

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 21, 2022

Item F.1. **Grambling State University's** request for approval to award an Honorary Doctor of Humane Letters to Mr. Edward "Ted" James at the Spring 2022 Commencement Exercises.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval to award an Honorary Doctor of Humane Letters to Mr. Edward "Ted" James. Mr. James was appointed by President Joe Biden to serve as the U.S. Small Business Administration's (SBA) Regional Administrator for Region 6 South Central Region in December 2021. In this position, Mr. James oversees the administration of SBA products and services in ten district offices located throughout Louisiana, New Mexico, Oklahoma, Arkansas, and Texas.

Mr. James' passion for leadership is driven by a deeply held desire to impact the lives of others while transforming the community he simply calls "his village." The Baton Rouge native was taught at an early age the value of service, the strength of community, the importance of a quality education, and the principles of social justice. He has received several honors and awards for his work and service. Most notably, he is the recipient of the Baton Rouge Business Report's "Forty Under 40" Award and the National Chapter of the NAACP's "Top 40 Power Players under 40" Award. Mr. James was also named to the National Bar Association's 2013 Nation's Best Advocates: 40 Lawyers Under 40.

Grambling State University wishes to recognize and honor Mr. James for his noteworthy accomplishments and contributions by bestowing upon him an Honorary Doctor of Humane Letters.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University's request for approval to award an Honorary Doctorate of Humane Letters to Mr. Edward "Ted" James at the Spring 2022 Commencement Exercises.*

April 20, 2022

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

**Subject: REQUEST FOR APPROVAL TO CONFER THE HONORARY DEGREE,
*DOCTOR OF HUMANE LETTERS ON MR. EDWARD "TED" JAMES***

Grambling State University respectfully requests approval to confer the honorary degree, *Doctor of Humane Letters*, on Mr. Edward "Ted" James at our May 12, 2022, commencement.

Administrator Edward "Ted" James was appointed by President Joe Biden to serve as the U.S. Small Business Administration's Regional Administrator for Region 6 South Central Region in December of 2021. In this position, Ted will oversee the administration of SBA products and services in ten district offices; with one each located in Louisiana, New Mexico, Oklahoma, and Arkansas and six located in Texas.

Ted's passion for leadership is driven by a deeply held desire to impact the lives of others while transforming the community he simply calls "his village." The Baton Rouge native was taught at an early age the value of service, the strength of community, the importance of a quality education, and the principles of social justice.

Ted has received several honors and awards for his work and service. Most notably, he is the recipient of the Baton Rouge Business Report's "Forty Under 40" award and the National Chapter of the NAACP's "Top 40 Power Players under 40" award. He was also named to the National Bar Association's 2013 Nation's Best Advocates: 40 Lawyers Under 40.

Grambling State University wishes to recognize and honor Mr. James for his many contributions to young people in this country, by bestowing upon him the honorary degree, *Doctor of Humane Letters*.

Your favorable consideration of this request would be appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to read "RJ Gallot", with a stylized flourish at the end.

Richard J. Gallot, Jr., JD
President

EDWARD “TED” JAMES, II

LA STATE REPRESENTATIVE



Baton Rouge, LA



(225) 445-4240



edwardtedjames@gmail.com



www.tedjames.com

With over a decade of leadership experience within all aspects of government, I have developed a proven track record as a strategic agent for change and passionate advocate for the working people. Recognizing the impact of service and public policy within the communities I call home, I am eager to build upon my experience, bringing great value to the Biden/Harris administration in their efforts to close the equity gap, build urban communities by targeted investments, secure racial justice and further improve the criminal justice system— as these are only a few of the many sectors that assist in the welfare of all.

EXPERTISE

- Leadership, with proven execution, compassion and integrity
- Written and verbal communication
- Proficient, working knowledge of the legislative process
- The ability to analyze complex problems and handle difficult situations as they arise with judgment, tact and discretion.
- Managing and maintaining trust and rapport with regional stakeholders in business & government

EDUCATION

Juris Doctorate

Southern University Law Center
2003 - 2006

Bachelor of Science in Accounting

Southern University and A&M College
1999 - 2003

WORK EXPERIENCE

DIRECTOR OF BATON ROUGE OPERATIONS

Urban League of Louisiana / Baton Rouge, LA / 2016 - Present

Develop and execute the comprehensive, strategic, goal-based plan of the organization, which includes helping minority communities seeking equity to secure economic self-reliance, parity and civil rights. Foster programs in Baton Rouge that ensure quality education and access to information, employment, entrepreneurial and economic inclusion opportunities.

- Project management and content development for foundation and corporate grant applications, including coordinating with various internal and external stakeholders to craft exceptional applications.
- Consistently oversee Baton Rouge programs under Louisiana's SBA certified business resource center.

STATE REPRESENTATIVE

Louisiana / Based in Baton Rouge, LA / 2012 - Present

Represent the voice of the working people of Louisiana. My legislation has been centered around improving issues such as public education, transportation, healthcare, commerce, state taxes and other items. Assist constituents with personal legal issues as well. As state representative, I also honorably serve (or have served) as the following:

- Chairman of the Administration of Criminal Justice Committee (present)
- Executive Board, National Black Caucus of State Legislators (2016 – 2018)
- Vice Chairman, Legislative Black Caucus (2015 - 2018)
- Vice Chairman, House Democratic Caucus (2012 – 2015)

ACHIEVEMENTS

AARP Legislator of the Year

School Board Association

Legislator of the Year

National Bar Association: 2013

Nation's Best Advocate: 40

Lawyers Under 40

NAACP: 2010 Top 40 Power

Players Under 40

BR Business Report: 2010 Top

40 Under 40

Southern University Law

Center: 2003-2006 President
of the Student Bar Association

ACTIVE MEMBERSHIPS

- Kappa Alpha Psi Fraternity, Inc.

REFERENCES

Governor John Bel Edwards

Louisiana Governor

Phone: (225) 342-7015

Address: PO Box 94004,

Baton Rouge, LA 70804

Mayor Sharon Weston Broome

Mayor-President of Baton Rouge, LA

Phone: (225) 389-3100

Address: 222 Saint Louis Street, 3rd Floor,

Baton Rouge, LA 70802

WORK EXPERIENCE CN

ADJUNCT LAW PROFESSOR

Southern University Law Center / Baton Rouge, LA / 2012 - Present

Actively pursue and participate in professional development activities to enhance skills in various modes of instruction and knowledge of learning for students. Perform related duties such as advising students on academic and vocational curricula and acting as adviser to student organizations. Lead with compassion, sensitivity, and intelligence toward and respect for the myriad of diversities represented in the student population, colleagues and service area.

ATTORNEY

Doran & Cawthorne, P.L.L.C. / Baton Rouge, LA / 2016 - Present

Practice criminal law and personal injury law in Baton Rouge, LA, as well as municipal bond law for the City of St. Gabriel. Provide aggressive, competent representation to advance our clients' cases. A part of the legal team representing East Baton Rouge Parish in the National Prescription Opioids Litigation Consortium.

SPECIAL COUNSEL TO THE SECRETARY

Louisiana Department of Revenue / Baton Rouge, LA / 2009 - 2011

Developed the department's legislative strategy, which included securing support and strong relationships with policy makers, building upon action items, in-depth research, and preparing documentation that fully represented policy solutions.

- **Achievement:** Leadership shown within this role led to an appointed by Governor Bobby Jindal to serve on the Louisiana Advisory Commission on Intergovernmental Relations, which consisted of building and managing effective relationships with other governmental agencies.

STAFF ATTORNEY

House of Representatives / Baton Rouge, LA / 2008 - 2009

Attended legislative meetings and knowledgeably answered technical and legal questions concerning legislation pending before the committees. Performed in-depth legal research. Developed and conducted in-house professional training and development presentations for other staff. Independently drafted and/or worked with other office staff to draft written work products, including legal and research memorandums.

POLICY ADVISOR

Office of Governor Kathleen Blanco / Baton Rouge, LA / 2006 - 2008

Engaged in policy reform efforts targeted at establishing affordable housing solutions across state of Louisiana. Provided support to all public policies and operations in order to develop and maintain optimal quality of public service. Analyzed and designed solutions for practical issues and recommended appropriate changes as needed. Managed existing relationships, quickly establishing trust and rapport. Participated in policy meetings and provided support to the Governor

- **Achievement:** Secured \$25 million investment in the Housing Trust Fund

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 21, 2022

Item F.2. **Grambling State University's** request for approval of a Memorandum of Understanding with University of Belize.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval to enter into a Memorandum of Understanding between GSU's Department of Curriculum and Instruction and the University of Belize (UB), located in Belmopan, Cayo District, Belize, Central America. The purpose of the proposed partnership is to define coursework to be completed at GSU for a student from the UB intending to obtain a graduate degree in one of the areas of Education, using programs that have been approved for 100% online delivery. This includes the following: Master of Education in Curriculum & Instruction – Reading; Master of Education in Curriculum & Instruction – Autism Spectrum Disorders; Master of Education in Special Education – Mild Moderate; and Master of Education in Special Education – Early Intervention.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University's request for approval of a Memorandum of Understanding with University of Belize.



March 22, 2022

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

**SUBJECT: REQUEST FOR APPROVAL OF A MEMORANDUM OF
UNDERSTANDING BETWEEN GRAMBLING STATE UNIVERSITY AND
UNIVERSITY OF BELIZE**

Grambling State University (GSU) respectfully requests approval of a Memorandum of Understanding between the GSU Department of Curriculum and Instruction and the University of Belize (UB), located in Belmopan, Cayo District, Belize, Central America. The purpose of this partnership is to define coursework to be completed at GSU and to fulfill the objectives established for UB students to obtain a graduate degree in the Department of Curriculum and Instruction at Grambling State University.

Your favorable consideration of this request is greatly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to read "RJG", is positioned above the name of the signatory.

Richard J. Gallot, Jr., JD
President

RJG:

Attachment

MEMORANDUM OF UNDERSTANDING

BETWEEN

THE UNIVERSITY OF BELIZE

AND

GRAMBLING STATE UNIVERSITY

This Memorandum of Understanding (MOU) for Institutional cooperation is made this _____ day of _____ 2022 between the University of Belize (UB) represented by its President, Professor Emeritus Clement Sankat, on the one part, and Grambling State University (GSU), represented by its President, Richard J. Gallot, on the other part. In this MOU, UB and GSU are jointly referred to as the “Parties”, and each is separately referred to as the “Party”.

FIRSTLY – UB DECLARES:

1. That it is chartered by the University of Belize Act of 2000 to develop human capital for the country’s development, with its Central Campus located in Belmopan, Cayo District, Belize, Central America.
2. That the undersigned representative of UB has the authority to act on behalf of UB.

SECONDLY – GSU DECLARES:

1. That it is a statutory body established through the Louisiana Board of Regents and the University of Louisiana System.
2. That the main purpose of GSU is found in its Philosophy Statement: “Grambling State University endeavors to achieve excellence in higher education through teaching, research and service governed by the principles of academic freedom. The University believes that education is the cornerstone of an enlightened, creative and productive society. It strives to be true to its motto: ‘Grambling State University is the place where everybody is somebody.’”
<https://www.gram.edu/offices/ie/docs/GSU%20Strategic%20Plan%20FY%202020-2021%20through%202024-2025.pdf>

I. Introduction

Based upon a mutual respect for the integrity of the academic programs and in an effort to better serve students intending to pursue graduate degrees in education, the University of Belize (UB) and Grambling State University (GSU) hereby enter into an agreement for cooperation. The agreement will define coursework to be completed at GSU for a student from the UB intending to obtain a graduate degree.

Objectives of the Agreement:

1. To attract qualified students to GSU and UB
2. To facilitate the enrollment of students from UB to GSU
3. To provide specific advisement for students at UB who intend to pursue graduate studies at GSU
4. To provide qualified students the opportunity to complete the Master’s level graduate degrees in two years.

5. To encourage academic and administrative coordination between institutions and the exchange of evaluative information on the outcomes of the programs with the goals of continual growth and improvement of both programs.
6. To provide opportunities for research and other collaborations between university faculties at UB and GSU

II. Articulation Agreement

Under the provisions of this program, a student will matriculate at GSU with a master's degree in one of the areas of Education, using programs that have been approved for 100% online delivery. The degree will be comprised of a minimum of 36 credit hours in coursework.

GSU Course Work Includes the following options:

A minimum of 36 credit hours must be maintained and completed with a cumulative grade point average of at least 3.0 on a 4.0 scale

Master of Education in Curriculum & Instruction—Reading

Course Name and Number	Credit Hours
ED 520 Advanced Child Psychology	3 Credit Hours
ED 549 Intro. to Techniques of Research	3 Credit Hours
ED 530 Technology Integration for Learning	3 Credit Hours
ED 545 Assess/Eval. in Elem. & Early Childhood (prereq ED549)	3 Credit Hours
ED 504 Reading for Children	3 Credit Hours
ED 505 Analysis of Reading Difficulties	3 Credit Hours
ED 506 Correction of Reading Difficulties	3 Credit Hours
ED 507 Reading in the Middle, Junior, Senior High School	3 Credit Hours
DEED 634 Professional Writing	3 Credit Hours
ED 581 Leadership Seminar (reading specialist only)	3 Credit Hours
ED 576 School Improvement for Professional Development (Capstone)	3 Credit Hours
Graduate level Elective or Thesis (ED 561)	3 Credit Hours
ED 599 Comprehensive Exam	0 Credit Hours

Master of Education in Curriculum & Instruction—Autism Spectrum Disorders

Course Name and Number	Credit Hours
ED 520 Advanced Child Psychology	3 Credit Hours
ED 549 Intro. to Techniques of Research	3 Credit Hours
ED 530 Technology Integration for Learning	3 Credit Hours
ED 545 Assess/Eval. in Elem. & Early Childhood (prereq ED549)	3 Credit Hours
SPED 511 Introduction to Autism Spectrum Disorders	3 Credit Hours
SPED 512 Behavioral Approaches and Applied Behavior Analysis for Students with ASD	3 Credit Hours
SPED 514 Language and Communication strategies for Students with Autism Spectrum Disorders	3 Credit Hours
SPED 515 Vocational and Transitional Strategies for Students with Autism Spectrum Disorders	3 Credit Hours
SPED 513 Methods and Assessment Practicum ASD	3 Credit Hours
DEED 634 Professional Writing	3 Credit Hours
ED 576 School Improvement for Professional Development (Capstone)	3 Credit Hours
Graduate level Elective or Thesis (ED 561)	3 Credit Hours
ED 599 Comprehensive Exam	0 Credit Hours

Master of Education in Special Education—Mild Moderate

Course Name and Number	Credit Hours
ED 520 Advanced Child Psychology	3 Credit Hours
ED 549 Intro. to Techniques of Research	3 Credit Hours
ED 530 Technology Integration for Learning	3 Credit Hours
ED 545 Assess/Eval. in Elem. & Early Childhood (prereq ED549)	3 Credit Hours
SPED 527 Formal and Informal Assessment Practicum	3 Credit Hours
SPED 543 Humanistic Approaches to Behavior Management for students with Mild/Moderate Exceptional Learning Needs	3 Credit Hours
SPED 576 Consulting Teacher Strategies	3 Credit Hours
SPED 570 Vocational Strategies and Procedures for Exceptional Children <u>OR</u>	3 Credit Hours
ED 505 Analysis of Reading Difficulties	3 Credit Hours
SPED 542 Methods and materials for Teaching Children with Exceptional Learning Needs	3 Credit Hours
DEED 634 Professional Writing	3 Credit Hours
ED 576 School Improvement for Professional Development (Capstone)	3 Credit Hours
Graduate level Elective or Thesis (ED 561)	3 Credit Hours
ED 599 Comprehensive Exam	0 Credit Hours

Master of Education in Special Education—Early Intervention

Course Name and Number	Credit Hours
ED 520 Advanced Child Psychology	3 Credit Hours
ED 549 Intro. to Techniques of Research	3 Credit Hours

Course Name and Number	Credit Hours
ED 530 Technology Integration for Learning	3 Credit Hours
ED 545 Assess/Eval. in Elem. & Early Childhood (prereq ED549)	3 Credit Hours
SPED 530 Introduction to Education for Early Intervention	3 Credit Hours
SPED 523 Families of Young Children in Early Intervention	3 Credit Hours
SPED 524 Resources, Teaming, Physical and Medical Management in Early Intervention	3 Credit Hours
SPED 534 Developing Language Communication for Early Intervention	3 Credit Hours
SPED 536 Assessment and Evaluation in Early Intervention	3 Credit Hours
SPED 532 Methods for Early Intervention	3 Credit Hours
DEED 634 Professional Writing	3 Credit Hours
ED 576 School Improvement for Professional Development (Capstone)	3 Credit Hours
Graduate level Elective or Thesis (ED 561)	3 Credit Hours
ED 599 Comprehensive Exam	0 Credit Hours

Total hours from GSU

36 - 39 Credit hours

(Credit Hour = Carnegie Definition of 50 minutes = 1 credit hour) For every subject offered, no grade below a 2.0 on a 4.0 will be accepted for credit and successful progress towards the degree. All students entering the M.Ed. graduate programs at GSU must have a standard license to teach or standard certification to be considered for admission.

1. In GSU's efforts to remain at the cutting edge of graduate education, updates to courses or programs may arise. Alternative courses *may* be considered for degree completion credit at the discretion of GSU.
2. Students are admitted to GSU as graduate degree students when they have been recommended by UB, produced official transcripts that have been evaluated by WES, and submitted all required documentation.
3. While enrolled at GSU, students will complete all required coursework as outlined above and described in the GSU catalog.

4. The acceptance of transfer credits shall be governed by current policies of GSU
5. In order to be granted the Master of Education from GSU, students must have successfully completed a total of at least 36 credit hours.
6. GSU shall accept, for the entrance date of its choice a cohort of students who have undergraduate cumulative grade point averages of at least 2.5 on a 4.0 scale, are licensed to teach in Belize, and meet admissions requirements for GSU by the deadline date for admission.
7. Students enrolled in the graduate programs who successfully complete all required coursework at GSU and maintain a grade point average of at least 3.0 on a 4.0 scale will be granted the master degree from GSU, provided that they have met all other Grambling State University graduation requirements.

Financial Information (Fees and Responsibilities at Grambling State University)

Most of the fees and fee structures have been determined by state mandates.

Graduate Fee Schedule

Sample from the Fall 2021/Spring 2022 Semester

	Resident		Non-Resident	
Hours	Commuting (Off Campus)	Boarding (On Campus)	Commuting (Off Campus)	Boarding (On Campus)
12	3,811.50	7,327.50	8,323.00	11,839.00
11	3,777.00	7,293.00	8,288.50	11,804.50
10	3,742.50	7,258.50	8,254.00	11,770.00
9	3,708.00	7,224.00	8,219.50	11,735.50
8	3,372.50	6,888.50	7,384.50	10,900.50
7	3,054.00	6,570.00	6,564.50	10,080.50
6	2,735.50	6,251.50	5,744.50	9,260.50
5	2,385.00	5,901.00	4,892.50	8,408.50
4	2,066.50	5,582.50	4,072.50	7,588.50
1-3	1,748.00	5,264.00	1,748.00	5,264.00

1. Additional Common Fees

- A. Students who register during the late registration period will be assessed a **\$150** late fee.
 - 1. As an example, please see Spring 2022 academic calendar where the late fee for the Spring semester begins 1/10/2022.
 - 2. <https://www.gram.edu/academics/calendar/sprcalendar22.php>
- B. International Students are assessed a **\$65** student service fee.
- C. International Students are assessed an international student insurance fee (rates vary depending on your age) per semester.
- D. Distance Learning students are assessed a **\$80** distance learning fee **per course**.
- E. Students who utilize GSU's Deferment Plan will be assessed a **\$85 promissory note fee** and interest assessed at the rate of **6%** of the amount deferred.

2. Refund Policy

- A. Students who **officially** withdraw on or before the 14th class day for Fall / Spring Terms or the 7th class day for the Summer terms may be refunded 100% of Tuition and related fees. **Room Fees, mailbox fees and meal plans may be refunded on a pro-rata basis for any student who officially withdraws on or before the 14th class day for Fall/Spring or the 7th class day for Summer.**
- B. All student refunds are paid via Direct Deposit or a check will be mailed the current address on file with the university.

3. Payment Plans

Please contact the [Student Account's Office](#) for other fees and fee related information.

*******While GSU endeavors to keep fees affordable, the fees are subject to change without notice*******

GSU has 2 tuition payment plan options in addition to total payment at the time of registration:

- 1. **Nelnet Tuition Payment Plan** - Please click the link below to view the payment plan brochure that was available to students from Summer 2021 until Spring 2022:
<https://gram.edu/student-life/services/student-accounts/docs/Grambling%20State%20Flyer2021.pdf>
- 2. **GSU Sign Promissory Note Payment Plan**
GSU Promissory Note Available is when students and parents have been denied all other financing options. The GSU Sign Promissory Note payment plan will require a 75% down payment at the time of registration. A maximum of 25% of the current term charges assessed for Tuition and Fees and Room and Board may be financed at a processing fee of \$85 plus 6% interest per annum. The remaining balance payment due dates for Fall terms are 10/1, 11/1, and 12/15. The remaining balance payment due dates for Spring terms are 3/1, 4/1, and 5/15.

For any questions regarding student account balances, payment plans, refunds, and/or any student account issues, students can contact counselors via email at studentaccounts@gram.edu or via phone at 01-318-274-2206.

3. Failure to clear accounts each semester may result in the inability to register for the following semester. Those with outstanding balances at the end of their matriculation will not be able to participate in Commencement, have the degree officially conferred, or receive the diploma until the balances are settled. It is the responsibility of the student to balance his/her/their accounts in order to proceed.

III. Mutual Promotion and Student Advisement of the Program

UB and GSU agree to encourage qualified students to participate in this graduate degree program through advisement and dissemination of information. The institutions agree to remain in contact with each other and apprise each other of any changes to the advisor/faculty member assigned to oversee students attending the programs. The appointed advisor/faculty member for each institution will make every effort to:

1. Maintain a list of candidates actively pursuing the degree and keep each other informed of the progress those students through the use of emails and virtual conferencing.
2. Maintain regular communication with each other to update on any changes to the appointed representative's contact information for the purpose of marketing on GSU's and Logan's websites.
3. Provide assigned representatives from each institution opportunities for periodic visits for the purpose of meeting with students for recruitment and feedback
4. Keep intake, dispositional, diversity, coursework, and technology data. The data will be available for both institutions to use for initial or continuing accreditation purposes.
5. Promote the programs in their recruitment activities, online and print marketing pieces.

IV. Continuations and Termination of the Agreement

By signing, both institutions acknowledge that this agreement shall remain intact unless stated, in writing, that the agreement is being terminated. If terminated, both institutions will honor the terms of the agreement until all students already admitted into Grambling State University are given the opportunity to complete the program in a timely manner and meet the terms in place.

Unless extenuating circumstances require the creation and establishment of a new agreement, modifications to the terms and/or curriculum may be submitted, in writing, by way of amendment.

For Grambling State University

President, Richard J. Gallot, Jr., JD

Date

For the University of Belize

President, Professor Emeritus Clement Sankat, PhD

Date

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 21, 2022

Item F.3. **McNeese State University's** request for approval to award an Honorary Doctor of Humane Letters to Mr. Dennis Stine at the Spring 2022 Commencement Exercises.

EXECUTIVE SUMMARY

McNeese State University (MSU) requests approval to award an Honorary Doctor of Humane Letters to Mr. Dennis Stine at the Spring 2022 Commencement Exercises. Mr. Stine earned a Bachelor of Science in Accounting and a Master of Business Administration from MSU. Currently, he serves as CEO of Stine Lumber Company, a 76-year-old family-owned business with 12 stores employing over 800 associates. Mr. Stine is a former member of the Louisiana House of Representatives and served as Commissioner of Administration under the late Governor Buddy Roemer. Mr. Stine is also a former Director for the Port of Lake Charles and he has served as a board member for the Federal Home Loan Bank of Dallas and the Louisiana Recovery Authority. He currently serves on the board of directors for Allied Building Stores and Star Lumber Company in Wichita, Kansas.

Mr. Stine is deeply involved in his community and currently serves as Chairman of the Board for Christus Ochsner Hospital System and on the McNeese College of Business Advisory Council. His awards and achievements are numerous and include the McNeese Alumni Association Distinguished Alumni Award, the Jaycees Outstanding Young Man of Louisiana Award, West Calcasieu Association of Commerce Citizen of the Year, and Calcasieu Area Council Boy Scouts of America Distinguished Citizen Award.

Mr. Dennis Stine has served his alma mater, community, and the State of Louisiana with distinction. In recognition of his substantial achievements, passion for service, and ardent support for McNeese State University and the State of Louisiana, the University believes it befitting to bestow an Honorary Doctor of Humane Letters.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request to award an Honorary Doctor of Humane Letters to Mr. Dennis Stine at the Spring 2022 Commencement Exercises.*



F.3.

March 31, 2022

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 award an Honorary Doctor of Humane Letters degree to Mr. Dennis Stine at the May 13, 2022 commencement exercises.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the April 21, 2022 meeting.

Thank you for your attention in this matter.

Sincerely,

Dr. Daryl V. Burckel
President

Attachments



March 31, 2022

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

Dear Dr. Henderson,

I request approval for McNeese State University to grant an Honorary Doctor of Humane Letters degree to Mr. Dennis Stine to be awarded during the May 13, 2022 commencement exercises.

Mr. Stine earned his undergraduate degree in accounting and master's degree in Business Administration from McNeese.

Mr. Stine serves as CEO of Stine Lumber Co., a 76-year-old family-owned business with 12 stores employing over 800 associates. He is a former member of the Louisiana House of Representative and served as Commissioner of Administration under the late Governor Buddy Roemer. Mr. Stine is a former Director for the Port of Lake Charles and he has served as a board member for the Federal Home Loan Bank of Dallas and the Louisiana Recovery Authority. He currently serves on the board of directors for Allied Building Stores and Star Lumber Company in Wichita, Kansas.

He is deeply involved in the community and currently serves as Chairman of the Board for Christus Ochsner Hospital System and on the McNeese College of Business Advisory Council.

His awards and achievements are numerous and include the McNeese Alumni Association Distinguished Alumni Award, the Jaycees Outstanding Young Man of Louisiana Award, West Calcasieu Association of Commerce Citizen of the Year and Calcasieu Area Council Boy Scouts of America Distinguished Citizen Award.

Mr. Stine has served his alma mater, community and the state of Louisiana with distinction. His substantial achievements, his passion for service, along with his ardent support for McNeese State University and the state of Louisiana, clearly warrant the granting of the honorary doctorate.

Sincerely,

Dr. Daryl V. Burckel
President



Office of
Academic Affairs
and Enrollment
Management

Box 93220
Lake Charles, LA 70609

Burton Business Center
Rm 427, 450 Lawton Dr.
Lake Charles, LA 70605

Phone: 337-475-5508
1-800-622-3352 ext. 5508
Fax: 337-475-5511

March 25, 2022

Dr. Daryl Burckel
President
McNeese State University

Dear Dr. Burckel:

RE: Nomination of Mr. Dennis Stine for the Honorary Doctorate of Humane Letters Degree

The ad hoc Honorary Degree Committee reviewed the nomination of Mr. Dennis Stine as a candidate for an Honorary Doctorate of Humane Letters degree.

Upon thorough review and discussion of Mr. Stine's lengthy resume, the committee noted that his life and works truly exemplify the mission and vision of McNeese State University. Mr. Stine earned his undergraduate degree in accounting and MBA from McNeese, and he is a recipient of the Distinguished Alumni Award. He has served his alma mater, community, and the state of Louisiana with distinction.

Mr. Stine serves as CEO of Stine Lumber Co., a 72-year-old family-owned business with 12 stores employing over 800 associates. He is a former member of the Louisiana House of Representative and served as Commissioner of Administration under the late Governor Buddy Roemer. Mr. Stine is a former Director for the Port of Lake Charles, and he has served as a board member for the Federal Home Loan Bank of Dallas and the Louisiana Recovery Authority. He currently serves on the board of directors for Allied Building Stores and Star Lumber Company in Wichita, Kansas.

Mr. Stine is deeply involved in the community and currently serves as Chairman of the Board for Christus Ochsner Hospital System and on the McNeese College of Business Advisory Council.

In conclusion, the ad hoc Honorary Degree Committee recommends that Mr. Dennis Stine be awarded the Honorary Doctor of Humane Letters degree from McNeese State University at the May 13, 2022, Commencement Ceremony.

Sincerely,

Dr. Frederick 'Chip' LeMieux
Interim Provost and Vice President for Academic Affairs and Enrollment
Management / Ad Hoc Honorary Degree Committee Chair

Ad Hoc Honorary Degree Committee Members:

Dr. Wade Rousse
Vice President for University
Advancement

Ms. Mona White
Vice President for Business Affairs

Resume of
DENNIS N. STINE

PERSONAL STATISTICS

- Born April 20, 1952
- Married to the former Marla Mitchell; December 6, 1975
- Four children: Jason, Laurie, Jana, Benjamin and 9 grandchildren
- Member St. Martin de Porres Catholic Church, Lake Charles, LA

EDUCATIONAL BACKGROUND

- Graduate: Sulphur High School
- Graduate: McNeese State University, Bachelor of Science, Accounting, Master of Business Administration
- Graduate: John F. Kennedy School of Government, Harvard University, Sr. Executive Program

***CURRENT PROFESSIONAL STATUS ***

- CEO Stine Lumber Company
- Board of Directors of Allied Building Stores
- Board of Directors of Star Lumber Company, Wichita, KS

GOVERNMENTAL BACKGROUND

- Former Commissioner of Administration for the State of Louisiana, Roemer Administration, 1988-1992
- Served in the Louisiana House of Representatives
- Past Port Director for the Port of Lake Charles
- Past Board of Directors Louisiana Recovery Authority
- Past Board of Directors Federal Home Loan Bank, Dallas, TX
- Past Member of the Louisiana Health Care Authority
- Past Chairman State Police Trooper Association

CURRENT COMMUNITY INVOLVEMENT

- Chairman of board Christus Ochsner Hospital System, Lake Charles, LA
- Chairman of board Christus Muguerza Hospital System, Monterey, Mexico
- Board member of Christus Red de Salud, Santiago, Chili
- Board member Second Harvest Food Bank, New Orleans, LA
- Board member of McNeese Business Advisory Council

PAST COMMUNITY INVOLVEMENT

Past Member of the Following Organizations:

- Chairman of Council for a Better Louisiana
- President of Louisiana Building Materials Assoc.
- Board of Directors Louisiana Civil Service League
- Chairman Board of Directors Southwest LA Red Cross
- Board of Directors Camp Fire of Sowela
- President R.W. Vincent Elementary PTO
- Board of Directors W. Calcasieu Association of Commerce
- Board of Directors Brimstone Historical Society
- Board of Directors Southwest LA United Way
- Cal. Pr. Local Emergency Planning Comm. (CPLEPC)
- Board of Directors American Heart Association
- Board of Directors Sulphur Industrial Development
- Board of Directors Southwest LA Area Health Council
- Board of Directors Better Business Bureau
- Board of Directors S.W. LA Chamber of Commerce
- Chairman 1999 American Heart Walk
- Chairman of City of Lake Charles Budget Review Committee 2002
- Chairman McNeese Business Advisory Council
- Board of Directors Blueprint Louisiana
- Board of Directors Community Foundation of Acadiana
- Board of Directors Community Foundation of Southwest Louisiana

ACHIEVEMENTS

- Monte Lehman Civil Service League Award, 1992
- Jaycees Outstanding Young Man for Louisiana, 1986
- Citizen of the Year, West Calcasieu Association of Commerce, 1985
- Distinguished Citizen, Calcasieu Area Council, Boy Scouts of America, 1989
- Calcasieu Parish American Bar Association Liberty Bell Award, 2007
- Clara Barton American Red Cross Award, 1983-1985
- Social Worker of the Year for Southwest Louisiana, 1985
- Our Lady's Catholic School Alumnus of the Year
- Outstanding Young Man, Sulphur Jaycees, 1985

INTERESTS

- Hobbies/interests are family and reading

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 21, 2022

Item F.4. **McNeese State University's** request for approval to offer a Master of Science in Clinical Mental Health Counseling.

EXECUTIVE SUMMARY

McNeese State University (MSU) requests approval to offer a Master of Science (MS) in Clinical Mental Health Counseling. A Letter of Intent (LOI) was approved by the Board of Supervisors for the University of Louisiana System in August 2021 with waiver of the LOI by Board of Regents staff due to changes in the program approval process. In accordance with *Regents' Academic Affairs Policy 2.05*, the graduate-level program proposal was reviewed by an external consultant. Dr. Kenyon C. Knapp, Dean, School of Behavioral Sciences, Liberty University, conducted the review and found the proposed program to have a sound curriculum that aligns with accreditation standards. Dr. Knapp went on to say that *"The Core courses proposed in Addictions Counseling, Trauma Informed Counseling, and Crisis Intervention & Theory are well chosen, as these niche areas of the counseling field are growing quickly and McNeese students with this training will be better prepared than graduates from some other programs to work in these areas."*

The mission of the proposed graduate program is to provide a core of 44 credit hours focused on rigorous education, experiential practice, and research along with 16 credit hours of discipline specific coursework that will provide education and supervised clinical practice required to develop competent, licensure-prepared, entry-level clinical mental health counselors. Currently MSU offers a Master of Arts (MA) in Psychology with a Counseling Psychology concentration; however, it is not eligible for The Council for Accreditation of Counseling & Related Educational Programs (CACREP) accreditation as counseling psychology is outside of its scope of accreditation. The University would like to terminate this existing offering and add an MS in Clinical Mental Health Counseling that would be eligible for CACREP accreditation. By doing so, MSU would be able to graduate licensure-prepared clinical mental health counselors from a CACREP-accredited program.

In the past couple of years, Southwest Louisiana has been impacted by the Covid-19 pandemic, Hurricane Laura, Hurricane Delta, Winter Storm Urea, and historic flooding. Any of these events alone would have resulted in an increased need for mental health professionals in a region that is currently underserved. These events have exacerbated two impending mental health crises: suicide and substance abuse. The proposed graduate program will include a course dedicated to crisis theory and intervention as well as addictions counseling courses. As a result,

completers of the proposed program will be able to address the growing substance use crisis at both the local and state levels.

The existing MA in Psychology, Counseling Psychology concentration has maintained healthy enrollment with a nine-year average of 28.8, and a five-year average of 27.6, even though the existing program is not CACREP-accredited. Based on this rationale, the University anticipates an initial enrollment of 15 students with total enrollment increasing to 85 by YR5. Since the proposed MS in Clinical Mental Health Counseling would be CACREP-accredited, the University anticipates enrollment to significantly increase over the next four years. The proposed program only needs one new faculty member with a Ph.D. in Counselor Education since existing faculty associated with the MA in Psychology, Counseling Psychology concentration as well as the M.Ed. in School Counseling are in place and can provide instructional support.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request for approval to offer a Master of Science in Clinical Mental Health Counseling.



F.4.

March 31, 2022

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 Master of Science in Clinical Mental Health Counseling.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the April 21, 2022 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 CIP, Designation, Subject/Title: 51.1508, Master of Science (MS), Clinical Mental Health Counseling
Contact Person & Contact Info: Dr. Kevin Yaudes, Assistant Department Head, Psychology (337) 475-5631 kyaudes@mcneese.edu	
Date BoR approved the Letter of Intent: N/A	
Date Governing Board approved this Proposal:	
Planned Semester/Term & Year to Begin Offering Program: Fall 2022	
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.

