

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 22, 2023

Item F.1. **Grambling State University's** request for approval to offer a Bachelor of Science in Governmental and Administrative Affairs.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval to offer a Bachelor of Science in Governmental and Administrative Affairs. The primary goal of the proposed program will be to prepare individuals for leadership positions in the local, state, and federal government sectors in Louisiana and at national and international settings with an emphasis on developing skilled administrators. The 120-credit hour program, which includes an experiential component through an internship, will be delivered in an online platform that will attract traditional and non-traditional students seeking to serve in the public sector as well as other nongovernmental and nonprofit settings. The proposed program will have two concentrations: (1.) Governmental Institutions and Law and (2.) International Relations and Diplomacy. Graduates of the proposed program will address workforce need; an anticipated 2.8% and 5.4% growth in federal and local government jobs has been projected by the Workforce Commission.

The University will be able to offer the proposed program at little to no cost since existing faculty will provide instructional support. An initial enrollment of 38 students in YR2 is anticipated with that number increasing to 98 by YR4. Completers of the program will serve as a feeder to GSU's Master of Public Administration which has a focus on administrative development, operation of political systems and public policy. Letters of support were provided by Southern University at Shreveport (in which a 2+2 agreement will be pursued), Southern University in New Orleans, and the Ochsner LSU Health Monroe Medical Center (allowing for internship opportunities).

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University's request to offer a Bachelor of Science in Governmental and Administrative Affairs.*



Office of the President

May 31, 2023

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

**SUBJECT: REQUEST FOR APPROVAL OF AN ACADEMIC DEGREE PROGRAM
PROPOSAL TO OFFER A BACHELOR OF SCIENCE DEGREE IN GOVERNMENTAL AND
ADMINISTRATIVE AFFAIRS**

Grambling State University (GSU) respectfully requests approval of an Academic Degree Program Proposal to offer a Bachelor of Science degree in Governmental and Administrative Affairs. The primary goal of the program will be to train individuals for leadership positions in the local, state, and federal government sectors in Louisiana and at national and international settings with an emphasis on developing skilled administrators.

Your consideration of this request is greatly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to read "RJG", is written over a horizontal line.

Richard J. Gallot, Jr., JD
President

RJG:lml

Attachment



BOARD of REGENTS
STATE OF LOUISIANA

Academic Degree Program Proposal Form

A.A. Policy 2.04: Academic Planning and Degree Program Proposals

A. Overview

Institution Name: Grambling State University		Designation (flagship, statewide, regional, HBCU, 4-year): College		
College/School/Division: Arts and Sciences		Academic Department: Public Administration		
Degree Designation: BS	Proposed Degree Name: Governmental and Administrative Affairs	CIP Code: 450101	Credit Hrs ^b : 120	Contact Hrs ^c :
Planned Implementation Semester/Term & Year: Fall 2024		Was this program listed in the most recent Three-year Academic Plan? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

^aSee AA Policy [2.11 Approved Academic Terms & Degree Designations](#)

^b If the program exceeds the standard 60 credits for associate or 120 credits for baccalaureate, you must provide justification and evidence of management board approval according to system policy.

^c If applicable.

1. Provide a brief description and reason for the development of the proposed program, identifying its purpose and primary objectives.

The Bachelor of Science in Governmental and Administrative Affairs at Grambling State University is aimed at providing a high-quality undergraduate degree education that will respond to local, state, national, and international workforce needs. The courses will be delivered in an online platform that will attract traditional and non-traditional students seeking to serve in the public sector as well as other nongovernmental and nonprofit settings. The proposed program will support the Louisiana Board of Regent’s Master Plan to afford the working class the opportunity to enroll and complete their undergraduate degree.

The primary goal of the program will be to train individuals for leadership positions in the local, state, and federal government sectors in Louisiana and at the national and international settings with an emphasis on developing skilled administrators. The new program will provide students with:

1. Theoretical and practical knowledge on the different dimensions of governmental affairs and institutions. The program seeks to provide its students with more than extensive knowledge of governmental institutions and processes; it aims to arm them with additional tools that will help them to better evaluate, advance, and refute public policy arguments. These tools involve logical analysis, causal inferences, research skills, and effective communication of ideas.
2. Knowledge of the key institutions and dynamics in the development of the contemporary international system as well as their historical foundations and precedents. The program seeks to provide Louisiana students with a thorough exposure to the international system in the ever-changing global community. Instruction in the historical foundations and precedents will provide students a platform to advance effective ideas to enhance international affairs and relations.
3. A well-rounded education that prepares students for graduate school and the workforce. Students that complete the program will be equipped with the required skills to participate in the Louisiana workforce, in support of the Master Plan, as well as in the regional and national employment settings. Furthermore, the academic grounding received in the Bachelor of Science in Governmental and Administrative Affairs will make the graduates fit for advanced studies in the graduate or professional schools.

