer teams, validation and verification. (Fall)

412. Capstone II. Credit 3 hrs. Prerequisite: Computer Science 411. This course provides for direction to students wishing to extend a completed capstone experience from CMPS 411. Students are expected to make a substantial change or improvement that extends their basic capstone experience. (As Needed)

415. Integrated Technologies for Enterprise Systems. Credit 3 hours. Prerequisite: Computer Science 390. This course provides an introduction to several current technologies, and how they can be used to integrate software solutions into a functional large interconnected system. The course will focus on contemporary technologies used for enterprise software development. (Spring)

420. Human Computer Interaction. Credit 3 hours. Prerequisite: Computer Science 390. Designing, implementing, and evaluating computer systems. Task analysis, prototyping, usability evaluation, dialogue specification, interaction styles and techniques, human factors, virtual reality, multimedia, and hypermedia systems. (Fall)

431. Operating Systems. Credit 3 hours. Prerequisite: Computer Science 375 and 390. Design and implementation of operating systems. Topics include process management, processor management, memory management, device management, file management, process synchronization and interprocess communication, and user interface. Other issues such as distributed computing and system performance may be discussed. (Fall)

434[393]/534. Fundamental Algorithms. Credit 3 hours. Prerequisites: Computer Science 257, 390 and Mathematics 201. The design, implementation, and complexity of algorithms analysis. (Odd Year Fall Semesters)

439/539. Database Systems. Credit 3 hours. Prerequisite: Computer Science 390. Design and implementation of database systems. Topics include hierarchical, relational, and network models,
normalization of relations, data integrity and security, and database administration. A programming project using a relational DBMS is required. (Spring)

441. Artificial Intelligence. Credit 3 hours. Prerequisites: Computer Science 390 and Mathematics 241 or Mathematics 380. Introduction to intelligent processes and their performance by a computer. Topics include computer representation of knowledge, problem solving, game playing, theorem proving, natural language understanding, computer vision, and robotics. (Odd Year Fall Semesters)

443/543. Simulation and Modeling. Credit 3 hours. Prerequisite: Computer Science 390 and Mathematics 380. Construction and use of computer and mathematical models, parameter estimation, simulation techniques, applications of simulation, examples, and cases and studies taken from physical, social and life sciences, engineering, business and information sciences. (Even Year Fall Semesters)

447. Introduction to Robotics. Credit 3 hours. Prerequisite: Computer Science 280. An introduction to robotics including the history of robots, the sense-plan-act paradigm, any-time learning systems, and the three-layer architecture. The class will emphasize concepts and practical application of robotics. (Even Year Fall Semesters)

450/550. Spatial Database and Applications. Credit 3 hours. Prerequisite: Computer Science 390. Topics include introduction to GIS, map projections and coordinate systems, spatial data structures, data entry, spatial database management, spatial analysis, remote sensing, GPS and GIS, internet GIS, and GIS scientific applications. (Odd Year Fall Semesters)

455/555. Computational Aspects of Game Programming. Credit 3 hours. Prerequisite: Math 200 and Computer Science 280. This course will investigate computational aspects of game programming, and students completing the course will have sufficient technical background, well founded in science, to be able to successfully develop computer video games. Topics covered include coordinate systems, geometric elements, transformations, hyperspace, numerical analysis, rendering, graphics, lighting, code optimization, and other system design and programming issues related to game programming. (As Needed)

458/558. Expert Systems. Credit 3 hours. Prerequisite: Computer Science 441. Introduction to Expert Systems. Topics include artificial intelligence techniques for Expert Systems, knowledge bases, knowledge representation, inference engines, system shells, natural language processing, heuristic techniques, rule-based systems, and meta level languages. (As Needed)

460. Design and Implementation of Neural Networks. Credit 3 hours. Prerequisite: Computer Science 441 and Mathematics 360. Introduction to Neural Networks. Topics include connections, processing elements, n-dimensional geometry, self-adaptive equations, data transformation structures, mapping networks, and neurocomputing applications. (As Needed)

470/570. Machine Learning. Credit 3 hours. Prerequisites: Computer Science 390 and Mathematics 241. Introduction to machine learning. Topics include genetic algorithms, inductive learning, statistical learning methods, reinforcement learning, neural networks, decision trees, analytical learning, and Bayesian learning. (Even Year Spring Semesters)

479. Automata and Formal Languages. Credit 3 hours. Prerequisites: Computer Science 257 or Mathematics 223 and senior standing. Introduction to computing device capabilities through study of abstract machines and corresponding formal languages. Topics include Turing machines, recursion, Chomsky grammars, context-free languages, regular languages, and finite automata. (Spring)

481. Seminar. Credit 1 hour. Prerequisite: Senior Classification. Discussion of social, ethical, and professional issues. Students present reports on topics of current interest in Computer Science. (As Needed)

482. Current Trends in Computer Science. Credit: 3 hours. Prerequisite: Senior Classification and registration in or prior credit for CMPS 411. Topics include computer and information ethics, social implications of technology, current trends in computer science and information technology applications and development, professional issues, and emerging trends and current topics in computer science research. (Fall, Spring, Summer)

491/591. Special Topics. Credit 1-3 hours. Prerequisite: Permission of Department Head. Special topics in computer science that are appropriate for a Theory elective in the Science and Information Systems concentrations. Any combination of 491/591, 493/593, and 494/594 may be taken for 3 or more hours of credit, provided that the specific topics are different. (As Needed)

493/593. Special Topics in Computer Science Theory. Credit 1-3 hours. Prerequisite: Permission of the Department Head. Special topics in computer science that are appropriate for a Theory elective in the Information Technology concentration. Any combination of 491/591, 493/593, and 494/594 may be taken for up to 3 hours of credit, provided that the specific topics are different. (As Needed)

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494/594. Special Topics in Information Technology. Credit 1-3 hours. Prerequisite: Permission of the Department Head. Special topics in computer science that are appropriate for an Information Technology elective in the Information Technology concentration. Any combination of 491/591, 493/593, and 494/594 may be taken for up to 9 hours of credit, provided that the specific topics are different. (As Needed)

495/595. Special Problems. Credit 1-3 hours. Prerequisite: Permission of Department Head. Permits work by students on special projects in Computer Science. May be taken more than once for credit.

691. Advanced Special Topics. Credit 1-3 hours. Prerequisite: Permission of Department Head. Special topics in advanced computer science that are appropriate for graduate students with a computer science background. May be taken multiple times, provided that the specific topics are different. (As Needed)
Appendix B
Support Letters from Regional Businesses
October 17, 2012

Dear Board of Regents Representative,

I write this letter in support of the current efforts of the Computer Science & Industrial Technology department at Southeastern Louisiana University to establish a Bachelor of Science in Information Technology degree.

York Risk Services Group is a premier provider of insurance, risk management, alternative risk, pool administration and claims management solutions to clients across hundreds of industries. Ranked nationally as the number 3 third-party administrator (TPA) based on annual revenue, York offers:

- Claims management for all lines of insurance (automobile liability, general liability, product liability, environmental liability, professional liability, property, and workers' compensation)
- A comprehensive suite of integrated managed care services including utilization review, bill review, nurse case management, medical provider networks, pharmacy benefit management and return to work programs
- Risk management services that include loss control survey and risk management services.

At our location in Mandeville, L.A. operating as FARA Insurance Services, we are currently employing several Southeastern graduates, some of whom majored in Computer Science. We support the creation this new Bachelor of Science in Information Technology degree to complement the existing Bachelor of Science in Computer Science. As our information technology and software development needs grow, the addition of this new degree program will provide us a variety of computing graduates whose skill sets can be better matched to particular career opportunities.

Should you have any questions, please do not hesitate to contact me.

[Signature]

David M. Richard
Sr. Vice President - IT / Systems Development
York Risk Services Group, Inc.
1625 West Causeway Approach
Mandeville, LA 70471
Phone: (985) 624-6750
October 8, 2012

To whom it may concern,

We write this letter in support of the establishment of a Bachelor of Science in Information Technology degree by the Computer Science & Industrial Technology department at Southeastern Louisiana University. Geocent is a leading technology company sought after by clients, employees and partners for consistently delivering the right solution.

We have hired several Southeastern Computer Science graduates, some of whom completed the “Information Technology” concentration of the Computer Science degree program. We have been very impressed with the quality of these graduates. As we understand it, during the current reaccreditation cycle, the Accreditation Board for Engineering and Technology (ABET) that accredits this degree is suggesting that the Information Technology concentration be split off into a separate Bachelor of Science in Information Technology degree. By doing this, both the original Computer Science degree and the new Information Technology degree will be in compliance with the ABET program criteria.

We support the idea of creating this new Bachelor of Science in Information Technology degree. Computer Science graduates would have more of a focus on theoretical and mathematical underpinnings of computing concepts while Information Technology graduates would have more of a focus on the practical applications of computing concepts. Geocent will have more choice when hiring Southeastern graduates with computing degrees, enabling us to better fill our workforce needs.

Please let us know if you have any questions.

Sincerely,

[Signature]

Dr. Robert “Bobby” Savole
CEO, Geocent

Information Technology – BS Degree, Letter of Intent/Proposal
Southeastern Louisiana University
October 8, 2012

Dr. Sebastian van Delden
Southeastern Louisiana University
P. O. Box 10847
Hammond, LA 70402

RE: LETTER OF SUPPORT

Dear Sir or Dr. van Delden,

The purpose of this letter is to provide support for SELU Computer Science Department. Deloitte, LLP has established a Software Delivery Center in Hattiesburg, MS. The center’s purpose is to serve as an “On-Shore alternative for projects that cannot be developed “Off-Shore.” We employ approximately 115 employees who perform various roles, such as, Project Managers, Developers and Testers. In addition, we provide a wide range of projects services to businesses both private and public.

