

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 3, 2020

Item F.1. **Grambling State University's** request for approval to discard library books that have not been circulated since 2017.

EXECUTIVE SUMMARY

Grambling State University requests approval to discard approximately 189,000 library books that have not been used or circulated since 2017. These books are part of the general collection and are currently housed in the A. C. Lewis Library that is scheduled for demolition. The environmental climate of this building has negatively impacted the condition of these books making them unfit for use.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University's request to discard library books that have not been circulated since 2017.*

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 3, 2020

Item F.2. **Grambling State University's** request for approval to offer a Post Baccalaureate Certificate in Advanced Supervision.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval to offer a Post Baccalaureate Certificate (PBC) in Advanced Supervision. A PBC is an undergraduate, academic offering that is earned after a student has already completed a recognized baccalaureate degree and typically requires 12-33 credit hours. The purpose of the PBC proposed by GSU is to support the Department of Children and Family Services (DCFS) with workforce retention. The implementation of this program will enhance the skills of supervisors and other learners who work in the child welfare field, as well as other human services careers. The proposed PBC was created out of partnership with Grambling's School of Social Work which currently works with DCFS via the Title IV-E Child Welfare Grant through which bachelor and graduate level students are prepared for employment with DCFS upon graduation. The certification program will expand the University's work with DCFS.

The proposed PBC consists of 18 credit hours and is designed to be completed in one year; mode of delivery will be both 100% online and in a hybrid format. Core courses required of the proposed PBC include: Supervising as a Leader, Emotional and Social Intelligence, Supervision in a Child Welfare Environment, Ethics in Supervision, Managing Change and Organizational Culture and Practicing Supervision in Human Services Organization. Each course in the curriculum is aligned with duties associated with a supervisor in child welfare and other human services organizations. The curriculum will prepare the learners to provide educational, administrative and supportive supervision in a manner that retains employees. Design of the curriculum was also done in a manner that supports the culture of continuous learning within the Social Work profession, DCFS and other human services organizations.

Grambling State University's School of Social Work received funding for three years in July 2020 from the Louisiana Child Welfare Training Academy through the Title IV-E Welfare University Alliance for its Title IV-E Child Welfare Program. The total funding is \$1M with a yearly budget of \$335K. Included in this grant is funding for the offering of the proposed PBC in Advanced Supervision focused on providing supervision in a child welfare setting. Funding received from the grant will help offset the cost of program implementation which requires the hiring of two adjunct instructors to teach the newly developed courses designed specifically for the proposed PBC as well as an administrative support position. The University anticipates an initial enrollment of 25 students with that number growing to 50 by YR5. Students will be drawn

predominately from employees of DCFS with others coming from social work and other related degrees in the child and family services area.

In 2019, over 52,862 reports of child abuse or neglect statewide were reported to DCFS with 20,015 of these reports being investigated. In that same year, DCFS served 3,494 families in their homes; served 7,016 children in the Foster Care Program; served 159 youths ages 18-21 in Extended Foster Care; found adoptive families for 893 children; newly certified 827 foster families, and reunited 2,187 children with their biological families. Considering the significant work of DCFS with children and families in Louisiana, it is imperative that it retains a stable and prepared workforce. The proposed PBC will specifically aid supervisors in applying knowledge and skills to further develop and support frontline workers as they fulfill their duties. Workforce turnover in the child welfare field is common (almost 8%) and turnover affects not only the agency, primarily through higher costs, but also the children and families the agency serves. The proposed PBC will help prepare competent and dedicated child welfare professionals who will have a positive impact on DCFS which, in turn, will help the most vulnerable children and families in Louisiana.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University's request to offer a Post Baccalaureate Certificate in Advanced Supervision.



Office of the President

November 9, 2020

**MEMORANDUM TO THE BOARD OF SUPERVISORS OF THE
UNIVERSITY OF LOUISIANA SYSTEM**

**SUBJECT: REQUEST FOR APPROVAL of PROPOSAL to DEVELOP a NEW
ACADEMIC CERTIFICATE PROGRAM**

Grambling State University respectfully requests approval to offer a new undergraduate certificate program in Advanced Supervision. This *Post Bachelor Certificate Program* will be housed in Social Work. This certificate supports the needs of Louisiana's Department of Children and Family Services (DCFS) that are related to workforce retention. The certificate program will be available 100% online and also offered in a hybrid format. Although the target population is DCFS employees, the certificate will be available to any student with a baccalaureate degree.

Your favorable consideration of this request is greatly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to read "RJ Gallot".

Richard J. Gallot, Jr., JD
President

RJG:lm1

Attachment

PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM

(CAS, PAC, UC, PBC, GC, PMC, PPC)

Date: September 23, 2020

Campus: Grambling State University	Program: <u>CIP, Certificate Designation, Title</u> CIP Code: 44.0799 Designation: Social Work, Other Subject/Title: Post Bachelor Advanced Supervisor Certificate
Professor Evelyn Jenkins, LCSW Child Welfare Coordinator Grambling State University School of Social Work GSU Box 4274 Grambling, LA 71245 318-274-3162 jenkinse@gram.edu Dr. Jacqueline Garrison, DSW, LCSW Associate Dean Grambling State University School of Social Work GSU Box 4274 Grambling, LA 71245 318-274-3300 garrisonj@gram.edu	

1. Certificate Description

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

**** Attach catalog descriptions for the required and elective courses, including prerequisites and LCCN, when applicable. ****

The purpose of the proposed Post Bachelor Certificate in Advanced Supervision is to support the Department of Children and Family Services (DCFS) with workforce retention. The implementation of this program will enhance the skills of supervisors and other learners who work in the child welfare field, as well as other human services careers. Students completing the program will have the necessary knowledge, skills, behaviors, capability, and clinical wisdom to provide supervision to employees that will support their professional growth. The curriculum will prepare the learners to provide educational, administrative, and supportive supervision in a manner that retain employees. The certificate program will be available 100% online and offered in a hybrid format. Although the target population is DCFS employees, the certificate is available to any student with a baccalaureate degree.

Grambling State University School of Social Work received funding for three years in July 2020 from the Louisiana Child Welfare Training Academy through the Title IV-E Child Welfare University Alliance for its Title IV-E Child Welfare Program. The total funding is \$1,005,624.00 with a yearly budget of \$335,208.00. Included in this grant is funding for the offering of a Post Bachelor Advanced Supervisor certificate program focused on providing supervision in a child welfare setting. Grambling's Title IV-E Child Welfare program developed six 3 credit hour courses for this certificate program in 2019 under a previous grant. All courses are new and specific to this program.

Grambling's School of Social Work currently works in partnership with DCFS via the Title IV-E Child Welfare Grant through which bachelor and graduate level students are prepared for employment with DCFS upon

graduation. The Post Bachelor Advanced Supervisor certificate program will expand the university's work with DCFS. It would serve as a value-added for retention strategies as well as support toward the personal and professional development of learners interested in supervisory employment in DCFS. DCFS has indicated an urgent need to have competent professionals available to provide supervision and leadership to its front-line caseworkers. As a partner, collaborator, and producer of social workers frequently hired by DCFS, it is believed that we have a moral obligation to assist in addressing this workforce issue that is negatively affecting individuals, children, families and the agency. This certificate program can be viewed as one of Grambling State University's measures to help address a human need and improve the quality of life for individuals, families, and communities.

The program objectives of the Post Bachelor Advanced Supervisor certificate program are captured below.

- Create an advanced program of study that focus on supervision in the child welfare field of social work, and in any fast-paced organization that has a human services emphasis.
- Establish a program of study that provides a theoretical understanding of supervision and leadership.
- Promote critical thinking and self-reflection in child welfare decision-making and practice methods
- Further promote university-agency partnerships.

Upon completion of the Advanced Supervisor certificate program learners will have acquired the following competencies:

- Ability to apply supervision and leadership knowledge to practice
- Skills to connect caseworkers and their work to the agency's mission and vision
- Develop a supportive organizational structure and an environment that values diversity
- Produce reflective practice and growth among employees
- Support effective leadership skills in subordinates

The Post Bachelor Advanced Supervisor certificate program consists of eighteen credit hours. The proposed program will offer hybrid courses, both 100% online and some in-person sessions. The certificate program is designed to be completed within one academic year. Each course in the curriculum is aligned with duties associated with a supervisor in child welfare and other human services organizations. This program will be made available to human services professionals with a background in social work, other human services-related degrees, and to learners with any bachelor's degree who has an interest in working in a human services environment.

The Post Bachelor Advanced Supervisor certificate program serves as a means of assuring that specifically supervisors hired by the DCFS will complete a sequence of core supervisory courses and related professional development learning activities. Through a series of assessments tools each supervisor will have demonstrated a level of competency, commitment and desire for child welfare work that will become evident in the execution of supervisory duties. The Post Bachelor Advanced Supervisor certificate program is designed to support the culture of continuous learning within the Social Work profession, DCFS, and other human services organizations.

Students pursuing the Post Bachelor Advanced Supervisor certificate will take 18 credit hours of core courses. These core courses include Supervising as a Leader, Emotional and Social Intelligence, Supervision in a Child Welfare Environment, Ethics in Supervision, Managing Change and Organizational Culture, and Practicing Supervision in Human Services Organizations. A description of each course is attached.

Draft Curriculum

Post Bachelor Advanced Supervisor Certificate Curriculum		
Course Number	Course Name	Credit Hours
SW 421	Supervising as a Leader	3
SW 422	Ethics in Supervision	3
SW 423	Emotional and Social Intelligence	3
SW 424	Managing Change and Organizational Culture	3
SW 425	Supervision in a Child Welfare Environment	3
SW 426	Practicing Supervision in Human Service Organizations	3
	Total	18 Credit Hours

Three courses will be offered during the implementation semester of the certificate program. Six courses per semester will be offered thereafter during fall and spring semesters.

2. Need

Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., how is it relevant, how does it contribute to economic development or relate to current/evolving needs). Identify similar programs in the state and explain why the proposed certificate is needed.

Need for Post Bachelor Advanced Supervisor Certificate at Grambling State University

Grambling State University has identified strategies that support expanding programs to meet emerging workforce needs. These strategies include engaging faculty, students, alumni, and business leaders. The University has placed a high priority on enhancing the academic experience of students to include activities that will make them more marketable and employable candidates once completing their undergraduate degree. Through its undergraduate major courses of study, which are undergirded by a traditional liberal arts program, and through its graduate school, which has a professional focus, the University embraces its founding principle of educational opportunity. This certificate program further promotes the mission of the university in that the School of Social Work is providing an educational opportunity for social workers and other human services professionals working in the child welfare field to specialize and advance their skills and knowledge in supervision.

The Mission of the School of Social Work at Grambling State University is focused on making a difference in the lives of people in the northwest region of the state of Louisiana, and the state of Louisiana at large by providing a creditable and quality social work education to students as beginning generalists at the undergraduate level, and advanced direct practitioners at the graduate level. Its programs focus on understanding comprehensive social work theory and skills; as well as providing micro, mezzo and macro culturally competent practice in a wide range of practice settings. Additionally, graduates of the Bachelor of Social Work (BSW) and Master of Social Work (MSW) programs are employed in human services organizations statewide. In consideration of its mission's focus, a certificate program would provide social work and human services professionals with knowledge and skills in a specific area of specialization. It increases the opportunities for students to be successful and advance in their employment. This certificate in Advanced Supervision is very relevant to the institution's priorities and to the state's need.

Need for the State of Louisiana

During the 2019 calendar year, DCFS received 52,862 reports of child abuse or neglect statewide with 20,015 of these reports being investigated. Workers served 3,494 families in their home; served 7,016 children in the Foster Care Program with an average of 4,291 per month; served 159 youths ages 18-21 in Extended Foster Care; found adoptive families for 893 children; newly certified 827 foster families; and reunited 2,187 children with their biological families.

Considering the above significant work of DCFS with children and families in Louisiana, it is imperative that it retains a stable and prepared workforce. This Advanced Supervisor certificate program will specifically aid supervisors in applying knowledge and skills to further develop and support frontline workers as they fulfill their duties.

While workforce turnover is common in the child welfare field, turnover affects not only the agency, primarily through higher costs, but also the children and families the agency serves. The two positions with the highest voluntary turnover rates are the Child Welfare Specialist 1 position with rate of 28.41% and Child Welfare Specialist 2 with a rate of 18.32 percent. A 2018-19 Act 879 Turnover Report from Louisiana Civil Service Office shows that DCFS had a 12-month voluntary separation turnover rate of 11.33 percent. Also, DCFS was identified as one of the top five departments with the highest voluntary separation cost estimate at the Child Welfare Specialist 2 and 3 levels. The estimated 12-month cost for Child Welfare Specialist 2 position was \$591,882.22 and \$1,366,079.94 for Child Welfare Specialist 3 position.

Also, DCFS reported that in calendar year 2019, it had a statewide total of 989 professional child welfare field employees composed of 38 child welfare Managers with a turnover rate of 5.26% statewide which is down from 7.50% in 2018; 167 child welfare supervisors with a turnover rate of 4.19% statewide which was an increase from the 2.45% in 2018; and 784 child welfare workers with a turnover rate of 6.83. The total turnover rate for managers, supervisors, and worker in calendar year 2019 was 16.28% statewide.

Not all turnover is avoidable, but research has recognized factors that are predictive of high turnover and identified approaches to diminish those factors. Research dating back to the 1990s in child welfare, mental health and other social work settings revealed that workers who receive effective supervision reciprocate with positive feelings and behaviors toward their jobs and organizations. Three supervisory dimensions have been identified that act as protective, proactive, or preventive factors in ensuring a positive work environment. These dimensions are task assistance; social and emotional support; and interpersonal interaction. Each dimension contributes to a worker's job effectiveness including the delivery of quality service. Employees who remain in child welfare careers are more likely to report that their supervisor is willing to listen to work-related problems and to help them get their jobs done, than are those who leave or are planning to leave. The individuals who are retained rate their supervisors as competent, willing to show appreciation, approachable, and concerned for their wellbeing.

Investing in the child welfare workforce is a crucial activity of any child welfare agency. According to the National Child Welfare Workforce Institute a well-trained, highly skilled, well-resourced, and appropriately deployed workforce is foundational to a child welfare agency's ability to achieve best outcomes for the vulnerable children, youth, and families it serves. "The workforce is the agency's public face. ...The actions of the workforce are what stakeholders use most to judge an agency's competence and effectiveness. Effective practice and an effective workforce equal positive outcomes." According to a March 2019 article of The Annie E. Casey Foundation, it costs an agency an estimate of \$54,000.00 to replace each worker leaving the agency.

A qualified and stable child welfare workforce serves as the foundation of child welfare service delivery. The certificate program will serve as an educational tool to help enhance child welfare supervisors' knowledge and skills in supervision, as well as others supervising in human services organizations.

Alignment of Certificate to the Louisiana's Master Plan for Higher Education

This certificate will increase educational attainment as laid out by the Master Plan for Higher Education for the state of Louisiana, the driving mission of which is "talent development through quality, affordable

postsecondary education for all.” The Regents identified a deficiency in the skill levels of the Louisiana workforce and in the extent to which existing skills are credentialed. By working collaboratively with DCFS and offering this certificate program which increases knowledge, skill attainment, and credentialing, the proposed certificate directly addresses the challenge “to augment the credentials of the state’s workforce.” In this way, the program will help to improve the quality of life of many Louisianans. Supervisors in child welfare and other human services organizations will develop and implement specialized skills in the supervisory dimensions needed for an effective workforce to serve child and families. Excellent supervision leads to quality service provision which improves the outcomes for Louisiana’s children and families served.

Other Advanced Supervision Programs in State of Louisiana

A search of the Louisiana Board of Regents’ Inventory of Degree and Certificate Programs did not reveal a Post Bachelor Certificate in Advanced Supervision or similar certificate. Some of the proposed courses for this certificate include topics covered in the Department of Civil Service CPTP trainings; however, the content and activities in these proposed courses are more in-depth and relate to addressing the complexities of work and supervision within DCFS Child Welfare, as well as other human services organizations.

3. Students

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

DCFS recently completed an assessment required by its Federal funding source. The assessment indicated a need for improvement in several key areas, including supervision. This along with other studies within DCFS and the retention rate validate the need for more supervisory training. Through the Title IV-E Child Welfare University Alliance, DCFS has committed to support the advanced supervisor certificate. Via its support of this educational enhancement opportunity, the agency is demonstrating that it endorses and values its employees and wants to encourage their development and improvement.

Enrollment Projections for the Certificate in Advanced Supervision

GSU anticipates first time enrollees into the Advanced Supervisor certificate program will initially be 25 students. Enrollment will grow as the program becomes more visible as an important add on credential for employees in DCFS and other human services organizations.

	Year 1	Year 2	Year 3	Year 4	Year 5
Student Enrollment	25	40	40	40	50

Justification for Enrollment Projections

The estimated enrollment in the first five years is a minimum of 195 learners. Each year DCFS offers a basic supervisory training to approximately 25 new supervisors. DCFS has indicated that upon completion of the basic training, this cohort of supervisors will enroll in the Advanced Supervisor certificate program for a total of approximately 25 learners per semester. Additionally, it is estimated that after the first year at least 10 other degreed employees of DCFS will enter the program each year on their own to facilitate the opportunity for advancement in DCFS. Also, we anticipate that a minimum of 5 other social workers and those with related degrees employed in child and family serving human services organizations will enroll in the program for professional development and advancement opportunities.

This certificate program has the potential of attracting a diverse range of students from Louisiana who are employed in DCFS, state government, and other human services organizations serving children and families.

4. Accreditation

Describe plan for achieving program accreditation.

There are no immediate plans to seek accreditation of this post baccalaureate certificate program.

5. Faculty, Administration, & Other Resources

How will instructional needs be met: will additional faculty, facilities, equipment, or library resources be required? What department will deliver and oversee the proposed program?

The Louisiana Child Welfare Training Academy (LCWTA) and the Title IV-E Child Welfare University Alliance in partnership with the Department of Children and Family Services will provide complete funding for this Post Bachelor Advance Supervisor certificate program through the Title IV-E Child Welfare grant. The current grant cycle, July 1, 2020-June 30, 2023, includes funding for the program. The Title IV-E Child Welfare grant will provide funding for a three-year period with the possibility of continued funding through future grant cycles. A letter of support is attached.

From this grant funding, two adjunct professors will be hired (Up to \$35,000 each) to teach the six courses, and the administrative support personnel (\$30,000.) will be hired to assist with the certificate program and other activities of the Title IV-E Child Welfare Program. A room in Charles P. Adams Hall will be assigned to personnel associated with the certificate program. Upon termination of funding for this program, these three positions will be eliminated.

Also, the current grant includes funding for the following associated expenses:

- Equipment amount of \$2000 per year—includes the purchase of two computers, a printer, and other equipment deemed necessary for the operation of the program.
- Furniture amount of \$1000 per year—includes the purchase of any office furniture (desks and chairs) needed for these additional staff.
- Supplies amount of \$1000 per year—includes the purchase of general office supplies needed for the operation of the program.
- Travel in the amount of \$5000.00 per year—several of the courses include activities that require the adjunct professor for the course to travel to DCFS sites to meet with the learners and their managers.

In addition to the grant funding, students enrolled in the certificate program will provide income from the payment of tuition. Based on the estimated student enrollment and current undergraduate tuition fee of \$3085 for 9 credit hours, the first-year revenue could be \$77,125.00; \$123,400.00 in years 2, 3 and 4; and \$154,250.00 in the 5th year. The increase in the 5th year is based on the estimated increase in student enrollment from 40 in years 2, 3, & 4 to 50 in the fifth year as discussed in Section 3 of this document.

Library resources

The University Digital Library and Learning Commons at Grambling State University serves as the knowledge center and information repository hub for all students and faculty. Students and faculty have access to the library and its learning resources. The library's goal is to promote and support the undergraduate, graduate, professional degree programs, continuing education, distance education, and global education programs.

The library provides quality services and equitable access to resources in all formats that implements,

supports, and enriches the University's mission and goals. The resources are diverse and comprise of books, periodicals, research journals, films, filmstrips, microform, electronic resources, media materials, and equipment.

The Social Work collection is very strong as a digital collection having access to over four million resources within the digital electronic collection. This includes eBooks, peer-reviewed articles and journals and videos. This collection continues to be strengthened through statewide consortia memberships which provide access to all member institutions. To support the social work program, there are over 25 relevant databases available for usage. Therefore, no additional library resources will be needed.

Department to deliver and oversee the program

The proposed post bachelor Advanced Supervisor certificate program will be housed in the College of Professional Studies, School of Social Work. It will be overseen by the School of Social Work Title IV-E Child Welfare program. Ms. Evelyn Jenkins will coordinate this certificate program. She currently coordinates the activities of the Title IV-E Child Welfare program at GSU.

6. Cost

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

The cost associated with implementation of this certificate program will be supported by funding received from a three-year grant from the Louisiana Child Welfare Training Academy through the Title IV-E Child Welfare University Alliance. The total grant funding is \$1,005,624.00 with a yearly budget of \$335,208.00. Included in this grant is \$109,000 per year for the offering of a post bachelor Advanced Supervisor certificate program focused on supervision in a child welfare setting. The award began July 1, 2020 and will end on June 30, 2023. There is a possibility for continued funding in future Title IV-E Child Welfare university grant funding cycles. Additionally, tuition fees will be received from the enrollment of students in the program.

The projected cost for the proposed post bachelor Advanced Supervisor certificate program includes support personnel, the purchase of equipment, office furniture and supplies, and faculty to teach the courses. Due to the workload of current faculty in the School of Social Work, two adjunct instructors will be hired to teach the courses in the certificate program.

BUDGET JUSTIFICATION

The expenses for each year (1-3) of this budget cycle is the same.

Faculty—\$70,000.00 per year

The budget includes a fee of \$35,000.00 each for the hiring of two adjunct instructors to teach the six courses in the Advanced Supervisor certificate program. The \$35,000.00 fee is requested because although these courses are on-line, several requires more face-to-face activities than the typical on-line course. Also, some travel is currently involved and after implementation it may be determined that additional in-person sessions are warranted tri-regionally throughout the state.

Support Personnel—\$30,000.00 per year

Cost also include employment of an Administrative Coordinator to provide overall support to the Title IV-E Child Welfare Program, inclusive of the Advanced Supervisor certificate program. This person will assist in managing the budget by processing documents for payment of scholars' stipends, reimbursements of tuition and books to MSW students receiving employee support services, and purchasing supplies and other items as needed; devise and maintain an up-to-date tracking system with scholars data to assist in providing timely and accurate information to State Title IV-E Child Welfare Program Manager, the Title IV-E University Alliance, LCWTA, and DCFS as requested; assist with the arranging, publication, and

coordinating of courses, workshops and conferences; Additionally, this person will perform a variety of clerical duties that requires some independent judgment to accomplish the task associated with the efficient and effective operation of the Title IV-E Child Welfare Program at Grambling. The salary of \$30,000.00 is consistent with the mid-range salary of an administrative coordinator 2 within the State of Louisiana Civil Service System.

Equipment—\$2000.00 per year

Cost include the purchase of 2 laptops and a printer during the grant cycle

Furniture—\$1000.00 per year

Cost includes the purchase chairs and desks as needed

Supplies—\$1000.00 per year

Cost includes the purchase of general office supplies needed for the operation of the program

Travel—\$5000.00 per year

Cost associated with travel to DCFS offices for course instruction and assessment of implementation of course learning and achievement of course objectives.

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Grambling State University

Date: September 23, 2020

Certificate Program, Unit: Advanced Supervisor, Post Bachelor Certificate

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

EXPENDITURES								
	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$70,000.00		\$70,000.		\$70,000.00		\$70,000.	
Graduate Assistants	0		0		0			
Support Personnel	\$30,000.00		\$30,000.		\$30,000.00		30,000.	
Fellowships and Scholarships	0		0		0			
SUB-TOTAL EXPENSES	\$100,000.00		\$100,000.		\$100,000.00		\$100,000.	
	AMOUNT	AMOUNT		AMOUNT		AMOUNT		
Furniture	\$1,000.00	\$ 1,000.00		\$ 1,000.00		00		
Equipment	\$2,000.00	\$2,000.00		\$2,000.00		00		
Travel	\$5,000.00	\$5,000.00		\$5,000.00		\$5,000.00		
Supplies	\$1,000.00	\$1,000.00		\$1,000.00		\$1,000.00		

SUB-TOTAL	\$9,000.00		\$9,000.00		\$9,000.00		\$6,000.00	
GRAND TOTAL EXPENSES	\$109,00.00		\$109,000.00		\$109,000.00		106,000.00	
REVENUES								
Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations	\$00		\$.00		\$00		\$	
Federal Grants/Contracts	\$00		\$00		\$.00		\$	
State Grants/Contracts	\$109,000.00		\$109,000.		\$109,000.00		00	
Private Grants/Contracts								
Tuition	\$77,125.00		\$123,400		\$123,400		\$123,400	
Fees								
Other (specify)								
TOTAL	\$186,125.		\$232,400.		\$232,400.		\$123,400.	

Grambling State University
Post Bachelor Advanced Supervisor Certificate Program
Courses Description

SW 421: Supervising as a Leader

This course is a hybrid learning approach that provides learners with a strong foundation in evidence based, outcome driven leadership practices. The course presents learners the knowledge to identify leadership qualities that contribute to successful supervision; the knowledge and application of leadership theories and six leadership styles in the context of a child welfare agency; strategies to maximize the use of visibility and engagement as a leader internally and externally; knowledge and application of Design Thinking as a strategy for problem-solving and decision making; Knowledge of and implementation of team building strategies within a unit, agency-wide, and with service providers; skills for vision implementation, assessing and forecasting, using data for planning, and developing and implementing a strategic plan; and the integration of social work skills with leadership styles in a child welfare agency. Also addressed is the role of a leader during crisis and traumatic situations to include useful strategies and crisis management models. Learners participating in the course are engaged in a variety of learning modes such as individual and group online and classroom activities.

There is no prerequisite course requirement.

SW 422: Ethics in Supervision

This is an online course that offers a comprehensive foundation of the ideals of justice, integrity, and virtues within the child welfare context. It examines the theory of right and wrong behaviors

of supervisors and the influence on supervisees. The difference between ethics, ethical behaviors and ethical dilemmas is identified. Course content and activities compare and contrast the principles of NASW Code of Ethics and Child Welfare Professionals Code of Ethics. Ethical issues, ethical responsibilities, and ethical conduct are categorized, and related strategies are discussed in terms of how they are addressed by supervisors. This course examines human behaviors that lead to ineffective and toxic supervision, as well as those that model ethical and professional practices in supervision; explains effective techniques to resolve ethical dilemmas; identify appropriate responses to unethical behaviors; discuss cultural and ethical universalism and relativism in a child welfare work setting; and offers the application of ethics in real-world situations as a supervisor in child welfare, linking performance of staff to values.

There is no prerequisite course requirement.

SW 423: Emotional and Social Intelligence

This online course is designed to assist learners' ability to understand and monitor their own as well as their supervisees' emotions, to distinguish between different emotions, and to use emotional information to guide thinking and behavior. The coursework and activities instill the theoretical approaches of emotional and social intelligence; the five competencies associated with emotional intelligence which include self-awareness (emotional self-awareness) and self-management (emotional self-control), adaptability, achievement orientation, and positive outlook; and the seven competencies associated with social intelligence which include social awareness (empathy), organizational awareness, relationship management (influence), coach and mentor, conflict management, teamwork, and inspirational leadership.

Course activities include the learner applying empathy skills to evaluate the benefit of empathy on supervisory relationships; applying skills to demonstrate the ability to read a group's emotional flows and power relationships, identifying influencers, networks, and organizational dynamics; evaluating their understanding of the use of self in supervision, and designing a plan to use to more effectively manage the self. Learners will practice strategies that improve self-awareness, emotional management, and relationship management. Learners participating in the course are engaged in variety of learning modes such as individual and group online and classroom activities.

There is no prerequisite course requirement.

SW 424: Managing Change and Organizational Culture

This is a hybrid course which includes online and classroom activities. The focus of the course is on how an organization's vision, values, norms, systems, symbols, language, assumptions, location, beliefs and habits contribute to its distinctive social and psychological environment, which then contributes to the success of the organization in fulfilling its mission. Various theories of motivation are taught with application activities. Workforce diversity and individual differences are discussed with exercises aimed at recognizing their value and implementing strategies for inclusion of all. Also, the SWOT and PEST tools are taught and used to analyze their child welfare unit and its functioning within the organization and develop an improvement plan; change

initiative, creativity, innovation as strategies are discussed; important factors to lead a change initiative will be identified with strategies developed to address internal and external barriers to implementation; and approaches are identified and applied to cultivate a relationship building environment in which knowledge and skills sharing is expected and rewarded.

There is no prerequisite course requirement.

SW 425: Supervision in a Child Welfare Environment

This course provides comprehensive knowledge and skills development in numerous models of supervision unique to the social work profession and have been shown as being successful in helping child welfare supervisors as they mentor and coach their supervisees. Knowledge is presented on models of supervision to include family-focused supervision, clinical supervision, strength-based supervision, reflective supervision, and group supervision, well as their application in a child welfare setting. Additionally, the Appreciative Inquiry (AI) model and its five classic principles are discussed and explained, along with its usefulness in child welfare supervision. Managerial communication strategies and applications, critical thinking for decision making, creation of a staff development plan, accountability, and its application, and managing work performance all within the context of a child welfare agency are discussed and application activities are included. This is a hybrid course with online and classroom sessions and activities.

Prerequisite: Learners enrolling in this course are required to have successfully completed the Supervising as a Leader and the Emotional and Social Intelligence courses.

SW 426: Practicing Supervision in Human Service Organizations

This hybrid course is the final of the six courses needed to obtain the supervisor certificate. The course provides opportunities for the execution of knowledge and skills in the three functions of supervision that research has shown as essential for success in the human service field, and specific to child welfare supervision. Learners will use increased knowledge, skills, and tools to fulfill the Administrative /Managerial, Educational /Focus on Human skills, and Supportive or Interpersonal functions of a supervisor via assignments that help them integrate, further develop, and utilize knowledge and skills obtained in earlier courses.

Knowledge, tools, and strategies taught in previous courses are reviewed and their usefulness assigned to one of the three functions of a supervisor. Each learner is assessed on the continued use in daily practice of knowledge, tools, and skills learned, and an individual plan is developed to enhance knowledge and skills implementation and/or promote continued use of same. Knowledge and assigned skills building activities will be driven by the individual plan.

Prerequisite: Learners completing this course are required to have successfully completed the Supervising as a Leader, Emotional and Social Intelligence, and Supervision in a Child Welfare Environment course. They are required to either have successfully completed or enrolled in the Managing Change and Organizational Culture course at the time of enrollment in this course.

Evelyn Jenkins

Primary Administrator for Proposed Certificate

Conne Walter

Provost/Chief Academic Officer

Management Board/System Office

09/24/2020

Date

11/20/20

Date

Date



NORTHWESTERN STATE

Department of Social Work

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Kyser Hall
Natchitoches, LA 71497
O 318.357.5493
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socialwork.nsula.edu

Louisiana Board of Regents
1201 North Third Street, Suite 6-200
Baton Rouge, LA 70802

Re: Letter of Support for the Grambling State University School of Social Work's Advanced Supervisory Certificate Program

To the Board of Regents,

It is with great excitement and determination that we offer this letter of support for Grambling State University's (GSU) School of Social Work in their application to offer a Certificate in Advanced Supervision. Northwestern State University (as the lead of the Title IV-E Child Welfare University Alliance), the Louisiana Child Welfare Training Academy (LCWTA), and the Department of Child and Family Services (DCFS) have collaborated with the School of Social Work at GSU to create this certificate program. Shared funding was used in the development of the certificate program as well as time and effort on the behalf of all parties. Through research into current workplace culture as well as needs identified by DCFS, this certificate program was created as an upstream approach to improving the leadership development offerings for current and future child welfare professionals through the Title IV-E Scholar Program.

DCFS currently offers a new supervisor preparation training which trains professionals in following the guidelines for best supervision practices and regulations. However, as identified by DCFS, the program does not include substantive theoretical approaches nor is it comprehensive in developing soft skills utilizing theories of human behavior and emotional intelligence to foster a positive workplace culture. GSU worked diligently with DCFS staff and curriculum writers to create content that starts where the new supervisor training ends in order to offer additional and impactful learning opportunities. Through many conversations within our University Alliance, we felt that GSU's School of Social Work was best situated to develop and offer this content. The intent is to offer the certificate both as college credit for students of GSU and eventually to child welfare professionals as continuing education credits or hours towards a degree. Through collaboration with the LCWTA and the University Alliance, monies have been budgeted to support the implementation of the certificate program as we feel strongly that the impact this certificate program will have on current and future child welfare practice will be tremendous. It is our belief that this will further our shared mission with DCFS in helping to prepare competent and dedicated child welfare professionals in working with children and families in Louisiana, many of them our most vulnerable.

Thank you for your time,

Ruth T. Weinzettle, Ph. D., LCSW-BACS, Department Head
Department of Social Work, Northwestern State University
Title IV-E Child Welfare Grant Lead

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 3, 2020

Item F.3. **Grambling State University's** request to offer a Ph.D. in Criminology and Justice Administration.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval to offer a Ph.D. in Criminology and Justice Studies. In 2017, GSU developed a Letter of Intent (LOI) for such a program. The LOI was approved by the Board of Supervisors for the University of Louisiana System in August 2017 and forwarded to the Louisiana Board of Regents (BoR) for consideration. Coincidentally, the BoR also received an LOI from Southern University-Baton Rouge (SUBR) to develop a Ph.D. in Criminal Justice at the same time. Regents staff requested that GSU and SUBR collaborate to address the differences between the two proposed programs and the need for the two doctoral programs. What resulted was a collaborative proposal crafted by the two universities to offer two doctorates, a Ph.D. in Criminology and Justice Administration at GSU and a Ph.D. in Criminal Justice at SUBR. Ultimately, the collaborative proposal did not move forward. During the summer of 2020, an interdisciplinary group of GSU faculty worked on the graduate program concept since they believed in the importance of such a degree. The faculty sought feedback from individuals external to the University during this process and strengthened the concept of the graduate program. At the conclusion of their work, what resulted was a detailed document aligned with the content that must be included in a program proposal. As a result, GSU requested approval from Regents staff (with the support of the UL System Office) to move forward with the proposal stage; approval was granted in November 2020.

The proposed Ph.D. program will focus on the scientific study of crime as a social phenomenon, with the presumed goal of providing justice for all who access the legal system. It is the intent of the graduate program to prepare transformational leaders equipped with the skills needed to ensure that the justice system does not function with negative bias toward African-Americans and other persons of color. Grambling State University is uniquely equipped to offer this proposed program that is in substantial alignment with the University's founding mission. In addition, GSU was designated by the BoR as a Historically Black Colleges and Universities (HBCUs) in June 2020. This designation was created "in light of the longstanding and unique role that they play in educating underrepresented and underserved students in the state." This designation stemmed from the work of the Council on Historically Black Colleges and Universities that was created after the passage of SB 199 in 2018. The purpose of the Council is to advise the Commissioner of Higher Education on matters that support enhancing the capabilities of HBCUs. Several objectives identified by the Council include: (1) Improving the identity, visibility, distinctive capabilities, and overall competitiveness of HBCUs; (2) Increasing HBCUs' contribution to the state's educational workforce goals; and (3) Promoting centers of academic research and programmatic excellence. As a result of such action, GSU carries two designations, a regional university and the designation of Historically Black Colleges and Universities. The

proposed graduate program aligns with the HBCU designation and will assist GSU in achieving expectations of said designation.

The proposed Ph.D. program will focus on the scientific study of crime and criminal behavior while examining the structure of the criminal justice system, its procedures and processes, and how they work to provide a fair system for all. The overall intent of the program is to provide an interdisciplinary academic experience that will prepare professionally qualified leaders to serve effectively and efficiently in bringing equity, reform, and justice to society while assisting in holding individuals accountable at all levels of the criminal justice system and related areas. The curriculum requires a minimum of 21 hours of core courses, nine (9) hours of research methods and analytical technique courses, 12 hours of dissertation courses, and 12 hours of electives. Students may choose from one of two areas of concentration in Minority and Social Injustices or Justice Policy Administration. The curriculum will be tailored to meet the needs of students who have completed a master's degree in criminal justice as well as those who have a masters in a non-criminal justice program. To acquaint non-criminal justice majors with the field of criminal justice, three (3) specific courses from GSU's Master of Science in Criminal Justice have been established as prerequisites.

Years of injustices in the United States and abroad have led to calls for change in communities, educational systems, employment practices, healthcare, and the justice system. We are living in turbulent times that necessitate not only a nationwide but a global focus on the criminal justice system and its need for fairness. There is an urgent need to prepare leaders at the community, state, regional, national, and international levels who understand how racial prejudices have affected policies and practices. These leaders also need to understand how to develop and implement a comprehensive plan that will ultimately lead to systems that are fair to all. Grambling State University is committed to a forward-looking program that will prepare leaders who can, with the knowledge and skillset necessary to bring about impactful change. The proposed Ph.D. complements GSU's strong Criminology programs (BS and MS in CJ which, respectively, complete 103 and 121 students annually). The proposed program will also expand graduate education opportunities in social and environmental justice in Louisiana. Currently, the only doctoral program in this critical area of study is offered by the University of New Orleans (Ph.D. in Justice Studies to begin in Fall 2021). The program proposed by GSU differs from UNO's program in that it focuses more so at the micro-level; both universities stand ready to partner. Grambling State University's proposed Ph.D. in Criminology and Justice Administration is a necessary measure to support the transformation of systems and GSU is the rightful university to offer such a 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 Grambling State University's request to offer a Ph.D. in Criminology and Justice Administration.



Office of the President

November 5, 2020

**MEMORANDUM TO THE BOARD OF SUPERVISORS OF THE
UNIVERSITY OF LOUISIANA SYSTEM**

**SUBJECT: REQUEST FOR AUTHORITY TO OFFER A NEW DEGREE
PROGRAM IN CRIMINOLOGY AND JUSTICE ADMINISTRATION**

Grambling State University respectfully requests authority to offer the Doctor of Philosophy (Ph.D.) degree program in Criminology and Justice Administration.

Your favorable consideration of this request is greatly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to read 'RJ Gallot'.

Richard J. Gallot, Jr., JD
President

RJG:jmb

Attachment

Louisiana Board of Regents

AA 2.05: REQUEST FOR AUTHORITY TO OFFER A NEW DEGREE PROGRAM*

-- Including incremental credentials building up to the Degree --

* Prior to final action by the Board of Regents, no institution may initiate or publicize a new program*

Date: November 6, 2020

Institution: Grambling State University	Requested CIP, Designation, Subject/Title: 45.0401, Doctor of Philosophy (Ph.D.), Criminology and Justice Administration <i>Justification:</i> A program that focuses on the systematic study of crime as a socio-pathological phenomenon, the behavior of criminals, and the social institutions evolved to respond to crime. Includes instruction in the theory of crime, psychological and social bases of criminal behavior, social value systems and the theory of punishment, criminal law and criminal justice systems, penology, rehabilitation and recidivism, studies of specific types of crime, social attitudes and policy, and applications to specific issues in law enforcement administration and policy.
Contact Person & Contact Info: Dr. Tazinski Lee, (318) 274-2109, lecta@gram.edu	
Date BoR approved the Letter of Intent:	
Date Governing Board Approved this Proposal:	
Planned Semester/Term & Year to Begin Offering Program: Fall 2022	
Program Delivery Site (s): GSU Campus	

1. Program Description

Describe the program concept: (a) purpose and objectives; and (b) list learning outcomes for the proposed program, i.e., what students are expected to know and be able to do upon completion of the program. Be as specific as possible.

Grambling State University (GSU) is seeking approval to offer a Ph. D. program in Criminology and Justice Administration (CJA). The Ph.D. in Criminology and Justice Administration will focus on the scientific study of crime as a social phenomenon, with the presumed goal of providing justice for all who access the legal system. The program will prepare transformational leaders equipped with the skills needed to ensure that the justice system does not function with negative bias toward African Americans and other persons of color. Grambling State University is uniquely positioned to offer this program that is in substantial alignment with our founding mission.

During the 2018 Regular Session Senate, Bill No. 199 was introduced. Upon the passing of this bill, an *Advisory Council on Historically Black Colleges and Universities* was established to fall under the jurisdiction of the Board of Regents. This Council is charged with advising the commissioner of higher education on matters that support enhancing the capabilities of HBCUs. Several objectives identified focus on identifying methods to achieve specific outcomes. Three of these outcomes are listed below.

- Improve the identity, visibility, distinctive capabilities, and overall competitiveness of HBCUs
- Increase HBCUs contribution to the state's educational workforce goals
- Promote centers of academic research and programmatic excellence.

During the June 2020 Board of Regents meeting, a **Historically Black Colleges and Universities (HBCUs) designation** was approved. The *REGENTS RECAP* of the June 17, 2020 meeting indicates the HBCUs designation was created "in light of the longstanding and unique role they play in educating

underrepresented and underserved students in the state.” As a result of this action, Grambling State University now carries two designations, a regional university and the designation of Historically Black Colleges and Universities. The proposed Ph.D. in Justice & Administration is an appropriate degree program for Grambling State University. The approval and implementation of this degree program will (1) increase the overall competitiveness of Grambling State University; (2) increase the university’s contribution to the state’s workforce goals; and (3) promote programmatic excellence.

Historically Black Colleges and Universities were established to provide educational opportunities to African Americans during a time when majority institutions restricted access to blacks. Grambling State University, “the place where everybody is somebody”, was founded in response to the educational dreams and aspirations of rural African-American farmers in north Louisiana. These farmers, with determination in their hearts, wanted their children to have the opportunity to receive an education. Since the beginning, the university instills in students a commitment to improving the quality of life for all people and strives to maintain an environment that values all persons. Many students, faculty, and staff at Grambling State University have experienced first-hand the impact of social injustices in the black and brown communities. This intimate connection to the problems will support GSU faculty being positioned to deliver a high-quality curriculum that will prepare leaders who can transform communities.

The proposed program’s focus is the development of students who will become transformational leaders who can combine theory, research, data analysis, program evaluation, planning and policymaking to support a justice system that is not biased against certain groups. A transformative leader is able to engage team members to identify and address issues within an organization. Transformative leadership theory allows for the forging of a vision to guide forward movement through inspiration, ultimately executing organizational shifts collaboratively with committed members of the organization.

The proposed *Ph.D. in Criminology and Justice Administration* will focus on the scientific study of crime and criminal behavior while examining the structure of the criminal justice system, its procedures and processes and how they can work to provide a fair system for all. Criminology was included in the title of the proposed degree program to show that the program is in alignment with the components of criminology as described by scholars Edwin Sutherland and Donald Cressey (1947). Criminology is recognized to be a body of knowledge regarding crime as a social phenomenon which includes within its scope the processes of making laws, of breaking of laws, and of reaction toward the breaking of laws.

Graduates from this program will be able to do the following:

- synthesize theories and research that address the causation, correction, and prevention of injustices;
- evaluate the root causes of crime and its impact on policies, practices, and procedures;
- apply data analysis techniques and research design methods to scholarly research in criminal justice, and analyze policies;
- create efficient and effective policies and procedures;
- apply conflict resolution skills;
- confront contemporary issues that plague the criminal justice system and predict future problems;
- prioritize evidence-based reasoning and analytics when addressing societal issues;
- engage in strategic, critical, and reflective thinking; and,
- influence policy makers.

The overall intent of the proposed Ph.D. program in Criminology and Justice Administration is to provide an interdisciplinary academic experience that will prepare professionally qualified leaders to serve effectively and efficiently in bringing about equity, reform, and justice to society while assisting in holding individuals accountable at all levels of the criminal justice system and related areas. The overall intent of the proposed Ph.D. program in Criminology and Justice Administration is to prepare graduates that meet the workforce needs of the state of Louisiana in key areas. This will be accomplished by providing an

interdisciplinary academic experience that will prepare professionally qualified leaders to serve effectively and efficiently in bringing about equity, reform, and justice to communities.