Purpose

McNeese State University in Lake Charles, Louisiana has two counseling programs: the MA in Psychology with a concentration in Counseling Psychology and the MS in School Counseling, which was previously a MEd program but was recently approved by the Board of Regents to be converted to a MS. The MA in Psychology with a concentration in Counseling Psychology is a 60-credit hour program in the Department of Psychology under the College of Nursing and Health Professions. This program prepares students for professional licensure as licensed professional counselors (LPCs). The MS in School Counseling is a 60-credit hour program now in the College of Nursing and Health Professions. This program prepares students for professional licensure as school counselors. The MA in Psychology, Counseling Psychology program is not accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), while the MS in School Counseling is CACREP-accredited.

Traditionally in higher education, all counseling programs are housed together in one department within one college. CACREP requires 3 core faculty members, each with a PhD in Counselor Education. For both to be accredited, both must meet this standard. Increasingly, workforce opportunities are constrained for students graduating from a non-CACREP-accredited program. For example, students who graduate from a non-CACREP-accredited program cannot work for the US Department of Veterans Affairs. Beyond this, job advertisements routinely indicate that applicants must have a counseling degree from a CACREP-accredited program. This trend will continue as the National Board for Certified Counselors (NBCC), starting in January 2024, will not allow individuals who have graduated from a non-CACREP-accredited program to apply for the National Certified Counselor (NCC) designation (<https://www.nbcc.org/Assets/EducationalStandards.pdf>). Since 2013, CACREP has encouraged state licensing boards that do not currently require graduation from a CACREP-accredited counseling program to apply for licensure, to do so (<http://cacrepdev.wpengine.com/wp-content/uploads/2014/02/CACREP-Policy-Position-on-State-Licensure-adopted-7.13.pdf>).

The purpose of the proposed MS in Clinical Mental Health Counseling program is to: 1) restructure the MA in Psychology, Counseling Psychology program (faculty and curriculum) so that the program is eligible to apply for CACREP accreditation, and 2) restructure the MA in Psychology, Counseling Psychology and the MS in School Counseling as a combined program offering a core curricula of 44 credit hours in counseling with 16 credit hours specific to either Clinical Mental Health Counseling or School Counseling. Students will graduate with either a MS in Clinical Mental Health Counseling or a MS in School Counseling. The program's 44 credit hours will provide rigorous education, experiential practice, and a focus on research, while the discipline-specific 16 credit hours provide education and supervised clinical practice required to develop competent, licensure-prepared, entry-level clinical mental health counselors or school counselors.

Graduate counseling programs that provide core counseling classes required for both programs and discipline-specific classes which lead to licensure-prepared graduate students in each discipline are standard for counseling programs in the United States.

Objectives

The objectives for the MS in Clinical Mental Health Counseling program and the restructured MS in School Counseling program speak to the aforementioned purpose.

Objective #1. Prepare graduates to become competent entry-level, master's-prepared counselor interns/provisional licensed professional counselors (PLPCs) and school counselors.

Objective #2. Increase the number of licensed professional counselors (LPCs) and school counselors in Southwest Louisiana and the State of Louisiana in general.

Note. Upon graduation from the MS in Clinical Mental Health Counseling program, students are designated as a counselor intern until they submit an application to the Louisiana Licensed Professional Counselor Board of Examiners to become a PLPC. As a PLPC they will be under supervised practice for a minimum of two years during which time they must achieve 1900 direct client hours and 1100 indirect client hours. At that time, they will apply to become a LPC.

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.).

Attached as an appendix is the new curriculum for the MS in Clinical Mental Health Counseling and the MS in School Counseling. The programs have been approved through McNeese's institutional approval process. Seven new courses are proposed (indicated by *). Of these, all have a developed syllabus and identified faculty to teach each course.

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)?

Accreditation

Currently, McNeese has a MA in Psychology with a concentration in Counseling Psychology program and a MS in School Counseling program. They are separate degree programs.

The MA in Psychology with a concentration in Counseling Psychology is housed in the College of Nursing and Health Professions, and it is not eligible for CACREP accreditation as counseling psychology is outside of its scope of accreditation.

<https://www.cacrep.org/manual/mini-manual-1-is-cacrep-right-for-my-program/>

The MS in School Counseling was previously housed in the Burton College of Education when it was an MEd program, but it is now in the College of Nursing and Health Professions as well. This 48-hour program has CACREP accreditation that will lapse July 1, 2023. At this time, CACREP will require all counseling programs to be 60-hour master's degrees to maintain or achieve accreditation.

<http://www.cacrep.org/wp-content/uploads/2018/02/CACREP-Special-Announcement-48-to-60.pdf>

CACREP is the accrediting body for counseling regardless of whether the degree conferred leads to licensure as a clinical mental health counselor or a school counselor. Students are aware of this and seek CACREP-accredited counseling programs when choosing a graduate program in counseling.

Licensure Constraints

As mentioned in the Program Description section, graduates from non-CACREP-accredited programs cannot currently work for the US Department of Veterans Affairs.

The American Association of State Counseling Boards (AASCB), the Association for Counselor Education and Supervision (ACES), the American Mental Health Counselors Association (AMHCA), and the National Board for Certified Counselors (NBCC) have

been working together to develop standards that would allow for licensure portability, meaning that licensees who graduate from CACREP-accredited counseling programs would be able to practice in any U.S. state or territory.

This is a concern for McNeese for the following reasons: 1) Lake Charles is located 30 minutes from the Texas border. It is not unusual for clients to relocate to Texas; when that happens, a counselor licensed in Louisiana is no longer able to provide services. 2) The Covid-19 pandemic forced most providers to utilize telehealth. Telehealth is now established within the counseling profession as a means for providing services as it is within the medical health profession. Without this accreditation, McNeese graduates will only be able to practice within Louisiana once licensure portability is afforded to graduates of CACREP accredited programs.

Existing and upcoming constraints on the licenses of those who graduate from non-CACREP-accredited counseling programs will make those programs obsolete.

Disaster-Related Needs

In the past 20 months, SWLA has been impacted by the Covid-19 pandemic, Hurricane Laura, Hurricane Delta, Winter Storm Uri, historic flooding, and tornadoes. Any of these events alone would have resulted in an increased need for mental health professionals in a region that is currently underserved. These events exacerbated two impending mental health crises: suicide and substance use. Suicide is the tenth leading cause of death in the United States and has increased in nearly every state from 1999 through 2016 by 30% according to the latest statistics from the Centers for Disease Control (CDC, 2018). According to a June 2018 CDC report, Louisiana saw an increase in suicide rates of 29.3% between 1999 and 2016. Locally, the suicide rate in Calcasieu Parish was 19.9/100,000 in 2017 (Louisiana Health Report Card, Department of Health and Hospitals) which was the second highest in the state. Substance use, specifically opioid use, resulted in 64,000 deaths nationally in 2016. Opioids were responsible for 63.1% of all substance use deaths in 2015. The number of opioid-related deaths increased by 47.5% in Louisiana from 2014-2016.

Federal, State, Local Needs

According to the U.S. Bureau of Labor Statistics, employment of mental health counselors is projected to grow 25% from 2019 to 2029, much faster than the average for all occupations. <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm>

According to the Louisiana Workforce Commission, the outlook for mental health counselors in the State of Louisiana is rated four out of five stars (based on wages, job openings, and forecast demand). <https://www2.laworks.net/Stars/default.aspx>

Anecdotally, McNeese receives multiple requests for recommendations each week from agencies and organizations looking to hire a LPC or a PLPC.

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.

The MS in Clinical Mental Health Counseling program aligns with and will further the missions of the University, college, and department through an emphasis on in-depth disciplinary knowledge that can be applied to the behavioral health and well-being of its community. The graduates of this program will be prepared at the highest level to address critical behavioral health issues impacting the quality of life for all citizens of our state. It is critical that action be taken at a number of levels to eradicate the threats now facing all of Louisiana regardless of age, race, or social-economic level. Licensure-prepared graduates of the MS in Clinical Mental Health Counseling program bring unique skills to the behavioral health crisis facing our state and can complement the team-based approach to care for many patients with complex comorbid medical and behavioral health problems. Our students will enter the workforce as stronger, more technologically advanced, scientist-practitioners.

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.

Of the nine universities in the University of Louisiana System (ULS), all but Grambling have a master's level counseling program or programs. Of the remaining eight, all are CACREP-accredited. For those with school counseling programs, all but McNeese require 60-credit hours (which will be the requirement for accreditation starting July 1, 2023). Only McNeese State University has an unaccredited master's in psychology with a concentration in counseling psychology. Although there are similar programs, the proposed combined program will lead to a MS in Clinical Mental Health Counseling or a MS in School Counseling. Currently, a student who completes the MA in Psychology with a concentration in Counseling Psychology program will receive a diploma

that states *Master of Arts in Psychology*. Anecdotally, we know that students want their degree and diploma to directly mention the discipline in which they received their education. A combined program with separate degrees will allow for that.

Many behavioral health practitioners may consider themselves a *therapist*. However, the only training program in SWLA that educates future therapists is the counseling program at McNeese. Institutions exist throughout the state that prepare future psychiatrists, licensed psychologists, clinical psychologists, social workers, and clinical social workers to practice as therapists. There is no medical school or institution of higher education in SWLA that produces any of these therapists. Without a strong clinical program resulting in master's level counselor interns, SWLA will not be able to produce licensed professional counselors.

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

Yes. If approved, the concentration in counseling psychology under the MA in Psychology program will be terminated. The two new MS degrees (Clinical Mental Health Counseling and School Counseling) will share core faculty (compared to a need for three each), a core 44 credits, and will both be housed in the College of Nursing and Health professions with other clinical programs (e.g., undergraduate and graduate nursing, medical laboratory sciences, and radiologic sciences).

Note that current students in the counseling psychology concentration will be taught out with students who began this fall completing the program by Spring 2024. Faculty have conveyed information about approved and expected changes to current and potential students. Information about changes is provided on the website of the Burton College of Education, and once the MS in CMHC program is approved, will be provided on the website of the Department of Psychology as well.

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).

Information on pertinent studies and national/state trends showing the need for more graduates in the field were discussed in the first Need section above.

As for cooperative programs or collaborations, in some disciplines, programmatic collaborations—often referred to as consortiums—are allowed or encouraged. This is not true for the discipline of counseling. Per the CACREP Standards 2016: The Academic Unit: Section R: 'The academic unit has faculty resources of appropriate quality and sufficiency to meet the demands of the program. For entry-level programs, the academic unit must employ a minimum of three full-time core counselor education program faculty members who teach in the entry-level program. Core counselor education program faculty may only be designated as core faculty at one institution' <http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf>.

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).

Below are nine years of fall enrollment data for the MA in Psychology with a concentration in Counseling Psychology. The data show that the program has maintained healthy enrollment with a nine-year average of 28.8 and a five-year average of 27.6, even though the existing program is not CACREP-accredited. Since the new MS in Clinical Mental Health Counseling would be CACREP-accredited, we expect enrollment to significantly increase over the next four years as shown on the Summary of Estimated Additional Costs/Income for Intended Program.

Historical Fall Enrollment

Academic Year	Enrollment
2013-2014	40
2014-2015	34
2015-2016	26
2016-2017	22
2017-2018	26
2018-2019	23
2019-2020	29
2020-2021	27
2021-2022	33
Average	28.8

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

The new enrollment for Fall 2021 in the counseling psychology concentration of the MA in Psychology was nine. Assuming the MS in Clinical Mental Health Counseling program is approved in early Spring 2022, allowing us time to market the program and recruit students prior to Fall 2022, we expect new enrollment for Fall 2022 to be at least 15. You can see in the table below that we expect new enrollment and total enrollment in the program to continue to increase over the next five years.

Although McNeese State University expects that interest in this program will be robust, we will remain cognizant of the 12-1 faculty-to-student ration set by CACREP. To ensure that this ratio is maintained, an application and interview process will be implemented once the Clinical Mental Health Counseling program is approved to keep enrollment at an appropriate level. At the beginning of every spring semester, faculty will meet to review current student enrollment and the maximum number of new students to be admitted the subsequent fall.

Projected Fall Enrollment

Academic Year	New Enrollment	Total Enrollment
2022-2023	15	15
2023-2024	20	35
2024-2025	25	60
2025-2026	30	75
2026-2027	30	85

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.

Technology

The Office of eLearning and the Office of Information Technology both provide technology resources and support services to students. Open-access computer labs, provided by the University and the Technology Advancement Student Committee (TASC), are available for student use. The learning management system is Moodle, which includes BigBlueButton as an application. This enables real-time discussions between faculty and students. Online and phone technical support for these courses is available to both students and faculty. In addition, all students have access to Office 365 which includes the Microsoft Office Suite (Word, Excel, Power Point, etc.) as well as SharePoint which can be used for collaboration and Teams which can be used for web conferencing. Students can contact the Office of eLearning or the Office of Information Technology to receive support assistance.

Library

Students have access to Frazar Memorial Library, a four-story facility with 403,351 print volumes, including 57,387 bound periodicals, 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.

Student Central

The Office of Admissions and Recruiting, Office of Financial Aid, Registrar's Office, and Office of Scholarships are housed within a single building on campus. Created as a one-stop-shop for students in 2016, it serves as a single entry point for current and prospective students. Students can call, email, or go to Student Central to address questions appropriate for any of its offices. The specialists are cross-trained to answer a multitude of questions and can direct a call to a specific department/office when necessary.

Office of Student Services

The Office of Student Services includes Student Health Services, the Counseling Center, and the Recreational Complex. Each of these offices address student needs that are non-programmatic.

The Kay Doré Counseling Clinic (KDCC)

The KDCC is a community counseling clinic (distinct from the McNeese Counseling Center which provides no-cost counseling to students) as well as the training arm for the counseling program. McNeese is unique in the ULS in that the counseling program has an attached training facility. Program orientations are held at the KDCC as are program and research meetings and some classes. Students are encouraged to utilize KDCC, specifically the student lounge area, for their own meetings or study groups. All faculty associated with the counseling program have offices in the KDCC, which provides for easy access to faculty.

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

To apply to the counseling program, students must possess a bachelor's degree and meet the general requirements for admission to the Doré School of Graduate Studies.

Although students may enter the counseling program with a bachelor's degree in psychology, that is not a requirement as psychology and counseling are not the same discipline. (See Section 2 Need.) The theoretical underpinnings and clinical training necessary to become a licensed professional counselor are provided within the counseling program itself. Students from all disciplines are encouraged to apply.

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

Graduate students are eligible for unsubsidized loans and college-specific scholarships. In addition, students are eligible to apply for graduate assistantships at McNeese, which are paid positions that come with a 50% tuition reduction.

Prior to the Covid-19 pandemic, the program had established a verbal agreement with a counseling agency in SWLA, Resource Management Service, to fully fund the tuition for one student in the counseling program if the student agreed to work for the agency upon graduation for two years. However, Resource Management Services' facility received damage due to Hurricanes Laura and Delta and other weather-related disasters in SWLA. This agreement will be revisited when they have recovered. Once this program is approved, we will examine the possibility of similar agreements with other counseling agencies in SWLA.

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.

Kriti Vashisht, PhD

Assistant Professor

PhD in Counselor Education

Courses Taught: COUN 628 Social and Cultural Issues in Counseling; COUN 652 Group Counseling and Group Work; COUN 641 Career and Lifestyle Development; COUN 641 Career and Vocational Guidance; PSYC 631 Techniques of Counseling; COUN 632 Counseling Process, Skills, and Techniques; COUN 668 Counseling Theories; COUN 621 Research and Program Evaluation; COUN 617 Assessment and Testing

Mary Teem

Assistant Professor

ABD in Counselor Education, Projected Completion December 2022

Courses Taught: COUN 604 Introduction to Counseling; COUN 668 Counseling Theories; COUN 639 Human Growth and Development; COUN 656 Theories of Couples and Family Counseling; COUN 632 Counseling Process, Skills, and Techniques; COUN 644 Advanced Counseling Process, Skills, and Techniques

Kevin Yaudes, PhD

Assistant Professor

PhD in Cognitive Science; MA in Psychology, Counseling Psychology from MSU

Courses Taught: COUN 622 Psychopathology and Diagnosis; COUN 624 Crisis Theory and Intervention; COUN 688 Practicum in Clinical Mental Health Counseling; COUN 698 Internship in Clinical Mental Health Counseling

Any non-core faculty teaching in the proposed Clinical Mental Health Counseling program will have evidenced competence in the coursework they teach. For example, Dr. Yaudes is engaged with crisis intervention, specifically suicide prevention and education, on a local, state, and national level. He is a counselor in the state of Louisiana. His dissertation for his PhD in Cognitive Science is titled: Change Your Category, Change Your Mind, The Mutability of Folk Models of Mental Health Disorders.

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.

One new faculty member with a PhD in Counselor Education is needed. This new position was approved by McNeese's Senior Staff on October 5, 2021 (Budget page 136, line 1a), and the search was launched on October 21, 2021. Because two faculty members must hold evidenced competence in each of the two specialty areas (Clinical Mental Health Counseling and School

Counseling), an occupied position will be reallocated from the Burton College of Education to the Department of Psychology. Dr. Angelique Ogea, dean of the Burton college of Education, has agreed to this, and we expect it to be brought to and approved by Senior Staff prior to Fall 2022.

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.

All graduate faculty are required to assume a 15-hour workload, three hours of which are allowed for research activities. Dr. Vashisht has a line of research involving the LGBTQ community. Dr. Yaudes, a non-core faculty member in the counseling program, has a line of research involving suicide prevention and education. Professor Teem, hired in January 2021, will begin a line of research involving eating disorders in Spring 2022.

As previously stated, these research activities make up just three hours of the required 15-hour workload per faculty member, leaving 36 hours for teaching. The faculty member we hope to hire as a result of the ongoing search as well as the faculty line being transferred to the Department of Psychology for the combined program will be sufficient to meet CACREP requirements. Graduate students (and undergraduate students) are currently involved in ongoing research and will continue to be involved in the future.

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?

Present Library Holdings

The Library ensures access to a wide range of information sources in a variety of formats, including print, non-print (e.g., microforms and audiovisual materials), and electronic to McNeese students, faculty, and staff.

Journals Specific to Counseling

- Addictive Behaviors
- Adolescence
- American Journal of Drug and Alcohol Abuse, The
- American Journal of Psychotherapy
- American Journal on Addictions
- Child Development
- Clinical Supervisor, The
- Cognitive Behaviour Therapist
- Cognitive Therapy and Research
- Counseling and Clinical Psychology Journal
- Counseling and Values
- Counseling Today
- Counseling and Psychotherapy Journal
- Counseling & Psychotherapy Research
- Counselor Education and Supervision
- Family Journal: Counseling and Therapy for Couples and Families, The
- Guidance and Counseling
- Journal for Specialists in Group Work, The
- Journal of Addictions & Offender Counseling
- Journal of Applied Rehabilitation Counseling
- Journal of College Counseling
- Journal of College Student Psychotherapy
- Journal of Counseling and Development
- Journal of Counseling Research and Practice
- Journal of Employment Counseling
- Journal of Group Psychotherapy, Psychodrama and Sociometry
- Journal of Humanistic Counseling, The
- Journal of Humanistic Counseling, Education and Development, The
- Journal of Loss and Trauma: International Perspectives on Stress and Coping
- Journal of Marital and Family Therapy
- Journal of Mental Health Counseling
- Journal of Multicultural Counseling and Development
- Journal of Offender Counseling, Services & Rehabilitation
- Journal of Psychodrama, Sociometry, and Group Psychotherapy, The
- Journal of Psychohistory

- Journal of Psychotherapy in Independent Practice
- Journal of School Counseling
- Journal of Sex and Marital Therapy
- Journal of Trauma Counseling International
- Measurement and Evaluation in Counseling and Development
- Mental Health and Social Inclusion
- Person-Centered & Experiential Psychotherapies
- Professional Counselor
- Psychoanalytic Psychotherapy
- Psychodynamic Counselling
- Psychodynamic Practice: Individual, Groups & Organizations
- Psychotherapy Patient, The
- Psychotherapy Research
- Rehabilitation Counseling Bulletin
- Sexual Addiction & Compulsivity
- Sexual & Relationship Therapy
- Transactional Analysis Journal
- Using Technology to Improve Counseling Practice
- Women & Therapy

General databases

- Academic Search Complete
- Academic Video Online: Premier
- Biological Abstracts
- Credo Reference
- Dissertations and Theses A&I
- Environment Complete
- ERIC
- Gale Virtual Reference Library
- JSTOR
- Open Textbook Library

Expansion

The Acquisitions Department selects, purchases, evaluates, and maintains materials according to criteria outlined under the "Acquisitions Policies" section of the Library's policy manual. Acquisitions' policies are reviewed annually and updated as needed. The Acquisitions Department works with faculty to maintain collection levels to support both undergraduate and graduate coursework. The RLG Conspectus system of collection levels (<http://www.loc.gov/acq/devpol/cpc.html>), though no longer actively maintained, is consulted as a set of general guidelines. The Acquisitions Department, working with library liaisons, consults with faculty about collection quality when departmental accreditation visits are eminent, when programs changes occur, and at other times as needed. Holdings in subject areas are periodically checked against Resources for College Libraries (<http://www.rclweb.net/>; login required from off-campus). The library records spending for instructional materials by discipline but does not specifically allocate funds by academic departments. Faculty members are encouraged to submit requests for materials; these requests are honored to the extent possible, allowing for available funding and collection development guidelines.

LOUIS System

The Library is a member of LOUIS: The Louisiana Library Network, a statewide consortium that facilitates collaboration and cooperation among Louisiana's academic libraries. LOUIS, a project of the Louisiana Academic Library Information Network (LALINC), currently has 47 members and is funded by the members of LALINC and the Louisiana Board of Regents. LOUIS provides its members with a SirsiDynix shared integrated library system, electronic scholarly resources, the ILLiad interlibrary system, a LALINC card that allows for reciprocal borrowing privileges, a range of in-person and online training, and professional networking through regional and statewide meetings and conferences. An additional resource is LYRASIS, a multistate library network.

What additional resources will be needed?

No additional resources will be needed at this time. Additional expenditures will be necessary to provide simulation experiences for counseling students in the future. Dr. Kevin Yaudes (undergraduate psychology and non-core graduate counseling) and Dr. Joanna Thompson (undergraduate psychology and graduate applied behavioral analysis) have written a BOR Departmental Enhancement Grant – Comprehensive – to this end.

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?

McNeese has a formal agreement with RedShelf that allows students to rent or purchase digital textbooks, almost always at a lower cost.

Funds obtained will provide access to Tevera, a clinical tracker, at no cost to at least three cohorts of graduate students entering the program. Additionally, if awarded, funds from a BOR Departmental Enhancement Grant – Comprehensive will be used to purchase access to Mindscape Commons, a platform for immersive, experiential mental health content. This will be offered at no cost to graduate students.

6. Facilities and Equipment

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

The Psychology Department and KDCC, the training facility for the counseling program, were housed in Farrar Hall and the Memorial Gym office suite prior to Hurricanes Laura and Delta in the fall of 2020. Both buildings received significant damage and will be torn down. The Psychology Department was moved to Hardtner Hall with the College of Nursing and Health Professions. The KDCC is located in a large modular building on campus and functions as the training site for the counseling program as it did prior to the hurricanes. All counseling faculty have offices in this building. A new Farrar Hall will be built on campus (proposed timeline of 2-4 years). The design of the new building includes three classrooms dedicated to the graduate programs, four observations rooms, and an immersion room. The KDCC will be moved to the former Methodist Student Center and retrofitted with technology and equipment to function as it does today.

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.

As the program will move to the new Farrar Hall and new space for the KDCC will be occupied when possible, no new facilities or equipment are needed to execute the proposed program. However, a BOR Departmental Enhancement Grant – Comprehensive – will provide, should the proposal be funded, new technology for the counseling program.

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 in Clinical Mental Health Counseling and MS in School Counseling programs will be located in the Department of Psychology under the College of Nursing and Health Professions. Because CACREP requires that programs have and maintain a distinct counseling identity, the Department of Psychology will become the Department of Psychology and Counseling in Spring 2022. The MA in Psychology program has prepared master's level, licensure-prepared counselor interns since its inception. The School Counseling program was once a concentration for the MA in Psychology but was realigned under the Burton College of Education in 1996 and became CACREP-accredited. The two programs will once again be combined to offer the strongest possible education and clinical experience for future licensed professional counselors and school counselors, which is standard for universities that offer more than one CACREP specialty area. Aligning both programs under the College of Nursing and Health Professions ensures that students in both degree programs receive guidance from a college in which all departments and associated faculty understand the rigor required for master's level programs for which practical, experiential learning is paramount. Offering both programs in the Department of Psychology and Counseling which has housed both before and currently houses the counseling psychology concentration will not affect the administrative structure of McNeese.

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

A weakness for prior interest in reconceptualizing the existing counseling psychology concentration of the MA in Psychology as an MS in Clinical Mental Health Counseling program has been the need for three faculty with an earned doctorate in counselor education. Two have been hired and there is an active search launched on October 21, 2021, for the third. Because each specialty area must have two faculty with a PhD in Counselor Education and evidenced competence in the specialty area, Dr. Angel Ogea, Dean of the Burton College of Education will provide a budget line to the Department of Psychology by Fall 2022 to provide additional support for the School Counseling, MS program.

Administrative, financial, and human resource support is in place to facilitate this 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 program will be accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Three faculty, each with a PhD in Counselor Education, is a basic requirement for CACREP accreditation. The search for the third faculty member is underway.

CACREP also requires a 60-credit hour curriculum, which has been addressed above.

Below is the expected timeline for accreditation of the proposed MS in Clinical Mental Health Counseling:

Date	Event(s)
December 2021	Submit substantive change to SACSCOC (if they allow us to submit prior to receiving full approval)
January 2022	Receive results from external review; submit revised proposal to ULS for approval, followed by BOR
Spring 2022	Complete search and hire new faculty member
Summer 2022	Submit self-study to CACREP for reaccreditation of school counseling with add-on of clinical mental health counseling
Fall 2022	Begin offering both new programs
Fall 2023	CACREP site visit

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.

Dr. David Lane, a professor in the Department of Counseling at Mercer University, was hired as a consultant for the MSU CACREP accreditation application process. A letter from Dr. Lane to Dr. Ann Warner, dean of the College of Nursing and Health Professions at McNeese, is included as an appendix.

9. Related Fields

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

As mentioned in Section 1 Program Administration, 7 Administration, and 8 Accreditation, the MEd in School Counseling in the Burton College of Education is CACREP-accredited. Rather than host two separate counseling programs in two separate colleges, which would each require three faculty with a PhD in Counselor Education, the programs will be aligned under a core curriculum of 44 credit hours leading to two separate degrees. Because each specialty area must have two faculty with evidenced competence in the specialty area, the practical savings will be the cost of hosting the programs separately. The realignment will correct the relationship from one of collaboration to one of combined effort and dedication in training competent and workforce-ready professionals in two of CACREP's specialty areas.

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?

The primary cost for the new program is the annual salary (\$60,000, not inclusive of benefits) of the faculty member we expect to hire in Spring 2022. For revenues, the average enrollment for the last nine years is approximately 29 students. To calculate additional revenues each year, we subtracted 29 from the projected annual enrollment provided above on page 5. There will be no additional revenues for the first year of the program since the total enrollment in the program will be less than the nine-year average. As enrollment in the program increases in subsequent years, revenue is also expected to increase and, by year 3, will be more than enough to cover the new faculty member's salary by over \$200,000.

There are additional fees for the CACREP accreditation application, site visit, and annual dues:

- CACREP application: \$2,500
- Site visit: \$2,000 for each of the four expected site visitors for a total cost of \$8,000
- Annual dues: \$3,800/year

The State of Louisiana reduced its contribution to the budget of public universities by 42.8% from 2010-2020 (<https://www.theadvertiser.com/story/news/local/louisiana/2021/04/10/louisiana-colleges-universities-struggling-budget->

[rising-cost/7137551002/](#)). Despite this, the University has approved three new tenure-track faculty positions for the creation of this degree program. A budget line for the fourth position will be moved from the Burton College of Education to the College of Nursing and Health Professions. In 2020 and 2021, the University was impacted by the COVID-19 pandemic, two significant hurricanes, an ice storm, and historic flooding. Again, the University remained steadfast in its commitment to this new program. A new building will house the department with new, dedicated space for the CMHC. Four rooms are dedicated for experiential learning and simulation. Faculty submitted a [Louisiana Board of Regents Departmental Enhancement Grant – Comprehensive](#) with this space in mind. The University's commitment is financial, but more importantly, ideological.

*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.

The document author has applied for and received \$336,054.44 in funding since 2017. Funding from the United Way of SWLA (\$77,000 and \$48,000) and the University of Louisiana Board of Regents (\$456,701.13) is pending. The entirety of funds have been allocated to support the clinical degree programs at MSU.

KDCC

Funds allocated to the KDCC, the training facility for the counseling program, have provided technology (e.g., desktops, laptops, cameras, Titanium case management system) for training and assessing graduate students in the counseling program.

Tevera

Tevera (<https://tevera.com/>) is a clinical tracker developed specifically for use by CACREP-accredited counseling programs. CACREP standards are embedded in the tracker, so while it allows for tracking of the clinical experience, it provides a method for research and program evaluation that will make the reporting process easier. Funds for this clinical tracker came from two co-authored endowed professorships.

Community Foundation of SWLA/United Way of SWLA

Existing funding from the Community Foundation of SWLA allows KDCC to provide three no-cost counseling sessions to new clients of the KDCC. Pending funding from the United Way of SWLA will allow this initiative to continue. This is to support the community of SWLA as it recovers from four federally declared natural disasters within 10 months (as well as the recent impact from tornadoes in SWLA). This funding will increase the number of clients in the clinic and allow for a diversity of clients for the graduate students for whom the KDCC is their clinical site placement. It will also provide funding for two graduate assistantships and the hiring of two part-time provisional licensed professional counselors (individuals who are master's level counselors and under supervision to fulfill hours required to become a licensed professional counselor).

BOR GRANT

If successful, the BOR Departmental Enhancement Grant – Comprehensive will allow for the purchase of simulation technology and equipment that will enhance the student-practitioner experience at McNeese. One budget item is the Echo Healthcare Immersion Room technology. This technology is fully customizable and will allow the program to create environments that graduate students might encounter once they begin working with clients at the outset of their practicum site placement. This will allow students to engage with the practice of counseling in simulation with the support of faculty present prior to working with their own clients.

CERTIFICATIONS:

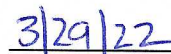


Primary Administrator for Proposed Program



Provost/Chief Academic Officer

Management Board/System Office



Date



Date

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: McNeese State University

Date: 11/30/2021

Degree Program, Unit: MS in Clinical Mental Health Counseling, Department of Psychology

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST 2022-2023		SECOND 2023-2024		THIRD 2024-2025		FOURTH 2025-2026	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$60,000	1	\$60,000	1	\$60,000	1	\$60,000	1
Graduate Assistants	\$ —	—	\$ —	—	\$ —	—	\$ —	—
Support Personnel	\$ —	—	\$ —	—	\$ —	—	\$ —	—
Fellowships and Scholarships	\$ —	—	\$ —	—	\$ —	—	\$ —	—
SUB-TOTAL	\$60,000	1	\$60,000	1	\$60,000	1	\$60,000	1
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Accreditation	\$6,300		\$11,800		\$3,800		\$3,800	
Equipment/Library Resources	\$ —		\$ —		\$ —		\$ —	
Travel	\$ —		\$ —		\$ —		\$ —	
Supplies	\$ —		\$ —		\$ —		\$ —	
SUB-TOTAL	\$ —		\$ —		\$ —		\$ —	
TOTAL EXPENSES	\$66,300		\$71,800		\$63,800		\$63,800	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$ —		\$ —		\$ —		\$ —	
*Federal Grants/Contracts	\$ —		\$ —		\$ —		\$ —	
*State Grants/Contracts	\$ —		\$ —		\$ —		\$ —	
*Private Grants/Contracts	\$ —		\$ —		\$ —		\$ —	
Expected Enrollment	—		6		31		46	
Tuition	\$ —		\$34,216.44		\$188,187.94		\$292,734.04	
Fees	\$ —		\$16,260.84		\$89,815.14		\$140,135.24	
*Other (specify)	\$ —		\$ —		\$ —		\$ —	
TOTAL REVENUES	\$ —		\$50,477.28		\$278,003.08		\$432,869.28	

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

Curriculum Schema for MS in Clinical Mental Health Counseling and MS in School Counseling

Year One/Term One - Fall				
Core	CMHC	SCHC	Title	Credit Hours
604			Introduction to Counseling	3
668			Counseling Theories	3
686			Professional Orientation and Ethics	3
Total Hours for Term				9
Year One/Term Two - Spring				
Core	CMHC	SCHC	Title	Credit Hours
628			Social and Cultural Issues in Counseling	3
639			Human Growth and Development	3
655			Addictions Counseling *	3
Total Hours for Term				9
Total Hours for Program				18
Year Two/Term Three - Summer				
Core	CMHC	SCHC	Title	Credit Hours
644			Trauma Informed Counseling	3
657			Theories of Couples and Family Counseling	3
Total Hours for Term				6
Total Hours for Program				24
Year Two/Term Four - Fall				
Core	CMHC	SCHC	Title	Credit Hours
617			Assessment and Testing *	3
632			Counseling Process, Skills, and Techniques *	3
652			Group Counseling and Group Work *	4
Total Hours for Term				10
Total Hours for Program				34
Year Two/Term Five - Spring				
Core	CMHC	SCHC	Title	Credit Hours
	622		Psychopathology and Diagnosis	3
		635	Counseling Children and Adolescents	3
	664		Advanced Counseling Process, Skills, and Techniques *	3
		684	Principles and Administration of School Counseling	3
		687	Practicum in School Counseling (100 hours over one semester)	3
	688		Practicum in Clinical Mental Health Counseling (100 hours over one semester)	3
Total Hours for Term (each program)				9
Total Hours for Program				43
Year Three/Term Six - Summer (Online)				
Core	CMHC	SCHC	Title	Credit Hours
	623		Introduction to Clinical Mental Health Counseling Practice *	1
		633	Introduction to Professional School Counseling Practice	1
641			Career and Vocational Guidance	3
Total Hours for Term (each program)				4
Total Hours for Program				47
Year Three/Term Seven - Fall				
Core	CMHC	SCHC	Title	Credit Hours
624			Crisis Intervention and Theory	3
		697	Internship in School Counseling	3
	698		Internship in Clinical Mental Health Counseling	3
Total Hours for Term (each program)				6
Total Hours for Program				53
Year Three/Term Eight - Spring				
Core	CMHC	SCHC	Title	Credit Hours
621			Research and Program Evaluation	3
630			Counseling Seminar *	1
		697	Internship in School Counseling (600 hours over two semesters)	3
	698		Internship in Clinical Mental Health Counseling (600 hours over two semesters)	3
Total Hours for Term (each program)				7
Total Hours for Program				60

W. David Lane, Ph.D.

November 28, 2021

Ann Warner, PhD, RN, CNE
Interim Dean and Professor
College of Nursing and Health Professions
McNeese State University
550 East Sale Road
Lake Charles, LA 70609

Dear Dean Warner:

I have worked as a CACREP consultant with the McNeese State University Counseling program faculty since May, 2021, on the transition of School Counseling to a 60 hour program and the development of a Clinical Mental Health program. The School Counseling program is already CACREP accredited and the team plans to move forward with CACREP accreditation for the new Clinical Mental Health program. In our work, we addressed the curricular changes and policy changes necessary to move toward CACREP accreditation.

With the program as written in the current plan, and with the additional resources requested by the department, I believe the program is substantively ready to move forward with the CACREP accreditation process. The curriculum is consistent with CACREP requirements and the program is being developed to align in all aspects with CACREP standards. The team has also worked with an eye toward the program graduates being license eligible in Louisiana and in most other states. CACREP accreditation and license eligibility should make the program a strong and highly marketable program.