The Deloitte-Hattiesburg, MS office does support the SELU Computer Science Department as it undergoes the process of ABET accreditation for the BSIT program. Deloitte has been involved with the SELU program for 3 years. Our ability to recruit top talent is critical to our success and we feel that graduates from the SELU program will continue to play a critical role.

We have hired your graduates with a BS in Computer Science with Information Technology concentration and based on how well prepared they were, we will continue to recruit graduates from the proposed BS in Information Technology degree.

Regards,

[Signature]

Victor Williams, Manager
Deloitte Consulting, LLP
5912 Hwy 49 Ste. H-1
Hattiesburg, MS 39401
Appendix C

Detailed Library Information
SIMS MEMORIAL LIBRARY
SERIALS DEPARTMENT
2011/2012 LIST OF COMPUTER SCIENCE DATABASES AND JOURNALS
(INCLUDES BOTH SUBSCRIPTIONS AND FULL-TEXT ACCESS)

As of May 7, 2012

REFERENCE RESOURCES (PRINT / ELECTRONIC)
- Academic Search Complete
- ACM Portal (ACM Digital Library)
- Applied Science & Technology Full Text
- Computer Science Index
- Computer Source
- Information Science and Technology Abstracts
- IEEE Xplore
- Internet & PC Abstracts
- Web of Science

SUBSCRIPTIONS (PRINT / ELECTRONIC)
- ACM Portal (ACM Digital Library)
- International Association for Computer Information Systems Membership (includes Journal of Computer Information Systems)
- MIS Quarterly
- Technology Review

FULL-TEXT JOURNAL ACCESS
(From A TO Z: Subject Heading: SCIENCE – MATHEMATICAL INSTRUMENTS AND MACHINES – total resources 1703 (books, journals, symposiums, conference proceedings, IEEE Standards; only the 226 journal titles are listed here.) Note that other A to Z subject heading, such as EDUCATION or TECHNOLOGY may include additional relevant resources.) Full-text coverage will vary by title.

- .NET Developer's Journal
- Accounting Technology Accountant's Resource Guide
- ACM Computing Surveys
- ACM journal on emerging technologies in computing systems
- ACM Transactions on Algorithms (TALG)
- ACM Transactions on Autonomous and Adaptive Systems (TAAS)
- ACM Transactions on Computer Systems
- ACM transactions on database systems
- ACM Transactions on Knowledge Discovery from Data (TKDD)
- ACM Transactions on Multimedia Computing, Communications, and Applications (TOMCCAP)
- ACM Transactions on Software Engineering and Methodology
- Acta Informatica

Information Technology – BS Degree, Letter of Intent/Proposal
Southeastern Louisiana University
• Advanced Computing
• Advances in Computational Research
• Advances in Human-Computer Interaction
• Advances in Software Engineering
• Alfa Redi: Revista de Derecho Informático
• American Journal of Computational Mathematics
• Annals Computer Science Series
• Annals of University of Craiova - Mathematics and Computer Science Series
• Applied Computational Intelligence and Soft Computing
• Association for computing machinery New Zealand Bulletin
• Australasian journal of information systems
• BackOffice CTO
• Behaviour & information technology
• BIT Numerical Mathematics
• Boardwatch Magazine
• Bollettino del CILEA
• British Journal of Mathematics & Computer Science
• Bulletin of Applied Computing and Information Technology
• Bulletin of the Transilvania University of Brasov. Mathematics, Informatics, Physics. Series III
• Bulletin of TICMI
• Calcolo
• Campus technology
• Communications of the ACM
• Computational Methods in Civil Engineering
• Compute
• Computer and Information Science
• Computer Conference Analysis Newsletter (The)
• Computer Science
• Computer Science Master Research
• Computer Science Monographs
• Computer Security Digest
• Computer Weekly
• Computer workstations
• Computer-Aided Design & Applications
• Computers Today
• Computerwoche
• Computerworld
• Computing
• Connection science
• CyberSociology
• Data Communications
• Data Mining (Newstex Blogs)
• Data strategy
• Data Strategy (Centaur)
• Database Alert
• Differential equations and control processes
• Discussiones Mathematicae: Differential Inclusions, Control & Optimization
• Discussiones Mathematicae: Probability & Statistics
• Distributed Computing
• e-Informatica Software Engineering Journal (ISEJ)
• Electronic commerce news
• Embedded Systems Design
• E-TI : e-revue en Technologies de l'Information
• EURASIP journal on information security
• European Journal of Pure & Applied Mathematics
• eWeek.com
• Expert systems
• Express Computer
• Facta Universitatis: Series Mathematics and Informatics
• FamilyPC
• Games for Windows
• Hellenic Open University Journal of Informatics
• Hewlett-Packard Journal
• Hi-Res Magazine
• Home office computing
• Human-Computer Interaction
• I Ways: Digest of Electronic Commerce Policy and Regulation
• IEEE Proceedings Information Security
• IEEE annals of the history of computing
• IEEE expert
• IEEE intelligent systems
• IEEE intelligent systems & their applications
• IEEE micro
• IEEE software
• IEEE transactions on Evolutionary Computation
• IEEE transactions on Fuzzy Systems
• IEEE transactions on information forensics and security
• IEEE transactions on knowledge and data engineering
• IEEE transactions on multimedia
• IEEE transactions on neural networks
• IEEE transactions on Parallel and Distributed Systems
• IEEE transactions on software engineering
• Image Analysis and Stereology
• Informatica
• Informatics in Education An International Journal
• Information professional
• Information Security Journal: A Global Perspective
• Information systems and e-business management
• Information Systems Research
• InformationWeek
• InfoWorld
• Intel Technology Journal
• Inter@ctive Week
• Interactive week
• International Arab Journal of Information Technology (IAJIT)
• International Journal of Advanced Computer Sciences and Applications
• International Journal of Advanced Research in Computer Science
• International Journal of Advances in Soft Computing and Its Applications
• International Journal of Applied Mathematics and Computation
• International Journal of Combinatorial Optimization Problems and Informatics
• International Journal of Computational and Mathematical Sciences
• International Journal of Computer Applications
• International Journal of Computer Games Technology
• International Journal of Computer Mathematics
• International Journal of Computer Science and Information Technologies
• International Journal of Computer Science Issues
• International journal of computers, communications & control
• International Journal of Database Theory & Application
• International Journal of Enterprise Computing and Business Systems
• International Journal of Expert Systems
• International journal of foundations of computer science
• International Journal of Grid & Distributed Computing
• International journal of high speed computing
• International Journal of Human-Computer Interaction
• International journal of information science for decision making
• International Journal of Interactive Mobile Technologies
• International Journal of Knowledge-Based and Intelligent Engineering Systems
• International Journal of Network Security
• International journal of neural systems
• International Journal of Open Problems in Computer Science and Mathematics
• International Journal of Parallel Programming
• International Journal of Parallel, Emergent and Distributed Systems
• International journal of public information systems
• International Journal of Reconfigurable Computing
• International Journal of Research and Reviews in Applied Sciences
• International Journal of Software Engineering
• International Journal of Software Engineering & Applications
• International Journal of Software Engineering & Its Applications
• International Journal of Software Engineering and Knowledge Engineering
• International Journal on Internet and Distributed Computing Systems
• International Journal on Smart Sensing and Intelligent Systems
• International Journal on Soft Computing
• International Review on Computers & Software
• International Review on Modelling & Simulations
• International Workshop on Grid Computing Environments
• Internet Resources Newsletter
• IT Training
• ITWeb Brainstorm
• Journal of Applied Mathematics & Computing
• Journal of Cellular Automata
• Journal of computer science
• Journal of Computer Science & Technology
• Journal of Computer Science and Systems Biology
• Journal of Computer Security
• Journal of Computer Systems, Networks, and Communications
• Journal of computer-mediated communication
• Journal of Computing in Higher Education
• Journal of Digital Forensics Security and Law
• Journal of Information Science and Engineering
• Journal of Location Based Services
• Journal of Mathematical Modelling and Application
• Journal of Modelling and Simulation of Systems
• Journal of Pattern Recognition Research
• Journal of research and practice in information technology
• Journal of Software Engineering and Applications
• Journal of Supercomputing (The)
• Journal of Systems Integration
• Journal of the ACM (JACM)
• Journal of the Brazilian computer society
• Journal of website promotion
• Logical methods in computer science
• MacWorld : The Macintosh Magazine
• Mathematical Modeling in Civil Engineering
• Mathematics in Engineering, Science & Aerospace (MESA)
• Meridian: a middle school computer technologies journal
• Micro Hebdo
• Microsoft Watch.com
• Modelling and Simulation in Engineering
• MultiLingual Computing & Technology
• Multimedia Tools and Applications
• NCSA Access Online Magazine
• Neural computation
• New Generation Computing
• NewCarrier
• No Solo Usabilidad Journal
• Official US Playstation
• Open Information Systems Journal
• Oracle
• Oracle magazine
• OutlookPower Magazine
• Parallel Processing Letters
• PC Magazine
• PC Week
• PC World
• Peer-to-Peer Networking & Applications
• Personal Computer World
• Personal Computing
• Pharmaceutical Programming
• Python Papers Source Codes (The)
• R Journal
• Revista Española de Innovación, Calidad e Ingeniería del Software
• SC Magazine
• Scientific Programming
• Security Administrator
• SIAM journal on computing
• SIAM journal on discrete mathematics
• Signal Processing
• Software and Systems Modeling (SoSyM)
• Software engineering journal
• Software Engineering. IEE Proceedings
• Software Quality Journal
• Sprouts: Working papers on information environments, systems & organizations
• Studies in Mathematical Sciences
• Transactions on Data Privacy
• Transportation Human Factors
• UOC Papers. Revista sobre la societat del coneixement
• User Modeling & User-Adapted Interaction
• VLSI Design
• VNU NET
• Windows IT Pro
• Windows IT Security
• Windows Magazine Build a Better Business Special Issue
January 02, 2013

Dan McCarthy
Dean, College of Science & Technology
Southeastern Louisiana University
SLU 10829
Hammond, LA 70402

Dear Dr. McCarthy:

A Draft Statement presenting the findings of the recent evaluation by the Computing Accreditation Commission of ABET is enclosed. Your institution is invited to submit a written response to this Draft Statement within thirty days following the receipt of this letter. Institutions are encouraged to submit their formal responses to the ABET Draft Statement electronically. Your response is particularly important if you believe any of the facts or observations presented in the Draft Statement are in error. Further, if the Draft Statement indicates that a program is considered to have weaknesses or deficiencies, you are encouraged to document any corrective actions that have been taken to remedy these shortcomings.