The Ph.D. in Criminology and Justice Administration is uniquely structured as a liberal arts oriented, multidisciplinary program. It will blend theory, practice, and scholarship in the behavioral and social sciences. As the title of the degree suggests, the interdisciplinary focus will draw applicants from a variety of fields in the social and behavioral sciences, beyond strictly that of criminal justice. These include sociology (which many decades ago gave birth to the specialties of criminology and deviant behavior and, more recently, often housed as well as nurtured the earliest criminal justice academic programs), psychology, and social work. Additionally, the degree will appeal to applicants from public administration and related policy fields, reflecting the central importance of crime for all levels of government oversight. The Criminology and Justice Administration Ph.D. **will not be limited** in perspective to law enforcement, corrections, or even the courts. Its structure and design are intellectually rigorous, as well as professionally relevant; its graduates will be well-prepared for service in the multicultural society of today and in the future.

Map out the proposed curriculum, including course credits and contact hours (if applicable). Identify any incremental credentials and/or concentrations within the degree. Indicate which courses will be new. Describe plan for developing and offering new courses as well as any special program requirements (e.g., internships, comprehensive exam, thesis, etc.).

Overview of Curriculum A minimum of 54 credit hours beyond the master's degree will be required to complete the Ph.D. in Criminology and Justice Administration. This includes a minimum of 21 hours of core courses, 9 hours of research methods and analytical technique courses, 12 hours of dissertation courses, and 12 hours of electives. Students may choose from one of two areas of concentration in Minority and Social Injustices or Justice Policy Administration; the 12 hours of electives required for the program may come from satisfying either one of these areas of concentration. Listed in the Appendix are courses for each area of concentration.

Students will advance to Ph.D. candidacy by successfully completing all required courses, passing the qualifying and comprehensive examinations, and defending their dissertation proposals. To earn the degree, students must pass a final oral defense of the dissertation.

Under the proposed curriculum 600 through 800-level coursework will be designated Doctoral-Level. Additionally, "CJA" will precede the course number for all Doctoral-Level courses. The proposed curriculum will be tailored to meet the needs of students who have completed a master's degree in criminal justice as well as those who have a masters in a non-criminal justice program. To acquaint non-criminal justice majors with the field of criminal justice, these students will be required to take the following courses from our Master of Science in Criminal Justice program: a criminal justice writing course (CJ: 502-Writing Seminar in Criminal Justice), and a theories course (CJ: 505-Theories of Criminal and Delinquency) and an introduction to the criminal justice system (CJ: 500-Overview). These courses are prerequisites for non-criminal justice majors.

The theory and policy core will include seven required courses.

• CJA 603	History and Contemporary Issues in Justice	3 hours
• CJA 605	Seminar in Criminological Theory	3 hours
• CJA 607	Class, Race, Gender, and Justice	3 hours
• CJA 631	Justice and Public Policy Analysis	3 hours
• CJA 649	Justice Planning and Program Evaluation	3 hours
• CJA 705	Leadership Theory and Practice	3 hours
• CJA 719	Justice Conflict Management and Resolution	3 hours

The research methods and analytical techniques courses will include three required:

- | | | |
|-----------|--------------------------------------|---------|
| • CJA 726 | Advanced Research Design and Methods | 3 hours |
| • CJA 735 | Applied Statistics | 3 hours |
| • CJA 736 | Qualitative Research Methods | 3 hours |

*Electives: Students may select 12 hours of electives per concentration of Minority and Social Injustices or Justice Policy Administration 12 hours

The dissertation courses include four required:

- | | |
|--|----------------|
| • CJA 786 Dissertation I | 3 hours |
| • CJA 790 Dissertation II | 3 hours |
| • CJA 796 Dissertation III | 6 hours |
| • CJA 800 Oral Defense of the Dissertation | <u>0 hours</u> |

Total Hours = 54

Master's-level students will be permitted to enroll in 600-level courses if prerequisites have been fulfilled and/or with the permission of the Ph.D. Program Coordinator and Department Head.

*(Please see Appendix for the proposed plan of study, concentrations, admission, qualifying and comprehensive examinations and additional program requirements.)

Identify any embedded Industry-Based Certifications (IBCs). Describe process for student to earn/receive the IBC.

This proposed program will not grant an Industry Based Certification.

Program Delivery (Courses): To what extent must a student come to the campus to complete this program, including orientation or any face-to-face meetings?

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> On-site (>50% delivered face-to-face) | <input type="checkbox"/> Hybrid (51%-99% online) | <input type="checkbox"/> Online (100% online) |
| <input checked="" type="checkbox"/> Day courses offered | <input checked="" type="checkbox"/> Evening courses offered | <input type="checkbox"/> Weekend courses offered |

2. Need

How is this program essential for the wellbeing of the state, region, or academy (e.g., how is it relevant, how does it contribute to economic development or relate to current/evolving needs).

Years of injustices in the United States and abroad have led to calls for change in communities, educational systems, employment practices, healthcare, and the justice system. These needs for change have been brought to the forefront through the sharing of live recordings of African American women and men dying at the hands of certain members of law enforcement. Incidents that involved African American men and women dying because of what many believe to be due to explicit and implicit racial bias are also receiving renewed attention. A review of data shows that these cases represent systemic problems that have been prevalent in the United States for years. Researchers have investigated, and continue to investigate, the pervasiveness of racial bias in the administration of justice.

After the implementation of the Civil Rights Act in the United States, one would assume that injustices in the form of bias, bigotry, and racism would not be rampant and transfer into the criminal justice system. Considering that much of the criminal justice system was established during the Jim Crow era, it is intuitive

that the modern justice system helps to preserve the racial order that strives to continue to keep people of color “in their place” (Balko, 2020).

Pierson et al. (2019) compiled and analyzed data from more than 100 million traffic stops and found police were more likely to pull over Black drivers. Racial bias was confirmed by measuring daytime stops against nighttime stops when darkness would make it more difficult to ascertain a driver’s race. As with previous studies, Pierson found that black and Latino drivers are more likely to be searched for contraband — even though white drivers are consistently more likely to be found with contraband. These results indicate that police *stop-and-search decisions* suffer from persistent racial bias and point to the value of policy interventions to mitigate these disparities.

In an analysis of the United States Sentencing Commission’s report on the “demographic differences in federal sentencing practices,” Ulmer (2012), noted that racial disparity in federal sentence length worsened for Blacks since the *Booker and Fair v. United States* decisions. These finding have been influential in the debate over the role that racial discrimination plays in sentencing decisions for minorities.

Edward et. al (2019), estimated how the risk of being killed by police *use of force* in the United States varied across social groups with black men having the highest rate. For young men of color, police *use of force* was among the leading causes of death. Policies such as *Three-Strikes*, changes in parole laws, and other habitual offender laws have led to the issue of mass incarceration of not only people of color but also the economically- disadvantaged (Kreager & Kruttschnitt, 2018).

There is an urgent need to prepare leaders at the community, state, regional, national and international levels who understand how racial prejudices has affected policies and practices. These leaders also need to know how to develop and implement a comprehensive plan that will ultimately lead to systems that are fair to all. Grambling State University is committed to educating individuals throughout the American society and globally. The studies cited above attest to the long-standing arguments of racial unfairness throughout our justice system. Therefore, the time is now for a forward-looking program offering a terminal degree in Criminology and Justice Administration. While there are Ph.D. granting programs throughout the region, University of Mississippi, Sam Houston State University, Texas State University, the University of Texas at Dallas, Texas Southern University, and the University of Arkansas at Little Rock, none of these programs directly focus on the plight of injustices and the preparation of leaders who can develop policies and procedures to address them. Grambling State University stands ready to meet this urgent need.

LOUISIANA WORKFORCE COMMISSION STAR LEVEL (<http://www.laworks.net/Stars/>)

☐ 5 Stars ☒ 4 Stars ☐ 3 Stars ☐ 2 Stars ☐ 1 Star

The proposed program, coupled with a student’s master degree training, will prepare a graduate to be successful in a variety of career choices. These careers include occupational titles that have 5 Stars, 4 Stars, and 3 Stars ratings. Some of these occupational titles are captured below along with the *Star Rating*:

Human Resources Managers – 5 Stars,
Education Administrators, post-secondary – 5 Stars,
Training & Development Managers – 4 Stars,
Urban and Regional Planners- 4 Stars,
Legislators- 3 Stars, and
Criminal Justice & Law Enforcement post-secondary – 3 Stars.

Describe how the program will further the mission of the institution.

A major part of Grambling State University's mission is, "... seeking to reflect in all of its programs the diversity present in the world." The Ph.D. in Criminology and Justice Administration is an interdisciplinary program that will prepare leaders to examine the structure of the justice system and implement equitable policies and procedures throughout communities, states, and globally. Moreover, the University's mission, "...fosters, in its students, a commitment to service and to the improvement in the quality of life for all persons." This Ph.D. program will equip students with the skills and knowledge needed to be the catalyst for change in our communities, workplaces, and above all in our justice system so that all individuals will be valued and treated as somebody.

The proposed program is relevant and important at this critical period in our history. Many students, faculty, and staff at Grambling State University have experienced first-hand the impact of social injustices in the black and brown communities. This intimate connection to the problems will support the CJA faculty being positioned to deliver a high-quality curriculum that will prepare leaders who can transform communities.

Identify similar programs in the State and explain why the proposed one is needed: present an argument for a new or additional program of this type and how it will be distinct from existing offerings.

Grambling State University will be the only University in the State of Louisiana to offer a Ph.D. in Criminology and Justice Administration. The University of New Orleans (UNO) has obtained approval to offer a Ph.D. program in Justice Studies in Fall 2021. This program, while like ours is interdisciplinary in nature, and encourages research on social justice, gender and race, criminal justice reform, and environmental issues, but it does so from a macro-level. What the State of Louisiana does not have is a micro-level Ph.D. program in Criminology and Justice Administration that focuses on preparing leaders at all levels of the criminal justice system and related areas who can develop and implement policies and procedures that not only correct but ultimately helps to abolish issues of racism, gender bias, and bigotry in the workplace as well as in communities. The proposed Ph.D. at Grambling State University will provide leaders who will be able to develop policies and procedures that will reform our justice systems and hold those accountable who practice injustice.

The University of New Orleans' Ph. D. proposal provides a parallel Masters' alternate for those seeking a Ph. D. Additionally, their proposal enables an option for those who may subsequently discontinue their Ph.D. program and decide to transition to the Master's program instead. Grambling State University, in contrast, offers a Master of Science Degree in Criminal Justice which, will serve as a bridge program for the proposed Ph.D. As such, regardless of prior educational background, students are offered a path to attain a degree that will position them to become significant gatekeepers and change agents in justice policy.

Geographically, UNO is positioned in the southern part of the state servicing students in a large urban area. New Orleans with a population of 391,006 people and 189 constituent neighborhoods, is the largest community in Louisiana. New Orleans has a crime rate of 59 per one thousand residents-one of the highest crime rates in the United States compared to all communities of all sizes -from the smallest towns to the very largest cities. Baton Rouge, the second largest city in the state, trails closely behind New Orleans and has a crime rate of 56 per one thousand residents-also one of the highest crime rates in the United States. GSU is located in a rural area of Northern Louisiana which includes small cities and towns in poverty-stricken communities of the Louisiana Delta. Monroe and Shreveport are the largest cities in this portion of the state. As of June 20, 2020, Monroe had a crime rate of 83 per one thousand residents and Shreveport had a crime rate of 61 per one thousand residents according to www.city-data.com.

These institutions located at opposite ends of the state are either in cities or surrounded by cities that have the highest crime rates in the state. However, students equipped with a Ph.D. in Criminology and Justice Administration will be able to assist small towns, cities, the state, regions, the nation, and world in providing pertinent research as to the causes of crime and the policies and procedures needed to fairly control it. Our students will also be the voice for citizens of these communities who have been victims of injustice.

Majority of the faculty and students at Grambling State University have first-hand experience with systematic racism. These are the individuals who want to right the wrongs so that we can all live in a just society; therefore, Grambling State University, an institution that is all too well familiar with injustices, is the perfect institution to offer this program and be the catalyst for change that individuals living and working in Northern Louisiana need.

If approved, will the program result in the termination or phasing out of existing programs? Explain.

This program is interdisciplinary and will not result in the termination or phasing out of existing programs.

If a Graduate program, cite any pertinent studies or national/state trends indicating need for more graduates in the field. Address possibilities for cooperative programs or collaboration with other institution(s).

We are living in turbulent times that necessitate not only a nationwide but a global focus on the criminal justice system and its need for fairness. There is a realization that all people need to play a part in addressing inequalities. This realization is so great that a National Football League's team, the Washington Redskins, is changing its name. Major companies like Nike and television commercials are also becoming more aware of the need to address inequalities. For example, "Uncle Ben's Rice" and "Aunt Jemima's" products are engaging diversity by changing their names. To educate children about diversity, the television show *Sesame Street* is conducting special segments. We also have faculty and students who can identify with racism, gender bias, and bigotry.

Yes, there is a need for more graduates in the field of criminal justice. According to the U.S. Bureau of Labor Statistics (2007), many jobs in criminal justice are expected to grow faster than average between 2008-2020. The employment website *Indeed* (2013), reported that the number of job postings related to the Ph.D. in Criminal Justice had increased by 200% over the past five years. The U.S. Department of Homeland Security (2014) predicted the demand for criminal justice and security professionals will be greater than ever before.

Louisiana's workforce needs include jobs that are directly aligned with the skills that graduates from this proposed program will acquire. These jobs, as stated earlier, include human resource managers, urban and regional planners, education administrators at the post-secondary level and legislators. The effectiveness of individuals working in each of these jobs would be enhanced by the knowledge/skills acquired from completing degree requirements associated with the proposed Ph.D. in Criminology and Justice Administration. Through our internship course we look forward to participating in cooperative programs with government agencies.

3. Students

Describe evidence of student interest. Project the source of students (e.g., from existing programs, or prospects of students being recruited specifically for this program who might not otherwise be attracted to the institution).

To validate the need for the proposed program, a purposive sample, comprised of 110 graduate students who are pursuing a Master of Science in Criminal Justice, was surveyed as the students entered the office of the Department of Criminal Justice in Spring 2020. The purpose of this survey was to gauge interest in a Ph.D. in Criminology and Justice Administration. The survey also determined how many students would pursue the proposed degree if the opportunity were available. Approximately seventy-five percent (75%) of those surveyed indicated their interest in a Ph.D. in Criminology and Justice Administration.

Moreover, due to the interdisciplinary nature of the proposed program it will attract not only students from Northeastern and Northwestern Louisiana but also students from regional states of Arkansas, Mississippi,

and Texas who otherwise may not be attracted to the University. The degree itself will be of interest to all races, ethnicities, and genders.

Project enrollment and productivity for the first 5 years, and explain/justify the projections.

The projected enrollment for the proposed program is based on the demand for a terminal degree program in Criminology and Justice Administration. During the first academic year, 2022-2023, the enrollment will be 12 students. The enrollment for the second, third, fourth, fifth, and sixth academic year is projected to increase by five students, displaying 17 students for academic year 2023-2024; 22 students for academic year 2024-2025; 27 students for academic year 2025-2026; 32 students for academic year 2026-2027; and, 37 students for academic year 2027-2028. No graduates are anticipated for academic years 2022-2026 due to students matriculating through the program. However, by academic year 2027-2028 we anticipate 6 graduates. According to the Council of Graduate Schools (2017), “a decade is a lengthy time for one to dedicate oneself to research with the temptation to stray away and drop out of their program. Approximately 50% of students who start do not finish. Every doctoral student represents a substantial investment in terms of time, intellectual resources, and public and private dollars.”

Lightfoot and Doerner (2008) examined Criminal Justice/Criminology doctoral programs for which completion of the Ph.D. takes on average about six years. Also, similar to our proposed program, these researchers also found that such programs are often housed at universities with multiple master degree granting programs which often encourages applicants across multiple disciplines (e.g. Social Work, Education, Sociology, and, Urban Planning to name a few). We realize that individuals who have a masters’ degree in criminal justice/criminology could complete the Ph.D. in Criminology and Justice Administration degree sooner; however, we have projected six years for those entering the program without a master’s in criminal justice/criminology.

Table 1.1
Anticipated Enrollment and Number of Graduates
for the Ph.D. in Criminology and Justice Administration

Academic Year:	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Enrollment	12	17	22	27	32	37
Graduates	0	0	0	0	0	6

List and describe resources that are available to support student success.

Faculty will have office hours and can provide intellectual knowledge to students and information regarding career aspirations. Faculty will advise students and serve on dissertation committees. There is also a Graduate Student Council on campus whereby students can discuss program issues and provide further support to each other. The proposed program will have an advisory board where students can be mentored and can connect with other Grambling State University graduates regarding employment opportunities.

Additionally, the proposed program will offer a colloquium to provide a forum for presentation, analysis, and discussion of cutting-edge research in the social sciences. The colloquium will feature invited speakers from around the world as well as presentations by faculty and doctoral students. More importantly, this outlet will allow for doctoral students to present aspects of their dissertation and receive feedback from not only their committee members, but their peers and other faculty across disciplines.

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

Students entering the proposed program will have to submit the following:

- A complete application for admission
- A typed 400-500-word personal statement regarding academic and professional goals
- A writing sample from a previous course paper
- A current vitae
- Three letters of recommendation
- Official transcripts of credit from each university/college attended displaying a minimum 3.2 cumulative Grade Point Average on a 4.0 scale.
- Evidence of taking the Graduate Record Examination within the last five years (i.e., this will be satisfied by submission of the score).
- International students from a non-English speaking country must also provide an affidavit of support, transcript evaluation, and TOEFL =79 or IELTS (IBT) =6.0

If a Graduate program, indicate & discuss sources of financial support for students in the program.

Students will be able to apply for graduate assistantships, fellowships, and scholarships.

4. Faculty

List present faculty members who will be most directly involved in the proposed program: name, present rank; relevant degree; courses taught; other assignments.

The Faculty of the Proposed Ph.D. in Criminology and Justice Administration					
Name & Rank	Degree	Institution	Specialization	Courses Taught	Professional Engagements
Brown, Kashley Assistant Professor <i>Department of Criminal Justice</i>	Ph.D.	Texas Southern University	Administration of Justice	Writing Seminar for Criminal Justice,	1) Swanson Correctional Center's Advisory Board,
	M.S.	Prairie View A&M University	Criminal Justice	Seminar in Penology, Juvenile Justice & Family Law, Juvenile Sex Offenders/Victims	2) Member of The National Association of Blacks in Criminal Justice
Dotter, Daniel Professor <i>Department of Criminal Justice</i>	Ph.D.	Virginia Tech	Sociology, Deviance Theory,	Theories of Crime and Delinquency,	1) Swanson Correctional Center's Advisory Board,
	M.A.	MS State University	Criminology	Criminal Behavior Systems, Seminar in Deviant Behavior, Overview of the Criminal Justice System	2) Member of the Editorial Review Board for the Journal Deviant Behavior, 3) Member of the National Association of Blacks in Criminal Justice, 4) Textbook author, <u>Creating Deviance: An Interactionist Approach</u> , Walnut Creek, CA: AltaMira Press, (2004)

The Faculty of the Proposed Ph.D. in Criminology and Justice Administration (continued)

Name & Rank	Degree	Institution	Specialization	Courses Taught	Professional Engagements
<p>Lee, Tazinski Professor</p> <p><i>Department of Criminal Justice</i></p>	<p>Ph.D.</p> <p>M.S.</p>	<p>Jackson State University</p> <p>GSU</p>	<p>Public Policy and Admn.,</p> <p>Program Management, Race, Gender, Class</p> <p>Criminal Justice</p>	<p>Writing Seminar for Criminal Justice,</p> <p>Victimology,</p> <p>Theories of Crime and Delinquency,</p> <p>Women in the Justice System,</p> <p>Proposal Research & Writing,</p> <p>Directed Thesis Research I,</p> <p>Justice Planning, Evaluation and Administration</p>	<p>1) Served on the Editorial Review Board of the Journal Race, Gender, and Class,</p> <p>2) Serves as an Expert Crime Analyst for the Shreveport Times,</p> <p>3) Swanson Correctional Center's Advisory Board,</p> <p>4) Member of The National Association of Blacks in Criminal Justice,</p> <p>5) Member of The Academy of Criminal Justice Sciences,</p> <p>6) Serves on Thesis Committees in Criminal Justice, and Mass Communications at Mississippi Valley State University and Grambling State University,</p> <p>7) Member of the National Conference of Blacks in Political Science,</p> <p>8) Executive Board Member of the Northeast Louisiana Sickle Cell Foundation,</p> <p>9) Serves on Dissertation Committees in Criminal Justice, Public Policy, Education, and Social Work at Jackson State University and Walden University</p>
<p>Minifield, Charles Assistant Professor</p> <p><i>Department of Criminal Justice</i></p>	J.D.	Southern University	Criminal Law, Civil Law Race, Class, Gender	<p>Constitution & Justice Process,</p> <p>Seminar in Criminal Law,</p> <p>Sociology of Law,</p> <p>Overview of the Criminal Justice System</p>	<p>1) Served as District Attorney for Minden, Louisiana,</p> <p>2) Member of Swanson Correctional Center's Advisory Board,</p> <p>3) Member of The National Association of Blacks in Criminal Justice,</p> <p>4) Member of the Louisiana Bar Association</p>

The Faculty of the Proposed Ph.D. in Criminology and Justice Administration (continued)

Name & Rank	Degree	Institution	Specialization	Courses Taught	Professional Engagements
<p>Scott, Joyce M. Professor</p> <p><i>Department of Criminal Justice</i></p>	<p>Ph.D.</p> <p>M.S.</p>	<p>Western Michigan University</p> <p>GSU</p>	<p>Sociology, Mentoring, Methods, Victimology</p> <p>Criminal Justice</p>	<p>Writing Seminar for Criminal Justice,</p> <p>Methods of Justice Research I,</p> <p>Methods of Justice Research II,</p> <p>Victimology</p>	<p>1) Member of Swanson Correctional Center's Advisory Board,</p> <p>2) Pinkie C. Wilkerson Endowed Chair in Criminal Justice,</p> <p>3) Executive Board Member of the National Association of Blacks in Criminal Justice</p>
<p>Holmes, Quentin Visiting Assistant Professor</p> <p><i>Dept. of Public Administration</i></p>	<p>Ph.D.</p> <p>M.A.</p>	<p>Jackson State University</p> <p>University of LA at Monroe</p>	<p>Public Policy and Admn. Program Management</p> <p>Criminal Justice</p>	<p>Police Organization, Management and Training Operations,</p> <p>Community Relations and Criminal Justice,</p> <p>Administrative Law,</p> <p>Graduate Writing Workshop,</p> <p>Theory and Behavior</p>	<p>1) Former Chief of Police in Monroe, Louisiana,</p> <p>2) Past President of North Louisiana Association of Chiefs of Police,</p> <p>3) Past Chair Law Enforcement Executive Management Institute Board,</p> <p>4) Crime Analyst,</p> <p>5) "A second chance at life without parole: Exploring post-secondary correctional education (PSCE) as a strategy to prevent recidivism." Paper presented at the Global Awareness Society International, Inc. Washington, D.C. 1/16/17</p>

The Faculty of the Proposed Ph.D. in Criminology and Justice Administration (continued)

Name & Rank	Degree	Institution	Specialization	Courses Taught	Professional Engagements
<p>Hopwood, Junior Assistant Professor</p> <p><i>Department of Sociology and Psychology</i></p>	<p>Ph.D.</p> <p>M.S.</p>	<p>Howard University</p> <p>University of the West Indies, Kingston, Jamaica</p>	<p>Sociology, Urban Sociology and Social Inequalities,</p> <p>Sociology, Demography</p>	<p>Research Methods, Special Topics in Criminal Justice, Advanced Seminar in Theory and Methods, Organizational Leadership, Social Movement and Social Change, Contemporary Sociological Theory, Sociology of Education</p>	<p>1) Textbook author of <u>A Comprehensive Introduction to Research Methods, Volume 1: Quantitative Methods</u>. San Diego, CA, Cognella, (2013),</p> <p>2) Thesis Committee Member in Sociology at University of Maryland Eastern Shore,</p> <p>3) Dissertation Chair and Committee Member in Sociology, University of Maryland Eastern Shore,</p> <p>4) Member of The Society of the Study of Social Problems,</p> <p>5) Member of the American Sociological Association,</p> <p>6) <i>"The Impact of Marcus Garvey's Philosophy and Ideology on The African Diaspora</i>, African Studies and Research Forum (ASRF)." Paper presented at the 22nd Annual Conference Information, Carrollton, GA, March 2018,</p> <p>7) Member of Pi Gamma Mu International Honor Society in Social Sciences</p>

The Faculty of the Proposed Ph.D. in Criminology and Justice Administration (continued)

Name & Rank	Degree	Institution	Specialization	Courses Taught	Professional Engagements
Sheptoski, Matthew Associate Professor <i>Department of Sociology and Psychology</i>	Ph.D.	Western Michigan University	Sociology Race, Gender, Class	Sociological Theory, Sociology of Education,	1) Member of the Assoc. of Soc. & Behavioral Scientists, 2) Member of the Mid-South Sociological Association,
	M.A.	Central Michigan University	Sociology	Contemporary African American Perspectives: Race, Class, Gender, Sexuality and Sexual Orientation, Theories of Social Psychology, Seminar in Ethnic Relations, Seminar in Crime and Delinquency, Social Organization, Sociology of Deviance	3) Member of Pi Gamma Mu International Honor Society in Social Sciences, 4) " <i>The Ghosts of Durkheim, Marx, DuBois, & Mead: Classical Soc. Theory and Halloween,</i> " Paper presented at the Assoc. of Social & Behavioral Sci., 3/7/20, 5) " <i>Trump's response to 'take a knee': The intersection of racism & militarization.</i> " Paper pres. at the Assoc. of Soc. & Behav. Sci. 3/10/18, 6) " <i>An Exhortation to Faculty and Students: Expand The Dream!</i> " Paper presented at the Mid-South Sociological Association, October 23, 2018, 7) " <i>Methods of Research: Teaching in the Du Bois-Atlanta School of Sociology Tradition.</i> " Paper presented at the Mid-South Sociological Association, October 24, 2018, 8) " <i>Surviving in Dysfunctional Institutions: Merton Revisited.</i> " Paper presented at the Association of Social and Behavioral Scientists," March 10, 2017, 9) " <i>What Cost Survival? Distortion of Self in Dysfunctional Institutions</i> ". Paper presented at the South. Soc. Society, 4/16/16, 10) Serves as thesis advisor to Grambling State University Students who are pursuing the MA degree in Social Sciences

The Faculty of the Proposed Ph.D. in Criminology and Justice Administration (continued)

Name & Rank	Degree	Institution	Specialization	Courses Taught	Professional Engagements
Singh, Mahendra Professor <i>Department of Criminal Justice</i>	Ph.D.	Michigan State University	Criminal Justice, Police,	Seminar in Police Practices/Problems,	1) Member of Swanson Correctional Center's Advisory Board,
	M.S.	Michigan State University	Comparative Terrorism	Juvenile Corrections,	2) Textbook author, <u>Police Problems and Dilemma in India</u> , Mittal Publications, New Delhi, India, (1989),
	M.A.	Aligarh Muslim Univ., Aligarh, India	Political Science	Independent Reading & Research, Seminar in Crime Prevention & Control,	3) Pinkie C. Wilkerson Endowed Chair in Criminal Justice,
	LLB	University of Delhi, New Delhi, India		Qualitative Research, Overview in Criminal Justice	4) Member of The National Association of Blacks in Criminal Justice
Walker, Karen Assistant Professor <i>Department of Sociology and Psychology</i>	Ph.D.	Saint Louis University	Applied/ Experimental Psychology Emphasis: Social, Cognitive	Abnormal Psychology, Adolescent Psychology,	1) Member of Habitat for the Humanities, 2) Member of The American Psychological Society,
	M.S.	Saint Louis University	Psychology	Theories of Psychology, Political Psychology, Personal/Social Adjustment, Research Methods	3) "The "BJW" World View and Its Effect on Hate Crimes," Paper presented at the Association of Social and Behavioral Scientists, Inc. Meeting, Fayetteville, NC., March 2019, 4) "The "BJW" World View and Its Effects on Racially Charged Issues," Paper presented at the Southwestern Social Science Annual Meeting, Orlando, Florida, October 2018, 5) "The effect of the Just World Hypothesis on racial outcomes", paper presented at the Southwestern Social Sciences Association, Austin, Texas, April, 2017 6) Serves as thesis advisor to Grambling State University Students who are pursuing the MA degree in Social Sciences

The Faculty of the Proposed Ph.D. in Criminology and Justice Administration (continued)					
Name & Rank	Degree	Institution	Specialization	Courses Taught	Professional Engagements
Washington, Kevin, Associate Professor <i>Department of Sociology and Psychology</i>	Ph.D. M.S.	Texas A&M University Texas A&M University	Counseling Psychology, Educational Psychology	Black Child Development, Cognitive Psychology, African/Black Psychology, Social Psychology, Black Family Studies, Multi-cultural Counseling, Appraisal Techniques, Professional Ethics, Group Counseling, Research Methods	1) Licensed Psychologists, 2) Panel Speaker for PBS Special, "Lynching in America," (June 2019), 3) Book author, <u>Resurrection of Love: Empowering Black Relationships to Succeed</u> (2008), 4) Serves on Dissertation Committees in Education Policy, and Psychology at Howard University and Alliant International University, 5) Former President of the Association of Black Psychologists 2015-2017, 6) Founding Board Member of World Mental Health Coalition, 2019-present, 7) Serves as thesis advisor to Grambling State University Students who are pursuing the MA degree in Social Sciences
White, Karletta Asst. Professor <i>Department of Criminal Justice</i>	Ph.D. M.S.	University of Iowa GSU	Sociology, Race, Police & Delinquency Criminal Justice	Theories of Crime and Delinquency, Women in the Justice System, Methods of Justice Research I, Methods of Justice Research II, Prison Subcultures	1) Member of Swanson Correctional Center's Advisory Board, 2) Co-Coordinator of "Criminal Justice Reform: Bridging the Gap Between Researchers, Practitioners, and Policymakers," 3) Member of the National Association of Blacks in Criminal Justice

Project the number of new faculty members needed to initiate the program for each of the first five years. If it will be absorbed in whole or part by current faculty, explain how this will be done. Explain any special needs.

The projected number of new faculty members needed to initiate the proposed program will be 4. Many of our courses will be cross-listed with courses from the College of Arts & Sciences, thus reducing the need for additional faculty. As the proposed program grows, we want to assure faculty members will have no more than five students to advise. The program will be taught by the new faculty along with our current faculty. Current faculty will continue to teach in our master's program, teaching two master's level courses and one Ph.D. level course. The new faculty will teach three courses in the Ph.D. program.

Describe involvement of faculty – present and projected – in research, extension, and other activities and the relationship of these activities to teaching load. For proposed new faculty, describe qualifications and/or strengths needed.

Faculty currently teaching in the master's program in Criminal Justice along with graduate faculty from the Department of Sociology and Psychology, the Department of Public Administration and the faculty to be hired will support the delivery of course content in the proposed Ph.D. program in Criminology and Justice Administration. Current faculty teaching in the Department of Criminal Justice serve on the Advisory Board and mentor juvenile offenders at Swanson Correctional Center. Faculty who will teach in the program hold membership in one or more of the following organizations: National Association of Blacks in Criminal Justice, the American Society of Criminal Justice, the Mid-South Sociological Association, and the American Psychology Association. These faculty members are published in areas related to addressing unequal justice in the African American community as demonstrated by select publications captured below:

Anderson, J. and Lee, T. (2020). "Female sexual offending: A neglected criminal justice issue." *International Journal of Social Science Studies* Volume 8, No. 3; ISSN 2324-8033 E-ISSN 2324-8041 Published by Redfame Publishing URL: <http://ijsss.redfame.com>

Berry, V., & White-Langhorn, K. (2018). "Do you know? Edutainment, HIV/AIDS, and African Americans". *Howard Journal of Communications*, Volume 29, Issue 4, pp: 299-317.

Dotter, D. (2014). Debating the death of deviance: Transgressing extremes in conspiracy narratives. In M. Dellwing, et al. (Eds.), *The death and resurrection of deviance* (pp. 127-151). New York: Palgrave Macmillan.

Dotter, D. (2015). The process of deviantization. In Erich Goode (Ed.), *Wiley handbook of deviance* (pp. 103-120). Hoboken, NJ: Wiley-Blackwell.

Henderson, D., Washington, K., Hamit, S., Ford, S. & Jenkins, K. (2018). "Modeling resilience in an alternative education program." *The Urban Review* Volume 47, Issue 1, pp: 209-231.

Hill, R. and Lee, T., (2015). "The killing of Black people by the U.S. State is as American as apple pie: Groundwork toward a critique." *Journal of Race & Policy*. Fall/Winter, Volume 11, Issue 2, pp: 5-22.

Hopwood, J. (2016). "Sociology" in culpability of the Trans-Atlantic Slave Trade, Abdul Karim Bangura (editor) Washington, DC, Rowman and Littlefield

Ramkissoon, M., Anderson, P., and Hopwood, J. (2017). "Measurement validation of the Jamaican Macho Scale among African-American males" *Journal of Men Studies*, Volume: 25, Issue 3, pp: 298-315.

Sheptoski, M. (Winter/Spring 2019). "Because I learn! An exploratory note on the academic identity of African American children." *Sociation Today*. Web. Volume 18, Issue 1, pp: 52-64.

Threadcraft, M., and Brown, K. (2019). "Black male experiences and perceptions of felony disenfranchisement" *International Journal of Law Crime and Justice*. Volume 2, Issue 3, pp: 219-228.

White, K.M. (2014). "The salience of skin tone: Effects on the exercise of police enforcement authority." *Ethnic and Racial Studies*, Volume 38, Issue 6, pp: 993-1010.

Washington, K., Malone, C., Briggs, C. and Reed, G.K. (2016). "Testing and African Americans: Testing monograph from the Association of Black Psychologists in Testing and Assessment with Persons of and Communities of Color," *Council of National Psychological Associations for the Advancement of Ethnic Minority Issues (CNPAEMI)* Volume 2, Issue 1, pp: 3-12.

Washington, K. (2019a). "Persistent enslavement systemic trauma (PEST) of Blacks under Trump." In B.X. Lee et al. (Eds.), The dangerous case of Donald Trump: 27 psychiatrists and mental health experts assess a President. New York, NY: Thomas Dunne Books.

Washington, K. (2019b). "Multicultural perspectives in Trauma and substance abuse diagnosis and treatment." In S. Back and A. Vujanovic et al. (Eds.), Posttraumatic stress and substance use disorders: A comprehensive clinical handbook. New York, NY: Routledge.

Washington, K. (2020). "Journey to authenticity: Afrikan psychology as an act of social justice honoring Afrikan humanity." *Journal of Humanistic Psychology* Volume 60, Issue 1, pp: 503-513.

The proposed roster of Criminology and Justice Administration faculty, in terms of academic credentials, experience, and scholarship, represents the ideal core for an interdisciplinary-focused degree. Faculty possessing the Ph.D. in sociology, criminal justice, public policy, juvenile delinquency, psychology, and law are on staff; similarly, specialty areas are impressively wide: theoretical and applied approaches; critical and professional emphases; a shared interest by all in the exposure and eradication of social injustice throughout society. Scholarly production within this group has focused on issues of race, class, and gender, both within the criminal justice system, and also as broadly framed in the emerging specialty of cultural criminology.

New faculty will have a terminal degree in either: Criminal Justice, Criminology, Justice Administration, Program Planning and Management, Environmental Justice, Sociology, Psychology, Public Policy and Administration, or a closely related field. In addition, faculty must be at the rank of assistant, or associate professor and be published in peer reviewed journals. The proposed program will also have a full-time paid **Program Director** who will be responsible for: advising students, managing the program's physical resources, managing the program's review process, assisting in the development of short and long-range program goals, overseeing dissertation committees, and creating linkages with the community and agencies of justice.

5. Library and Other Special Resources

To initiate the program and maintain the program in the first five years what library holdings or resources will be necessary? How do journal, database, monograph, datasets, and other audiovisual materials compare to peer institutions' holdings with similar/related programs?

Currently the library provides access to over 200,000 electronic database resources these resources are comparable to peer institutions' holdings.

Digital/Electronic Collection	
Collection	2019-2020
eBooks	221,600
Databases	101
eJournals	51,783

Access to all of the Library's electronic databases is available 24/7, both on and off-campus. Databases and e-books available that support the proposed program are captured in the table below.

Disciplines	Databases	eBooks
Criminal Justice	153	67,224
Sociology	153	8,583
Public Administration	158	13,939
Criminology	140	10,034
Justice	161	41,203
Criminology and Justice	125	3,690
Criminology and Justice Administration	95	1,415

Other supportive holdings are as follows:

- Over 100 full-text journals worldwide
- 37246 Dissertations
- 700 media (video, recordings, and photo)

Students and faculty in the proposed program will also be able to utilize *InterLibrary Loan Services*. This Interlibrary Loan service is accessible using ILLiad software system. In order to provide access to materials not owned by the Library, interlibrary loan (ILL) services are utilized to request the material(s) from another membership institution within the State of Louisiana, in other states, and international libraries. Students and faculty members can access the interlibrary Loan form online. ILL is an important initiative that supports the consortium's goal (LOUIS) to further enhance member libraries' collections through resource sharing.

Faculty and students in the proposed program will also have the opportunity to utilize *Reciprocal Borrowing for Print*. This service gives the university community borrowing privileges at other member libraries and/or academic institutions. The Library has access to research resources and State Reciprocal Borrowing through the Louisiana Academic Library Information Network Consortium (LALINC) Card network. GSU reciprocal borrowing is a reciprocity level 4 which means the faculty/staff, undergraduate, and graduate students borrow materials from any LALINC members within the State of LA Libraries. The GSU Library issues a Reciprocal Borrowing Card to any authorized and qualified student/faculty/staff. The card grants access to any participating library within the State to borrow eligible resources.

The University Library is prepared to support the proposed Ph.D. program in Criminology and Justice Administration. There will be a need to evaluate the current resources available in more depth to support the instructional and research process as the program is implemented.

Construction of new Digital Library

Governor John Bel Edwards, along with University officials and the Grambling community, celebrated the groundbreaking for the start of construction for the new University Digital Library and Learning Commons. The construction of the future library structure began early Fall 2019. This new structure will have expanded digital resources that will support the delivery of the proposed program.

What additional resources will be needed?

Access to additional resources needed will include:

- A computer lab that will be devoted solely to this program.
- Statistical software (SPSS)

Are there any open educational resources (OER), including open textbooks, available to use as required course materials for this program? If so, which courses could these materials support, and what is the anticipated savings to students?

There are open educational resources, including open textbooks that will be used to support this program. These OER's will support courses that cover content in: leadership theory; administration of justice; ethics in the workplace; social policy; social movements; social justice; domestic terrorism; homeland security; the history of criminal justice; scholarly professionalism; writing in criminal justice; criminal justice policy; race, gender, and class; environmental justice; organizations and administration; justice conflict management; applied statistics; qualitative research; quantitative research; statistics; justice planning; alcohol and drug abuse; program evaluation; criminology; social problems; victimology; contemporary issues in criminal justice; deviant behavior; and, juvenile justice systems.

The average master's student spends approximately \$1,000.00 or more each semester on textbooks. Using OER text will result in an anticipated savings to students of from \$1,000.00 to upwards of \$2,000.00 per semester.

6. Facilities and Equipment

Describe existing facilities (classrooms, labs, offices, etc.) available for the program and their present utilization.

The Criminal Justice Building is presently offline due to needed renovations. However, classes are conducted in classrooms throughout campus. Students are also using computer labs throughout the campus. Faculty are using office space in the nursing, business, and financial aid buildings. The classrooms and office space currently being used will accommodate the program until renovations are complete.

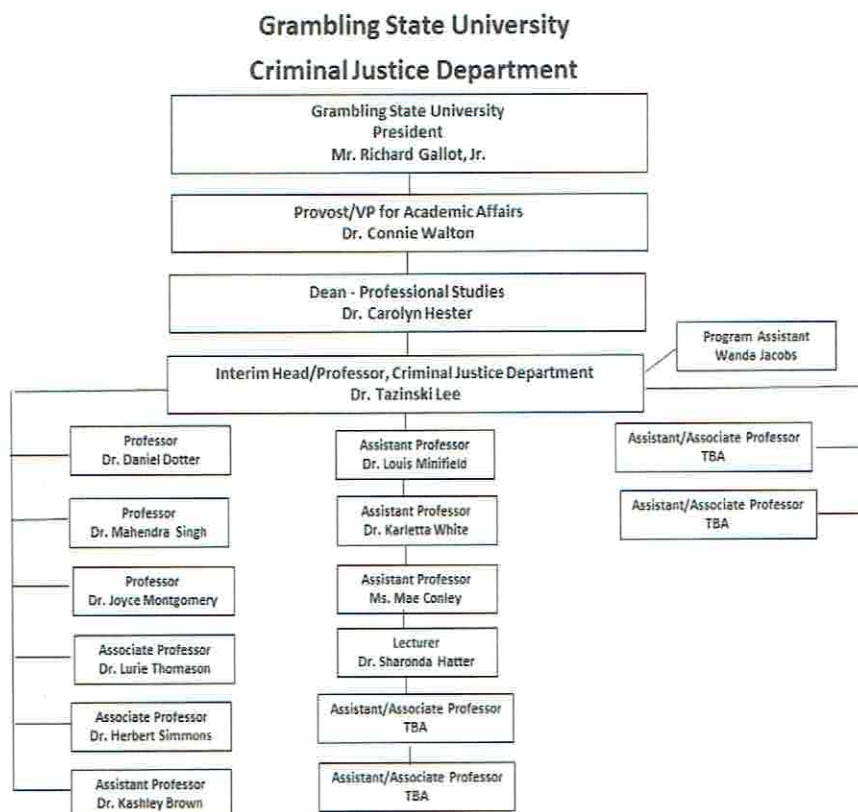
Describe the need for new facilities (e.g., special buildings, labs, remodeling, construction, equipment), and estimate the cost, proposed sources of funding, and estimated availability for program delivery.

The University plans to remodel Alma J. Brown Elementary School which can more than accommodate the proposed Ph.D. program. Alma J. Brown Elementary was listed on our capital outlay proposal last year and will be included again this year. A request of \$4.5 million dollars was made for this project. In addition, Title III funds will be sought to assist with the renovation of the space.

7. Administration

In what administrative entity (department/school/college) will the proposed program be housed? How will the new program affect the present administrative structure of the institution?

The proposed degree will be housed in the Department of Criminal Justice which is part of the College of Professional Studies. There will be no impact on the present administrative structure of the institution.



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

In describing the departmental strengths: well over half of the faculty are tenured and at the rank of either associate professor or professor; all but two faculty have peer reviewed publications; all faculty have presented papers at professional conferences; the majority of our faculty have completed CITI training; all faculty have completed Quality Matters training; there is diversity among our faculty; two faculty are members of the Institutional Review Board; all faculty teaching in the master's program have Graduate Faculty Status; five of our faculty have served as practitioners; and, all faculty serve on the Swanson Correctional Centers Advisory Board.

This program will build upon the strength of the master's in criminal justice program that is currently being offered by Grambling State University. This program trains individuals to: understand the nature of crime and criminology; analyze the various methods of punishment and rehabilitation of criminals; examine research methodologies used to collect data and analyze trends in criminal justice; and, to understand the impact of crime and delinquent behavior on communities.