I am happy to answer any questions you may have about the work with the program and the substantive changes to move toward CACREP application. Please feel free to contact me at 770 845 7451 or Lane_WD@Mercer.edu

Sincerely,



W. David Lane, Ph.D., LPC, NCC, LMFT, AAMFT, CPCS

Program Review:
M.S. in Clinical Mental Health Counseling
For McNeese State University
Respectfully submitted on January 20, 2022 by Kenyon C. Knapp, Ph.D., LPC, NCC



LOUISIANA BOARD OF REGENTS
Academic & Student Affairs

Guidelines for Academic Program Evaluation

The Board of Regents seeks your professional review of a graduate program proposal. Your observations and recommendations will help ensure the institution builds a quality degree program. Based on your review of the proposal and supporting materials along with institutional resources such as faculty and curriculum inventory, please provide a full assessment of the proposal with your observations, concerns, and recommendations. The questions below are designed as a guide, and not a comprehensive list of issues to consider; please feel free to skip questions or add observations as needed. If you require more information or details about any section of the proposal or the institution, please contact your Board of Regents liaison, and staff will provide the information as soon as possible.

A. Program Design

- 1. To what extent does the proposed breadth of course offerings represent a broad, well-integrated knowledge of the discipline?**

The proposed curriculum for the Clinical Mental Health Counseling (CMHC) at McNeese State University is well-designed and comprehensive. The Core classes clearly cover the eight common core areas that CACREP requires. Additionally, the other required core classes (Intro to Counseling, Counseling Theories, Addictions Counseling, Trauma Informed Counseling, Theories of Couples and Family Counseling, and Crisis Intervention & Theory are all timely choices. Some counseling programs in the southeastern United States choose to have a course on Human Sexuality as the state of Florida requires this for licensure, but as McNeese is closer to Texas, that may not be a relevant marketing concern.

- 2. If the program is interdisciplinary, to what extent is it coherent as a program?**

This program is not interdisciplinary, as the counseling profession has become clearly defined by law in all 50 states, and "Counseling" is a proprietary term in many states.

- 3. How well does this program take into account the way the discipline or field is moving?**

The proposed CMHC program clearly takes into account the way the field of counseling is growing, as demonstrated by your desire to add this program to McNeese State University. As the AA 2.05 Request for Authority to offer a New Degree Program form from McNeese accurately notes, the U.S. Bureau of Labor Statistics projects a 25% growth of the counseling field from 2019 to 2029, "much faster than the average for all occupations." McNeese State University is capitalizing on this dependable growth opportunity. The Core courses proposed in Addictions Counseling, Trauma Informed Counseling, and Crisis Intervention & Theory are well chosen, as these niche areas of the counseling field are growing quickly and McNeese students with this training will be better prepared than graduates from some other programs to work in these areas.

- 4. How well do the requirements (curriculum, research, etc.) suit the program? Are they appropriate for a program of high quality?**

The requirements of the program do indeed meet all national and accreditation requirements and are foundational for a high quality program. A program of "high quality" is objective from a curricular and pedagogical stance, but is more subjective in regards to perception. Hallmarks of a high quality program include longitudinal measures such as high pass rates on the state counseling licensure exam, high job placement rates with graduates, and low rates of ethical violations with program alumni with the state licensure board...all of which can be measured and aspired to.

- 5. How do the program's design and its fit with other offerings in the department or college reflect upon its potential viability and growth?**

The CMHC Program fits a national design for programs that do well with enrollment nationwide in almost all cases. Annual program enrollment data nationwide from CACREP can back up this assertion. The CMHC program can fit with a number of different colleges, but fits well with Nursing and Radiology as counseling is a behavioral science and works within the same medical coding and billing framework.

- 6. Does the program use alternate, creative forms of delivery? Please address the utility of delivery approaches (including online and/or hybrid) in offering educational opportunities in the proposed program.**

No. The program uses an "on-site" format. With most institutions trying to go to an online format these days, online is no longer a creative/innovative format per se in and of itself. A hybrid format might benefit McNeese, as it tends to increase the distance that students will travel to class if they have to travel less often, while also having the quality assurance of face-to-face training. However, as traditional on-site instruction becomes less common, there is a certain attraction to it in the minds of some students as being higher quality than online.

B. Need

- 1. Based on your experience and what is provided in the proposal, to what extent do the region, state, or nation need students in this discipline, at this level, at this time?**

There is general consensus from most quarters of America that we have a mental health crisis going on, such as with drug addiction (Opioids for example), Anxiety and depression rates (which have risen since Covid hit), and other issues. "The National Alliance on Mental Health estimates that untreated mental illness costs the country up to \$300 billion every year due to losses in productivity."-According to <https://www.constellationbehavioralhealth.com/blog/the-real-cost-of-untreated-mental-illness-in-america/>

- 2. To what extent is this program likely to address those needs effectively?**

The CMHC program will address those needs effectively regionally, assuming the program is run according to CACREP standards and standards set by the Licensure Board for the State of Louisiana. The Crisis/Trauma Counseling and Addictions Counseling courses in the program are well-suited to address the side effects of the large gambling industry in the Lake Charles area.

C. Students

- 1. How realistic do enrollment projections appear to be?**

Given the census data that I reviewed for the Lake Charles, LA area, the enrollment projections seem realistic. Smaller programs often have to adapt to the regional needs, while meeting national standards, so I could see the faculty adapting some elective (non-accreditation required) courses in the program to regional needs in future years, such as taking one of the two crisis/trauma courses for some other pressing issue.

2. **Does there appear to be an adequate supply of qualified students in the area? Is there enough financial support budgeted to attract able students to this program?**

Once again- after reviewing census data and demographic data of the population in the Lake Charles region, that population has a high percentage of the demographic groups that often seek graduate counseling programs. Upon reviewing the graduate tuition rates- they seemed very attractive, as compared to rates at many institutions of higher education nationwide. These two factors bode well for the success of this program.

3. **Are the standards for admission and for measuring performance clear and reasonable? Is there a process for removing unsuccessful students from the program in a fair and timely manner?**

Yes- the standards for admission for both the graduate school and the graduate mental health programs were both clearly visible and reasonable. The fact that the "Departmental Admissions and Retention Committee" reviews each applicant and they are not fully accepted into the program until after "12 hours or the first semester" is a very wise approach. This approach will be viewed as good "gatekeeping" by CACREP, and is also wise from a liability reduction standpoint (which I now appreciate more as a Dean myself).

4. **Is the level of performance required in courses and on qualifying and candidacy exams clear and reasonable?**

Yes- these seemed quite reasonable and clear.

D. Faculty

1. **Does the department appear to have sufficient faculty strength and stability to successfully launch and maintain this program?**

The department will have the sufficient faculty strength and stability depending on two things: that Mary Teem complete her dissertation at Mercer University, and that the department follows through with hiring at least one more faculty member with a Ph.D. in Counselor Education.

The Department also needs to be aware of the required 12-1 FTE ratio that CACREP requires, which could necessitate hiring additional faculty depending on your enrollment numbers. Though hiring additional faculty would decrease the profit margin of the program, rest assured the FTE ratio still allows a healthy profit margin, which is being enjoyed by approximately 900 programs nationwide right now.

2. **To what extent is the faculty's apparent knowledge and understanding of their areas thorough and up-to-date? Can they cover the proposed range of courses now, adequately?**

Similar to my previous response, once McNeese State University hires the additional faculty member and Mary Teem completes her doctoral degree, the faculty will have all of the required education to possess the knowledge and understanding to run this program. There is no reason to think that they could not cover the proposed range of courses adequately, given their educational backgrounds.

3. **What is your impression of the caliber of the faculty's research and publications? How important to the field is the work being done?**

This is an area of growth for the faculty. From what I was able to find online, Dr. Vashisht finished her Ph.D. in 2019 from Texas A&M. Mary Teem is ABD, and the future hire is an unknown. Though these faculty may be wonderful people, two of the three at least, are young in the field. CACREP accredited programs requires that the Core Faculty, per CACREP standard 1.X:

"Core counselor education program faculty identify with the counseling profession (1) through sustained memberships in professional counseling organizations, (2) through the maintenance of certifications and/or licenses related to their counseling specialty area(s), and (3) by showing

evidence of sustained (a) professional development and renewal activities related to counseling, (b) professional service and advocacy in counseling, and (c) research and scholarly activity in counseling commensurate with their faculty role.”

Meeting this standard is certainly possible for these faculty, and I suspect they will, but it will require effort on their part and support from the university.

4. Is the faculty generally recognized nationally, e.g., by appointment to national honorary bodies, committee work, editorial service, or by other recognition?

My response here is similar to the previous question. I believe it is unfair to expect national recognition from faculty who are very new in the field...it is just not realistic. I wish great achievements for them, but that will take time. It would be wise for McNeese State University to find a more experienced faculty member when they hire the planned/needed additional third faculty.

5. Is there any indication that excellence in teaching and mentoring is a major consideration?

Excellence in teaching and mentoring is one of the designed outcomes of the CACREP accreditation process, so yes, that is a major consideration. Pedagogy based on best practices is part of the process in achieving a Counselor Education and Supervision degree- the mentoring part, “Supervision” is even in the title of the degree. The three Core faculty should, based on their education, be able to deliver excellence in teaching and mentoring.

6. Is adequate faculty guidance projected for students with regard to program design, advising, research, and opportunities for learning beyond the classroom?

Yes- the faculty, as part of their doctoral education, are taught these subject areas and should have proficiency in delivery of them. I should note that these knowledge areas are taught in doctoral education, but are honed and matured through lived experience. The current faculty are likely early in development of these as developed, nuanced, and established areas in their lives. This is not a criticism, but rather a recognition that these areas are fields of knowledge that they should have, but also items that require years of academic experience.

E. Resources

1. To what extent do present library holdings or digital access appear adequate to initiate the proposed program?

Upon review of McNeese State University current library holdings, and more importantly, databases that they have access to, the access appears to be definitely adequate to initiate the proposed program.

2. What are the limitations of the library in each sub-discipline in which graduate seminars or degree options are offered and theses directed?

The library has access to all of the journals and databases necessary to effectively teach a Clinical Mental Health Counseling program. Most students access journals and databases online these days, and you have all that you need.

3. Are described plans to improve the library’s holdings or program resources adequate and realistic?

The AA 2.05: Request for Authority to Offer a New Degree Program form states “no additional resources will be needed at this time.” Previous sections of this document note that “faculty members are encouraged to submit requests for materials” (as need be). I strongly suspect that as the faculty begin this program, there will be certain resources that they will request which will enhance the academic quality of the program, though you currently have all of the absolutely necessary pieces.

- 4. To what extent are facilities and services adequate for the purposes of the program? Do you sense or perceive any particular inadequacies?**

I have not been able to, as a part of this review, visit the physical campus of McNeese State University, so I am hindered in my ability to fully answer this question. I have read how Farrar Hall and the Memorial gym office where the program was previously housed were severely damaged in the hurricanes and these facilities will be torn down. Currently the program is housed in Hardtner hall and the KDCC, and these facilities reportedly are adequate. Given the problems that moving offices causes, I would assume that there has been some unavoidable disruption.

F. Administration

- 1. Does the proposed administrative structure appear appropriate? Are there any apparent advantages or disadvantages to this proposed structure?**

I would not be surprised if CACREP is disturbed by Counseling being in a "Department of Psychology and Counseling", as each discipline has and is seeking to distinguish itself from the other. There are 'turf wars' in regards to insurance compensation, scope of practice within the state, and many other domains between Psychology and Counseling. I tend to believe that having a separate department for both Psychology and Counseling (CMHC and School) would be a better design, and would likely make accreditors happier. I realize this would involve either the CMHC program going to the College of Education with the School Counseling program or the School Counseling program moving to the College of Nursing and Health Professions. The degree of 'turf war' conflict varies depending on the state and region, so if that degree is less in Lake Charles and Louisiana, then the current structure may be ok, but I wanted to offer a different format if the turf wars become a problem for you, as well as help you anticipate the probable displeasure of CACREP.

G. Accreditation

- 1. Is information on specialized, programmatic accreditation presented? If not, should it be?**

Yes- the information presented is correct.

H. Related Fields

- 1. Does the program proposal identify sufficient support from related fields or programs? If not, discuss what sufficient support from related supports might be.**

I believe there is sufficient available support from the Burton College of Education and the College of Nursing and Health Professions, though the proposal is less clear on this support. I believe I should remind you of CACREP Standard 1.X which says:

"Non-core faculty may be employed who support the mission, goals, and curriculum of the counselor education program. They must have graduate or professional degrees in a field that supports the mission of the program."

This essentially means that you can have some faculty teaching some classes in the program that do not have Counselor Education and Supervision degrees. A common example of this is a statistician who teaches the statistics course, or a lawyer who teaches legal and ethical issues classes, but they are not a counselor.

I. Costs

- 1. Does the proposed budget appear sufficient to launch a quality program?**

Yes- the proposed budget seems practical and realistic. I would encourage you to also list the accreditation fees, which can be found here- <https://www.cacrep.org/for-programs/>.

- 2. Are projected costs realistic? Are there elements that are omitted or downplayed that should be in the budget for a quality program of this nature?**

It was unclear in the proposed budget if the \$60K for faculty was just the salary or also the benefits that go with the position. There are of course, insurances, retirement, professional development costs, and a number of other expenses related to each new faculty. A starting salary of \$60K is acceptable in lower cost of living regions, but if that also includes the costs of benefits and the actual salary is \$48K...then I suspect you will have few applicants for the position.

- 3. Is the amount of financial support projected available sufficient to sustain the program at high quality?**

Yes- the \$336,054.44 and \$456,701.13 mentioned seem like a sufficient amount to support the program for quite a few years, depending on its allocations. However, there are many unknowns in this process, such as if McNeese State University is going to completely cover all the expenses of the new buildings, so these unknowns may affect the sufficiency of this funding.

- 4. Is there evidence that institutional support is firmly enough committed for the program to continue at high quality?**

There are certainly initial commitments of support from the administration of McNeese State University, which are encouraging and adequate to begin the program. There is a tendency with some institutions to withdraw support once the accreditation is achieved, but know that there are yearly CACREP reports required which will reveal the level of continued support.

J. General Assessment, Comments, and Suggestions

- 1. Is the proposed program realistic?**

Yes- no doubt. The vast majority of new Clinical Mental Health Counseling programs succeed and become dependable enrollment programs.

- 2. What are this program's notable strong and weak points?**

The course selections listed on the Curriculum Schema demonstrate some good awareness of topics that are in demand in the world today, such as the Trauma Informed Counseling, Crisis Intervention and Theory, and Theories of Couples and Family Counseling courses.

The on-site format of the program is most often a strength with a CMHC program.

The fact that you plan on having a Fall enrollment each year only rather than an open enrollment is a strength also, as this works best for smaller programs. This also helps with retention in that you have a cohort for all practical purposes, and cohorts often become healthy support groups. I would warn administration to lean towards the Fall only enrollment, as open enrollment entails students assuming that courses will be offered every semester- and if administration tries to do this, it will require many more class sections=needing more faculty.

The "Departmental Admissions and Retention Committee" and policy that students are not fully accepted into the program until after "12 hours or the first semester" is a strong and smart policy both in regards to 'gatekeeping' and in regards to lowering liability in cases where a denial of admission is warranted.

A growth area and possibly a strength is the newness of two of the core faculty to the profession.

- 3. Please make any comments regarding aspects of the program not covered in this review or in the proposal which you think should be developed or described.**

- a. It was notable to me that the faculty workload is 15 hours per semester, 3 of which are applied to research activities. I assume that would leave 12 hours per semester for teaching courses, and if typical, would equal 4 classes (3 hours each) per semester for teaching. If this is the case, it is slightly outside the national norm of graduate faculty teaching 3 classes per semester, plus research. The proposed format (if I understand it correctly) is doable, but is not optimal for the best outcomes.

- b. As you noted the location of McNeese State University being 30 minutes from the Texas border, and that McNeese graduates sometime move to Texas and then have to deal with the licensing process again. There is a strategic answer for this problem which is being done in many states- I am referring to Interstate Compacts. Please see- <https://counselingcompact.org/>. As of right now, neither Texas nor Louisiana have Interstate Compact laws on the books or pending, but it would be a VERY strategic thing for McNeese State University to pursue this for TX and LA. This would dramatically improve the long term success of the CMHC program if this was achieved and would increase the tuition funds for McNeese State University (I am trying to get administrative buy-in by mentioning that!). This would involve a lobbying effort, but this would have a strong positive direct impact on McNeese State University. The website above is specific to counseling, but interstate compacts for other professions, such as nursing (which you already have)- <https://nurse.org/articles/enhanced-compact-multi-state-license-enlc/> would also benefit McNeese State University.



MCNEESE
STATE UNIVERSITY

Department of Psychology

P.O. Box 91895
Lake Charles, LA 70609-1895

Phone: (337) 475-5457

Fax: (337) 562-4115

MEMORANDUM

TO: Dr. Frederick "Chip" Lemieux
Interim Provost and Vice President for Academic Affairs and Enrollment Management

FROM: Dr. Kevin Yaudes
Assistant Head of the Department of Psychology

DATE: Thursday, March 24, 2022

SUBJECT: Summary of Revisions to Request for Authority to Offer Clinical Mental Health Counseling, MS

In response to Dr. Kenyon Knapp's external review of the draft Request for Authority to Offer a new Master of Science in Clinical Mental Health Counseling (CMHC), we have revised the final proposal and summarized these revisions below. We have worked to ensure that the proposed CMHC program meets the high standards set forth by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and we believe that Dr. Knapp's overall positive review reflects that.

The revisions made to the final proposal are as follows:

- **University Commitment:** The State of Louisiana reduced its contribution to the budget of public universities by 42.8% from 2010-2020 (<https://www.theadvertiser.com/story/news/local/louisiana/2021/04/10/louisiana-colleges-universities-struggling-budget-rising-cost/7137551002/>). Despite this, the University has approved three new tenure-track faculty positions for the creation of this degree program. A budget line for the fourth position will be moved from the Burton College of Education to the College of Nursing and Health Professions. This commitment has been maintained through the COVID-19 pandemic, two significant hurricanes, an ice storm, and historic flooding.
- **Faculty:** While both Dr. Kriti Vashisht and Mary Teem are early in their careers, they receive mentorship and oversight from myself; Dr. Dena Matzenbacher, the Head of the Department of Psychology; and Dr. Virginia Warner, Interim Dean of the College of Nursing and Health Professions. Our mentorship of these new faculty is focused on professional identity including memberships, licensure, professional development, service, and advocacy. The University's CACREP consultant, Dr. David Lane, also reinforces the importance of professional identity when meeting with the counseling faculty.
- **Program Identity:** Dr. Knapp indicated that, from an identity standpoint, CACREP would be concerned with a Clinical Mental Health Counseling program housed in a Department of Psychology and Counseling rather than a Department of Counselor Education since CACREP does not accredit psychology programs. However, a site team would express greater concern if counseling were not mentioned at all. I attended a CACREP Self-Study Workshop on Wednesday, March 23, and Thursday, March 24, and asked about our departmental name change. The response was that, although not ideal compared to a Department of Counselor Education, accredited programs currently do exist in a Department of Psychology and Counseling.
- **Faculty-Student Ratio:** I addressed, in the BOR proposal, that McNeese will be cognizant of this ratio when admitting students. Faculty will review the current number of students enrolled/registered in the program at the beginning of each spring semester to determine the maximum number of students to be admitted the subsequent fall. Implementing an application/interview process will ensure the ratio is honored.



MCNEESE
STATE UNIVERSITY

Department of Psychology

P.O. Box 91895
Lake Charles, LA 70609-1895

Phone: (337) 475-5457

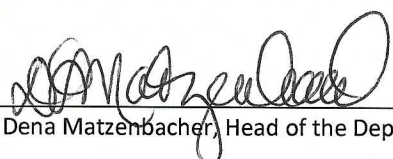
Fax: (337) 562-4115

- I indicated that all non-core faculty teaching in the program will have evidenced competence in the course they teach.
- I clarified that the salary of the new counseling faculty, for which a search is in progress, is \$60,000 plus benefits.
- CACREP application fees, site visit fees, and annual dues were added to the BOR proposal budget.

I believe these revisions address all the wonderful—and much appreciated—feedback we received from Dr. Knapp, and I request your approval of these revisions for submission of the final proposal to the University of Louisiana System and Louisiana Board of Regents.


Kevin Yaudes

Approvals:


Dr. Dena Matzenbacher, Head of the Department of Psychology

03/28/22
Date


Dr. Ann Warner, Interim Dean of the College of Nursing and Health Professions

3/29/22
Date


Dr. Chip Lemieux, Interim Provost and Vice President for Academic Affairs and Enrollment Management

3/29/2022
Date

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 21, 2022

Item F.5. **Northwestern State University's** request for approval to award an Honorary Doctor of Humanities to Ms. Lela Mae Wilkes at the Spring 2022 Commencement Exercises.

EXECUTIVE SUMMARY

Northwestern State University (NSU) requests approval to award an Honorary Doctor of Humanities to Ms. Lela Mae Wilkes. One of the most prominent alumni in Northwestern's 138-year history, Ms. Wilkes is Owner and Chief Executive Officer (CEO) of the Baton Rouge-based company Brown Eagle, which has more than 500 employees and serves chemical companies and other businesses across the mid-South. She joined Brown Eagle as Controller in 1977 and was promoted to President in 1989 and CEO the following year. She obtained 50 percent ownership in the company in 2012 and acquired full ownership two years later. Brown Eagle is one of the largest companies of its kind in the nation and is the only woman-owned organization that provides material handling, on-site assembly, packaging, warehousing, shipping, and other services to numerous chemical companies and other industries.

Recognized as a pillar of the Baton Rouge community service scene throughout her adult life, Ms. Wilkes has been involved in the Baton Rouge Symphony Orchestra, Louisiana State Museum, Baton Rouge Children's Advocacy Center, Louisiana CASA Association, Foundation for Historical Louisiana, Rotary Club, and other organizations and programs. The Baton Rouge Business Report honored Ms. Wilkes in 2005 as one of the Capital Region's Influential Women in Business.

Ms. Wilkes has been a generous, long-time supporter of Northwestern, contributing extensive funding to her alma mater for scholarships and other programs and initiatives. She has also served on the University's School of Business Advisory Board for more than 20 years and is also a member of the Board of Directors of the NSU Foundation. Ms. Wilkes was inducted into Northwestern's Long Purple Line Hall of Distinction in 2004 and has been recognized as a Distinguished Graduate of the NSU School of Business. She continues to be an enthusiastic ambassador for Northwestern, and her professional achievements continue to bring prestige and positive recognition to the University.

Ms. Lela Mae Wilkes' success in business, unwavering support for the University, and the exemplary manner in which she has represented herself as an alumna justify her being awarded an Honorary Doctor of Humanities by Northwestern State University.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Northwestern State University's request to award an Honorary Doctor of Humanities to Ms. Lela Mae Wilkes at the Spring 2022 Commencement Exercises.



NORTHWESTERN STATE

Office of the President

April 12, 2022

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

Re: Honorary Doctorate of Humanities for Ms. Lela Mae Wilkes

Dear Dr. Henderson:

Northwestern State University is requesting that the following item be placed on the agenda for approval at the April 2022 Board Meeting:

*Permission to award an "Honorary Doctorate of Humanities"
to Ms. Lela Mae Wilkes at our May 2022 commencement ceremonies.*

The College of Business and Technology has approved the attached recommendation.

Thank you for your consideration of this request.

Sincerely,

Dr. Marcus D.
Jones President

Established
1884



NORTHWESTERN STATE

College of Business and Technology

April 12, 2022

Dr. Marcus D. Jones, President
Northwestern State University
Natchitoches, La. 71497

Dear President Jones:

Please accept this recommendation from faculty in the School of Business to present an Honorary Doctorate of Humanities degree during the Spring, 2022, commencement ceremonies to Ms. Lela Mae Wilkes.

One of the most prominent alumni in Northwestern's 138-year history, Ms. Wilkes is Owner and Chief Executive Officer of the Baton Rouge-based company Brown Eagle, which has more than 500 employees and serves chemical companies and other businesses across the mid-South.

She joined Brown Eagle as Controller in 1977 and was promoted to President in 1989 and Chief Executive Officer the following year. She obtained 50 percent ownership in the company in 2012 and acquired full ownership two years later.

Brown Eagle is one of the largest companies of its kind in the nation and is the only woman-owned organization that provides material handling, on-site assembly, packaging, warehousing, shipping and other services to numerous chemical companies and other industries.

A 1968 Business graduate from Northwestern, Ms. Wilkes later earned a degree in Accounting from Louisiana State University.

Lela Mae started her career working with her father on the family dairy farm in Pride, La., before earning her CPA and becoming an accountant at the Ethyl Corporation and a pioneer in the petrochemical service industry.

She is a founding member of the Louisiana Chemical Industry Alliance and was the first woman to serve on its Board of Directors.

Recognized as a pillar of the Baton Rouge community service scene throughout her adult life, Ms. Wilkes has been involved in the Baton Rouge Symphony Orchestra, Louisiana State Museum, Baton Rouge Children's Advocacy Center, Louisiana CASA Association, Foundation for Historical Louisiana, Rotary Club and other organizations and programs.

The Baton Rouge Business Report honored Ms. Wilkes in 2005 as one of the Capital Region's Influential Women in Business.

DEDICATED TO ONE GOAL. **YOURS.™**

Phone: 318-357-5161 | Fax: 318-357-5990 | 201 Russell Hall | Natchitoches, LA 71497

She has been a generous, long-time supporter of Northwestern State University, contributing extensive funding to her Alma Mater for scholarships and other programs and initiatives. She has served on the university's School of Business Advisory Board for more than 20 years and is also a member of the Board of Directors of the NSU Foundation.

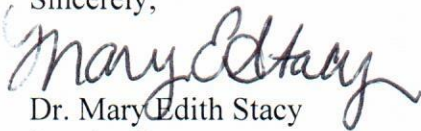
Lela Mae was inducted into Northwestern's Long Purple Line Hall of Distinction in 2004 and has been recognized as a Distinguished Graduate of the NSU School of Business.

Ms. Wilkes is an enthusiastic ambassador for Northwestern, and her professional achievements continue to bring prestige and positive recognition to the university.

Because of her success in business, unwavering support for the university and the exemplary manner in which she has represented Northwestern over the years as an alumna, it would be appropriate to bestow upon Ms. Wilkes an Honorary Doctorate of Humanities Degree that would bring honor both to her and the university.

Thank you for your consideration of this request.

Sincerely,

A handwritten signature in dark ink, appearing to read "Mary Edith Stacy". The signature is fluid and cursive, with the first name "Mary" being the most prominent.

Dr. Mary Edith Stacy
Interim Dean

cc: Dr. Greg Handel, Provost and Vice-President of Academic Affairs

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 21, 2022

Item F.6. **Southeastern Louisiana University's** request for approval to award an Honorary Doctor of Humanities to Mr. John A. Alario, Jr. at the Spring 2022 Commencement Exercises.

EXECUTIVE SUMMARY

Southeastern Louisiana University respectfully requests approval to award an Honorary Doctor of Humanities to former Louisiana Senate President John A. Alario, Jr. at the University's Spring 2022 Commencement Exercises. Senator Alario, a 1965 Southeastern graduate, served 49 years in the Louisiana Legislature from 1971 to 2020, first as a member of the Louisiana House of Representatives, then as a member of the Louisiana Senate. He is the first Louisiana legislator to serve twice as Speaker of the House and twice as President of the Senate.

Senator Alario has been a champion for education in Louisiana and has previously been recognized by Southeastern with its Golden Ambassador Award in 1988, the Southeastern Alumni Association's Outstanding Alumnus of the Year Award in 1981, and as the first recipient of the Southeastern Louisiana University Lifetime Achievement Award in 2016. Active in his community, Senator Alario is the recipient of the Jefferson Parish Public School System Distinguished Citizen Award and the Hale Boggs Outstanding and Dedicated Service to Community Award, among many others.

Senator Alario's substantial achievements, decades of public service, and his unerring support to the University and to the State of Louisiana warrant the granting of the honorary doctorate from Southeastern Louisiana University.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, *that the Board of Supervisors for the University of Louisiana System hereby approves Southeastern Louisiana University's request to award an Honorary Doctor of Humanities to Mr. John A. Alario, Jr. at the Spring 2022 Commencement Exercises.*

March 31, 2022

Dr. James B. Henderson
President, University of Louisiana System
1201 N. Third Street, Suite 7-300
Baton Rouge, LA 70801

Dear Dr. Henderson:

Southeastern Louisiana University respectfully requests permission of the Board of Supervisors to award the honorary Doctor of Humanities (LHD) degree to former Louisiana Senate President John A. Alario, Jr. at the University's Spring Commencement exercises on May 14, 2022.

Senator Alario, a 1965 Southeastern graduate, served 49 years in the Louisiana Legislature from 1971 to 2020, first as a member of the Louisiana House of Representatives, then as a member of the Louisiana Senate. He is the first Louisiana legislator to serve twice as Speaker of the House and twice as President of the Senate.

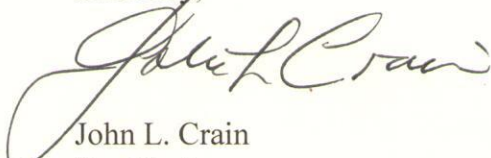
Senator Alario has been a champion for education in Louisiana and has previously been recognized by Southeastern with its Golden Ambassador Award in 1988, the Southeastern Alumni Association's Outstanding Alumnus of the Year Award in 1981, and as the first recipient of the Southeastern Louisiana University Lifetime Achievement Award in 2016.

Active in his community, Senator Alario is the recipient of the Jefferson Parish Public School System Distinguished Citizen Award and the Hale Boggs Outstanding and Dedicated Service to Community Award, among many others.

Senator Alario's substantial achievements, decades of public service, and his unerring support to the University and to the State of Louisiana clearly warrant the granting of the honorary doctorate from Southeastern Louisiana University.

Please place this request on the agenda of the April 2022 meeting of the Board of Supervisors.

Sincerely,



John L. Crain
President

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 21, 2022

Item F.7. **University of Louisiana at Monroe's** request for approval to establish the Institute of Gerontology Education, Research and Training (IGERT).

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests approval to establish the Institute of Gerontology, Research and Training (IGERT). Gerontology has been a strong program at ULM for many years (MA in Gerontology - Louisiana's only graduate program of this nature; PBC in Gerontological Studies; GC in Senior Healthcare Management and the undergraduate Gerontology minor), and the proposed Institute represents its next phase of expansion in this area. As the regional and national populations age, better understanding of the science, sociology, economics, and challenges related to aging will become increasingly important. The University is uniquely positioned to help fill that knowledge gap. Development of the proposed Institute is supported by the Governor's Office of Elderly Affairs since it will address gaps in services that will enhance the quality of life of older adults.

The proposed Institute will serve as a formalized link between the academic community, professional community, ULM community, and the general community. It will offer the following education, research, training, and community outreach services:

- Research as a public service to assist the Gerontology industry and community organizations;
- Research as an academic responsibility to contribute to the Gerontology profession;
- Research and service grant writing to support the mission of IGERT;
- Service-learning and apprenticeship opportunities for students;
- Courses for credit that count toward Gerontology programs offered by ULM;
- Non-credit continuing education workshops for professionals working with older adults;
- Community outreach educational events for senior citizens and people with disabilities; and
- Support and facilitation of the efforts of ULM to attract external funding.

Supported by six faculty members, IGERT will be housed within the College of Business and Social Sciences; the Director of IGERT will report directly to the Dean of the College of Business and Social Sciences. Space for IGERT has been assigned for its everyday operations and to provide community education programs. Expenditures associated with the proposed Institute

(mainly salaries) will be offset by institutional funds, earnings from endowed funds, grants, and private donations.

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 establish the Institute of Gerontology Education, Research and Training (IGERT).



Office of the President

University Library 632 | 700 University Avenue | Monroe, LA 71209

P 318.342.1010 | F 318.342.1019

F.7.

March 31, 2022

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

Dear Dr. Henderson:

The University of Louisiana Monroe (ULM) respectfully requests approval of its proposal to launch the Institute of Gerontology Education, Research, and Training (IGERT).

Gerontology has been a strong program at ULM for many years and IGERT represents its next phase of growth. As the regional and national populations age, better understanding of the science, sociology, economics, and challenges related to aging will become increasingly important. ULM is uniquely positioned to help fill that knowledge gap.

As noted in the attached documentation, this effort is supported by the Governor's office, as they view it as a resource for better supporting the citizens of Louisiana. The academic pursuits and community outreach detailed in the proposal will allow for enhanced engagement and student development in a phenomenon that every human faces. It impacts every phase of society and must be addressed knowledgeably and humanely to preserve the dignity of life.

Thank you for your consideration and, if approved, we look forward to IGERT's implementation in July 2022.

Sincerely,

Ronald L. Berry, D.B.A.
President

Enclosure

#TAKEFLIGHT



Form A

Request for Conditional (One-Year) Approval of a New Academic/Research Unit

PLEASE SUBMIT ONE PRINTED AND ONE ELECTRONIC COPY (Email attachment, Word/Word Perfect Document – no PDFs please) including:

1. Name of Institution:

University of Louisiana at Monroe (ULM)

2. Name of Proposed Unit:

Institute of Gerontology Education, Research, and Training (IGERT)

3. Name and Title of Administrator (including contact information – email, phone, etc.):

Dr. Anita Sharma, LCSW

Director and Gerontology Chair

Gerontology Program

E-mail: asharma@ulm.edu

Office: 318-342-1409

Cell: 318-503-4618

4. Department or Academic Unit Responsible for the Unit

Gerontology Program

5. Date to Be Implemented

July 01, 2022

6. Date Approved by Management Board:

FORM A – PROPOSAL

Part I – Description

A. Provide a description and set of objectives for the proposed unit.

The proposed Institute of Gerontology Education, Research, and Training (henceforth referred to as “IGERT”) will be an autonomous unit in the College of Business and Social Sciences at the University of Louisiana at Monroe (ULM). The Institute (IGERT) will report directly to the academic Dean of the College of Business and Social Sciences.

IGERT will offer the following education, research, training, and community outreach services:

- (a) Research as a public service to assist the Gerontology industry and community organizations
- (b) Research as an academic responsibility to contribute to the Gerontology profession
- (c) Research and service grant writing to support the mission of IGERT
- (d) Service-learning and apprenticeship opportunities for students
- (e) Courses for credit that count towards the current M.A. degree in Gerontology offered at ULM
- (f) Courses for credit that count towards the Graduate Certificate “Senior Healthcare Management” currently offered by the Gerontology Program at ULM
- (g) Courses for credit that count towards the current minor offered in Gerontology at ULM
- (h) Non-credit continuing education workshops for professionals working with older adults
- (i) Community outreach educational events for senior citizens and people with disabilities
- (j) Support and facilitation of the efforts of ULM to attract external funding

IGERT will serve as a formalized link between the academic community, the professional community, ULM community, and the general community.

Following are the objectives and strategic priorities of the proposed Institute, IGERT:

STRATEGIC OBJECTIVE AND PRIORITY # 1:

Prepare a highly qualified Gerontology workforce to address the needs of a rapidly aging population.

STRATEGIC OBJECTIVE AND PRIORITY # 2:

Conduct gerontological research and make evidence-based data available to the Gerontology industry to facilitate the development and enhancement of needed services for older adults.

STRATEGIC OBJECTIVE AND PRIORITY # 3:

Provide diverse opportunities for practical training, service-learning, and applied research to graduate and undergraduate students enrolled in Gerontology courses at ULM to prepare them for careers in Gerontology and to recruit talent for the Gerontology industry.

STRATEGIC OBJECTIVE AND PRIORITY # 4:

Improve the quality of life of senior citizens by providing them with service and education.