Please return the enclosed Acknowledgement of Receipt of Draft Statement to ABET Headquarters as quickly as possible. This form should indicate whether or not you intend to submit a written or electronic response to the enclosed Draft Statement.

Please limit any response to matters covered by the Draft Statement and affecting the potential accreditation of a program. If you agree with the assessment of the visiting team and wish to provide no response, please indicate this on the enclosed Acknowledgement of Receipt of Draft Statement.

It should be noted that a weakness or deficiency is considered to have been corrected only if the corrective action has been made effective during the academic year of the evaluation and is supported by official documentation. Where action has been initiated to correct a problem but has not yet taken full effect or where only indications of good intent are given, the effectiveness of the corrective action cannot always be presumed; in such cases, evaluation by the Commission at the time of the next evaluation may be required.

Your institution’s response to the Draft Statement will be carefully reviewed by the Commission, and accreditation decisions will be determined by the Commission during its Summer Meeting in July. You should expect to receive official notification of accreditation actions together with the Final Statement during the period from mid-August to mid-September.

Neither the presence nor absence of a stated, projected accreditation action in any program discussion commits the Commission to a particular final action. The official accreditation action for each program is taken by vote of the entire Commission at its Summer Meeting following consideration of the team’s findings along with the institution’s response to the Draft Statement.

Assuring Quality - Stimulating Innovation
The Commission considers all Draft Statements to be unofficial documents distributed only for review and comment. The enclosed Draft Statement does not represent the final official views of the Commission; therefore, it should be handled confidentially. Please limit release of this document in whole or in part only to persons involved in the preparation of your response to the Commission.

Instructions for distribution of your due process response and any additional post due process information received in time for proper consideration to the Draft Statements are enclosed. Please also refer to Section II.F.9. of the ABET Accreditation Policy and Procedure Manual. If you elect to provide a response, your response must be provided within 30 days to the addressees indicated in these instructions.

Sincerely,

Barbara Price, Chair
Computing Accreditation Commission

Enclosure: Draft Statement
Acknowledgment of Receipt of Draft Statement
Instructions for Distribution of Response

cc: Mary Jane Willshire, Team Chair
William John Dixon, Consultant, Editor
John Crain, President
Sebastian van Delden, Department Head
Draft Statement

for

Review and Comment

to

SOUTHEASTERN LOUISIANA UNIVERSITY
Hammond, LA

2012-2013 Accreditation Cycle
DRAFT STATEMENT FOR REVIEW AND COMMENT

This is a confidential statement from the Computing Accreditation Commission to the institution. It is intended for internal use only and is not for release except as allowed by policies of ABET.

I. INTRODUCTION

Southeastern Louisiana University (SELU) is the outgrowth of the Hammond Junior College, which was established in 1925. As the institution grew, it achieved increasing recognition by the state of Louisiana and in March 1946 Southeastern was formally approved and accepted into membership in the Southern Association of Colleges and Schools as a four-year, degree-granting institution. Southeastern is a state-funded institution under the governance of the Board of Trustees for State Colleges and Universities. The Bachelor of Science in Computer Science and the Bachelor of Science in Information Technology are housed in the Computer Science and Industrial Technology Department in the College of Science and Technology.

SELU has over 15,000 students enrolled. The Computer Science and Information Technology programs have 260 majors, and graduated 27 students in 2011.

The following programs at the institution were reviewed during the 2012-13 cycle for possible accreditation under the CAC/ABET “Criteria for Accrediting Computing Programs” (Criteria) dated October 29, 2011:

- BS Degree in Computer Science was evaluated under the General Criteria and the Computer Science Program Criteria. The BS program in Computer Science was previously evaluated in 2006. As a result of that accreditation action, the institution was required to have a focused visit in 2008. As a result of the focused on-site evaluation, accreditation was extended to 2012.

- BS Degree in Information Technology was evaluated under the General Criteria and the Information Technology Program Criteria. The BS program in Information Technology has not previously been accredited.

The programs listed above were evaluated by the peer review team shown below.

- Program Evaluator: Pearl Brazier, University of Texas Pan American
- Program Evaluator: Tim DeChue, Southwestern Baptist
- Program Evaluator: Hazem Said, University of Cincinnati
- Team Chair: Mary Jane Willshire, Software and Systems Engineering Associates
- Editor One: William Dixon, Ernst & Young, LLP
- Editor Two: Harold Grossman, Clemson University
Please note that program accreditation decisions are made solely by the respective Commissions of ABET. Reference to the professional affiliations of the volunteer peer evaluators in no way constitutes or implies endorsement or recommendation of the programs by the listed professional affiliations.

II. REPORT OF FINDINGS

The Criteria is composed of the General Criteria and Program Criteria. Each criterion provides the underlying principles that each program must meet. A program must meet both the General Criteria and all applicable Program Criteria to be accredited.

This section contains the report of the findings at the time of the visit. This draft statement reflects any corrections of factual errors provided by the institution within seven days of the visit. Information on corrective actions submitted after the visit will be considered during the evaluation of the institution's due process response to this draft statement, even if this information was submitted within seven days of the visit. A program's accreditation action will be based upon the findings summarized in this statement. All deficiencies, weaknesses, and concerns relative the Criteria for a program are listed under "Findings from the Current Review" in the findings for the program. These findings will be updated as appropriate during the evaluation of the institution's due process response.

CAC considers the following comments to relate directly to its accreditation actions. Actions will depend on the program's range of compliance or non-compliance with the criteria. This can be determined from the following terminology:

- Deficiency: A deficiency indicates that a criterion, policy, or procedure is not satisfied. Therefore, the program is not in compliance with the criteria.

- Weakness: A weakness indicates that a program lacks the strength of compliance with a criterion, policy, or procedure to ensure that the quality of the program will not be compromised. Therefore, remedial action is required to strengthen compliance with the criterion, policy, or procedure prior to the next evaluation.

- Concern: A concern indicates that a program currently satisfies a criterion, policy, or procedure; however, the potential exists for the situation to change such that the criterion, policy, or procedure may not be satisfied.

- Observation: An observation is a comment or suggestion that does not relate directly to the accreditation action but is offered to assist the institution in its continuing efforts to improve its programs.
Bachelor of Science in Computer Science Program

The Computer Science program at Southeastern Louisiana University resides in the Department of Computer Science and Industrial Technology, a department with five separate degree programs (Computer Science, Information Technology, Industrial Technology, Engineering Technology and Occupational Safety, Health, and Environment). Of these, the Computer Science and Information Technology programs were reviewed. The Computer Science program has two concentrations, Information Systems and Scientific. There are currently 37 majors in the Information Systems concentration and 80 in the Scientific concentration. There are three full professors, four associate professors, one assistant professor, and four instructors. These faculty members are shared between the Computer Science program and the Information Technology program.

Program Strengths

1. The program does a commendable job of preparing students to enter the work force through the advisement process, maintaining contacts and relationships with companies that are potential employers for internships and permanent placement. Alumni maintain close ties to the program for recruitment of students and providing feedback for program development. This provides support for economic development in the region and provides student employment opportunities in the region.

2. The Department of Computer Science and Industrial Technology has eight full-time tenure track faculty and four other faculty. Five faculty members are female and several faculty members have international backgrounds. The SELU Department of Computer Science and Industrial Technology has achieved remarkable diversity in backgrounds of faculty while retaining a high level of dedication and unity of purpose. Students reported frequent anecdotes of faculty members going “the extra mile” with them in some way. Students studying in this department will be exposed to a diversity of views well above the norm, and will likely achieve a more holistic educational experience as a result.

Status of Shortcoming from the Previous Review

The following is the status at the time of the visit.

Program Concern

   (Standard I-4) The effectiveness of the new direct measures of student performance that are being used to assess the extent to which program outcomes are being met needs to be monitored.

   Status: This concern has been resolved.
Findings from the Current Review

Program Concern

1. **Criterion 3. Student Outcomes**

The Student Outcomes section of the Computer Science Program Criteria states that “(j) The program must enable students to attain, by the time of graduation an ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer–based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.” This criterion also states that “(k) the program must enable students to attain, by the time of graduation an ability to apply design and development principles in the construction of software systems of varying complexity.”

Course syllabi and learning activities do not appear to be linked to these characteristics, nor were these characteristics addressed in the self-study. Characteristics j) and k), while enabled, are not currently mapped to specific courses nor listed in any course syllabi. This omission of accountability for these characteristics means that the potential exists that they may not remain enabled as courses and curriculum change to meet the needs of the stakeholders.
Bachelor of Science in Information Technology Program

The Information Technology program at Southeastern Louisiana University resides in the Department of Computer Science and Industrial Technology, a department with five separate degree programs (Computer Science, Information Technology, Industrial Technology, Engineering Technology and Occupational Safety, Health, and Environment). Of these, the Computer Science and Information Technology programs were reviewed. The Information Technology program was formerly a concentration within the Computer Science program, but now the department has determined that it should be a stand-alone program. There are 194 majors in the Information Technology program. There are three full professors, four associate professors, one assistant professor, and four instructors. These faculty members are shared between the Computer Science program and the Information Technology program.