Diverse Issues in Higher Education ranks Grambling State University as a top producer (ranking of #1) of African American graduates at the master's level in Criminal Justice related degrees. As of 2020, both the undergraduate and masters' programs are recognized by *Universities.com* in the "Best Criminal Justice Colleges" in Louisiana with a # 1 ranking.

The Criminal Justice faculty sponsors forums that lead discussions on topics that are of importance to minority serving communities. These forums include (1) *Bridging the Gap Between Practitioners, Researchers, and Policy Makers*, (2) *Hands Up: Don't Shoot: Social Injustice in the Criminal Justice System* and (3) *An Epidemic on Human Trafficking*.

The master's program trains students for a variety of jobs that are not limited to policing. Examples of the diversity in job positions is demonstrated by the graduates that are highlighted below:

Dr. Veronica Adams-Cooper, Professor of Public Administration Albany State University

Dr. Fred Jackson, Department Head/Professor, Department of Criminal Justice Southern University

Roderick Parker, Counselor, Federal Bureau of Prisons Memphis, Tennessee

Dr. Joe Morris, Professor of Criminal Justice Northwestern State University

Keith Rhodes, CEO and Regional Executive at American Red Cross in North Texas

Henry Whitehorn, Sr., U.S. Marshal for the Western District of Louisiana

Jarrell and Darrell Spikes, owners, of Jhondi Group LLC, an empirical research firm which collects data and statistical evaluations aiding organizations nationwide with decision making

August Washington, Senior Associate Vice Chancellor of Public Safety and Special Initiatives at Vanderbilt University

Dr. Alvin Mitchell, Professor of Justice Studies, Winston-Salem State University

Dr. Jacquelyn Huey, Professor of Criminal Justice, Wayne State University

Janice Roland, Child Welfare Specialist, Louisiana Department of Children and Family Services

Bruce Watson, Assistant Director of Community Planning and Recreation, City of Monroe

Henree' Reeves, Director of Nursing, Swanson Correctional Center, Monroe, Louisiana

The proposed program will build upon the strengths of the faculty and support an increase in the number of peer reviewed publications. The proposed program will increase diversity as well as the number of graduate students at the institution. The proposed program will continue to allow Grambling State to be recognized for producing highly competitive graduates.

8. Accreditation

Describe plan for achieving program accreditation, including: name of accrediting agency, basic requirements for accreditation, how the criteria will be achieved, and projected accreditation date.

No plans to seek a discipline specific accreditation of this proposed program. The proposed program will not negatively impact GSU's SACSCOC accreditation.

If a Graduate program, describe the use of consultants in developing the proposal, and include a copy of the consultant's report as an appendix.

Prior to developing the proposed program faculty met and reviewed several Ph.D. programs across the country including: American University's Ph.D. in Justice Law and Criminology; University of Illinois at Chicago's Ph.D. in Criminology and Justice; Walden University's Ph.D. in Criminal Justice with a concentration in Justice Studies; University of Louisville's Ph.D. in Justice Administration; Texas Southern University's Ph.D. in the Administration of Justice; Boston University's Ph.D. in Criminal Justice Administration; and the University of Massachusetts Lowell's Ph.D. in Criminology and Justice Administration.

Faculty also discussed the program with other criminal justice, sociology, political science, public administration, social work, and education faculty outside the State of Louisiana. These individuals included Dr. Mack Jones, Dr. James Anderson, Dr. Rickey Hill, Dr. Louis Walker, Dr. Howard Henderson, and Judge Yvette Mansfield-Alexander. Dr. Johnny Gilleylen and Dr. Lauderdale reviewed the proposal. Dr. Lauderdale assisted the University of New Orleans in developing their related program.

9. Related Fields

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

Several of the proposed courses are related to the social sciences and public administration fields such as Race, Class, Gender, and Justice; Assessment and Treatment of Alcohol and Drug Abuse; Justice Conflict Management and Resolution; Justice Planning and Program Evaluation; Treatment Policy and Practice of Offenders; Criminology, Justice and Public Policy Analysis; Seminar in Deviant Behavior; Policies and Programs in the Criminal Justice System; Seminar in Social Problems; Social Policy and Justice; Seminar in Social Movement, Community Organizing, and Social Justice; Leadership Theory; Seminar in Organizational Theory; Ethics in the Workplace; and Computer Applications in Public Policy and Management.

10. Cost & Revenue

Summarize additional costs to offer the program, e.g., additional funds for research needed to support the program; additional faculty, administrative support, and/or travel; student support. How will the program affect the allocation of departmental funds?

Additional cost to offer the program will include: three faculty with a salary of \$55,000 each through year four, for a total of \$165,000 each year through year four; one Program Coordinator with a salary of \$65,000 for each year through year four; four graduate assistants with a salary of \$10,800 each through year four for a total of \$43,200 each year through year four; one Support Personnel (i.e. this individual will serve as an Administrative Assistant) with a salary of \$35,000 for each year through year four; and, two student fellowships/scholarships at the amount of \$5,000 each through year four, for a total of \$10,000 each year through year four. This comes to a subtotal of \$318,200.

Additional cost for such items as travel, equipment/library resources, and supplies will include: \$10,000 each year through year four for travel; \$50,000 for equipment for the first year and \$10,000 for any upgrades for each year through year four; and \$5,000 each year through year four for supplies.

The proposed program will increase the allocation of departmental funds.

*On the separate budget form, estimate new costs and revenues for the projected program for the first four years, indicating need for additional appropriations or investment by the institution.

Outside of revenue from tuition & fees, explain and justify any additional anticipated sources of funds, e.g., grants (in hand, promised, or in competition), institutional funds, etc.

Due to the heightened awareness of issues of inequalities and the need for reform we expect several grant initiatives on this area in the field of criminal justice. The faculty will pursue these opportunities that can be used to provide research funding and graduate student support.

The faculty is currently preparing a proposal that will be submitted to the Title III Office at GSU. The funding will support renovation of the elementary school building to house this program.

CERTIFICATIONS:



Primary Administrator for Proposed Program

11/6/2020

Date



Provost/Chief Academic Officer

11/6/2020

Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: Grambling State University

Date: November 6, 2020

Degree Program, Unit: Ph.D. in Criminology and Justice Administration

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty (3)	\$165,000	100	\$165,000	100	\$165,000	100	\$165,000	100
Program Director (1)	\$65,000	100	\$65,000	100	\$65,000	100	\$65,000	100
Graduate Assistants (4)	\$43,200	100	\$43,200	100	\$43,200	100	\$43,200	100
Support Personnel (1)	\$35,000	100	\$35,000	100	\$35,000	100	\$35,000	100
Fellowships and Scholarships (2)	\$10,000	100	\$10,000	100	\$10,000	100	\$10,000	100
SUB-TOTAL	\$318,200		\$318,200		\$318,200		\$318,200	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment/Library Resources	\$50,000.		\$10,000		\$10,000		\$10,000	
Travel	\$10,000		\$10,000		\$10,000		\$10,000	
Supplies	\$5,000		\$5,000		\$5,000		\$5,000	
SUB-TOTAL	\$		\$		\$		\$	
TOTAL EXPENSES	\$		\$		\$		\$	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$		\$		\$		\$	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	10		15		20		25	
Tuition	\$36,900		\$60,000		\$82,000		\$112,500	
Fees	\$7060		\$10,650		\$15,000		\$20,000	
*Other (specify)								
TOTAL REVENUES	\$43,960.00		\$70,650.00		\$97,000.00		\$132,500.00	

** Describe/explain expected sources of funds in proposal text.*

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Appendices

- Appendix I: Proposed Plan of Study**
- Appendix II: Concentration**
- Appendix III: Description of Proposed Courses**
- Appendix IV: Admission Requirements**
- Appendix V: Additional Program Requirements**
- Appendix VI: Review of the Proposal**
 - A. Dr. Johnny B. Gilleylen, Sr.**
 - B. Dr. Pat Lauderdale**
- Appendix VII: Letters of Support**
 - A. University of New Orleans**
 - B. Mr. Henry Whitehorn**

Appendix I: Proposed Plan of Study

Proposed Plan of Study
Grambling State University

College: Professional Studies
Student Curriculum Audit Notification (SCAN)
Major: Ph.D. Criminology and Justice Administration

Student Name: _____

GSU ID#: _____

Semester and Year	Course Number	Course Title	Hours	Transfer (x)	Grade	Hours Awarded	Hours Needed
		Course Requirements for Non-Criminal Justice Majors					
	*CJ 500	Overview of the Criminal Justice System	3				3
	*CJ 502	Writing Seminar for Criminal Justice	3				3
	*CJ 505	Theories of Crime and Delinquency	3				3
		Core Courses (21 Required Hours)					
	CJA 603	History and Contemporary Issues in Criminal Justice	3				3
	CJA 605	Seminar in Criminological Theory	3				3
	CJA 607	Class, Race, Gender, and Justice	3				3
	CJA 631	Justice and Public Policy Analysis	3				3
	CJA 649	Justice Planning and Program Evaluation	3				3
	CJA 705	Leadership Theory and Practice	3				3
	CJA 719	Justice Conflict Management & Resolution	3				3
		Areas of Concentration (12 Hours Required)					
	CJA	Elective	3				3
	CJA	Elective	3				3
	CJA	Elective	3				3
	CJA	Elective	3				3
		Research Courses (9 Hours Required)					
	CJA 726	Applied Research Design and Methods	3				3
	CJA 735	Applied Statistics	3				3
	CJA 736	Qualitative Research Methods	3				3
		Dissertation Required Courses (12 Hours Required)					
	CJA 786	Dissertation Proposal I	3				3
	CJA 790	Dissertation Proposal II	3				3
	CJA 796	Dissertation	6				6
	CJA 800	Oral Defense of Dissertation	0				0
		Substitutions or Accepted Courses (Must be Approved by Program Director)					
		Note: 54 Credit Hours Are Required for the Degree					

**Students who have earned a master's degree in a non-criminal justice area will be required to enroll in CJ: 500: Overview of the Criminal Justice System, CJ 502: Writing Seminar for Criminal Justice, and CJ: 505 Theories of Crime and Delinquency. These courses are prerequisites for non-criminal justice majors and should be taken during Summer I and II prior to taking required courses in the proposed program. The purpose of these courses is to provide familiarity with the criminal justice system.*

TOTAL 54 Hours

CLEARED FOR GRADUATION

Advisor Signature _____

Date: _____

Dept. Chair Signature _____

Date: _____

Graduation Date: _____

Dean Signature _____

Date: _____

Appendix II: Concentrations

Concentrations

Appendix II: Concentrations

Concentrations

Proposed Concentrations are Minorities and Social Injustices and Justice Policy Administration. Students must take a total of 12 hours from the courses listed under their chosen concentration.

Minorities and Social Injustice Policy

This concentration is for students who desire to become leaders who address the changes and consequences of minority disparities in communities and workplaces by providing practical responses to these problems.

CJA 606.	Cultural Criminology, Media and Crime
CJA 632.	Seminar in Deviant Behavior
CJA 637.	Current Policies in Corrections
CJA 640.	Domestic Terrorism and Public Policy Implications
CJA 644.	Controversies in Criminal Justice
CJA 652.	Seminar in Victimology
CJA 654.	Seminar in Social Problems
CJA 655.	Social and Criminal Issues Among People of Color
CJA 657.	Social Policy and Justice
CJA 658.	Seminar: Social Movement, Community Organizing, and Social Justice
CJA 660.	Special Topics in Criminology and Justice
CJA 721.	Justice Practicum

Justice Policy and Administration

This concentration is for students who desire to become leaders in the criminal justice system who develop policies and procedures and disseminate information to overcome social exclusion in the system.

CJA 634.	Juvenile Justice Systems
CJA 635.	Policies and Programs in the Criminal Justice Systems
CJA 636.	Treatment Policy and Practices of Offenders
CJA 637.	Current Policies in Corrections
CJA 638.	Seminar on Penalty of Death
CJA 642.	Homeland Security for Emergency Management
CJA 645.	Assessment and Treatment of Alcohol and Drug Abuse
CJA 653.	Seminar in Environmental Justice
CJA 660.	Special Topics in Criminology and Justice
CJA 710.	Administration of Justice
CJA 711.	Seminar in Organization and Administration
CJA 715.	Ethics in the Workplace
CJA 721.	Justice Practicum
CJA 723.	Computer Applications in Public Policy and Management

Appendix III: Description of Proposed Courses

Description of Proposed Courses

All of the proposed program's course offerings are new with the exception of CJ: 500, 502, and 505. However, all courses are relevant to the development of leaders who can integrate research, theory, data analysis, program evaluation, planning and policymaking to support a justice system that is fair towards all.

The proposed courses are:

CJ 500. Overview of the Criminal Justice System (3 hours)

Surveys the criminal and juvenile justice system with an emphasis on the nature and sources of justice and the social control mechanism. Included is an analysis of the functions, operation, and administration of the justice systems. This course is recommended for students with adequate preparation in criminal justice.

CJ 502. Writing Seminar for Criminal Justice (3 hours)

This course introduces the student to basic writing skills which are necessary in the Criminal Justice agency workplace or graduate level work. The focus of this course is on textual analysis which involves examining a source or variety of sources to analyze the main points and offer a critique of the arguments presented in an article or book.

CJ 505. Theories of Crime and Delinquency (3 hours)

Provides an intensive overview of the major theories of crime and delinquency. Sociological, psychological, and biological theories from the 18th century to present day are studied. Classical and neo-classical, social disorganization, social strain, labeling, control, and conflict theories are particularly emphasized.

CJA 601. Proseminar in Justice (3 hours)

An overview of criminal justice and criminology that focuses on the major debates, theories, concepts, and empirical research.

CJA 602. Scholarly Professionalism and Integrity (3 hours)

This course will provide a general introduction to the department and discipline for entering graduate students. Alongside departmental and graduate college requirements, special attention will be given to building student's professional writing foundation with a focus on evolving arguments, citing, and analyzing sources, editing, and composing for a wide range of academic and professional careers.

CJA 603. History and Contemporary Issues in Justice (3 hours)

This course will introduce students to the study of justice administration. It provides a historical overview of the past and present injustices in the United States and abroad as well as the development of justice agencies and organizational, and management issues. The course will equip current and future leaders with the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

CJA 605. Seminar in Criminological Theory (3 hours)

The course will examine historical and contemporary criminological theories. Students in this course will be introduced to contemporary views and theories of maladaptive and criminal behavior. They will examine a broad conceptualization of criminal behavior from an interdisciplinary perspective as well as theories and application of criminal profiling. Students will also explore specific views of criminal behavior germane to groups, such as psychopaths, serial offenders, and sexually violent predators. Students will have an understanding of the theories and practices that are the foundations of the field of criminology.

CJA 606. Cultural Criminology, Media and Crime (3 hours)

This course will explore the centrality of cultural meaning processes for the study of media and crime; analysis of interactional scenarios of stigmatization in media culture; the continued importance of the moral panic concept as the basis for contemporary deviance studies.

CJA 607. Class, Race, Gender and Justice (3 hours)

This course will provide students with an analysis of the historical and contemporary context of race, class, and gender and its impact on the justice system. Emphasis will be placed on such contemporary issues as minority employment in justice agencies, racial profiling, the Three-Strikes Rule, and minority confinement.

CJA 631. Justice and Public Policy Analysis (3 hours)

This course will examine public policy analysis in the criminal justice system as a means of informing public policy choice. That is, it examines how analysis techniques can be used to assess whether proposed policy solutions are likely to solve policy problems. The scientific logic is discussed before turning to identifying policy problems, conceptualizing public policies from economic, organizational, and political perspectives, and identifying public policy alternatives as well as the criteria for assessing their likely policy consequences and political and organizational feasibility.

CJA 632. Seminar in Deviant Behavior (3 hours)

This course provides an analysis of the theoretical and empirical bases of deviant behavior, the relationship between deviance and crime, the importance of deviant behavior for general sociological theory. The course will also provide a critique of the social generation of deviant situations and exploration of the political context of deviant identities in contemporary society.

CJA 634. Juvenile Justice Systems (3 hours)

This course examines the juvenile justice system, both delinquent and dependent. Major topics include theories of juvenile delinquency and dependency, juvenile offender laws, and the relationship among juveniles, family, probation, and schools.

CJA 635. Policies and Programs in the Criminal Justice Systems (3 hours)

This course will review key court decisions and explores the tension between constitutionally guaranteed individual rights and crime-prevention and public-safety efforts. The course will also cover policy analysis and planning in the criminal justice field and offer an understanding of the policy context in which the criminal justice system functions.

CJA 636. Treatment Policy and Practices of Offenders (3 hours)

The course will provide an overview of the treatment and rehabilitative practices traditionally attempted in jail and prison environments. Critical assessment of selected programs treatment effectiveness will be explored.

CJA 637. Current Policies in Corrections (3 hours)

This course will examine overcrowding, health care delivery, AIDS in correctional facilities, elderly inmates, and other contemporary problems of America's incarcerated population and the policies behind them.

CJA 638. Seminar on Penalty of Death (3 hours)

Students will examine the death penalty with a focus on areas of research needed in order to better evaluate the appropriateness of this sanction. This course includes: 1) a specific focus on the death penalty from a variety of perspectives; 2) a critical examination of the existing body of scholarship; and 3) the identification of what is needed for evolving scholarship in each area.

CJA 640. Domestic Terrorism and Public Policy Implications (3 hours)

This course will provide a broad perspective on the history of the U.S.A. Patriot Act, similar terroristic legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. It will provide a basic foundation upon which to build for those public administrators and public policy analysts who are charged with drafting and implementing public policy and enforcing and/or responding to potential terroristic threats, while simultaneously upholding and protecting constitutional freedoms. Material for this course will be drawn from contemporary texts, websites, case studies, and material representing international, national, and local governments and organizations. Students will critically review and analyze the U.S.A. Patriot Act and similar terroristic legislation and policies, and participate in discussions about these laws and their implications on U.S. Constitutional freedoms.

CJA 642. Homeland Security for Emergency Management (3 hours)

This course will provide participants with an overview of terrorism—local, national, and international—and the need to develop a systemic approach for emergency preparedness. Topics will include, but are not limited to, terrorism overview, terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Course participants will begin the development and/or analysis of a terrorism preparedness infrastructure.

CJA 644. Controversies in Criminal Justice (3 hours)

In this course, students will review recent events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act. Students will analyze case studies to further explore relevant events, such as how the terrorist acts of September 11, 2001, have broadened the interpretation of certain areas of the law. Students will heighten their understanding of how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties.

CJA 645. Assessment and Treatment of Alcohol and Drug Abuse (3 hours)

The course will be designed specifically for students with an interest in working in the field of drugs or alcohol, this is both a theoretical and applied course. Major areas in the assessment and treatment of persons with alcohol/drug problems will be included as well as the study of current research and preventive methods.

CJA 649. Justice Planning and Program Evaluation (3 hours)

This course will provide an introduction to the tools used by policymakers and policy analysts to evaluate the impact of social programs. Topics will include selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision-makers. By the end of the course, each student will develop a program-evaluation design for a social program.

CJA 652. Seminar in Victimology (3 hours)

This course will introduce students to the study of criminal victimization. Students will gain a solid understanding of the theories of crime victimization, findings from contemporary research, typologies, best practices, and policy implications.

CJA 653. Seminar in Environmental Justice (3 hours)

This course will examine the larger social forces that shape our natural environment; the social foundations of environmental problems; and the social responses to environmental issues, conflicts, and movements.

CJA 654. Seminar in Social Problems (3 hours)

This course explores significant social problems in contemporary society, examines the process of how these social problems arise in society, and considers possible solutions. The course will focus on understanding how and why social problems develop and the controversies that accompany them. In order to undertake this task, the course will be organized into three main units. 1) The first unit of the course will consider different theoretical perspectives as well as social science research methods used to identify and understand social problems. We will use these theories and research methods to develop a deeper insight on the topics to be covered in units 2 and 3 of the course. 2) The second unit of the course will examine specific social problems associated with well-being, and the social inequality issues that surround them. 3) The third unit of the course will discuss institutional and organizational policies that develop as a result of social problems and the outcomes of those social policy approaches.

CJA 655. Social and Criminal Issues Among People of Color (3 hours)

Course topics covered will explore the causes of crime, issues surrounding colonialism and its aftermath, multiculturalism, expressions of national identity, interracial relations, gender, class, and the social position of ethnocultural minority groups from a world view.

CJA 657. Social Policy and Justice (3 hours)

This course will examine the interrelationship between the legal order and the social order. Limitations of civil and criminal law for conflict management and for implementation of social policy are considered.

CJA 658 Seminar: Social Movement, Community Organizing, and Social Justice (3 hours)

This course will explore social movement praxis, investigates community organizing broadly and discuss the idea of social justice, specifically how it relates to establishing human rights in our communities through the active participation of informed citizens.

CJA 660. Special Topics in Criminology and Justice Administration (3 hours)

This course provides periodically, specialized topics which deal with the in-depth study of specific aspects of justice systems and the etiology of crime and delinquency which are not covered in other courses. Topics will include victimless crime, violent crimes, crime and mental illness, and other related issues.

CJA 670. Political Psychology (3 hours)

This course will apply psychological theories in order to understand political behavior in American domestic politics, comparative political contexts, and international relations. There will be a focus on affective, cognitive and group psychology. Individual behavior in American politics, such as decisions to vote, as well as individual decision making at the elite level, for example, decision making in foreign policy will be explored. Stereotyping and social identity theories will be examined in the context of political behavior. The political issues covered in this portion of the course include ethnic conflict, racial politics, and nationalism.

CJA 672. Industrial-Organizational Psychology (3 hours)

Industrial-organizational psychology (also called I/O psychology) examines the scientific study of human behavior in organizations and the workplace. This course provides an introduction to the major theories and research in the field as well as some practical applications for work organizations. The focus of the course is on the history and methods of the field as well as issues in industrial psychology (e.g., personnel selection, training and development, and performance appraisal) and organizational psychology (e.g., work motivation, justice, leadership, and stress).

CJA 674.	Social Psychology	(3 hours)
Social psychology is the scientific study of how others impact our social behavior, emotion and cognition. It examines how the traits of individuals interact with the social environment to produce the rich complexity of human social life. Topics such as friendship and romance, sexuality, aggression and violence, prejudice and discrimination, cooperation and conflict, and morality and religion will be explored.		
CJA 705.	Leadership Theory and Practice	(3 hours)
This course will introduce students to the problems that currently confront the administration of the criminal justice system, as well as problems predicted for the future. So that students are prepared to lead efforts to address these challenges, this course will offer powerful models for strategic, critical, and reflective thinking. This course will also immerse students in discussion about the major components of effective justice administration: organizational thought and theory, leadership, human capital, policy development and implementation, and collaboration with other public safety and community organizations.		
CJA 710.	Administration of Justice	(3 hours)
Students in this advanced seminar will address criminal justice systems theory, discretionary decision-making in criminal justice, and factors related to differences and discrimination in system processing.		
CJA 711.	Seminar in Organization and Administration	(3 hours)
Students will examine the bureaucracy and complex organizations with a strong emphasis on the concepts and practices of the organization and management of public agencies in the United States. Special consideration is given to the various philosophies, typologies, and models of administrative systems in criminal justice.		
CJA 715.	Ethics in the Workplace	(3 hours)
This course will examine the moral issues which arise in the context of the workplace. It will explore social responsibility both locally and globally, conflicts of interest, environmental concerns, discrimination, and ethical treatment of employees in the workplace.		
CJA 719.	Justice Conflict Management and Resolution	(3 hours)
This course introduces positive conflict management processes, including active listening and communication skills, principled negotiation, mediation, arbitration, victim and criminal offender mediation, and nonviolent direct action. Activities and exercises will help students develop their own conflict management skills.		
CJA 721.	Justice Practicum	(3 hours)
This course will provide "field apprenticeship" in which students work under the supervision of a justice system, private security, or other related agency or department and receive academic credit for their work.		
CJA 723.	Computer Applications in Public Policy and Management	(3 hours)
This focus of this course will be on the role of quantitative skills in decision making and operations with substantial emphasis on the use of the computer as such a tool. The course will also examine the impact of computers on organizations and employees; survey the concepts and techniques associated with computer-aided decision making and management; and present cases that apply quantitative skills to problem solving and policy making.		
CJA 726.	Advanced Research Methods	(3 hours)
Students in this research course will be provided with the opportunity to develop core knowledge & skills for understanding, analyzing, & designing research at the doctoral level. Students will explore the philosophy of science, the importance of theory in research, & research processes. They are also introduced to quantitative, qualitative, & mixed-method research designs & methods. Students will devote special attention to understanding the ethical & social change implications of conducting research & engaging in scholarship. They will apply their knowledge & skills by developing elements of simple research plans for quantitative, qualitative, & mixed-methods studies. (Prereq: Foundations course/1st course in a program.)		

CJA 728.	Linear Models in Research	(3 hours)
This course will demonstrate the formulation and use of linear models including parameter estimation and inferences for such models in a variety of settings. Emphasis will be split between understanding the theoretical foundations of the models and the ability to apply the models to answer scientific questions.		
CJA 735.	Applied Statistics	(3 hours)
This course will cover the following topics: An overview of statistics, scales of measurement, how to describe data graphically for categorical data and graphs for quantitative variables.		
CJA 736.	Qualitative Research Methods	(3 hours)
This course will provide students with the opportunity to develop core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students will explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. Students will use software to code data and interpret and present results. This course will allow students to apply their knowledge and skills by developing a qualitative research plan. (Prerequisites: CJA: 728, 735)		
CJA 737.	Quantitative Reasoning and Analysis	(3 hours)
This research course will provide students with the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students will explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. They will approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students will use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan. (Prerequisites: CJA: 728, 735, 736).		
CJA 780.	Independent Study in Justice	(3 hours)
This course will provide individualized, scholarly reading and/or research project designed to extend breadth and depth of coursework to achieve mastery in the specific area of interest. (Prerequisite: 15 hours of required graduate coursework in Criminology and Justice Administration (part of the 15 hours must include CJA: 735, 736) and permission of the Program Coordinator).		
CJA 786.	Dissertation Proposal I	(3 hours)
This course involves the writing of a formal proposal to undertake the dissertation. The course must be approved by the student's doctoral committee before any research is conducted. The enrollment will be required of, and limited to, students who have successfully passed the doctoral qualifying examinations.		
CJA 790.	Dissertation Proposal II	(3 hours)
This course will provide dissertation research under the direction of the candidate's faculty advisory committee. Enrollment will be required of, and limited to, students writing the dissertation. This course may be repeated.		
CJA 796.	Dissertation III	(6 hours)
Students will be required to take a minimum of 12 dissertation hours. This component of the PhD program will require students to work independently on a research study in close collaboration with their dissertation advisor and committee members. (Prerequisites: completion of all required and elective PhD coursework, and passing the comprehensive examination).		
CJA 800.	Oral Defense of the Dissertation	(0 hours)
After completing the final draft of the dissertation, the doctoral candidate will defend the dissertation orally in front of his/her faculty advisory committee. Successful defense will be the final requirement to receive the Ph.D. in Criminology & Justice Administration. Course will be taken during the student's last semester.		

Appendix IV: Admissions Requirements

Admissions Requirements

Students desiring to pursue a doctoral degree in the administration of justice should be capable of advanced academic work in theory, research, and data analysis. Students applying for admission to the doctoral program must meet the admission standards of Grambling State University's Graduate Studies. Applicants should have a master's degree or its equivalent in a degree program from an accredited institution of higher education with a grade point average of at least 3.2 cumulative in previous graduate work. Each graduate student who is admitted must present evidence of taking the Graduate Record Examination (GRE). International applicants whose first language is not English and who have not completed a degree in the United States are required to take and pass the TOEFL with an internet based score of 74, a computer-based score of 213, or paper-based score of 550.

An application for admission to the doctoral program is submitted and processed through Grambling State University's Graduate Studies. Completed applications are referred to the Department of Criminal Justice for an acceptance decision by the Graduate Admissions Committee in the Ph.D. CJA program. Decisions of the Graduate Admissions Committee are referred to the Dean of Graduate Studies.

The Graduate Admissions Committee (GAC) comprised of graduate faculty will make decisions on admission. During the admission process the GAC will evaluate graduate transcripts of applicants with master's degrees to determine whether or not additional courses are needed to familiarize the applicant with the criminal justice system. No more than twelve (12) credits from previous doctoral work will be applied towards the Ph.D. program. Requirements include completion of a total of sixty (60) credit hours, passing a qualifying examination, a comprehensive examination, admission to doctoral candidacy, preparation and acceptance of a dissertation proposal, completion of the dissertation and an oral defense.

Students must also submit the following to Graduate Studies:

- I. A complete Application Form.
- II. A typed 400-500- word personal statement regarding academic and professional goals.
- III. A writing sample from a previous course paper.
- IV. A current vitae.
- V. Three letters of recommendation from individuals who are familiar with the applicant's scholarly performance, research ability, and personal motivation.
- VI. Official transcripts of credit from each university/college attended.
- VII. Evidence of taking the Graduate Record Examination within the last five years (i.e., this will be satisfied by submission of the score).
- VIII. International students from a non-English speaking country must also provide an affidavit of support, transcript evaluation, and TOEFL =79 or IELTS (IBT) =6.0.

Conditional Admission

Students who are otherwise exceptionally well-qualified but who do not meet the G.R.E. or GPA requirements as specified above will be admitted on "conditional" status; however, under no circumstances can the cumulative graduate grade-point average be less than 3.2. The "conditional" admission status may be changed to "regular" admission after the student has (1) completed 18 credit hours of graduate work in Criminology and Justice Administration beyond the master's degree with no grade less than "B" and (2) has maintained a 3.5 cumulative grade point average or higher.

Students who do not have a masters in criminal justice must complete the following masters level courses prior to obtaining full admission to the program; these courses may be completed during Summers I and II prior to the fall semester:

- IX. CJ 500-Overview of the Criminal Justice System;
- X. CJ 502-Writing Seminar for Criminal Justice; and,
- XI. CJ 505-Theories of Crime and Delinquency

Non-Degree Students

An applicant who meets all requirements for admission as a graduate student but does not want to earn a degree at Grambling State University, may be admitted as a non-degree student. The student may not earn more than 21 semester hours of graduate credit to be later applied to the Ph.D. in Criminology and Justice Administration. No credits earned with less than a grade of "B" will be applied. Graduate students who do not plan to earn a degree must submit a transcript of last degree held. Test scores are not required.

Visiting Graduate Students

A graduate student at an institution other than Grambling State University who wishes to enroll temporarily in the graduate program at GSU and who intends to return to that graduate school to complete degree requirements, may be admitted as a Visiting Graduate Student. The criteria for admission are the same as "Non-Degree Students" (above).

Retention Standards

To maintain one's standing in the program, a student must maintain a minimum 3.0 grade point average during each term of enrollment. A student who fails to earn at least a 3.0 grade point average in any one semester is placed on academic probation for the following term. The student must remove the probation during the next term of enrollment by raising his/her cumulative grade point average to 3.0 or above. Failure to achieve this grade point average will result in the student's termination from the program.

Also, while pursuing the doctorate, the student who receives a "D" or "F" in any course is terminated from the program as is the student who receives more than two (2) grades of "C."

Appeal for reinstatement can be made to the School of Graduate Studies' Graduate Council. No student will be reinstated more than one time during his/her career as a graduate student at Grambling State University.

Appendix V: Additional Program Requirements

Additional Program Requirements

The doctoral student's plan of study must consist of at least 60 semester hours of approved graduate-level coursework beyond the master's degree; dissertation-related coursework must total at least 12 but no more than 18 credit hours. Students who received the master's degree from Grambling State University cannot use credits earned in pursuit of that degree toward the Ph.D.

Graduation Requirements

The student must successfully complete all coursework with a minimum cumulative grade point average of 3.5. In addition, she/he must perform satisfactorily on all exit examination requirements, dissertation, and oral defense of the dissertation.

Course Load Requirements

A normal load for a full-time doctoral student is nine (9) semester hours during the fall and spring semesters and six (6) semester hours during the summer term. A student will be permitted to enroll in one additional 3-credit course per semester with the permission of one's academic advisor, Program Director, Department Head, Graduate Dean, and Provost. A student is prohibited from enrolling in more than twelve (12) hours of coursework during the fall or spring semesters or more than nine (9) hours during the summer session.

Examinations

Students entering the program will be required to perform satisfactorily upon Qualifying Examinations in core areas. Normally, the student must pass these Qualifying Examinations before completing their first year of full-time study (or its equivalent). After successfully passing the Qualifying Examinations, the student may be admitted to candidacy. The Qualifying Examinations will be constructed and evaluated by standing committees of at least three faculty members with expertise in the subject matter.

After being admitted to candidacy, students may select an area in which to concentrate their studies. After completing all of the coursework, the candidate must pass the Doctoral Comprehensive Examination. The Doctoral Comprehensive Exam will be conducted and evaluated by the student's doctoral committee. After successfully completing the Doctoral Comprehensive Examination, work can begin on conceptualizing and writing the dissertation proposal. When the dissertation has been completed and tentatively approved by all committee members, the doctoral candidate must orally defend the dissertation in the presence of the doctoral committee, any other faculty member(s) who wishes to participate, and any guests invited by the candidate.

Research Requirements

In addition to the research requirements associated with each course, all doctoral candidates will be required to complete a dissertation. The dissertation should be directed toward the degree concentration being pursued by the student and must be an original, publishable piece of research.

Students are encouraged to pursue the identification of a dissertation topic and review of the literature prior to the comprehensive examination. The dissertation prospectus must be approved by the doctoral student's committee (as evidenced by receiving a grade of "A" or "B" in "Dissertation Proposal") and the University's Institutional Review Board, if applicable, prior to gathering data. The dissertation prospectus may be approved only after the comprehensive examination has been successfully completed.

The student will be expected to enroll for a minimum of three semester hours of "dissertation research" for each semester he/she requires faculty assistance with the project. No less than nine (9) and not more than twelve (12) semester hours of credit can be applied toward the minimum requirements for the Ph.D. degree.

The student must be enrolled in "Oral Defense of the Dissertation", during the semester in which the degree is to be conferred.

Residence Requirements

All doctoral-level coursework must be completed at Grambling State University with the exception of a maximum of six (6) semester hours which can be transferred from another university, school, college, or program.

Transfer Credits

A total of six (6) semester hours of graduate credit appropriate to the student's degree program may be transferred from other accredited institutions' graduate programs. No credits for which a grade of less than "B" has been earned may be transferred into the proposed program. Any transfer credits must have been earned no longer than five (5) years before enrolling in Grambling State University's Ph.D. in Criminology and Justice Administration program.

Internship Requirements

Students are not required to complete an internship or practicum as part of the general plan of study for the Ph.D. However, students may be required to complete an internship or practicum as part of the coursework specific to their area of concentration.

Statute of Limitations

All coursework, the dissertation, and the oral defense of the dissertation must be completed within a seven-year time period from date of admission to the program. The student's Ph.D. Advisory Committee, the Program Director, Department Head, the University's Graduate Council, and the Dean of the Graduate School must approve continuation in the Ph.D. program beyond the seven-year limit. The maximum time allowed for completion of the Ph.D. program, including an approved extension, will be ten calendar years.

Doctoral Committees

Faculty committees for student's pursuing the Ph.D. in Criminology and Justice Administration shall consist of the chair (or major advisor) and at least two additional Criminology and Justice Administration faculty members and one graduate faculty member from outside the department. Prior to completing 18-hours of coursework in the doctoral program, the student must secure in writing that a member of the Criminology and Justice Administration faculty has agreed to serve as chair of his/her doctoral committee. The chair of the committee must have expertise in the student's area of concentration. Prior to completing 24-hours of coursework, the student must have formed the remainder of the committee.

An individual faculty member may decline to serve on and, with just cause, may remove himself/herself, from a student's committee provided that the request and explanation are submitted to and approved by the Program Director of the Graduate Program. The Program Director, Department Head of Criminal Justice and Dean Graduate Studies are ex-officio members of all student committees.

The student may change the composition of his/her committee at any time. All changes, however, must be discussed with both current and proposed committee members and be approved by the Program Director along with the Department Head. It is important, of course, for the student to realize that reorganization of one's committee is an act with potentially serious consequences and that the student's anticipated date of graduation may be delayed significantly.

Awarding of Degrees

The Ph.D. in Criminology and Justice Administration will be awarded by Grambling State University to those students who have successfully met all requirements of the program and have been recommended for graduation by the Criminology and Justice Administration faculty.

Due Process Appeal

Student grievances of an academic nature involving the Criminology and Justice Administration program should be directed to the Department Head of the Department of Criminal Justice. Further redress is possible by directing the grievance to the Dean of Graduate Studies. The University's Graduate Council shall retain final authority.

Appendix VI: Review of the Proposal

A. Dr. Johnny B. Gilleylen, Sr.

B. Dr. Pat Lauderdale



July 21, 2020

Dr. Tazinski Lee, Interim Head, Criminal Justice Department
Grambling State University
Campus Boxes 4226
Grambling, LA 71245

Dear Dr. Lee:

Thank you for this opportunity to review your proposal for the Ph.D. in Criminal Justice.

The program description is clear and targeted. It meets all criteria specified by the LA Board of Regents. The need for a Ph.D. program was clearly stated and why Grambling State University is ideally positioned to service the stated need. Based on the described need, the program is well within the scope of Grambling State University's mission, specifically the part of the statement that speaks of "a commitment to the education of minorities in American society."

The proposal provides a compelling documented description for the need of the program. It provides the rationale for such a program at Grambling State University. The argument is provided through documented contemporary literature of racial injustices in the US criminal justice systems. This argument is timely, given the long-standing arguments of the racially unfairness of the US criminal justice systems at all levels of government and the current national mood to challenge the status quo.

The content is easy to read and specific in its description of the program's proposed target population and the expected learning outcomes of program graduates. In our review, no Ph.D. program in criminal justice or the administration of justice was found in the State of Louisiana. Your inclusion of the proposed program at the University of New Orleans indicate the thoroughness of your investigation. The closest Ph.D. programs in criminal justice or administration of justice to Grambling State University were found in Mississippi (University of Southern Mississippi—Doctor of Philosophy in Administration of Justice—not active) with four schools located in Texas (Sam Houston State University, Texas State University, the University of Texas at Dallas, and Texas Southern University) and the University of Arkansas at Little Rock. The proposal's description of its target population program was found to be more focused or segmented than those of the surrounding schools but clearly in line with the mission of Grambling State University.

The description of the proposed pedagogy for Ph.D. in Criminal Justice program appears to sufficiently rigorous to ensure that graduates are effectively trained with essential skills to address the ever-growing demand for the fair and just criminal justice systems that our nation is now demanding. It is especially

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the case for people of color. It is this rationale that makes the case for such a program located in a historically black public university.

The structure of the program appears to provide graduates the necessary skills and expertise to conduct and lead research programs and administer criminal justice related agencies. This is especially the case for the research methods and statistics classes. The courses specified were found to be consistent with surrounding programs and best practices. The proposal's specified entry for applicants who were not previously students/graduates of the criminal justice or administration of justice field were found to be consistent with comparable programs.

The number of hours required to complete matriculation was found to be within the range of surrounding universities—University of Arkansas-63 hours, Sam Houston State-58 hours, Texas State University-54 hours, the University of Texas at Dallas-75 hours, Texas Southern University-54 hours, and the University of Southern Mississippi-54 hours (not active). A significant number of US universities with Ph.D. programs in Criminal Justice or Administration of Justice require the 60 hours of degree matriculation.

However, there are eleven items recommended for your review:

1. Curriculum

Item 1, page 3: Elective concentrations are mentioned on page 3, but they are not named nor are the courses described.

2. Need

Item 2, Page 5: It is not clear what specific part of the university's current mission statement that points to this program being well-suited for Grambling State University? What is there is redundant.

Item3, page 6: The section requires the applicant to list studies and literature that indicate the need for such a degree. None was cited.

The BLS cited that criminal Justice job growth will likely decline due to shrinking budgets and probably even more, given the COVID budgetary impact on state and local budgets (<https://work.chron.com/criminal-justice-jobs-demand-us-19419.html#:~:text=The%20U.S.%20Bureau%20of%20Labor,%2451%2C000%20a%20year%20in%202010.>). It is recommended to cite the inequalities of the current criminal justice system—incarceration rates, inadequate prison housing conditions, the rate of inmate death, judicial mandates, police brutality incidences, prison recidivism, etc. These are issues that need to be addressed by trained researchers and administrators and specifically those who train these change-makers. Cite the statistics.

3. Students

Item 4, Page 6: The proposal only identifies its master students as the primary student pool for the program. It fails to identify interdisciplinary attraction, within the state (Monroe, Shreveport), or region Mississippi (The only approved program in the state is not active) and Arkansas—given the distance of possible competitors.

Item 5, Page 6: Five students per year are reasonable. The issue is that in the 15 students in the first year might appear too aggressive.

Item 6, page 7: These appear to be admission requirements. Is there a threshold GPA?

4. Faculty

Item 7, page 9: Adding eight new faculty members might be a showstopper, especially given the state's current revenue shortfall. Was faculty absorption/cross-listed classes, interdisciplinary classes considered?

Item 8, page 9: The two descriptions of program faculty conflict. One section says that the program will hire eight new faculty, but the section below it says that there will be utilization of existing faculty.

Item 9, Page 10: Is the program director full-time or part-time? Will they be paid as a program director, or is this an assigned faculty function?

5. Facilities

Item 10, page 13: The proposal does not say that program can be accommodated in existing space. Will the renovation create additional space? It is not clear.

6. Cumulative GPA

Finding 11, Page 31: The 3.5 GPA is an extremely high standard and might be problematic to graduation and retention goals.

Should you have any questions, please call.

Sincerely,



Johnny B. Gilleylen Sr., Ph.D.

Chair, Ph.D. Program Director and Associate Professor

JOHNNY B. GILLEYLEN SR.

EDUCATION

- | | |
|--------------|--|
| 1997 | Ph. D., Public Policy and Public Administration
Major: Program Management and Policy Analysis
Jackson State University
Jackson, Mississippi |
| 1992 | M.S. Manufacturing Management
Kettering University (Formerly General Motors Institute)
Flint, Michigan |
| 1976 | Post-Graduate Studies
Field: Biology
Kent State University
Warren, Ohio |
| 1975
1976 | Post-Graduate Studies

Field: Economics
Youngstown State University
Youngstown, Ohio |
| 1973 | B.S. Mathematics
Tougaloo College
Tougaloo, Mississippi |
| 1969 | Diploma
West Amory High School
Amory, Mississippi |

SKILLS

Program Evaluation (40+ years of experience)

Summative and formative evaluations.

Innovative and Continuous Improvement Methodologies Certifications

Six Sigma Master Black Belt (Continuous improvement).

Shanin Red X Technician (Problem solving).

Value Analysis Engineering (Value creation).

Software Expertise

ArcGIS (Geographical Information Systems).

SPSS (Statistical).

Microsoft Office Suite (Word, Excel, Access, PowerPoint, Publisher, One Note).

Mendeley (Document Manager).

Adobe Acrobat DC.

TREDIS (Transportation Economic Impact Analysis).

PROFESSIONAL POSITIONS

Jackson State University (17 years)

Interim Dean, College of Public Service

Chairman and PhD Program Director, Department of Public Policy and Administration.
Interim Chair and PhD Program Director, Department of Public Policy and Administration.
Interim Executive Director, School of Policy and Planning.
Associate Professor and Interim Program Director, Public Policy and Administration Programs.
Associate Professor and Master of Public Policy and Administration Program Director, Department of Public Policy and Administration.
Assistant Professor and MPPA Program Coordinator, Department of Public Policy and Administration.
Graduate Faculty, Public Policy and Administration.

General Motors and Delphi Corporation (35 years)

Six Sigma Master Black Belt Coach (More than \$12 million in actual savings).
Senior Engineer, quality engineering.
Delphi Business Systems Southeastern Operations Coordinator.
General Supervisor, industrial engineering—methods.
Supervisor, manufacturing and production control.

JBG & Associates Inc. (20 Years)

Founder and President (20 years).