STRATEGIC OBJECTIVE AND PRIORITY # 5:

Expand, enhance, and transform the Gerontology Program at ULM by (a) continuing to develop the curriculum to address the changing needs of an aging population within a changing global environment and by (b) increasing student enrollment in the Gerontology Master's program, the Graduate Certificate program, and the undergraduate Gerontology minor.

STRATEGIC OBJECTIVE AND PRIORITY # 6:

Develop and enhance collaborative partnerships with the Gerontology industry, non-profit organizations, and government organizations for a wider and more comprehensive impact.

STRATEGIC OBJECTIVE AND PRIORITY # 7:

Seek sustainable funding to support the mission of IGERT and ULM.

B. Correlate objectives of the proposed unit with the role, scope, and mission of the institution.

The University of Louisiana at Monroe (ULM) is part of the University of Louisiana System that consists of nine state universities. In 2016, ULM advanced from a Regional University to a National University by the Carnegie Classification of Institutions of Higher Education. Currently, ULM is categorized as a "Carnegie R3: Doctoral Universities — Moderate Research Activity" and as a "SACSCOC Level VI" institution. Level VI is the highest level and implies that ULM offers four or more doctoral degrees. In 2020, the U.S. News & World Report recognized ULM as one of the "Top Performers on Social Mobility," which describes how well colleges and universities serve low-income students.

ULM is a major institution of higher education in North Louisiana that offers academic and practical education, research, and public service to transform lives, serve the underserved populations, and improve the overall quality of life in Louisiana and beyond. The primary purpose of the proposed institute, IGERT, is the same as that of ULM as evidenced in the seven strategic priorities discussed above. IGERT aims to transform lives of students and senior citizens through education, research, service, and partnerships with public and private organizations. The mission statement of IGERT is closely aligned with the mission statement of ULM.

ULM Mission Statement

"The University of Louisiana at Monroe seeks students who find value in our programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education."

Institute of Gerontology Education, Research, and Training (IGERT) Mission Statement

"The Institute of Gerontology Education, Research, and Training (IGERT) will promote work force development in the Gerontology industry and enhance the quality of life of a rapidly expanding older population through transformative education, service learning, and research initiatives."

IGERT is being envisioned as a primary hub for education, research, and community service in the field of Gerontology in Louisiana and beyond. The Gerontology Program at ULM is the first and the only graduate program in Gerontology in Louisiana. A nationally ranked program, it offers seven different concentrations to meet the workforce needs of the Gerontology industry and the career aspirations of students. IGERT aims to support the role, scope, and mission of ULM by transforming lives of individuals and the community as a whole.

C. Address how the proposed unit will work with the local/regional economic development alliance to explore potential opportunities for collaboration.

The Gerontology Program at ULM has established excellent collaborative relationships with the local, state, and national public and private organizations. These relationships strengthened when the COVID-19 pandemic had global impact on underserved and vulnerable populations. The older population was one of the most affected populations. The workforce in the Gerontology and the Geriatric industry experienced a major setback due to the closures related to the pandemic. People lost their jobs and their wages. An acute shortage of geriatric and gerontological workforce ensued due to the circumstances created by the pandemic. Currently, there is an acute need for finding new talent in Gerontology and Geriatrics to fill in the gaps left by retirement, understaffing, and attrition. The need for training a new and younger workforce becomes more dire when we consider the rate of increase in the older population. According to the US Census Bureau (2020), there will be more people over the age of 60 than under 17 by the year 2030. Additionally, the Louisiana Workforce Commission has ranked Geriatric occupations as five-star jobs in the wake of the pandemic. Given these circumstances, the #1 objective and strategic priority of IGERT is to “Prepare a highly qualified Gerontology workforce to address the needs of a rapidly aging population” (please refer to Part I, section “A” of this proposal for a list of strategic priorities).

Gerontology is a unique field. The workforce opportunities in this field are varied and diverse. Jobs and career opportunities are available in private as well as public sectors. Gerontological settings are non-profit as well as for-profit. This allows the ULM Gerontology program to create a variety of collaborative alliances with the Gerontology industry. IGERT will continue to nurture the current collaborative relationships of the Gerontology Program and will develop new partnerships. Currently, the Gerontology Program has established partnerships with the following partners of the local economic development alliance: the Monroe Chamber of Commerce, West Ouachita/West Monroe Chamber of Commerce, Monroe and West Monroe Mayors’ offices, Vantage and Affinity Healthcare, Glenwood Healthcare, and Maison Healthcare.

The ULM Gerontology program has created partnerships with geriatric long-term care facilities to place Gerontology students in Administrator-in-Training (AIT) internships. All students in the program that completed AIT internships were hired as licensed administrators within a few weeks after graduation. Upon the creation of IGERT, these partnerships will be further developed and nurtured. IGERT will also be developing new joint ventures with the CenLA economic development alliance and the Louisiana Department of Health (LDH) through their “Well-Ahead Louisiana” Program. The ULM Gerontology Program recently joined the Louisiana Alzheimer’s Coalition and will be collaborating with LDH to provide education and training in Alzheimer’s Disease Management. Additionally, the Gerontology Program Coordinator has taken special initiatives to reach out to minority populations, older adults, and people with disabilities through her collaborative partnership with the LDH Office of Community Partnerships and Health Equity.

IGERT will create internship and paid apprenticeship opportunities for students by creating Memorandums of Understanding (MOU) within the following settings:

Long-term care facilities, Councils on Aging, Senior Centers such as the West Ouachita Senior Center, Aging and Disability Resources Centers (ADRC) in Louisiana, Hospice care organizations, hospitals, funeral homes, Louisiana Department of Health, Louisiana Governor’s Office of Elderly Affairs, Louisiana Governor’s Office of Disability Affairs, Alzheimer’s Association, Parkinson’s Foundation, and other Area Aging Agencies. The Gerontology Program at ULM has collaborated with these organizations in the recent past to provide educational opportunities to students as well as senior citizens. Several MOUs are already being implemented that have allowed gerontology students to complete successful internships and service-learning projects.

Part II – Need

A. Provide a rationale of need for the proposed unit.

Gerontology is one of the fastest growing professions in the United States at this time because of a rapidly aging population. As indicated earlier in this proposal, there will be more people over the age of 60 than under 17 by the year 2030 (US Census Bureau, 2020). Along with an increase in the number of older adults, there is also an increase in the average lifespan of Americans. More Americans are living beyond 90 years. Developmental theorists have added a new life stage, “very old” to the lifespan of Americans. Given these circumstances, there is a significant increase in the number and type of services needed by older adults. More people want to age-in-place, which implies that more community-based services are needed for our senior citizens. On the other hand, with an increase in the average lifespan, there is also an increase in the need for long-term care for those elderly individuals who are unable to age-in-place. Additionally, the impact of COVID-19 pandemic on the older population highlighted the gaps in community-based and long-term care services for the old and the “very old.” The pandemic also underlined the need for a more well qualified workforce to address the changing needs of the elderly population in a changing global environment.

The Gerontology Chair at ULM is the Program Coordinator and is the primary administrator in-charge of program and curriculum development. During 2020 and 2021, the Gerontology Chair held several meetings with the Executive Director of the Governor’s Office of Elderly Affairs, Ms. Shirley Merrick, who identified an acute need for a Gerontology hub in Northeast Louisiana that would be able to address some of the gaps in services for the elderly. The CenLA Area Aging Agency serves 20 parishes and is not able to address the needs of older adults in Northeast Louisiana in an adequate manner. The Councils on Aging in Northeast Louisiana provide a variety of services but are not able to provide educational and research outreach programs to enhance the quality of life of older adults. The Gerontology Chair also met with the Directors of the Councils of Aging in Region VIII to identify services not currently being offered or not being offered in an adequate manner due to understaffing or lack of professional resources.

The proposed Institute, IGERT, will address the gaps in services identified by the Governor’s Office of Elderly Affairs and the Councils of Aging in Northeast Louisiana. The institute will offer additional innovative services to enhance the quality of life of older adults. The services offered will include (but will not be limited to): wellness educational programs, computer literacy training, grief care groups with a trained facilitator, handyman services, exercise therapy, music therapy, and art therapy. The music and art therapy programs will be offered in collaboration with the ULM Visual and Performing Arts School as a part of a service-learning project for students. Exercise therapy will be offered in collaboration with the ULM athletic department. The Gerontology Chair has had several discussions with the ULM Athletic Director about recruiting athletes to the Gerontology program as volunteers. They will also provide handyman services as a part of community outreach initiatives. The graduate students enrolled in the Gerontology Master’s Program will be a part of the professional team that will facilitate grief care groups. Additional volunteers will be available to assist with the proposed service-delivery through the Gerontology Student Association at ULM. Additionally, support groups will be organized for grandparents raising grandchildren through collaborative partnerships with local churches. The proposed services will be offered at various venues that will include the IGERT facility (to be located on the first floor of Strauss Hall at ULM), local senior centers, local churches, and the ULM public facilities.

IGERT will meet the needs of the senior population in multiple ways. It will help create a well-qualified gerontology workforce. It will provide community outreach services to senior citizens. It will address the current gaps in gerontological education, research, service, and workforce needs of the Gerontology industry.

Part III – Faculty

- A. List the primary faculty members who will work directly within the proposed new unit. Please provide vitae (the abbreviated vita form required for a Support Fund Initiative proposal is acceptable).

Following are the faculty members who will work directly within IGERT. Their Curriculum Vitae are attached with this proposal.

1. Dr. Anita Sharma, LCSW: Director and Faculty, Joseph A. Biedenharn Chair in Gerontology
2. Dr. Dean Blevins
3. Dr. Emily Dow
4. Ms. Rita Walker
5. Ms. Kimberly Brown
6. Ms. Mary Linda McCann (Community Liaison Officer)

Part IV – Facilities and Equipment

- A. Briefly describe existing facilities (classrooms, laboratories, offices, etc.) available for the unit.

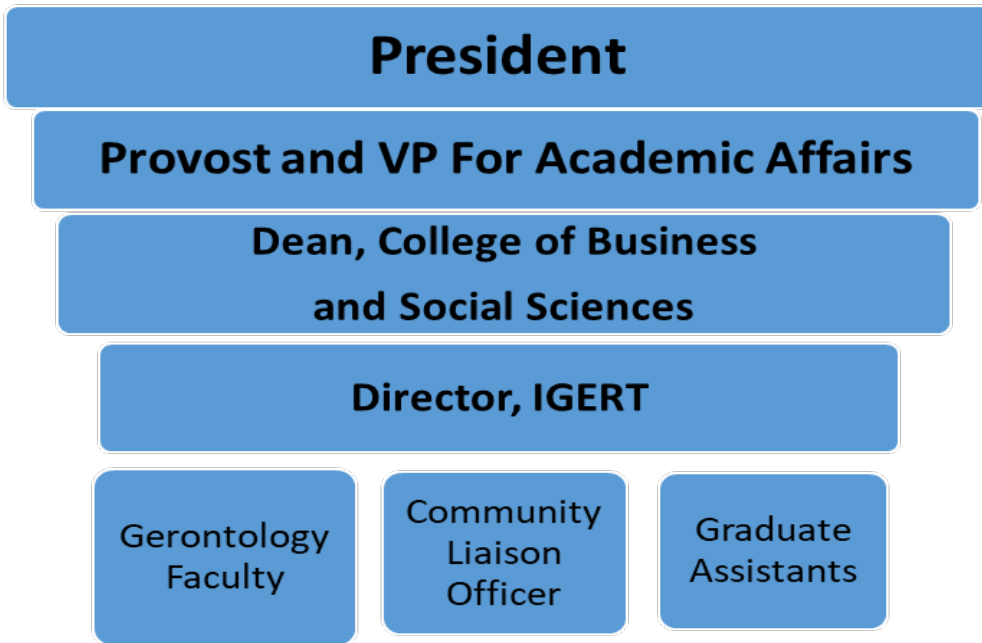
The Dean of the College of Business and Social Sciences has assigned a large room to house IGERT for its everyday operations and to provide community education programs. The size of this room is 686 sq. ft. Earnings from endowed Gerontology funds will be used to purchase basic furniture, a desktop computer, and a printer to begin the operations of IGERT. In addition to this room, the facilities available for IGERT will include the office and equipment of the Director of the proposed institute. The Gerontology degree program and the graduate certificate program are fully online. No classroom or laboratory space will be needed to teach courses for credit.

Part V – Administration

- A. Provide an administrative structure for the proposed unit, including reporting lines. A flow chart or diagram may be included.

IGERT will be housed within the ULM College of Business and Social Sciences and will report directly to the academic Dean of the College of Business and Social Sciences. Dr. Anita Sharma, LCSW will be the Director of IGERT and will report to the Dean of the College of Business and Social Sciences. The Gerontology faculty, the Community Liaison Officer, and the Graduate Assistant will report to the Director of IGERT. Please see below for a diagram of the proposed administrative structure.

Diagram of the Proposed Administrative Structure:



B. Will the proposed unit significantly affect the present administrative structure of the campus? If so, explain.

The proposed unit will not significantly affect the present administrative structure of the campus. The administrative structure will remain the same as it is currently. The Gerontology Program is currently housed within the College of Business and Social Sciences. Presently, Dr. Anita Sharma is the Gerontology Chair and Program Coordinator and reports to the Dean of the College of Business and Social Sciences. The Community Liaison Officer and the Graduate Assistant report to Dr. Anita Sharma. The Gerontology faculty are coordinated by Dr. Sharma.

Part VI – Budget

A. Please provide a projected one-year budget, including sources and amounts of funding/revenue and costs/expenditures on the budget form (separate attachment).

Please see the Attached Budget.



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Budget for the ULM Institute of Gerontology Education, Research, and Training (IGERT)

REVENUE (Example: State/Institutional Appropriations, State Grants, Federal Grants, etc.)	Year 1 AY (2022-2023)	Year 2 AY (2023-2024)	Year 3 AY (2024-2025)	Year 4 AY (2025-2026)	Year 5 AY (2026-2027)
State/Institutional Appropriations Institute Director Salary	\$56,332.00	\$56,332.00	\$56,332.00	\$56,332.00	\$56,332.00
State/Institutional Appropriations Institute Director Benefits @40%	\$22,533.00	\$22,533.00	\$22,533.00	\$22,533.00	\$22,533.00
State/Institutional Appropriations Adjunct Faculty #1 Three courses @ \$1,800.00 per course taught each of Fall and Spring semesters (6 x 1,800)	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00



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State/Institutional Appropriations Adjunct Faculty #2 Three courses @ \$1,800.00 per course taught each of Fall and Spring semesters (6 x 1,800)	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00
State/Institutional Appropriations Adjunct Faculty #3 Three courses @ \$1,800.00 per course taught each of Fall and Spring semesters (6 x 1,800)	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00
State/Institutional Appropriations Adjunct Faculty #4 Three courses @ \$1,800.00 per course taught each of Fall and Spring semesters (6 x 1,800)	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00
Earnings from Endowed Funds Community Liaison Officer Wages + benefits (@40%)	\$ 8,175.00	\$ 8,175.00	\$ 8,175.00	\$ 8,175.00	\$ 8,175.00



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Earnings from Endowed Funds Stipend for one Graduate Assistant	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
Earnings from Endowed Funds Institute's Operational Costs	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Earnings from Endowed Funds One-time purchase of equipment	\$ 2,858.00	N/A	N/A	N/A	N/A
Earnings from Endowed Funds One-time purchase of furniture	\$ 1,436.00	N/A	N/A	N/A	N/A
Funds provided through a community grant from Parkinson's Foundation	\$18,650.00	0	0	0	0
Funds provided through an e-learning grant from the Louisiana Board of Regents	\$17,000.00	0	0	0	0
Earnings from Endowed Funds Five paid Apprenticeships for 100 hours @ \$12/hour	0	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
AGE Scholarship Fund Funded by private donations	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Total Revenue	\$163,784.00	\$129, 840.00	\$129, 840.00	\$129, 840.00	\$129, 840.00



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PENDING REVENUE (Example: Monies from outstanding proposals submitted for funding)	Year 1 AY (2022-2023)	Year 2 AY (20xx-20xx)	Year 3 AY (20xx-20xx)	Year 4 AY (20xx-20xx)	Year 5 AY (20xx-20xx)
Proposal Submitted by Dr. Anita Sharma to the Louisiana Board of Regents Support Fund titled “Connecting Students to Seniors”	\$98,548.00				
Total Pending Revenue	\$98,548.00				



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ESTIMATED COSTS (Example: Administration, Faculty, and Support Salaries, Travel, Graduate Assistantships, Equipment, Supplies, Other, etc.)	Year 1 AY (2022-2023)	Year 2 AY (2023-2024)	Year 3 AY (2024-2025)	Year 4 AY (2025-2026)	Year 5 AY (2026-2027)
Director of the Institute Salary	\$56,332.00	\$56,332.00	\$56,332.00	\$56,332.00	\$56,332.00
Director of the Institute Benefits @40%	\$22,533.00	\$22,533.00	\$22,533.00	\$22,533.00	\$22,533.00
Salary of Adjunct Faculty #1 Three courses @ \$1,800.00 per course taught each of Fall and Spring semesters (6 x 1,800)	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00
Salary of Adjunct Faculty #2 Three courses @ \$1,800.00 per course taught each of Fall and Spring semesters (6 x 1,800)	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00



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Salary of Adjunct Faculty #3 Three courses @ \$1,800.00 per course taught each of Fall and Spring semesters (6 x 1,800)	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00
Salary of Adjunct Faculty #4 Three courses @ \$1,800.00 per course taught each of Fall and Spring semesters (6 x 1,800)	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00
Wages of the Community Liaison Officer Wages + benefits (@40%)	\$ 8,175.00	\$ 8,175.00	\$ 8,175.00	\$ 8,175.00	\$ 8,175.00
Stipend for one Graduate Assistant	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
Institute's Operational Costs	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
One-time purchase of equipment	\$ 2,858.00	N/A	N/A	N/A	N/A
One-time purchase of furniture	\$ 1,436.00	N/A	N/A	N/A	N/A
Cost of education and training through a community grant from Parkinson's Foundation	\$18,650.00	0	0	0	0



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Cost of a stipend program for students through an e-learning grant from the Louisiana Board of Regents	\$17,000.00	0	0	0	0
Five paid Apprenticeships for 100 hours @ \$12/hour	0	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
Scholarship awarded to one Student per year from the AGE Scholarship Fund	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Total Costs	\$163,784.00	\$129, 840.00	\$129, 840.00	\$129, 840.00	\$129, 840.00

Office of Elderly Affairs
State of Louisiana
OFFICE OF THE GOVERNOR

JOHN BEL EDWARDS
GOVERNOR



January 21, 2022

Dr. Michelle McEacharn
University of Louisiana at Monroe
College of Business & Social Services, HMPH 302
Monroe, Louisiana 71209

Dear Dean McEacharn:

It is my pleasure to write a letter of support for Dr. Anita Sharma, Gerontology Program Director at the University of Louisiana at Monroe (ULM) for the development of the Gerontology Institute, which has been a vision of Dr. Sharma and will offer new, unique opportunities for public education to our seniors, professionals and university students. This vision will be an asset to the Gerontology Program and the State of Louisiana. For the past several years, The ULM Gerontology Department has been a partner with the Governor's Office of Elderly Affairs (GOEA) in conducting community outreach and educational activities, which have been lead by Dr. Sharma as the program director.

The work to support the elderly citizens of Louisiana and their caregivers is unending and partnerships to continue to support and educate are valued beyond measure. The Governor's Office of Elderly Affairs will continue to collaborate with ULM and provide assistance and support within the scope and mission for GOEA.

GOEA values this partnership and looks forward to gerontology outreach and educational activities for 2022.

If GOEA can be of additional service, please do not hesitate to contact our office at 225-342-7100.

Sincerely,

A handwritten signature in blue ink that reads "Shirley L. Merrick".

Shirley L. Merrick,
Executive Director

Curriculum Vitae of the IGERT Faculty

This document includes the CV of the following faculty:

1. Dr. Anita Sharma, LCSW
Director of the Proposed Institute of Gerontology Education, Research, and Training
IGERT
2. Dr. Dean Blevins
Faculty
3. Dr. Emily Dow
Faculty
4. Ms. Rita Walker
Faculty
5. Ms. Kimberly Griffin Brown
Faculty
6. Ms. Mary Linda McCann
Community Liaison Officer

Anita Sharma, Ph.D., LCSW
Joseph A. Biedenharn Chair in Gerontology
Curriculum Vitae

Contact Information

Gerontology Program
College of Business and Social Sciences
University of Louisiana at Monroe
700 University Avenue
Monroe, Louisiana 71209
Ph: 318-503-4618 (cell) or 318-342-1409 (off)
Mail: asharma@ulm.edu (preferred mode of communication)

Education

Ph D, Florida State University, Tallahassee, Florida, 1996
Major: Social Work and Gerontology (Direct Practice)
Supporting Areas of Emphasis: Mental health, developmental disabilities, and geriatric disabilities
Dissertation Title: A Study of Burnout among Frontline Respite Care Workers
Major Professor: Dr. Linda Vinton, LCSW (Internationally recognized Gerontologist)

MSW, Florida State University, Tallahassee, Florida, 1990
Major: Clinical Social Work
Supporting Areas of Emphasis: Mental Health and Cognitive, Neurological Disabilities

MA, Tata Institute of Social Sciences, Bombay, India, 1986
Major: Medical and Psychiatric Social Work
Supporting Areas of Emphasis: Mental health and Medical Social Work
Dissertation Title: Attitudes of school-age children towards developmental and geriatric disabilities
Major Professor: Dr. Purnima Mane (Past VP, World Health Organization)

BA, Delhi University, New Delhi, India, 1983.
Major: English Literature (Honors)
Supporting Areas of Emphasis: 18th, 19th, and 20th century English prose and poetry

Professional Positions

(A) Academic and Administrative

Program Coordinator and Graduate Coordinator, Gerontology Program, University of Louisiana at Monroe (August 2017- present)

Interim Head of Social Work Department, (1997)

Associate Professor, University of Louisiana at Monroe, (1997 - Present)

Assistant Professor, University of Louisiana at Monroe, (1992 - 1997)

Teaching Associate, Florida State University, (taught two courses) (1990 - 1992)

Teaching Assistant, Florida State University (1988 - 1990)

(B) Clinical

Consultant and Trainer (Gerontology), Louisiana Department of Health, (March 2020-present)

Coordinator and Trainer, Train-the-Trainer Program for Dementia, BRCC (2017- present)

Licensed Clinical Social Worker in Private Practice (1998-2003)

Counselor, Multicultural Student Support Services, Florida State University (1990 - 1992).

Client Liaison, Department of Health and Rehabilitative Services (HRS), Tallahassee, FL (1991)

Social Worker, The Dick Howser Center, Tallahassee, FL (1991-92)

Clinical Social Worker, Association of the Friends of the Mentally Ill (1986 - 1988)

Professional Licensures

Licensed Clinical Social Worker (LCSW), Louisiana State Board of Social Work Examiners. (1997 - Present)

Professional Certifications

Certified Alzheimer's Disease and Dementia Care Trainer, NCCDP (2017- present)

Master Reviewer Certification, National Quality Matters Program, (2012 - Present)

National Peer Reviewer Certification, National Quality Matters Program (2011 - Present)

ADA Training Certificate, ADA National Network (2007 - Present)

Certificate in Multicultural Counseling, Association of Multicultural Counseling and Development (2000 - Present)

Certificat Intermédiaire Avancé, Alliance Française (1984)

Multi-Media Experience

Creator, Host, and Producer of *Life Transitions*, a weekly radio show and podcast on KEDM (NPR Affiliate) that focuses on Gerontology and aging issues (2017 - present)

<http://www.kedm.org/programs/life-transitions>

Creator, Host, and Producer of *Spectrum*, a weekly radio show on KEDM (NPR Affiliate) that showcased area social service agencies and focused on national and regional social problems (2000-2008)

Columnist and Consultant, The News-star, a daily newspaper catering to North Louisiana and South Arkansas (1998- present)

Web Designer, ULM Gerontology website (2018 – present)

Creator and Manager, Social Media Page “ULM Gerontology”

Creator, Producer, and Host of a podcast on Geriatric Mental Health

Editorial Experience

Creator and Editor, Renaissance, ULM Gerontology Newsletter (2019 – present)

Editor, Journal of Mentoring and Applied Learning (Launched in December 2021 as part of a BoR grant)

Editor, *FORUM*, Mid South Sociological Association newsletter (2001 – 2004)

Editor, Editorial Board, *Spectrum*, a Social Sciences journal, (2001 – 2005)

Member, Editorial Board, *The News-Star*, regional daily newspaper (1998 – 2000)

Creation of Student Scholarships

Created Aspiring Gerontologist Education (AGE) Scholarship for Gerontology Students (2020)

Submitted a proposal to create a competitive “Superior Graduate Scholarship” program to the Louisiana Board of Regents (Marilyn Frances and Louis St. Amant Superior Graduate Student Scholarship, submitted September, 2021)

Professional Offices and Membership

Board Member, Louisiana Alzheimer’s Coalition (2021- present)

Board Member, RAIB Board, Louisiana Department of Health (2021- present)
Board Member, West Ouachita Senior Center (2018- present)
Board Member, CABLE (2018- present)
Board Member, Louisiana Geriatric Society (2003 - Present)
Board Member, Louisiana Aging Network Association (2000 - Present)
Member, National, Association for Gerontology in Higher Education (2000- present)
Member, American Society on Aging (2016- present)
Chairperson, Minorities Committee (2001 to 2003), Mid-South Sociological Association
Member, Distinguished Book Award Committee (2003), Mid-South Sociological Association
Member, National, Council on Social Work Education (2002 - Present)
Member, Children's Coalition for Northeast Louisiana (1997- 2015)
Regional Representative, National, National Organization on Disability (2000 - Present)
Member, Baccalaureate Program Directors' Association (1997-2000)
Vice President, American Association of Business Women (2000 - 2008)
Board Member, Southwestern Social Science Association (1998 - Present)
Member, Prevent Child Abuse Louisiana (1998 – 2010)
Member, National Association of Social Workers (1998 - Present)
Board Member, Mid-South Sociological Association (1997 - Present)
Member, National, American Psychotherapy Association (2008)

Awards and Honors

Joseph Biedenharn Chair in Gerontology (2020)
Best Exhibit Award, GCSW, (2021)
Best Poster Award, GSA, (2020)
Endowed Professorship in Gerontology (2020 – present)
LDH Health Promotion Ambassador (April 2020- present)
ULM Endowed Professorship in Gerontology (2017 – 2020)
Who's Who Among America's Teachers, Who's Who (2010)
Phi Alpha Mentor Recognition Award, Phi Alpha National Organization (2009)
Mit Joyner Gerontology Leadership Award, BPD (2008)
Who's Who Among America's Teachers, Who's Who (2007)
Special Recognition Leadership Award, ABWA (2007)
Outstanding Speaker, Chautauqua Nexus Lecture Series (2007)
Who's Who for Outstanding College Faculty, (2003)
Nominated for the Tom and Mayme Scott Professorship Award (2002)
Outstanding Honors Colloquium Presenter, ULM (2000)
Outstanding Grant Proposal, ULM Teaching and Learning Council (2000)
Editor's Choice Award for Outstanding Achievement in Poetry (1999)
Community Representative Award, The News-star (1998-99)
Outstanding Volunteer Award, Prevent Child Abuse Louisiana (1998)
ABWA Paper Presentation Award (1998)
Outstanding Teacher Recognition Award, Baptist Student Union, ULM (1997)
Outstanding Teacher Recognition Award, Baptist Student Union, ULM (1997)
Incoming Doctoral Student Fellowship (1988)

Major Accomplishments

Gerontology Program and Graduate Coordinator, ULM (August 2017 to Present):

1. Resuscitated and re-invented a deteriorating ULM Gerontology Graduate Program using a comprehensive multi-method approach (2017- present)
2. Increased graduate Gerontology enrollment from 2 students to 28 students within a two year time period (January 2018 to December 2019)
3. Created five new concentrations in the Gerontology graduate program:
Grief Care Management
Healthcare Management
Long-term Care Administration
Mental Health
Small Business Management
4. Created a new 15-hour interdisciplinary stackable graduate certificate program:
Graduate Certificate in Senior Healthcare Management (2019)
5. Created the following new online courses to develop and enhance the Gerontology Program:

GERO 5020 Minority Health and Aging
GERO 5032 Loss, Grief, and Bereavement
GERO 5033 Grief assessment and Intervention
GERO 5085 Theories of Aging, Loss, and Grief
GERO 5095 Seminar in Gerontology (capstone course)
GERO 4035 Housing the Elderly (Graduate and Undergraduate Credit)
GERO 4060 Public Health Issues Across Lifespan (Graduate and Undergraduate Credit)
GERO 4085 Dementia: A Person-centered Approach (Graduate and Undergrad Credit)
6. Restructured the M.A. Gerontology curriculum into 12 hours of core courses, 9 hours of approved electives (or minor concentration), and 15 hours of “concentration” courses for a total of 36 hours
7. Reorganized and revised the admissions and graduate assessment process to increase recruitment and retention in the Gerontology graduate program
8. Created a newsletter, “Renaissance,” to reach out to the major stakeholders in the Gerontology Program

9. Organized five major regional conferences in 2018 and 2019:
Conference on Age and Aging: Healthy Aging (Nov 2018)
Conference on Age and Aging: Dementia (Nov 2019)
Conference on Disability Advocacy: ADA Compliance (Oct 2018)
Conference on Disability Advocacy: Workforce Development (Oct 2019)
Bootcamp on Elder Law (in collaboration with the Governor's Office of Elder Affairs), (May, 2019)
10. Initiated a monthly workshop series, "Gerontology Workshop Series" on topics relating to healthy aging and resources for older adults
11. Initiated ULM-based professional development programs for professionals and para-professionals working in the Gerontology industry by providing certified continuing education seminars and workshops
12. Created an annotated community resources directory for older adults and their caregivers in North Louisiana
13. Submitted seven grants including two NIH-NIA grants, ranging from \$1.4 million to \$15,000.00, to enhance the Gerontology program, create student stipends, and to provide community support services
14. Organized a major community event in March 2020, titled "Celebrating Ageless SHE-roes" to honor community leaders and to commemorate the Women's History Month
15. Mentored undergraduate students in Gerontology research through the Emerging Scholars Program
16. Obtained industry support and sponsorships for Gerontology events to create ULM-industry partnerships and endowed funds for future events

Associate Professor of Social Work, ULM, (1998-2017)

1. Co-developed the online Gerontology Master's Program (the program was face-to-face until 2000)
2. Created the following new courses:
GERO 5080 Communication with the Diverse Elderly
GERO 5045 Ethnic and Cultural Variations in Service Delivery for the Elderly
GERO 4075 Teaching Children about Aging (For Graduates and Undergraduate Credit)
GERO 4011 Social Work Practice with the Elderly (For Graduate and Undergrad Credit)
SOCW 4002 Social Gerontology (for Graduate and Undergraduate Credit)

SOCW 4004 Social and Emotional Aspects Disabilities (For Undergraduate Credit)
SOCW 4003 Family Violence and Social Work Practice (For Graduate and Undergraduate Credit)
SOCW 3005 Macro Level Practice of Social Work (HBSE II) (developed Online course for undergraduate Credit)
SOCW 3003 Social Policy & Social Work (developed Online course for undergraduate Credit)

3. Co-authored the accreditation document for NAB accreditation of the Gerontology Master's Program (2007)
4. Chaired the College of Arts and Sciences Assessment and Strategic Planning Committee and developed the 2010-2015 five-year College Strategic Plan
5. Co-developed departmental assessment instruments as Chair of the Assessment Committee for the College of Arts and Sciences
6. Redesigned the Social Work Honor Society, Chi Beta (Phi Alpha) while serving as the Faculty Advisor (1998-2017)
7. Played a key role in the CSWE accreditation of the Social Work Program in 2000, 2008, and 2016
8. Received grant funding from the Children's Trust Fund for three research grants (2000-2002) for \$15,000 each.
9. Received two "Technology Development in Classroom" grants from ULM to purchase state-of-the-art equipment for teaching enhancement for \$6,000.00 and \$2,500 (2000 and 2001)
10. Created four mentoring workshops for new faculty as a member of the Teaching and Learning Resource Committee (TLRC)
11. Created a community outreach project "Supporting Victims" in SOCW 403 for victims of domestic violence

Assistant Professor of Social Work, ULM, (1992-1997)

1. Created the Social Work Department's gate-keeping and screening process to admit students into the Social Work major (1992)
2. Chaired the Social Work Admissions Committee
3. Advised 297 Pre-Social Work students
4. Created a Cultural Competency training module for social work students and DSS staff

RESEARCH

Published Intellectual Contributions

Publications: Books and Case Studies

Sharma, A. (2021). Family Violence: Families in Crisis. Cognella Publishing: San Diego, CA.

Sharma, A. (Ed) (2020). COVID-19 and Older Adults: Health Issues. A reference Manual in collaboration with the Office of Community Partnerships and Health Equity, Louisiana Department of Health: Louisiana.

Sharma, A. (Ed.) (2020). Elder Abuse and Neglect. Cognella Publishing: San Diego, CA.

Sharma, A. (2018). Train the Trainer Manual for Dementia Training. BRCC: Shreveport, LA

Sharma, A. (2018). Grief Care Management. Training Manual for Bereavement Coordinators. Louisiana Hospice Care and Ouachita Council on Aging: Louisiana.

Sharma, A. (2016). Elder Care in South Asian Communities: Case Studies. New York, NY: Pearson Publishers.

Sharma, A. (2014). Don't Let Our Mother Die: A Case Study. New York, NY: Pearson Publishers.

Sharma, A. (2011). Justice Denied: A Critical, Feminist Analysis of Domestic Violence. New York, NY: Pearson Publishers.

Sharma, A. (1996). Burnout Among Frontline Respite Care Workers: Assessment and Interventions. Florida State University: Tallahassee, FL.

Sharma, A. (1988). Primary Prevention Through Genetic Counseling: A Training Manual for Grass-root Workers. Family Welfare Agency: Bombay, India.

Sharma, A. (1986). Developing Disability Awareness Among Elementary School Children. Tata Institute of Social Sciences: Bombay, India.

Book Reviews

Sharma, A. Review of the book, *“Living a Good Life and Death: Contexts of Death, Dying, and Bereavement*. Thousand Oaks, CA. Sage Publishers (April 2020)

- Sharma, A. Review of the Book, *"Transformative Family Therapy: Just Families in a Just Society"*. New York, NY: Wadsworth Publishers (May, 2017)
- Sharma, A. Review of the book, *Clinical Practice with Older Adults*. New York, NY: Pearson Publishers (January, 2017)
- Sharma, A. Review of the book, *"Group Work Practice"*. New York, NY: Pearson Publishers (August, 2016)
- Sharma, A. Review of the book *"Social Work Practice: A Generalist Approach"*. New York, NY: Wadsworth Publishers (March, 2016)
- Sharma, A. Review of the book, *"An Introduction to Group Work Practice"*. Boston, MA: Pearson Online Publications (September, 2015)
- Sharma, A. Review of the Book, *"Outcome-Informed Evidence-Based Practice"*. Boston, MA: Pearson Online Publications (February, 2015)
- Sharma, A. Review of the book, *Clinical Social Work Practice: An Integrated Approach*. New York, NY: Pearson Publishers (January, 2015)
- Sharma, A. Review of the book, *How To Be Culturally Competent*. New York, NY: Pearson Publishers (October, 2014)
- Sharma, A. Review of the book, *Clinical Social Work Practice with Children, Adolescents, and their Families*. New York, NY: Pearson Publishers (August, 2014)
- Sharma, A. Review of the book, *Working in the Trenches: Life from a Social Work Perspective*. New York, NY: Pearson Publishers (September, 2013)
- Sharma, A (2002). Review of the book, "Age through ethnic lenses: Caring for the elderly in a multicultural society" (edited by Olson, L. K., 2001). *Journal of Gerontological Social Work*. Rowman & Littlefield Publishers: New York
- Sharma, A (2001). Review of the book, "Age through ethnic lenses: Caring for the elderly in a multicultural society" (edited by Olson, L. K., 2001). *Journal of Gerontological Social Work*. Rowman & Littlefield Publishers: New York
- Sharma, A. (1999). Who will care for us? Aging and Long-Term Care in Multicultural America. Reviewed in the Journal of Gerontological Social Work: (authors: Angel, R. J. & Angel, J. L.)
- Sharma, A. (1998). The cultural context of aging: Worldwide perspectives, 2nd edition. Reviewed in the Journal of Gerontological Social Work: (Editor: Sokolovsky, J.)