Findings from the Current Review

Program Deficiency

1. **ABET Policy and Procedures Manual.** Section II.E.4.C.(2) of the ABET Policy and Procedure Manual states that “If a program name implies specialization(s) for which Program Criteria have been developed, the program must satisfy all applicable Program Criteria.” The Information Technology program is currently listed as a Bachelor of Science in Computer Science with an Information Technology option. The Request for Evaluation specified this program only be evaluated under the Information Technology program criteria. As currently named, to be accredited, the program must be evaluated under both the Computer Science and the Information Technology program criteria. At the time of the visit, the program had started the process of changing the name of the program from Bachelor of Science in Computer Science with Information Technology to Bachelor of Science in Information Technology. The current name of the program is not in compliance with ABET policy and procedure II.E.4.

Potential Accreditation Action

At the time of the visit, the program did not meet the ABET Policies and Procedures Criterion. A program that does not meet all of the criteria may not receive accreditation.
III. SUMMARY

The following is a summary of this evaluation for the Southeastern Louisiana University during the 2012-13 cycle:

Bachelor of Science in Computer Science Program

Concern:
- Criterion 3, Student Outcomes. Characteristics j) and k), while enabled, are not currently mapped to specific courses nor listed in any course syllabi. This omission of accountability for these characteristics means that the potential exists that they may not remain enabled as courses and curriculum change to meet the needs of the stakeholders.

Bachelor of Science in Information Technology Program

Deficiency:
- ABET Policy and Procedures. The Information Technology program is currently listed as a Bachelor of Science in Computer Science with an Information Technology option. Section II.E.4.c.(2) requires that the program be evaluated under both the Computer Science and the Information Technology Program Criteria. The current program name does not comply with ABET policy.
ACKNOWLEDGEMENT OF RECEIPT
OF DRAFT STATEMENT

The draft statement of findings has been received for the evaluation conducted recently by the:

☐ Engineering Accreditation Commission
☐ Engineering Technology Accreditation Commission
☐ Applied Science Accreditation Commission
☐ Computing Accreditation Commission

It is our intent:

☐ to submit an institutional response within 30 days
☐ not to submit an institutional response

Signature: ________________________________  Date: ________________

Please print:

Name: ________________________________
Title: ________________________________
Institution: ___________________________
Address: ______________________________
Telephone: ___________________________
Fax: _________________________________
E-mail: ______________________________

Please submit this form electronically
ABET
Computing Accreditation Commission

Instructions for
Distribution of Response to Draft Statement

Please provide one copy of your due process response and any post due process additional information, if applicable, to each of the following addressees:

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BOARD OF SUPERVISORS FOR THE UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 26, 2013

Item E.4. University of Louisiana at Lafayette’s request for approval to offer the Master of Education, Curriculum and Instruction, degree program via distance learning technologies.

EXECUTIVE SUMMARY

University of Louisiana at Lafayette wishes to offer the existing Master of Education, Curriculum and Instruction, degree program via distance learning technologies. This proposed mode of instruction is being developed to both increase enrollment and meet the growing needs of a changing K-12 educational landscape. The proposed venue will enhance the appeal of the Master of Education program in Curriculum and Instruction which is anticipated to attract potential candidates in Louisiana and outside of the state.

The Master of Education degree program is designed to service individuals who are interested in a highly-engaging, informative/best-practice structure through an online platform. This platform would allow individuals to participate in graduate courses with rigor yet provide flexibility to accommodate individual life schedules. The 36-hour program consists of twelve 3-hour courses. There are four concentrations that will be offered: (1) Non-Public Schools: Administration, (2) K-8 Mathematics, (3) Instructional Specialist, and (4) Teacher Researcher. The program will be delivered 100% online in an accelerated format of five 7 ½-week terms.

The University will utilize existing distance learning technologies to implement the program. As well, current faculty will teach the program and adjunct faculty will be hired as needed. The proposed program is strongly supported by the College of Education’s Administrative Council. The University’s College of Education and the Office of Distance Learning have made commitments to obtaining the required resources necessary to provide a strong, viable and successful online Master of Education in Curriculum and Instruction Program. An assessment of technology needs for faculty to teach the online courses is currently underway.

The Masters of Education, Curriculum and Instruction, was approved in 2004. The University expects to begin the online program as soon as all approvals have been received.
RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Lafayette's request for approval to offer the Master of Education, Curriculum and Instruction, degree program via distance learning technologies.
February 6, 2013

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

Dear Dr. Woodley:

This is to request approval to offer a new program, the Master of Education, Curriculum and Instruction.

Please place this item on the agenda for consideration at the February, 2013 meeting of the Board of Supervisors.

Sincerely,

E. Joseph Savoie  
President

Attachments
DELIVERY OF DEGREE PROGRAMS THROUGH DISTANCE EDUCATION TECHNOLOGY

REQUEST FOR AUTHORITY TO OFFER AN EXISTING ACADEMIC PROGRAM THROUGH DISTANCE LEARNING TECHNOLOGIES

(Academic Affairs Policy 2.12, revised June 2012)

1. University or College

University of Louisiana at Lafayette

2. Name, Phone Number and Email Address of person to be contacted for questions regarding this request

Dr. Peter Sheppard, Interim Department Head, Curriculum and Instruction
Phone: 337-482-1514
Email: pas3457@louisiana.edu

3. Name of Degree Program and CIP Classification

Masters of Education, Curriculum and Instruction; CIP 130301.

4. List the initial date of implementation

The program was approved in June 2004. The University hopes to begin the online program as soon as all approvals are received.

5. Please briefly describe the program. If there are any differences between the program to be delivered via distance learning technologies and the program offered through the traditional mode of delivery (i.e., curriculum, admission, graduation requirements, etc.) please explain and provide a rational for such differences.

In an effort to not only increase enrollment, but also to meet the growing needs of a changing K-12 educational landscape, the College of Education has developed the following innovative structure and course combinations to enhance the appeal of the Master of Education program in Curriculum and Instruction to attract potential candidates in Louisiana and outside of the state. This program is designed to service individuals who are interested in a highly-engaging, informative/best-practice structure through an online platform. This platform would allow individuals to participate in graduate courses with rigor yet provide flexibility to accommodate individual life-schedules all while receiving instruction from professors who are experts in their respective areas and have remained current in the field of education.

The program has a 36 credit hour model with twelve (12) three (3) hour courses. It is comprised of the following components: Core Courses (12-18 hours), Concentration Courses (15 – 21 hours), and a Research Capstone (3 hours). There are four (4) Concentrations from which candidates may choose to select from based on their preference and/or educational needs. The Concentrations are as follows: Non-Public Schools-Administration, K-8 Elementary Math Education, Instructional Specialist, and Teacher Researcher.

The Core Courses

The core courses in the M. Ed. program are designed to broaden candidates’ perspective on pressing issues related to the field of education. Candidates can expect to study said issues through multiple
theoretical lenses with the intent of challenging or fortifying their current philosophical stance. Ultimately candidates will be expected to incorporate their acquired knowledge into their professional practice and into their selected area of concentration. (Core Courses: EDCI 507, EDCI 508, SPED 502, IRED 501, EDCI 570, EDCI 572)

**Non-Public Schools: Administration Concentration**

The Non-Public School Administration Concentration is an approved and currently offered Graduate Certificate in the College of Education designed to meet the educational leadership needs of the private/parochial sector. Those candidates who successfully complete the requirements of this master’s degree will be eligible for a Graduate Certificate, issued by the University of Louisiana at Lafayette, as well as a Master’s Degree in Curriculum and Instruction. (Courses: EDLD 700, 705, 710, 715, 720)

**K-8 Mathematics Concentration**

The K-8 Mathematics Concentration is anchored in intensive content and pedagogical courses and in an engaging practicum that allows participants to maximize their pedagogical potential. Candidates will earn 21 graduate hours through this concentration en route to earning the Elementary Mathematics Specialist Certification (EMS). The EMS is a new certification in Louisiana available to mathematics educators in grades K-12. This credential is intended to signify the holder’s ability to provide instructional leadership in mathematics. Coursework involves 12 hours of Mathematics content courses covering Number and Number Operations, Geometry, Algebra, and Data Analysis. Additionally, participants will take: EDCI 520, Pedagogical Content Knowledge for Math Teaching; IRED 520, Teaching STEM in K-8 Classrooms, and EDLD 810, Leadership Theory and Practice.

**Instructional Specialist Concentration**

The purpose of the Instructional Specialist Concentration is to provide candidates with the requisite experience that will position them to refine, reform, or develop curricula and instruction for themselves as well as their pre-service, novice, or veteran peers. Candidates should already be skilled in their craft and should be seeking demonstrative ways to share their expertise beyond their individual classroom. Although this concentration does not lead to a specific state certification, candidates will be positioned to assume roles as: content coaches, lead teachers, curriculum coordinators, department chairs, peer evaluators, induction specialists, among others. (ISC courses: EDCI 542, EDCI 530, EDCI 531, EDCI 574, EDCI 576)

**Teacher Researcher Concentration**

The purpose of the Teacher Researcher Concentration (TRC) is to accelerate candidates’ transition from classroom teacher to teacher-scholar. This concentration focuses on research endeavors designed to position candidates for matriculation to the terminal degree. The rigorous and robust nature of the program will position candidates to be “budding experts” in their chosen field by way of the intellectual inquiry embedded in the TRC curriculum (TRC courses: EDLD 501, EDCI 516, EDFL 571, EDLD 801, EDCI 592)

<table>
<thead>
<tr>
<th>CONCENTRATIONS</th>
<th>CORE COURSES</th>
<th>CONCENTRATION COURSES</th>
<th>RESEARCH COURSES</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Public Schools: Administration</td>
<td>18 Hours</td>
<td>15 Hours</td>
<td>3 Hours</td>
<td>36 Hours</td>
</tr>
<tr>
<td>K-8 Elementary Math Education</td>
<td>12 Hours</td>
<td>21 Hours</td>
<td>3 Hours</td>
<td>36 Hours</td>
</tr>
<tr>
<td>Instructional Specialist</td>
<td>18 Hours</td>
<td>15 Hours</td>
<td>3 Hours</td>
<td>36 Hours</td>
</tr>
<tr>
<td>Teacher Researcher</td>
<td>18 Hours</td>
<td>15 Hours</td>
<td>3 Hours</td>
<td>36 Hours</td>
</tr>
</tbody>
</table>
6. Please briefly describe the extent to which the program will be offered via distance learning technologies.