Capital City Communications (2 years)

Vice-president.

TEACHING

Graduate Courses Taught

Advanced Quantitative and Qualitative Analysis.
Advanced Research Methods I and II.
Dissertation.
Economic Development and Community Development.
Independent Study.
Management of Information Systems.
Principals of Public Administration.
Research Methods for Public Management.
Seminar in Economic and Community Development.
Quantitative Analysis.
Quantitative Research Methods.
Urban Management and Urban Services.

University Faculty Performance Evaluations

2007-2008 Rating: Good (86 points).

2006-2007 Ratings: Outstanding (95 points).

2005-2006 Ratings: Outstanding (93 points).

2004-2005 Ratings: Outstanding (91 points).

2003-2004 Ratings; Outstanding (91 points).

PPAD Student Evaluations (Student Instructional Review Surveys)

2007 Overall Rating—3.87/4.00.

Management of Information Systems—4.00

Research for Public Managers—3.78

2006 Overall Rating—3.93/4.00.

Principles of Public Administration—4.00

Management of Information Systems—3.85

Research for Public Managers—4.00

Dissertation—4.00

2005 Overall Rating 3.93/4.00.

Principles of Public Administration—3.90

Management of Information Systems—4.00

Advanced Quantitative and Qualitative Analysis (Master)—4.00

Advanced Quantitative and Qualitative Analysis (Ph.D.)—3.94

2004 Overall Rating—3.81/4.00.

Principles of Public Administration—3.74

Research for Public Managers—3.85

Quantitative Analysis—4.00

2003 Overall Rating—3.92/4.00.

Principles of Public Administration—3.89

Quantitative Analysis—3.95

Research for Public Managers—3.92

Successful Dissertation Committees Chaired (31)

1. A Comparative Analysis of County Health Outcomes and the Prevalence of Public Charities in MS (2010-2018), Dr. Angela D. Johnson, 2020.

Director, Center for Research, Evaluation and Environmental Policy Change, My Brother's Keeper.

2. *Evaluating the Impacts of the Healthy, Hunger-Free Kids Act of 2010 (HHFKA) on Childhood Obesity: A Study of a School-based Childhood Obesity Intervention*, Dr. Lawren Long, 2020.

Education Specialist/Supervisor, Mississippi Department of Education

3. Evaluating the Impact of the Universal Motorcycle Helmet Laws on Riders' Fatalities in Mississippi (Universal Law), South Carolina (Partial Law), and Iowa (No Law), 2000 -2018, Dr. Anna E. Johnson, 2020 -

Quality Engineer, Eaton Corporation

4. *Comparative Analysis pf Nurse Staffing om Counties Most Affected by Vacancy and*

Turnover,, 2013-2017, Dr. Valarie T. Jackson, 2019.

Program Coordinator, Health Care Preparedness, Mississippi Hospital Association

5. *An Evaluation of the Effectiveness of TANF in Reducing Childhood Poverty in Mississippi and the Unnited States*, Dr. Melita I. Watkins, 2019.

Program Specialist , Centene Corportation

6. *An Impact Analysis of Local Funding Effect on Academic Achieve amongst Mississippi K-12 Students*, Dr. Kafond Wilder, 2019.

Academic Advisor, Jackson State University

7. *Health Care Access Underserved Populations: Exploring the Impact of the Affordable Care Act*, Dr. Zameshia Williams. 2018.

Instructor, Dallas Public School System, Dallas, TX.

8. *Dire Systemic Inequitable Domino-Effects of Landlessness: Mississippi....The Worst-Case Scenario*, Dr. Sabrina A. White, 2018.

Student, Department of Urban and Regional Planning, Jackson State Uiversity, Jackson.MS

9. *An Analysis of Reduced Carl D. Perkins Funding and Its Imapct on Career and Technical Education for Minority Student Populations in Mississippi*, Dr. Jacqueline Sullivan, 2018.

Department Chair, Hinds Community College, Utica, Mississippi

10. *Reducing Recidivism: An Evaluation Study of the City of Jackson's Fresh Start Second Chance Reentry Program*, Dr. Patricia D. Jackson, 2017.

Manager, Crime Scene Investigations, City of Jackson Police Department, Jackson MS.

11. *Mississippi Healthy Students Act: A Multi-Dimensional Approach to Understanding the Incidence and Prevalence of Childhood Obesity in Mississippi*, Dr. Almesha L. Campbell, 2017.

Director of Technology Transfer, Division of Research and Federal Relations, Jackson State University.

12. *A Program Evaluation of the Mississippi Family Caregiver Support Program (FCSP) 2000-2013*, Dr. Dianne M. Hooker, 2016.

Office Manager, Office of the Vice President, Information Technology, Jackson State University.

13. *Subsidized Employment and the Disadvantaged Worker: Solution or Status Quo?* Dr. Ed Sivak Jr., 2016.

Vice-President, Home Credit Union, Jackson, MS.

Evaluation of the Kingdom of Jordan's National Employment Strategy 2011-2020 and Its Guest Worker Program, Dr Anan Abu Hummour, 2016.

Professor, Yarmouk University, Kingdom of Jordan.

14. *Analysis of the Monroe (LA) Police Department's Response to the 2008 Financial Meltdown: A Transition to a 12-hour Compressed Work Schedule for Patrol Officers*, Dr. Quentin D. Holmes, 2016.

Sheriff, City of Monroe, Louisiana.

15. *A Case Study Examining the Effectiveness of the Department of Justice Intervention at Reginald P. White Nursing Facility, Result of the Collaboration between a Federal Enforcement Agency and a State Operated Nursing Facility*, Dr. Charles A. Carlisle, 2016.

Hospital Institutional Director, East Mississippi State Hospital, MS Department of Mental Health.

16. *An Analysis of Debt Management at Seven Level VI Public Historically Black Colleges and Universities: Florida A&M University, Jackson State University, North Carolina A&T State University, Prairie View A&M University, Tennessee State University and Texas Southern University*, Dr. Claudine Gee, 2015.

Director of Fiscal Operations, Prairie View A&M University.

17. *An Evaluation of the Department of Veteran Affairs' Operation Enduring Freedom (OEF)/Operations Iraqi Freedom (OIF)/Operation New Dawn (OND) Seamless Transition/Care Management Program*, Dr. Kayester R. Lee, 2015.

Administrator, Veterans Administration.

18. *Evaluating the Impact of the Sex Offender Registration and Notification (SORNA) 2006 Act on Sex Offender Recidivism in Mississippi*, Dr. Ann M. Myrick, 2015.

Vice-President of Business Affairs, Wesley College, Florence, MS.

19. *Preventive Health Policy: An Evaluation Study of the Jackson Medical Mall Childhood Obesity Project*, Dr. Annie R. Baker, 2015.

Director of Outreach Services, Delta Regional Institute, University of Mississippi Medical Center.

20. *Promoting Budgetary Policy through Stabilization: The Impact of Spending Stabilization Rules on Service Delivery*, Dr. Brian A. Pugh, 2014.

Deputy Executive Director, Mississippi Department of Finance & Administration, State of Mississippi.

21. *Evaluating the Impact of the SYNAR Program: Commercial Access to Tobacco and Cigarette Usage among Mississippi Youth*, Dr. Jerri Speyerer-Avery, 2013.

Director Prevention Services, Mississippi Department of Mental Health.

22. *The Fair Housing Policy Debate: An Evaluation of the Impact of State and Local-level Fair Housing Laws*, Dr. Daniel Curley, 2013.

Investigator, US Department of Housing and Urban Development.

23. *Assessing the Impact of the Workforce Investment Act's Universal Access Policy: Findings and Implications*, Dr. Sam Mozee, 2013.

Director, Mississippi Urban Research Center.

24. *Transportation Funding Policies; Assessing the Impact of SAFETEA-LU on Rural Transit Performance*

in Mississippi, Dr. Eunice Akoto, 2011.

Assistant Professor, North Carolina Central University.

25. *An Evaluative Review of Mississippi's Public Institutional and Community-Based Mental Health Expenditures and Intellectual and Developmental Disabled Populations in Response to the 1999 Olmstead v. L.C. Decision*, Dr. Bridgette Stasher-Booker, 2010.

Project Director, University of Mississippi Medical Center.

26. *The Manufacturing Housing Improvement Act of 2000: Manufacturing Housing as an Affordable Housing Source in Mississippi*, Dr. George Humphrey, 2010.

Bureau Director, Mississippi Emergency Management Agency.

27. *An Analysis of School Based Health Centers and Academic Performance in Louisiana (1990-2007)*, Dr. Shelley Anderson-Taylor, 2010

Professor, Hinds Community College.

28. *Transportation Access and Unemployment: An Application of the Spatial Mismatch Theory in Selected Deep South Urbanized Areas*, Dr. Catherine Estis, 2008.

Executive Director, TRIO Programs, University of Louisiana Monroe.

29. *Impact of Heavily Indebted Poor Countries (HIPC) Initiative on Human Development*, Dr. Moyo Godwin Bongyu, 2008.

Secretary General, School of Education of the University of Bamenda, Cameroon.

30. *An Evaluation of the Impact of Providing Illness Management Education to caregivers of Children and Adolescents with Emotional/Behavioral Problems*, Dr. Theresa Brister, 2006.

National Program Director of Programs, National Alliance on Mental Health Illness.

Committee Member of Successful Student Dissertations, Not Chaired (39)

1. *Impact of Program Cost-sharing on Medical Treatment Adherence for Persons Living with HIV/ AIDS: Program Evaluation of the Ryan White Part C Program*, Dr. Chris Roby, 2020.
2. *Perceptions of Community Development Agencies to Combat Homelessness in the Pine Belt Region*, Dr. Demetra Bates, 2019
3. *The Operational Definition of Sex Trafficking and the Response to Commercial Trafficking Victims by Sex Trafficking Intervention Agencies*, Dr. Susie Calbert, 2019.
4. *Deal or No Deal: Investigating the Role of Housing Policies in the Creation of Regional Segregation on Jackson MS (Post New Deal Era)*, Dr. Mary Elizabeth Gilbert-Manogin, 2019.
5. *A Performance Evaluation Study of Public Historically Black Universities in Mississippi After the Ayers Settlement*, Dr. Keilani Vanish, 2019.
6. *The Effectiveness of the Disproportionate Minority Contact Initiative (DMC): A Case Study of the S.H.A.P.E. Diversion Intervention in Public High Schools in Memphis, Tennessee*, Dr. Debra Monroe-Lax, 2018.
7. *Supervisor's Perception of Motivation on Employee Performance: A Case Study of Five Selected State Government Agencies in Jackson, MS*, Dr. Shannon D. Anderson, 2018.
8. *Understanding Practices of Routine HIV Screening: Healthcare Providers in Mississippi*, Dr. Felicia Estes-Caples, 2018.

9. *An Investigation of African American Graduate Students' Perception toward Adjunct Faculty at a Selected Historical Black College and University (HBCU) in the South*, Dr. Mona Stamps Brown, 2018.
10. *Examining the Prevalence of Food Insecurity in Mississippi*, Dr. Cassandra Hawkins-Wilder, 2018.
11. *Language Policy Planning in Dynamic Language Environment: The Case of Officially Bilingual Local Governments in Quebec*, Dr. Ivan Ozherelev, 2018.
12. *A Quantitative Analysis of Water Main Improvements in Southern Cities through the Use of Capital Improvement Projects*, Dr. Kameka Miller, 2018.
13. *Exploring the Relationship Between Adequate Urban Planning, Natural Disasters and Crime Rates: A Comparative Analysis of Pre-and Post-Hurricane Katrina New Orleans, Louisiana, 1995-2015*, Dr. Keishelle Jones-Reynaud, 2018.
14. *Variations on Revitalizing Historic Districts: A Multiple Case Study of Sweet Auburn, Beale and Farish*, Dr. Frank Tate, 2018.
15. *Political Corruption and Unethical Planning Practices Lower the Quality of Life*, Dr. Rod Guy, 2018.
16. *An Evaluation of the Adoption and Safe Families Act of 1997 on Permanency-Related Outcome for Foster Children in Six States of the Southeastern Region of the United States*, Dr. Theresa Moore, 2018.
17. *Public Transit Planning and Practice: A Review of Instituted Practices*, Dr. Charles Husband, 2017.
18. *An Analysis of the Determinants of Check Cashing and Bank Branch Locations in the State of Mississippi*, Dr. Alan P. Branson, 2017.
19. *Urban Nascent Entrepreneur Networks and Business Startup Activities: The Impact of Metropolitan Status*, Dr. Jason Pope, 2016.
20. *The Housing Consumption and Commute Costs Tradeoff Perspective: An Investigation of Urban Spatial Patterns in the US Metropolitan Statistical Areas*, Dr. Tanaucha Lewis, 2016.
21. *The Effects of HOME Subsidized Projects on the Stabilization of Mississippi Communities*, Dr. Carrielyn E. Acey, 2013.
22. *Going Green Mandates and Certification Standards for Sound Environmental Planning Practices at Governmental and Contract Facilities in the State of Mississippi*, Dr. Patricia Dean Wilson, 2013.
23. *State Fiscal Stress and Cutback Management: An Empirical Analysis*, Dr. Orlando Kilcrease, 2013.
24. *Urban Economic Development: The Impact that Recruitment and Retention of Industrial Business Has on the Socioeconomic Characteristics of the Urban Community in Three Southeastern Cities from 1990 thru 2010*, Dr. Jeffery Virgil, 2012.
25. *The Role of Three Community Development Corporations in the revitalization of Housing in New Orleans, Louisiana's Lower 9th Ward Post-Katrina*, Gary Crosby, 2012.
26. *Childhood Neglect and Adult Attachment as Predictors of Violence among Incarcerated Young Adults*, Dr. Mildred Delozia, 2011.

27. *An Analysis of the Ethnic and Gender Gaps on the Federal Career Senior Executive Service: he Underrepresentation of Minorities and Women (1995-2006)*, Dr. Elizabeth A. Bargains, 2010.
28. *The Effects of Implementing No Child Left Behind Standards on School Leaders Ethical Decision Making*, Dr. Michael Gates, 2010.
29. *A Study of Gender Differences in Public School Superintendent Salaries in Selected Southeastern States*, Dr. Frankie Walton-White, 2010.
30. *Export Performance under African Growth and Opportunity Act (AGOA): An Empirical Study*, Dr. Kwame Asamoah, 2010.
31. *Corruption and Human Development in Africa: An Empirical Study*, Dr. Jacques P. Nguemegne, 2010.
32. *Educator' Experience in Selected Low Performing Schools in Mississippi During School Improvement*, Dr. W. Pearl Randle- McDonald, 2009.
33. *An Analysis of the 2003 Mississippi Tort Claims Act and Its Impact on Medical Malpractice Suits in Mississippi*, Dr. Anthony Bowman, 2008.
34. *Proportional Representation: An Analysis of African American Farmers' Participation in the Federal farm Loan Program in Three Southeastern States*, Dr. Dickey Selmon, 2006.
35. *Strategic Planning among Historically Black Colleges and Universities: An Assessment of Development, Communication Dissemination and Implementation in the Mid-South Area*, Dr. Cynthia Melvin, 2004.
36. *Managing Victims of Terrorists Attacks: An Analysis of the Preparedness of Acute Care Hospitals in Mississippi involving Chemical or Biological Weapons of Mass Destruction*, Dr. Russell Bennett, 2004.
37. *Fiscal Structures, Economic Development Growth: An Empirical Analysis of Selected Counties in Mississippi*, Dr. Marvel Turner, 2004.
38. *A Comparison of Air Ambulance vs Ground Ambulance Management of Rural Trauma Patients in Mississippi*, Dr. Clyde Deschamp, 2004.
39. *Riverboat Casino Gaming in Mississippi: An Interrupted Time Series Analysis of its on Crime and Implications for Policy Development*, Dr. Wimon Hyoming, 2002.

Current Student Dissertation Participation

Currently chairing 14 student dissertation committees and serving as a member on 9 student dissertation committees.

AWARDS AND HONORS

1. Monroe County Training School/West Amory High School Hall of Fame, July 2018.
2. Jackson State University, *Division of Graduate Studies, Certificate of Appreciation for Your Exemplary Services as Dissertation Chairperson*, Jackson, MS, April 2017.
3. Jackson State University, Institutional Research, *Certificate of Appreciation as an Assessment Committee Member*, Jackson, MS, December 2016.

4. Jackson State University, *Division of Graduate Studies, Certificate of Appreciation for Your Exemplary Services as Dissertation Chairperson*, Jackson, MS, December 2016.
5. Mississippi Department of Transportation, *Certificate of Appreciation, for Your Attendance and Contribution to our 2016 Annual Statewide Coordination Summit, Theme: 10 Years + the Future = Unlimited*, Jackson, MS, July 12-13, 2016.
6. Jackson State University, *Division of Graduate Studies, Certificate of Appreciation for Your Exemplary Services as Dissertation Chairperson*, Jackson, MS, April, 2016.
7. Jackson State University, *Division of Graduate Studies, Certificate of Appreciation for Your Exemplary Services as Dissertation Chairperson*, Jackson, MS, December 2015.
8. Mississippi Department of Transportation, *Certificate of Appreciation, in Recognition for your support and Contribution to Providing Mobility Options for Residents in the State of Mississippi*, Jackson, MS, July 2014.
9. Mississippi Public Transit Association, *Friend of Transit Award, in Appreciation for Your Commitment, dedication and outstanding Support of MPTA's Effort of Providing Regional, Sustainable Community Transportation for the Residents of Mississippi*, Natchez, MS, 2013.
10. Jackson State University, *Division of Graduate Studies, Certificate of Appreciation for Your Exemplary Services as Dissertation Chairperson*, Jackson, MS, December 2013.
11. Jackson State University, *Certificate of Achievement, for Successful Completion of The Leadership Development Series for Departmental Chairs*, November 2013.
12. Jackson State University, *Division of Graduate Studies, Certificate of Appreciation for Your Exemplary Services as Dissertation Chairperson*, Jackson, MS, May 2013.
13. Mississippi Department of Transportation, *Certificate of Appreciation, in Recognition of Your Support and Contribution to Providing Mobility Options for Residents in the Great State of Mississippi*, Jackson, MS, 2012.
14. Jackson State University, *Division of Graduate Studies, Certificate of Appreciation for Exemplary Services in Recognition of Significant Contribution toward Producing Quality Dissertations*, Jackson, MS, April 2012.
15. Jackson State University, College of Public Service, *Certificate of Appreciation for His Support, Dedication, and Cooperation*, Jackson, MS, 2011.
16. Mississippi Department of Transportation, *Certificate of Appreciation, in Recognition of Your Support and Contribution to Providing Mobility Options for Residents in the Great State of Mississippi*, Jackson, MS, 2011.
17. Jackson State University Department of Public Policy and Administration Student Association, *Teacher of the Year*, 2007-2008.
18. Jackson State University, Center for University Scholars, *University Scholar*, 2007.
19. Community Transit Association, *Certificate of Appreciation for Leadership and Commitment in creating a Coordinated Effort to Respond to the Needs of Mississippians Who Need Improved Mobility Services Now and in the Future*, Washington, DC, 2006.
20. Jackson State University, Center for University Scholars, *University Scholar*, Jackson, MS, 2006.
21. Southern Mental Health Advocacy Research, and Training Institute, *Fellow*, Jackson, MS, 2006.
22. Jackson State University, Department of Public Policy and Administration Student Association, *Teacher of the Year*, 2005-2006.
23. Southern Mental Health, Advocacy, Research and Training Institute, *Fellow*, 2005.

24. Jackson State University, Department of Public Policy and Administration Student Association, *Teacher of the Year*, 2004-2005, 2005-2006.
25. Jackson State University, Graduate School, *Certificate of Appreciation, in Recognition of Your Dedication and Valuable Service as a Member of The Graduate Faculty*. Jackson, MS, 2004.
26. Jackson State University, Department of Public Policy and Administration, *Doctoral Student of the Year*, 1997.
27. Pi Alpha Alpha, National Honor Society, 1997.
28. American Academy of Distinguished Scholars, 1996.
29. Jackson State University, Department of Public Policy and Administration, *Doctoral Academic Achievement Award*, 1994.

RESEARCH

Research Focus: Program Evaluation

Disadvantaged farmers and ranchers
 Transportation planning and the transportation dependent
 Individual wealth creation
 Economic and community development
 Healthcare systems
 Quality management
 College access

Grants

1. Johnny B. Gilleylen Sr. (Co-Principal Investigator), "SCC-CIVIC-PG Track A: Piloting Regional Innovative-informatics for Spatial Mismatch (PRISM), Collaboration with the Mississippi State University and the University of Minnesota, Submitted July 2020, Requested \$50, 000.
2. **Johnny B. Gilleylen Sr.** (Principal Investigator), An Impact Analysis of the Agricultural Act of 2014 on Socially Disadvantaged Farmers and Ranchers, US Department of Agriculture, Socially Disadvantaged Farmers and Ranchers Policy Research Center, Alcorn State University, June 2017, **Request: \$171,600.** (Funded)
3. Catherine Estis and **Johnny B. Gilleylen Sr.** (Principal Investigators), Finding the Real Odds: Louisiana Department of Corrections' Reentry Court, Louisiana Department of Corrections, Baton Rouge, LA, Submitted to the US Department of Justice, Washington DC, May 2013, **Request: \$497,000.** (Not funded.)
4. **Johnny B. Gilleylen Sr.**, Joan Wesley, and Eunice Akoto. Improving Public Transit in Metro Jackson via Improving Public Perception, Submitted to Institute for Multimodal Transportation, Jackson State University, Jackson, MS, 2011. **Requested amount: \$35,000.** (Funded)
5. Catherine Estis and **Johnny B. Gilleylen Sr.** *Public Transportation's Impact on Job Accessibility for Low-Income Populations in MSA's Containing Small Cities in Southeastern U.S.* Submitted to the University of Kentucky Center for Poverty Research, Lexington, KY, 2007. **Request Amount: \$12,000.** (Not funded.)

Publications

1. **Johnny B. Gilleylen Sr.** (Principal Investigator), *An Impact Analysis of the Agricultural Act of 2014 on Socially Disadvantaged Farmers and Ranchers*, US Department of Agriculture, Socially Disadvantaged Farmers and Ranchers Policy Research Center, Alcorn State University, Pending.
2. **Johnny B. Gilleylen Sr. and Mukesh Kumar.** *"Integrated Approach to Health," in The State of Health and Health Care in Mississippi*, edited by Mario Azevedo, University Press of Mississippi, Jackson, MS, 2015, pp 89-110.
3. **Johnny B. Gilleylen and Catherine Estis.** *Use of Evidence-Based Decision Making in Governmental and Non-Profit Programs*, University of Louisiana-Monroe, TRIO Programs, Monroe Louisiana, 2011.
4. **Johnny B. Gilleylen Sr.** *Mississippi Coordinated Transportation Services Plan: An Evaluation of SAFETEA-LU Implementation*, Mississippi Department of Transportation, Jackson Mississippi. (Spring 2014).
5. **Johnny B. Gilleylen Sr.** *Coordinated Transportation in Southern Mississippi: Providers and Consumers Need Assessment*, Jackson State University, Jackson MS, Spring 2012. (Spring 2013).
6. Catherine Estis and **Johnny B. Gilleylen Sr.** *Transportation, Access and Unemployment: An Application of the Spatial Mismatch Hypothesis in Selected Deep South Cities* (working title), The Edwin Mellen Press, Lewiston, New York, Coauthored. (Spring 2013).
7. Catherine Estis and **Johnny B. Gilleylen Sr.** "Transportation Access and Unemployment: An Application of the "Spatial Mismatch Theory" in Jackson, Mississippi," *Journal of Public Management and Social Policy*, Volume 13, Issue 1, Spring 2007.
8. *Gulf Gov Report: One Year after Hurricanes Katrina and Rita*, The Rockefeller Institute, University of New York, 2006. (Field Researcher).

Reports

1. **Johnny B. Gilleylen Sr.,** University of Louisiana-Monroe, *TRIO Programs Upper Bound Program* Monroe, LA, June 2020.
2. **Johnny B. Gilleylen Sr.** (Principal Investigator), *An Impact Analysis of the Agricultural Act of 2014 on Socially Disadvantaged Farmers and Ranchers*, US Department of Agriculture, Socially Disadvantaged Farmers and Ranchers Policy Research Center, Alcorn State University, March 2020.
3. **Johnny B. Gilleylen Sr,** *The College Knowledge Project: End of Grant Report, Mississippi Institutions of Higher Learning*, Jackson, MS, May 2017.
4. **Johnny B. Gilleylen Sr.,** *Jackson Public School System Personnel Reorganization Analysis*, Jackson Public School System, JSU Institute of Government, Jackson State University, Jackson MS, 2016.
5. **Johnny B. Gilleylen Sr.,** *Mississippi College Knowledge Project 2015-2016 Program Evaluation*, Mississippi Institutions of Higher Learning, Jackson, Mississippi, May 2016.
6. **Johnny B. Gilleylen Sr.,** Mississippi Institutions of Higher Learning, *College Knowledge Project Program Evaluation*, Jackson, MS, 2009-2017.
7. **Johnny B. Gilleylen Sr.,** Consultant, N'Route, Vicksburg Transportation Commission, *N'Route 5_Year Strategic Plan*, Vicksburg, MS, 2016.
8. **Johnny B. Gilleylen Sr.,** Mississippi Joint Legislative Taskforce on Public Transit, *Statewide Public Transit Need Analysis*, Mississippi Department of Transportation, Jackson, MS, 2013-2014.

9. **Johnny B. Gilleylen Sr.**, *Mississippi Joint Legislative Taskforce on Public Transit, Lakeland Drive Public Transit Improvement Options*, Mississippi Department of Transportation, Jackson, MS, 2013-2014
10. **Johnny B. Gilleylen Sr.**, *Mississippi Joint Legislative Taskforce on Public Transit, Adams County Economic Development and Public Transit Analysis*, Mississippi Department of Transportation, Jackson, MS, 2013-2014.
11. **Johnny B. Gilleylen Sr.**, *Mississippi Joint Legislative Taskforce on Public Transit, Clay County Economic Development and Public Transit Analysis*, Mississippi Department of Transportation, Jackson, MS, 2013-2014.
12. **Johnny B. Gilleylen Sr.**, *Mississippi College Knowledge Project 2014-2015 Program Evaluation*, Mississippi Institutions of Higher Learning, Jackson, Mississippi, May 2015.
13. **Johnny B. Gilleylen Sr.**, *Mississippi College Knowledge Project 2013-2014 Program Evaluation*, Mississippi Institutions of Higher Learning, Jackson, Mississippi, May 2014.
14. **Johnny B. Gilleylen Sr.**, *Mississippi Joint Legislative Taskforce on Public Transit, Adams County Mississippi Regional Economic Development and Public Transportation*, Mississippi Department of Transportation, Jackson Mississippi, March 2014.
15. **Johnny B. Gilleylen Sr.**, *Mississippi Joint Legislative Taskforce on Public Transit, Clay County Regional Economic Development and Public Transportation*, Mississippi Department of Transportation, Jackson, Mississippi, March 2014.
16. **Johnny B. Gilleylen Sr.**, *Mississippi Joint Legislative Taskforce on Public Transit, Lakeland Drive Traffic Analysis*, Mississippi Department of Transportation, Jackson, MS, March 2014.
17. **Johnny B. Gilleylen Sr.**, *Mississippi Joint Legislative Taskforce on Public Transit, Statewide Public Transit Need Analysis*, Mississippi Department of Transportation, Jackson Mississippi, March 2014.
18. **Johnny B. Gilleylen Sr.**, *Mississippi Coordinated Transit Services Plan: An Evaluation of SAFETEA-LU Implementation*, Mississippi Department of Transportation, April 2013.
19. **Johnny B. Gilleylen Sr.**, *N'Route Productivity Analysis*, City of Vicksburg, MS, Vicksburg, MS, May 2013
20. **Johnny B. Gilleylen Sr.**, *Mississippi College Knowledge Project 2012-2013 Program Evaluation*, Mississippi Institutions of Higher Learning, Jackson, Mississippi, May 2013.
21. **Johnny B. Gilleylen Sr.**, *Mississippi College Knowledge Project 2011-2012 Program Evaluation*, Mississippi Institutions of Higher Learning, Jackson, Mississippi, May 2012.
22. **Johnny B. Gilleylen Sr.**, *Mississippi College Knowledge Project 2010-2011 Program Evaluation*, Mississippi Institutions of Higher Learning, Jackson Mississippi, May 2011.
23. **Johnny B. Gilleylen Sr.**, *Mississippi College Knowledge Project 2009-2010 Program Evaluation*, Mississippi Institutions of Higher Learning, Jackson Mississippi, May 2010.
24. **Johnny B. Gilleylen Sr.**, *Southwest Mississippi 2009 Coordinated Transportation Services Plan*, Southwest Mississippi Transit Region Coalition, Natchez, MS, 2009.
25. **Johnny B. Gilleylen Sr.**, *Southern Mississippi Region Coordinated Transportation Services Regional Plan*, Southern Mississippi Transit Region, Gulfport, MS, 2007.
26. **Johnny B. Gilleylen Sr.**, *Trans-Con, Central Mississippi Transit Coordinated Transportation Services Regional Plan*, Central Mississippi Transit Coalition, Vicksburg, MS, 2007.

27. Mukesh Kumar and **Johnny B. Gilleylen Sr.**, *Preliminary Statewide Assessment of Public and Specialized Transportation Services and Service Areas in Mississippi*, Mississippi Department of Transportation and the Center for Urban Planning and Policy Assessment, School of Policy and Planning at Jackson State University, 2007.
28. **Johnny B. Gilleylen Sr.**, *Foundation for the Mid-South, Building Individual Assets, 5-Year Assessment*, Foundation for the Mid-South, Jackson Mississippi, 2007.
29. **Johnny B. Gilleylen Sr.**, and Catherine Estis. *Overcoming Transportation Barriers of the Mentally Ill Poor in Jackson, MS*, Jackson State University, Southern Institute of Mental Health Advocacy, Research and Training, Jackson MS, 2007.
30. **Johnny B. Gilleylen Sr.**, and Scott McDonald/*ISO-9000: State Economic Development Opportunity*, Jackson State University, Jackson, MS, 2003.
31. **Johnny B. Gilleylen Sr.**, and Scott McDonald/*ISO-9000, the New Industrial Quality Standard*, Jackson State University, Jackson, MS, 2000.
32. **Johnny B. Gilleylen Sr.**, *Tougaloo College Resources Development Study*, Tougaloo College Economic Development Corporation, Tougaloo, MS, 2000.
33. **Johnny B. Gilleylen Sr.**, *ISO-9000, an Economic Development Opportunity*, Jackson, State University, Jackson, MS, 1997. (Dissertation).
34. **Johnny B. Gilleylen Sr.**, et al, *Determinants of the Quality of Life in Five Inner-City Neighborhoods in Jackson*, Jackson State University Jackson, MS, 1995.

Presentations

1. Plenary Roundtable Panelist, *Democracy and the 2016 US Presidential Election*, Annual Conference of the Mississippi Political Science Association, Jackson, MS February 10-17, 2017.
2. Roundtable Chair, *Obama-Trump: Peaceful Transfer of Power/US Presidential Election*, Annual Conference of the Mississippi Political Science Association, Jackson, MS February 10-17, 2017.
3. Session Moderator, *10 years + the Future = Unlimited*, Mississippi Department of Transportation, 2016 Statewide Coordination Summit, Jackson, MS, July 12-13, 2016.
4. Presenter, *Introduction to Research Project Development*, Graduate Training and Education Center Research Camp 2016, Jackson Heart Study, Jackson State University, Jackson, MS, June 2016.
5. Panelist, "Annual Conference of the Mississippi Political Science Association," Jackson, MS, February 10-11, 2017.
6. Presenter, *The Status of Integrated Healthcare Systems in Mississippi, 8th Health Disparities Conference*, Xavier University of Louisiana College of Pharmacy, New Orleans, LS, March 12, 2015.
7. Strategic Planning Workshop Facilitator, Mississippi Department of Transportation, Public Transit Annual Statewide Conference, Jackson, MS, July 16-17, 2014.
8. *Data Driven Modeling for Strategic Planning and Program Evaluation, A Developing Model for Decision Making*, Jackson State University Institute of Government, Jackson, MS, September 30, 2013.
9. Session Moderator, "Senior Consumer Stakeholders Roundtable," Mississippi Department of Transportation, Statewide Coordination Summit, Jackson, MS, July 12, 2012.
10. *Evidence based Decision Making for Governmental and Non-Profit Programs*, presented at Gwendolyn S. Prater Research Forum, College of Public Service, Jackson State University, Jackson, MS, April 25, 2012.

11. *Evidence Based Decision Making for TRIO Programs*, presented at Southwestern Association of Student Assistance Programs Annual Conference, Oklahoma City, OK, November 8, 2011, Co-presenter: Dr. Catherine Estis.
12. *NASPAA and the Minority Serving Institution Initiative*, presented 2011 NASPAA Annual Conference, Kansas City, MO, October 21, 2011.
13. *Using Outcome Data to Improve College Programs*, presented at Council for Opportunity in Education 30th Annual National Conference, Washington D.C., September 26, 2011, Co-presenter, Dr. Catherine Estis.
14. *Using Evidence Based Outcome Data to Improve TRIO Program(s) and Related Governmental Programs*, presented at Southeastern Conference of Public Administrators 2011 Annual Conference, New Orleans, LA, September 24, 2011, Co-Presenter: Dr. Catherine Estis.
15. *Mississippi Coordinated Transportation Services Plan: An Evaluation of SAFETEA-LU Implementation*, presented at Mississippi Department of Transportation Annual Statewide Conference, Jackson Mississippi, July 12, 2011.
16. Session Moderator, "Senior Consumer Stakeholders Roundtable," Mississippi Department of Transportation, Statewide Coordination Summit, Jackson, MS, July 12, 2011.
17. *Evidence Based Decisions for TRIO Programs*, presented at Louisiana Association of Student Assistance Programs Annual Statewide Conference, New Orleans, LA, April 20, 2011, Co Presenter: Dr. Catherine Estis.
18. Student Paper Reviewer, Annual National Conference of Public Administrator, Jackson, MS, February 2010.
19. *Coordinated Transportation in Southern Mississippi: A Needs Assessment*, presented at Annual Conference of Minority Public Administrators, Jackson, MS, February 2010.
20. Session Moderator, Annual National Conference of Minority Public Administrators, Jackson, MS, February 2010.
21. *Coordinated Transportation in Southern Mississippi: A Needs Assessment*, presented through Graduate School Community of Scholars' Lecture Series, Jackson State University, Jackson, MS, October 2009.
22. Session Moderator, Senior Consumer Stakeholders Roundtable," Mississippi Department of Transportation, Statewide Coordination Summit, Jackson, MS February 2009.
23. Keynote Speaker, Mississippi Public Transit Association Annual Awards Banquet, Vicksburg, MS, November 2008.
24. *Transportation Access and Unemployment: An Application of the Spatial Mismatch Hypothesis in Selected Deep South Cities*, presented at the Southeastern Conference of Public Administrators Orlando, FL, October 2008.
25. Session Moderator, "Stakeholders Roundtable," Mississippi Department of Transportation, Statewide Coordination Summit, Jackson, MS February 2008.
26. *The Inner City's Poor Transportation Access to Job Markets beyond the Jackson, Metro Central City*, presented at the Mississippi Transportation Institute, Tunica, MS, 2006, Co-presenter: Dr. Catherine Estis.
27. *Transportation, Access and Unemployment: An Application of the Spatial Mismatch Hypothesis in Jackson, MS*, presented at the Jackson University Center for University Scholars Symposium, Jackson, MS, 2006.

28. Session Moderator, National Conference of Minority Public Administrators, Winston-Salem, NC, 2006.
29. *Overcoming Transportation Barriers of the Mentally Ill Poor in Jackson, MS*, presented at the Conference of Minority Public Administrators, Winston-Salem, NC, 2006, Co-presenter, Dr. Catherine Estis.
30. *Seat Belt Research and Education among Region IV Local Technology Assistance Programs*, presented at Conference of Minority Public Administrators, Corpus Christi, TX, 2005.
31. *The Hinds County Justice Court: Electronic Document Imaging and Workflow Management Project*, presented at Conference of Minority Public Administrators, Tulsa, OK, 2004.
32. *Quality Management as an Economic Development Tool*, presented at the Conference of Minority Public Administrators, Tulsa, OK, 2004.
33. Guest Speaker, "Annual Fellowship Banquet," Northeast Community College, Booneville, MS, 2000.
34. *ISO-9000: The New Industrial Quality Standard*, presented to the Western Social Science Association, Denver, CO, 1998.
35. *ISO-9000: A State Economic Development Opportunity*, presented to the Urban Affairs Association, Fort Worth, TX, 1998.
36. *ISO-9000: Local Economic Boon or Bane?* presented to American Society of Public Administrators--Conference of Minority Public Administrators, Louisville, KY, 1997.

SERVICE

University Service

1. Member, University Promotion and Tenure Committee (Alternate), 2017.
2. Learning Community Advisor, Graduate Training and Education Center, Jackson Heart Study, Jackson State University, Jackson, MS, 2015-2017.
3. Learning Community Advisor, Graduate Training and Education Research Camp 2016 Planning Committee, Graduate Training and Education Center, Jackson Heart Study, Jackson, MS, 2016.
4. Member, Doctoral Dissertation Committee, University Graduate Council, 2015.
5. Member, University Tenure and Promotion Appeals Committee, 2015.
6. Member, Student Retention Review Committee, Graduate Council, 2015.
7. Member, JSU Polling Center Oversight Committee, 2014—Present.
8. Member, University Honors and Award Ceremony Advisory Board, 2013-Present.
9. Faculty Marshal, University Founders' Day Ceremony Committee, 2009-2013.
10. Standard Bearer, University Graduation Ceremony, 2004, 2005, 2006, 2007, 2008, 2013.
11. Member, JSU Institute of Government Think Tank, 2013-present.
12. Associate, JSU Institute of Government, 2013-Present.
13. Consultant, JSU Institute of Government, 2016, 2013.
14. Member, University Graduate Faculty, 2004—Present.
15. Member, University Graduate Council, 2004-Present.
16. Member, University Tenure and Promotion Grievance Committee, 2010, 2013.

17. Member, University Writing Across the Curriculum Leadership Team, 2010-2013.
18. Member, College of Liberal Arts Tenure and Promotion Committee, 2012.
19. Member, University Search Committee for Dean of the College of Public Service, 2012.
20. Member, University Search Committee for Executive Director of Institute of Government, 2012.
21. Member, Urban Higher Education Executive Ph.D. Admissions Committee, 2008-2012.
22. Member, School of Social Work Tenure and Promotion Committee, 2011-2012.
23. Member, Department of Health Policy and Management Promotion and Tenure Committee.
24. Member, University SACS Reaccreditation Review Team, 2010-2011.
25. Member, School of Social Work "Real Men of JSU," 2011.
26. Member, Academic Affairs Sub Committee of the New Academy, 2008-2010.
27. Member, University Scholarship Committee, 2008-2009.
28. Member, University Faculty Personnel Committee, 2007-2008.
29. Alternate Member, University Academic Affairs Outstanding Achievement Award Committee, 2007.
30. Standard Bearer, Founders' Day Celebration, 2003.

College Service

1. Member, College of Public Service Executive Committee—2013-Present.
2. Member, College of Public Service Tenure and Promotion Committee, 2013, 2016.
3. Member, College of Public Service 5-Year Strategic Plan Committee, 2012.
4. Alternate Member, College of Public Service Representative, University Tenure and Promotion Committee, 2012.
5. Reader, College of Public Service Graduation Celebration, 2008.
6. Member, School of Social Work Faculty Search Committee, 2008.
7. Faculty Marshal, College of Public Service Graduation Celebration, 2007.
8. Member, School of Policy and Planning Associate Dean Search Committee, 2005-2006.
9. Standard Bearer, College of Public Service Graduation Celebration, 2004-2006.

School Service

1. Chair, School of Policy & Planning Strategic Planning Committee, 2007-2012.
2. Member, Department of Urban & Regional Planning Tenure Committee, 2009-2010.
3. Member, Department of Urban and Regional Planning Chair Search Committee, 2005.

Departmental Service

1. Member, PPAD Ph.D. Admissions Committee, 2003-Present.
2. Chair, PPAD MPPA Admissions Committee, 2003-Present.
3. Faculty Advisor, PPAD Student Association, 2003-2013.
4. Member, PPAD Departmental Awards Committee, 2003-2012.
5. Chair, PPAD Faculty Search Committee, 2005-2012.

6. Area Chair, PPAD Ph.D. Graduate Area Comprehensive Exam Committee, 2003-Present.
7. Area Chair, PPAD MPPA Graduate Area Comprehensive Exam Committee, 2003-Present.
8. Co-Chair, PPAD Qualifying Examinations Committee, 2012-2004.
9. Coordinator, PPAD National Association of Schools of Public Affairs and Administration Accreditation Self-Study Committee, 2011.
10. Section Chair, PPAD National Association of Schools of Public Affairs and Administration Accreditation Self-Study Committee, 2009.
11. Faculty Advisor, Federal Transportation Administration Eisenhower Fellowship Program, 2005-2008.
12. Member, PPAD Chair Search Committee, 2005-2008.
13. Faculty Advisor Student/Faculty Campout and Educational Retreat, 2005-2006.
14. Section Chair, PPAD National Association of Schools of Public Affairs and Administration Accreditation Self-Study Committee, Facilities, 2005-2006.
15. Project Leader, PPAD Computer Lab Installation, 2004-2005.
16. Project Leader, College of Public Service Computer Lab Installation, 2004-2005.
17. Chair, PPAD Website Development Committee, 2004.

Public Service

1. NASPAA Accreditation Mentor (North Carolina Central University, Durham, NC, Network of Schools of Public Policy, Affairs and Administration, Washington DC, 2019.
2. Accreditation Site Visit Chair (Texas Southern University), Houston, TX, Commission on Peer Review and Accreditation, Network of Schools of Public Policy, Affairs and Administration, Washington, DC, 2019.
3. Accreditation Site Visit Chair (University of Louisville), Louisville, KY, Commission on Peer Review and Accreditation, Network of Schools of Public Policy, Affairs and Administration, Washington DC, 2018.
4. Chairman, Board of Directors, Circle of Hope for Depression Awareness, Madison, MS, 2017-Present.
5. Accreditation Site Visit Chair (University of the District of Columbia), Commission on Peer Review and Accreditation, Network of Schools of Public Policy, Affairs and Administration, Washington DC, 2017.
6. Accreditation Site Visitor (Georgia State College & University), Commission on Peer Review and Accreditation, Network of Schools of Public Policy, Affairs and Administration, Washington DC, 2016.
7. Accreditation Site Visit Chair (University of North Texas), Commission on Peer Review and Accreditation, Network of Schools of Public Policy, Affairs and Administration, Washington DC, 2015.
8. Member, National Alliance on Mental Health/Mississippi, Public Policy Committee, 2014.
9. Accreditation Consultant (Savannah State University), Minority Serving Institutions Committee, Network of Schools of Public Policy, Affairs and Administration, Washington DC, 2014.
10. Member, City of Jackson Core Advisory Group, Juvenile Group Violence Reduction Project (BRAVE Project), Jackson, MS 2014.