Sharma, A. (1998). Review of the manuscript, "Introduction to Social Work," (edited by Seagal, A. and Gerdes, K). Submitted to Peacock Press.

Sharma, A. (1997). A Comprehensive Guide to Attention Deficit Disorder in Adults: Research, Diagnosis and Treatment. Families in Society, 78(1), 105-107.

Instructor's Manual

Sharma, A. (2009). *Introduction to Social Work* (pp. N/A). Boston, MA: Pearson Allyn and Bacon.

Sharma, A. (2009). *Supplement to the book "Exploring Child Welfare"*. Boston, MA: Pearson Allyn and Bacon.

Sharma, A. (2009). *Supplement to Johnson/Yanca Social Work Practice, Generalist Approach*. Boston, MA: Pearson Allyn and Bacon.

Sharma, A. *Nichols Family Therapy: Concepts & Methods*. Boston, MA: Pearson Allyn and Bacon.

Sharma, A. *Instructor's Manual for Techniques and Guidelines for "Social Work Practice", Eighth Edition*. New York, NY: Pearson Publishers.

Sharma, A. (2011). *Instructor's Manual for the 12th Edition of "Introduction to Social Work"*. Boston, MA: Pearson Publications.

Research Report

Sharma, A. (2011). *Justice Denied: A Critical, Feminist Analysis of Domestic Violence Adjudication in India*. Thousand Oaks, CA: Sage Publications.

Editorial and Review Activities

Invited Manuscript Reviewer, Review Book, "Social Welfare Policy and Advocacy: Advancing Social Justice through 8 Policy Sectors." Sage Publications (March 2017).

Invited Manuscript Reviewer, Review Book, "Social Work Practice with Older Adults." Sage Publications (January 2017).

Invited Manuscript Reviewer, Review Book, "Social Work Practice Across Disability." Routledge Publishers (November 2016).

Invited Manuscript Reviewer, Review Book, "Child and Adolescent Counseling: Case Studies for Skill and Theory Development." Sage Publications (September 2016).

Invited Manuscript Reviewer, Review Book, "Introduction to Social Work." Sage Publications (August 2016).

Invited Manuscript Reviewer, Review Journal Article, "Cognitive Functioning in the Elderly." Quality Matters Program (June 2011).

Invited Manuscript Reviewer, Review Book, "Clinical Practice with the Mentally Ill." (September 2009)

Invited Manuscript Reviewer, Review Book, "Clinical Practice with Older Adults." (June 2009)

Non-Refereed Publications:

Sharma, A. (2002). Spring not just another taxing season. The News-star, March, 02. Monroe, LA: Gannett.

Sharma, A. (2001). Impact of terrorism on children. The News-star, September 14, Monroe, LA: Gannett.

Sharma, A. (2000). Our expectations of our students. Liberalis, summer. Monroe, LA: ULM

Sharma, A. (2000). Voters keep candidates on their toes. The News-star, Sunday, October 1. Monroe, LA: Gannett.

Sharma, A. (2000). Taxes. The News-star, Sunday, March. Monroe, LA: Gannett.

Sharma, A. (2000). Birds. The News-star, Sunday, July. Monroe, LA: Gannett.

Sharma, A. (2001). Spring not just another taxing season. The News-star, May, 02. Monroe, LA: Gannett.

Sharma, A. (1999). Why Not? Serenity at Daybreak. The International Library of Poetry: Owings Mills, MD.

Sharma, A. (August, 1999). Adults Can Make Teen life a Little Easier. The News-star, Wednesday, August 25. Monroe, LA: Gannett.

Sharma, A. (July, 1999). Does it pay to be a teacher? The News-star, Sunday Special Edition. Monroe, LA: Gannett.

Sharma, A. (May, 1999). Many Have Responsibility for Recent Trend. The News-star. Monroe, LA: Gannett.

Sharma, A. (April, 1999). A Warning Label for Children. The News-star. Monroe, LA: Gannett.

Sharma, A. (March, 1999). Many Hurt by Low Self-esteem. The News-star. Monroe, LA: Gannett.

Conferences, Seminars, and Workshops Conceptualized and Organized

I conceptualized and organized the following events during 2018-2021. The events organized from May 2020 to 2021 were virtual events due to COVID-19 restrictions.

1. Elder Abuse and Neglect Workshop (February 2018)
2. Assisted Living: A seminar (February 2018)
3. Discover Gerontology Conference (March 2018)
4. Independent Living: A seminar (April 2018)
5. Hospice Care Workshop (April 2018)
6. A Life-long Smile: Maintaining Oral Health with Aging (September 2019)
7. Grief Management: Effects on Health and Well-being (February 2019)
8. The Courage of My Grandmother: Story-telling Contest (March 2019)
9. 1st, 2nd, and 3rd Annual Conference on Disability Advocacy (2018, 2019, 2020)
10. 1st, 2nd, and 3rd Annual Conference on Age and Aging (2018, 2019, 2020)
14. Lasting Relationships: Stories of a Lifetime (February 2020)
15. Celebrating Ageless SHE-roes (March 2020)
16. When Love Hurts: Elder Abuse by Trusted People (February 2021)
17. Ageless Women's Leadership Summit: Voices of Experience (March 9, 2021)
18. Emergency Preparedness for Older Adults and People with Disabilities (May 10, 2021)
19. Two-day Parkinson's Disease Management Training Program (October 13 & 14, 2021)
20. 4th Annual Conference on Disability Advocacy (Oct 27, 2021)

Papers and Workshop Presented

Sharma, A. (Presenter and Author). Online Gerontology Courses: Issues of Equity. Paper Presented at the Annual Scientific Conference by the Gerontological Society of America (Nov, 2021)

Sharma, A. (Presenter and Author). Understanding Parkinson's Disease: Symptoms and indicators. (Presented during the Parkinson's Disease Management Training Program funded by the Parkinson's Foundation, October 2021)

Sharma, A. (Presenter & Author), 2021 SEPSEA Virtual Conference, "Creating New Opportunities for People with Intellectual Disabilities", Southeast Postsecondary Education Alliance, Virtual. (May 2021).

Sharma, A. (Presenter & Author), Symposium on Emergency Preparedness, "Role of Informal Caregivers in Disaster Management", University of Louisiana Monroe, Gerontology Program, Virtual. (May 2021).

Sharma, A. (Presenter & Author), Cultural Diversity Council Workshop, "Issues of Diversity for Minority Professionals", University of Louisiana at Monroe, Virtual. (April 2021).

Sharma, A. (Presenter & Author), OER Conference, "OER and Issues of Diversity", University of Louisiana at Monroe, Virtual. (April 2021).

Sharma, A. (Presenter & Author), REMS/France Foundation/ Univ of Kentucky Program on Pain in Older Adults Virtual Conference, "Impact of Pain on Mental Health", REMS/France Foundation/ University of Kentucky, Virtual. (April 2021).

Sharma, A. (Presenter & Author), Ageless Women's Leadership Summit: Voices of Experience, "Barriers to Leadership Roles for Minority Women", University of Louisiana Monroe, Gerontology Program, Virtual. (March 2021).

Sharma, A. (Presenter & Author), Conference on Elder Abuse and Neglect, "When Love Hurts: Elder Abuse by Loved Ones", University of Louisiana Monroe, Gerontology Program, Virtual. (February 2021).

Sharma, A. (Presenter & Author), Gulf Coast Social Work Conference, "Recruitment during a Pandemic", Social Work Foundation, Virtual. (January 2021). Sharma, A. (Presenter & Author), Gulf Coast Social Work Conference, "Gerontological Social Work: An Aging America", Social Work Foundation, Virtual. (January 2021).

Sharma, A. (Presenter and Author). COVID-19 and Mental Health Issues in the Elderly Population (Organized by Louisiana Department of Health, May 2020)

Sharma, A. (Presenter and Author). Issues Relating to Substance Abuse among Older Adults (Organized by Louisiana Department of Health, July 2020)

Sharma, A. (Presenter and Author). Navigating the Pandemic and Maladaptive Behaviors ((Organized by Louisiana Department of Health, August 2020)

Sharma, A. (Presenter and Author). Mental Health Issues Relating to Suicide among Older Adults (Organized by Louisiana Department of Health, September 2020)

Sharma, A. (Presenter and Author). Mental Health and Wellness: Recovery and Resilience (Organized by Louisiana Department of Health, October 2020)

Sharma, A. (Presenter and Author). Disaster Preparedness during a Pandemic & Understanding Alzheimer's and Dementia (Organized by the Alzheimer's Association, September 2020)

Sharma, A. (Presenter and Author). Respite Care during Isolation & Effective Communication Strategies (Organized by the Alzheimer's Association, October 2020)

Sharma, A. (Presenter and Author). Caregiving in the Workplace (Organized by the Alzheimer's Association, November 2020)

Sharma, A. (Presenter and Author). The Role of the Geriatrician in the Dementia Care Team & Healthy Living for the Brain and Body (Organized by the Alzheimer's Association, December 2020)

Sharma, A. (Presenter and Author). Gerontology Education Programs: Recruitment and Retention (Presented at the Annual Gerontological Society of America Conference, November 2020)

Sharma, A. (Presenter and Author). ULM Gerontology Program: Why is it Unique (Poster Presentation at the Annual Gerontological Society of America Conference, November 2020)

Sharma, A. (Presenter and Author). Gerontological Social Work: An Aging America (Presented at the Gulf Coast Social Work Conference in January 2021)

Sharma, A. (Presenter and Author). Recruitment during a Pandemic (Presented at the Gulf Coast Social Work Conference in January 2021)

Sharma, A. (Presenter and Author). Five-part Workshop Series on "Geriatric Issues During a Pandemic." Sponsored by the Louisiana Department of Health (June 2020 to Oct 2020)

Sharma, A. (Presenter & Author). Dementia: Caregivers' Perspective. Conference on Age and Aging. University of Louisiana Monroe (Nov, 2019)

Sharma, A. (Presenter). Exploring Employment Opportunities for People with Disabilities. Conference on Disability Advocacy. University of Louisiana Monroe (Oct, 2019)

Sharma, A. (Presenter & Author). Healthy Aging. Conference on Age and Aging. University of Louisiana Monroe (Nov, 2018)

Sharma, A. (Presenter). ADA Training for Businesses. Conference on Disability Advocacy. University of Louisiana Monroe (Oct, 2019)

Sharma, A. (Presenter & Author), Red Flags: IPV among College Students, "Red Flags: Characteristics of an Abusive Relationship", ULM, Well Spring (Oct, 2017)

Sharma, A., Professional Training Workshop, "Developing Diversity-Related Competencies Among Human Services Professionals", Families Helping Families, Louisiana (June, 2017)

Sharma, A. (Presenter & Author), Quality Matters Conference, "Teaching Online: An Introduction to Online Delivery," Quality Matters, Online. (March 7 2016).

Sharma, A., Council on Accelerated Programs Conference, "Do students need case management? Clients or students?" CAP/CALL, Webinar. (April 29 2015).

Sharma, A., Innovations in Online Teaching, "Use of Course Evaluation in Social Work Curriculum", Quality Matters, Online. (August 8 2014).

Sharma, A., Quality Matters, "Student-friendly Course Design", National Quality Matters Program, Webinar. (March 2012).

Sharma, A. (Presenter & Author), ULM, Faculty Development Workshop, "Primary Prevention of Unethical Behaviors Among Students", ULM, Monroe, LA. (August 18 2011).

Sharma, A. (Presenter & Author), Geriatric Training Program, "Understanding Alzheimer's Disease", ULM, Monroe, LA. (July 2010).

Sharma, A. (Presenter & Author), Geriatric Training Program, "Depression in the Elderly", ULM, Monroe, LA. (July 2010).

Sharma, A. (Presenter & Author), Geriatric Training Program, "Diversity Training for Geriatric Health Care Professionals", ULM, Monroe, LA. (June 2010).

Sharma, A., Professional Training Workshop, "Diversity-awareness Training for Human Services Professionals", Wellsprings, Louisiana. (June 2009).

Sharma, A. (Presenter & Author), Hello Tomorrow, "Raising Awareness Among College Students on Intimate Partner Violence", AVON, Webinar. (August 2008).

Sharma, A. (Presenter & Author), Mid Annual Meeting of Geriatric Society, "Caregiving: An Opinion", LGS, Monroe, LA. (June 6 2008).

Sharma, A. (Presenter & Author), Interpersonal Violence, "Surviving Domestic Violence", Family Justice Center, Monroe, Louisiana. (April 2007).

Sharma, A. (Presenter & Author), Child abuse over the internet, "Online Abuse of Children", Prevent Child Abuse Louisiana", Monroe, Louisiana. (December 2006).

Sharma, A. (Presenter & Author), Cultural Diversity, "Death and Dying Rituals Across Religions", University of Louisiana at Monroe, Monroe, Louisiana. (November 2006).

Sharma, A. (Presenter & Author), Mid South Sociological Association Annual Conference, "The war on Alcohol and Drugs", Mid South Sociological Association, Lafayette, Louisiana. (October 2006).

Sharma, A. (October, 2004). "Cultural Diversity" A training workshop for a IWTP grant recipients through ULM, Monroe, Louisiana.

Sharma, A. (November, 2003). "Medical Professionals or the Insurance Providers: Who is Responsible for our Health?" Paper presented at the Mid-South Sociological Association Conference, Baton Rouge, Louisiana.

Sharma, A. (November, 2003). "Who are the Immigrants from India?" Paper presented at the Mid-South Sociological Association Conference, Baton Rouge, Louisiana.

Sharma, A. (November, 2003). "How Does Migration to a New Culture Affect the Self-Esteem of Older Migrants?" Paper presented at the Mid-South Sociological Association Conference, Baton Rouge, Louisiana.

Sharma, A. (September, 2003). "Family Violence: A Collaborative Approach" Workshop presented at the conference Families in Focus, Monroe, Louisiana.

Sharma, A. (September, 2003). "Cultural Diversity" Workshop presented to the Academy for Teaching Excellence, ULM, Monroe, LA.

Sharma, A. (October, 2002). "Accepting the ultimate truth." Paper presented at the Mid-South Sociological Association Conference, Memphis, Tennessee.

Sharma, A. (October, 2002). "Minority elders." Paper presented at the Mid-South Sociological Association Conference, Memphis, Tennessee.

Sharma, A. (October, 2002). "Where are my roots?" Paper presented at the Mid-South Sociological Association Conference, Memphis, Tennessee.

Sharma, A. (October, 2002). "Domestic Violence: Myths and Misconceptions." Paper presented at the Mid-South Sociological Association Conference, Memphis, Tennessee.

Sharma, A. (October, 2002). "Are ethics in the academy decaying?" Paper presented at the Mid-South Sociological Association Conference, Memphis, Tennessee.

Sharma, A. (October, 2002). "Mental health in the elderly." Paper presented at the Mid-South Sociological Association Conference, Memphis, Tennessee.

Sharma, A. (March, 2002). "Ethical Social Work Practice with Diverse Populations." Paper presented at the South Western Social Science Association Conference, New Orleans, Louisiana.

Sharma, A. (March, 2002). "Aging in a Cross-Cultural Context." Paper presented at the South Western Social Science Association Conference, New Orleans, Louisiana.

Sharma, A. (March, 2002). "Culturally Developed Learned Helplessness Among Women." Paper presented at the South Western Social Science Association Conference, New Orleans, Louisiana.

Sharma, A. (March, 2002). "Developing Empathy Among Non-Victims of Domestic Violence." Paper presented at the South Western Social Science Association Conference, New Orleans, Louisiana.

Sharma, A. (January, 2002). "Diversity and Spirituality in the field of disabilities." A Workshop presented to mental health workers and caregivers under the sponsorship of the Department of Social Services and Families Helping Families.

Sharma, A. (December, 2001). "Cross Cultural Aspects of Aging." Workshop presented at the Geriatric and Gerontological Update Conference, New Orleans, Louisiana.

Sharma, A. (November, 2001). Death and dying in world religions. Lecture presented to community professionals in Monroe, Louisiana.

Sharma, A. (October, 2001). "Sociology of Mistaken Identities." Paper presented at the Mid-South Sociological Association Conference, Mobile, Alabama.

Sharma, A. (October, 2001). "Spirituality and Well Being among the Elderly." Paper presented at the Mid-South Sociological Association Conference, Mobile, Alabama.

Sharma, A. (October, 2001). Session presented on "Cultural Diversity" at the Mid-South Sociological Association Conference, Mobile, Alabama.

Sharma, A. (September, 2001). "Are we Color blind?" Lecture presented at the Chautauqua meeting, ULM, Monroe, LA.

Sharma, A. (August, 2001). "Cultural Diversity." Workshop presented to the Academy for Teaching Excellence, ULM, Monroe, LA.

Sharma, A. (March, 2001). "Cultural Diversity." Workshop and a discussion group presented to the ULM community at the Teaching and Learning Resource Center, ULM.

Sharma, A. (March, 2001). Death and dying in world religions. Lecture presented to community professionals in Monroe, Louisiana.

Sharma, A. (March, 2001). "The Fear of Aging." Paper presented at the Southwestern Social Science Association Conference held in Fortworth, TX.

Sharma, A. (March, 2001). "Children: The Real Victims of Domestic Violence." Paper presented at the Southwestern Social Science Association Conference held in Fortworth, TX.

Sharma, A. (March, 2001). "Parental Conflicts among First-Generation Asian Indians." Paper presented at the Southwestern Social Science Association Conference held in Fortworth, TX.

Sharma, A. (March, 2001). "Disabilities? Or a socially constructed handicap?" Paper presented at the Southwestern Social Science Association Conference held in Fortworth, TX.

Sharma, A. (March, 2001). "Cultural Diversity" Workshop presented to the Academy for Teaching Excellence, ULM, Monroe, LA.

Sharma, A. (February, 2001). Understanding Hinduism. A workshop presented to students of Philosophy and Theology at ULM.

Sharma, A. (November, 2000). The Hidden Caregivers. Workshop presented at the 24th Annual National Association of Social Workers Conference in Dallas, TX.

Sharma, A. (March, 2000). The role and status of women in the new millennium. Paper presented at the Southwestern Social Science Association Conference, Galveston, Texas.

Sharma, A. (March, 2000). What kind of a social change is needed in the third millennium? Paper presented at the Southwestern Social Science Association Conference, Galveston, Texas.

Sharma, A. (October, 1999). Empowering a community by empowering women: A case study. Paper presented at the Mid-South Sociological Association Conference, Jackson, Mississippi.

Sharma, A. (October, 1999). How to make a victim. Paper presented at the Mid-South Sociological Association Conference, Jackson, Mississippi.

Sharma, A. (October, 1999). Understanding burnout among human services professionals. Paper presented at the Mid-South Sociological Association Conference, Jackson, Mississippi.

Sharma, A., Thomas, L., & Block, A. W. (October, 1999). Louisiana Social Work Practice Act: Revised 1999. Workshop presented at the Psychological Associates, Inc. in Monroe, LA.

Sharma, A. (1999, April). Meeting Institutional Effectiveness Requirements for Regional Accreditation. Panel discussant at the CAPS Conference on the Bayou, Monroe, Louisiana.

Sharma, A. (April, 1999). Death and Dying in the Hindu religion. Panelist in a panel discussion organized for human services professionals and graduate students in gerontology, Monroe, Louisiana.

Sharma, A. (April, 1999). Stress & Burnout Prevention Among Educators and Human Services Professionals. Workshop offered through the Continuing Education Department at the University of Louisiana at Monroe.

Sharma, A. (March, 1999). Are Disabilities a Handicap: A Strengths Perspective. Paper presented at the Southwestern Social Science Association Conference, San Antonio, Texas.

Sharma, A. (March, 1999). Educating educators about child abuse prevention. Paper presented at the Southwestern Social Science Association Conference, San Antonio, Texas.

Sharma, A. (March, 1999). Life after abuse. Paper presented at the Southwestern Social Science Association Conference, San Antonio, Texas.

Sharma, A. (March, 1999). International Politics and Gender. Session chaired at the Southwestern Social Science Association Conference, San Antonio, Texas.

Sharma, A. (March, 1999). Stress & Burnout Prevention Among Educators and Human Services Professionals. Workshop offered through the Continuing Education Department at the University of Louisiana at Monroe.

Sharma, A. (1998, October). Is Aging a Cultural Phenomenon? Paper presented at the Mid-South Sociological Association Conference, Lafayette, Louisiana .

Sharma, A. (1998, October). Program Evaluation: Why and What to Evaluate in Human Services Programs? Paper presented at the Mid-South Sociological Association Conference, Lafayette, Louisiana.

Sharma, A. (1998, October). Oppression: Who Makes the Rules? Paper presented at the Mid-South Sociological Association Conference, Lafayette, Louisiana.

Sharma, A. (March, 1998). Child Abuse Prevention Programs: Using a Standardized Format For Program Evaluation. Workshop conducted at the Twelfth Annual Statewide LCCA Conference in Baton Rouge, LA.

Sharma, A. (March, 1998). Burnout Among Human Services Professionals: Recognition and Prevention. Workshop conducted at the Annual Meeting of the National Association of Social Workers in Baton Rouge, LA.

Sharma, A. (1998, March). Child Abuse Prevention Programs: Using a Standardized Format for Program Evaluation. A research workshop presented at the Twelfth Annual Louisiana Council on Child Abuse Conference, Baton Rouge, Louisiana.

Sharma, A. (1998, March). Burnout Among Human Services Professionals: Recognition and Prevention. A workshop presented at the Annual Meeting of the National Association of Social Workers (Louisiana), Baton Rouge, Louisiana.

Sharma, A. (1998, March). Traditional vs. alternate paradigms for understanding human development: can you teach an old dog new tricks? Paper presented at the Southwestern Social Science Association Conference, Corpus Christi, Texas.

Sharma, A. (1998, March). Gender-Biases in the Traditional/ Dominant Models of human development. Paper presented at the Southwestern Social Science Association Conference, Corpus Christi, Texas.

Sharma, A. (1998, March). Self-Esteem Among Women in Patriarchal Societies: Who is the Locus of Control? Paper presented at the Southwestern Social Science Association Conference, Corpus Christi, Texas.

Sharma, A. (1998, March). Women: Logic and Decision Making. Session-discussant at the Southwestern Social Science Association Conference, Corpus Christi, Texas.

Contracts, Grants, and Sponsored Research

Sharma, A. (Principal). Workforce Training in Gerontology via an Apprenticeship Program (2021). Grant funded by the Louisiana Board of Regents, External to The University of Louisiana at Monroe, \$17,000 (Funded, June 2021)

Sharma, A. (Principal). A Comprehensive Training Program for Professionals, Staff, and Caregivers that Provide Services to Individuals with Parkinson's Disease. Grant funded by the National Parkinson's Disease Foundation, External to The University of Louisiana at Monroe, \$18,630 (Funded, June 2021)

Sharma, A. (Principal). Comprehensive Telehealth Wellness Services: A Crisis Response to COVID-19. Sponsored by the Living Well Foundation, External to The University of Louisiana at Monroe, \$14,500 (Partially funded, May, 2020)

Sharma, A. (Co-Principal). "BOLD Initiative to Address Alzheimer's Disease." Sponsored by CDC, External to The University of Louisiana at Monroe, 350,000 (Non-funded, May, 2020)

Sharma, A. (Principal). Addressing Healthcare Issues When Grandparents Raise Grandchildren. Sponsored by the Living Well Foundation, External to The University of Louisiana at Monroe \$23,500 (Partially funded, September, 2019)

Sharma, A. (Principal). Pilot Grief Care Program for Older Adults. Sponsored by the Living Well Foundation, External to The University of Louisiana at Monroe \$25,000 (Partially funded, September, 2018)

Sharma, A. (Principal). A Nationally Replicable Study of the Meal Programs for Older Adults to Explore Gaps in Needed Services. Sponsored by the Retirement Research Foundation, External to The University of Louisiana at Monroe, \$46,000 (non-funded, July 2018)

Sharma, A. (Principal). "Enhancement of the Institute of Gerontology at ULM." Sponsored by the Louisiana Board of Regents, External to The University of Louisiana at Monroe, 195,000 (non-funded, Nov 2018)

Sharma, A (Principal), "Geriatric Apprenticeship and Mentoring Program." Sponsored by NIH (NIA), External to The University of Louisiana at Monroe, \$850,000.00 (non-funded, Sept 2018).

Sharma, A (Principal), "Undergraduate Certificate in Assessment of Healthcare Barriers to Geriatric Care." Sponsored by NIH (NIA), External to The University of Louisiana at Monroe, \$1,500,000.00 (non-funded, Sept 2017).

Sharma, A. (Co-Principal), "Families Can't Wait" (Funded), Sponsored By OCDD, Families Helping Families, External to The University of Louisiana at Monroe, \$6000 (funded, August 2018-19).

Sharma, A. (Principal), "ADA Training" (Pending Funding Decision), Sponsored by The Office for Citizens with Developmental Disabilities, External to The University of Louisiana at Monroe, \$2,200. (funded, September 2017).

Sharma, A. (Principal). A Qualitative Study of the Impact of the Quality Matters Rubric in Improving Student Outcomes, Sponsored by the National Quality Matters Program (submitted in July, 2012)

Sharma, A. (Principal). Develop and Implement a multi-prong support system for victims and survivors of domestic violence. Sponsored by the Avon Domestic Violence Survivor Empowerment Program (submitted in July, 2012)

Sharma, A. (Principal). "Families Can't Wait": An early intervention program with families of children with developmental disabilities, Sponsored by OCDD, Families Helping Families, External to The University of Louisiana at Monroe, \$6000. (2009 - 2010).

Sharma, A. (Principal). Developed an online course for social work practice with the elderly using multi-media teaching tools. One year grant funded by the Institute of Gerontology, ULM (2007) Grant amount: \$5,000.00

Sharma, A. (Principal). Development of an online training-course titled "Understanding and Assessing Family Violence" for the Office of Community Services. A three-month grant funded by the Office of Community Services, LA. (2006) Grant amount: \$5,000.00

Sharma, A. (Principal, 2002). Utilization of collaborative multimedia methods to educate the public and raise awareness about primary prevention of child abuse and neglect in Ouachita Parish. One year grant funded by Children's Trust Fund. (Grant amount: \$7,000.00)

Sharma, A. (Principal, 2002). Improving quality of care of the elderly in Ouachita Parish, Louisiana. One year grant proposal submitted to Sound Partners for Community Health. (Grant amount: \$15,000.00)

Sharma, A. (Principal, 2001). An Evaluation of Public School-Based Primary Child Abuse Prevention Programs in East Carroll and West Carroll Parishes of Region VIII Using a Comprehensive Program Evaluation Taxonomy. One-year grant funded by Children's Trust Fund. (Grant amount: \$10,000.00)

Sharma, A. (Principal, 2000). Instructional Enhancement Using Multimedia Teaching Tools. One year grant funded by University of Louisiana at Monroe (ULM Foundation). (Grant amount: 2,200.00)

Sharma, A. (Principal, 2000). An Evaluation of Public School-Based Primary Child Abuse Prevention Programs in Caldwell and Jackson Parishes of Region VIII Using a Comprehensive Program Evaluation Taxonomy. One-year grant funded by Children's Trust Fund. (Grant amount: \$7,000.00)

Sharma, A. (Principal, 1999). An Evaluation of Public School-Based Primary Child Abuse Prevention Programs in Union Parish of Region VIII Using a Comprehensive Program Evaluation Taxonomy. One-year grant funded by Children's Trust Fund. (Grant amount: \$7,000.00)

Sharma, A. (Principal, 1998). How to Engage College Freshman in the Process of Learning: Faculty and Students' Perspectives. One year grant proposal submitted to Northeast Louisiana University (Grant amount: 1,000.00)

Sharma, A. (Principal, 1998). An Evaluation of Elementary School-Based Primary Child Abuse Prevention Programs in Lincoln and Morehouse Parishes of Region VIII Using a Comprehensive Program Evaluation Taxonomy. One-year research grant funded by Children's Trust Fund. (Grant amount: \$7,000.00)

Sharma, A. (Principal, 1997). Development of a taxonomy to Study School-Based Primary Child Abuse Prevention Programs in Ouachita Parish with State-Wide Applications. One-year research grant funded by Children's Trust Fund. (Grant amount: \$5,000.00)

Sharma, A. (Principal, 1997). Cross-cultural sensitivity training for human services professionals. One year grant, Northeast Louisiana University. (Grant amount: \$1,500.00)

Sharma, A. (2002). Utilization of collaborative multimedia methods to educate the public and raise awareness about primary prevention of child abuse and neglect in Ouachita Parish. One year grant proposal submitted to Children's Trust Fund.

Sharma, A. (2002). Improving quality of care of the elderly in Ouachita Parish, Louisiana. One year grant proposal submitted to Sound Partners for Community Health.

Sharma, A. (2001). An Evaluation of Public School-Based Primary Child Abuse Prevention Programs in East Carroll and West Carroll Parishes of Region VIII Using a Comprehensive Program Evaluation Taxonomy. One-year grant, Children's Trust Fund.

Sharma, A. (2000). Instructional Enhancement Using Multimedia Teaching Tools. One year grant, University of Louisiana at Monroe.

Sharma, A. (2000). An Evaluation of Public School-Based Primary Child Abuse Prevention Programs in Caldwell and Jackson Parishes of Region VIII Using a Comprehensive Program Evaluation Taxonomy. One-year grant, Children's Trust Fund.

Sharma, A. (1999). An Evaluation of Public School-Based Primary Child Abuse Prevention Programs in Union Parish of Region VIII Using a Comprehensive Program Evaluation Taxonomy. One-year grant, Children's Trust Fund.

Sharma, A. (1998). How to Engage College Freshman in the Process of Learning: Faculty and Students' Perspectives. One year grant proposal submitted to Northeast Louisiana University

Sharma, A. (1998). An Evaluation of Elementary School-Based Primary Child Abuse Prevention Programs in Lincoln and Morehouse Parishes of Region VIII Using a Comprehensive Program Evaluation Taxonomy. One-year research grant, Children's Trust Fund.

Sharma, A. (1997). Development of a taxonomy to Study School-Based Primary Child Abuse Prevention Programs in Ouachita Parish with State-Wide Applications. One-year research grant, Children's Trust Fund.

Sharma, A. (1997). Cross-cultural sensitivity training for human services professionals. One year grant, Northeast Louisiana University.

Sharma, A. (Collaborator and Evaluator). Family Connections (A Foster and Adoptive Family Resource Center funded by the Office of Community Services, Louisiana) (1996-1997)

Sharma, A. (Collaborator). Title IV-E NLU/OCS Child Welfare Training grant (funded by DSS/OCS) (1998-2003)

Sharma, A. (Co-Principal). Distance Education and Multi-media Training Program. Sponsored by the Louisiana Board of Regents grant (1999-2000)

Sharma, A. (Co-Principal). Teacher's Academy Training Program. Sponsored by the Teaching and Learning Resource Center at the Northeast Louisiana University (1997)

Sharma, A. (Co-Principal). Speaker's Bureau Training Program. Sponsored by the Louisiana Council on Child Abuse, Inc. (1997)

Sharma, A. (Co-Principal). Genetic Counseling at the Grass-root Levels to Prevent Developmental Disabilities. Sponsored by the Commonwealth Association for Mental Handicap and Developmental Disabilities (1987-88)

Development Activities

Workshop, "Useful Instructional Strategies for Adult Learners," The Center for Adult Learning in Louisiana, Louisiana.

Workshop, "Using the Quality Matters Rubric to Design Online Course Models," The Center for Adult Learning in Louisiana, Louisiana.

Workshop, "Principles of Adult Learner Focused Institutions, Emerging Trends in Online Teaching," The Center for Adult Learning in Louisiana, Louisiana.

Workshop, "Learning, Advising Adults Learning at a Distance," The Center for Adult Learning in Louisiana, Louisiana. (Present).

Workshop, "Learning, Advising Adults Learning at a Distance," The Center for Adult Learning in Louisiana, Louisiana. (Present).

Workshop, "Applying the QM Rubric," National Quality Matters Program, Monroe, LA. (Present).

Seminar, "Webinar: Accelerated Course Delivery Models at Louisiana Universities," the Center for Adult Learning in Louisiana, Baton Rouge, LA. (Present).

Workshop, "Sexual Behaviors in Children," Professional Training Resources. Inc, Monroe, LA. (Present).

Workshop, "Ethics: New Challenges to Confidentiality," Professional Training Resources, Inc., Shreveport, LA. (May 2017).

Attended Conference, "2017 Education Conference," Families Helping Families of Northeast Louisiana, Inc. and the Louisiana State Department of Education, West Monroe, LA. (March 2017).

Workshop, "Safety Decision-Making - Law & Best Practices," Pelican Center for Children and Families, Baton Rouge, LA. (February 2017).

Attended Conference, "ACEs to Action Summit," Prevent Child Abuse Louisiana, Monroe and Baton Rouge, LA. (February 2017).

Workshop, "Breaking the Cycle of Poverty - What Works Conference," Children's Coalition for NE Louisiana, Monroe, LA. (December 2016).

Workshop, "Children of Divorce," Professional Training Resources, Monroe. (April 17 2013).

Workshop, "Ethics: Religion and Spirituality," Professional Training Resources, Monroe, LA. (March 22 2013).

Workshop, "Ethical Challenges in Supervision," Professional Training Resources, Monroe, LA. (March 22 2013).

Workshop, "Mood Disorders in the Elderly," Professional Training Resources, Online. (March 6 2013).

Seminar, "Accessible Course Design & Assistive Technologies: Design for All Students," Quality Matters (National Organization, Online. (March 01 2013).

Seminar, "Accessibility & Universal Design for Learning: Meeting Student Needs," Quality Matters (National Organization, Online. (February 28 2013).

Week-long online training program, "Master Reviewer Certification Training," National Quality Matters Program, Annapolis, MD. (March 29 2012).

Self-Study Program, "Publisher Rubric Update Course for QM Certified Peer Reviewers.," National Quality Matters Program, Annapolis, MD. (March 19 2012).

Self-Study Program, "Rubric Update Self-Paced Course," National Quality Matters Program, Annapolis, MD. (February 28 2012).

Seminar, "Quality Matters: Changes in the 2013 QMRubric," the Center for Adult Learning, Baton Rouge, LA. (November 15 2011).

Workshop, "Diagnostic Interviewing of Children," Professional Training Resources. Inc, Monroe, LA. (October 14 2011).

Seminar, "Emerging Trends in Online Learning," the Center for Adult Learning, Baton Rouge, LA. (October 11 2011).

Workshop, "mental health ethics and the law," Cross Country Education, Mississippi. (April 2010).

Workshop, "Borderline Personality Disorder," Louisiana. (March 2010).

Workshop, "Introduction to Accelerated Learning," The Center for Adult Learning in Louisiana. (February 2010).

Workshop, "Enrolling Online Adult Learners: From Inquiry to Application to First Class," The Center for Adult Learning in Louisiana, Louisiana. (February 2010).

Workshop, "Defensive ethics," PTR, Louisiana. (May 2009).

Workshop, "Depression," Professional Training Resources, Monroe, LA. (January 23 2009).

Workshop, "Teaching Online Classes Using Conference Calls," University of Louisiana at Monroe, Monroe, LA. (January 08 2009).