The Masters of Education in Curriculum and Instruction will be delivered 100% online in an accelerated format of five 7 1/2-week terms. Two terms will be offered during the regular Fall and Spring semesters and one term during the regular summer semester. Courses will be offered on a carousel in which students will be able to start in any of the five terms with minimal pre-requisites to support program persistence and completion. All courses must be completed before the Capstone course is taken. Some concentrations will have suggested sequences.

<table>
<thead>
<tr>
<th>CORE COURSES</th>
<th>ONLINE OR HYBRID</th>
<th>LENGTH OF TERM</th>
<th>EXPECTED ENROLLMENT CAPACITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 507: Writing for the Responsive Professional</td>
<td>Online</td>
<td>7 1/2 weeks</td>
<td>20</td>
</tr>
<tr>
<td>EDCI 508: Research Methods to Impact Student Learning</td>
<td>Online</td>
<td>7 1/2 weeks</td>
<td>20</td>
</tr>
<tr>
<td>SPED 502: Educating the Exceptional Child</td>
<td>Online</td>
<td>7 1/2 weeks</td>
<td>20</td>
</tr>
<tr>
<td>IRED 501: Integration of Technology in Instruction</td>
<td>Online</td>
<td>7 1/2 weeks</td>
<td>20</td>
</tr>
<tr>
<td>EDCI 570: Diversity for the Progressive Educator</td>
<td>Online</td>
<td>7 1/2 weeks</td>
<td>20</td>
</tr>
<tr>
<td>EDCI 572: Current Issues in Education</td>
<td>Online</td>
<td>7 1/2 weeks</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONCENTRATION COURSES: Non-Public Schools: Administration (15 Hours)</th>
<th>ONLINE OR HYBRID</th>
<th>LENGTH OF TERM</th>
<th>EXPECTED ENROLLMENT CAPACITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 700: Administration in Non-Public Schools</td>
<td>Online</td>
<td>7 1/2 weeks</td>
<td>20</td>
</tr>
<tr>
<td>EDLD 705: Educational Philosophy and Ethos</td>
<td>Online</td>
<td>7 1/2 weeks</td>
<td>20</td>
</tr>
<tr>
<td>EDLD 710: Financial Management</td>
<td>Online</td>
<td>7 1/2 weeks</td>
<td>20</td>
</tr>
<tr>
<td>EDLD 715: Curriculum Design and Evaluation</td>
<td>Online</td>
<td>7 1/2 weeks</td>
<td>20</td>
</tr>
<tr>
<td>EDLD 720: Educational Law in the Non-Public Sector</td>
<td>Online</td>
<td>7 1/2 weeks</td>
<td>20</td>
</tr>
</tbody>
</table>

| CONCENTRATION COURSES: K-8 Elementary Math Education (21 Hours) |
|---------------------------------------------------------------|-----------------|----------------|-------------------------------|
| EDCI 520: Pedagogical Content Knowledge for Math Teaching | Online | 7 1/2 weeks | 20 |
| IRED 520: Teaching STEM in K-8 Classrooms | Online | 7 1/2 weeks | 20 |
| EDLD 810: Leadership Theory and Practice | Online | 7 1/2 weeks | 20 |
| MATH 501: Number Theory & Oper for Mid School Tchers | Online | 7 1/2 weeks | 20 |
| MATH 502: Adv Measurement & Geo for Mid Sch Tchers | Online | 7 1/2 weeks | 20 |
| MATH 503: Probability & Statistics for Mid School Tchers | Online | 7 1/2 weeks | 20 |
| MATH 504: Algebra & Functions for Middle School Tchers | Online | 7 1/2 weeks | 20 |

| CONCENTRATION COURSES: Instructional Specialist (15 Hours) |
|---------------------------------------------------------------|-----------------|----------------|-------------------------------|
| EDCI 542: Supervision of Student Teaching | Online | 7 1/2 weeks | 20 |
| EDCI 530: Advanced Teaching Strategies | Online | 7 1/2 weeks | 20 |
| EDCI 531: Advanced Professional Strategies | Online | 7 1/2 weeks | 20 |
| EDCI 574: Leading Teacher Learning | Online | 7 1/2 weeks | 20 |
| EDCI 576: Supporting Instruction in the Classroom | Online | 7 1/2 weeks | 20 |

| CONCENTRATION COURSE: Teacher Researcher (15 Hours) |
|---------------------------------------------------------------|-----------------|----------------|-------------------------------|
| EDLD 501: Using Data to Effect Change | Online | 7 1/2 weeks | 20 |
| EDCI 516: Evolution of Curriculum and Instruction | Online | 7 1/2 weeks | 20 |
| EDFL 571: Applied Statistics in Education and Psychology | Online | 7 1/2 weeks | 20 |
| EDCI 592: Introduction to Qualitative inquiry | Online | 7 1/2 weeks | 20 |
| EDLD 801: Writing for Research in Educational Leadership | Online | 7 1/2 weeks | 20 |

| RESEARCH (CAPSTONE): 3 Hours |
|---------------------------------------------------------------|-----------------|----------------|-------------------------------|
| EDCI 599: Capstone in Curriculum and Instruction | Online | 7 1/2 weeks | 20 |
7. Please describe any and all distance learning technologies which will be used to offer the proposed program.

The University of Louisiana at Lafayette provides the following distance learning technologies:

**Learning Management System.** The University of Louisiana at Lafayette uses Moodle for facilitation and management of all online courses and programs. During the fall 2012 semester the hardware (new server and additional load balancer) was upgraded to support the installation of new Moodle 2.3 software for use starting in spring 2013.

**Lecture Capture.** The Office of Distance Learning provides Panopto, a lecture capture software, free of charge to faculty members. The software requires IT to download a recorder on faculty computers and for faculty to use some video and sound input device to record their lectures or presentations. The recordings can be easily downloaded in a MP3 or MP4 format for faculty to post on Moodle or distribute to their students directly or using YouTube or another hosting service.

**Web-Conferencing.** The Office of Distance Learning provides web-conferencing virtual classrooms for all faculty members. The University has purchased 10 web-conferencing (virtual) classrooms for faculty who want to host synchronous class meetings through Blackboard Collaborate for the 2012-13 academic year. Each of the 10 rooms can accommodate up to 100 simultaneous participants.

**Plagiarism and Written Assignment Grading Software.** The Office of Distance Learning purchased a campus-wide license for Turnitin.com and integrated it into Moodle. Turnitin provides a plagiarism detection program, grammar/mechanics/style checker, and a grading platform to support faculty teaching in courses with heavy writing components.

**Virtual Proctoring.** The University has a partnership with ProctorU to provide virtual proctoring services to students who need to have an online exam proctored by a human being in real time.

**Edith Garland Dupree Library.** A Distance Learning Librarian supports all online students by providing one-on-one support and access to resources. Additionally, online faculty can collaborate with this professional staff member to integrate library resources into Moodle.

8. Please indicate where in the state (city/town and parish) the proposed program will be offered.

Full-time faculty teaching in the M.Ed. program will be domiciled in Lafayette, Louisiana in Lafayette Parish. As needed, qualified adjunct faculty both in Louisiana and elsewhere may be hired. While the target market is Louisiana, the program will be offered statewide and nationally.

9. Describe processes in place to ensure that students have structured access to faculty.

The College of Education’s Curriculum and Instruction Department surveyed faculty regarding their perspectives regarding distance learning and online delivery methods in Spring 2012 and followed up with an “interest meeting” to discuss the possibilities of increasing their online offerings. The EDCI faculty contributed to the structure of the reconceptualized Masters referenced above. It has been requested that all faculty members identified as potential course designers and instructors in the program would be appropriately trained via cohort through the UL Office of Distance Learning to attain an online teaching certificate. This proposal is strongly supported by the College of Education’s Administrative Council. Through data review and informal interviews with completers of this program, the council recognized a need to expand the breadth of this program while responding to the ever-changing landscape of educational reform in Louisiana and throughout the nation.

A needs assessment regarding faculty and technological resources is in progress. This is necessary to determine which faculty members will require computer hardware and software upgrades in order to fully participate in the professional development, course design, and course delivery. Overall, the College of Education and the UL Office of Distance Learning have made commitments to obtaining
the required resources necessary to provide a strong, viable and successful online Master of Education in Curriculum and Instruction Program.