11. Accreditation Consultant (Nova Southeastern University), Minority Serving Institutions Committee, Network of Schools of Public Policy, Affairs and Administration, Washington DC, 2014.
12. Accreditation Site Visit Chair (University of Arkansas—Little Rock), Commission on Peer Review and Accreditation, Network of Schools of Public Policy, Affairs and Administration, Washington DC, 2014.
13. Chair and Member, Minority Serving Institutions Committee, Network of Schools of Public Policy, Affairs and Administration, Washington DC, 2013-2015.
14. Member, Diversity and Social Equity Committee, Network of Schools of Public Policy, Affairs and Administration, Washington DC, 2011-2015.
15. Accreditation Site Visit Chair (University of Tennessee—Chattanooga), Commission on Peer Review and Accreditation, Network of Schools of Public Policy, Affairs and Administration, Washington DC, 2013.
16. Consultant, N'Route, Vicksburg Transportation Commission, *Productivity Analysis*, Vicksburg, MS, 2013.
17. Member, Nominating Committee, Network of Schools of Public Policy, Affairs and Administration, Washington DC, 2012.
18. Accreditation Site Visitor (Albany State University), Commission on Peer Review and Accreditation, Network of Schools of Public Policy, Affairs and Administration, Washington DC, 2012.
19. Accreditation Consultant (Grambling State University, Southern University A&M—Baton Rouge), Minority Serving Institutions Initiative Taskforce, Network of Schools of Public Policy, Affairs and Administration, 2012.
20. Member, NASPAA Name and Brand Taskforce, Network of Schools of Public Policy, Affairs and Administration, Washington DC, 2012.

PROFESSIONAL CONSULTING

1. Jackson Hinds Comprehensive Health Center, *Healthy Start Program 2017-2018, 4th Annual Report*, Jackson, MS, 2019
2. Jackson Hinds Comprehensive Health Center, *Healthy Start Program 2016-2017, 3rd Annual Report*, Jackson, MS, 2018.
3. University of Louisiana-Monroe, *2016-2017 TRiO Programs Annual Report*, Monroe LA, 2017.
4. Mississippi Institutions of Higher Learning, *College Knowledge Project Program Evaluation*, Jackson, MS, 2009-2017.
5. University of Louisiana-Monroe, *TRIO Programs End of Grant Evaluation*, Monroe, LA, 2016.
6. Consultant, N'Route, Vicksburg Transportation Commission, *N'Route 5_Year Strategic Plan*, Vicksburg, MS, 2016.
7. Mississippi Joint Legislative Taskforce on Public Transit, *Statewide Public Transit Need Analysis*, Mississippi Department of Transportation, Jackson, MS, 2013-2014.
8. Mississippi Joint Legislative Taskforce on Public Transit, *Lakeland Drive Public Transit Improvement Options*, Mississippi Department of Transportation, Jackson, MS, 2013-2014.
9. Mississippi Joint Legislative Taskforce on Public Transit, *Adams County Economic Development and Public Transit Analysis*, Mississippi Department of Transportation, Jackson, MS, 2013-2014.
10. Mississippi Joint Legislative Taskforce on Public Transit, *Clay County Economic Development and Public Transit Analysis*, Mississippi Department of Transportation, Jackson, MS, 2013-2014.

11. Mississippi Institutions of Higher Learning, *College Knowledge Project Program Evaluation*, Jackson, MS, 2009-2014.
12. University of Louisiana-Monroe, *TRIO Programs Evaluation*, Monroe, LA, 2011-2012.
13. Mississippi Department of Transportation, *Impact Analysis of SAFETEA-LU*, Jackson, MS, 2011-2013.
14. Southwest Mississippi Accessible Regional Transportation (S.M.A.R.T.), *Coordinated Transportation Planning*, Natchez, MS, 2008 and 2009.
15. Central Mississippi Regional Transit (TRANSCON) *Coordinated Transportation Planning*, Jackson, MS, 2006 and 2008.
16. Southern Mississippi Regional Transit (SMT), *Coordinated Transportation Planning*, Hattiesburg, MS, 2007 and 2008.
17. Foundation for the Mid-South, *Individual Development Accounts Program Evaluation*, Jackson, MS, 2007.
18. Mississippi Department of Transportation, *Statewide Transportation Inventory Assessment*, Jackson, MS, 2006-2007.
19. Talport Industries Inc., *Workplace Organization*, Jackson, MS, Consultant, 2005.
20. Tougaloo College Economic Development Corporation, *College Resources Evaluation*, Tougaloo, MS, 1999-2000.
21. Chahta Enterprises Inc, *Manufacturing Assembly Line Rebalance*, Philadelphia, MS, 1998.
22. Capital City Communications (Mississippi Department of Wildlife and Fisheries Project), Jackson, MS, 1998.
23. Worldwide Security Systems, Inc., *Computer systems hardware and software systems*, 1997.

COMMUNITY SERVICE

1. Circle of Hope for Depressed Awareness, Board Chairman, 2017.
2. Adopt-An-Angel, participant, Jackson, MS.
3. Battlefield Community Tennis Association, member, Jackson, MS.
4. Cedar Hills Neighborhood Association, participant, Jackson, MS.
5. Central Mississippi Transit Coalition (TRANSCON), member, 2013-2006.
6. Coats for the Homeless, aggregator and faculty advisor, Jackson, MS.
7. Forest Hill High School Senior Project, judge, Jackson, MS.
8. Gateway Rescue Mission, participant and faculty advisor, Jackson, MS.
9. Habitat for Humanity, participant and faculty advisor, Jackson MS.
10. Healthy Jackson Deuce Program, faculty advisor, Jackson, MS.
11. Hinds County Nursing and Rehab Center, participant and faculty advisor, Jackson, MS.
12. Jackson Junior Achievement, business participant, Jackson, MS.
13. Jackson Public School District Reading Fair, judge, Jackson, MS.
14. Metro Parkway Commission Phase II, commissioner, Jackson, MS, 2004-2005.
15. Mississippi Adopt-A-Highway, faculty advisor, Jackson, MS.

16. Mississippi Transportation Coalition (statewide transportation advocacy), member, Jackson, MS, 2006 to 2011.
17. Mississippi Transportation Connections, member, Jackson, MS.
18. National Alliance of Business, participant, Warren. OH and Jackson, MS.
19. Red Cross (Hurricane Katrina Warehouse), participant and faculty advisor, Jackson, MS.
20. South Jackson Foundation (Community Coalition), president, Jackson, MS, 2006.
21. Southern Mississippi Transit Coalition (SMT), member, 2013-2005.
22. Southwest Mississippi Transit Coalition (SMART), member, 2013-2006.
23. Southwest Mississippi Transit Coalition, board member and member, 2013-2010.
24. Stewpot Community Services, participant and faculty advisor, Jackson, MS.
25. Tougaloo College Industry Cluster, member, Jackson, MS.
26. Toys for Tots, aggregator and faculty advisor, Jackson, MS.
27. Whitfield Mental Hospital, faculty advisor, Jackson, MS.

PROFESSIONAL AND SOCIAL ASSOCIATIONS

1. American Society of Public Administrators.
2. Conference of Minority Public Administrators.
3. Future Black Engineers of America.
4. Omega Psi Phi Fraternity.
5. Pi Alpha Alpha National Honor Society.
6. Urban Affairs Association.
7. Western Social Science Association.

OTHER INTERESTING INFORMATION

Johnny B. Gilleylen Sr. served as member of the 1967, 1968, 1969 West Amory High School Wildcats' football team (quarterback and defensive back) under Coach Johnny Thomas and basketball team (point guard) under Coach Reverend Roger Walker) 1967, 1969 and 1969 teams. He was co-captain of the 1968 and 1969 teams with Charles Marshall (football) and Larry McKinney (basketball). Interestingly, the 1969 academic year was the last year of racially segregated schools in Amory Mississippi, the last year of existence of West Amory High School. He was also a member of Mr. Belle's creative dance troupe with Richard Rachel, Marinelle Rogers and Evelyn Brown, performing in MS and AL.

After leaving West Amory High School, he became an avid amateur tennis player in his adult life, winning NRTTP tournaments throughout Ohio, Mississippi, and the Southeast US. Ranked among the Mississippi's top ten adult players at NTRP 3.5 and 4.0 levels in Men Doubles and Singles for several years, he and his partner eventually earned the State of Mississippi's #1 ranked team in NRTTP 4.0 Men's Doubles for the 2003 tennis season. He and his female partner were the Mississippi Tennis's #2 ranked NRTTP 7.5 Mixed Doubles team in 2002. He is a two-time Mississippi Senior Olympics (Tennis) Silver Medalist in 4.0 men doubles and 8.0 mixed doubles.

REFERENCES

Available upon request.

After reading the proposal, Dr. Pat Lauderdale of Arizona State University forwarded the statement below. He was not available to provide a formal written review of the proposal due to a medical issue.

From: Pat Lauderdale <PAT.LAUDERDALE@asu.edu>

Sent: Friday, October 2, 2020 10:44 AM

To: Tazinski Lee <leeta@gram.edu>

Subject: Re: Requesting your services as a reviewer

Dear Tazinski,

It took me longer to read and digest your detailed and impressive proposal than expected. How should I support it, specifically? Thank you for your patience.

Stay safe,

Pat

Pat Lauderdale
Professor and Honors Faculty
Fulbright Senior Scholar
Graduate Faculty Mentor Academy
Faculty of Justice and Social Inquiry, SST
Interdisciplinary Ph.D. /J.D. Degrees
Wilson Hall, 271
Tempe, AZ 85287-4902
ASU, USA

Appendix VII: Letters of Support

A. University of New Orleans

B. Mr. Henry Whitehorn



THE UNIVERSITY of
NEW ORLEANS

College of Liberal Arts, Education and Human
Development

September 8, 2020

Dr. Tazinski Lee
Interim Head, Department of Criminal
Justice Grambling University

Dear Dr. Lee ,

As the dean of Liberal Arts, Education and Human Development, the unit that houses our newly created PhD in Justice Studies, I wholeheartedly support your proposed PhD in Criminal Justice.

Grambling University has established itself as a strong voice in the fight for racial justice, and this new program will help to prepare students to make a significant impact on society. Its design and its faculty expertise should make the program especially powerful and impactful.

While our program has four concentrations, one being criminal justice, the Grambling program focused on criminal justice with an emphasis on elements of the field that have intersected with race and discrimination. I cannot think of a program more timely or needed at this time in our state and country.

The University of New Orleans stands ready to be a partner in any way we can with Grambling and their proposed program as we both prepare to roll these important programs out to our different populations.

We encourage the University of Louisiana System and the Board of Regents approve this program. Sincerely,

Kim Martin Long, Dean
College of Liberal Arts, Education and Human Development



OFFICE OF THE CAO
505 TRAVIS STREET, SUITE 200 • SHREVEPORT, LA 71101 • (318) 673-5005

October 13, 2020

President Richard Gallot
Grambling State University
101 Founders Dr.
Grambling, LA. 71245

Dear President Gallot,


I write in support of Grambling State University's proposal seeking approval to offer a Ph.D. program in Criminology and Justice Administration. I am a graduate of Grambling State University, having proudly earned a Masters' of Science Degree in Criminal Justice. This is a most timely proposal for which I am certain many individuals will have an interest in pursuing this degree once approved. The program is a necessary measure to support the transformation of systems within communities in support of social and environmental justice. This is a well-rounded proposal which will allow students to study under one umbrella the social phenomenon of crime/criminals, methods of developing new policies/procedures, and techniques of leadership needed to bring about positive social change.

Faculty in the Department of Criminal Justice have always encouraged students to broaden their horizons and this program will afford an opportunity to do just that. I commend the Department for developing a program of an interdisciplinary nature which will provide challenging courses and research for individuals from diverse fields. I would be remiss if I did not state that Grambling State University is the perfect institution to house such a program.

I, herewith, extend my support to Grambling State University, and its Department of Criminal Justice for the proposed Ph.D. in Criminology and Justice Administration.

Should additional information be required please do not hesitate to contact me.

Sincerely,


Henry Whitehorn, Sr.
Chief Administrative Officer
City of Shreveport

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 3, 2020

Item F.4. **McNeese State University's** request for approval to offer a Master of Science in Nutritional Sciences.

EXECUTIVE SUMMARY

McNeese State University (MSU) requests approval to offer a Master of Science in Nutritional Sciences. The Letter of Intent (LoI) was approved by the Board of Supervisors for the University of Louisiana System in February 2020. Based on positive feedback received from campus Chief Academic Officers, the fact that this is an accreditation requirement, and that McNeese is equipped to offer the program with no new resources in the foreseeable future, Regents staff waived the requirement for approval of the LoI. In accordance with *Regents' Academic Affairs Policy 2.05*, the graduate-level program proposal was reviewed by an external consultant. Dr. Brenda Bertrand, Professor, MS in Nutrition Sciences Program Director, Department of Nutrition Sciences, University of Alabama at Birmingham, evaluated the program proposal and found there to be a strong market for graduates, well qualified administrative and faculty support, and a curriculum that meets professional accreditation standards.

In January 2020 the Commission on Dietetics Registration (CDR) changed the entry-level registration eligibility education requirements for dietitians, beginning in 2024, from a baccalaureate degree to a minimum of a graduate degree. Currently, McNeese students can become eligible to sit for the national Registration Examination for Dietitians by completing a baccalaureate degree as well as the required Dietetic Internship (DI) via McNeese's Master of Science (MS) in Health and Human Performance with a concentration in Nutrition and Wellness. McNeese State University is the only university in Louisiana that requires a combined MS/DI program to receive a verification statement to graduate.

In preparation for the next professional reaccreditation cycle (Accreditation Council for Education in Nutrition and Dietetics, ACEND), MSU would like to transform the existing MS/DI program to an MS in Nutritional Sciences in order to better align with accreditation standards. The proposed MS in Nutritional Sciences, to consist of 39 credit hours and 1,344 hours of supervised practice, would require students to complete graduate coursework and supervised practice hours at the same time. The design of the proposed program coincides with the professional accrediting body's requirement that graduate programs must integrate both the academic coursework and supervised practice components into a seamless (one-step) program as a requirement to obtain the future entry-level Registered Dietician Nutritionist (RDN) credential. In addition, the name of the proposed degree more accurately portrays content learned and clinical experiences.

The existing MS in Health and Human Performance with a concentration in Nutrition and Wellness receives approximately 35-45 applicants each year and selects ten (10) students to begin the program each fall semester. The University anticipates the same for the proposed MS In Nutritional Sciences. The University plans to terminate the Nutrition and Wellness concentration upon receiving approval to offer the MS in Nutritional Sciences; two concentrations (Exercise Physiology and Health Promotions) will still be offered so the MS in Health and Human Performance will remain viable in regards to enrollment and completers. The University will be able to transition to the proposed MS in Nutritional Sciences at no additional cost because existing faculty will provide instructional support and all courses required of the proposed program are already offered by MSU.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's Letter of Intent to offer a Master of Science in Nutritional Sciences.



F.4.

November 10, 2020

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

Dear Dr. Henderson:

McNeese State University requests approval to offer a new academic program, Master of Science (MS), Nutritional Sciences.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the December 3, 2020 meeting.

Thank you for your attention in this matter.

Sincerely,

Dr. Daryl V. Burckel
President

Attachments

Louisiana Board of Regents
AA 2.05: REQUEST FOR AUTHORITY TO OFFER A NEW DEGREE PROGRAM*

-- Including incremental credentials building up to the Degree --

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

Date:

Institution: McNeese State University	Requested <u>CIP, Designation, Subject/Title</u> : 51.3101, Master of Science (MS), Nutritional Sciences
Contact Person & Contact Info: Frederick "Chip" LeMieux, Dean, College of Agricultural Sciences (337) 475-5691 flemieux@mcneese.edu	
Date BoR approved the Letter of Intent: N/A	
Date Governing Board approved this Proposal: N/A	
Planned Semester/Term & Year to Begin Offering Program: Fall 2020	
Program Delivery Site(s): McNeese State University	

1. Program Description

Describe the program concept: (a) purpose and objectives; and (b) list learning outcomes for the proposed program, i.e., what students are expected to know and be able to do upon completion of the program. Be as specific as possible.

The mission of the combined MS/dietetic internship (DI) program at MSU is to provide a progressive and effective program that integrates graduate education, research, service, and supervised practice to develop competent, entry-level registered dietitian nutritionists.

To further define the MS/DI program's mission, the following goals have been established. The program will:

Goal #1. Prepare graduates to become competent entry-level registered dietitian nutritionists.

Objectives for Goal #1:

- At least 80% of program interns complete program degree requirements within 27 months (150% of program length).
- Of graduates who seek employment, 70% are employed in nutrition and dietetics or related fields within twelve months of graduation.
- At least 80% of program graduates take the Commission on Dietetic Registration (CDR) credentialing exam for dietitian nutritionists within 12 months of program completion.
- The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
- At least 75% of employers who respond to a survey on program graduates in their first year of employment will rate them as above average in professional knowledge and skills as compared to entry-level registered dietitians from other internship programs.
- At least 90% of graduates employed in dietetics who respond to the alumni survey will rate themselves as prepared or well prepared for their first position.

Goal #2. Prepare graduates to utilize current evidence-based research and apply the research process in professional practice.

Objectives for Goal #2:

- At least 80% of employers who respond to a survey on program graduates will agree/strongly agree that graduates are able to incorporate scientific research in their professional practice.
- At least 80% of graduates who respond to a survey on program graduates will agree/strongly agree that they feel competent to evaluate and incorporate current and relevant literature in their professional practice.
- At least 20% of graduates will present a poster session at the Louisiana Academy of Nutrition and Dietetics (LAND).

The program has set objectives with target measures to ensure that the graduates are able to function as competent, entry-level dietitian nutritionists who are able to utilize current evidence-based research in their professional practice. This is of interest to interns and the public since graduates should be prepared to provide quality nutritional services to the citizens of Louisiana and the nation to improve overall nutritional health and well-being. In addition, interns should be able to utilize the most current research in dealing with the public.

Attached is a full list of competencies and performance indicators addressed in the courses throughout the program.

To continue with an MS/DI program, the University would like to change from graduates receiving a MS in Health and Human Performance with a concentration in Nutrition and Wellness to a MS in Nutritional Sciences to prepare for reaccreditation under the next set of accreditation standards from the Accreditation Council for Education in Nutrition and Dietetics (ACEND). This new MS in Nutritional Sciences program will meet the requirements of ACEND as it elevates the requirements of the degree to a MS degree and the requirements of the Commission on Dietetic Registration rule that graduates must have a master's degree to sit for the registration examination to become a registered nutritionist/dietitian.

Map out the proposed curriculum, including course credits and contact hours (if applicable). Identify any incremental credentials and/or concentrations within the degree. Indicate which courses will be new. Describe plan for developing and offering new courses as well as any special program requirements (e.g., internships, comprehensive exam, thesis, etc.).

The MS in Nutritional Sciences program would require students to complete graduate coursework and supervised practice hours at the same time with appropriate classes. The program would cover Fall, Spring, Summer, Fall semesters. Students would complete 39 credit hours (all new courses) and 1344 hours of supervised practice.

MS in Nutritional Sciences Curriculum

Fall Semester

AGRI 604 - Research Methods (Cr. 3)
 NFSC 604 - Advanced Medical Nutrition Therapy (Cr. 3)
 NFSC 603 - Advanced Nutrition and Metabolism (Cr. 3)
 NFSC 610 - **Dietetic Clinical I** (Cr. 3)
 Total: 12 hours

Spring Semester

AGRI 606 - Statistics (Cr. 3)
 NFSC 606 - Food Systems Management (Cr. 3)
 NFSC 608 - Nutrition and Dietetics Research (Cr. 3)
 NFSC 620 - **Dietetic Clinical II** (Cr. 3)
 Total: 12 hours

Summer Semester

NFSC 602 - Independent Study in Nutrition and Wellness (Cr. 3)
 NFSC 630 - **Dietetic Internship I** (Cr. 3)
 Total: 6 hours

Fall Semester

NFSC 605 - Special Topics in Food and Nutrition (Cr. 3)
 NFSC 607 - Community Nutrition (Cr. 3)
 NFSC 640 - **Dietetic Internship II** (Cr. 3)
 Total: 9 hours

Identify any embedded Industry-Based Certifications (IBCs). Describe process for student to earn/receive the IBC.

N/A

Program Delivery (Courses): To what extent must a student come to the campus to complete this program, including orientation or any face-to-face meetings?

- ☒ On-site (>50% delivered face-to-face) ☐ Hybrid (51%-99% online) ☐ Online (100% online)
☒ Day courses offered ☐ Evening courses offered ☐ Weekend courses offered

2. Need

How is this program essential for the wellbeing of the state, region, or academy (e.g., how is it relevant, how does it contribute to economic development or relate to current/evolving needs)?

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) ensures the quality of nutrition and dietetics education to advance the practice of the profession. ACEND is advancing the BS degree to a MS degree due to the Commission on Dietetic Registration rule that graduates must have a master's degree to sit for the registration examination to become a registered nutritionist/dietitian. To prepare for the next reaccreditation of the program, MSU needs a Master of Science in Nutritional Sciences program to comply with the accreditation standards. Preparation for practice as a dietitian nutritionist is moving to the graduate level with generalist preparation occurring at the master's level and elevating the educational preparation for the future entry-level RDN to a minimum of a graduate degree from an ACEND-accredited program. ACEND requires an ACEND-accredited graduate degree program and/or consortium that integrates both the academic coursework and supervised practice components into a seamless (one-step) program as a requirement to obtain the future entry-level RDN credential.

According to CareerPlanner, employment of dietitians and nutritionists is projected to grow 14 percent from 2016 to 2026, faster than the average for all occupations. Dietitians and nutritionists who have earned advanced degrees or certification in a specialty area may enjoy better job prospects (<https://job-outlook.careerplanner.com/Dietitians-and-Nutritionists.cfm>).

According to the U.S. Bureau of Labor Statistics, employment of dietitians and nutritionists is projected to grow 11 percent from 2018 to 2028, much faster than the average for all occupations. The role of food in preventing and treating diseases, such as diabetes, is now well known. More dietitians and nutritionists will be needed to provide care for patients with various medical conditions and to advise people who want to improve their overall health (<https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm>).

LOUISIANA WORKFORCE COMMISSION STAR LEVEL (<http://www.laworks.net/Stars/>)

☐ 5 Stars ☒ 4 Stars ☐ 3 Stars ☐ 2 Stars ☐ 1 Star

Describe how the program will further the mission of the institution.

All academic programs at McNeese State University emphasize in-depth disciplinary knowledge and its application to academic and professional environments. McNeese graduates achieve success through the studied acquisition of content knowledge and the demonstration of discipline-specific skills and dispositions. The combined MS/DI program will assist the University in the fulfillment of its mission by serving healthcare providers in the region as well as residents of southwest Louisiana seeking continuing professional education.

Identify similar programs in the State and explain why the proposed one is needed: present an argument for a new or additional program of this type and how it will be distinct from existing offerings.

Currently in the state there are BS degree programs associated with Louisiana State University, McNeese State University, Louisiana Tech University, and Nicholls State University. Graduates must then complete a dietetic internship program, and currently the universities providing dietetic internship programs are Southern University A&M College, McNeese State University, Louisiana Tech University, and Nicholls State University. Louisiana State University and Louisiana Tech University offer MS degrees; LSU offers a MS in Nutrition and Food Science with a concentration in Human Nutrition, and LA Tech offers a MS in Nutrition and Dietetics. McNeese State University is the only university that requires a combined MS/DI program to receive a verification statement to graduate. As mentioned above, McNeese interns are currently receiving a MS in Health and Human Performance with a concentration in Nutrition and Wellness to meet this requirement.

From 1994-2018, 203 graduates have completed the MSU program. Of the 203 graduates, 149 (73%) have graduated from undergraduate dietetic programs in Louisiana: 83 (55%) from MSU, 33 (22%) from LSU, 24 (16%) from ULL, 2 from Nicholls, 1 from LA Tech, 1 from Southern, and 54 (26%) from programs outside of Louisiana. The combined MS/DI program began in 2009 and there have been 97 graduates: 22 (23%) from MSU, 8 (.08%) from ULL, 21 (22%) from LSU, 3 (.03%) from Nicholls, and 43 (44%) from programs outside of Louisiana. Out of the 203 graduates, 114 (56%) are employed in Louisiana.

If approved, will the program result in the termination or phasing out of existing programs? Explain.

As stated above, McNeese students are currently receiving a MS in Health and Human Performance with a concentration in Nutrition and Wellness. While we are planning to terminate this concentration upon receiving approval to offer the MS in Nutritional Sciences **effective Fall 2020**, the tables below demonstrate that pulling this concentration out of the MS in Health and Human Performance program will not negatively impact the program.

This first table compares the enrollment in the Nutrition and Wellness concentration to the total enrollment in the Health and Human Performance MS program over the last six academic years.

	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	U	F	S	U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
NUWL	10	20	10	10	20	10	10	22	11	10	20	9	9	19	10	10	20	10
Total	30	54	43	22	49	38	22	54	43	17	57	53	28	61	46	24	45	35

This next table compares the completers in the Nutrition and Wellness concentration to the total completers in the Health and Human Performance MS program over the last six academic years.

	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	U	F	S	U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
NUWL	0	10	0	0	10	0	0	10	0	0	10	0	0	9	0	0	10	0
Total	4	14	13	3	15	10	0	14	14	1	12	13	5	17	15	4	16	8

As demonstrated by the data above, the MS in Health and Human Performance program would still have very strong enrollment and completers after pulling out the Nutrition and Wellness concentration.

If a graduate program, cite any pertinent studies or national/state trends indicating need for more graduates in the field. Address possibilities for cooperative programs or collaboration with other institution(s).

The Accreditation Council for Education in Nutrition and Dietetics is elevating the educational level to an MS for students in Dietetics and Nutrition, and the Commission on Dietetic Registration will require a MS to sit for the registration exam for dietitians beginning 2024. The job-outlook.careerplanner.com>Dietitians-and-nutritionist states that "Employment of dietitians and nutritionist is projected to grow from 2016 to 2026, faster than average for all occupations. According to www.bls.gov/healthcare/dietitians-and-nutritionist is projected to grow 11 percent from 2018 to 2028, which is much faster than the average for all occupations. ACEND states that the demand for dietitians continues at a rate faster than average (<https://www.eatrightpro.org/acend/students-and-advancing-education/information-for-students/dietitian-job-outlook>).

3. Students

Describe evidence of student interest. Project the source of students (e.g., from existing programs, or prospects of students being recruited specifically for this program who might not otherwise be attracted to the institution).

The program currently graduates 10 students per year. As indicated from the data below interest is evident from other university graduates as well as from universities outside of Louisiana.

From 1994-2018, 203 graduates have completed the MSU program. Of the 203 graduates, 149 (73%) have graduated from undergraduate dietetic programs in Louisiana: 83 (55%) from MSU, 33 (22%) from LSU, 24 (16%) from ULL, 2 from Nicholls, 1 from LA Tech, 1 from Southern, and 54 (26%) from programs outside of Louisiana. The combined MS/DI program began in 2009 and there have been 97 graduates: 22 (23%) from MSU, 8 (.08%) from ULL, 21 (22%) from LSU, 3 (.03%) from Nicholls, and 43 (44%) from programs outside of Louisiana. Out of the 203 graduates, 114 (56%) are employed in Louisiana.

Project enrollment and productivity for the first 5 years and explain/justify the projections.

The program receives approximately 35-45 applications each year and selects 10 students to begin the program each fall semester. Ten students graduate from the program each year. We will continue to maintain these enrollment and graduation figures.

List and describe resources that are available to support student success.

There are numerous resources available at McNeese State University to assist faculty members and interns in the teaching and learning process. In addition there are resources available to provide for research and other scholarly activities that support the institution's mission and goals. The University has improved its technology infrastructure with improved computer labs and smart classrooms. Open-access computer labs, provided by the University and the Technology Advancement Student Committee (TASC), are available for student use. Students have access to Frazar Memorial Library, a four-story facility with 403,351 print volumes, including 57,387 bound periodical, as well as 124,439 electronic books, 72,130 microforms, and 72,851 audiovisual items (mostly available online). In addition, the library subscribes to 202 online databases containing 101,962 electronic periodical titles, of which 20,122 are full text. The library subscribes to 421 print periodicals. Most items may be located using the library's SirsiDynix online catalog; electronic databases can be accessed on campus and remotely using an alphabetical list (<http://libguides.mcneese.edu/databases>), and EBSCO Discovery Service (EDS) is available for identifying online periodicals and their dates of coverage. Interns have access to Moodle and can communicate with their professors via Moodle communication tools. The DI Director and other nutrition faculty members have had Moodle training. All nutrition faculty members have taught online classes. Student support services are provided through the McNeese State University Office of Student Services which includes Student Health Services, Counseling Center, Career Services Center, and the Recreational Complex and Wellness Program. Other support services available to the dietetic interns are the Services for Students with Disabilities, the International Students Services as well as Admissions, Financial Aid, and the Registrar's office. The program prepares students to successfully complete the Registration Examination with the Commission on Dietetic Registration and helps students develop critical reasoning, analytical and problem-solving skills so that graduates are positioned to be leaders in their chosen areas of nutrition and dietetic practice. The program purchased the Jean Inman Review of Dietetics for interns to use to study for the Registered Dietitian Examination. Interns are required to become members of the Academy of Nutrition and Dietetics (AND) and they have access to resources provided by AND. Interns also have access to resources at the facilities used for the supervised practice portion of the program.

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

Students will need a verification statement from an accredited undergraduate program and meet minimum GPA and GRE score requirements to apply for the combined MS/DI program.

If a Graduate program, indicate & discuss sources of financial support for students in the program.

Students may apply for graduate assistantships at McNeese; many have worked in the library and the recreational center on campus. Students may also apply for institutional scholarships and/or for federal financial aid in the form of student loans since the program will be eligible for Title IV funds.

4. Faculty

List present faculty members who will be most directly involved in the proposed program: name, present rank; relevant degree; courses taught; other assignments.

Debra Hollingsworth, PhD, RDN, LDN, FAND
Professor
PhD in Human Nutrition
Combined MS/DI Program Director
Courses: NFSC 604 (Advanced MNT); NFSC 603 (Advanced Nutrition and Metabolism); NFSC 610 Clinical I; NFSC 606 (Food Systems Management); NFSC 608 (Nutrition and Dietetics Research); NFSC 620 Clinical II; NFSC 602 (Independent study in Nutrition and Wellness); NFSC 630 (Dietetic Internship I); NFSC 605 (Special Topics in Food and Nutrition); NFSC 607 (Community Nutrition); NFSC 640 (Dietetic Internship II)

Project the number of new faculty members needed to initiate the program for each of the first five years. If it will be absorbed in whole or part by current faculty, explain how this will be done. Explain any special needs.

No new faculty will be needed to initiate this program. This program already exists as a concentration under the HHP department. All faculty are in place to transition the concentration to a MS in Nutritional Sciences.

Describe involvement of faculty – present and projected – in research, extension, and other activities and the relationship of these activities to teaching load. For proposed new faculty, describe qualifications and/or strengths needed.

Dr. Hollingsworth is the program coordinator and is responsible for maintaining accreditation of the program. She supervises the research projects for the 10 students. In addition, she is responsible for 40 preceptors for the supervised practice facilities. Each year she supervises a community project that the students are responsible for designing and carrying out within the Lake Charles area. Conducting research and disseminating this material is a portion of the work requirements for faculty in the College of Agricultural Sciences.

5. Library and Other Special Resources

To initiate the program and maintain the program in the first five years what library holdings or resources will be necessary? How do journal, database, monograph, datasets, and other audiovisual materials compare to peer institutions' holdings with similar/related programs?

Since the program already exists as a concentration, the University library is current on publications, journals, and reference material to support the program. Current library holdings are adequate to meet program needs and no additional resources will be needed. The library offers an interlibrary loan service that allows users to borrow materials in a range of formats from libraries around the country for up to four weeks.

What additional resources will be needed?

No additional resources will be needed.

Are there any open educational resources (OER), including open textbooks, available to use as required course materials for this program? If so, which courses could these materials support, and what is the anticipated savings to students?

N/A

6. Facilities and Equipment

Describe *existing* facilities (classrooms, labs, offices, etc.) available for the program and their present utilization.

Gayle Hall on the MSU campus houses the offices of nutrition faculty, classrooms, and laboratories used by the combined MS/DI program. Supervised practice facilities are located off campus and provide office space for the interns.

Describe the need for new facilities (e.g., special buildings, labs, remodeling, construction, equipment), and estimate the cost, proposed sources of funding, and estimated availability for program delivery.

No new facilities will be needed.

7. Administration

In what administrative entity (department/school/college) will the proposed program be housed? How will the new program affect the present administrative structure of the institution?

The combined MS/DI is located within the Dripps School of Agricultural Sciences under the College of Agricultural Sciences. The new program will not affect the present administrative structure of the institution.

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

The Dripps School of Agricultural Sciences (DSAS) is within the College of Agricultural Sciences. The DSAS currently administers two BS degrees with multiple concentrations and one MS degree. Concentrations in nutrition, nutrition and dietetics, and food technology are among these concentrations. Administrative, financial, and human resource support is in place to facilitate this program. Students in the undergraduate program have a direct line to the MS/DI program at McNeese. Currently, students completing their final year in the BS degree in agricultural sciences with a concentration in nutrition and dietetics are eligible to apply for early entry into the MSU MS/DI program.

8. Accreditation

Describe plan for achieving *program* accreditation, including: name of accrediting agency, basic requirements for accreditation, how the criteria will be achieved, and projected accreditation date.

The current Dietetic Internship program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The purpose of the new Master of Science in Nutritional Sciences is to meet the needs of ACEND accreditation standards that are being elevated to the MS level and to meet the needs of the Commission on Dietetic Registration that requires a MS degree to sit for the registration exam to become a registered dietitian nutritionist (RDN). This credential is required to practice in Louisiana as well as being a licensed dietitian nutritionist (LDN). ACEND will present new standards in 2022 and the program is currently accredited until 2026 but will need to comply with the 2022 standards once they are developed. Upon approval of the MS degree, the program will submit a program change request with ACEND. The program will provide a summary of the changes, rationale for change, and proposed date of implementation upon approval of the MS degree.

If a graduate program, describe the use of consultants in developing the proposal, and include a copy of the consultant's report as an appendix.

No consultants were used in developing this proposal since the program director has been an ACEND program reviewer and site visitor as well as chair of ACEND.

9. Related Fields

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

This program and associated faculty reside in the College of Agricultural Sciences. Disciplines in the college that are related to this field include: animal science and pre-veterinary medicine, which focus on nutrition, genetics, reproduction, environment, and biotechnology. Faculty (content experts and research) and resources (labs, supplies, and technology) will support the MS degree. Other related fields/subjects at the institution that may supply academic and research support are chemistry, biology, and statistics.

10. Cost & Revenue

Summarize additional costs to offer the program, e.g., additional funds for research needed to support the program; additional faculty, administrative support, and/or travel; student support. How will the program affect the allocation of departmental funds?

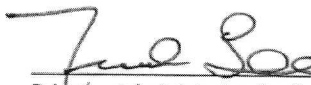
At this time, no additional costs are expected. The administrative and teaching faculty to facilitate the program have been in place for ten (10) years. Currently, budgets are established to meet the needs of this program.

Revenue is expected to be roughly the same as it is for the existing Nutrition and Wellness concentration under the MS in Health and Human Performance.

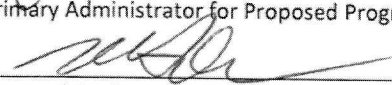
*On the separate budget form, estimate new costs and revenues for the projected program for the first four years, indicating need for additional appropriations or investment by the institution.

Outside of revenue from tuition & fees, explain and justify any additional anticipated sources of funds, e.g., grants (in hand, promised, or in competition), institutional funds, etc.

CERTIFICATIONS:


Primary Administrator for Proposed Program

6/17/2020
Date


Provost/Chief Academic Officer

6-17-20
Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: McNeese State University

Date: 06/02/2020

Degree Program, Unit: Master of Science in Nutritional Sciences, Harold and Pearl Dripps School of Agricultural Sciences

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST 2020-2021		SECOND 2021-2022		THIRD 2022-2023		FOURTH 2023-2024	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	N/A	—	N/A	—	N/A	—	N/A	—
Graduate Assistants	N/A	—	N/A	—	N/A	—	N/A	—
Support Personnel	N/A	—	N/A	—	N/A	—	N/A	—
Fellowships and Scholarships	N/A	—	N/A	—	N/A	—	N/A	—
SUB-TOTAL	N/A	—	N/A	—	N/A	—	N/A	—
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	N/A		N/A		N/A		N/A	
Equipment/Library Resources	N/A		N/A		N/A		N/A	
Travel	N/A		N/A		N/A		N/A	
Supplies	N/A		N/A		N/A		N/A	
SUB-TOTAL	N/A		N/A		N/A		N/A	
TOTAL EXPENSES	N/A		N/A		N/A		N/A	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$0		\$0		\$0		\$0	
*Federal Grants/Contracts	\$0		\$0		\$0		\$0	
*State Grants/Contracts	\$0		\$0		\$0		\$0	
*Private Grants/Contracts	\$0		\$0		\$0		\$0	
Expected Enrollment	10		10		10		10	
Tuition	\$57,027.40		\$114,054.80		\$114,054.80		\$114,054.80	
Fees	\$24,727.40		\$38,269.80		\$38,269.80		\$38,269.80	
*Other (specify)	\$0		\$0		\$0		\$0	
TOTAL REVENUES	\$81,754.80		\$152,324.60		\$152,324.60		\$152,324.60	

** Describe/explain expected sources of funds in proposal text.*

October 7, 2020

534 Webb
brendamb@uab.edu
205-934-8770

Dear Louisiana Board of Regents, Academic and Student Affairs members:

McNeese State University (MSU) is submitting a New Degree Program for the Master of Science (MS) in Nutritional Sciences, which is a combined graduate degree and dietetic internship program. This new program will replace the existing combined MS/dietetic internship program that is currently offered as the MS in Health and Human Performance degree with a concentration in Nutrition and Wellness. The concentration in Nutrition and Wellness is planned to be terminated Fall 2020, with the start of the new MS in Nutritional Sciences program, whereas the MS in Health and Human Performance will remain as a degree option.

Students who successfully complete the program earn a Master of Science degree, are eligible to sit for the national registration examination for the professional credential of Registered Dietitian Nutritionist, and are eligible for professional licensure in Louisiana.

The resources that were reviewed for this program assessment are as follows:

Academy of Nutrition and Dietetics, Accredited Programs Directory, retrieved 9/29/2020 from <https://www.eatrightpro.org/acend/accredited-programs/accredited-programs-directory>

College of Agricultural Sciences, retrieved 9/29/2020 from <https://www.mcneese.edu/agriculture/>

H.C. Drew School of Health and Human Performance, retrieved 9/29/2020 from <https://www.mcneese.edu/education/burton-college-of-education/hhp-dept/>

Louisiana Board of Examiners in Dietetics and Nutrition, retrieved 09/20, 2020 from <https://www.lbedn.org/>

Louisiana Board of Regents, Request for Authority to Offer a New Degree Program (PDF Proposal)

Louisiana Workforce Commission, The Department of Labor, Find a Job and Explore Careers, retrieved 09/29/2020 from <http://www.laworks.net/Stars/>

Occupational Outlook Handbook, US Bureau of Labor Statistics, retrieved 9/29/2020 from <https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm#tab-6>

McNeese State University Master of Science in Nutrition and Wellness/Dietetic Internship Handbook, retrieved 9/30/2020 from <https://www.mcneese.edu/academics/wp-content/uploads/sites/8/2019/10/2020-DI-Student-Handbook.pdf>

Department of Nutrition Sciences	Mailing Address:
Webb Nutrition Sciences Building, Room 616	WEBB 534
1675 University Boulevard	1530 3 RD AVE S
205.934.7922	BIRMINGHAM AL 35294-3360
Fax 975-4065	

Program Design

The Master of Science in Nutritional Sciences program takes into account the way the field in nutrition and dietetics is moving by preparing generalist Registered Dietitian Nutritionists (RDN). Breadth and depth of content is adequately covered in 39 credit hours over four semesters, comprised of three research-related courses (9 credit hours), four dietetics specific course (12 credit hours), and four specific to supervised practice (12 credit hours).

The RDN credentialing exam tests in the following four major content areas:

1. Principles of Dietetics,
2. Nutrition Care,
3. Foodservice Systems, and
4. Management.

These content areas are reflected in the didactic coursework. The required element of supervised practice is reflected in the Dietetic Clinical and Dietetic Internship courses. The three research courses are consistent with Program Goal #2 "Prepare graduates to utilize current evidence-based research and apply the research process in professional practice." Noted is that graduates earn a Master of Science degree. This is important because, beginning in 2024, to sit for the credentialing exam for RDNs requires a graduate degree.

On the university website, the program is listed in the Burton College of Education, H.C. Drew School of Health and Human Performance (<https://www.mcneese.edu/education/burton-college-of-education/hhp-dept/>), which offers two BS degrees (Health and Human Performance, and Health and Physical Education Grades K-12), a BS minor in Sports Medicine, and one MS degree in Health and Human Performance with three concentrations (Exercise Physiology, Health Promotion, and Nutrition and Wellness). In the Request for Authority to Offer a New Degree Program application, Item 7. Administration describes the program offered within the Dripp School of Agriculture Science in the College of Agricultural Science (page 5). However, in review of the website, the only nutrition-related program found was a BS minor in Nutrition (<https://www.mcneese.edu/agriculture/school-of-agricultural-sciences/>). Because of this discrepancy, it was not possible to evaluate how the program's design fits into other offerings into the School or College, nor to evaluate potential viability and growth.

In the Request for Authority to Offer a new Degree Program application, Item 3. Describes technology resources that are available on campus for students to use, including open-access computer labs and smart classrooms, online databases, Moodle open-source learning management system (Page 4). It is reported that faculty have taught online courses and have had Moodle training (Page 4). The program delivery is mostly offered onsite and the technology resources and faculty training appear to be adequate to meet the needs for delivery of course content to students.

Need

The short- and long-term outlook for employment of RDNs is strong. In recent years, interest in the role of food and nutrition in promoting health and wellness has increased, particularly as a part of preventative healthcare in medical settings. Dietitians and Nutritionists have a workforce star rating of four, according to Louisiana Workforce Commission, with 40 job announcements posted on 9/29/2020. According to the US Bureau of Labor and Statistics, employment of dietitians and nutritionists is projected to grow 8 percent from 2019 to 2029, which is faster than the average for all occupations.

The Master of Science in Nutrition Sciences program is positioned to address the workforce needs for RDNs from two main mechanisms:

1. McNeese State University offers an accredited BS didactic program in dietetics. The MS/DI serves as a pipeline program for the BS program, and
2. The combined MS/DI program has been in existence since 2009.

The enrollment data provided on Page 3 of the proposal clearly shows consistent sufficient enrollment and completion rate for the Nutrition and Wellness concentration to demonstrate program viability.

Students

The program enrolls 10 students per year. Students are identified from a pre-selection process that is available to MSU undergraduate majors in dietetics. Remaining slots can be filled by national computer matching process through Dietetic Internship Centralized Application Services (DICAS) and D & D Digital Online Internship Matching Service for the Academy of Nutrition and Dietetics. Annual completion has been at capacity (10 completers) for five of the six most recent academic years (since 2013), and at near capacity (9 completers) for the remaining year.

Based on this data, it is evident that enrollment projects appear to be realistic and there is adequate supply of qualified students to meet enrollment goals.

The application process for admission is clearly described on the program website (<https://www.mcneese.edu/academics/graduate/nutrition-and-wellness/> Retrieved 9/30/2020). Admission criteria is comprised of GPA standards, pre-requisite course requirements, minimum time of enrollment at MSU (for pre-select students), standardized test score performance, and work or volunteer experience expectations. Applicants are informed of the criteria that is used to evaluate applications.

Student performance in the dietetic internship component of the program is evaluated by preceptors using standard electronic forms and through exams and quizzes (see Intern Performance Monitoring, Page 25 of handbook). Student must complete all assignments in all rotations, 1344 hours of supervised practice and 100 didactic course hours, and minimum score of 85% on performance evaluations to receive a verification statement (Page 8).

Intern retention policies and counseling for other career paths is explained in the dietetic internship handbook (Page 42).

Performance expectations of the Master of Science degree were not found.