Workshop, "What You Always Wanted to Know About Grief...But Were Afraid to Ask!," ULM Counseling Center and Mulhearn Funeral Home, Monroe. (October 22 2008).

Workshop, "DSM-IV-TR: A Review and Update," Professional Training Resources, Monroe, LA. (September 12 2008).

Seminar, "Non-Profit Organizations: Setting Up Goals," Families Helping Families of NE Louisiana, Monroe. LA. (June 12 2008).

Attended Conference, "Louisiana Geriatric Society Conference," LGS, Monroe. (June 6 2008).
Workshop, "Transforming the Difficult Child," Children's Success Foundation, Houston, TX. (March 2007).

Workshop, "Anorexia Nervosa and Bulimia Nervosa: An Introductory Guide to Eating Disorders," National Association of Social Workers, Baton Rouge. (March 2007).

Seminar, "The Empirical Evidence: What Works in Therapy (Clinical)," United Behavioral Health Clinical Learning, Distance Learning Program. (March 2007).

Workshop, "Addiction Slate," Relationship Vision, Shreveport, LA. (January 2007).
Conference Program, "Annual Conference of Mid-South Sociological Association," MSSA, Lafayette, LA. (November 2 2006).

Workshop, "Understanding Aging," National Association of Social Workers, Monroe, LA. (September 2006).

Conference Program, "Conference on Aging," C.A.B.L.E., Monroe, LA. (September 2006).

Workshop, "Inappropriate Sexual Behavior in Individuals with Developmental Disabilities," Professional Training Resources, Monroe, LA. (August 2006).

Internal Service (ULM)

Committee Member, Library Committee, Member. (July 2015 - Present).

Committee Member, University Commencement Committee, Member. (August 2010 - Present).

Committee Member, International Education Council, Member. (August 2010 - Present).

Committee Member, ULM Annual Research Symposium, Member. (April 2010 - Present).

Chair, Suspension Appeals Committee (2006 to present)

Member, Assessment and Planning Committee (2006- present)

Member, Honors Council, University of Louisiana at Monroe (1999 to 2006)

Member, Teaching and Learning Resource Committee, ULM (2005-2007)

Member, Summer Reading Committee, ULM. (2006)

Member, Re-organization assessment committee (ad-hoc)

Member, Diversity Committee, ULM (2003-2005)

Member, TLRC Advisory Board, ULM (2003-present)

Member, Strategic Planning Committee, ULM (2003)

Justice, ULM Conduct Standards Committee (1998- 2003)

Member, International Education Committee (1999- 2002)

Member, Religious Life Committee (1999-2002)

Faculty Advisor, Phi Alpha Honor Society (Chi Beta Chapter) (1997- 2017)

Member, Tenure Committee, Department of Social Work (1998-2017)

Member, Promotion Committee, Department of Social Work (1998-2017)

Representative, United Way of Northeast Louisiana Campaign, Department of Criminal Justice, Gerontology, Social Work, and Sociology (1998-2002)

Representative, Walk America (American Heart Association), College of Arts and Science (2003)

Judge, Liberal Arts Department, ULM Research Symposium (2002-2008)

Judge for the ULM sponsored Social Sciences Fair held in March (1999-2016)

Judge, Destination Imagination (1998-2005)

Chairperson, Social Work Admissions Committee, University of Louisiana at Monroe (1992-1999)

Social Work Program's Liaison to the National Committee for Educating Students to Influence State Policy and Legislation (1997-99)

Member, Human Subjects Research Committee (October, 1997-99)

Member, International Education Committee (October, 1997- 1999)

Member, Judiciary Committee, Northeast Louisiana University (1995- 97)

Member, Laboratory Utilization Committee, Northeast Louisiana University (September, 1995-98)

Member, PEACE campus-community organization, Northeast Louisiana University (1994-1995)

Member, Title IV-E (OCS/DSS grant) Committee for selecting students for the grant program (1997-2017)

External Service

Public/Community

Founding President, Disability Advocacy Network (2020- present)

Board Member, West Ouachita Senior Center (2018 – Present)

Board Member, Communities Acting to Benefit Louisiana's Elderly (2018 – Present)

Board Member, Ouachita Council on Aging (2019- present)

President, Board of Directors, Families Helping Families (2011 – 2013).

Member, Board of Directors, Families Helping Families, (2006 - 2011)

Chairperson, Twin Cities Mayor's Committee for the disabled, Member (2001 – 2003).

Committee Member, Twin Cities Mayor's Committee for the disabled, Member (2005 - Present).

Vice-President, American Business Women's Association, Ouachita Parish (2000-2002)

Treasurer, Joint Council, ABWA of NE Louisiana (2001-2003)

Board Member, Habitat for Humanity, Ouachita Parish (1994-2002)

Chief Elected Official/Representative, Ouachita Parish, National Organization on Disability (1998-2010)

Member, Editorial Board, The News-star, (1998)

Member, Board of Directors, Habitat for Humanity (Ouachita Chapter) (1994-present)

Member, Board of Directors, The Epilepsy Support Network of North Louisiana (1997-present)

Chairperson, Nominations Committee, Habitat for Humanity (Ouachita Chapter) (2000-present)

Chairperson, Family Selection Committee, Habitat for Humanity (Ouachita Chapter) (1994-1997)

Chairperson, Twin Cities Mayor's Committee for the Disabled (1996-97)

Vice-President, American Business Women's Association (1998-99)

Program Chair, American Business Women's Association (1997-99)

Treasurer, Joint Council, ABWA (1998-99)

Member, Scholarship Committee, Twin Cities Mayor's Committee for the Disabled (1996-1997)

Member, Nomination Committee, Twin Cities Mayor's Committee for the Disabled (1997-present)

Member, Monroe Recreation Board (1996- 99)

Associate Member, ARCO (1996- present)

Member, Advisory Board, NLU Family Resource Center (1992- 1994)

Judge, Louisiana Odyssey of the Mind competition (1997-present)

Judge for the ULM-sponsored Social Sciences Fair (1998-present)

Volunteer, Silver Waters Girl Scout Council (1998-present)

Volunteer, Prevent Child Abuse Louisiana (I Received the PCAL Outstanding Volunteer Award for the year 1998-99)

Participant in public hearings related to social issues such as public welfare, child welfare, domestic violence, etc.

Public relations volunteer, Prevent Child Abuse Louisiana

Ongoing participation in advocacy groups for people with developmental disabilities and abused/neglected children

Advocacy work with grandparents raising grandchildren

Advocacy work with foster and adoptive parents

Curriculum Vitae DEAN BLEVINS, Ph.D.

ADDRESS

Home: 1258 S. Indian Creek Dr.

Stone Mountain, GA 30083

Mobile: (501) 960-6980

E-Mail: blevinsd08@aol.com

Work: 1258 S. Indian Creek Dr.

Stone Mountain, GA 30083

Mobile: (501) 960-6980

E-Mail: dean.blevins2@va.gov

EDUCATION

Undergraduate

B.A., 1996. The University of Akron, Akron, OH

Majors: Political Science & Secondary Education, graduated Cum Laude

License: State of Ohio Teaching Certificate (7/96 - Present), License #: 4-HS-S, 3633019

1990, Youngstown State University, Youngstown, OH

Major: Political Science

Post-Baccalaureate

B.A., 1998. The University of Akron, Akron, OH

Major: Psychology

M.A., 2000. The University of Akron, Akron, OH

Major: Psychology, Applied Cognitive Aging GPA: 3.90

Thesis: *Impact of Ageist Stereotypes on the Perception of Self Among Older Adults*

Ph.D., 2002. The University of Akron, Akron, OH

Major: Psychology, Applied Cognitive Aging GPA: 3.92

Graduate Certificate: Gerontology, Institute for Life-Span Development and Gerontology

Dissertation: *The Development of Expertise Among Hospice Nurses*

Post-Doctoral Fellowship

2002-2004, Health Services Research Methods & Analysis. Central Arkansas Veterans Healthcare System, Center for Mental Health Outcomes & Research, North Little Rock, AR

Mentor: Marisue Cody, PhD

Additional Graduate

M.P.H. Candidate. University of Arkansas for Medical Sciences, College of Public Health, Little Rock, AR

ACADEMIC APPOINTMENTS / TEACHING EXPERIENCE

1/2018 – Current. **Measurement Specialist**, Department of Veterans Affairs; Employee Education Service (EES); Support Division; Measurement and Evaluation Unit (MEU)

Responsibilities: Serve as a national consultant on the development and evaluation of local and national trainings for VA personnel; identify, develop, and conduct organizational research projects examining the implementation of organizational policies and procedures at all levels of the VA; serve as national consultant on the evaluation of trainee learning, and organizational impact from trainings conducted in the VA (especially, return on investment assessments); oversee organizational research teams and mentor division personnel on research design, data analysis, and dissemination of study findings organizationally and nationally; regularly monitor organizational performance from VA databases and client satisfaction and report recommendations to EES leadership.

Address: 1258 S. Indian Creek Dr., Stone Mountain, GA 30083

Supervisor: David Xander; *Phone:* 216-791-2300; *E-mail:* David.Xander@va.gov

Full-Time; 40 hours per week (100% Remote worker)

Pay Grade: GS-13

2/2016 – Present. **Adjunct Faculty**. Embry Riddle Aeronautical University, School of Public Service Leadership.

Responsibilities. Mentor online doctoral students through the dissertation process, teach face-to-face dissertation residency courses, and graduate research methodology courses. Identify aeronautical business needs that can be improved by improved technology and make recommendations to industry.

Address: 225 South 6th St., Minneapolis, MN 55402

Supervisor: Kenneth Witcher, PhD; *Phone:* 386-226-2926; *E-mail:* witchea8@erau.edu

Part-Time; 15 hours per week

9/2010 – Present. **Adjunct Associate Professor**. Univ. of Louisiana, Monroe, Department of Gerontology, Sociology, and Political Science, College of Arts and Sciences.

Responsibilities. Develop curricula and teach online undergraduate and graduate-level courses in qualitative methods and analysis, research design and methods, quantitative evaluation methods and statistics, clinical gerontology, social work, public policy, and healthcare systems and management. Assist leadership in the development of analytical training needs of students and faculty and provide ongoing trainings to improve organizational capacity for developing research grant applications and departmental research studies.

Address: 700 University Ave., Monroe, LA 71209-0300

Supervisor: Anita Sharma, PhD; *Phone:* 318-342-1467; *E-mail:* asharma@ulm.edu

Part-Time; 10-15 hours per week

5/2016 – 1/2018. **Management Analyst**, Department of Veterans Affairs; Employee Education Service (EES); Support Division; Measurement and Evaluation Unit (MEU)

Responsibilities: Serve as a national consultant on the development and evaluation of local and national trainings for VA personnel; identify, develop, and conduct organizational research projects examining the implementation of organizational policies and procedures at all levels of the VA; serve as national consultant on the evaluation of trainee learning, and organizational impact from trainings conducted in the VA (especially, return on investment assessments); oversee organizational research teams and mentor division personnel on research design, data analysis, and dissemination of study findings organizationally and nationally; regularly monitor organizational performance from VA databases and client satisfaction and report recommendations to EES leadership.

Address: 1258 S. Indian Creek Dr., Stone Mountain, GA 30083

Supervisor: David Xander; *Phone:* 216-791-2300; *E-mail:* David.Xander@va.gov

Full-Time; 40 hours per week (100% Remote worker)

Pay Grade: GS-11

1/2011 – 10/2015. **Behavioral Scientist**, Department of Health and Human Services; Centers for Disease Control and Prevention; National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention (NCHHSTP); Division of HIV/AIDS Prevention; Capacity Building Branch

Responsibilities: Oversee and secure funding to support the diffusion of evidence-based HIV prevention programs nationally, which includes curriculum development to support evidence-based programs, monitoring of geographic epidemiologic data on HIV incidence and prevalence, assigning HIV prevention trainings to high HIV incidence regions; monitoring and evaluation of the long-term effects of CDC expenditures for capacity building and HIV incidence and prevalence; contract monitoring; providing technical assistance to community-based organizations and state and local health departments implementing evidence-based interventions (EBIs) for HIV prevention; and additional internal and external capacity building activities to enhance the development of research projects to evaluate educational programs and the delivery of evidence-based medical and behavioral interventions.

Address: 1600 Clifton Rd, NE (MS: E-40), Atlanta, GA 30333

Contact: Darlene Bostic; *Phone:* 770-488-1919

Full-Time; 40 hours per week

Pay Grade: GS-13

9/2007 – 8/2017. **Faculty**. Univ. of Phoenix--Little Rock Campus, FlexNet, & Online.

Responsibilities for Area Chair of Humanities (9/2009-9/2010). Interview/hire, mentor, supervise, and evaluate humanities faculty members on the Little Rock Campus. Direct curriculum revisions and execution by faculty; lead department content area meetings; oversee dispute resolution among faculty and/or students; department policy planning and quality control; curriculum evaluation and reporting.

Responsibilities for Faculty (9/2007-Present; Lead Faculty-9/2010-1/2011): Design and teach courses in psychology, undergraduate and graduate business, statistics, and general studies, and mentor doctoral students in health-related professions through their dissertations (40 total mentees). Formats include in-person and online instruction. Responsibilities also include directed studies for students in statistics, writing, and APA style (students and faculty). Approved to teach 65 ground and online, undergraduate and graduate courses in psychology, philosophy, sociology, general studies, and business. Successful completion of more than 300 contracted courses. Courses taught include: *Introduction to UOPHX; Introduction to Psychology; Organizational Psychology; Social Psychology, Motivational Psychology, History and Systems in Psychology; Critical Thinking; Popular American Culture, Introduction to Research & Information Utilization, Research Methods in Philosophy; Research Methods in Business; Managerial Decision-Making (statistics); Research and Evaluation I & II; Psychological Tests and Measures; Writing for Research; Doctoral Dissertation (all levels).*

Address: 3157 Elwood St., Phoenix, AZ 85034-7209

Supervisor: Beth Langevin, PhD; *Phone:* 501-681-6879

Part-Time; 20 hours per week

7/2007 – 1/2011. **Director of Evaluation and Qualitative Research**, Department of Veterans Affairs, South Central VA Health Care Network (VISN 16) MIRECC (Mental Illness Research, Education, and Clinical Center), North Little Rock, AR.

Responsibilities: Coordinate a team to oversee the design, implementation, and evaluation of a variety of educational programs and evidence-based mental health interventions provided to mental health clinicians across an 8-state region in the Veterans Affairs system, including 12 hospitals and 46 community-based outpatient clinics. The emphasis was on rural healthcare access and management and HIV/AIDS care. Responsibilities also included mentoring, training, and supervising faculty & staff; overseeing & consulting on qualitative & quantitative data analyses; conducting & interpreting data for the purposes of organizational quality improvement & healthcare policy for the VA; designing and evaluating on-line mental health training curricula; continuing an ongoing program of funded research in implementation science relevant to rural healthcare.

Address: 2200 Fort Roots Drive (152/NLR), North Little Rock, AR 72114

Supervisor: Greer Sullivan, MD, MSPH (retired)

Full-Time; 20 hours per week (remaining 20 hours distributed in VA position below)

Pay Grade: GS-13

8/2002 – 1/2011. **Research Health Scientist**, Department of Veterans Affairs, Center for Mental Healthcare and Outcomes Research, Central Arkansas Veterans Healthcare System, North Little Rock, AR.

Responsibilities: Pursue research and consulting to improve the rural healthcare received by veterans confronting life-threatening illnesses, including HIV/AIDS, and chronic serious mental health conditions; design, conduct, and interpret qualitative and large database studies relevant to healthcare management & policy, geriatrics, inter-organizational collaboration, and program implementation. Serve as Vice-Chair of the organization's research quality assurance committee. Develop and over see training curricula and mentoring standards for new research personnel and to serve as a network-wide inspector of concordance of palliative care practice in 10 medical facilities with VA directives.

Address: 2200 Fort Roots Drive (152/NLR), North Little Rock, AR 72114

Supervisor: Richard R. Owen, MD; *Phone:* 501-257-1706

Full-Time: 20 hours per week

Pay Grade: GS-13

7/2004 – 12/2010. **Research Assistant Professor**, Department of Psychiatry, Division of Health Services Research, College of Medicine, University of Arkansas for Medical Sciences, Little Rock, AR. Mentors: J. Greer Sullivan, MD, MSPH & Cornelia Beck, RN, PhD. (2004-07)

Responsibilities: Pursue research to improve end-of-life care received by rural nursing home residents; design, conduct, and interpret qualitative and large database studies relevant to health policy, geriatrics, inter-organizational collaboration, and program implementation; consult and serve as a primary resource in these areas. Teach & mentor medical students and postdoctoral fellows in adult development, end-of-life care, health policy, and conducting & tailoring educational/prevention programs.

Address: 4301 W. Markham St., Little Rock, AR 72205

Part-Time; 10 hours per week

8/2002 – 7/2004. **Instructor**, Department of Psychiatry, Division of Health Services Research, College of Medicine, University of Arkansas for Medical Sciences, Little Rock, AR.

Responsibilities: Pursue a research agenda to improve the care received by rural nursing home residents near the end of life; design, conduct, and interpret qualitative and large database studies relevant to healthcare policy, geriatrics, inter-organizational collaboration, and program implementation. Teach and mentor medical students and postdoctoral fellows in the areas of adult development and aging, end-of-life care, healthcare policy, and tailoring and conducting educational/prevention programs.

Address: 4301 W. Markham St., Little Rock, AR 72205

Supervisor: Geoff Curran, PhD; *Phone:* 501-257-1808

Part-Time; 10 hours per week

12/2015 – 8/2018. **Part-time Faculty.** Capella University, School of Public Service Leadership.

Responsibilities. Mentor online doctoral students through the dissertation process, teach face-to-face dissertation residency courses, and graduate research methodology courses.

Address: 225 South 6th St., Minneapolis, MN 55402

Supervisor: Dana Gonzalas, PhD; *Phone:* 501-425-9799; *E-mail:* dana.gonzalas@capella.edu

Part-Time; 15 hours per week

8/2001 – 6/2002. **Part-Time Faculty,** Department of Psychology, Cleveland State University, Cleveland, OH.

Responsibilities: Design and teach undergraduate courses in psychology (including, *Introduction to Psychology, Cognitive Psychology, Research Design, & Statistics*).

Address: 2121 Euclid Avenue, Cleveland, OH 44115-2214

Supervisor: Mark Ashcraft, PhD (retired)

7/1998 – 6/2002. **Instructor,** Department of Psychology, The University of Akron, Akron, OH.

Responsibilities: Design and teach undergraduate courses in psychology (including, *Introduction to Psychology, Cognitive Psychology, The Psychology of Adult Development and Aging, Research Design, & Statistics*) and distance learning courses in psychology.

Address: 302 Buchtel Common, Akron, OH 44325

Supervisor: Karen Kopera-Frye, PhD; *Phone:* 775-784-7010

Full-Time; 40 hours per week

9/1995 – 5/1996. **Secondary Teacher.** Social Studies Department, Washington High School, Massillon, Ohio.

Responsibilities: Responsibilities included course design, teaching, and advisement for 190 general and 15 special education students in government, history, and geography.

Address: 1 Paul E Brown Dr. SE, Massillon, OH 44646

Supervisor: Harry Ifantedes (retired)

Full-Time; 40 hours per week

MENTORING

2016 – Present. **Doctoral Instructor & Dissertation Mentor.** Capella University, School of Public Service Leadership; doctoral students (25 Mentees [8 completions]; 18 Committees).

2008 – 2017. **Doctoral Instructor & Dissertation Mentor.** University of Phoenix doctoral students (25 Mentees [17 completions]; 25 Committees).

2011 – 2015. **Fellowship Mentor.** Centers for Disease Control and Prevention, Division of HIV/AIDS mentor of numerous federal program fellows and university students in public health, online curriculum development, and national dissemination and capacity building.

2006 – 2010. **Adjunct Faculty.** Department of Health Policy Management, University of Arkansas, Fayetteville, AR. Dissertation advisor and mentor (2 doctoral students).

2006 – 2008. **Doctoral Instructor & Dissertation Mentor.** University of Arkansas for Medical Sciences, College of Nursing doctoral students (2 doctoral students) and research postdoctoral fellows (4 fellows).

2005 – 2007. **Mentor.** University of Arkansas for Medical Science, Don Reynolds Center on Aging, Geriatric Hartford Scholars specializing in end-of-life care and aging issues.

2004 – 2010. **Mentor.** Veterans Health Affairs, South Central Mental Illness Research, Education, and Clinical Care center (MIRECC) postdoctoral faculty (2 physicians, 2 psychologists) on issues of research design (quantitative and qualitative) and statistical analyses, grant writing, and publishing.

ADMINISTRATIVE & CONSULTATIVE EXPERIENCE

2010 - Present. **President & CEO.** Blevins Properties, Inc. Stone Mountain, GA. Management and rental of single-dwelling properties in Arkansas and Georgia.

Responsibilities: Oversee all aspects of business development, acquisitions, marketing, and financials, and property management of single-dwelling family homes.

Address: 1258 S. Indian Creek Dr., Stone Mountain, GA 30083

Supervisor: N/A; *Phone:* 501-960-6980

2002 - 2010. **President & CEO.** Blevins Consulting, Inc. Educational and research development and administration for academic and community-based organizations.

Responsibilities: Consultant to design and conduct educational programs and lead the implementation of program evaluation; inter-organizational relationships; the design and administration of career promotional exams; organizational strategic planning; non-profit board of directors development; fund raising and marketing; organizational quality improvement; grant writing; and prevention program design and evaluation. Oversaw all aspects of business development, marketing, and financial management.

Address: 1258 S. Indian Creek Dr., Stone Mountain, GA 30083

Supervisor: N/A; Phone: 501-960-6980

2007 - 2010. **Treasurer/Secretary/Founding Member.** AR Academy of Palliative Medicine.

Responsibilities: Maintain current member lists and track dues payments; oversee organizational budgeting and strategic planning; monitor financial transactions and audits.

Address: 1800 Foreman Drive, Little Rock, AR 72227

Supervisor: Reed Thompson, MD (President of the Board of Directors)

2003 - 2010. **Prevention Program Evaluator & Consultant.** Behavioral health scientist for CDC-funded AIDS prevention programs of the Arkansas state health department and non-profit organizations through the American Psychological Association's Behavioral and Social Science Volunteer Program (funded by the Centers for Disease Control and Prevention).

Responsibilities: Responsibilities centered on assisting non-profit community-based organizations develop, implement, and evaluate HIV/AIDS prevention programs with numerous populations; tailoring evidence-based programs to rural environments; develop, conduct, and utilize educational needs assessments for program development; mentor students and clinical personnel in prevention programming and needs assessments.

Address: 750 First Street, NE, Washington, DC 20002-4242

Supervisor: Duane Wilkerson, MPA; *Phone:* (253) 653-7861

2005 - 2007. **President, Board of Directors.** Arkansas AIDS Foundation, Inc., Little Rock, AR.

Responsibilities: Oversee all aspects of the organization, including strategic planning; and financial management and diversification; clinical care, human resource management; public relations; speaking at local and state-wide events; organizational coalition building for lateral healthcare relationships and business expansion; Board development (21 members); conducting client and personnel needs assessments; designing and running continuing education programs; grant-writing and educational prevention program management.

Address: 325 E. 9th St., SE, Little Rock, AR 72205

Supervisor: N/A; *Phone:* 501-960-6980

2003 - 2006. **Program Evaluator.** South Central VA Health Care Network (VISN 16) MIRECC (Mental Illness Research, Education, and Clinical Center).

Responsibilities: Collaborate with organizational leadership to design and carry out program evaluations of the effectiveness of educational programs to improve mental healthcare for veterans across an 8-state region of 12 medical facilities and 38 community-based outpatient clinics.

Address: 2200 Fort Roots Drive (152/NLR), North Little Rock, AR 72114

Supervisor: Greer Sullivan, MD, MSPH; *Phone:* 501-257-1971

2001 – 2003. **Associate Director of Public Policy.** Working Group to Improve Psychosocial Care at the End of Life. The University of Akron, Akron, OH.

Responsibilities: Development of an international educational and problem-solving conferences for interdisciplinary experts in end-of-life behavioral healthcare and public health, including: program development, marketing, website creation and maintenance; conference financial management; and educational tools creation and distribution. Program evaluation of conference accomplishments, including qualitative and quantitative assessments of educational attainment and behavioral healthcare implications of the program. Periodic US Congressional lobbying and authoring of testimonies on behalf of psychosocial and clinical care for the terminally ill. Supervise all phases of the program implementation and program evaluation, following-up on the conference with scientific-based publications and national presentations.

Address: 302 Buchtel Common, Akron, OH 44325

Supervisor: James L. Werth, Jr., PhD, MLA

2001 – 2002. **Co-Director.** *Attending to Psychosocial Issues Near the End of Life: A SPSSI-Sponsored International Conference* held in Cleveland, OH in 2002.

Responsibilities: Development of an international educational and problem-solving conference for interdisciplinary experts in end-of-life care, including: program development, marketing, website creation and maintenance; conference financial management; educational tools creation and distribution; conference follow-up publications and final reports.

Address: 302 Buchtel Common, Akron, OH 44325

Supervisor: James L. Werth, Jr., PhD, MLA

1999 – 2002. **Testing and Assessment Consultant.** Barrett and Associates, Akron, Ohio.

Responsibilities: Development, administration, and scoring of standardized paper-and-pencil and oral promotional examinations for employees of the State of Ohio (police and fire departments).

Address: 1772 State Road, Cuyahoga Falls, OH 44223

Supervisor: Gerald V. Barrett, PhD, JD

1999 – 2000. **Head Teaching Assistant.** Dept. of Psychology, The University of Akron, OH.

Responsibilities: Overseeing general studies psychology course curricula, teaching, and evaluation (5000 students per semester); officiating of weekly teacher-training sessions for 21 graduate teaching assistants on classroom management, delivery of course content, student assessment, and engaging diverse student groups; coordinating the creation of standardized computerized testing and incorporating technology into college classrooms and on-line course administration with traditional and non-traditional students.

Address: 302 Buchtel Common, Akron, OH 44325

Supervisor: Karen Kopera-Frye, PhD; *Phone:* 775-784-7010

RESEARCH EXPERIENCE

Additional Research Training & Mentorship Received

March, 2004. South Central Mental Illness Research, Education, and Clinical Care (MIRECC). Grant Writing Scholars Workshop.

2002 – 2004. **Postdoctoral Fellow in Health Services Research**, Centers for Mental Healthcare and Outcomes Research (CeMHOR), Central Arkansas Veterans Healthcare System, North Little Rock, AR. Mentors: Marisue Cody, RN, PhD & J. Greer Sullivan, MD, MSPH (RAND).

1997 – 2001. **Research Assistant** to Karen Kopera-Frye, PhD, James L. Werth, Jr., PhD, MLS, and Harvey L. Sterns, PhD, Department of Psychology, The University of Akron, Akron, OH.

1999 – 1999. **NIMH Research Training Recipient** in Geriatrics to Cameron Camp, PhD at the Myers Research Institute, a division of the Menorah Park Center for Aging, Beachwood, OH.

1994 – 1995. **Research Assistant** to Jesse Marquette, PhD, Director of Survey Research, The University of Akron, Akron, OH.

GRANTS/Contracts/Task Orders

Dean Blevins, PhD

2012-2014

Funding Agency & Mechanism: DHHS Secretary's Minority AIDS Initiative Fund

Project Title: *Web-Based Adaptation of an Evidence-Based HIV Prevention Program Training for African-American Men Who Have Sex With Men*

Amount: \$750,000

Goal: This project is focused on the development of a web-based training of d-up!-an evidence based HIV prevention intervention for African American MSMs. Project includes the development and adaptation of curricula, Alpha and Beta pilot testing, and social marketing for the national dissemination of the prevention program and this corresponding training or implementing health departments and agencies.

Role: Principle Investigator & Task Order Manager/COTR (20% FTE)

Project Status: Completed (available at <https://effectiveinterventions.cdc.gov/en/HighImpactPrevention/Interventions/d-up.aspx>)

Dean Blevins, PhD & Christian Helfrich, PhD 2010-2012

Funding Agency & Mechanism: VHA IIR 09-067

Project Title: *Predicting implementation from organizational readiness to change*

Amount: \$300,000

Goal: The objectives of this project are to evaluate the psychometric properties of the Organizational Readiness to Change Assessment by examining the survey instrument's reliability (inter-rater and internal consistency), criterion validity (predictive, concurrent, convergent, & discriminant validities) by partnering with 4 implementation projects that include 50 VA sites for healthcare across the nation.

Role: Site Principle Investigator (20% FTE)

Project Status: Completed

Blevins, Dean, PhD & Roca, J. Vince, PhD co-PIs 2010-2011

Funding Agency & Mechanism: US Office of Rural Health

Project Title: *Expanding ACCESS: Addressing Mental Health Needs of Veterans in Higher Education and the Criminal Justice System*

Amount: \$900,000

Goal: This project has two arms, expanding on *Establishing a Jail Diversion Program for Veterans' with Mental Illness in Arkansas* to roll-out mental health outreach services to 4 college campuses and 4 county drug courts in rural Arkansas. Service assessments and delivery will be established using web-based and telehealth technologies.

Role: Co-PI (50% FTE) ; Lead implementation and evaluation of projects

Project Status: Completed

Dean Blevins, PhD-PI 2010-2011

Funding Agency & Mechanism: VA South Central MIRECC, Pilot Grants Program (0076_20081)

Project Title: *Measuring Cultural Barriers to Mental Health Care for Rural Veterans*

Amount: \$100,000

Goal: This project is focused on the development of an assessment instrument of rural culture as it pertains to mental healthcare and mental health treatment seeking among veterans. 20-25 key informant interviews are being held as three rural VA CBOCs, including treatment providers and patients.

Role: Principle Investigator (20% FTE)

Project Status: Completed

Michael Kauth, PhD-PI

2009-2010

Funding Agency & Mechanism: VA South Central MIRECC, Pilot Grants Program

Project Title: *Development and Evaluation of a Working with Couples Online Training*

Amount: \$100,000

Goal: This project is focused on the development of an on-line training for VA providers in couples counseling. Development involves the creation of the on-line training program and assessment tools to evaluate effectiveness.

Role: Co-Investigator (10% FTE); role: Lead evaluator

Project Status: Completed

J. Greer Sullivan, MD

2009-2011

Funding Agency & Mechanism: HSRD IIR

Project Title: *Understanding Providers Stigmatization of SMI Among Veterans*

Amount: \$526,361

Goal: The focus of this study is the assessment of the stigmatizing beliefs, attitudes, and behaviors of health providers towards those diagnosed with severe mental illness (SMI).

Role: Co-Investigator (25% FTE) ; role: Lead Project Evaluator-qualitative and quantitative

Project Status: Completed

Richard R. Owen, MD-PI

2009 – 2011

Funding Agency & Mechanism: VHA QUERI SDP

Project Title: *Monitoring and Management for Metabolic Effects of Antipsychotics*

Amount: \$880,000

Goal: This study proposes to test an implementation intervention to enhance uptake of evidence-based tools and

strategies to improve monitoring and management of metabolic side effects of antipsychotic medications across 8 VA hospitals.

Role: Co-Investigator (25% FTE); role: Lead Project Evaluator-qualitative and quantitative

Project Status: Completed

Dinesh Mittal, MD-PI 2010 – 2011

Funding Agency & Mechanism: VA Office of Research Development

Project Title: *Understanding Self-Stigma among OEF/OIF Veterans with PTSD*

Amount: \$99,958

Goal: This project is to develop an assessment instrument that measures the extent to which OIF/OEF veterans with PTSD experience self-stigma, pilot test the newly created instrument, and engage in preliminary psychometric validation. Focus groups are planned with various groups of veterans to modify and existing instrument, followed by various tests of validity (construct, face) and reliability (test-retest, internal consistency).

Role: Co-Investigator (20% FTE)

Project Status: Not Funded

JoAnn Kirchner, MD-PI 2009-2011

Funding Agency & Mechanism: US Office of Rural Health

Project Title: *Establishing a Jail Diversion Program for Veterans' with Mental Illness in Arkansas*

Amount: \$1,400,000

Goal: This project has three arms: establish a jail diversion program in two of Arkansas' drug courts and to evaluate the effect of this program on recidivism and the long-term sustainability of the program; education and outreach for referrals of OIF/OEF veterans in Arkansas' schools of higher education; and education of rural spiritual leaders.

Role: Co-Investigator (30% FTE) ; role: Lead evaluation of projects

Project Status: Completed

Dean Blevins, PhD-PI 2008-2009

Funding Agency & Mechanism: VHA QUERI RRP 08-239

Project Title: *Evaluating Facilitation of CBT Implementation in VA Primary Care*

Amount: \$75,000

Goal: The objectives of this project are to a) collect a baseline assessment of organizational capacity and readiness to implement cognitive behavioral therapy in 10 hospital-based primary care clinics and 8 community-based

outpatient clinics; b) understand the process of external facilitation and 3) collect cost effectiveness data of the intervention.

Role: Principle Investigator (35% FTE)

Project Status: closed, 2 published manuscripts

Michael R. Kauth, PhD-PI 2007-2009

Funding Agency & Mechanism: VHA VISN 16 MIRECC

Project Title: *The Effect of External Facilitation on Implementation of Cognitive Behavioral Therapy in VISN 16*

Amount: \$150,000

Goal: The objectives of this project are to develop, deliver, and evaluate the effectiveness and cost-efficiency of a cognitive behavioral therapy educational intervention in 5 Veterans Affairs medical centers and 5 CBOCs in the South Central US.

Role: Co-Investigator (15% FTE); role: lead project evaluation

Project Status: closed, 2 published manuscripts

John Vincent Roca, PhD-PI 2007 – 2009

Funding Agency & Mechanism: VHA VISN 16 MIRECC

Project Title: *Evaluation of Life Guard—a Community-Based Workshop for Returning Veterans*

Amount: \$80,000

Goal: This project is to provide a mental health group-based intervention to 1000 returning national guardsmen throughout the state of Arkansas and evaluating longitudinal effectiveness on mental health and social adjustment.

Role: Co-Investigator (15% FTE)

Project Status: Completed; 2 manuscripts, 5 presentations

Laurence H. Miller, MD 2009-2014

Funding Agency & Mechanism: SAMHSA RFA FM-08-009

Project Title: Diversion and Intervention for Veterans Recovering from Trauma (DIVRT)

Amount: \$1,891,672 (Direct and indirect costs)

Goal: The focus of this 5-year project is to establish a jail diversion program for Arkansas veterans presenting before the criminal justice system across two phases. The pilot phase, lasting 2.5 years, focuses on establishing a state-wide collaborative and to collect process data in two Arkansas counties to prepare for a statewide (9 counties) rollout of the jail diversion project in years 3-5.

Role: Co-Investigator (Lead Evaluator; 30% FTE)

Project Status: Not Funded, Revised & Re-submitted

Ellen Fischer, PhD-PI

2009-2012

Funding Agency & Mechanism: NIH NIMH R01

Project Title: *Life Guard: Evaluation of a Community-Based Intervention for OIF/OEF Veterans*

Amount: \$900,000

Goal: The objectives of this project are to evaluate the effectiveness of a community-based version of a group-administered mental health intervention with returning national guardsmen throughout the state of Arkansas – the focus of which is to improve the coping skills and social adjustment of participants and overall quality of life.

Role: Co-Investigator (20% FTE)

Project Status: Not Funded

JoAnn Kirchner, MD-PI

2007 – 2008

Funding Agency & Mechanism: VHA VISN 16 MIRECC

Project Title: *Consumer Involvement in the VHA Mental Health Service*

Amount: \$80,000

Goal: The focus of this project is to establish the best mechanisms through which to engage consumers to increase their involvement in mental health service planning and program design.