As per University policy, the Master of Education Program in Curriculum and Instruction has established their respective Student Learning Outcomes as follows:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Instrument</th>
<th>Achievement Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Students will be able to demonstrate a synthesis of knowledge and skills learned during their program as part of their Capstone.</td>
<td>Research Proposal Rubric</td>
<td>One-hundred percent (100%) of our candidates will attain an average of 2.0 or above on the Research Proposal Rubric.</td>
</tr>
<tr>
<td>SLO 2: Students will conduct a research project within their school setting.</td>
<td>Research Report Rubric</td>
<td>One-hundred percent (100%) of our candidates will attain an average of 2.0 or above on the Research Report Rubric.</td>
</tr>
<tr>
<td>SLO 3: Students will present their findings in a colloquium type setting, including committee, other faculty and interested members of their school/work setting.</td>
<td>Research Presentation Rubric</td>
<td>One-hundred percent (100%) of our candidates will attain an average of 2.0 or above on the Research Report Rubric.</td>
</tr>
</tbody>
</table>

Upon approval of this request by the Board of Regents the campus must then submit notification to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) prior to implementation (consult SACSCOC's "Substantive Change for Accredited Institutions of the Commission on Colleges" Policy Statement). Once the SACSCOC provides a letter acknowledging acceptance of this notification to the campus, a copy should be provided to the Board of Regents.

Provost/ Vice Chancellor for Academic Affairs

Date 6/1/2013

Campus Head (or Authorized Signature)

System Head (or Authorized Signature) 2/5/13
BOARD OF SUPERVISORS FOR THE UNIVERSITY OF LOUISIANA SYSTEM

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 26, 2013

Item E.5. University of New Orleans’ request for approval to award an Honorary Doctor of Humane Letters degree to Mr. John Larroquette at the Spring Commencement Exercises.

EXECUTIVE SUMMARY

University of New Orleans wishes to recognize the contributions of Mr. John Larroquette by awarding him an Honorary Doctor of Humane Letters degree at its upcoming Commencement program. Mr. Larroquette, a New Orleans native, is a major star in film, television and live theatre.

Mr. Larroquette remains best known for his four-time Emmy winning role as Attorney Dan Fielding, the comic rake of Night Court. His other major television roles, John Hemingway on The John Larroquette Show and Mike McBride on McBride, as well as Carl Sack on Boston Legal, solidified his reputation as a consummate actor and true screen star. His guest appearances on shows as varied as The West Wing, Boston Legal and House not only confirm his appeal as a star, but his great ability to create fully developed characters in limited screen time. One of these guest appearances, as a narcissistic psychopath on The Practice, won him his fifth Emmy. He now has a recurring role on NBC’s Deception.

John has also met success on the stage. He debuted in major plays such as How the Grinch Stole Christmas (2009), How to Succeed in Business without Really Trying (2011), and The Best Man (2012). As well, Mr. Larroquette’s nationally recognized voice was first featured for its tonal qualities as early as 1974. He is the voiceover in The Texas Chainsaw Massacre, Deception, and The Heartbeat of the Crescent City.

Mr. Larroquette has generously donated his time to University of New Orleans. As well, he has permitted UNO to utilize his voice to brand the University’s campaign. Mr. Larroquette is the “voice” of the University’s very aggressive marketing campaign “the Heartbeat of the Crescent City.” Mr. Larroquette’s time and efforts for the campaign represent an in-kind contribution to the University of almost half a million dollars.

University of New Orleans wishes to recognize and honor Mr. Larroquette for his outstanding achievements and service to higher education by bestowing upon him the title of Doctor of Humane Letters.
RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans' request to award an Honorary Doctor of Humane Letters degree to Mr. John Larroquette at the Spring Commencement Exercises.
January 25, 2013

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

Dear President Woodley:

It is with great pleasure that I request that an honorary degree, Doctor of Humane Letters, 
honoris causa, be granted to Mr. John Larroquette. The University of New Orleans’ Department
of Film, and Theatre’s faculty initiated this request, which was unanimously endorsed and
seconded by the Chairs’ Council of the College of Liberal Arts. The Dean of that College, Susan
Krantz, fully supports the recommendation and has asked me to present it to you for your
approval. I do so with great enthusiasm.

Mr. Larroquette is a native New Orleanian, having grown up in the City’s Ninth Ward. He is a
major star in film, television and live theatre. Mr. Larroquette remains best known for his four-
time Emmy winning role as Attorney Dan Fielding, the comic rake of Night Court. His other
major television roles, John Hemingway on The John Larroquette Show and Mike McBride on
McBride, as well as Carl Sack on Boston Legal solidified his reputation as a consummate actor
and true screen star. His guest appearances on shows as varied as The West Wing, Boston
Legal and House not only confirm his appeal as a star, but his great ability to create fully
developed characters in limited screen time. One of these guest appearances, as a narcissistic
psychopath on The Practice, won him his fifth Emmy. He now has a recurring role on NBC’s
Deception.

Mr. Larroquette has had starring roles on the big screen in the movie Second Sight and in
Madhouse with Kirstie Alley. Other movies Mr. Larroquette had significant roles in include:
Blind Date, Stripes, Meatballs Part II, Summer Rental, Star Trek III: The Search for Spock, JFK and
Richie Rich.

Mr. Larroquette has also met success on the stage. He made his stage debut in How the Grinch
Stole Christmas in Los Angeles in 2009. In 2011, he debuted on Broadway in the wildly
successful revival of How To Succeed in Business without Really Trying as J. B. Biggley alongside
Daniel Radcliffe. And in his debut character, he won both the Tony Award for Best Featured
Actor in a Musical and the Drama Desk Award for Outstanding Featured Actor in a Musical. In September 2012, only one month after the famous author’s death, Mr. Larroquette completed a Broadway run in a revival of Gore Vidal’s *The Best Man*; the all-star cast also included James Earl Jones, Angela Lansbury, Candice Bergen, Mark Blum, Eric McCormack and Jefferson Mays.

Although Mr. Larroquette’s voice is recognized nationally now, it is worth mentioning that it was first featured for its tonal qualities as early as 1974. He performs the opening voiceover in *The Texas Chain Saw Massacre*, a memorably frightening narrative he reprised for the remake in 2003. Now, as a senator in *Deception*, we hear and see him as a statesman, as a man to be reckoned with. Mr. Larroquette is the “voice” of the University of New Orleans marketing campaign, *The Heartbeat of the Crescent City*. His voice is impressive, sonorous, professional and utterly convincing as it recounts our unique traits and academic strengths. That he was extremely generous in donating so much time as well as his ongoing permission to lend his voice to our brand in this campaign only strengthens our respect and ties to him.

Mr. Larroquette’s impressive professional career and his support of the University of New Orleans warrant recognition by granting a Doctor of Humane Letters, *honoris causa*. I hope that you agree and that the University of Louisiana System Board of Supervisors approves this request.

Sincerely,

[Signature]

Peter J. Fos
President

EXECUTIVE SUMMARY

University of New Orleans proposes to offer a Post Baccalaureate Certificate (PBC) in Hazards Policy Studies. The University received two grants from Federal Emergency Management Agency (FEMA) and the Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP) to create courses for this certificate program. The proposed program is designed for individuals who have earned a baccalaureate degree in any discipline and who are seeking an understanding of the roles and functions of disaster mitigation, preparedness, response and recovery. It is targeted to non-degree seeking students who want to broaden their knowledge and skills on the principles and fundamentals of hazards policy without pursuing a full degree program.

The proposed certificate program is to prepare students to meet, recover from, and respond to disasters with minimum downtime and with minimum impact on operational services. Some of the key objectives that students will satisfy include: (1) how to prepare employees for a disaster, (2) where to go for assistance, (3) what policies are in place to promote assistance, (4) how to get technical assistance during a disaster, and (5) how crisis and emergency management plans work.

New Orleans is an outstanding city for learning about preparing for, mitigating, responding to, and recovering from a variety of natural and man-made hazards. Since Hurricane Katrina, the region has been a focal point for research in best practices for developing disaster-resilient communities. Growing public concern for efficient governmental response to both natural and man-made disasters requires knowledgeable public and private managers, including managers transitioning from other areas of expertise. Students possessing advanced knowledge in Hazards Policy Studies will be well-prepared to engage the public policy issues surrounding these community hazards.

The proposed program, consisting of nine credit hours of graduate coursework, can be completed within two semesters. The PBC will be offered in a traditional format, but could be readily adapted to online delivery. UNO has not previously offered the proposed program or a similar program. Currently, one similar program is offered by Louisiana State University (LSU), which is a graduate minor in disaster science and management. LSU’s program differs from UNO’s proposed program in that it is specifically targeted for current LSU students who are
interested in emergency management-related careers; whereas the proposed PBC is targeted toward those students in a wider variety of public, private, and nonprofit organizations who seek to understand how to make their organizations more resilient. As well, LSU’s minor consists of 13 credit hours.

The projected enrollment for the proposed PBC is 3-5 graduate students each year for the first two years, increasing to 7-10 for years 4 and 5. The projections are based on location in New Orleans and the University’s long experience with disaster management. Projections are also based on the success of UNO’s Center for Hazards Assessment Response and Technology in serving the New Orleans region.

UNO has sufficient technology and facilities for program courses. The library on the University’s campus is well-equipped to provide resources to serve the proposed certificate program. No additional faculty will be needed. The proposed program will be administered through the Department of Political Science and will not affect the present administrative structure of the institution. The certificate program can, therefore, be offered at no additional (operating) cost to the University.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans’ request for approval of a Post-Baccalaureate Certificate (PBC) in Hazards Policy Studies.
January 3, 2013

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

Dear President Woodley:

Please forward the attached proposal to the Board of Regents for its consideration and approval.

The University of New Orleans proposes to offer a new post-baccalaureate certificate in Hazards Policy Studies. Through our Political Science department and, especially the Public Administration Program housed therein, our Center for Hazards Assessment, Response, and Technology (CHART), and our departments of Sociology, Geography, and Urban Studies, we were encouraged to develop a meaningful curriculum of this nature by FEMA, which shared funding for its development with the Governor's Office of Homeland Security & Emergency Preparedness (GOHSEP). Graduate faculty created new courses and refined other courses to meet the need that disaster specialists identified. This certificate will provide information specifically on navigating U.S. disaster policy and understanding procedures that can facilitate response, recovery, and resilience. Several social science departments will participate in the offerings and the Director of the Master of Public Administration, who also offers the core requirement, PADM 6130, “U.S. Disaster Policy and Administration,” has agreed to administer the certificate. Please see the attached flyer that the University of New Orleans plans to disseminate to interested students for more information on offerings. There is no cost in offering this program.