Faculty

The Program Director is well qualified to direct the program, as she is a PhD, RDN and Fellow of the Academy of Nutrition and Dietetics, has been the chair of the Accreditation Council for Education in Nutrition and Dietetics (ACEND), and has served as program reviewer and site visitor for ACEND programs. A second faculty member, serving as program coordinator, is responsible for maintaining accreditation for the program, supervising student research projects, and oversight of preceptors at supervised practice sites.

ACEND is the accreditation agency of the Academy of Nutrition and Dietetics (AND) for educating students for careers as Registered Dietitian Nutritionists (RDNs).

Resources

The library holdings appear to be adequate, providing print and electronic resources that are accessible to students. Electronic databases can be accessed on campus and remotely. Students are required to have a student membership with the Academy of Nutrition and Dietetics. This membership gives students access to Academy resources that they can use for the training and preparation for the credentialing examination

The University is reported to have an improved technology infrastructure that includes student open-access computer labs and smart classrooms. There appears to be adequate student services to support student health, wellbeing, academic success, and career planning. Examples of these types of services include student health, personal counseling, career counseling, services for students with disabilities, international student services, and admissions, financial aid, and registration services.

The Master of Science in Nutrition Sciences program provides the Jean Inman Review of Dietetics program, which is used by the students to study for the credentialing examination for Registered Dietitian Nutritionists.

Administration

The Master of Science in Nutrition Sciences program has a dedicated program director, who is responsible for about 85% of the teaching of the program (11 courses, 33 credit hours of 39 total program credit hours). The program coordinator provides support to the program, by maintaining accreditation for the program, supervising student research projects, and overseeing preceptors at supervised practice sites. Other faculty from AGRI department teach the two additional program courses, which include AGRI 604 Research Methods, and AGRI 606 Statistics.

The apparent advantage of this structure is two main faculty who work closely with students and preceptors to ensure that the students meet the program performance standards. A disadvantage might be that only one faculty member completes 85% of the program teaching. Students might benefit from perspectives offered by a more diverse faculty representation in their coursework.

Accreditation

The proposed Master of Science in Nutritional Sciences program is a combined graduate degree and dietetic internship. The program will be seeking reaccreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). ACEND is the accreditation agency of the Academy of Nutrition and Dietetics (AND) for educating students for careers as Registered Dietitian Nutritionists (RDNs).

Costs

No additional costs are expected to be incurred from the Master of Science in Nutritional Sciences program. The expected revenue generated is from Tuition and Fees based on an annual enrollment of 10 students. Total revenues is expected to be \$152,325 by 2021.

General Assessment, Comments, and Suggestions

Notable strengths of the program are as follows:

1. The Master of Science in Nutritional Science proposal is a combined graduate degree and dietetic internship that meets the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of program training for the professional credential of Registered Dietitian Nutritionist (RDN).
2. There is projected strong market for employment for RDN.
3. McNeese State University (MSU) has an 11-year history of offering a combined Master of Science/dietetic internship program.
4. The MSU combined Master of Science/dietetic internship program has met its enrollment metric for the past six years.
5. The Program Director is well qualified as a PhD, RDN and Fellow of the Academy of Nutrition and Dietetics. She has experience with accreditation of nutrition and dietetics programs through her leadership roles as Chair of ACEND, and involvement with program accreditation.
6. The Program Coordinator provides administrative support to the Program Director by maintaining accreditation for the program, supervising student research projects, and oversees preceptors at supervised practice sites.
7. The Master of Science in Nutritional Sciences curriculum is aligned with scientific research program goal (Goal #2) through the research courses that are offered.

Areas to address:

1. Clearly indicate requirements of the Master of Science degree in the program student handbook.
2. Evaluate program resource needs, additional administrative support needs for the program director may be needed for handling of affiliation agreements and supervision of students in supervised practice.
3. Program Director does most of training and teaching of students, you might want to increase diversity of faculty who teach and train students.

Thank you for the opportunity to review the Master of Science in Nutritional Sciences program for McNeese State University. Please contact me if you have questions.

Sincerely,



Brenda Bertrand, PhD, RDN
Professor, MS in Nutrition Sciences Program Director
Department of Nutrition Sciences
University of Alabama at Birmingham
brendamb@uab.edu

Response to-

General Assessment, Comments, and Suggestions

Areas to address:

1. Clearly indicate requirements of the Master of Science degree in the program student handbook.

The student handbook has been updated to clearly indicate requirements of the Master of Science in Nutritional Sciences (see attached handbook).

2. Evaluate program resource needs, additional administrative support needs for the program director may be needed for handling of affiliation agreements and supervision of students in supervised practice.

We continuously evaluate the needs of the program and adjust accordingly. Additional support is provided to the program director as needed throughout the year. Department and college administrative assistants along with graduate assistants are available to assist the program director. As student enrollment, workload, and budget warrant, additional resources will be provided.

3. Program Director does most of training and teaching of students, you might want to increase diversity of faculty who teach and train students.

With the new MS in Nutritional Sciences, the DI students will be exposed to a more diverse faculty that teach discipline specific courses. Currently, a diverse population of on-site preceptors are responsible for the competency training of the interns. As student enrollment, workload, and budget warrant, additional resources will be provided.

HANDBOOK

FOR THE

**McNeese State
University**

**Master of Science in Nutritional
Sciences/Dietetic Internship
Program**

PROGRAM SUMMARY

Accreditation Status

The combined Master of Science Degree and Dietetic Internship Program at McNeese State University is currently granted accreditation by the **Accreditation Council for Education in Nutrition and Dietetics (ACEND)** of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606. Phone number for ACEND is 312-899-0040.

Program Description

McNeese State University (MSU) offers a combined Master of Science Degree and Dietetic Internship program of graduate study that integrates didactic and clinical experiences into one curriculum. The program provides supervised practice experiences necessary for qualified dietetics graduates to write the Registration Examination for Dietitians administered by the Commission on Dietetic Registration. Students enrolled in the MS/DI program will receive a verification statement upon successful completion of supervised practice component and graduate coursework. Once issued a verification statement, all interns are eligible to take the Registration Exam for Dietitians.

The combined Master of Science Degree and Dietetic Internship is an 18 month program of graduate study that integrates didactic and clinical experiences into one curriculum. Travel is required for this internship program.

Location of Supervised Practice Rotations

Liability for travel to and from practice sites is entirely the responsibility of the student. McNeese State University, the College of Agricultural Sciences, and the Harold and Pearl Dripps School of Agricultural Sciences are not responsible for liability during travel. Interns are expected to maintain automobile liability insurance and are required to provide proof of insurance to the DI Director during orientation.

Interns in the MSU MS/DI Program will be located in Lake Charles and Southwest Louisiana. Travel will include but not be limited to: travel to rotation sites, travel during rotations to other sites, travel to meetings, conferences, travel to Sulphur and Jennings, and other locations for classes and other brief experiences (2 weeks or less) to meet specific competencies. All interns are required to have an automobile and to travel. Assignment to specific areas will be made after acceptance of a match into the MSU MS/DI Program.

Students are allowed to obtain practice in these facilities through an agreement for affiliation with the College of Agricultural Sciences, the Dripps School of Agricultural Sciences and McNeese State University. Students are expected to abide by the policies and procedures of the facility in which they are practicing.

Admissions Policies

Admission requirements and procedures, consideration of applicants by the Internship Selection Committee will be in compliance with these and other university, state, and federal regulations. Admission policies shall protect student civil rights and comply with MSU's Equal Opportunity programs. The application of each student will be considered individually. "Admission to McNeese State University is based on academic preparation and ability. Only those students likely to succeed in our program are admitted. Admission decisions are made without regard to race, color, sex, religion, creed, national origin, marital status, disabilities, age or (in the case of U.S. Citizens and permanent residents) financial need."

Anyone having questions or complaints regarding equal opportunity or needing reasonable accommodations should contact the Office of Special Services and Equity located in Smith Hall, Room 125.

MSU Dietetic Internship

Entry into the program requires certification that the Knowledge and Skills requirements have been met as documented by a Didactic Program in Dietetics verification statement. Also required are an undergraduate grade point average of at least 3.0, a GRE score of at least 800 and acceptance into the program. Individuals who complete the MS/DI Program are eligible to take the examination for dietetic registration.

Dietetic interns are considered "Degree Status" graduate students, and should adhere to the "Academic Standards and Policies" found in the *University Catalog and on the University website* (www.mcneese.edu).

Applicants to the Dietetic internship must complete applications through the **Dietetic Internship Centralized Application Services (DICAS)** and the **D&D Digital Internship Matching Program**.

Dietetic Internship Centralized Application Services (DICAS)

The Dietetic Internship Match is a computer-based method which provides an orderly and fair way to match the preferences of applicants for Dietetic Internships (DIs) with the preferences of DI program directors. The Academy contracts with a company called D&D Digital to operate the DI Match and help applicants obtain an Internship (supervised practice position). It can be accessed at <https://portal.dicas.org/>

If you have completed a minimum of a bachelor's degree at a US regionally accredited university or college and course work accredited by ACEND, you are eligible to participate in the Dietetic Internship Match:

- Complete an application for the internship through the Dietetic Internship Central Application Service. There is no limit on the number of DI programs that students can apply to through DICAS. However, each program must be prioritized during the next stage of the process. If the DI program you are interested in does not appear in the DICAS, check the DI program's website for directions on how to apply or contact the DI program director.

- Register for the DI match through <http://www.dnndigital.com/>. This step allows you to create, edit and verify the priorities for your choices of internships. Some programs do not participate in the match. This is because they only accept applications from students who are employed by that sponsoring institution.

Through the DICAS, program directors can access applications from interested applicants; however, they cannot see the information about the priorities of the choices. The programs only see the application from applicants who applied to their programs. The program director and other staff from each Dietetic Internship program screen applications and submit rankings for acceptable applicants, as well as indicating their maximum class size.

If you have questions about the centralized application, please contact DICAS customer support at 617/612-2855 or dicasinfo@dicas.org.

If you need assistance with computer matching, please contact D&D Digital customer support at 515/292-0490 or dnd@sigler.com.

D&D Digital Internship Matching Program

The D&D Digital Internship Matching serves as a clearinghouse to help applicants obtain an Internship (supervised practice position) from their rankings and to help Dietetic Internships (DI) obtain applicants from their choices. It eliminates unfair pressures and premature decisions in appointments by internships and acceptance or rejection of appointments by applicants. D&D Digital has provided Dietetic Internship Matching Services to the Academy of Nutrition and Dietetics (formerly the American Dietetics Association) for 30+ years.

Each Dietetic Internship of interest must receive your application **AND** must be on your D&D Digital prioritized (ranked) list of Internships by deadline dates (for McNeese, Feb. 15). Failure to complete both steps for any Internship will result in no possible match to that Internship.

To complete online matching registration with D&D Digital (www.dnndigital.com)

- Register with D&D Digital for "Internship Matching" to provide your contact information and pay a single matching fee for any number of prioritized/ranked Internships for matching (payment with a US credit card will be to Sigler Companies).
- After successful registration, an email will be sent to you from dnndigital@sigler.com with your assigned username (cannot be changed) and a link to create your password (can be changed). If you do not receive your email within 2 days, call D&D Digital at 515-292-0490.
- Use your personal Login (username and password) to verify or edit your online profile and ranked list of Internships, and to access your matching outcome on Appointment Day.

Remember, you must

- submit an application to your program(s) of interest (<https://portal.dicas.org>) and
- prioritize/rank those Internship(s) (www.dnndigital.com)

No match is possible to an Internship that did not receive your application or that you did not prioritize/rank. Do not register after the deadline date (it will not be allowed) or register multiple times for the same matching period (you will be charged a fee each time).

For more information, visit www.dnndigital.com/ada/questions.php

Courses and Credits

The students in the combined MS/DI will complete 39 hours of graduate course work which will include 6 hours credit for the DI.

The Combined MS/Dietetic Internship Program is a four-semester program. Students will register for twelve hours credit per Fall and Spring semesters, 6 credit hours per Summer semester and 9 hours the final Fall semester. Each student will complete 1344 practice hours and 100 didactic class hours. Students must successfully complete all assignments in all rotations and receive a minimum score of 85% on their Performance Evaluation in order to receive a verification statement.

Summary of Supervised Practice

- **Medical Nutrition Therapy**

Introductions to the application of medical nutrition therapy in hospitals and long term care settings. The curriculum is focused on practiced-related learning experiences with supervised practice in nutritional assessment; planning and implementation of nutrition care plans in diverse populations. Course work will include: clinical assessment forms, case studies, special project assignment, professional and oral presentations, professional literature readings and assignments.

- **Community Nutrition**

Application in supervised practice setting of methods for the dietary and anthropometric assessment of population groups. The application of policies, programs and resources available to address the nutritional needs of a community in public health agencies, community health agencies, hospitals, worksite wellness and Extension settings through preceptors. Course work will include special assignments, worksheets, oral presentations, program development, professional literature readings and assignments.

- **Foodservice – Management / Business**

Supervised practice in the procurement, production, quality assurance, sanitation and fiscal implications of hospital foodservice. The curriculum is focused on practice-related learning experiences in the development of menus for target populations, management of fiscal resources to meet budgetary guidelines, and perform human resource functions to meet organizational goals and objectives through preceptors. Course work will include worksheets, special assignments, planned theme meals, in-service presentations, professional oral presentation, educational material development, professional literature and journal review.

- **Nutrition Therapy and Health Promotion**

Supervised practice in the role of diet and nutrition in health promotion, disease prevention and management since the role of nutrition in health promotion, disease prevention and disease management is an increasingly important public health issue.

NFSC 601 Class Schedule

In addition to the practice hours in facilities each week, a class is held on Friday from 8-12. All students are required to attend the classes each week. The class is an instructional course covering diverse areas relevant to the practice of dietetics.

Program Costs

- **Dietetic Internship Program Fee:**
The program fee is due on the first day of the Internship Orientation program for the Spring semester and on the first class day of the Summer semester. A \$500.00 per semester professional fee is assessed for the DI Program. This fee is collected in order to help defray the costs of the DI Program.
- Fee for Evaluate is \$530.00 and is subject to changes.

Re-entry into the DI program is permitted only through re-application to the program through the usual Academy of Nutrition and Dietetics' computer matching procedures.

Pre-Entrance Requirements

Each intern accepted into the MSU MS/DI Program is expected to have a proficient understanding of medical terminology, the NCP and PES statements, AND Evidence of Analysis Library and Evidence Based Practice.

PROGRAM MISSION AND GOALS

Mission Statement of the MSU Dietetic Internship Program

MS/DI Program Mission: To provide a progressive and effective program that integrates graduate education, research, service, and supervised practice to develop competent, entry-level registered nutritionist dietitian.

Goals of the MSU MS/Dietetic Internship Program

Goal 1. Prepare graduates to become competent entry level registered dietitian nutritionists

- Over a five year period, 70% of the program graduates who sought employment in dietetics or related fields will be employed within twelve months of the program completion.
- Eighty percent of interns will complete the DI program requirements within 150% of the time from the start of the program (2.7 years).

- Eighty percent of graduates over a five-year period will pass the CDR credentialing exam for dietitian nutritionists within one year following first attempt.
- Eighty percent of program graduates are expected to take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
- Over a five year period, at least 75% of employers who respond to a survey on program graduates in their first year of employment will rate them as above average in professional knowledge and skills as compared to other entry-level registered dietitians.
- Over a five year period, 90% of graduates employed in dietetics who respond to the alumni survey will rate themselves as prepared or well prepared for their first position.

Goal 2. Prepare graduates who demonstrate the ability to utilize current evidence-based research and apply the research process in professional practice.

- Over a five year period, 80% of employers who respond to a survey on program graduates will agree/strongly agree that graduates are able to incorporate scientific research in their professional practice
- Over a five year period, 80% of graduates who respond to a survey on program graduates will agree/strongly agree that they feel competent to evaluate and incorporate current and relevant literature in their professional practice.

Program Outcomes data available upon request.

General Requirements for each Intern.

1. A car is required for the internship and intern must provide proof of automobile insurance to the DI Director.
2. Interns in the MSU DI Program will be located in the Lake Charles or Southwest Louisiana area.
 - The intern will be required to travel. Travel will include but not be limited to the following:
 - a) Travel to the various rotation sites,
 - b) Travel from the rotation site(s) to other locations for brief experiences – this may include intermittent long distance trips.
 - c) Some travel to other areas, as needed, for classes and other experiences.
3. All interns are expected to hold the Academy of Nutrition and Dietetics Affiliate Membership and liability insurance. (Proof required)
4. All interns are expected to pay for E*Value.
5. All interns will have access to the Internet and email via MSU accounts during the internship.
6. Attendance to class and rotations are required.
7. All interns are expected to turn in all work (case studies, assignments, etc.) **on time** and place all assignments in a portfolio in E*Value

Completion of the MSU Dietetic Internship Program

1. The intern must successfully complete all aspects of their clinical, community, and foodservice / business, and the nutrition therapy/health promotion rotations with a skill level 3 (Satisfactory) in order to pass the Dietetic Internship Program. The director will determine completion via their evaluations and recommendations.
2. The intern must attend, complete and pass all graduate courses. Interns must maintain a minimum 85% during the internship program.

Schedule / Time Commitment

The MSU Combined MS/Dietetic Internship is designed to provide 39 hours of graduate course work which will include 6 hours credit for the DI. The DI provides 1344 supervised practice hours as well as 152 didactic class hours. The program also includes a one week orientation for the supervised practice component in Jan. The program is an 18 month experience on a full time basis. The MSU Dietetic Internship begins in January and ends in Dec. of the same year.

Rotations that comprise the bulk of the experiences and make up this program are: clinical, food service management / business and community nutrition as well as the concentration area of Nutrition Therapy and Health Promotion.

The designated practice hours in each facility do not include travel time, outside preparation, the orientation program, vacation time and the NFSC 601 course.

The intern will work the schedule which best facilitates learning which could include weekends and early or late hours. A workday is generally defined as 8 hours per day. A full time rotation/site workweek for the intern is 32 hours. Some overtime may be required for an intern to complete a work assignment per facility. Interns are not to be routinely scheduled to replace staff unless it is required to complete their competency requirements.

Work Schedule / Class Schedule / Assignments

1. The internship is a professional post baccalaureate program with the expectation that interns assume this professional role beyond that of a university undergraduate.
2. Interns are expected to exhibit professionalism in their quality of work and timeliness in reporting to work, assignments, work ethics, and completion of tasks.
3. The interns will work a schedule which best facilitates learning. Professional performance is expected at all times including weekends, early and late hours. Interns must check with each facility to determine each week's rotation schedule
4. An internship workday is generally defined as 8 hours. A full time workweek schedule for the intern is approximately 32 hours per week (based on the preceptor's work schedule). ***The intern is expected to work the same hours as their assigned preceptor.***
5. It is the responsibility of the intern to call each assigned rotation site the week before to confirm their time to report to work for the first day, assignments due and directions. ***This call must be made at the beginning of the week.***

6. Interns must contact the program director and their preceptors if calling in sick or if a late arrival is anticipated.
7. It is the interns' responsibility to learn the policies of each facility, such as dress code, length of lunch and work hours, patient confidentiality, etc.
8. Some overtime may be necessary for an intern to complete a work assignment per facility and/or the rotation. ***Interns must complete many projects and assignments on their own time.***
9. Interns must not be scheduled routinely to replace staff, unless it is required to complete the competency requirements.

DRAFT

APPENDICES:

Handbook for the MSU MS/DI Program

APPENDIX A POLICIES/PROCEDURES

MSU DIETETIC INTERNSHIP POLICIES

PROGRAM COSTS

The Intern is responsible for paying the stated program fees by the specified dates. The Intern also assumes personal responsibility for living expenses throughout the entire program.

PROCEDURE

Listed below are the fees for the program:

- \$ 40.00 application fee due with the application to the program (non-refundable)
- \$3500(instate) and \$8500(out of state) per semester tuition fee
- \$ 500 per semester program for a total of \$1000 (payable on Appropriate semester dates)

Listed below are other expenses and approximate costs:

- Housing expenses (rent and utilities) plus food – varies (estimate \$500-800 for housing; \$80-100 for utilities; \$150-200 for food)
- \$250 - lab coats, uniforms, shoes, dress
- Health Exam by physician of interns choice-varies
- Background check (Precheck) and 9 panel drug screen done at time of the background check-\$90
- EValue-\$530.00 and is subject to change
- Textbooks, etc- varies
- Transportation and parking- varies (estimate \$50-100 per month)
- Insurance (auto, medical, professional) – varies
- \$ 65.00 Academy of Nutrition and Dietetics student Membership (mandatory)

All tuition and fees are correct as of the date of printing, but are subject to change by the State Legislature, Board of Regents, or Student Vote.

WITHDRAWAL AND REFUND OF TUITION

The Intern is responsible for contacting the DI Director to withdraw from the Combined MS/ Dietetic Internship Program. The deadline for dropping a course or resigning from the University is approximately 75 percent into the semester. The date appears in the University Calendar, in the schedule of classes, in the University Online Catalog and the University website (www.mcneese.edu). Refunds will be for the graduate courses only and per MSU policy. The Program Fee is non-refundable after matriculation into the MSU combined Master of Science/Dietetic Internship. The Graduate credits will be refunded per MSU policies. Interns will follow the McNeese State University requirements for withdrawal and refund of fees.

Refund Schedule for Registration Fee

The date that a student officially resigns from the University determines whether fees are refunded. The schedule refers to calendar days including weekends, beginning with the first day of classes as designated in the official University calendar. The refund policy and drop dates

apply to off-campus courses as well as on-campus courses. The University will be unable to provide fee refunds for at least four to eight weeks following the first day of classes during the fall and spring semesters and from two to four weeks during the summer session.

Fall and Spring Semesters

Through last day of late registration	100% minus \$10.00
Through 14th day	80%
15th day through 21st day	60%
22nd day through 28th day	40%
29th day through 35th day	20%
36th day and later	None

Summer Session*

Through last day of late registration	100% minus \$10.00
Through 7th day	80%
8th day through 10th day	60%
11th day through 14th day	40%
15th day through 17th day	20%
18th day and later	None

**Refunds for Term I and Term II summer sessions will be prorated accordingly.*

For more information contact the Cashier's Office.

The institutional refund amount determined in the above manner will be credited in the following order:

1st	Unsubsidized Federal Stafford Loans
2nd	Federal Stafford Loans
3rd	Federal PLUS Loans
4th	Federal Perkins Loans
5th	Federal Pell Grant
6th	Federal SEOG
7th	State Grants and Scholarships (including SSIG)
8th	Institutional Scholarships

After the institutional refund has been credited in this order, any remaining amount will be returned to the student.

HOUSING

Each Intern assumes the responsibility to secure housing prior to starting the program and bears the cost of housing throughout the program.

PARKING

While at the McNeese State University Campus – the Intern shall park at assigned parking spaces. By August, the Intern is informed of parking arrangements for the first day of class. Parking lots and ground parking are reviewed the first day of class.

While at the supervised practice facilities, the intern shall park at designated parking spaces. The intern needs to contact the facility prior to rotation to find out where designated parking spots are located.

ACADEMY OF NUTRITION AND DIETETICS MEMBERSHIP

The Intern is required to join the Academy of Nutrition and Dietetics and must provide the Program Director with proof of membership. The fees associated with membership are the responsibility of the Intern. On the first day of the Dietetic Internship Orientation program, the Intern submits to the Internship Director a copy of his/her Academy of Nutrition and Dietetics Membership card.

PHYSICAL EXAMINATION

The Intern must test negative for two (2) Tuberculosis (TB) and additional required medical tests before starting the program. If the Intern does not pass the TB test, a physician at their expense must further evaluate them. Applicants with active Tuberculosis are ineligible for the internship. The Intern must provide current immunizations and complete the MSU physical report form signed by a medical doctor (MD) before beginning any rotations. The following must be provided with the physical report form.

- TB test. (Proof required).
- Hepatitis B immunization. (Proof required).
- MMR, Rubella, and Tetanus (Proof required).
- Chicken Pox (Proof required)

PROCEDURE

- The Intern makes arrangements for two TB test with their local “family” doctor at their own expense not more than 3 months before the start of the program, preferably in late December. (Do not get TB test sooner.)
- The intern must present proof of MMR vaccination (or titres), and titre of chicken pox vaccination prior to program start.

- The intern must present proof of Hepatitis B vaccination prior to program start and/or be in the process of completing Hepatitis B series vaccinations. Proof of Hepatitis B immunity is required for all who have had vaccinations prior to program start.
- Intern must provide proof of physician health screening prior to program start to document absence of communicable disease, and medical clearance to work on in-patient units.

MEDICAL INSURANCE

The Intern is required to carry medical insurance throughout the entire program. Acquiring and maintaining the medical insurance is the responsibility of the Intern. The Intern must show proof of medical coverage. Should the Intern be injured or ill at the McNeese State University or at an outside affiliate rotation, the Interns' medical coverage would take effect to cover all costs. If the intern's medical coverage does not cover the expenses the intern is responsible for payment to the facility.

PROCEDURE

The Intern submits a copy of the medical insurance coverage to the Internship Director on the first day of program orientation. Note, health insurance that includes only catastrophic coverage is not acceptable.

PROFESSIONAL LIABILITY

It is mandatory that each Intern carry Professional Liability Insurance throughout the entire program. The cost of the coverage is the responsibility of the Intern. The Intern must show proof of coverage.

PROCEDURE

- Each Intern is responsible for purchasing Professional Liability Insurance prior to starting the internship program (**2,000,000 for one incident and 5,000,000 aggregate**)
- The Intern submits the application form and fee to the insurance company prior to starting the program.
- The Intern submits a copy of the insurance coverage to the Internship Director on the first day of the program orientation.
- Personal liability insurance is available from these companies for student dietitians:

<http://www.proliability.com/professional-liability-insurance/dietetic-practitioners/the-academy>

The plan is administered by Mercer Consumer and underwritten by Liberty Insurance Underwriters Inc., a member company of Liberty Mutual Group. Mercer Consumer has handled the insurance needs of individual healthcare professionals, schools, universities and associations since 1949. As a trusted name in the Professional Liability marketplace, Mercer Consumer has earned a reputation defined by superior products and quality services.

DRESS CODE

MSU Dietetic Interns are expected to promote a professional image. The following standards of appearance have been developed to help guide your clothing selections. Generally, appearance should be relatively conservative but can still be stylish. All clothes must be clean and ironed. If the Internship Director has any concern about appearance, it will be handled individually.

PROCEDURE

Rotation Attire:

- An identification badge (provided by MSU) is to be worn at all times. The name and picture must be visible.
- White lab coats can be purchased provided and may be worn over professional clothes. Lab coats should be clean and wrinkle-free at all times.
- Female make-up and jewelry should be conservative. Jewelry worn should be in compliance with facility dress code.
- Hair should be styled in a conservative manner. Hair must be at above the collar; long hair must be tied up. Hair restraints must be worn at all times.
- Males should be clean-shaven and facial hair should be well groomed.
- Body piercings other than the earlobe and one small stud nose ring are not acceptable.
- If you have tattoos, they should not be visible.
- Perfume, cologne, or other scented products are not allowed on patient care units.
- Gum chewing is not allowed during food service rotations and during any patient interactions.
- Hand Hygiene and Fingernails: Interns must adhere each facility's policy. Interns shall not wear artificial nails, and shall keep their natural nail tips less than, or equal to, ¼ inch long."

Acceptable	Unacceptable
For Women: Dresses Skirts (no minis) Dress Pants Khaki Pants Dressy Capris	Shorts Low ride pants that show thongs or underwear Athletic wear, leggings, sweatpants, jeans
For Men: Dress Pants Khaki Pants	No Tee-shirts
For Women:	

<p>Dress tops: sleeveless, short sleeved, or long-sleeved</p> <p>Spaghetti straps or tank tops only if covered by a jacket or sweater</p> <p>For Men:</p> <p>Dress shirts: short-sleeved or long sleeved</p> <p>Shirts must have a collar</p> <p>Ties are acceptable, but not required.</p>	
<p>During Clinical Rotations:</p> <p>Can wear uniforms as long as the color complies with the facility</p> <p>Closed toe shoes</p> <p>During Foodservice Rotations:</p> <p>Closed toe shoes with rubber sole of color specified by facility</p> <p>Facility dress code.</p> <p>During Community Rotations:</p> <p>Depends on the setting</p>	<p>Flip flops</p> <p>Tennis shoes(unless approved by facility) or shoes that are modeled after tennis shoes</p> <p>Open toe shoes</p>
<p>During functions on MSU campus, Interns should wear business casual or professional attire, as appropriate</p>	
<p>During class days on campus casual attire is appropriate</p>	
<p>For Offsite Class days interns should wear business suits or professional dress unless otherwise advised by DI Director</p>	

LIABILITY FOR SAFETY IN TRAVEL TO OR FROM ASSIGNED AREAS

The Intern must provide his/her own transportation throughout the program to McNeese State University, Affiliations, and other meetings. The Intern must also carry automobile liability insurance throughout the program. The Intern is responsible for all liability for safety in travel to or from assigned facilities.

PROCEDURE

- On the first day of the Dietetic Internship Orientation program, the

Intern submits to the Internship Director a copy of his/her automobile liability insurance coverage. This insurance must be at a level to meet and/or exceed Louisiana insurance requirements.

- On the first day of the Dietetic Internship Orientation program, the Intern submits to the Internship Director a copy of his/her medical insurance coverage.

INTERNS PAID COMPENSATION AS PART OF THE PROGRAM

Interns in supervised practice programs shall not replace employees except for planned professional staff experiences. Interns may not receive supervised practice hours (SPH) while simultaneously working for pay at the facility where they are interning. Interns do not receive pay for supervised practice hours

RECRUITMENT AND ADMISSIONS

MSU is dedicated to providing equal employment and educational opportunities to all persons without regard to age, ancestry, color, disability, gender, gender identity, national origin, race, religion, sexual orientation, spousal affiliation or veteran status. The university strives to comply with all federal and state nondiscrimination laws, including: Titles VI and VII, Civil Rights Act of 1964, Age Discrimination in Employment Act of 1975, Equal Pay Act of 1963, Pregnancy Act of 1978, Education Amendments of 1972, Title IX, Section 504 of the Rehabilitation Act of 1973, Vietnam Era Veterans Readjustment Act of 1974, Executive Order 11246, Executive Order 11141, Americans With Disabilities Act of 1990, and the Civil Rights Act of 1991.

PROCEDURE

- Interns should contact the McNeese State University Office of Equal Opportunity with questions or complaints regarding equal opportunity or needing reasonable accommodations. Box 93248 MSU; Lake Charles, LA 70609; [\(337\) 475-5428](tel:(337)475-5428) ; [\(337\) 562-4227](tel:(337)562-4227) TDD/TTY, Hearing Impaired ; [\(337\) 475-5960](tel:(337)475-5960) FAX
- Interns can contact www.mcneese.edu for additional information.
- Interns can locate program specific admission criteria at: (<http://www.mcneese.edu>) and graduate application information at <http://www.mcneese.edu/admissions/graduate>.

McNeese State University is a member of the University of Louisiana System

CODE of ACADEMIC INTEGRITY

Dietetic Interns are expected to comply with all components of the University's Code of Academic Integrity. McNeese State University expects that all members of its academic community will demonstrate honesty and integrity in all academic relationships. The purpose of the Academic Integrity policy is to provide students, faculty, and staff with guidelines about

what behaviors violate academic integrity expectations, and the process for addressing academic integrity issues. Failure to comply with this code can result in student various sanctions/disciplinary action.

Interns should go to the following for more information (<http://www.mcneese.edu/integrity/>).

SUPERVISED PRACTICE DOCUMENTATION

Intern practice documentation is entered into will be placed in E*Value (www.evalue.com). Hours for supervised practice are entered into E*Value by the dietetic intern per rotation. Preceptors are notified by E*Value to approve/disapprove hours entered by each intern. If the preceptor does not approve hours, the preceptor list reasons for non-approval. Hours entered for each intern for the entire duration of the internship. The Program Director will monitor the documentation of hours throughout the supervised practice rotations and verify that the intern completes the required hours for the MSU MS/DI program.

PROCEDURE

- Intern's document hours for supervised practice. DI director and preceptors approve/disapprove hours.

PRIOR LEARNING/SUPERVISED PRACTICE HOURS

The McNeese State University Dietetic Internship does not allow exemption from any dietetic internship rotations supervised practice hours, or assignments because of prior education courses or experiences.

VERIFICATION OF STUDENT IDENTITY FOR DISTANCE INSTRUCTION

Distance instruction via McNeese State University Online is offered for some of the MS classes. Distance instruction is facilitated through MSU's online learning management system (Moodle). Students are assigned a username and password in accordance with the McNeese University Username and Password Policy for logging into and completing coursework within the Moodle. Moodle tracks time and date of log-in and IP address. This data may be used to confirm student access, support student identification, and detect irregularities. Distance instruction courses may use Proctor U to proctor online examinations or require students to find an exam proctor locally through which exams are transmitted and completed under direct supervision. Students are responsible to secure remote proctoring services as required by distance course specifications. Students are responsible for payment associated with such services.

WEEKLY SCHEDULES

On the first day of orientation, the Intern receives the schedule of rotations for the year. Changes in the schedule may be necessary due to facility staff injury, turnover and/or other unforeseen situations. If the Intern needs to have his/her schedule changed, he/she must make the Internship

Director aware of such change with, at least one week's notice. For interns, emergency situations are an exception. It is the Intern's responsibility to contact the preceptor one (1) week before the Intern is scheduled with the preceptor. Contact information for most preceptors is found in the direction section of the internship program handbook that is on the program's Moodle site.

PROCEDURE

- The Intern receives the schedule of rotations by week on the first day of orientation as electronic copies.
- It is the Intern's responsibility to contact the preceptor at least one week in advance of when the intern is scheduled with this preceptor to determine start time and initial meeting site.
- The interns will work a schedule which best facilitates learning. Professional performance is expected at all times including weekends, early and late hours. Interns must check with each facility to determine each week's rotation schedule.
- An internship workday is generally defined as 8 hours. A full time workweek schedule for the intern is approximately 32 hours per week (based on the preceptor's work schedule). *The intern is expected to work the same hours as their assigned preceptor.*
- Interns are expected to exhibit professionalism in their quality of work and timeliness in reporting to work, assignments, work ethics, and completion of tasks.

NFSC 601 CLASS SCHEDULES

The Intern receives, at least one (1) week in advance of the date, the schedule or the class day. The Intern is responsible for preparing for the class and arriving on time.

PROCEDURE

- The Internship Director schedules the class day. Class meets from 8-12 each Friday
- Any intern unable to attend class day for whatever reason must contact the Internship Director immediately as soon as it is determined there will be an absence for class day.
- No exceptions to above policy are acceptable.

ATTENDANCE

The Interns are expected to report each day as scheduled. The Intern is scheduled for a minimum of thirty-two hours (32) of supervised practice each week and four hours of didactic coursework. Any unexcused absence is not tolerated. The Intern is counseled for any unexcused absence. The Intern documents his/her attendance for supervised practice in E*Value and hours are approved/disapproved by the preceptor/director.

PUNCTUALITY

The Intern is expected to be ready for work by the scheduled starting time.

Lateness will not be tolerated while at McNeese State University or at any affiliation. If the Intern expects to be late, he/she is to call the Internship Director and the preceptor to inform them of his/her lateness and the expected time of arrival. If the intern continues to be late the Internship Director counsels the Intern and the intern is placed on probation. If the problem continues the intern will be dismissed from the program.

ABSENCE DUE TO ILLNESS

Absences from assigned rotations are acceptable in cases of medical necessity or unexpected emergencies. The Intern must make up absences due to illness and unexpected emergencies.. It is the **responsibility of the intern** (with approval of the DI Director) to arrange for completion of any missed days.

PROCEDURE

- The Intern calls the preceptor and the Internship Director at least two (2) hours before the start of his/her scheduled shift.
- The Internship Director documents the illness and places the information in the Intern's file.
- The Intern must provide proof of illness or medical necessity to the DI Director.
- The intern records their absence as makeup hours in E*Value.

ABSENCES DUE TO BEREAVEMENT

The Intern is allowed three (3) regularly scheduled program days when there is a death in his/her immediate family (spouse, child, brother, sister, mother, father, surrogate mother/father, grandparent, grandchild, stepchild or spouse's parent). The Internship Director reserves the right to request valid proof of death and relationship of immediate family member. Any request for additional days of absence is approved by the Internship Director. Time missed must be made up at the rotation sites. It is the **responsibility of the intern** (with approval of the DI Director) to arrange for completion of any missed days.

PROCEDURE

- The Intern immediately contacts the Internship Director when there is a death of an immediate family member.
- The Internship Director informs the preceptor and adjusts the Intern's schedule as needed.

LEAVE OF ABSENCE

The intern must submit a written request for a leave of absence including amount of time off needed, reason for the extended leave of absence, and timeline for returning to the program. The Internship Director will consider requests for a leave of absence on a case by case basis,

considering the reason for the request and the ability of the program to accommodate the request based on staffing resources and workload. The Internship Director will document the information in an e-mail to the intern, indicating whether or not the leave of absence was granted and the terms of the leave of absence.

ABSENCES FOR PERSONAL REASONS

There are days available to the Intern for an excused absence for reasons other than illness or the death of a family member. Interns can request an absence to be excused for personal reasons. Approval is left to the discretion of the Internship Director. The Intern is required to make up the lost internship time. It is the responsibility of the intern (with approval of the DI Director) to arrange for completion of any missed days.

PROCEDURE

- The Intern requests in writing the dates and reason for the absence.
- The Internship Director informs the Intern, in writing, the reason for the approval or denial of the request.
- All documentation is kept in the Intern's file.

VACATION

All Interns will be scheduled for four weeks of personal vacation. The days of personal vacation shall be the same for all Interns. The weeks will be scheduled by the Internship Director. The Internship Director will determine the actual weeks after considering the needs of the Program.

PROCEDURE

- At the beginning of the program, the Internship Director informs the interns of the scheduled weeks of vacation.
- These weeks are listed in rotation schedule provided to the intern during orientation.

INCLEMENT WEATHER

Each intern is expected to attend rotations at facilities as scheduled. In event of inclement weather (hurricanes, etc.), the internship director will determine what the status of the *class day* is and will email this information to each intern. In general in supervised practice settings for *non-class days*, each intern is considered a non-essential employee and should attend the rotation at the facility if the rotation is open "for business" for non-essential employees.

PROCEDURE

- The internship director and intern will listen to weather for the following day on any day inclement weather is anticipated.
- The internship director will utilize the university's policy on inclement weather to guide the decision for supervised experience.

- Once a decision is made, any additional concerns related to inclement weather that the intern may have can be addressed by contacting the Internship Director via cell phone and/or home phone number

ROTATION SCHEDULE/CALENDAR

Rotations are scheduled by the Internship Director to provide MSU Dietetic Interns a minimum of 1200 hours supervised practice experience. Rotations are scheduled according to the category divisions in the table below. During Orientation, interns receive a master tentative program schedule/calendar of rotations for the year. However, changes may occur because of unforeseen circumstances. The Internship Director will work closely with interns to keep them up to date on any required schedule changes and to attempt to accommodate intern requests that may improve learning experiences. However, the Internship Director has the authority to make final decisions regarding scheduling.

PROCEDURE

- The master program schedule/calendar of rotations is posted on Moodle. Interns are notified about all schedule changes.
- The rotation schedule/calendar will be emailed to interns prior to orientation and will be discussed during orientation.

INJURY OR ILLNESS WHILE IN A FACILITY FOR SUPERVISED PRACTICE

Any illness or injury during supervised practice hours should be reported to your Internship Director and your preceptor at the supervised practice setting. If the Dietetic Intern is injured in any facility, then that facility will assist the intern in obtaining immediate medical attention as may be required. The Dietetic Intern's health insurance will be used to pay for the medical treatment if required. The facility does not assume any liability or responsibility for the health or custodial care costs of the intern. The Dietetic Intern is not covered under Worker's Compensation Insurance since in their role as a Dietetic Intern they are not employees of the facilities.

PROCEDURE

- Contact preceptor at the supervised site immediately.
- Contact the program director as soon as possible

INTERN PERFORMANCE MONITORING

The Intern is given both written and verbal evaluations throughout the program. On the first day of each rotation, the preceptor will inform the intern of rotation expectations relative to attire,

supervised practice hours, homework with due dates and any additional requirements. It is the Intern's responsibility to be familiar with all the evaluation forms and the guidelines for the evaluation forms so that he/she is aware of the criteria and timing for each evaluation. All evaluations are to be completed by the Internship Director, Preceptor and the Intern by the specified date. Formal evaluation of students and regular reports of performance and progress at specified intervals throughout the program are completed in E*Value, such as within any given unit, segment, or rotation of a planned learning experience.

PROCEDURE

- All interns will be evaluated at the end of each rotation by their preceptors using the evaluation forms supplied by the McNeese State University Dietetic Internship program. Forms are located in E*Value and are electronically sent to preceptors for each intern at the end of the rotation.
- Preceptors at each affiliation are responsible for completing the evaluations and reviewing them with the intern. The DI Director will be contacted if an intern is not performing at the appropriate level during the rotation.
- The DI Director will review all completed intern evaluations on E*Value.
- All evaluation forms on the intern are kept in E*Value

INTERN PROGRESSION AND PROFESSIONALISM

The intern successfully completes the DI to establish eligibility to sit for the national RD exam. Interns are assessed for their ability to be successful in the program and dietetics profession through formal review process using DICAS application materials and standard review form. To identify academic difficulties early in the internship, an intern's performance is monitored throughout internship using such things as exams/quizzes, preceptor evaluation, performance standards, minimum expectation benchmarks; when appropriate remedial support is offered and /or intern is counseled about other opportunities. Throughout learning experiences interns are expected to exhibit professional behavior and integrity as noted in the Academy of Nutrition and Dietetics Code of Ethics and the MSU policy for Academic Integrity.

ACCESS TO PERSONAL FILES AND OTHER MATERIALS

The Intern has access, upon request, to his/her Department Internship files at all times; no files are to be taken home or out of the Department office. "It is the policy of McNeese State University to permit students to inspect their education records."

PROCEDURE

- The Intern asks the Internship Director to see his/her Department Internship file. The Internship Director gives the file to the Intern and sits with the intern while he/she reviews his/her file. The Intern returns the file when finished to the Internship Director.

PROTECTION OF PRIVACY

The MSU Dietetic Internship keeps files of every MSU Dietetic Intern (from current and past classes) in locked file cabinets and secured computer files. All information in personal MSU Dietetic Internship files is private and confidential. Current Intern files are kept in a file cabinet in the Internship Director's office. All information in the Intern's file is private. No one has direct access to the files except the Internship Director. Past intern files are kept located in a location close the DI program director office. Information from personal MSU Dietetic Internship files, such as medical/immunization information, health insurance, professional liability insurance, and other documents are shared directly by the program with rotation sites as needed. Interns are made aware of this so that they do not have to repeat requirements.

GRADUATION AND/OR PROGRAM COMPLETION REQUIREMENTS

Successful completion of the dietetic internship results in receipt of the DI Verification Statement and an MSU Master of Science Degree in Health and Human Performance. Interns must complete the required hours of supervised practice and demonstrate satisfactory performance and competency throughout program rotations as evaluated by McNeese State University (MSU) Dietetics Internship (DI) program director and facility preceptors. Interns must also receive at least a 3.0 average in the classes for the MS degree. Specific components of successful completion of the program requirements are discussed with the interns. Interns acknowledge in writing their understanding of an agreement with the Program Handbook. Graduation and DI completion requirements includes the maximum amount of time allowed to complete DI requirements (31 months)

VERIFICATION STATEMENT

The DI Verification Statement (VS) will be granted to those interns who have met all requirements of the MSU combined MS/DI program including, but not limited to, total number of supervised practice hours, professional performance evaluations, assignments and exams related to supervised practice and MS classes, and comprehensive MS exams

GRIEVANCE

The Intern has the right to file a grievance if he/she feels he/she has not been treated fairly. It is important that all Interns feel that they have been fairly treated and given every opportunity to discuss their problems in the program. Resolution of disagreements between dietetic interns and precepting faculty are to be pursued in good faith at the highest levels of professionalism. The procedure set forth below is designed to guide this process in the most professional manner.