Role: Co-Investigator (10% FTE)

Project Status: Ended, 1 manuscript

Kimberly Garner, MD, JD-PI

2007 – 2008

Funding Agency & Mechanism: VHA VISN 16 MIRECC

Project Title: *Qualitative Analysis of Hospital Executives, Physician Administrators, and Hospital Legal Counsel's Perceptions of End-of-Life Care*

Amount: \$30,000

Goal: The focus of the project is to explore the perspectives of VA and community hospital directors on providing and enhancing the quality of end-of-life care & to test an educational intervention to change attitudes.

Role: Co-Investigator (5% FTE)

Project Status: Completed

Dean Blevins, PhD

2006-2007

Funding Agency & Mechanism: Beverly Healthcare, Inc.

Project Title: *HEAP: Hospice Eligibility Assessment Project*

Amount: \$26,000

Goal: The objective of this project is to develop a record-review screening instrument to determine hospice eligibility among nursing home residents and pilot test the instrument in two facilities in Central Arkansas.

Role: Principle Investigator (15% FTE)

Project Status: Completed

Dean Blevins, PhD

2004-2006

Funding Agency & Mechanism: Beverly Healthcare, Inc.

Project Title: *Improving End-of-Life Care for Persons with Alzheimer's Disease*

Amount: \$20,000

Goal: The objectives of this project are to explore the characteristics of nursing home residents who do and do not utilize hospice care in 384 nursing homes across the US in the last 6 months of life, in addition to understanding possible differences in quality of care given access to different services and from the perspective of family members.

Role: Principle Investigator

Project Status: Completed

Geoffrey M. Goldsmith, MD

2005 – 2007

Funding Agency & Mechanism: NIH, NCI, R21

Project Title: *Multi-Level Approaches to Improve Colon Cancer Screening*

Amount: \$300,000

Goal: The objectives of this project are to implement an intervention in several primary care clinics with the intent of increasing rates of colon cancer screening among patients.

Role: Co-Investigator, Qualitative Research Director

Project Status: Completed; 5 conference presentations

Greer Sullivan, MD-PI

2007

Funding Agency & Mechanism: VHA Central Office

Project Title: *Impact of the Hurricanes on Veterans with Mental Illness and Substance Abuse*

Amount: \$225,000

Goal: The focus of this project is to conduct a needs assessment, with policy recommendations, of the mental health service provision to gulf-coast veterans impacted by Hurricanes Rita and Katrina.

Role: Co-Investigator (10% FTE)

Project Status: Completed; 2 white papers, 1 manuscript under review

Ellen Fischer, PhD-PI

2007 – 2008

Funding Agency & Mechanism: VHA VISN 16 QUERI

Project Title: *Provider Perceptions of Recovery and the VA Recovery-Oriented Transformation Process*

Amount: \$30,000

Goal: The focus of the project is to establish a baseline of attitudes and processes underway across VISN 16 to respond to the recovery transformation initiative.

Role: Co-Investigator (5% FTE)

Project Status: Closed

Dean Blevins, PhD

2004 – 2007

Funding Agency & Mechanism: VA, Merit Review Entry Program (MREP) Grant No.: MRP03-319

Project Title: *Improving End-of-Life Care for Veterans in Skilled Nursing Facilities*

Amount: \$280,000

Goal: The objectives of this Career Development Award are to pursue a program of research and training that will contribute to improving the quality of end-of-life care received by veterans and non-veterans in nursing homes.

Role: Principle Investigator

Project Status: Closed

Arkansas AIDS Foundation 2006

Funding Agency & Mechanism: Arkansas Department of Health, indirect funding from the Centers for Disease Control and Prevention

Project Title: *Popular Opinion Leader for Caucasian MSMs*

Amount: \$90,000

Goal: The objective of this grant is to conduct 4 waves of POL outreach over 9 months to increase the prevalence of safer sexual practices among a projected 1,500 Caucasian HIV-negative MSMs in Central Arkansas.

Role: Co-Principle Investigator

Project Status: Closed

Arkansas AIDS Foundation 2006

Funding Agency & Mechanism: Arkansas Department of Health, indirect funding from the Centers for Disease Control and Prevention

Project Title: *Healthy Relationships for Caucasian MSMs*

Amount: \$100,000

Goal: The objective of this grant is to conduct 5 Healthy Relationship Workshops over 9 months to enhance the decision making and problem solving skills of Caucasian HIV-positive MSMs in Central Arkansas.

Role: Co-Principle Investigator

Project Status: Closed

Michelle D. Sherman, PhD 2005-2006

Funding Agency & Mechanism: VA South Central MIRECC Pilot Funds

Project Title: *Key Factors Involved in Engaging Significant Others in the Treatment of Veterans with PTSD*

Amount: \$20,000

Goal: The objectives of this pilot project are to understand the barriers and facilitators to increasing family member involvement in VA PTSD treatment programs.

Role: Co- Investigator, Qualitative Research Director

Project Status: Closed, 1 manuscript

Dean Blevins, PhD 2005 – 2008

Funding Agency & Mechanism: VA IIR Grant No.: IIR04-318

Project Title: *Improving End-of-Life Care for Veterans in Skilled Nursing Facilities*

Amount: \$350,000

Goal: The objectives of this project were to examine the perspectives of several key stakeholders involved in nursing home resident referral to hospice care.

Role: Principle Investigator

Project Status: Not Funded

Teresa Hudson, PhD

2004-2006

Funding Agency & Mechanism: NIH, NIMH pilot grant

Project Title: *Development of a patient activation intervention to increase side-effect monitoring of antipsychotic medications*

Amount: \$15,000

Goal: The objectives of this pilot project are to understand the desires and concerns of patients and providers to increasing patient involvement in monitoring the side effects of prescribed antipsychotic medications.

Role: Consultant, Qualitative Research Director

Project Status: Closed

Kate Stewart, MD, MPH

2002 – 2005

Funding Agency & Mechanism: Blue & You Foundation and Division of Aging and Adult Services, Arkansas Dept. Human Services

Project Title: *Home and Community-Based Care: A Study of Determinants of Utilization*

Amount: \$300,000

Goal: The objectives of this project are to understand community and provider knowledge of available services for nursing home eligible elders and the facilitators and barriers to utilizing community-based services to delay nursing home placement.

Role: Consultant, Qualitative Research Director & Advisory Council

Project Status: Closed

Marisue Cody, RN, PhD & Dean Blevins, PhD

2003

Funding Agency & Mechanism: Day Spring Corporation

Project Title: *Evaluation of Day Spring Mental Health Services in Nursing Facilities*

Amount: \$10,000

Goal: The objective of this project was to evaluate the effectiveness of Day Spring Mental Health services in a large nursing home in rural Arkansas.

Role: Consultant

Project Status: Closed

James L. Werth, Jr., PhD, MLS

2000 – 2002

Funding Agency & Mechanism: University of Akron Faculty Scholars Program

Project Title: *The University of Akron's Study on End-of-Life Issues, Concerns, and Decisions over the Lifespan*

Amount: \$2,000

Goal: The objective of this project was to explore the decision-making process of terminally ill hospice patients and family members with AIDS or Cancer over their tenure on hospice services.

Role: Research Director

Project Status: Closed, 2 manuscripts

James L. Werth, Jr., PhD, MLS

2000 – 2002

Funding Agency & Mechanism: American Psych. Association, Society for the Psychological Study of Social Issues

Project Title: *Attending to Psychosocial Issues Near the End of Life: A SPSSI-Sponsored International Conference*

Amount: \$20,000

Goal: This project involved the organization and conduct of the first international conference on psychosocial issues near the end of life (Cleveland, OH).

Role: Program Committee Co-Chair & Administrative Assistant

Project Status: Closed, 1 book

Dean Blevins, PhD

2000 – 2001

Funding Agency & Mechanism: Ohio Board of Regents Extracurricular Activities Fund

Project Title: *Akron's Gerontology Association*

Amount: \$3,000

Goal: The objective of this project was to facilitate the education of students in gerontology and their access to community resources for practicum training.

Role: Principle Investigator & Project Director

Project Status: Closed

Dean Blevins, PhD

1999 – 2000

Funding Agency & Mechanism: Ohio Board of Regents Extracurricular Activities Fund

Project Title: *Akron's Gerontology Association*

Amount: \$2,700

Goal: The objective of this project was to facilitate the education of students in gerontology and their access to community resources for practicum training.

Role: Principle Investigator & Project Director

Project Status: Closed

Karen Kopera-Frye, PhD & Harvey L. Sterns, PhD

1998 – 2001

Funding Agency & Mechanism: Ohio Urban University Program

Project Title: *Understanding patterns of treatment utilization and client perceptions of efficacy among mentally ill older adults*

Amount: \$10,000

Goal: The objective of this project was to understand the characteristics of and service utilization of older adults with schizophrenia and depression.

Role: Research Director

Project Status: Closed

PROFESSIONAL AFFILIATIONS

2008 - Present. American Public Health Association.

2008 - 2010. Arkansas Academy of Palliative Medicine.

2008 - 2010. Secretary & Treasurer (Founding Member)

2003 - 2010. Academy Health.

2002 - 2010. National Hospice and Palliative Care Organization.

2000 - 2010. American Society on Aging.

2003 - 2010. Mind Alert Awards review & program committee.

2007 - Present. Chair, Mind Alert program.

- 2003 - 2010. Healthcare and Aging Network (HAN) Leadership Council.
- 2004 - 2006. Membership Committee (HAN Chair).
- 2003 - 2006. Healthcare and Aging Network Editorial Board.
- 2003 - 2005. HAN Special Program planning committee for 2004 2005 annual meetings.
- 2002 - 2003. Marketing and Planning Committee.
- 2001 - 2003. Public Policy Committee.

1998 - 2009. Gerontological Society of America.

- 2003 - 2004. Co-Convener. End-of-Life Interest Group.
- 2001 - 2003. Task Force on Interest Groups.

1997 - 2010. American Psychological Association.

- 2004 - 2010. Office on AIDS Behavioral and Social Science Volunteer (BSSV) Program, CDC CBA provider.
- 2000 - 2002. Office on AIDS Congressional Lobbying on End-of-Life Issues
- 2000 - 2003. Psychology of Women (APA Division 35).
- 2000 - 2002. Division 35 Executive Committee.
- 2000 - 2002. Liaison to the Interdivisional Geropsychology Practice Coalition.
- 1999 - 2003. Society for the Psychological Study of Social Issues (APA Div. 9).
- 1999 - 2004. Adult Development and Aging (APA Division 20).
- 2003. Reviewer. Division 20 program submissions for the 2004-6 annual meetings.

1997 - 2004. American Psychological Society.

ADDITIONAL SERVICE & COMMITTEE WORK

- 2014 - 2015. **Capacity Building Branch Representative.** Division of HIV/AIDS Prevention MSM (men who have sex with men) strategic planning committee. Centers for Disease Control and Prevention, National Center for HIV/AIDS, Viral hepatitis, STD, and TB Prevention [CDC NCHHSTP DHAP].
- 2014 - 2014. **Capacity Building Branch Representative.** DHAP research priorities working group for MSM. CDC NCHHSTP DHAP.
- 2013 - 2014. **Capacity Building Branch Site Visit Reviewer.** Site visit reviewer for PS14-1403 (funding of capacity building providers). CDC NCHHSTP DHAP.
- 2013 - 2013. **Technical Reviewer.** CDC NCHHSTP DHAP CBB reviewer for RFTOP HCVJB2X2-2013-56992 *HIV/AIDS Awareness Day Programs*.
- 2012 - 2012. **Lead Technical Reviewer.** CDC NCHHSTP DHAP CBB developer and lead

reviewer for RFTOP 2012-T-002 *Web-Based Adaptation of an Evidence-Based HIV Prevention Program Training for African-American Men Who Have Sex with Men*.

- 2012 - 2013. **Reviewer**. United States Conference on AIDS (USCA) Research Track program committee and proposal submission review committee.
- 2012 - 2012. **Technical Reviewer**. CDC NCHHSTP DHAP reviewer for RFTOP *Development of a computer-based intervention tool for use with both English-speaking and Spanish-speaking persons living with HIV attending routine HIV primary care visits*.
- 2008 - 2010. **Member**. Veterans Health Administration Joint MIRECC-Center of Excellence Consultation Committee for the Implementation of the Uniform Services Plan.
- 2008 - 2011. **Guest Reviewer**. *International Journal of Organizational Theory & Behavior*.
- 2006 - Present. **Guest Reviewer**. *Mortality*.
- 2004 - 2011. **Vice Chair**. Central Arkansas Veterans Healthcare System, Center for Mental Healthcare and Outcomes Research (CeMHOR) Quality Improvement Committee.
- 2003 - 2011. **Reviewer**. Central Arkansas Mental Illness Research, Education, and Clinical Center (MIRECC) Pilot Project Grants Program.
- 2005 - Present. **Guest Reviewer**. *Death Studies*.
- 2006 - 2008. **Co-Director**. Department of Veterans Affairs VISN 16 Veteran Hospice Partnership Program (Arkansas).
- 2006 - 2008. **Member**. Department of Veterans Affairs VISN 16 Accelerated Administrative and Clinical Training (AACT) team for Palliative Care.
- 2006 - 2007. **Reviewer**. University of Arkansas for Medical Sciences, College of Nursing, Center for Tailored Biobehavioral Interventions Pilot Project Grants Program.
- 2004 - 2007. **Member**. Arkansas AIDS Foundation Board of Directors.
- 2006 - 2007. **President**, Board of Directors.
- 2004 - 2006. **Vice President & Chair**, Personnel & Programs Committee.
- 2004 - 2006. **Behavioral Scientist Representative**. Arkansas HIV/AIDS Community Planning Group.
- 2004 - 2006. **Interviewer**. University of Arkansas 2005 & 2006 medical student admissions.
- 2004 - 2005. **Reviewer**. Alzheimer's Association 2004 & 2005 grant submission cycles.
- 2003 - 2008. **Member**. Center for Medicare and Medicaid Services (CMS) Nursing Home Quality Improvement Initiative via the Arkansas Foundation for Medical Care and Arkansas Office of Long-Term Care.
2003. **Invited Participant** for the Veterans Affairs Health Services Research and Development Service State of the Art (SOTA) Conference: *Leading the Way to Quality Long-Term Care*. Alexandria, VA (September 15-17, 2003).
- 2000 - 2001. **Textbook Reviewer**. Invited reviews of adult development and aging textbooks and instructional materials (McGraw-Hill & Springer publishers).

2000 - 2001. **Campus Representative**, University of Akron to the Ohio Psychological Assn.

1999 - 2001. **Treasurer**. Akron's Gerontology Association.

AWARDS/HONORS

2009. Most Valuable Faculty Member. University of Phoenix, Graduate Business Management Department, Little Rock, AR.

2009. Senior Research Fellowship. University of Phoenix, College of Health and Human Services, Phoenix, AZ.

2007. Special Contribution Award-Palliative Care. Department of Veterans Affairs, VISN 16.

2006. Most Valuable Contributor. Veterans Health Affairs South Central Mental Illness Research, Education, & Clinical Center.

2001. American Psychological Association. Science Directorate Conference Travel Award.

1999. Research Society on Alcoholism (RSA) Student Merit/Junior Investigator Award for the 1999 RSA meeting. Awarded by the NIAAA.

1998. American Psychological Society 1998 Travel Award.

1996. Member, Golden Key National Honors Society.

1993. Member, Phi Sigma Alpha: Scholastic Honorary for the College of Arts and Sciences.

PUBLICATIONS AND MANUSCRIPTS

Refereed Journals

1. **Blevins, D.**, Farmer, M. S., Borthwick, G. A., Kolar, S., White, C., & Massey, A. (under review). *Using business and attitudinal metrics to evaluate telework in the Department of Veterans Affairs.*
2. **Blevins, D.**, Farmer, M. S., Borthwick, G. A., Kolar, S., White, C., & Massey, A. (under review). *Teleworking in one subagency of the Veterans Healthcare Administration: Views and practices of supervisors and non-supervisors.*
3. Helfrich, C. D., **Blevins, D.**, Kelly, P. A., Smith, J. L., Hogan, T. P., Gyls-Colwell, I., Orlando, R. M., Dubbert, P. M., & Sales, A. E. (under revision). *Three tests of inter-rater reliability of the Organizational Readiness to Change Assessment: Implications for sample size.*
4. Howell, A. V., Jones, P. L., Hyland, M., **Blevins, D.**, & Crosby, R. (under revision). *Developing a single session intervention package for African American heterosexual men for use in a clinical setting.*
5. Mittal, D., Drummond, K., **Blevins, D.**, Corrigan, P., Curran, G., & Sullivan, G. (2013). Stigma Associated with PTSD: Perceptions of treatment seeking combat veterans. *Psychiatric Rehabilitation Journal*, 36(2): 86-92.

6. Waliski, A., **Blevins, D.**, Spencer, H. J., Roca, J. V., & Kirchner, J. (2013). Family relationships, mental health, and injury among OEF/OIF Veterans post deployment. *Journal of Military Behavioral Health*, 1(2).
7. Kirchner, J. E., Farmer, M. S., Shue, V. M., **Blevins, D.**, and Sullivan, G. (2011), Partnering With Communities to Address the Mental Health Needs of Rural Veterans. *The Journal of Rural Health*, 27(4): 416–424.
8. Helfrich, C. D., **Blevins, D.**, Smith, J. L., Kelly, P. A., Hogan, T. P., Hagedorn, H., Dubbert, P. M., & Sales, A. E. (2011). Predicting implementation from organizational readiness for change: A Study protocol. *Implementation Science*, 6, 76 [on-line journal <http://www.implementationscience.com/content/6/1/76>].
9. Kauth, M., Sullivan, G., Cully, J., **Blevins, D.** (2011). Facilitating practice changes in mental health clinics: A guide for implementation development in health care systems. *Psychological Services*, 8, 36-47.
10. **Blevins, D.**, Roca, V., & Spencer, H. J. (2011). Life Guard: Evaluation of a community-based intervention for returning veterans and their families. *Professional Psychology: Research & Practice*, 42, 32-39.
11. Kauth, M., Sullivan, G., **Blevins, D.**, Cully, J. A., Landes, R., Said, Q., & Teasdale, T. (2010). Employing external facilitation to implement cognitive behavioral therapy in VA clinics: A pilot study. *Implementation Science*, 5, 75 [on-line journal <http://www.implementationscience.com/content/5/1/75>].
12. **Blevins, D.**, Farmer, M. S., Edlund, C., Sullivan, G., & Kirchner, J. (2010). Collaborative research between clinicians and researchers: a multiple case study of implementation. *Implementation Science*, 5, 76 [on-line journal <http://www.implementationscience.com/content/5/1/76>].
13. Sullivan, J., **Blevins, D.**, & Kauth, M. R. (2008). Planning effective educational interventions for clinicians in complex mental health service systems. *Implementation Science*, 3(3), 33. Available from: <http://www.implementationscience.com/content/3/1/33>
14. **Blevins, D.**, McGovern, R., & Morton, B. (2008). Evaluating a community-based participatory research project for elder mental healthcare in rural America. *Clinical Interventions in Aging*, 3(3), 535-545.
15. Sherman, M. D., **Blevins, D.**, Kirchner, J., Clifton-Ridener, L., & Jackson, T. (2008). Key factors involved in engaging significant others in the treatment of Vietnam veterans with PTSD. *Professional Psychology: Research and Practice*, 39(4), 443-450.
16. Mittal, D., Palmer, B. W., Dunn, L. B., Landes, R., Ghormley, C., Beck, C., Golshan, S., **Blevins, D.**, Jeste, D. V. (2007). Comparison of two enhanced consent procedures for patients with mild Alzheimer Disease or mild cognitive impairment. *American Journal of Geriatric Psychiatry*, 53, 163-167.
17. Kramer, T. L., **Blevins, D.**, Miller, T. L., Phillips, M. M., Davis, V., & Burris, B. (2006). Ministers' perceptions of depression: A model to understand and improve care. *Journal of Religion and Health*, 46.

18. **Blevins, D.**, Preston, T. A., & Werth, J. L. (2005). Characteristics of persons approving of physician-assisted death. *Death Studies*, 29, 601-623.
19. Deason-Howell, L., & **Blevins, D.** (2003). Strategic planning of the Health Care Financing Administration overseeing state nursing home inspection agencies. *International Journal of Organizational Theory and Behavior*, 6, 553-576.
20. Werth, Jr., J., Kopera-Frye, K., **Blevins, D.**, & Bossick, B. (2003). Older adult representation in the counseling psychology literature: Missing in action? *The Counseling Psychologist*, 31, 789-814.
21. Werth, Jr., J. L., & **Blevins, D.** (2002). Case transcript: An interview with a woman dying of cancer. *American Behavioral Scientist*, 46, 389-400.
22. Werth, Jr., J. L., & **Blevins, D.** (2002). End-of-life care and public policy. *American Behavioral Scientist*, 46, 401-417.
23. Werth, Jr., J. L., **Blevins, D.**, Toussaint, K., L., & Durham, M. R. (2002). The influence of cultural diversity on end-of-life care and decisions. Invited manuscript for the *American Behavioral Scientist*, 46, 204-219.
24. **Blevins, D.**, & Deason-Howell, L. M. (2002). End-of-life care in nursing homes: The interface of policy, research, and practice. *Behavioral Sciences and the Law*, 20, 271-286.

Books & Book Chapters

1. Werth, Jr., J. L., & **Blevins, D.** (Eds.). (2009). *Decision making near the end of life*. Washington DC: Routledge.
2. **Blevins, D.**, & Werth, Jr., J. L. (2009). Introduction to Decision making near the end of life. In J. L. Werth, Jr. & **D. Blevins** (Eds.), *Decision making near the end of life* (pp. 1-15). Washington DC: Routledge.
3. **Blevins, D.**, Preston, T. A., & Werth, J. L. (2009). Characteristics of persons approving of physician-assisted death. In S. Engdahl (Ed.), *Assisted suicide* (pp. 154-162). Farmington Hills, MI: Greenhaven Press.
4. **Blevins, D.**, & Werth, Jr., J. L. (2006). End-of-life issues for LGBT Older Adults. In D. Kimmel, T. Rose, & S. David (Eds.), *Lesbian, gay, bisexual, and transgender aging: Research and clinical perspectives* (pp. 206-226). New York: Columbia University Press.
5. Werth, Jr., J. L., & **Blevins, D.** (Eds.). (2006). *Psychosocial issues near the end of life: A resource for professional care providers*. Washington DC: APA Books.
6. **Blevins, D.**, & Werth, Jr., J. L. (2006). Recommendations to improve psychosocial care near the end of life. In J. L. Werth, Jr., & **D. Blevins** (Eds.), *Psychosocial issues near the end of life: A resource for professional care providers* (pp. 219-230). Washington DC: APA Books.
7. **Blevins, D.**, & Papadatou, D. (2006). Cultural issues at the end of life. In J. L. Werth, Jr., & **D. Blevins** (Eds.), *Psychosocial issues near the end of life: A resource for professional care providers* (pp. 27-56). Washington DC: APA Books.

8. Kopera-Frye, K., Wiscott, R., **Blevins, D.**, & Begovic-Lapic, A. (2003). Incorporating aging into undergraduate social psychology courses. In S.K. Whitbourne & J.C. Cavanaugh (Eds.) *Integrating aging topics into psychology: A practical guide for teaching undergraduates* (pp. 107-122). Washington DC: American Psychological Association Books.

Newsletters & Other

1. **Blevins, D.** (2007). *Test bank to accompany Papalia, Sterns, Feldman, & Camp (2007) Adult Development and Aging*. NY: McGraw-Hill.
2. **Blevins, D.** (2003). Hospice care: Outcomes for patients and families facing terminal illness. *Healthcare and Aging: Newsletter of the Healthcare and Aging Network*, 10, 2.
3. **Blevins, D.**, & Cody, M. (2003). End-of-life care for nursing home residents. *The Community Psychologist*, 36, 6-8.
4. Werth, Jr., J. L., **Blevins, D.**, & McNally, C. J. (2003). End-of-life issues: An arena in need of community research and action. *The Community Psychologist*, 36, 5-6.
5. **Blevins, D.** (2002). The development of expertise among hospice nurses. (Doctoral dissertation, The University of Akron, 2002). Dissertation Abstracts International.
6. Curl, R., & **Blevins, D.** (2002). *Instructor's manual and test bank to accompany Papalia, Sterns, Feldman, & Camp (2002) Adult Development and Aging*. NY: McGraw-Hill.
7. **Blevins, D.** (2002). *Computerized Test Bank CD ROM to accompany Papalia, Sterns, Feldman, & Camp (2002) Adult Development and Aging*. New York: McGraw-Hill.

Guest Editorial Publications

1. **Blevins, D.** (Guest Editor). (2005). End-of-life care. *Healthcare and Aging: Newsletter of the Healthcare and Aging Network*, 12(4).

CONFERENCE PRESENTATIONS & PUBLISHED ABSTRACTS

1. White, C., **Blevins, D.**, Borthwick, G., Farmer, M. S., Kolar, S., & Welsh, K. (2018, December). *The relationships between teleworking and talent management in one organizational unit of the Department of Veterans Affairs*. Paper submitted for presentation at the 2018 Annual OPM Research Summit, Washington, DC.
2. Borthwick, G., **Blevins, D.**, Farmer, M. S., Kolar, S., & White, C. (2018, October). *Evaluation of telework in the Department of Veterans Affairs*. Paper presented at the 2018 Annual Meeting of the American Evaluation Association, Cleveland, OH.
3. Kolar, S., **Blevins, D.**, Borthwick, G., Farmer, M. S., & White, C. (2018, October). *Views of VA employees on telework in the federal government*. Paper presented at the 2018 Annual Meeting of the American Public Health Association, San Diego, CA.
4. **Blevins, D.**, Borthwick, G., Farmer, M. S., Kolar, S., White, C., & Welsh, K. (2017, June). *Evaluation and monitoring of telework in the Veterans Administration*. Paper presented at the 2017 Annual OPM Research Summit, Washington, DC.

5. **Blevins, D.**, & Johnson, M. A. (2013, January). *D-up! – National diffusion of an evidence-based HIV prevention intervention for African American men who have sex with men*. Paper presented at the 2013 National African American MSM Leadership Conference on HIV/AIDS and other Health Disparities, Los Angeles, CA.
6. **Blevins, D.**, Johnson, M. A., Ferguson, L., Byers, M., & Hansen, M. (2013, January). *Transforming a face-to-face HIV-prevention program curriculum into an on-line, self-guided format*. Paper presented at the 2013 National African American MSM Leadership Conference on HIV/AIDS and other Health Disparities, Los Angeles, CA.
7. Howell, A. V., Jones, P. L., Middleton, D., **Blevins, D.**, & Crosby, R. (2012, September). *Focus on the Future: Packaging A Brief Peer Evidence-Based Behavioral Intervention for African American Men who have Sex with Women in STD Clinic Setting*. Workshop presented at the 2012 United States Conference on AIDS, Las Vegas, NV.
8. Banks, D., & **Blevins, D.** (2012, July). *America or Africa: A behavioral intervention that uses social networks to impact increasing HIV infections in populations of Black Men who have sex with Men. An introduction to d-up!* Workshop presented at the 2012 International Conference on HIV/AIDS, Washington, DC.
9. Mittal, D., Drummond, K., Sullivan, G., Corrigan, P., **Blevins, D.** (2012, May). *Stigma experiences of combat Veterans with PTSD from Iraq and Afghanistan*. Oral presentation at the annual meeting of the American Psychiatric Association, Philadelphia, PA.
10. **Blevins, D.** & Whittier, D. (2011, October). *d-up!-An HIV prevention program for African American MSMs*. Oral presentation at APHA Film Festival and the National Conference on Health Communication, Annual meeting of the American Public Health Association, Washington, DC.
11. Smith, J. L., Owen, R. R., **Blevins, D.**, Young, A. Y., Niv, N., Cohen, A., Hudson, T. J., Reist, C., & Marder, S. R. (2010, June). *Clinical-research partnerships to improve antipsychotic side effect monitoring and management*. Oral presentation at the Annual OQP/Patient Safety/Systems Redesign conference, San Francisco, CA.
12. Kauth, M., **Blevins, D.**, Landes, R., & Sullivan, G. (2010, March). *Using external facilitation in the VA to implement psychotherapies*. Poster at the Annual Meeting of Annual NIH Conference on the Science of Dissemination and Implementation: Methods and Measurement, Bethesda, MD.
13. **Blevins, D.**, Roca, J. V., & Mitchell, L. (2009, July). *Experiential avoidance and the mental health of OIF/OEF veterans over time*. Oral presentation at the Annual Veterans Health Affairs Mental Health Conference, Baltimore, MD.
14. Kauth, M., **Blevins, D.**, Sullivan, G., & Cully, J. (2009, July). *Factors related to implementing brief Cognitive Behavioral Therapy in VA clinics: A pilot study*. Oral presentation at the Annual Veterans Health Affairs Mental Health Conference, Baltimore, MD.
15. Said, Q., **Blevins, D.**, Kauth, M., & Sullivan, G. (2009, July). *Facilitation in implementing CBT among veterans: Analysis of therapist time in facilitation and CBT provision*. Poster presented at the Annual Veterans Health Affairs Mental Health Conference, Baltimore, MD.

16. Sullivan, G., **Blevins, D.**, Kauth, M. (2009, January). *Linking training with implementation to improve mental health care*. Oral presentation at the Annual Meeting of Annual NIH Conference on the Science of Dissemination and Implementation: Building Research Capacity to Bridge the Gap from Science to Service, Bethesda, MD.
17. Farmer, M. S., **Blevins, D.**, Sullivan, G. (2008, July). *The Status of Veterans with Mental Illness and Substance Use Disorders Two Years After Hurricane Katrina*. Poster presented at the Annual Veterans Health Affairs Mental Health Conference, Washington, DC.
18. Roca, J. V., Farmer, M. S., Ward, K., & **Blevins, D.** (2008, July). *A Community-Based Intervention for Returning Veterans and Their Families*. Poster presented at the Annual Veterans Health Affairs Mental Health Conference, Washington, DC.
19. Goldsmith, G., Bias, M., Williams, K., **Blevins, D.**, Larkey, L., Pignone, M., & Harvey, A. (2007, November). *Multi-Level Approaches to Improve Colorectal Cancer Screening*. Oral presentation at the American Academy of Family Physicians, Society of Teachers of Family Medicine Conference on Practice Improvement, Newport Beach, CA.
20. Goldsmith, G., Bias, M., Williams, K., **Blevins, D.**, Larkey, L., Pignone, M., & Harvey, A. (2007, October) *Multi-Level Approaches to Improve Colorectal Cancer Screening*. Poster presentation at the 2007 North American Primary Care Research Group, Vancouver, BC.
21. Goldsmith, G., Bias, M., Williams, K., **Blevins, D.**, Larkey, L., Pignone, M., & Harvey, A. (2007, October). *Multi-Level Approaches to Improve Colorectal Cancer Screening*. Oral presentation at the 2007 American Association for Cancer Education Conference, Birmingham, AL.
22. Thompson, A. R., Morgan, D., & **Blevins, D.** (2007, July). *Making a case for basing a VA palliative care program in the medical service*. Poster presented at the Veterans Health Administration's annual meeting of the National AACT Conference: Integrating Palliative Care Across the Nation, Falls Church, VA.
23. Kauth, M. R., **Blevins, D.**, & Sullivan, G. (2007, July). *Implementing successful large-scale clinical education programs*. Presentation at the Veterans Health Administration's (VHA) Transforming VHA Mental Health Care, Washington, DC.
24. **Blevins, D.** (Chair & Discussant; 2006, November). *End-of-life care among disenfranchised older adults and their significant others*. Symposium in conjunction with B. DeVries, L. L. Phillips, R. H. Aday, R. S. Allen, S. S. Prevost, J. B. Wallace, A. L. Kupferschmidt, & E. B. Ryan presented at the annual meeting of the Gerontological Society of America, Dallas, TX.
25. Morgan, D., **Blevins, D.**, Evans, J. D. (2006, September). *End-of-life care to our veterans*. Presentation at the annual meeting of the Arkansas State Hospice and Palliative Care Association, Little Rock, AR.
26. **Blevins, D.**, McGovern, R., & Morton, B. (2006, June). *Evaluating a community-based participatory intervention to facilitate mental healthcare in rural Missouri*. Poster presented at the annual meeting of Academy Health, Seattle, WA.
27. **Blevins, D.**, & Han, X. (2006, February). *End-of-life in nursing homes: Hospice for persons with dementia*. Poster presented at the annual meeting of the VA Health Services Research and Development Service, Washington, D.C.

28. **Blevins, D.**, Kauth, M. R., Henderson, K., Mukherjee, S., Cody, M., & Sullivan, J. G. (2006, February). *Planning effective educational interventions for clinicians in complex mental health service systems*. Presentation at the annual meeting of the VA Health Services Research & Development Service, Washington, DC.
29. Mittal, D., Palmer, B., Dunn, L., Ghormley, C., Beck, C., McCullough, L., Williams, D., **Blevins, D.**, & Jeste, D. (2005, November). *Deficit compensation enhanced consent procedure in mild Alzheimer's Disease*. Presentation at the annual meeting of the International Conference of Geriatric Psychiatrists.
30. Morgan, D., & **Blevins, D.** (2005, September). *VISN 16 Veteran Hospice Partnership Program*. Poster presented at the annual meeting of the Arkansas Hospice and Palliative Care Association, Hot Springs, AR.
31. **Blevins, D.** (2005, August). *End-of-life care in nursing homes: Making lasting changes*. Symposium in conjunction with J. L. Werth Jr. (Chair) and Mary Miller presented at the annual meeting of the American Psychological Association, Washington, DC.
32. Kramer, T., **Blevins, D.**, Miller, T. L., Phillips, M. M., Davis, V., & Burris, B. (2005, June). *Improving depression care through churches: A community-based strategy*. Paper presented at the annual meeting of the NIH, National Institute for Mental Health, Washington, DC.
33. **Blevins, D.**, & Allen, R. S. (Co-Chair, 2004, November). *Improving care delivery at the end of life: A focus on public policy*. Symposium in conjunction with J. L. Werth, S. C. Miller, J. M. Teno, E. E. Emery, J. S. Weiner, J. Roth, D. Raab, L. Cooper, & B. DeVries presented at the annual meeting of the Gerontological Society of America, Washington, DC.
34. Allen, R. S., & **Blevins, D.** (Co-Chair, 2004, November). *Improving mental health in end-of-life care*. Symposium in conjunction with W. E. Haley, L. Gwyther, V. Tilden, D. E. Meier, & J. M. Teno presented at the annual meeting of the Gerontological Society of America, Washington, DC.
35. **Blevins, D.** (Chair, 2004, November). *End-of-life issues*. Paper session at the annual meeting of the annual meeting of the Gerontological Society of America, Washington, DC.
36. **Blevins, D.** (2004, March). *Group therapy in VISN 16: Evaluation of an educational intervention*. Paper presented at the annual retreat of the South Central Mental Illness Research, Education, and Clinical Care (MIRECC) center, Little Rock, AR.
37. **Blevins, D.**, Werth, Jr., J. L., & Pitorak, E. F. (2002, November). *Hospice care for older adults with HIV/AIDS*. Paper presented at the annual meeting of the Gerontological Society of America, Boston, MA.
38. Totans, J., Kopera-Frye, K., Wiscott, R., & **Blevins, D.** (2002, August). *Pictorial Activity Test: An Index of Everyday Adult Problem Solving*. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
39. **Blevins, D.**, Hunka, N.J., Huhra, R.L., Bossick, B., Kaut, K.P., & Werth, J. (2002, August). *Psychology-hospice collaboration: Improving dying individuals' quality of life*. Poster presented at the annual meeting of the American Psychological Assn, Chicago, IL.
40. **Blevins, D.**, Judge, K.S., & Sterns, H.L. (2002, April). *Training principles for older workers: Bridging the gap between theory and application*. Poster presented at the biannual meeting of the Cognitive Aging Conference, Atlanta, GA.