UNO is in a unique position to offer such a certificate, housing CHART as well as key social science disciplines and pre-professional degrees in Urban Planning and Public Administration. We believe that students who pursue and complete this certificate will improve their resumes and transition more easily from university to profession.

**UNO plans to offer this certificate to its own graduate students as well as to non-degree seeking students at UNO who have a minimum of an earned bachelor’s degree.**

Thank you for your assistance in this matter.

Dr. Peter Fos
President

cc: Gary Reichard
UNIVERSITY OF NEW ORLEANS

PROPOSAL FOR A POST-BACCALAUREATE CERTIFICATE IN HAZARDS POLICY

1. Description

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

The UNO Certificate in Hazards Policy will be offered at the post-baccalaureate level as a certificate. The purpose of this program is to prepare students to meet, recover from and respond to disasters with minimum downtime and with minimum impact on operational services. Toward this purpose, students will satisfy objectives that demonstrate an understanding of:

- how to prepare employees for a disaster
- how to navigate a system of resources
- where to go for assistance
- what policies are in place to promote assistance
- how to get technical assistance during a disaster
- how crisis and emergency management plans work
- how to shelter in place safely
- other emergency management practices

This certificate in hazard policy is designed for individuals who have earned a baccalaureate degree in any discipline and who are seeking an understanding of the roles and functions of disaster mitigation, preparedness, response and recovery. It is targeted to non-degree seeking students who want to broaden their knowledge and skills on the principles and fundamentals of hazards policy without pursuing a full degree program.

New Orleans is an outstanding city for learning about preparing for, mitigating, responding to, and recovering from a variety of natural and man-made hazards. Since Hurricane Katrina, the region has been a focal point for research in best practices for developing disaster resilient communities. Many disasters are partially or totally preventable through good planning and response. The public's continued concern for efficient governmental response to natural and man-made disasters, along with the recent significant investment in preparedness and mitigation activities, requires knowledgeable public and private managers, including managers transitioning from other areas of expertise. The array of hazardous events that now confronts managers includes homeland security issues, failures of complex technology, and a wide range of natural and technological hazards. Students possessing advanced knowledge in Hazard Policy Studies will be well-prepared to engage the public policy issues surrounding these community hazards.
b. List and describe the program curriculum (i.e., required courses), in sequence or term by term. Indicate new courses by an asterisk (*). Include any special requirements (internships comprehensive examination, thesis, dissertation, etc.).

The student must complete a minimum of nine (9) credit hours of graduate course work in the certificate program. All courses currently exist, and will be offered in such a manner that students could complete all course requirements within two semesters. The requirements are as follows:

- Successful completion of at least 9 hours in hazard-related coursework, including PADM 6130—U.S. Disaster Policy and Administration—plus two additional courses from the list below:
  - URBN 4150/G – Planning for Hazards
  - SOC 4098/G – Sociology/Geology of Coastal Louisiana
  - GEOG 4830/G – GIS Theories and Concepts
  - PADM 6201 – Policy Analysis and Program Evaluation (with hazard-related evaluation project)
  - PADM 4800/G – Special Topics in Hazard Policy

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

The program will be offered in a traditional format, but could readily be adapted to online delivery. Cross-enrollment of UNO students in courses offered by LSU’s Disaster Science and Management program will count toward the Certificate, with the approval of the UNO Certificate coordinator in the UNO Department of Political Science.

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

This certificate has been approved by the University of New Orleans’ Courses and Curricula committee. Attached please find approved proposal signed by the Associate Vice President, Merrill Johnson, on December 9, 2010.

2. Need

a. Describe how the proposed program fits within the institution’s existing role, scope and mission.
The program is intended to support the overall educational mission of the university by:

- Helping to meet the regional workforce needs for managers by providing an understanding of available resources in time of disaster, an understanding of U.S. disaster policy, and an understanding of best practices for hazard planning and response.
- Supporting the professional development of individuals who seek to obtain a formal educational credential in the hazard/disaster-related field.

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

The proposed program or a similar one has not been offered at UNO previously.

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

The only similar program is offered by LSU. They offer a graduate minor in disaster science and management.

d. If similar programs exist in Louisiana, why is an additional program needed? Indicate manpower needs, including interest on the part of industry, academia, governmental agencies, or other institutions.

Unlike the UNO certificate program that is targeted to non-degree seeking post-baccalaureate students not currently enrolled at UNO as well as degree-seeking students in any graduate program at UNO, the LSU program is targeted to current LSU graduate students. The LSU program is specifically targeted at those current LSU students “interested in emergency management-related careers” (http://dsm.lsu.edu/), while the UNO certificate program is targeted to those students in a wider variety of public, private and nonprofit organizations who seek to understand how to make their organizations more resilient. The UNO certificate program is 9 hours (1 core, 2 electives) while the LSU minor is 13 hours. Several of the LSU elective courses may serve as elective courses in the UNO program, including:

Coastal Engineering (CE 4320)
Hurricane Engineering (CE 4445) or Hurricanes & the Built Environment (for Non-engineers) (CE 4745)
Technology and Emergency Management (DSM 3200)
Environmental Economics (ECON 4320)
Quantitative Risk Assessment (EMS 4020)
Applied Ecology (ENVS 4010)
Environmental Chemistry (ENVS 4101)
Environmental Hazards Analysis (ENVS 4262)
Regulation and Environmental Hazards (ENVS 4264) Environmental Toxicology (ENVS 4477)
Climatology (GEOG 4014) or Microclimatology (GEOG 4015)
World Climates (GEOG 4017)
Coastal Climatology (GEOG 7942)
Geographical Hydrology (GEOG 4018) or Hydrology (CE 4200)
Environmental Remote Sensing (GEOG 4045)

However, it must be stressed that the principal difference between the programs is focus and perspective. Whereas LSU’s focus is applied management and technology driven; UNO’s is policy and planning driven. The offerings are complementary, but not duplicative.

No other post-baccalaureate certificate programs exist in any other state university/college.

e. If a graduate program is requested, indicate:

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

New Orleans is located in one of the most disaster prone areas of the US. Students can learn new skills and benefit from experts on the ground that have faced or are prepared to face hurricanes, tornadoes, massive flooding, chemical spills, oil spills and other natural disasters or homeland security issues. In doing so, this program will prepare students and their organizations to become more disaster resilient. Both FEMA and GOSHEP agreed that this program was needed and validated this proposal by funding the research and creation of courses.

ii. Are there possibilities for cooperative programs?

Yes, with LSU’s Disaster Science & Management program.

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

If this certificate is approved, its approval will not result in the termination or phasing out of existing programs. It cannot be considered a replacement program.
g. Describe how the proposed program will further the mission of the institution and support initiatives identified in the Board of Regents’ Master Plan for Public Postsecondary Education in Louisiana: 2011.

This graduate certificate directly relates to numerous objectives of the Board of Regents’ Master Plan for Public Postsecondary Education in Louisiana: 2011. Specifically, this proposal addresses the following objectives:

- Objective 1-3: Increase the number of adults age 25 and older enrolled in postsecondary education programs. Our graduate certificate program impacts “adults with a college degree who need additional credentials, coursework, or skills for career advancement.”

- Objective 1-7: Develop a skilled workforce to support an expanding economy. It is well documented that special skills in operating in hazard-prone localities for managers of public, private and non-profit organizations is a high-demand area in the nation, state, and within our region.

3. Students

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

Projected enrollment is 3-5 graduate students each year for the first two years, increasing to 7-10 for years 4 and 5. We believe these projections are conservative, although they are indeed merely projections. We based them on: 1) location in New Orleans and its long experience with disaster management; 2) two grants we received to create courses for this project from FEMA and GOSHEP which validated UNO’s proposal to provide this service; and 3) the success of UNO’s Center for Hazards Assessment, Response, and Technology in serving this region and assisting organizations and industry with information on hazards policy.

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

This post-baccalaureate certificate in hazard policy is designed for individuals who have earned a baccalaureate degree in any discipline and who are seeking an understanding of the roles and functions of disaster mitigation, preparedness, response and recovery. It is targeted to non-degree seeking students who want to broaden their knowledge and skills on the principles and fundamentals of hazard policy without pursuing a full degree program.
c. What preparation will be necessary for student to enter the program?

To enter the program, students will be required to have:

- A Baccalaureate degree
- University admission

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

There are no closely-related programs currently offered at the University of New Orleans.

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

There will be no financial support for students in this certificate program.

4. Faculty

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

- John J. Kiefer
  - Date of Appointment: August, 2003
  - Rank: Associate Professor
  - Degrees:
    - Ph.D., Public Management, 2001
    - MUS, Urban Studies, 1997
    - MS, Administration, 1989
    - BBA, Business, 1975

- Earthea Nance
  - Date of Appointment: August, 2009
  - Rank: Assistant Professor
  - Degrees
    - Ph.D., Civil & Environmental Engineering, 2004
    - MS, Environmental Engineering, 1991
    - BS, Engineering, 1985

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

All coursework will come from four disciplines: Public Administration; Geography; Planning and Urban Studies; and Sociology. The faculty/student ratios for those disciplines in 2011-2012, the most current year of complete records, were:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>F-T faculty</th>
<th>FTE students</th>
<th>ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>4</td>
<td>286 (12 hr. FTE)</td>
<td>1/71.5</td>
</tr>
<tr>
<td>Planning and Urban Studies</td>
<td>8</td>
<td>265 (12 hr. FTE)</td>
<td>1/33</td>
</tr>
<tr>
<td>Masters Public Administration</td>
<td>3</td>
<td>101 (9 hr. FTE)</td>
<td>1/34</td>
</tr>
<tr>
<td>Sociology</td>
<td>8</td>
<td>515 (12 hr. FTE)</td>
<td>1/64.5</td>
</tr>
<tr>
<td>Average</td>
<td>5.75</td>
<td>292</td>
<td>1/51</td>
</tr>
</tbody>
</table>

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

We do not anticipate hiring full-time faculty to meet the demands of this program. The program consists of three courses. Each faculty member will teach one course per year. All faculty are currently in place. Since the certificate program will rely on existing, already-offered courses in other programs, no net increase in time allocated is required.