PROCEDURE

The *Student Grievance Procedure* (located at <http://www.mcneese.edu>) is incorporated as the Grievance Policy for the Combined MS/Dietetic Internship Program and applies to all Interns. The *Code of Student Conduct Handbook*, the University Catalog, and the MSU Website (www.mcneese.edu) outlines the grievance procedure in detail.

- The intern will make a good faith effort to resolve the matter with the precepting faculty involved.
- If all or part of the grievance remains unresolved, the Intern may present the case to the Internship Director. The Internship Director shall attempt to mediate the dispute, and if mutually acceptable resolution is reached, the case is closed.
- If all or part of the grievance remains unresolved, after meeting with the Internship Director, the Intern may meet with the Department Head for the Dripps School of Agricultural Sciences. If a mutually acceptable resolution is reached, the case is closed.
- If the intern, the Internship Director and the Department Head do not reach a resolution to the dispute, then the intern will meet with the Dean of the College of Agricultural Sciences. If a mutually acceptable resolution is reached, the case is closed.

The intern needs to supply the following:

- the act, omission, or matter which is the subject of the complaint;
- all the facts the Intern believes are relevant to the grievance;
- the resolution sought;
- all arguments in support of the desired solution.
- A grievance must be filed in a timely manner or it will not be considered; in order to be timely, a grievance form must be received by the Dietetic Internship Director within one week of the act, omission or matter which constitutes the basis of the grievance. It is the responsibility of the intern to insure timely filing.
- The Dietetic Internship Director shall immediately notify the Department Head of the timely grievance. A copy of the grievance and all relevant material shall be provided.
- The Internship Director shall make a complete written response to the Department Head within one week of receipt of a grievance.
- A copy of the preceptor's response shall be sent to the intern filing the grievance.
- The Department Head may request further written information from either party.
- The Department Head shall review the case to determine if a formal hearing is warranted. Department Head. All or part of a grievance shall be dismissed if the Department Head concludes the grievance is: untimely,
 - based upon a non-grieveable matter being
 - concurrently reviewed in another forum
 - previously decided pursuant to this or any other review procedure
 - frivolous or filed in bad faith.
 - All or part of a grievance may be dismissed if the Department Head concludes in its discretion that the grievance is:
 - insufficiently supported
 - premature,

- otherwise inappropriate or unnecessary to present to the hearing board.

The Department Head shall meet with the Internship Director to review grievances in private. If a grievance is dismissed in whole or in part, the intern filing the grievance shall be so informed, and shall be given a concise written statement of the basis for the dismissal. A decision to dismiss a grievance is final and is not subject to appeal. If the Department Head determines a grievance to be appropriate for a hearing, the Dean shall be informed. The Dean shall convene a hearing board within fifteen days thereafter. The time may be extended for good cause at the discretion of the dean

MSU DIETETIC INTERNSHIP GRIEVANCE FORM

DATE FILED: _____

FILED BY (dietetic intern): _____

CONTACT PHONE NUMBER: (____) _____

E-MAIL ADDRESS: _____

GRIEVANCE REGARDING (be specific and brief): (Attach one page typed summary of significant occurrences, dates and other pertinent information if needed)

PRECEPTOR OR STUDENT INVOLVED

DISCIPLINARY ACTION

The Intern is subject to disciplinary counseling by any preceptor at any time during the program year when the Intern does not abide by the Combined MS/Dietetic Internship Program or McNeese State University policies, procedures, or rules of conduct. The specific disciplinary action is based upon which rule of conduct was violated and whether or not previous warnings were given for the same behavior. Certain serious offenses are cause for immediate termination.

PROCEDURE

- The preceptor speaks to the Intern within two (2) scheduled working days of the occurrence.
- The preceptor documents each discussion and a copy of each documentation is given to the Internship Director. The Internship Director makes the Department Head aware of the disciplinary violation.
- The Internship Director files all written disciplinary violations in the Intern's file.
- After an intern receives one disciplinary violation, the Internship Director meets with the Intern to discuss the problem(s).
- After three disciplinary violations, the Internship Director and the Department Head determine if the disciplinary actions warrant the termination of the Intern from the combined MS/DI Program.
- After each subsequent disciplinary, the Internship Director and Department Head meet with the Intern to discuss the problem(s). The Internship Director and Department Head determine after each subsequent disciplinary whether the intern should be terminated from the Program.
- The Internship Director documents each meeting with the Intern and the final results of the meeting.
- All documentation is kept in the Intern's file.
- The *Code of Student Conduct* (outlined in the Undergraduate Catalog at <http://www.mcneese.edu>) and the *Policy on Academic Integrity* (outlined in the Undergraduate Catalog at <http://www.mcneese.edu>) are incorporated as part of the Disciplinary Policy for the combined MS/Dietetic Internship Program. They are intended to supplement the above-listed procedures and apply to all interns.

TERMINATION

The Intern can be terminated from the program at any time due to problems in the Intern's behavior or performance. It is the Internship Director's discretion to determine if the Intern should be terminated. Termination is based on written documentation of the Intern's behavior and/or performance. When an Intern is terminated, termination is immediate.

PROCEDURE

- The Internship Director reviews each Intern's evaluation form for each rotation. Any unsatisfactory evaluation and/or other documentation (e.g. disciplinary violations). Any

unsatisfactory evaluation is reviewed with the preceptor who rated the intern unsatisfactory.

- If the Internship Director and the preceptor determine that termination is warranted, they meet and discuss the decision with the intern.
- If the Intern does not agree with the termination, he/she may follow the Grievance Policy and Procedure.
- If the Intern accepts the decision to terminate without filing a grievance, the Internship Director writes a summary of the decision.
- The Intern signs the summary and the summary is filed in the Intern's file. The Intern terminates immediately.
- If the Intern files a grievance and the grievance committee determines that the Intern should terminate, the Internship Director writes a summary of the proceedings which each member of the committee signs. A copy goes in the Intern's file. The Intern terminates immediately. If the Intern files a grievance and the grievance committee determines that the Intern should remain in the program, the Internship Director writes a summary of the proceedings which each member of the committee signs. A copy goes in the Intern's file. The Intern resumes his/her usual schedule.

WITHDRAWAL

The Intern may withdraw at any time from the program. Withdrawal is immediate. The Intern cannot return to the program after withdrawal. The Intern is responsible for contacting the DI Director to withdraw from the Combined MS Internship Program. The deadline for dropping a course or resigning from the University is approximately 75 percent into the semester. The date appears in the University Calendar, in the schedule of classes, in the University Online Catalog (<http://www.mcneese.edu/catalog>) and the University website (<http://www.mcneese.edu>).

Refunds will be for the graduate courses only and per MSU policy. The Program Fee is non-refundable after matriculation into the MSU combined Master of Science/ Internship Program. The Graduate credits will be refunded per MSU policies.

PROCEDURE

- The Intern writes a letter to the Internship Director informing him/her of the withdrawal and the reason for withdrawal.
- The Internship Director meets with the Intern to discuss his/her decision
- After the discussion, if the Intern decides to remain in the program, the Intern resumes his/her usual schedule.
- The Intern writes on his/her original letter that he/she decided to remain in the program. The Intern and Internship director sign and date the letter. The letter is filed in the Intern's file.
- After the discussion, if the Intern decides to withdraw from the program, the Intern withdraws immediately.
- The Intern and Internship Director sign and date the original letter of withdrawal. The letter is filed in the Intern's file.

REPEATING A ROTATION OR ALTERNATE SUPPLEMENTAL WORK

MSU Dietetic Interns are required to successfully complete each rotation. The following procedures direct actions required if an intern does not successfully complete a rotation.

PROCEDURE

- Interns must successfully complete each rotation as defined on the rotation evaluation form.
- If an intern does not successfully complete a rotation, the Internship Director and Preceptor will determine whether the intern must complete supplemental work or repeat the rotation.
 - a) If the intern must complete supplemental work, the work will be assigned on the "Evaluation Addendum for Supplemental Work" form by the preceptor and/or Internship Director. The intern must complete the supplemental work to the satisfaction of the preceptor and Internship Director before proceeding to the next rotation.
 - i) If the intern successfully completes the supplemental work, the preceptor will reevaluate the dietetic intern on the skill categories that were identified for improvement. A re-evaluated final rating will be given at that time.
 - ii) If the intern does not successfully complete the supplemental work, the Internship Director will require the intern to repeat the rotation.
 - b) If the intern must repeat the rotation, that requirement will be indicated on the "Evaluation Addendum for Supplemental Work" form by the Internship Director.

The intern must complete the repeated rotation to the satisfaction of the preceptor and Internship Director before proceeding to the next rotation.

 - i) If the intern successfully completes the repeated rotation, the preceptor will reevaluate the dietetic intern on the skill categories that were identified for improvement. A re-evaluated final rating will be given at that time.
 - ii) If the intern does not successfully complete the repeated rotation, the intern may be subject to disciplinary action or termination. A rotation can only be repeated once. (See Policy on Discipline and Policy on Termination)

Evaluation Addendum for Supplemental Work

If the dietetic intern did not successfully complete the rotation (as defined on the rotation evaluation form), this addendum should be completed indicating required supplemental work.

Rotation and Preceptor: _____

Dietetic Intern: _____

Supplemental Work Required:

Assignment	Date Completed	Observed by (please sign)

Supplemental work must be completed to the satisfaction of the preceptor and Internship Director before proceeding to the next rotation. When supplemental work is successfully completed, the preceptor will re-evaluate the dietetic intern on the skill categories that were identified for improvement. A re-evaluated final rating will be given at that time.

At time of assignment of supplemental work:

Signature of Intern _____ Date _____

Signature of Preceptor _____ Date _____

Signature of Internship Director _____ Date _____

At time of successful completion of supplemental work:

Signature of Intern _____ Date _____

Signature of Preceptor _____ Date _____

Signature of Internship Director _____ Date _____

CHART NOTES

All medical record documentation by an Intern must be cosigned by the preceptor at that facility. The preceptor informs the Intern when he/she can begin to document under his/her supervision. The intern signs their documentation as: First Name. Last Name, Dietetic Intern

PROCEDURE

- The Intern follows all facility rules with respect to medical record charting.
- The preceptor is responsible for reviewing and countersigning all Intern notes

FACILITY ROTATIONS

The Intern must follow all Off-site facility policies and procedures during rotations at those facilities. It is the Interns' responsibility to be prepared for the learning experience, i.e., the date, time, dress code, directions, reading assignments, projects, evaluation forms, and objectives for the learning experience.

PROCEDURE

- The Intern prepares himself/herself for the off -site rotation. The Internship Director assists as needed.
- After a rotation, the Intern brings back the evaluation forms and returns them to the Internship Director.

WRITTEN ASSIGNMENTS

All written assignments must be completed neatly, orderly, accurately, and thoroughly and must be turned in by the specified date. All typed assignments should be put through "spell check" and "grammar check" via computer. Any documents received with multiple spelling or grammar mistakes will be returned to the intern to be re-done prior to completion of any supervised rotation. The preceptor and Internship Director must approve any request for an extension of time on any project. All projects, unless otherwise stated, must be typed. Interns are expected to comply with the Code of Academic Integrity for all assignments.

E-MAIL COMMUNICATION

All e-mail communication submitted to Internship Director and/or preceptors should be put thru spell check before sent out onto the Internet to assure any initial or subsequent impressions left by the intern is always positive.

ELECTRONIC DEVICES

The use of any personal electronic devices (e.g., cell phones, tablets, and laptop computers) during class or experiential learning activities is restricted to note taking, faculty led class activities, and used specifically assignments related to class. No texting or emailing during class or experiential learning is allowed. Cell phones or other personal electronic devices may not be used during on campus class times or during experiential learning activities unless use is explicitly sanctioned in the facility. Cell phones must be placed on “silent” mode during classes and experiential learning activities. Please note that supervised practice/internship directors, faculty, and potential employers may be calling you; answering messages should be professional.

SOCIAL MEDIA

Social media and public networking sites (e.g., Facebook, Twitter, Instagram, YouTube, or LinkedIn) should not refer to faculty, clinical instructors, patients, sites, or other potentially sensitive confidential. It is recommended that students maintain privacy settings so as to limit those who have access to their pages. Please be aware that employers and supervised practice programs may access all public information.

Definition of Social Media: For the purposes of this policy, social media should be understood to include any website or forum that allows for the open communication on the internet including, but not limited to:

Social Networking Sites (Linkedin, Facebook)

Micro- blogging Sites (Twitter)

Blogs (including personal)

Video and photo-sharing Websites (YouTube; Flickr)

Think Before Posting:

In general, interns should think carefully before posting online, because most online social platforms are open for all to see. Despite privacy policies, interns cannot always be sure who will view, share or archive the information that is posted. Before posting anything, interns should remember that they are responsible for what is posted online. Interns should carefully consider the risks and rewards with respect to each posting. Interns should remember that any conduct, online or otherwise, that negatively or adversely impacts the intern’s job performance or conduct, the job performance or conduct of other co-workers or adversely affects clients, customers, colleagues or associates of McNeese State University (MSU) and/or the intern’s supervised practice training site may result in disciplinary action, up to and including termination. If interns have any doubt about what to post online, it is probably best not to post, since once something is placed in cyberspace, it is often difficult to retract the information. Interns should use their best judgment and exercise personal responsibility when posting to any social media websites.

Using Social Media at Work:

Interns should not use social media during working hours or on equipment provided by your supervised practice site unless such use is work-related or authorized by a preceptor. Employees should note that this provision is not meant to prohibit interns from engaging in concerted protected activity, which is lawful under Section 7 of the National Labor Relations Act (NLRA).

Do NOT Post Confidential Information:

Interns should aim to protect MSU and the supervised practice training site's private, confidential and proprietary information. Interns should make sure that online postings do not violate any non-disclosure or confidentiality obligations or any confidential and/or proprietary information of MSU or the supervised practice training site

Act Appropriately:

Interns should act appropriately when posting online. Any online behavior should be consistent with MSU and the supervised practice training site's policies and practices with respect to ethics, confidential information, discrimination and harassment. Because online tone can be interpreted in different ways by readers, interns should not engage in any online conduct that would not be acceptable or appropriate in the workplace, including derogatory or discriminatory remarks, threats, intimidation, harassment, insults, slander, defamation or pornography.

Demonstrate Respect:

When posting anything online, interns should always be fair and respectful to co-workers, clients, customers, colleagues, preceptors and other individuals who may work on behalf of MSU and the supervised practice training site. Interns should demonstrate proper respect for the privacy of others. If an intern decides to post a complaint or criticisms, the intern should avoid using any statements, photographs, video or audio that may be viewed as malicious, obscene, threatening, harassing or abusive of co-workers, clients, customers, colleagues, preceptors or other individuals that work on behalf of or are associated with MSU or the supervised practice training site. Interns should refrain from engaging in offensive postings that may create a hostile and abusive work environment based on race, sex, religion or any other protected class.

Be Accurate and Honest:

Interns should always be accurate and honest in posting any news or information to social media and quickly correct any mistakes or errors. Interns should never post any information which is known to be false about MSU, the supervised practice training site, co-workers, clients, customers, colleagues, preceptors or other individuals that work on behalf of or are associated with MSU and the supervised practice training site.

TELEPHONE/COMPUTER/TEXTING

- Telephones at the rotation sites are for business only. No personal calls are allowed without permission.
- The interns must follow the institution's policy regarding long distance calls.
- Computers at rotation sites are for business only.

- Cell phones and personal tablets/computers should be turned off at rotation sites. Use should be confined to break time or personal time unless related to assignment/internship completion.
- Checking email, social media, texting, etc. should be confined to breaks or personal time

CONFIDENTIALITY

- Interns are required to comply with McNeese State University and all affiliation sites policies regarding confidentiality of information in patients/employees records.
- Interns will comply with Health Insurance Portability and Accountability Act (HIPAA) regulations at each rotation site. These regulations stipulate facility policies regarding use of patient/resident personal information.
- It is the interns' responsibility to learn the confidentiality policies of each rotation site.

CONTINUING EDUCATION

The Interns are required to attend the Louisiana Academy of Nutrition and Dietetics Annual Meeting, hospital conferences/ grand rounds and other conferences/meetings as possible given internship training requirements. Attendance at a conference or meetings is usually during supervised experience ("worktime"). The Internship Director has final approval for the intern to attend any meeting. The Intern is responsible for paying any associated fees for conferences/meetings.

PROCEDURE

- The Internship Director emails interns of available optional conferences.
- If the Intern wishes to attend a conference/meeting, he/she emails or calls the Internship Director to make a request to attend the conference and provides conference name, date, time, location, and cost of the meeting.
- The Internship Director responds in email to the Intern if approval is granted or denied

SUBMISSION OF WRITTEN COMPLAINTS TO THE ACCREDITATION COUNCIL FOR EDUCATION IN NUTRITION AND DIETETICS (ACEND)

The **Accreditation Council for Education in Nutrition and Dietetics (ACEND)** will review complaints that relate to a program's compliance with accreditation standards. ACEND is interested in the sustained quality and continued improvement of dietetics education programs, but does not intervene on behalf of individuals in matters of admission, appointment, promotion or dismissal of faculty, staff, or students.

PROCEDURE

- A copy of the accreditation standards and/or ACEND's policy and procedure for submission of complaints may be obtained by contacting staff at the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190,

Chicago, IL 60606-6995. Phone number for ACEND is 312-899-0040.

- *The Combined MS/Dietetic Internship Program at McNeese State University is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).*

SELECTING AND PERIODICALLY EVALUATING ADEQUACY AND APPROPRIATENESS OF FACILITIES

The Program Director selects facilities that offer a wide range of learning experiences necessary to achieve the competencies specific for each facility type. When the program is selecting and evaluating a new site, the program will evaluate the potential new site on the following requirements:

- MSU preceptors are graduates from accredited academic programs and have the appropriate credentials, licenses and experience in the area of practice.
- Management/administration at the facility supports the MSU program.
- Through the assigned rotation(s) at the facility, interns are exposed to a wide variety of patients, diverse patient populations, and practice settings.
- Through the assigned rotation(s) at the facility, interns are able to achieve the educational outcomes of the MSU program.

Preceptors for assigned rotations are willing and able to serve as role models.

- Through the rotations, preceptors provide a setting that is conducive to learning.
- Preceptor is able to provide appropriate learning experiences to meet the expected competencies and is agreeable to offer the experiences
- Facility is in compliance with HIPPA requirements.
- Facility is in compliance with all applicable laws and regulations.

If the facility representatives agree to precepting interns, the facility enters into a written affiliation agreement with McNeese State University. The Program Director reviews sites for adequacy and appropriateness of facilities to support the McNeese program. The interns complete rotation and preceptor evaluations following each rotation as well as a final program evaluation. Informal feedback is gathered from interns and preceptors to ensure that experiences are meeting competencies. At the conclusion of the internship, sites/rotations are assessed based on intern and preceptor.

STUDENT SUPPORT SERVICES

All interns regardless of location are considered full time MSU Graduate students and thus have access to all student support services including but not limited to: health services, counseling, testing, and financial aid.

The **Counseling Center** assists students with personal, developmental, academic, and mental health needs. College life presents new and difficult challenges to all students and we strive to

help them learn to navigate, manage, and resolve those challenges. To make an appointment, just call 337-475-5136 or stop by the office in Kaufman 112 to make an appointment in person. Appointments are scheduled Monday-Friday from 8:00am-4:30pm. Walk-ins are available in the event of crisis/emergency situations. The Counseling Center is closed during holidays and official university closures. In case of on-campus emergencies on evenings, weekends, or holidays, please call University Police at 337-475-5711.

For off-campus emergencies, call 911 or go to the nearest emergency room. **Counseling Center Brochure can be found at <http://www.mcneese.edu/f/f/10737>**

Health Services:

Health Services is located in the Watkins Infirmary on the McNeese campus. We provide acute care medical services to all enrolled McNeese students. Staff include registered nurses, and doctors maintain daily clinic hours on the premises. Whenever possible, please schedule your appointment in advance by calling or coming by the Health Services office. If you cannot attend your scheduled appointment for any reason, please call the office at 475-5748. Voice mail is available after hours. Two missed appointments will result in the loss of Health Services privileges for the rest of the semester. Hours of operation: Mon.-Fri. 7:00 a.m. - 3:00 p.m.

<http://www.mcneese.edu/healthservices>. Health Services Brochure is located at <http://www.mcneese.edu/f/f/10742>. Interns can use the Student Health Services on campus for medical issues.

The Career and Student Development Center is a free service provided to both students and alumni! We assist students and alumni with a variety skill-based and professional development training, facilitate recruitment activities for employers, and work to keep students and alumni informed about employment opportunities.

The career center is located in Holbrook Student Union Building. Students are encouraged to go to <http://www.mcneese.edu/career>. Office Hours are Monday – Friday 7:45am - 4:30pm

Phone: (337) 475-5612

PROGRAM EVALUATION

The program is evaluated by the program's preceptors, by graduates, by employers of graduates, and by the current Interns. The current Interns have an opportunity to evaluate the program at the end of each rotation and at the end of the program year. Additions, deletions, or revisions in the program are made during the program when needed or before each program year to enhance the Intern's learning experience or the program itself.

PROCEDURE

- For the current interns, the Indoor orientation. The Dietetic Internship Director reviews the comments on the evaluation form on the specified date.
- The interns fill out a longer end-of-year overall program evaluation that is done at the end of the program.

- In addition, the interns have an option to provide feedback on the Program throughout the program.
- Preceptor evaluations are provided by the Internship Director during orientation week as part of the DI Handbook. The director reviews all input to assess if trends exist that would warrant changes in preceptors. The Internship Director assesses the comments, shares the information with the Dietetic Internship Advisory Committee, and makes changes in the program as appropriate.

FINANCIAL AID

McNeese State University dietetics interns are full-time McNeese State University graduate students and are eligible for any applicable financial aid and/or loan deferment. Interns need to complete an Application for Federal Student Aid (FAFSA) to be eligible for Federal Direct Stafford Loans. For more information, interns can contact the MSU Office of Financial Aid. Interns can go to the MSU catalog for information regarding financial aid.

The office is open 7:45 a.m to 4:30 p.m Monday through Friday. Contact the office at Phone: (337) 475-5065 or 1-800-622-3352 ext 5065.

SCHOLARSHIP AND TESTING

The **Office of Scholarships** provides information and assistance to prospective and current students in meeting their scholarship needs. The Scholarship Office coordinates the application/selection/disbursement processes for the McNeese academic scholarship program. In addition, they administer the disbursement of all university scholarships. Staff provide workshops on the scholarship search and application processes. The Scholarships Office also administers the Taylor Opportunity Program for Students (TOPS) and private scholarships awarded by various organizations, companies, and entities. The office may be reached by calling (337) 475-5140 or 1-800-622-3352 extension 5140, or by email scholarships@mcneese.edu.

The Testing Office provides assistance with a number of examinations related to the collegiate arena (<http://www.mcneese.edu/scholarships>). The office is located in Chozen Hall or may be reached by calling (337) 475-5140 or 1-800-622-3352 extension 5140, or by email scholarships@mcneese.edu

Office of Testing Services

Testing Services available include college entrance and placement examinations (ACT, COMPASS), licensing examinations (Praxis), graduate professional school tests (LSAT), national credit examinations (CLEP), and college correspondence course exams. Accuplacer, CLEP and Exam Proctoring are administered Monday through Friday between 9:00 am and 4:00 pm by appointment. ACT and LSAT follow the national testing schedule. Appointments are required for all exams administered by the office of Testing Services. A secure online registration tool is available at <https://www.registerblast.com/mcneese/Exam> or by clicking the

Schedule Your Exam Now button below. A \$3.50 convenience fee is applied to all online registrations requiring payment. This is not a McNeese fee. Appointments may also be scheduled in person by paying the testing fee in Smith Hall and bringing the receipt to the office of Testing Services located in Burton Business Center, Suite 211 B. No testing appointments are confirmed until payment has been received. Additional information may be obtained by contacting the Testing Office at (337) 475-5181 or testing@mcneese.edu or by visiting the Testing Office in Burton Business Center, Suite 211 B. <http://www.mcneese.edu/testing>

DRUG TESTING AND CRIMINAL BACKGROUND CHECKS

Sites are requesting background checks and drug screen be completed on interns prior to starting at the site. The DI Director will set up the background check and drug screen with PreCheck (<http://precheck.com/>), but the interns are expected to contact PreCheck and cover the cost of the background check and drug screen. There may be times when the intern may need to purchase more than one background check and/or drug screen. Admission into the Internship Program is contingent upon passing the background check and drug screen. Interns are required to have a negative drug screen test at orientation. Interns will go to sites approved by PreCheck for the drug screen. The DI Director will contact PreCheck for the results of the background check and drug screen. The results will be shared with facilities requesting background checks and drug screens. Any intern with a positive drug screen will result in the intern being excused from the DI.

PROCEDURE

- Interns will go to PreCheck (<http://precheck.com/>), and follow instructions for completing information needed for background check and drug screen.

ILLEGAL DRUG USE

Drug testing in the Dripps School of Agricultural Sciences Combined MS/ Dietetic Internship Program is being done pursuant to La. R.S. 49:1015. Individuals practicing in a clinical setting who are impaired by drugs and/or alcohol may be placing themselves as well as the public at risk. McNeese State University's Dietetic Internship Program is committed to providing a safe, productive, healthy and wholesome environment for the public, patients, and employees. McNeese State University's Dietetic Internship Program is committed to creating and maintaining a drug-free workplace pursuant to the federal Drug-Free Workplace Act of 1988, the Louisiana Drug Testing Act of 1990, the Drug-Free Public Housing Act of 1988 and the Drug-Free Schools and Communities Act of 1986.

PROCEDURE

1. SCOPE OF TESTING: After reasonable suspicion of substance abuse by a current clinical student (also known as "for cause").
2. WHO IS AFFECTED BY POLICY? Any person, paid or unpaid, in the service

of the employer (MSU) in accordance with and pursuant to La. Statute #R.S. 49:1001. All the Dietetic interns enrolled in the MSU Combined MS/ Dietetic Internship Program.

3. WHAT SUBSTANCES ARE TO BE TESTED FOR: Amphetamines, barbiturates, benzodiazepines, cocaine, marijuana, methadone, opiates phencyclidine, and propoxyphene (9) nine panel screen). Alcohol may be added at the discretion of the University
4. WHAT IS THE TESTING METHODOLOGY?
 - A. Urine testing for (9) nine drug panel
 - B. Blood testing for alcohol
 - C. Nine panel initially screened using immunoassay or EMIT technology
 - D. Any drug initially testing positive is sent to a confirmation test using gas chromatography/mass spectrometry (GC/MS) technology
 - E. Alcohol is tested using the GC/MS technology directly
5. WHO PERFORMS THE URINE TESTING? An independent toxicology laboratory that has SAMHSA (formerly NIDA) and/or CAP-FUDT certification
6. WHO RECEIVES THE TEST RESULTS? All results will be reported to a Medical Review Officer (MRO) within (72) seventy-two hours, who will then follow approved protocol.
7. WHAT IS THE CONSEQUENCE OF A CONFIRMED POSITIVE? Interns who have a confirmed positive will have their acceptance to the clinical component rescinded.
8. FINANCIAL The cost of drug testing will be covered by general operating funds.

EDUCATIONAL PURPOSE OF SUPERVISED PRACTICE TO PREVENT THE USE OF INTERNS TO REPLACE EMPLOYEES

Supervised practice is a critical aspect of dietetic education. Supervised Practice is to provide an opportunity for the intern to explore dietetic practice by developing the knowledge and skills needed to practice in the profession. Rotation site experiences are for educational purposes only, and interns are not to be used to replace employees.

INTERN RETENTION: COUNSELING OF INTERNS WITH A MINIMAL CHANCE OF COMPLETING THE COMBINED MS/DI

Interns with minimal chances of success in the program will be given every opportunity to finish the MS/IP; however if the intern has a minimal chance of success in the program they will be counseled into career paths that are appropriate to their ability.

INTERN ROLE AND RESPONSIBILITIES

To acquire the skills and knowledge to function as an entry-level dietitian or manager in each area of dietetics. Failure to follow these rules might result in termination from the program.

PROCEDURE

- To be punctual and available throughout the rotation.
- To present himself/ herself in a professional manner and appearance at all times.
- To represent McNeese State University in an appropriate manner and appearance when visiting affiliations, class days.
- To complete objectives, learning experiences, reading assignments, and projects by due dates.
- To be prepared for each rotation by reading required texts and articles and by completing study guides and worksheets prior to or during each rotation.
- To follow hospital, department, and program policies and procedures.
- To maintain confidentiality of all information discussed within the hospital and department.
- To ask for the preceptor's approval to leave his/her area of responsibility.
- To inform the preceptor of any change in his/her schedule in a timely manner.
- To accept any change in the preceptor's schedule that may arise.
- To maintain respect for positions of authority.
- To function as a team player.
- To seek guidance when needed.
- To research and look up information as needed.
- To accept constructive criticism.
- To completely accept responsibility for all actions.
- To maintain a positive and hard-working attitude.
- To maintain open and frequent communication with staff.
- To attend all required conferences, meetings, and classes.
- Interns are expected to behave in a manner consistent with the AND Code of Ethics at all times.

PRECEPTOR ROLE AND RESPONSIBILITIES

To teach the intern the skills and knowledge required to function as an entry level dietitian or manager in the preceptor's area of specialty.

PROCEDURE

- To orient the Intern to the facilities, objectives, learning experiences and due dates.
- To review the schedule and competencies of the rotation with the Intern.
- To complete orientation to unit on the first day of the rotation with the Intern.
- To inform other employees of the dates when the Interns will be in his/her area.
- To meet with the Intern at least once each week to discuss projects/concerns.

- To correct, return, and review written projects within one week after receiving them from the Intern.
- To complete appropriate Intern evaluation forms by the last day of the rotation. Any deviation from this rule must be pre-approved by the Internship Director.
- To provide immediate positive feedback and constructive criticism throughout the rotation to the Intern.
- To give guidance throughout the rotation and especially with written projects to the Intern.
- To act as a resource person when the Intern has questions.
- To refer the Intern to appropriate resources when needed.
- To be aware of internship policies and procedures.
- To enforce policies and procedures when needed.
- To discipline the Intern as needed.
- To act as a mentor and function as a team player.
- To serve as a role model at all times.
- To empower Interns to an interdependent, but autonomous level of function.
- To review, in a timely manner, the Intern's progress with the Internship Director at the end of the rotation.
- To provide constructive feedback on the Program Evaluation Form.
- To foster a learning environment.
- To encourage interns to seek additional knowledge.
- To demonstrate commitment to the rotation.
- To facilitate open communication throughout the rotation.
- To provide constructive oral and written feedback on performance; both what the intern did well and what the intern needs to work on.
- To demonstrate adequate knowledge base and technical expertise to effectively precept.
- To promote professionalism.
- To treat each intern as a valued asset to the service.
- To discuss goals, objectives, and expectations for the rotation at the beginning of the rotation and to strive to meet those goals.

INTERNSHIP DIRECTOR ROLES AND RESPONSIBILITIES

To direct and coordinate the Combined MS/DI Internship Program, at McNeese State University and at the affiliations.

PROCEDURE

- To orient the Intern to the program.
- To organize the rotations throughout the year.
- To coordinate with the preceptor the objectives, learning experiences and projects for the intern for that rotation.
- To monitor and evaluate the Intern's progress in each rotation throughout the year. To communicate with the preceptor during each rotation.
- To write the Interns' schedules.
- To plan and schedule class days.
- To counsel and guide the Intern.

- To serve as a role model
- To serve as a mentor
- To act as a liaison between the preceptor and Intern as need
- To serve as an advocate for the Intern when appropriate and justified.
- To enforce policies and procedures.
- To direct the selection and procession of new Dietetic Interns.
- To evaluate and revise the program as needed to improve quality and meet ACEND requirements.
- To enforce the role and responsibilities of both the Intern and the preceptor.
- To recruit adequate and appropriate preceptors.
- To recruit members of the Dietetic Internship Advisory Committee.
- To obtain program accreditation from the **Accreditation Council for Education in Nutrition and Dietetics (ACEND)**
- To direct, organize, and supervise operational activities of the combined MSU MS/Dietetic Internship program
- To plan goals and objectives to attain overall development / committee goals for the program.
- Formulate, recommend, and implement policies, systems, procedures necessary for attainment of ACEND standards.
- Review philosophy, goals, policies and curriculum.
- To recruit and select interns with the Dietetic Internship Selection Committee (DISC).
- Coordinate the selection process of the dietetic interns.
- To develop instructional programs/rotation sites for the dietetic interns.
- Monitor and evaluate the curricula required for the dietetic internship in order to meet ACEND Standards of education for continued accreditation.
- To manage the internship budget/funds. Perform on-going monitoring of interns and program outcomes.
- To obtain input from preceptors and rotation sites to ensure a high quality program.
- To attend committee meetings. The DI director will be a part of and report to the Internship Selection Committee (DISC) and the Dietetic Internship Advisory Committee (DIAC) to provide updates and evaluations on the internship such as written summaries and analyses of outcome measures.
- To plan and conduct orientation and didactic meetings for the internship.
- To provide assistance as necessary for the dietetic intern and or preceptor to maintain a high quality dietetic internship program.
- To ensure adequate training for preceptors.
- To monitor and evaluate the intern's progress in each rotation throughout the year.
- To search for appropriate and quality opportunities that strengthen the program
- To develop appropriate partnerships with outside organizations that strengthen the program.
- To oversee the program's fiscal resources.
- To direct the selection and procession of new interns.
- To market the program and recruit quality applicants to the program.
- To maintain currency in education and training and revise the program as needed to ensure interns are being training in current dietetics skills.

FILING AND HANDLING COMPLAINTS FROM INTERNS AND PRECEPTORS THAT INCLUDES RECOURSE TO AN ADMINISTRATOR OTHER THAN THE PROGRAM DIRECTOR AND PREVENTS RETALIATION

Handling complaints from interns: The filing and handling of formal complaint from interns will include recourse to an administrator or other program director and prevents retaliation. When a complaint is received by an intern, the complaint will be discussed in detail with the intern. The next step will include the Internship Director discussing the complaint with the Department Head of the Dripps School of Agricultural Sciences. When necessary, the situation will be discussed with the Dean of the College of Agricultural Sciences and Agriculture. If necessary, a meeting may be held between the DI Director, the intern and the Department Head of the Dripps School of Agricultural Sciences. Each step in the complaint process will be documented, and will culminate in a written summary and action plan. The program will maintain a file of the complaints and resolutions for seven years as required by ACEND.

Handling complaints from preceptors: The filing and handling of formal complaints from interns will include a recourse to an administrator or other program director and prevents retaliation. When a complaint is received by a preceptor, the complaint will be discussed in detail with the preceptor and the intern. The next step will include the Internship Director discussing the complaint with the Department Head of the Dripps School of Agricultural Sciences. When necessary, the situation will be discussed with the Dean of the College of Agricultural Sciences and Agriculture. If necessary, a meeting may be held between the DI Director, the intern, the Preceptor, and the Head of the Harold and Pearl Dripps School of Agricultural Sciences. Each step in the complaint process will be documented, and will culminate in a written summary and action plan. The program will maintain a file of the complaints and resolutions for seven years as required by ACEND.

**MCNEESE STATE UNIVERSITY
DRIPPS SCHOOL OF AGRICULTURAL SCIENCES
DIETETIC INTERNSHIP**

MEMORANDUM OF AGREEMENT

Between

**And
MCNEESE STATE UNIVERSITY
DRIPPS SCHOOL OF AGRICULTURAL SCIENCES
COMBINED MS/DIETETIC INTERNSHIP PROGRAM**

Requirements for Program Completion:

In order to satisfactorily complete the Combined MS/Dietetic Internship Program, which runs from August 2020 to December 2021 sponsored by McNeese State University, the following requirements must be met:

- **Program Fee**

The Program fee is charged to provide dedicated monies to offer internship training. The student shall pay a professional fee to McNeese State University DI Club a fee of \$1000 in 2 payments of \$500 each. The first payment is due in January on the first day of the Internship Orientation program and the second payment is due at the beginning of the summer semester. There is no refund of the program fee once payment has been received. This fee is collected in order to help defray the costs of the DI Program.

- **2. Transportation**

Interns shall be responsible for providing any transportation needed to commute to and from the Sponsoring Facility. Interns in the MSU MS/DI Program will be located in the Lake Charles or Southwest Louisiana area.

- The intern will be required to travel. Travel will include but not be limited to the following:
 - a) Travel to the various rotation sites,
 - b) Travel from the rotation site(s) to other locations for brief experiences –this may include intermittent long distance trips.
 - c) Some travel to other areas, as needed, for classes and other experiences.

3. Mandatory Insurance Coverage and Medical Tests

The intern shall be responsible for providing proof of full personal health insurance coverage for program participation. Health insurance that includes only catastrophic coverage is not acceptable. Students shall also provide proof of automobile insurance. Students will also be required to provide proof of at least titres/ vaccinations for mumps, measles, rubella, chicken pox. Interns must also have received or be receiving hepatitis B vaccination series of shots and a TB test. The above medical tests are required by clinical facilities and are subject to change.

4. Planned Experiences

All Planned Experiences as described in the curriculum must be completed satisfactorily for each rotation by the specified time. Any request for an extension of time to complete the Planned Experiences must be approved by the preceptor and Internship Director. Evaluation Forms must represent that the intern satisfactorily met the Planned Experiences for that rotation. Unsatisfactory completion of the Planned Experiences does not meet the requirements of the Program.

5. Major Projects

a. Administrative Projects:

These projects must be satisfactorily completed as outlined by the preceptors' project guidelines by the specified time. Any request for an extension of time to complete the project must be approved by the preceptor and Internship Director. An unapproved late assignment or unacceptable project will be designated as unsatisfactory completion of the project. Unsatisfactory completion of the project does not meet the requirements of the program.

b. Major Clinical Case Study:

This case study must be satisfactorily completed as outlined in the case study guidelines by the specified time. Any request for an extension of time to complete the project must be approved by the Internship Director. An unapproved late assignment or unacceptable case study will be designated as unsatisfactory completion of the case study. Unsatisfactory completion of the case study does not meet the requirements of the program.

c. Professional Portfolio:

This project must be completed by end of the internship as per requirements set. Unsatisfactory completion of the portfolio does not meet the requirements of the program.

d. Rotation Projects:

All written projects for each rotation must be satisfactorily completed as outlined in the project guidelines by the specified time. Any request for an extension of time to complete the project must be approved by the preceptor and Internship Director. Unapproved late

assignments or unacceptable projects will be designated as unsatisfactory completion of the project. Unsatisfactory completion of the project does not meet the requirements of the program.

e. *Rotation Quizzes:*

Quizzes exist at the end of most clinical rotations; these must be answered satisfactorily. If the questions are not answered satisfactorily, the intern cannot continue to the next rotation. Unsatisfactory score to quizzes does not meet the requirements of the program.

f. *NFSC 601 Projects:*

Several projects will need to be completed during the semesters, such as grant writing, community project and others as deemed appropriate.

- The purpose of the program is to produce competent, professional, and dedicated entry-level dietitians. By meeting the requirements as stated above, the purpose of the program will be met.

Intern's Agreement:

I have read the above rules and the Internship policies and Procedures fully understanding their significance. In addition, I agree to satisfactorily complete the requirements and abide by the policies of both the University and sponsoring Facility as stated. Should I not meet these requirements, I will not receive the Verification Statement of Program Completion and will, therefore, be ineligible to take the Dietetic Registration Examination. Once I complete all requirements stated above, I will receive my verification statement of Program Completion and be eligible to take the Dietetic Registration Examination. With my signature I attest that I am at least 18 years of age and competent to sign this Agreement.

Intern's Signature: _____

Printed Name: _____

Date: _____

APPENDIX B DIETITIC INTERNSHIP CORE COMPETENCIES

Dietetic Internship Core Competencies for the RDN 2017

Accreditation Council for Education in Nutrition and Dietetics (ACEND)

Interns complete the following competencies during supervised practice and course work.

	Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice
CRDN 1.1	Select indicators of program quality and/or customer service and measure achievement of objectives.
CRDN 1.2	Apply evidence-based guidelines, systematic reviews and scientific literature.
CRDN 1.3	Justify programs, products, services, and care using appropriate evidence or data.
CRDN 1.4	Evaluate emerging research for application in nutrition and dietetics practice.
CRDN 1.5	Evaluate emerging research for application in nutrition and dietetics practice.
CRDN 1.6	Incorporate critical-thinking skills in overall practice
	Domain 2. Professional Practice Expectations: Beliefs, values, attitudes, and behaviors for the professional dietitian nutritionist level of practice.
CRDN 2.1	Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.
CRDN 2.2	Demonstrate professional writing skills in preparing professional communications.
CRDN 2.3	Demonstrate active participation, teamwork and contribution in group settings.
CRDN 2.4	Function as a member of interprofessional teams.
CRDN 2.5	Assign duties to NDTRs and/or support personnel as appropriate.
CRDN 2.6	Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
CRDN 2.7	Apply leadership skills to achieve desired outcomes.
CRDN 2.8	Demonstrate negotiation skills.
CRDN 2.9	Participate in professional and community organizations.
CRDN 2.10	Demonstrate professional attributes in all areas of practice.
CRDN 2.11	Show cultural competence/sensitivity in interactions with clients, colleagues and staff.
CRDN 2.12	Perform self-assessment and develop goals for self-improvement throughout the program.
CRDN 2.13	Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.
CRDN 2.14	Demonstrate advocacy on local, state or national legislative and regulatory issues of policies impacting the nutrition and dietetics profession.
CRDN 2.15	Practice and/or role play mentoring and precepting others.

	Domain 3: Clinical and Customer Services: Development and delivery of information, products, and services to individuals, groups, and populations.
CRDN 3.1	Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups, and populations of differing ages and health status, in a variety of settings.
CRDN 3.2	Conduct nutrition focused physical exams.
CRDN 3.3	Demonstrate effective communication skills for clinical and customer services in a variety of formats and settings.
CRDN 3.4	Design, implement and evaluate presentations to a target audience.
CRDN 3.5	Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.
CRDN 3.6	Use effective education materials that are culturally and age appropriate and designed for the literacy level of the audience.
CRDN 3.7	Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.
CRDN 3.8	Deliver respectful, science-based answers to client questions concerning emerging trends.
CRDN 3.9	Coordinate procurement, production, distribution and service of goods and services demonstrating and promoting responsible use of resources.
CRDN 3.10	Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.
	Domain 4: Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.
CRDN 4.1	Participate in management of human resources.
CRDN 4.2	Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.
CRDN 4.3	Conduct clinical and customer service quality management activities.
CRDN 4.4	Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.
CRDN 4.5	Analyze quality, financial or productivity data for use in planning.
CRDN 4.6	Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment.
CRDN 4.7	Conduct feasibility studies for products, programs or services with consideration of costs and benefits.
CRDN 4.8	Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.
CRDN 4.9	Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value based payment systems.
CRDN 4.10	Analyze risk in nutrition and dietetics practice

APPENDIX C SUMMARY OF GRADUATE COURSES AND SUPERVISED PRACTICE SCHEDULE

Summary of Graduate Courses and Supervised Practice Schedule

Total length of the combined MS/DI is 18 months. Within this time period the interns will complete the supervised practice hours and the MS degree. The length of the program allows interns to meet the program's mission, goals, and to acquire the competencies for entry level practice.