41. Kaut, K. P., **Blevins, D.**, Werth, Jr., J. L., Bossick, B. (2002, April). *Assessment along the health-illness continuum*. Paper presented at the annual meeting of the American Association of Suicidology, Washington, DC.
42. Werth, Jr., J. L., & **Blevins, D.** (2002, February). *Attending to psychosocial issues near the end of life*. Opening presentation at the SPSSI-Sponsored meeting, Attending to Psychosocial Issues Near the End of Life: An International Conference, Cleveland, OH.
43. Abeles, N., & **Blevins, D.** (2001, November). *Presenting gerontological knowledge to various audiences and assuring impact*. Symposium in conjunction with R. Hudson, K. Judge, B.G. Knight, K. Kopera-Frye, P.A. Lichtenberg, H.L. Sterns, & S.K. Whitbourne presented at the annual meeting of the Gerontological Society of America, Chicago, IL.
44. Bucur, B., DeBellis, M., **Blevins, D.**, Begovic-Lapic, A., Kopera-Frye, K., & Wiscott, R. (2001, November). *Stability of the Big Five personality traits among a sample of older alcoholics in treatment*. Paper presented at the annual meeting of the Gerontological Society of America, Chicago, IL.
45. **Blevins, D.**, Kaut, K., Kopera-Frye, K., & Werth, Jr., J. (2001, August). *Adaptive cognitive functioning at the end of life*. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.
46. Kopera-Frye, K., **Blevins, D.**, & Wiscott, R. (2001, August). *Incorporating aging into social psychology courses*. Symposium in conjunction with J.C. Cavanaugh, D. Segal, A. Smith, H. L. Sterns, & S. K. Whitbourne presented at the annual meeting of the American Psychological Association, San Francisco, CA.
47. **Blevins, D.**, Kessler, L.E., Kopera-Frye, Prieto, L.R., Vaughan, M., & Wiscott, R. (2001, August). *Instructional recommendation for meeting the needs of non-traditional psychology students*. Symposium presented at the annual meeting of the APA, San Francisco, CA.
48. Kopera-Frye, K., Wiscott, R., Begovic, A., Bucur, B., DeBellis, M., & **Blevins, D.** (2001, June). *Self-representation among recovering middle-aged and older adult substance abusers*. Poster presented at the annual meeting of the Research Society on Alcoholism, Montreal, Canada.
49. Werth, J.L., Kaut, K., **Blevins, D.**, Bossick, B., Diegelman, S., Kopera-Frye, K. (2001, June). *Psychosocial issues near the end of life*. Poster presented at the annual meeting of the Northeastern Ohio Colleges of Medicine, Rootstown, OH.
50. **Blevins, D.**, Kaut, K., Kopera-Frye, K., Werth, Jr., J., Bossick, B. (2001, April). *Psychosocial issues at the end of life: A new model for assessment*. Paper presented at the annual meeting of the Ohio Network of Educational Professionals in Aging, Akron, OH.
51. Wiscott, R., Kopera-Frye, K., Begovic-Lapic, A., & **Blevins, D.** (2000, November). *Quantitative versus qualitative measurement of alcohol expectancies across the lifespan*. Paper presented at the annual meeting of the Gerontological Society of America, Washington, D.C.
52. Kopera-Frye, K., Wiscott, R., Gesen, K., **Blevins, D.**, & Sterns, H. (2000, August). *Alcohol use attitudes and self orientation style among older adults*. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C.

53. **Blevins, D.**, Kopera-Frye, K., Wiscott, R., Gesen, K., & Grabbe, J. (2000, June). *Identifying risk factors of psychosocial distress and maladaptive coping among schizophrenics*. Paper presented at the annual meeting of the American Psychological Society, Miami, FL.
54. **Blevins, D.**, Kopera-Frye, K., Wiscott, R., Gesen, K., & O'Conner, K. (1999, November). *Coping strategy use among older adults with schizophrenia*. Poster presented at the annual meeting of the Gerontological Society of America, San Francisco, CA.
55. Kopera-Frye, K., Wiscott, R., **Blevins, D.**, Gesen, K., & Mersky, M. (1999, November). *The role of social support and coping in predicting alcohol-related consequences*. Poster presented at the annual meeting of the Gerontological Society of America, San Francisco, CA.
56. Mersky, M., Gesen, K., Kopera-Frye, K., Wiscott, R., & **Blevins, D.** (1999, November). *Can personality inform clinicians about alcohol-related consequences?* Poster presented at the annual meeting of the Gerontological Society of America, San Francisco, CA.
57. **Blevins, D.**, Kopera-Frye, K., Wiscott, R., Sterns, H. L. (1999, August). *Moderating effects of social support to coping with life stress among schizophrenics*. Poster presented at the annual meeting of the American Psychological Association, Boston, MA.
58. Gesen, K., **Blevins, D.**, Kopera-Frye, K., & Wiscott, R. (1999, August). *Locus of control among younger and older adults*. Poster presented at the annual meeting of the American Psychological Association, Boston, MA.
59. **Blevins, D.**, Kopera-Frye, K., Wiscott, R., Mersky, M., & Bertsch, S. (1999, June). *How does social support relate to stress and coping?* Poster presented at the annual meeting of the Research Society on Alcoholism, Santa Barbara, CA.
60. Wiscott, R., Kopera-Frye, K., Mersky, M., Bertsch, S., & **Blevins, D.** (1999, June). *Psychosocial factors in middle-aged and older alcoholics: Implications for treatment*. Poster presented at the annual meeting of the Research Society on Alcoholism, Santa Barbara, CA.
61. **Blevins, D.** (1999, April). *Religious coping among older adults*. Paper presented at the annual meeting of the Ohio Network of Educational Consultants in the Field of Aging, New Philadelphia, OH.
62. **Blevins, D.** (1999, April). *How religion and spirituality impact intergenerational relationships*. Paper presented as a part of a symposium in conjunction with K. Gesen, K. Kopera-Frye, D. Martin, M. Mersky, D. Strekal, & R. Wiscott at the annual meeting of the Ohio Network of Educational Consultants in the Field of Aging, New Philadelphia, OH.
63. Kopera-Frye, K., Wiscott, R., R. A., **Blevins, D.**, & Gesen, K. (1998, November). *How does ego relate to personality and coping in younger-aged and older adults?* Poster presented at the annual meeting of the Gerontological Society of America, Philadelphia, PA.
64. **Blevins, D.**, Kopera-Frye, K., & Wiscott, R. A. (1998, November). *Gender differences in support networks among older adult schizophrenics*. Poster presented at the annual meeting of the Gerontological Society of America, Philadelphia, PA.
65. Kopera-Frye, K., **Blevins, D.**, & Wiscott, R. (1998, August). *Social support and emotional distress among young and old adults*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.

66. **Blevins, D.**, Kopera-Frye, K., & Wiscott, R. (1998, June). *Referral source and experiences with alcohol among older alcoholics*. Poster presented at the annual meeting of the Research Society on Alcoholism, Hilton Head, SC.
67. Kopera-Frye, K., Wiscott, R., Gesen, K. L., Bertsch, S., & **Blevins, D.** (1998, June). *Pictures and strategizing: Tools for indexing cognitive processes?* Poster presented at the annual meeting of the Research Society on Alcoholism, Hilton Head, SC.
68. **Blevins, D.**, Kopera-Frye, K., Wiscott, R., & Gesen, K. (1998, May). *Social support: Differences in composition among young, old, and older alcoholic adults*. Poster presented at the annual meeting of the American Psychological Society, Washington, D.C.
69. **Blevins, D.**, Kopera-Frye, K., & Wiscott, R. (1998, April). *Comparisons of life stress among older adult alcoholics and non-alcoholics*. Paper presented at the annual meeting of the Ohio Network of Educational Consultants in the Field of Aging, Dayton, OH.

INVITED ADDRESSES/PAPERS

1. 2011, December. CDC Community-Based Organization 11-1113 Grantee Meeting, Atlanta, GA. Four oral presentations on *Start-up, implementation, & evaluation of Healthy Relationships, Popular Opinion Leader, & d-up!* (evidence-based HIV prevention intervention) in collaboration with Al Dawson, MA & Rafiki Rama Franklin, MEd.
2. 2011, October. CDC Exhibit Theater, Annual meeting of the American Public Health Association, Washington, DC. Whittier, D. & **Blevins, D.** *d-up!-An HIV prevention program for African American MSMs*.
3. 2011, July. CDC PI meeting for Focus on the Future (FOF), New York, NY. Presentation entitled: *Diffusion of Evidence-Based HIV Prevention Programs*.
4. 2009, September. University of Arkansas for Medical Sciences, College of Medicine, Department of Psychiatry. Two guest lectures for psychiatry resident training in behavioral medicine entitled *Death and dying*.
5. 2009, July. Central Arkansas Veterans Healthcare System, GRECC Conference. Continuing education presentation entitled *Hospice Eligibility Assessment Project*.
6. 2008, October. University of Arkansas for Medical Sciences, College of Medicine, Department of Psychiatry. Two guest lectures for psychiatry resident training in behavioral medicine entitled *Death and dying*.
7. 2008, April. University of Arkansas for Medical Sciences, College of Medicine, Department of Psychiatry, Division of Health Services Research. Research Conference presentation entitled *VA Mental Healthcare in the Gulf Coast Region Following Hurricane Katrina*.
8. 2008, March. University of Arkansas for Medical Sciences, Don Reynolds Center on Aging, Department of Geriatrics. Geriatric Grand Rounds panel presentation entitled *Surrogate Decision Making At the End of Life*.
9. 2007, October. University of Arkansas for Medical Sciences, College of Medicine, Department of Psychiatry. Two guest lectures for psychiatry resident training in behavioral medicine entitled *Adult Development & Aging* and *Death and dying*.

10. 2007, July. University of Arkansas for Medical Sciences, College of Medicine, Department of Psychiatry, Division of Health Services Research. Research Conference presentation entitled *Hospice Eligibility Assessment Project (HEAP): Preliminary Results*.
11. 2006, November. University of Arkansas for Medical Sciences, College of Public Health, Department of Public Policy & Administration. Guest lecture for DPH program entitled *Assessing and Impacting the Quality of Care at the End of Life*.
12. 2006, October. University of Arkansas for Medical Sciences, College of Medicine, Department of Psychiatry. Two guest lectures for psychiatry resident training in behavioral medicine entitled *Death and dying I and II*.
13. 2006, September, Morgan, D., & **Blevins, D.** Plenary session at the annual meeting of the Arkansas Hospice and Palliative Care Association, Hot Springs, AR entitled *VISN 16 Veteran Hospice Partnership Program*.
14. 2006, July. University of Arkansas for Medical Sciences, College of Medicine, Department of Psychiatry, Division of Health Services Research. Research Conference presentation entitled *Evaluating a Community-Based Participatory Intervention to Facilitate Mental Healthcare in Rural Missouri*.
15. 2005, October. University of Arkansas for Medical Sciences, College of Medicine, Department of Psychiatry, Division of Health Services Research. Research Conference presentation entitled *Planning Effective Educational Interventions for Clinicians in Complex Mental Health Service Systems*.
16. 2005, September. University of Arkansas for Medical Sciences, College of Medicine, Department of Psychiatry. Two guest lectures for psychiatry resident training in behavioral medicine entitled *Death and dying I and II*.
17. 2005, August. University of Arkansas for Medical Sciences, College of Medicine, Department of Psychiatry, Division of Health Services Research. Research Conference presentation entitled *Characteristics of persons approving of hastened death*.
18. 2005, April-June. Department of Veterans Affairs, Network 16, Little Rock, Houston, & New Orleans. Distance learning workshop for 8 participants entitled *Qualitative data collection and analysis: From start to finish*.
19. 2005, April. Annual meeting of the American Society on Aging, Philadelphia, PA. Continuing education workshop entitled *Advanced directives: It's about the conversations*.
20. 2005, January. University of Arkansas for Medical Sciences, College of Medicine, Department of Psychiatry. Guest lectures for psychiatry resident training in behavioral medicine entitled *Death and dying I and II*.
21. 2004, June. University of Arkansas for Medical Sciences, Donald W. Reynolds Center on Aging and the Department of Geriatrics. Luncheon presentation entitled *Improving end-of-life care for persons with Alzheimer Disease*.
22. 2004, April. University of Arkansas for Medical Sciences, College of Medicine, Department of Psychiatry, Division of Health Services Research. Research Conference presentation entitled *Improving end-of-life care in nursing homes*.

23. 2004, April. University of Arkansas for Medical Sciences, College of Medicine, Department of Psychiatry. Guest lecture for psychiatry resident training in behavioral medicine entitled *Death and dying*.
24. 2003, October. Central Arkansas Veterans Healthcare System, GRECC Conference. Continuing education presentation entitled *End-of-life care in the VA skilled nursing*.
25. 2003, July. University of Arkansas for Medical Sciences, College of Medicine, Department of Psychiatry, Division of Centers for Mental Healthcare Research. Research Conference presentation entitled *End-of-life care in nursing homes*.
26. 2002, July. Hospice of the Western Reserve, Cleveland, OH. Continuing education presentation in collaboration with J. L. Werth, Jr. & E. F. Pitorak, entitled *Research on expert caregiving in hospice*.
27. 2001, April. The University of Akron, Akron, OH. Guest lecturer. *Psychology and public policy in aging*.
28. 2001, February. *Human performance considerations in voting ballot design for older adults*. Report requested for Ohio's Secretary of State's Summit on Voting Ballot Design.
29. 2000, September. The University of Akron, Akron, OH. Guest lecturer. *Psychosocial and policy issues of end-of-life care of older adults*.
30. 2000, October. Doctor's Hospital, Canton, OH. Continuing education workshop in collaboration with K. Kopera-Frye and Summit County's Senior Workers Action Program, entitled *Alcohol abuse among older adults*.
31. 1999, October. Kent State University, Kent, OH. Guest lecturer. *Movement of cognitive aging psychology into applied settings*.

Curriculum Vita

Emily A. Dow, Ed.D., CAPE
 21503 Rio Comal San Antonio, Texas 78259
Edow@uiwtx.edu
 724.544.9924

ACADEMIC DEGREES

Doctor of Education (2016): University Louisiana Monroe Curriculum and Instruction Dissertation: <i>The effects of the water learning curriculum on the developmental domains in preschool aged children.</i>	Monroe, LA
Post-Master (2010): California University of Pennsylvania Exercise Science: Health and Fitness Promotion	California, PA
Master of Science (2007): Indiana University of Pennsylvania Sport Administration: Aquatic and Facility Management	Indiana, PA
Bachelor of Science (2006): Slippery Rock University Recreational Therapy with a Minor in Aquatics	Slippery Rock, PA
Certified Adapted Physical Educator (2018)	APENS

PROFESSIONAL EXPERIENCE

Assistant Professor, School of Nursing and Health Professions Department of Kinesiology University of the Incarnate Word, San Antonio, TX	June 2021-Present
Visiting Instructor, School of Nursing and Health Profession Department of Kinesiology University of the Incarnate Word, San Antonio, TX	Fall 2019-May 2021
Adjunct Faculty, Gerontology Program University of Louisiana Monroe, Monroe, LA	Spring 2020 to present
Instructor, College of Business and Social Sciences University of Louisiana Monroe, Monroe, LA	Spring 2018
Visiting Instructor, College of Business and Social Sciences University of Louisiana Monroe, Monroe, LA	Fall 2017
Part Time Faculty, School of Health and Pharmaceutical Sciences	2016-2017

University of Louisiana Monroe, Monroe, LA

Curriculum Developer
American College of Education

March 2017-May 2017
Indianapolis, IN

Temporary Faculty, Kinesiology, Health, and Sport Science
Indiana University of Pennsylvania

2007-2014
Indiana, PA

Instructor, Adult and Continuing Education Office
Indiana University of Pennsylvania

Spring 2014
Indiana, PA

COURSES TAUGHT

GERO 1001: Basic Activity

CSCI 1070: Computer Literacy

DWHP 1200: Dimensions of Wellness

GERO 1001: Basic Activity

HLST 2001: Healthcare Issues

HLST 2007: Nutrition

HLST 4001: Cultural Diversity in Health Care

HPED 143: Physical Well Being

HPED 209: Motor Behavior

HPED 242: Emergency Health Care

HPED 261: Water Safety Instruction

HPED 319: Pre-Professional Experience

HPED 344: Adapted Physical Activity and Sport

HPED 493: Internship

HLTH 4323: Six Dimensions of Wellness (Authored)

KEHP 6379: Adapted Physical Activity and Sport

KINS 2001: Introduction to Kinesiology

KINS 4008: Adapted Physical Activity for Students with Special Needs

PEHP 1110: Volleyball

PEHP 1157: Running

PEHP 2303: Health and Physical Education for Elementary Teachers

PEHP 3301: Motor and Fitness Development for Children

PEHP 3302: Motor and Fitness Development for Pre-Adolescents
 PEHP 3305: Motor Development, Fitness, and Health
 PEHP 3314: Theories of Coaching
 PEHP 3371: Care and Prevention of Athletic Injuries
 PHEP 4345: Psychomotor Development: Educational Implications

REHS 3320: Cultural Issues in Healthcare

Basic CPR/AED for Adult, Child, Infant
 Lifeguarding

RELATED PROFESSIONAL EXPERIENCE

January 26, 2021	Guest Lecturer University of the Incarnate Word University of the Incarnate Word UIW Feik School of Pharmacy Dr. Renee Bellenger's elective course on dietary supplements Topic: Dietary Supplements, Sports, and Athletes
January 29, 2020	Guest Lecturer University of the Incarnate Word UIW Feik School of Pharmacy Dr. Renee Bellenger's elective course on dietary supplements Topic: Dietary Supplements, Sports, and Athletes
November 6 and 13, 2019	Invited Lecturer University of the Incarnate Word SMGT 6382 Human Resources in Sport Management Topics: Professionals, Professionalism, Assessments, and Rewards
August 2014-May 2016	Graduate Assistant Office of Academic Affairs University of Louisiana Monroe
Fall 2012-May 2014	Aquatic Coordinator, Home School Physical Education Program Indiana University of Pennsylvania
February 2009	Guest Lecturer Slippery Rock University ERS 698: Selected Topics in Adapted Physical Activity

Topic: Leisure and Aging

Fall 2007-Spring 2012	Assistant Director for SNAP (Special Needs Activity Program) Indiana University of Pennsylvania
September 2007-May 2009	Swim Coach Indiana Swim Team (USA Swimming) Indiana, Pa
Summer 2007-Spring 2008	Interim Aquatics and Facility Director Indiana University of Pennsylvania
August 2006-May 2007	Graduate Assistant Department of Kinesiology, Health and Sport Science Indiana University of Pennsylvania
May 2006-August 2006	Recreational Therapy Intern Cleveland Clinic Children's Rehabilitation Hospital Cleveland, Ohio
September 2002-March 2006	Swim Coach Slippery Rock Eels Swim Team Slippery Rock, Pa

Program and Department Work

Curriculum Committee School of Nursing and Health Professions University of the Incarnate Word	Fall 2021
Curriculum Development/Collaboration Department of Kinesiology School of Nursing and Health Professions	Summer 2020-present
Curriculum Development/Collaboration "Cultural Issues in Health Care" Dr. Shandra Esparza, School Director School of Health Professions University of the Incarnate Word	Summer 2019
Curriculum Collaboration "Dimensions of Wellness/First Seminar Pilot"	Fall 2019

Dr. Erlinda Lopez-Rodriguez, Program Director
Community and Public Health
School of Health Professions
University of the Incarnate Word

Curriculum Committee
Department of Kinesiology, Health, and Sport Science
Indiana University of PA

Fall 2013-Spring 2014

Curriculum Revision: Aquatic Minor
Department of Kinesiology, Health, and Sport Science
Indiana University of PA

Fall 2013-Spring 2014

New Course Proposal and Course Revisions: Aquatic Minor
Department of Kinesiology, Health, and Sport Science
Indiana University of PA

Fall 2013- Spring 2014

HONORS AND CERTIFICATION

Phi Kappa Phi Distinguished Honor Society

2007-Present

First Aid & CPR for the Professional Rescuer IT

Issued 2005-Present

Lifeguard Instructor Trainer

Issued 2005-Present

Water Safety Instructor Trainer

Issued 2005-Present

Adapted Aquatics Instructor

Issued 2004-Present

PRESENTATIONS

Dow, Emily (April 2021). The effects of the water learning curriculum on the developmental domains in preschool aged children. *International Alliance of Health, Physical Education, Dance and Sport*. Virtual Summit.

Dow, Emily (April 2020). Water Safety and Schools: How to “float” your way into a “lifesaving” relationship. *National Drowning and Prevention Association*. Virtual Conference

Dow, Emily (April 2019). Integrating Water Safety through School Curriculum. *National Drowning and Prevention Association*. New Orleans, LA

Dow, Emily (November 2018). Water Learning: Bringing Education, Movement, and the Pool Together. *Louisiana Association Health Physical Education Recreation and Dance*. Baton Rouge, LA

Dow, Emily, Vetere, Michael, J., & Vetere, Timothy (August 2017). Unconventional learning in a Democratic Society: Using Water, Drama, and Puppetry to Prepare Teacher Candidates. *Association of Teacher Educators*. Pittsburgh, PA.

Lunch and Learn, Guest Speaker (2013). Environmental Service Laboratories Inc. Indiana, PA

Vetere (Dow), E. & Lorenzi, D. (2010, April). Special Needs Activity Program. *National Drowning Prevention Awareness Conference*. Pittsburgh, PA

Lorenzi, D.G., Modell, S.J., & Vetere (Dow), E.A. (2010, March). *Attitudes, Knowledge, and Perceptions Regarding Adapted Sport*. Presentation at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Indianapolis, IN.

Vetere (Dow), E.A., & Lorenzi, D.G. (2009, April). *Splish, Splash...the Value of Water*. Presentation at the Slippery Rock University Autism Awareness Conference, Slippery Rock, PA.

Hsiao, R., Vetere (Dow), E., & Black, C. (March 2007). Media image for female athlete: Sexualization of women in sports. Paper presented at the *Third Drake Group Conference*, Cleveland, OH

PUBLICATIONS

Dow, E. A. (2016). *The effects of the water learning curriculum on the developmental domains in preschool aged children* (Order No. 10148472). Available from Dissertations & Theses @ University of Louisiana @ Monroe; ProQuest Dissertations & Theses A&I. (1830781615). Retrieved from <https://www-proquest-com.ulm.idm.oclc.org/dissertations-theses/effects-water-learning-curriculum-on/docview/1830781615/se-2?accountid=26268>

PUBLICATIONS IN PROGRESS

Dow, Emily (In progress). Working with individuals with varying ability differences through aquatics, movement, and academics. *International Journal of Aquatic Research and Education*.

Dow, Emily (In progress). Lessons on living a healthy life begins in kindergarten. *Journal of Physical Education, Recreation and Dance*.

GRANT

A participant in the Incumbent Worker Training Program
University of Louisiana Monroe and Chase Bank

Fall 2018-Spring 2019

Funded through the Louisiana Workforce Commission

CONSULTING

BENTZ Construction Group, LLC
P.O. Box 2994
West Monroe, LA 71294

September 2018-May 2019

PROFESIONAL SERVICE

UIW Special Olympics College Club
Co-Advisor

August 2020-current

University of the Incarnate Word

UIW Club Advisor
University of the Incarnate Word
REDD in Motion

Fall 2019-current

Hawk Fest
University of the Incarnate Word

October 2019

UIW Homecoming
University of the Incarnate Word
School of Nursing and Health Professions Tailgate

October 2019

Light the Way 5K
University of the Incarnate Word
UIW Dimensions of Wellness

November 2019

Commencement Committee
University of Louisiana Monroe

Fall 2018-Present

PREP Advising
School of Accounting, Finance, and Information Services
College of Business and Social Sciences
University of Louisiana Monroe

Summer 2018

APSCUF Temporary Faculty Committee
Indiana University of Pennsylvania

Fall 2011-May 2014

Greek Advisor, Indiana University of Pennsylvania
2010

Fall 2006- Spring

PROFESIONAL MEMBERSHIP

ARC-American Red Cross Instructor and Instructor Trainer

National Consortium for Physical Education for Individuals with Disabilities

National Council for Higher Education

National Drowning and Prevention Association (NDPA)

National Education Association

North Americans Society for Sport Management (NASSM)

SHAPE America

Texas Association for Health, Physical Education, Recreation and Dance (TAHPERD)

The Association of Teacher Educators (ATE)

Rita Walker

Personal Information

Address: 111 Mossy Oak Drive

West Monroe, Louisiana 71292

Cell Phone: 318 816-9066

[Email: ritawalker111@comcast.net](mailto:ritawalker111@comcast.net)

Education History

Master of Science, Institutional Management/Dietetics 1981

La. Tech University – Ruston, La.

Thesis: Nutrient Intakes and the Relationship of Selected Variables to the Serum
Parathyroid Hormone Level of Hemodialysis Patients

Presentation of Thesis at Association National Convention 1987- Poster Sessions

Honor Graduate

Bachelor of Science, Home Economics- Institutional Management 1972

Northeast Louisiana University (now ULM) – Monroe, La.

Honor Graduate Member and Officer Home Economics Association

Started college while still in High School in the Accelerated Program

Worked at ULM as a Dorm Monitor

Additional course completed---12 Graduate level hours completed 2001 Louisiana Tech
University – Ruston, La.

Licenses and Certifications

Louisiana Licensed Clinical Dietitian

Commission of Dietetic Registration Certification

Barnes Hospital Dietetic Internship - St. Louis, Missouri

Completion of an American Dietetic Association Approved Internship required for the Field of Dietetics and National Registration.

Awards and Honors

Recipient Irene Toliver Pyburn Award for the Outstanding Dietetic Graduate in Louisiana

Employment History

Adjunct Instructor – Gerontology Aug 2013 to Current

ULM, Monroe, Louisiana

Develop interesting course plans to meet academic, intellectual, and social needs of students. Create activities and utilize Moodle technology to enhance instruction. Create and utilize lesson plans that cover all required/recommended subjects.

Nutritionist WIC Clinic June 2015 to Dec. 2019

St. Francis Medical Center – Monroe, LA

Work PRN as Nutritionists for the WIC Clinic sponsored by St. Francis Medical Center. Encouraged clients and caregivers to follow recommended food guidelines for well-balanced diets. Counseled high risk nutritional clients. Complete PHAME information on clients and provide vouchers based on WIC guidelines

Registered and Louisiana Licensed Clinical Dietitian Sep 1976 to Jun 2016

St. Francis Medical Center – Monroe, LA Worked in varying positions during tenure at St. Francis Medical Center.

Positions included Clinical Dietitian, Lead Dietitian, Manager Patient Care Area in Food Service, Adjunct Faculty Position for La. Tech University CUP program, Quality Assurance Coordinator for Food Service Department. Most of the experience was as Clinical Dietitian which included documenting clinical assessment, treatments, plan of care and follow-up care of patients on skilled nursing floor, critical care and rehabilitation areas. During this time assisted with the practical experience of La.

Tech Dietetic Students in their practical work experience assigned to St. Francis Medical Center. Assisted with quality assurance measures to improve the quality of care provided to hospitalized patients. While working in management trained new employees on food service procedures and skills necessary to perform the duties of their position. Developed Education and Training Activities and Nutrition Support Team in Conjunction with Pharmacy Department.

Consultant Dietitian

Apr 2012 to Feb 2017

Jackson Parish Hospital – Jonesboro, LA

Performed duties of consultant dietitian which included review of policies and procedures for compliance with state and federal regulations for Food Service Departments. Reviewed employee performance of these policies and procedures. Made recommendations and suggested programs and implementation procedures for changes and updates to systems for the Food Service Department. Provided assessments and Care Plans for all high-risk patients admitted to the facility. Approved and monitored menus for the facility following the Federal and State regulatory guidelines.

Food Service Manager

June 1974 to Sep 1976

Doctors Memorial Hospital – Baton Rouge, La.

Maximized employee morale and corrected performance issues according to established standards. Followed serve safe regulations as outline by the Louisiana Dept. of Health and Hospitals. Trained and mentored up to 27 employees. Established and managed effective controls for labor and inventory costs. Complied with health and sanitation practices and procedures. Produced accurate and thorough management reports.

Food Production Manager

April 1972 to June 1974

Confederate Memorial Medical Center (Now LSU) – Shreveport, La.

Managed and supervised Food Production area of the Dietary Department. Established and maintained positive relationships with government regulators, residents, families, other area health care providers, physicians, and community at large. Trained and mentored up to 45 employees. Completed daily logs, updated

Officer in Northeast Louisiana Dietetic Association including President and Secretary of the association as well as member in several committees.

Officer in Louisiana Dietetic Association (now - The Louisiana Academy of Nutrition and Dietetics) Member of the Board, Annual Events Coordinator State Meeting

Previous member of both Northeast Louisiana Area Dietetic Association, Louisiana Dietetic Association, and American Dietetic Association (now Academy of Nutrition and Dietetics).

KIMBERLY Y. BROWN

611 Bellaire Drive * Killeen, TX 76541

griffinsfavor@gmail.com * 318.535.5366 (Cell)

RESEARCH INTERESTS

Gerontology, Higher Education, Onboarding, Strategic Management, Human Resources, Adult Education, Career Development and Outreach

EDUCATION

EdD in Educational Administration & Leadership, In Progress (ABD) – WALDEN UNIVERSITY, Minneapolis, MN

MA in Gerontology, (Specialization: Program Administration), May 2010 – UNIVERSITY OF LOUISIANA at MONROE, Monroe, LA

BA in Consumer Affairs (Minor: Business Administration), May 2004 – LOUISIANA TECH UNIVERSITY, Ruston, LA

WORK CULTURE EXPERIENCE*Academic Experience*

Adjunct Faculty, Gerontology Program, University of Louisiana at Monroe, August 2015-Present

Career & Technical Educational, Richard Milburn Academy (Credit Recovery Center), Killeen, TX, August 2018-December 2018

Adult Education Instructor, South Arkansas Community College, El Dorado, AR, December 2016-June 2017

Business Certification Coordinator, Franklin Parish High School, Winnsboro, LA, August 2014-December 2016

Professional Experience

Human Resources Administrator, Belk Department Store, Monroe, LA, May 2013-August 2014

Recruiter, Campus Visit Coordinator, Outreach Specialist, & Student Employment Administrator, University of Louisiana at Monroe, Monroe, LA, August 2005-May 2013

RESEARCH / FIELD WORK EXPERIENCE

- CAREER DEVELOPMENT & IDENTITY, Louisiana & Central Texas, Spring 2018, Walden University
- ONBOARDING HIGHER EDUCATION, Central Texas, Fall 2018-2019, Walden University

HONORS / AWARDS

Franklin Parish Young Woman's Empowerment Professional, 2013

Outstanding Adult Education Staff Leader, 2016

Exemplar Leader for Success, 2018

MEMBERSHIPS / AFFILIATIONS

Divine Pearls, Inc., Volunteer, 2016-Present

Pleasant Green: Director of Outreach, 2016- Present

Mary Linda McCann

(318) 348-2829 |

marylmccann@yahoo.com

Summary

- Award-winning community leader across multiple constituencies. Experience in founding of a 501(c)3, treasury, executive leadership, strategic planning, collaboration, promotion, fundraising, event planning, consensus building and volunteer placement & motivation.
- Experienced banking professional with extensive knowledge of financial analysis, portfolio management, commercial lending, customer service, technical writing and sales.

Pertinent Marketing/Public Relations Experience

- Marketing major and MBA
- Organized programs and speakers for multiple organizations, resulting in increased membership and attendance
- Multiple contacts & experience with various media outlets, including television, radio, print
- Experience maintaining social media presence for organizations
- Extensive professional & social contacts with community and business leaders, including healthcare and non-profits
- Technical writing and editing
- Proven ability to initiate successful collaborations among previously unconnected constituencies
- Event planning, including statewide conferences, local seminars, meetings, fundraisers, socials, organization anniversaries; formal & informal
- Creative thinker--ability to think "outside the box," conceive new ideas and connections, improve efficiencies
- Personal experience with the needs of the aging and developmentally disabled, particularly as it relates to caregiving, accommodation transitions, available resources, healthcare and hospice.

Professional Experience

University of Louisiana Monroe Alumni Association
August 2021 Resource Planning Consultant

July –

- Event planning; membership development, engagement & recognition; sponsor acquisition; new promotional initiatives. Also purchase of new capital equipment, new promotional items and renovation of existing assets within ULM policies.

Regions Bank

Dec. 1998-Dec. 2020

Vice President | Portfolio Manager/Underwriter

Monroe, La

- Analyzed commercial credit requests with bank relationships up to \$100 million

- Extensive technical writing experience analyzing new and renewing credit requests, including adherence to loan policy; financial ratios; SWOT analysis; projections; management, market and industry analysis; guarantor support.
- Trained novice credit analysts; managed credit operations department; worked with lenders to properly structure requests and made recommendations to approval authorities.
- Interface with clients on relationship development and maintenance.
- Specialized in Commercial/Industrial (5 years) and Commercial Real Estate (6 years) lines of business; worked with CRE during recession period and small business/PPP during pandemic.

*Deposit Guaranty Investments**Aug. 1995-Aug. 1997**Sales Assistant**Monroe, La*

- Placed securities transactions; opened client accounts; organized seminars
- NASD Series 7 licensed prior return to graduate school

M. L. McCann, page 2

Community Experience

- Monroe Mayor Friday Ellis' Economic Development transition team member 2020
- University of Louisiana Monroe Alumni Association Board of Directors, 2019-present
- Junior League of Monroe, 1997-present
 - As sustainer (2006-present), awarded Louise Seymour Community Impact Award and chaired Sustainers on Standby Board; Community Endowment Fund Trustee
 - As active member, served on Executive Committee in positions of Nominating Chair, Membership VP, Corresponding Secretary, Treasurer and Assistant Treasurer
 - Chaired Advisory Planning and Education Task Force as a member of the Board of Directors
 - Researched, created and wrote policy for JLM Community Endowment Fund
 - Business manager for *Charlons* Magazine
 - Evaluated and revised bylaws and policies
- Cancer Foundation League, 2014-present
 - President; Board Member; Assistant Treasurer
 - Chaired auction at annual gala, organized fundraisers
 - Chaired January 2020 gala, raising \$136,000 (\$10,000 more than prior years); emceed event
- Rotary Club of Monroe, 2016-present
 - Program/Speaker chairman 2021
 - Board of Directors and Paul Harris Fellow
 - Organized Monroe club's 100th Anniversary banquet, including historical research and program development
- Center for Children & Families Board of Directors, 2018-present (standforhope.org)
- National Society Daughters of the American Revolution – Fort Miro Chapter
 - 1st Vice Regent & Programming Chairman 2021-22
- Leadership Ouachita Class of 2007

- Ouachita Valley Dog Training Club member, Board of Directors & Instructing assistant
- Phi Mu Fraternity Alumnae, 1991-present
 - President, Collegiate Chapter Adviser, Treasurer

Memberships

- Covenant Presbyterian Church (EPC)
- ULM Alumni Association
- Monroe Garden Club
- Bayou DeSiard Country Club

Education

University of Louisiana Monroe

- Master of Business Administration (MBA)
- Bachelor of Business Administration—Finance & Marketing; Minor, Economics

References (Contact information available upon request)

- George M. Campbell—Ark-La-Tex Area Executive for Regions Bank (Retired)
- Roger E. Johnston—SVP, Commercial Lender, Regions Bank; Past President Rotary Club of Monroe
- Cindy Rogers—Retired healthcare executive; Past President of the St. Francis Foundation; President of the Kitty DeGree Foundation; Cancer Foundation League; Center for Children & Families Board of Directors