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

No new faculty members will be needed.

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

This is an interdisciplinary program. All faculty members teaching in the program are required to conduct research and publish their findings in peer reviewed journals. The creation of this certificate program will not add to the present expectations of faculty teaching in the program. Faculty will continue to conduct research and outreach. No additional classes will be needed for this program. It will rely upon existing courses.

f. If a graduate program is requested, indicate:

i. For present faculty, areas of specialized competence related to the new program. (List publications and their nature as well as direction of theses and
dissertations."

This program will not require theses and dissertations. The areas of specialized competence are already resident in existing graduate faculty.

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

No new faculty are needed.

5. Library and Other Special Resources

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

Present library holdings in related fields are adequate to initiate the proposed program. It is not necessary to expand library holdings.

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

Library holdings do not need to be expanded and improved to meet program needs of the program in the first five years.

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

Current resources used by existing students on campus and through existing relationships with other institutions are adequate to support the program.

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

Library expenditures in the particular area of Hazards Policy are difficult to assess, as Hazards Policy involves multiple disciplines. However, as a regular member of LOUIS, UNO faculty and students have access to all materials necessary for research and discovery in this field.

e. Project library expenditures needed for the first five years of the proposed program.
No additional library expenditures are needed.

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

None

6. **Facilities and Equipment**

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

The certificate program will be delivered in the traditional classroom environment. Since the certificate program will rely on existing, already-offered courses in other programs, no net increase in facilities is required. The university hopes to expand to a distance-learning format, at which time the certificate offering will be self-sustaining and demand no new commitment from the university.

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

Existing classroom space utilized by the College of Liberal Arts has sufficient capacities to accommodate students participating in the certificate program. Students in the program will enroll in existing courses.

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

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

7. **Administration**

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

The certificate program will be administered through the Department of Political Science. The certificate director (currently the MPA program director) will report to the Chair, Department of Political Science. The Chair reports to the Dean of the College of Liberal Arts.
b. Indicate if the proposed program will affect the present administrative structure of the institution.

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

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

The University of New Orleans faculty and departments involved in the certificate program have a long history of applied social science research in collaboration with Louisiana communities including the City of New Orleans and its surrounding parishes. The certificate program’s faculty represent various academic disciplines including sociology, political science, public administration, planning, urban studies, engineering and geography.

8. Accreditation

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

The program is not eligible to be accredited.

9. Related Fields

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

The graduate certificate in hazard policy is an interdisciplinary program administered through the Department of Political Science. The program specializes in linking faculty researchers from Public Administration, Political Science, Sociology, Geography, Planning, Urban Studies, Environmental Sciences and Civil Engineering as well as the applied research conducted by UNO’s Center for Hazard Assessment, Response and Technology (CHART). The program has been designed to provide students with an understanding of the interrelationship between social and technical systems and extreme events in the natural and technological environment. The certificate program provides students in all majors with an understanding of the all-hazards approach to disasters, to include intergovernmental relationships, evaluation of hazard programs, the socio-political-technical issues of disasters, and approaches for delivering public services in crisis situations. The program emphasizes the importance of integrating effective policy alternatives into social and technical systems to prepare for, mitigate,
respond to, and recover from disasters.

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

The supporting fields do not need improvement. Existing staff and resources are adequate to meet the needs of the certificate program.

10. Costs

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

Since the certificate program will rely on existing, already-offered courses in other programs, no net increase in expenditures is required. Each additional student enrolling in the graduate certificate program will generate revenue for up to three graduate courses at current UNO tuition rates/graduate credit. No additional appropriations are required. The university will realize additional revenues from new students recruited into this program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>Additional Cost</th>
<th>Reasons for Additional Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>$0</td>
<td>Students will enroll in existing courses</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>$0</td>
<td>Students will enroll in existing courses</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>$0</td>
<td>Students will enroll in existing courses</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>$0</td>
<td>Students will enroll in existing courses</td>
</tr>
</tbody>
</table>

b. Indicate departmental costs:

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

Non-salary expenses for the departments of Geography, Political Science (the department that houses Public Administration), Sociology, and Planning and Urban Studies for the 2011-12 fiscal year are below. On average, these have
been reduced by 17% during this fiscal year.

<table>
<thead>
<tr>
<th>Department</th>
<th>Operating services</th>
<th>Supplies</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>$3,821</td>
<td>$3,896</td>
<td>$7,717</td>
</tr>
<tr>
<td>Political Science</td>
<td>$4,776</td>
<td>$11,491</td>
<td>$16,267</td>
</tr>
<tr>
<td>Planning &amp; Urban</td>
<td>$4,776</td>
<td>$12,897</td>
<td>$17,763</td>
</tr>
<tr>
<td>Studies</td>
<td>Sociometry</td>
<td>$5,593</td>
<td>$11,469</td>
</tr>
</tbody>
</table>

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

The program is expected to earn revenues from non-degree seeking students taking the certificate program as part of their professional development, either sponsored by their companies or agencies or as a means of improving their resumes for professional advancement. A proportion of the tuition from these students will be returned to the program for its management.

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

No additional funds for research are anticipated for supporting this program.

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

No additional costs are expected.
UNIVERSITY OF NEW ORLEANS
REQUEST TO ADD, DROP, OR CHANGE A CURRICULUM

College Liberal Arts Department Political Science Date

Name of Curriculum Graduate Certificate in Hazard Policy Studies

For a request to drop or change, where is the most recent description? Page 19 of the General/Graduate Catalog

Other departments or units affected by this action. Supply additional information, if needed, on a separate sheet.

Planning
Urban Studies
Sociology
Geography

Department or unit
Chief or unit head signature Support Not Support

List other curricula or courses that must be changed as a result of this action. Supply request(s) concurrent with this request.

None

SEMESTER/YEAR FOR WHICH CHANGE IS REQUESTED: 2010

APPROVED EFFECTIVE DATE:
(to be completed by Academic Affairs)

Present and proposed curriculum as it appears and should appear in the catalog. For changes in a curriculum, please show the entire section of curriculum and highlight subtle changes to assist in identification. Attach additional sheets if necessary. Provide appropriate justification on a separate sheet appended to this form.

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Three graduate courses (9 credit hours) as follows:</td>
</tr>
<tr>
<td></td>
<td>Required: PADM 6130 - U.S. Disaster Policy &amp; Administration</td>
</tr>
<tr>
<td></td>
<td>And two of the following:</td>
</tr>
<tr>
<td></td>
<td>URBN 4150G - Planning for Hazards</td>
</tr>
<tr>
<td></td>
<td>SOC 4098G - Special Topics (when hazard-related)</td>
</tr>
<tr>
<td></td>
<td>GEGG 4805G - Fundamentals of Mapping and GIS</td>
</tr>
<tr>
<td></td>
<td>Or other appropriate course with approval of MPA program director</td>
</tr>
</tbody>
</table>

Signatures represent approval. Signatures by the department chair and courses and curriculum committee chairs certify that the proposal was discussed and approved by a majority of the voting members of the department or committee.

Department Chair

6/3/10

Date

Graduate Dean

1/12/10

Date

College Courses and Curricula Chair (Courses numbered 0000-4999)

Date

Provost

12/9/10

Date

College Dean

OCT 25 2010

Date

(Courses numbered 0000-4999)
Graduate Certificate in Hazard Policy Studies

Justification

Natural and technological disasters are very complex events, requiring a broad range of skills to mitigate, prepare for, respond to, and recover from them. This new 3-course graduate certificate program will capitalize on the unique expertise resident in UNO's faculty to provide students with an understanding of how hazards affect communities, government and non-profit agencies, businesses, and social systems.

In 2009, the State of Louisiana's Office of Homeland Security and Emergency Preparedness, with funding from FEMA, provided grant money to UNO (through CHART) to develop and implement this certificate program. Using a systems approach to disaster resiliency that relates social, political, and technical systems and their interdependencies, several of the UNO faculty have developed and refined a Graduate Certificate in Hazard Policy Studies curriculum. The graduate certificate program will be targeted at two groups:

- Non-UNO students who have Bachelors or Masters degrees and want/need expertise in the U.S. hazard and emergency response system. This will potentially include those from government, the private sector and non-profit agencies, school systems, etc. It is expected that some of these students may subsequently enroll in the graduate school, and in particular MPA or MURP programs, where these courses will count as electives or specializations.
- Current UNO graduate students who desire specialized expertise in hazards and disasters. For example, students in Education may be interested in the role of school districts in emergency management and disasters. Sociology students may expand their understanding of the interdependencies of social systems with that of policy and technical systems.

Clearly there is a need for students from a variety of academic disciplines to better understand Hazard Policy and how cascading and common cause failures of interdependent systems hinder response and recovery efforts. It is essential for the creation of resilient communities that the managers of each myriad system – social, political, technological, business, etc. -- determine which other systems they must depend on in order to continue in operation and which other systems must be involved in the recovery following a major disaster. This graduate certificate program will provide a holistic approach where the next generation of policy makers, sociologists, geographers, environmental scientists, scholars, planners, and engineers can play an important role in assessing these risks and contributing to the development of strategies for community and agency protection.