Semester	Graduate Course/SP Rotation	Credit Hours	Area	Weeks (32 Hours each week)	Total Supervised Practice Hours per semester
Fall	AGRI 604 NFSC 610 NFSC 603 NFSC 604	12 graduate credit hours	MNT	13	390
Spring	AGRI 606 NFSC 606 NFSC 608 NFSC 620	12 graduate credit hours	MNT	13	390
Summer	NFSC 602 NFSC 630	6 graduate credit hours	Community Management	6	180
Fall	NFSC 605 NFSC 607 NFSC 640	9 graduate credit hours	Community Management	13	390
Totals		39		45	1350

Hours Not Counted in Supervised Practice	Weeks	Duration	Semester
Orientation	1	5 days	January prior to beginning rotations
Vacation/Holidays	3	18 days	Good Friday and week after Easter (6 days) Two weeks after diabetes camp prior to Fall semester (10 days) Two Fridays between the spring and summer semester (2 days)

APPENDIX D CODE OF ETHICS FOR THE PROFESSION OF DIETETICS

CODE OF ETHICS FOR THE PROFESSION OF DIETETICS

Preamble:

When providing services the nutrition and dietetics practitioner adheres to the core values of customer focus, integrity, innovation, social responsibility, and diversity. Science-based decisions, derived from the best available research and evidence, are the underpinnings of ethical conduct and practice.

This Code applies to nutrition and dietetics practitioners who act in a wide variety of capacities, provides general principles and specific ethical standards for situations frequently encountered in daily practice. The primary goal is the protection of the individuals, groups, organizations, communities, or populations with whom the practitioner works and interacts.

The nutrition and dietetics practitioner supports and promotes high standards of professional practice, accepting the obligation to protect clients, the public and the profession; upholds the Academy of Nutrition and Dietetics (Academy) and its credentialing agency the Commission on Dietetic Registration (CDR) Code of Ethics for the Nutrition and Dietetics Profession; and shall report perceived violations of the Code through established processes.

The Academy/CDR Code of Ethics for the Nutrition and Dietetics Profession establishes the principles and ethical standards that underlie the nutrition and dietetics practitioner's roles and conduct. All individuals to whom the Code applies are referred to as "nutrition and dietetics practitioners". By accepting membership in the Academy and/or accepting and maintaining CDR credentials, all nutrition and dietetics practitioners agree to abide by the Code.

Principles and Standards:

1. Competence and professional development in practice (Non-maleficence)

Nutrition and dietetics practitioners shall:

- a. Practice using an evidence-based approach within areas of competence, continuously develop and enhance expertise, and recognize limitations.
- b. Demonstrate in depth scientific knowledge of food, human nutrition and behavior.
- c. Assess the validity and applicability of scientific evidence without personal bias.
- d. Interpret, apply, participate in and/or generate research to enhance practice, innovation, and discovery.
- e. Make evidence-based practice decisions, taking into account the unique values and circumstances of the patient/client and community, in combination with the practitioner's expertise and judgment.
- f. Recognize and exercise professional judgment within the limits of individual qualifications and collaborate with others, seek counsel, and make referrals as appropriate.
- g. Act in a caring and respectful manner, mindful of individual differences, cultural, and ethnic diversity.
- h. Practice within the limits of their scope and collaborate with the inter-professional team.

2. Integrity in personal and organizational behaviors and practices (Autonomy)

Nutrition and dietetics practitioners shall:

- a. Disclose any conflicts of interest, including any financial interests in products or services that are recommended. Refrain from accepting gifts or services which potentially influence or which may give the appearance of influencing professional judgment.
- b. Comply with all applicable laws and regulations, including obtaining/maintaining a state license or certification if engaged in practice governed by nutrition and dietetics statutes.
- c. Maintain and appropriately use credentials.
- d. Respect intellectual property rights, including citation and recognition of the ideas and work of others, regardless of the medium (e.g. written, oral, electronic).
- e. Provide accurate and truthful information in all communications.
- f. Report inappropriate behavior or treatment of a patient/client by another nutrition and dietetics practitioner or other professionals.
- g. Document, code and bill to most accurately reflect the character and extent of delivered services.
- h. Respect patient/client's autonomy. Safeguard patient/client confidentiality according to current regulations and laws.
- i. Implement appropriate measures to protect personal health information using appropriate techniques (e.g., encryption).

3. Professionalism (Beneficence)

Nutrition and dietetics practitioners shall:

- a. Participate in and contribute to decisions that affect the well-being of patients/clients.
- b. Respect the values, rights, knowledge, and skills of colleagues and other professionals.
- c. Demonstrate respect, constructive dialogue, civility and professionalism in all communications, including social media.
- d. Refrain from communicating false, fraudulent, deceptive, misleading, disparaging or unfair statements or claims.
- e. Uphold professional boundaries and refrain from romantic relationships with any patients/clients, surrogates, supervisees, or students.
- f. Refrain from verbal/physical/emotional/sexual harassment.
- g. Provide objective evaluations of performance for employees, coworkers, and students and candidates for employment, professional association memberships, awards, or scholarships, making all reasonable efforts to avoid bias in the professional evaluation of others.
- h. Communicate at an appropriate level to promote health literacy.
- i. Contribute to the advancement and competence of others, including colleagues, students, and the public.

4. Social responsibility for local, regional, national, global nutrition and well-being (Justice)

Nutrition and dietetics practitioners shall:

- a. Collaborate with others to reduce health disparities and protect human rights.
- b. Promote fairness and objectivity with fair and equitable treatment.

- c. Contribute time and expertise to activities that promote respect, integrity, and competence of the profession.
- d. Promote the unique role of nutrition and dietetics practitioners.
- e. Engage in service that benefits the community and to enhance the public's trust in the profession.
- f. Seek leadership opportunities in professional, community, and service organizations to enhance health and nutritional status while protecting the public.

Glossary of Terms:

Autonomy: ensures a patient, client, or professional has the capacity and self-determination to engage in individual decision-making specific to personal health or practice.¹

Beneficence: encompasses taking positive steps to benefit others, which includes balancing benefit and risk.¹

Competence: a principle of professional practice, identifying the ability of the provider to administer safe and reliable services on a consistent basis.²

Conflict(s) of Interest(s): defined as a personal or financial interest or a duty to another party which may prevent a person from acting in the best interests of the intended beneficiary, including simultaneous membership on boards with potentially conflicting interests related to the profession, members or the public.²

Customer: any client, patient, resident, participant, student, consumer, individual/person, group, population, or organization to which the nutrition and dietetics practitioner provides service.³

Diversity: "The Academy values and respects the diverse viewpoints and individual differences of all people. The Academy's mission and vision are most effectively realized through the promotion of a diverse membership that reflects cultural, ethnic, gender, racial, religious, sexual orientation, socioeconomic, geographical, political, educational, experiential and philosophical characteristics of the public it services. The Academy actively identifies and offers opportunities to individuals with varied skills, talents, abilities, ideas, disabilities, backgrounds and practice expertise."⁴

Evidence-based Practice: Evidence-based practice is an approach to health care wherein health practitioners use the best evidence possible, i.e., the most appropriate information available, to make decisions for individuals, groups and populations. Evidence-based practice values, enhances and builds on clinical expertise, knowledge of disease mechanisms, and pathophysiology. It involves complex and conscientious decision-making based not only on the available evidence but also on client characteristics, situations, and preferences. It recognizes that health care is individualized and ever changing and involves uncertainties and probabilities. Evidence-based practice incorporates successful strategies that improve client outcomes and are derived from various sources of evidence including research, national guidelines, policies, consensus statements, systematic analysis of clinical experience, quality improvement data, specialized knowledge and skills of experts.²

Justice (social justice): supports fair, equitable, and appropriate treatment for individuals¹ and fair allocation of resources.

Non-Maleficence: is the intent to not inflict harm.¹

References:

1. Fornari A. Approaches to ethical decision-making. *J Acad Nutr Diet.* 2015;115(1):119-121.

2. Academy of Nutrition and Dietetics Definition of Terms List. June, 2017 (Approved by Definition of Terms Workgroup Quality Management Committee May 16, 2017). Accessed October 11, 2017.

<http://www.eatrightpro.org/~media/eatrightpro%20files/practice/scope%20standards%20of%20practice/academydefinitionoftermslist.ashx>

3. Academy of Nutrition and Dietetics: Revised 2017 Standards of Practice in Nutrition Care and Standards of Professional Performance for Registered Dietitian Nutritionists. *J Acad Nutr Diet*. 2018; 118: 132-140.

4. Academy of Nutrition and Dietetics “Diversity Philosophy Statement” (adopted by the House of Delegates and Board of Directors in 1995).

APPENDIX E SCOPE OF PRACTICE AND STANDARDS OF PROFESSIONAL PERFORMANCE

Scope of Dietetics Practice Framework

The Scope of Dietetics Practice Framework is comprised of three blocks that together describe the full range of roles, responsibilities and activities that dietetics practitioners are educated and authorized to perform. The Framework captures core responsibilities based on formal education and training at the entry-level (foundation knowledge), then builds from there to encompass practice grounded in knowledge, skills and experience (evaluation resources). The Framework also provides tools to help practitioners grow their practice in response to changing roles or job needs (decision aids). (<http://www.eatright.org/HealthProfessionals/content.aspx?id=6867>)

Block One: Foundation Knowledge

- [Code of Ethics](#)
- [Commission on Dietetic Registration Certifications \(RD/DTR\)](#)
- [CDR Professional Development Portfolio](#)

Block Two: Evaluation Resources

Standards of Practice (SOP) and Standards of Professional Performance (SOPP)

Articles from the *Journal of the Academy of Nutrition and Dietetics* (Note: Articles prior to January 2012 are published in the *Journal of the American Dietetic Association*. *Journal* online access is free to all Academy members.

Block Three: Decision Aids

- [Decision Analysis Tree](#)
- [Decision Analysis Tool](#)
- [Academy Definition of Terms](#)

(<http://www.eatright.org/HealthProfessionals/content.aspx?id=6867>)

Standards of Practice and Professional Performance

Standards of Practice (SOP) and Standards of Professional Performance (SOPP) are tools for credentialed dietetics practitioners to use in professional development. They serve as guides for self-evaluation and to determine the education and skills needed to advance an individual's level of practice. Although not regulations, the standards may be used by regulatory agencies to determine competency for credentialed dietetics practitioners.

RD Standards of Practice and Professional Performance

[SOP in Nutrition Care](#) (Academy of Nutrition and Dietetics: Revised Standards of Professional Performance for Registered Dietitian Nutritionists (Competent, Proficient, and Expert) in Clinical Nutrition Management: Jennifer Doley, MBA, RD, CNSC, FAND; Krista Clark, MBA, RD, LD, FAND; Shaynee Roper, MEd, RD, LDN, FAND)

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 3, 2020

- Item F.5.** **University of Louisiana at Lafayette's** request for approval to award an Honorary Doctorate of Arts to Mr. James A. Garland at the Spring 2021 Commencement Exercises.

EXECUTIVE SUMMARY

The University of Louisiana at Lafayette (UL Lafayette) requests approval to award an Honorary Doctorate of Arts to Mr. James A. Garland at the Spring 2021 Commencement Exercises. Mr. Garland is a native of Louisiana and earned a Bachelor of Architecture from UL Lafayette in 1982 (then University of Southwestern Louisiana - USL). He went on to attend and graduate with a Master of Architecture, with a focus in architectural design and urban design, from the University of California, Los Angeles (UCLA).

Mr. Garland's career in architecture began as an intern with the Urban Innovations Group under Charles W. Moore, FAIA, the internationally celebrated architect who was known, among many things, for his enthusiastic and skillful use of water in architecture including the Piazza d'Italia in New Orleans, completed in 1978. After twenty years of practice in water design, architecture, and urbanism, Mr. Garland founded Fluidity Design Consultants in 2002. His firm was established to create a new generation of water features, conceived, crafted and engineered for a more sustainable century, with a fresh and invigorating new design aesthetic. Such projects as the Hearst Building (New York City, USA), Metropolitan Museum of Art (New York City, USA), VivoCity (Singapore), Dubai Festival City (Dubai, UAE), Sheikh Kalifa Medical Center (Abu Dhabi, UAE), Myriad Gardens (Oklahoma, USA), Grand Park (Los Angeles, USA), Long Mu Bay (Hainan Island, China), Lusail Parks (Doha, Qatar), Santa Monica City Hall (Santa Monica, USA), Daesung D3 City (Seoul, South Korea), Z-15 Tower (Beijing, China) and 250 West 55th Street (New York City, USA) are examples of Fluidity's advanced design initiative. Mr. Garland's current work includes the Gulf War Memorial, located on the Mall in Washington, D.C., and a collaboration with Bjerke Ingalls Group for a project in St. Petersburg, Russia.

Mr. Garland is licensed to practice architecture in sixteen states and has lectured at Harvard University, the Architectural Association in London, and at the American Embassy in Rome. In 1998, two of his sketchbooks were selected for exhibition at the Smithsonian Institute's National Design Museum. He is currently writing a worldwide survey of fountains, covering a 2,000-year history of wide-ranging examples under the title, *Fountain Safari*.

The City of Lafayette and the University have benefitted greatly from Mr. Garland. He has two projects in Lafayette that add beauty to the area – the water wall at the Paul and Lulu Hilliard Museum on campus and an upcoming water feature at Moncus Park at the Horse Farm. Mr. Garland is a donor to UL Lafayette’s College of the Arts and its School of Architecture; he established the Fluidity Endowed Prize for Architectural Travel in 2013. In recognition of his distinguished design career and continuous support provided to his alma mater, the University of Louisiana at Lafayette would like to bestow an Honorary Doctorate of Arts to Mr. James A. Garland.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, *that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Lafayette’s request for approval to award an Honorary Doctorate of Arts to Mr. James A. Garland at the Spring 2021 Commencement Exercises.*



November 10, 2020

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

Dear Dr. Henderson:

I am requesting approval to award an Honorary Doctorate of Arts to Mr. James A. Garland at the University of Louisiana at Lafayette's spring commencement ceremonies to be held in May 2021. Documents related to this recommendation are attached.

Please place this item on the agenda for consideration at the December 2020 meeting of the Board of Supervisors.

Sincerely,

A handwritten signature in blue ink, appearing to be "E. Joseph Savoie", written over the printed name and title.

E. Joseph Savoie
President

svc

Attachment



RECEIVED

OCT 06 2020

Vice President
for Academic Affairs

Dean, College of the Arts

P.O. Box 43663 • Lafayette, LA 70504-3663

Office: (337) 482-6224

Fax: (337) 482-5907

<http://arts.louisiana.edu>

RECEIVED

OCT 14 2020

Université des Acadiens

August 7, 2020

Dr. Joseph E. Savoie, President, University of Louisiana at Lafayette *Office of the President*

through

Dr. Jaimie Hebert, Provost and Vice President for Academic Affairs

REF: Request to Bestow an Honorary Doctorate of Arts to James Garland

Dear Dr. Savoie:

I am nominating Jim A. Garland for consideration for an honorary doctorate. Mr. Garland is a native of Louisiana and attended UL Lafayette (USL). He graduated with a Bachelor of Architecture in 1982. He then attended and graduated with a Master of Architecture from UCLA. He subsequently embarked upon a distinguished design career mostly in waterworks design.

Jim interned at Urban Innovations Group under Charles W. Moore, FAIA, the internationally celebrated architect who was known, among many things, for his enthusiastic and skillful use of water in architecture including the Piazza d'Italia in New Orleans, completed in 1978.

Jim began working in water as a consultant to Wet Design in 1986 while maintaining a private practice and teaching architectural design and theory at Woodbury University. In 1994, Jim closed his other activities to work at Wet Design full time, ultimately becoming their Director of Design. His major projects include: Canal City Hakata (Japan), Al Faisaliah (Saudi Arabia), Lisbon Expo '98 (Portugal), the Rose Garden Arena (Portland), the Burj Al Arab (Dubai), and Water Tower Place (Chicago). During this period, Jim also designed water features in Miami, Houston, Kuala Lumpur, Singapore, Seoul and Berlin. Jim left Wet Design in 1999 after thirteen years.

His firm, Fluidity Design Consultants, Inc., was established in 2002 to create a new generation of water features, conceived, crafted, and engineered for a more sustainable century, with a fresh and invigorating new design aesthetic. Jim's work in such projects as Hearst Headquarters (New York City), the Metropolitan Museum of Art (New York City), Klyde Warren Park (Dallas), Myriad Gardens (Oklahoma City), Grand Park (Los Angeles), Madinaty (Egypt), Index Building (Dubai), Long Mu Bay Resort (China), and Tongva Park (Santa Monica), are all examples of Fluidity's advanced design initiative. Fluidity is also distinguished by completing the largest fountain restoration and enhancement project in America, the Main Fountain Garden, at Longwood Gardens, a ninety-million dollar project, which was completed in 2017. Jim's current work includes

the Gulf War Memorial, located on the Mall in Washington DC, and a collaboration with Bjerke Ingalls Group over a project in St. Petersburg, Russia.

Jim is licensed to practice architecture in sixteen states, including California, New York, Illinois, District of Columbia, and Louisiana. He has lectured at Harvard University, the Architectural Association in London and at the American Academy in Rome. In 1998, two of his sketchbooks were selected for exhibition at the Smithsonian Institute's National Design Museum. Concurrently with his responsibilities at Fluidity, Jim is writing a worldwide survey of fountains, covering a 2,000-year history of wide-ranging examples under the title, 'Fountain Safari.' He has two projects in Lafayette - the water wall at the Paul and Lulu Hilliard Museum on campus and an upcoming water feature at Moncus Park at the Horse Farm.

Jim is a donor to the College of the Arts and its School of Architecture and Design. He established the Fluidity Endowed Prize for Architectural Travel in 2013. The College of the Arts is awarding Jim its COA Lifetime Achievement Award this year, 2020-21, the highest honor the College bestows.

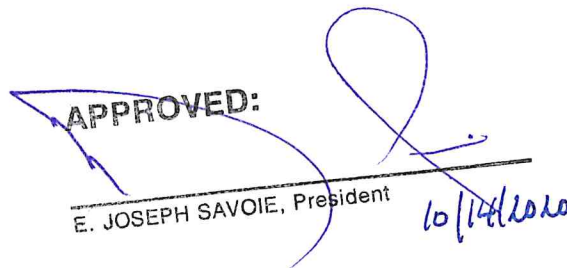
Thank you for your consideration of this nomination.

Sincerely,



H. Gordon Brooks II, FAIA
Dean, College of the Arts

APPROVED:



E. JOSEPH SAVOIE, President 10/14/2020

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 3, 2020

Item F.6. University of Louisiana at Monroe's request to offer an Undergraduate Certificate in Selling and Sales Management.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests approval to offer an Undergraduate Certificate (UC) in Selling and Sales Management. In February 2019 the Board of Regents approved the addition of a new upper level Undergraduate Certificate (UC) in *Academic Affairs Policy 2.15, Definitions of Undergraduate Degrees & Undergraduate/Graduate Certificates*. Designed as a focused, incremental, stackable credential, the UC can be linked to an existing degree program major as an additional focus area (concentration or minor), or it can be a stand-alone area of specialization to augment a student's educational background and/or to meet industry demand for upper level training. The certificate is comprised of at least 18 credits, of which at least half must be at the upper (junior/senior) level. The UC proposed by ULM was developed in an effort to help meet the demand for entry level sales managers in the region served by the University (NELA) and across the state.

The proposed curriculum consists of 18 credit hours of upper level courses in marketing, consumer behavior, selling and sales; delivery will be both face-to-face and online. Those who complete the proposed UC will have the qualifications necessary for sales and sales management jobs that required education beyond the high school diploma. According to the Louisiana Workforce Commission, there were 1,182 such positions in August 2020. Further, research conducted on behalf of the Sales Education Foundation found that companies spend approximately \$180K in training and developing newly hired sales management professionals. By offering a UC in Selling and Sales Management, ULM can provide tremendous value to Louisiana businesses by reducing their training and education costs for new hires in professional selling while enhancing the Louisiana workforce to meet the needs of industry.

The University anticipates that potential students will come from existing ULM students majoring in areas other than marketing; enrollment is projected to be 15 in YR1 with that number growing to 70 by YR5. The proposed UC will provide students in non-business related programs the opportunity to improve their marketability and job readiness. For example, health sciences students might wish to seek careers in pharmaceutical or medical devices sales. The proposed UC would provide the knowledge and additional credentialing that would help achieve that career goal.

Since courses required of the proposed UC are already offered, no additional resources are necessary to develop and deliver the program until enrollment exceeds 50 students (anticipated in YR3). At that time, a new faculty member would need to be hired at the associate professor level. The proposed UC complements ULM's existing degree inventory, and such an offering would be unique since no other UC in this area of study is currently offered by a public university in Louisiana.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Monroe's request to offer an Undergraduate Certificate in Selling and Sales Management.

**Office of the President**

University Library 632 | 700 University Avenue | Monroe, LA 71209
P 318.342.1010 | F 318.342.1019

November 9, 2020

Dr. James B. Henderson, President
University of Louisiana System
1201 North Street, Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Henderson:

The University of Louisiana Monroe (ULM) respectfully requests that the University of Louisiana System Board of Supervisors approve the attached proposal for a new undergraduate certificate program in selling and sales management.

The selling and sales management program shows tremendous promise to help meet industry's demand for individuals with formal education and training in professional selling and sales management throughout our region and across Louisiana. In August 2020, the Louisiana Workforce Commission listed nearly 1,200 sales positions that require education or training in sales beyond a high school diploma. We will offer the program in both face to face and online formats. We feel that this arrangement will give the broadest possible reach to potential students, and provide the employers of Louisiana a diverse group of highly trained and qualified individuals to meet their workforce needs.

Attached is a copy of the proposal. After it is approved, we ask that you forward it to the Louisiana Board of Regents for their consideration.

Sincerely,

Ronald L. Berry, D.B.A.
President

Enclosure

#TAKEFLIGHT

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

Date:

Campus: University of Louisiana Monroe	Program: <u>CIP, Certificate Designation, Title</u> 52.1804 Selling and Sales Management
Institutional Contact Person & Contact Info (if clarification is needed) Zachary Moore 318-342-1734 zmoore@ulm.edu	

1. Certificate Description

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

**** Attach catalog descriptions for the required and elective courses, including prerequisites and LCCN, when applicable. ****

Program Purpose and Objectives

In an effort to help meet the demand for entry level sales managers in our region and across the state, ULM proposes to develop an undergraduate certificate in Selling and Sales Management for launch in fall 2021. The program consists of 18 hours of upper level courses in marketing, consumer behavior, selling, and sales management.

This proposal addresses the need to increase the number of credentialed and skilled Louisiana citizens in the workforce. The ULM sales and sales management program will adequately prepare individuals from diverse backgrounds for high paying, in demand careers.

Proposed Curriculum

The proposed curriculum consists of 18 credit hours of upper level coursework. Board of Regents core math, English, and communication requirements serve as the primary prerequisites for this program. The courses proposed for the certificate are existing courses currently offered.

The specific course requirements include:

MRKT 3001- Introduction to Marketing
MRKT 3002- Consumer Behavior
MRKT 3005- Personal Selling
MRKT 4006- Business to Business Marketing
MRKT 4010- Professional Selling
MRKT 4017- Sales and Sales Management

Typical Sequence of Courses:

<u>Semester1</u>	<u>Semester 2</u>	<u>Semester 3</u>
MRKT 3001	MRKT 3005	MRKT 4010
MRKT 3002	MRKT 4006	MRKT 4017

Mode of Delivery and Availability of Courses

Classes will be delivered both face to face in a classroom setting and online. All required courses will be delivered by the marketing faculty. We plan to offer the program in an online format as well. The online course format will be developed and delivered by ULM faculty.

2. Need

Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., how is it relevant, how does it contribute to economic development or relate to current/evolving needs). Identify similar programs in the state and explain why the proposed certificate is needed.

According to data provided by the Louisiana Workforce Commission (laworks.net), as of August 2020, there are 1,182 available sales and sales management jobs that require experience or education beyond a high school degree. The ULM sales certificate program will help meet the need of Industry to have trained individuals in sales and sales management. Further, research conducted on behalf of the Sales Education Foundation has found that companies spend approximately \$180,000 in training and developing each newly hired sales management professional. By offering a sales certificate, ULM can provide tremendous value to Louisiana businesses by reducing their training and education costs for new hires in professional selling while enhancing the Louisiana workforce to meet the needs of industry.

According to the most recent data from the Louisiana Board of Regents, ULM would offer the first undergraduate certificate sales and sales management in Louisiana. This program promises to provide Louisiana employers a diverse pool of talent to build their companies' salesforces.

3. Students

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

Given the large number of job vacancies in professional selling and sales management in the NELA region and throughout the state, we anticipate the largest group of potential students will come from existing students on campus in majors other than marketing. We anticipate that students in non-business related programs will want to improve their marketability and job readiness by adding this certificate to their degree program. For example, health sciences students might wish to seek careers in pharmaceutical or medical device sales. The sales certificate will pair nicely with their degrees and will help them reach their career goals. Additionally, as many students have some flexibility in their degree programs through electives, the certificate can likely be earned without adding significantly to a student's time with the university. Lastly, marketing students will likely want to earn this certificate to provide them an additional competitive advantage as they enter the workforce.

Additionally, we envision that students who have already earned a degree in another field might want to return to earn this undergraduate certificate to make themselves more marketable and job ready. Lastly, current majors in marketing and business administration may elect to earn this certificate before finishing their four year degree to be more competitive for employment before completing their bachelor's degree.

While identifying an exact demand is impossible, our initial estimates include the following:

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Enrollees	15	30	50	60	70
Graduates	0	5	15	25	40

The faculty feel that the estimated enrollment figures are justifiable given the strong demand for selling related courses among current job seekers. Additionally, the faculty have polled current ULM students about their interest in such a program. The students expressed a strong interest in applying for the certificate if approved. Lastly, the faculty have engaged in casual talks with local employers. The employers mentioned they would like to have more students with selling credentials. The employers indicated they would help promote a selling and sales management certificate in the community if one were to become available.

4. Accreditation

Describe plan for achieving program accreditation.

AACSB-International does not accredit certificate programs. However, the certificate will fall under the University's regional accreditation with SACS COC. Additionally, the program will seek to become a member institution of the Sales Education Foundation (SEF). The SEF provides significant support for sales programs through instructional guidance and support for member institutions. Additionally, the SEF collaborates significantly with national selling companies to provide insights from the corporate level to sales educators. Lastly, the SEF through their contacts within corporate selling organizations provides comprehensive research agendas for sales researchers and extramural funding for selected research projects of high importance to industry.

5. Faculty, Administration, & Other Resources

How will instructional needs be met: will additional faculty, facilities, equipment, or library resources be required? What department will deliver and oversee the proposed program?

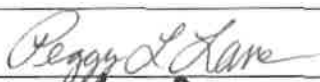
The program will be housed within the College of Business and Social Sciences in the David and Sharon Turrentine School of Management. The School is supported by a Director and Administrative Assistant who handles the administrative aspects of all programs in the School. As with all programs in the School, the School Director will oversee the program. The Marketing faculty will deliver the courses as they do for their undergraduate degree program and maintain responsibility for program and course content. In the beginning, no new faculty, facilities, equipment, or library resources will be required as there exists some excess capacity in the undergraduate degree program. However, once the program enrollment grows past 50 students, an additional faculty member will be needed to help deliver the classes and advise students.

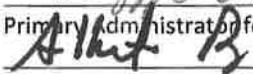
6. Cost

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

We do not envision additional costs to develop or deliver this program until 50 students are enrolled in the program. Any new faculty required at that point would be funded through the increased tuition generated from the program instead of new state appropriations. We anticipate a new faculty member at the rank of assistant professor would be hired in the third year of the program at an estimated cost of \$115,000 per year.

CERTIFICATIONS:



Primary Administrator for Proposed Certificate


Provost/Chief Academic Officer

Management Board/System Office

10-21-2020

Date
10/22/2020

Date

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: University of Louisiana Monroe

Date: August 24, 2020

Certificate Program, Unit: Undergraduate Certificate in Sales and Sales Management, David and Sharon Turrentine School of Management

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

EXPENDITURES								
	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$ 0		\$ 0		\$ 115,000	1	\$115,000	1
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL EXPENSES	\$ 0		\$ 0		\$ 115,000		\$115,000	

	AMOUNT	AMOUNT	AMOUNT	AMOUNT
Facilities	\$	\$	\$	\$
Equipment				
Travel				
Supplies				
SUB-TOTAL	\$ 0	\$ 0	\$ 115,000	\$ 115,000
GRAND TOTAL EXPENSES	\$ 0	\$ 0	\$ 115,000	\$ 115,000

REVENUES								
Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations	\$		\$		\$		\$	
Federal Grants/Contracts								
State Grants/Contracts								
Private Grants/Contracts								
Tuition	80,070	100	160,140	100	266,900	100	320,280	100
Fees								
Other (specify)								
TOTAL	\$80,070		\$160,140		\$266,900		\$320,280	

Course Descriptions

MRKT 3001 - Fundamentals of Marketing

3 cr.

Marketing by the firm in a competitive economy at the local, national, and international level. Emphasis on the development, implementation, and control of marketing strategies including market target identification and the design of a marketing mix.

Prerequisite(s): Junior standing.

MRKT 3002 - Consumer Behavior

3 cr.

A study of the contribution of psychology, sociology, anthropology and other behavioral sciences to marketing management.

Prerequisite(s): Credit or registration in MRKT 3001.

MRKT 3005 - Personal Selling

3 cr.

The fundamental principles of selling; the economic problems connected with personal selling; an analysis of the product and the market; the interview; and building good will.

Prerequisite(s): MRKT 3001.

MRKT 4006 - Business-to-Business Marketing

3 cr.

Strategies and tactics used in marketing complex technologies and services to industrial firms. Emphasis is given to value and vendor analysis as key elements in business-to-business marketing.

Prerequisite(s): MRKT 3001.

MRKT 4010 - Professional Selling

3 cr.

An in-depth study of professional selling. Emphasis is placed on negotiating skills, customer relationship management, and general sales-related topics including sales automation, team selling, conflict resolution, ethical issues, and time/territory management.

Prerequisite(s): MRKT 3001 and MRKT 3005.

Sp

MRKT 4017 - Sales Management

3 cr.

A study of the principles and concepts of sales planning and control. Emphasis is placed on the organization of sales departments, developing territories, motivating the salesforce, and control over sales operations.

Prerequisite(s): MRKT 3001, MRKT 3005

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 3, 2020

- Item F.7.** Approval of a Memorandum of Understanding between **Grambling State University** and the **University of Louisiana at Monroe** in regards to Risk Management & Insurance Courses.

EXECUTIVE SUMMARY

Grambling State University (GSU) and the University of Louisiana at Monroe (ULM) jointly request approval to enter into a Memorandum of Understanding in order to form a partnership that provides students majoring in management at GSU the opportunity to enroll in online Risk Management & Insurance (RMIN) courses offered by ULM. The proposed MOU identifies courses that will be made available to GSU students; explains how courses will be articulated; and specifies staffing that will be provided in support of the proposed partnership. This collaborative endeavor will also help to cultivate the establishment of relationships with outside agencies and the possible creation of a concentration in Risk Management and Insurance for the undergraduate management program at GSU.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves the request for approval of a Memorandum of Agreement between Grambling State University and the University of Louisiana at Monroe in regards to Risk Management & Insurance Courses.*



Office of the President

November 9, 2020

**MEMORANDUM TO THE BOARD OF SUPERVISORS OF THE
UNIVERSITY OF LOUISIANA SYSTEM**

**SUBJECT: REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING
BETWEEN GRAMBLING STATE UNIVERSITY AND THE UNIVERSITY OF
LOUISIANA AT MONROE**

Grambling State University respectfully requests approval of a Memorandum of Understanding between Grambling State University (GSU) and the University of Louisiana at Monroe (ULM) to form a partnership that provides students majoring in management at Grambling State University the opportunity to enroll in online Risk Management & Insurance courses offered by the University of Louisiana at Monroe.

Your favorable consideration of this request is greatly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to read "RJ Gallot".

Richard J. Gallot, Jr., JD
President

RJG:lm1

Attachment

MEMORANDUM OF UNDERSTANDING

between

GRAMBLING STATE UNIVERSITY

and

UNIVERSITY OF LOUISIANA MONROE

Purpose

The attached agreement summarizes an educational partnership that provides students majoring in management at Grambling State University the opportunity to enroll in online **Risk Management & Insurance** courses offered by the University of Louisiana Monroe.

Overview of the Partnership

This partnership will support students at GSU receiving training in Risk management and Insurance. Risk Management and Insurance is a viable and stable field where minorities are underrepresented. The agreement further augments the curriculum for the management degree program that is housed in the College of Business. Management majors will be able to select the nine semester credit hours that will include Risk and Insurance Principles- RMIN 2005, Business Risk Management- RMIN 3008, and Health Insurance-RMIN 3011. The partnership will also support the establishment of relationships with outside agencies and the possible establishment of a concentration in Risk Management and Insurance for the undergraduate *management program* at Grambling State University.

Responsibilities of Grambling State University (GSU)

- GSU agrees to identify management majors that will enroll in Risk Management & Insurance courses. These students must meet prerequisite requirements to enroll in the courses.
- Grambling State University will accept the courses to be used toward the nine credit hours of electives in the management curriculum.
- Grambling State University will develop GSU courses that are equivalent to the courses in Risk Management.
- Grambling State University will assign a visiting faculty member, Dr. Christine Berry, to have responsibility for coordinating the 3 courses in Risk Management and Insurance.
- An attempt will be made to place the courses on the GSU LMS platform.

- GSU will make office space available to Dr. Christine Berry.
- Dr. Berry will report directly to the Dean of the College of Business who will be responsible for her annual planning and evaluation, processing any grievances related to Dr. Berry, and approving any salary adjustments related to her performance whenever ULM implements a salary adjustment plan.
- GSU will provide support for networking opportunities that are identified by Dr. Christine Berry.

Responsibilities of the University of Louisiana Monroe (ULM)

- ULM will provide a visiting professor, Dr. Christine Berry, who will have primary responsibility for coordinating the delivery of the *Business Risk Management* courses for GSU students.
- ULM will offer three classes online as ULM and Grambling classes.
- Dr. Berry will maintain rank and tenure status at ULM and continue to teach classes there.
- Grambling and ULM will seek to partner with the Louisiana Department of Insurance and its Office of Diversity to develop and grow this focus to possibly evolve into a concentration. Dr. Christine Berry will assist in developing this concentration.
- Grambling students will register through Grambling's registration system and pay tuition to Grambling.
- Dr. Christine Berry will serve as the advisor to the GSU students and be on campus to meet with students as needed.
- ULM will continue to be responsible for the salary and benefits of Dr. Christine Berry.

Nature of Appointment:

The appointment will be as a visiting faculty effective January 1, 2021 on a 9-month employment basis.

Salary Payment:

ULM will continue to maintain Dr. Christine Berry on its payroll.

Related Benefits:

ULM will continue to maintain benefits for Dr. Christine Berry.

This Joint Appointment Agreement executed the _____ day of _____, 2020.

Terms

This agreement shall continue until terminated by either party giving written notice three months prior to the desired termination date.

Grambling State University

University of Louisiana at Monroe

Mr. Richard Gallot, President

Dr. Ron Berry, President

RMIN 2005

Risk and insurance is an introductory course to the fields of risk management and insurance. Included in the course are studies of the concept of risk management, the nature and organization of insurance and insurance carriers, and the uses of property, liability, life, and health insurance to manage risk. As this is an introductory course, we focus on personal risk management as opposed to business risk management.

RMIN 3008

The principal objective of this course is to provide a theoretical and institutional framework for the practice of **risk management** - the rational process through which organizations and individuals deal with uncertainty and risk. In this course we will analyze and discuss the identification, measurement, and management of the risks an organization faces. The study of risk management as an interdisciplinary field prepares future managers in all areas of business today.

RMIN 3011

Analysis of the nature of health and social insurance; hospitalization and medical insurance, surgical benefits, major-medical coverages, causes, extent and economic consequences of old age dependency, unemployment, and disability. There are numerous issues surrounding each of these perils. Students will be asked to think critically about the issues and formulate and convincingly state their own opinions.

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

December 3, 2020

- Item F.8.** Approval of a Memorandum of Understanding between **Louisiana Tech University** and **Grambling State University** in regards to the Master of Accountancy Program.

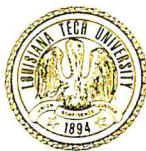
EXECUTIVE SUMMARY

Louisiana Tech University (LA Tech) and Grambling State University (GSU) jointly request approval to enter into a Memorandum of Understanding (MOU) in order to provide senior accounting majors in the GSU College of Business accelerated entry into the Master of Accountancy (MAcc) Program offered by LA Tech. This concurrent enrollment opportunity will provide a clear pathway toward graduate studies to eligible GSU undergraduate students. The proposed MOU outlines the admission requirements a student must meet in order to participate in the accelerated pathway as well as specifics relevant to financial aid and tuition, course loads, and other details regarding the concurrent program. The proposed MOU further solidifies the unique and productive relationship between the two universities and clearly demonstrates how they work to support student success.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, *that the Board of Supervisors for the University of Louisiana System hereby approves the Memorandum of Understanding between Louisiana Tech University and Grambling State University in regards to the Master of Accountancy Program.*



LOUISIANA TECH UNIVERSITY

OFFICE OF THE PRESIDENT

November 2, 2020

LADIES AND GENTLEMEN OF THE BOARD OF SUPERVISORS FOR THE UNIVERSITY OF LOUISIANA SYSTEM:

The attached Memorandum of Understanding between Louisiana Tech University and Grambling State University, in regards to accelerated entry into the Masters of Accountancy (MAcc) program at Louisiana Tech University, is being submitted for consideration of the Board of Supervisors December 2020 meeting of the Board of Supervisors. Your approval is requested.

Sincerely,

A handwritten signature in blue ink that reads "Leslie K. Guice".

Leslie K. Guice
President



LOUISIANA TECH UNIVERSITY

OFFICE OF THE PRESIDENT

November 2, 2020

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

Dear Dr. Henderson

Louisiana Tech University is submitting the following item to be placed on the agenda for approval at the December 2020 meeting of the Board of Supervisors.

Grambling State University and Louisiana Tech University enjoy a unique and productive relationship whereby the institutions seek opportunities to collaborate in support of their respective missions. Therefore, Louisiana Tech University wishes to enter into a memorandum of understanding with Grambling State University to provide senior accounting majors in the GSU College of Business accelerated entry into the Master of Accountancy (MAcc) program at Louisiana Tech University. This concurrent enrollment will provide a clear pathway to graduate studies to eligible GSU undergraduate students.

Your consideration of this request is greatly appreciated.

Sincerely,

Leslie K. Guice
President

tm
attachment



MEMORANDUM OF UNDERSTANDING

between

LOUISIANA TECH UNIVERSITY

and

GRAMBLING STATE UNIVERSITY

Purpose

The attached agreement summarizes an educational partnership between Louisiana Tech University and Grambling State University to provide senior accounting majors in the GSU College of Business accelerated entry into the Master of Accountancy (MAcc) program at Louisiana Tech University. This partnership between the two Colleges of Business enables concurrent enrollment in both the GSU baccalaureate program and the Louisiana Tech graduate coursework for students who are within 30 semester credit hours (SCH) of completing their GSU baccalaureate requirements and have a minimum cumulative undergraduate GPA of 3.2 on all undergraduate work attempted.

Name of Articulation

Accelerated Pathway to the Louisiana Tech University Master of Accountancy Degree through Concurrent Enrollment.

Terms

This agreement shall continue until terminated by either party giving written notice to the other party in order to protect all students transferring between institutions.

Louisiana Tech University

Grambling State University

A blue ink signature of Dr. Leslie K. Guice.

Dr. Leslie K. Guice, President

A blue ink signature of Richard J. Gallot.

Richard J. Gallot, President

Grambling State University – Louisiana Tech University Accelerated Pathway to the Louisiana Tech University Master of Accountancy Degree Through Concurrent Enrollment

The Concurrent Baccalaureate and Master of Accountancy (MAcc) Program enrollment is available to Grambling undergraduate accounting program seniors who are within 30 semester credit hours (SCH) of completing their Grambling baccalaureate degree requirements and have a minimum cumulative undergraduate GPA of 3.2 on all undergraduate work attempted.

Students in this category may apply for Concurrent enrollment (see below), specifying a Master of Accountancy (MAcc) degree at Louisiana Tech towards which they may earn graduate credit in the Concurrent enrollment program. If these students pursue the MAcc after earning the Baccalaureate degree, an application to the Graduate School will be processed without an application fee, the graduate credits earned thus far will apply towards the Master's degree, and GMAT required of regular applicants may be waived by the program. Students in the Concurrent program earn graduate level credit but are not admitted to the MAcc until completion of their undergraduate degree and successful completion of Concurrent program requirements. The following criteria and regulations apply:

- Students retain undergraduate status at GSU until they are awarded the baccalaureate degree.
- Courses taken for graduate credit cannot be used to satisfy undergraduate requirements at GSU and will appear on the student's Louisiana Tech University transcript as graduate credit hours.
- Once admitted, students must enroll in one graduate course in the admitted term to retain Concurrent status and are expected to continue enrolling in subsequent regular terms, (i.e., Summer enrollment is not expected, unless the admitted term is Summer).
- Students may earn no more than 12 graduate credit hours while completing baccalaureate requirements, at the typical rate of three graduate credits per term. Enrollment for up to six graduate credit hours in one term may be allowed upon written approval of the student's Dean at GSU, and Louisiana Tech's Dean of the Graduate School.
- While in the Concurrent program, the student shall maintain a minimum cumulative graduate GPA of 3.0 and remain in good academic standing as a graduate student at Louisiana Tech.
- The maximum number of consecutive terms (excluding Summer) in the Concurrent enrollment program shall be four.
- Tuition and fees for graduate level courses taken while a student is in the Concurrent program are paid directly to Louisiana Tech University.
- Financial aid derived from TOPS or through the GSU Office of Financial Aid may not be applied to the Concurrent Program.
- Merit-based scholarship opportunities for the Concurrent program are available through the College of Business. Upon completion of the GSU undergraduate degree, the student may apply for financial assistance from the Louisiana Tech University Office of Financial Aid.

Applying to the Concurrent Baccalaureate and Master of Accountancy (MAcc) Program

An application for Concurrent admission should be completed through Louisiana Tech's Graduate School website (along with payment of the application fee), and submitted along with official transcripts, two letters of recommendation from faculty members at GSU, and a letter from the student's Dean of the College of Business at GSU, certifying that the applicant:

- (a) is within 30 hours of completing the requirements for the Baccalaureate degree,
and
- (b) has a cumulative GPA of 3.2 or higher in all undergraduate work pursued thus far.

A concurrently enrolled student will be required to submit a letter from the Dean of the College of Business at GSU each quarter certifying that the student continues to make satisfactory academic progress towards the baccalaureate degree.

A concurrently enrolled student may lose concurrent status in the following ways:

- If, after being admitted to the Concurrent enrollment program, a student fails to enroll for a graduate course at Louisiana Tech in the admitted term.
- If, after entering the Concurrent enrollment program, the student does not enroll in graduate courses for more than one quarter. Students in this category will have to apply for re-admission to the Concurrent enrollment program to continue earning graduate credits.
- If, after entering the Concurrent enrollment program, a student enrolls in a graduate course that is not applicable to the MAcc degree program.
- Upon completion of the baccalaureate program, a student decides to pursue a Master's degree other than the MAcc.
- The quarterly and cumulative graduate GPA drops below the minimum required 3.0. Concurrent students in this category will be dropped from the Concurrent program and must appeal for reinstatement prior to any further graduate admission or enrollment.

Students losing Concurrent enrollment status but who wish to pursue a Master's degree at Louisiana Tech will be expected to meet the same admission requirements as regular applicants to the program. They will have to apply for admission to the Graduate School with application fee; the waiver of GRE and GMAT mentioned above may no longer apply; and the applicability of any graduate credits earned thus far towards the Master's degree sought will be determined by the program.