2. Describe specialized accreditation requirements associated with the program if applicable (refer to Board of Regents [A.A. Policy 2.13: Program Accreditation](#)). If not required, describe whether the institution will seek any voluntary accreditation or certification for the program.

The proposed program currently does not have an accrediting body.

3. Specify SACSCOC or other accreditation organization requirements. Mark all that apply.

- Substantive change requiring notification only
- Substantive change requiring approval prior to implementation
- Level Change
- None

4. Has the program been designed to align with any Board of Regents or other statewide initiatives? Check all that apply.

- MJ Foster Promise Program
- Cyber-security Initiatives
- Louisiana Transfer Pathways
- Other: _____

5. If this proposal is for a Master's or Doctoral program, provide a list below (name, institution, email address, brief summary of qualifications) for at least three external review candidates. Reviewers should be active or retired full time faculty members from an accredited institution; have experience developing and/or administering a program like the proposed program; and should not have direct affiliation with a Louisiana institution.

N/A

B. The Master Plan and Institutional Role, Scope, and Mission

6. How does the program align with your institutional role, scope, and mission? If the program does not align, provide a compelling rationale for the institution to offer the program.

The proposed Governmental and Administrative Affairs program will support the institution's mission which states that "*the University seeks to reflect in all its programs the diversity present in the world.*" The Governmental and Administrative Affairs program, when approved, will teach students the significance of people coming together from their racial and religious backgrounds, genders, and nationalities to form a closely bonded, diverse society. The students will be trained to serve the State of Louisiana, other levels of government, international affairs, and in non-profit organizations. They will be aware that diverse organizations encourage and harness these differences which make their services relevant and approachable. Additionally, students will understand that diversity enriches the public agencies and societies they serve. Our students will be taught to understand that persistent and deep divisions undermine the State's social, economic, and political vitality.

Secondly, the mission statement stresses that, "*The University prepares its graduates to compete and succeed in careers related to its programs of study, to contribute to the advancement of knowledge, and lead productive lives as informed citizens in a democratic society.*" The proposed new program will train students in Louisiana to be knowledgeable future civil servants, political leaders, among other careers, and well-grounded in democratic citizenship. The course lectures will expose them to the democratic deficits our society is confronted with and inform them that failure of a democratic system to deliver on its promises undermines commitment to democratic practices. This new proposed program will impart in students the understanding that for democracy to flourish and deliver on its promises such as a good education, access to justice, human rights a healthy environment, security, and political participation, they must be engaged, empowered, and assertive.

7. How does the program align with your institution’s strategic plan and academic program portfolio?

As the faculty deliberated over the new BS program in Governmental and Administrative Affairs, and the supporting concentrations, central in their minds was the institution’s strategic plan which invites departments at the university to initiate new academic programs that would be attractive to students, boost enrollment, and brighten employment opportunities for graduates. This proposal was, therefore, composed and submitted by the Public Administration Department as part of the institution’s strategic plan.

8. How does the program align with the priorities outlined in the Board of Regents Master Plan for Higher Education? Provide brief descriptions for each. Additional details will be required later in the proposal.

• Accessibility (mode of delivery, alternate course scheduling)

The new Bachelor of Science in Governmental and Administrative Affairs program will be offered in a platform which will afford the students the opportunity to benefit from the format the university is investing in which is poised to offer students flexibility of courses. Online education is preferred by individuals who may not be able to attend classes in a traditional brick and mortar kind of college due to various reasons. Major strengths of online education include structured presentation, convenient dissemination of information, and support for self-regulated learning. Online education also provides students with the chance to network with peers across nations or even different continents.

• Affordability (use of OER, transfer agreements, prior learning assessment, employer funded)

The proposed Governmental and Administrative Affairs program will support the Board of Regents Master Plan by working closely with university stakeholders to expand the option of utilizing Open Educational Resources (OER) to reduce the cost of textbooks. Students will also be allowed to transfer credit hours from other programs and/or institutions in accordance with current university policy. Students will be able to seek credit for prior learning. The program will utilize assessments currently in place at the university. These include CLEP exams, AP courses, Departmental credit by exams, and ACE types of assessment. An aggressive recruitment strategy will be employed to target prospective non-traditional students who are employed by organizations that offer tuition reimbursement or an educational incentive pay.

• Partnerships (with industry, community-based organizations, other institutions)

The proposed Governmental and Administrative Affairs program will meet the BOR’s strategic plan by aligning program offerings and curricula with market needs to build the classroom-to-work pipeline and position today’s students for tomorrow’s job opportunities. Currently the university, the department, as well as the faculty members have existing partnership with several organizations, both at the federal, state, and local levels that provide internship and employment opportunities for our students. The proposed program in Governmental and Administrative Affairs, if approved, will be grandfathered into these opportunities.

Among the organizations and agencies include:

- City of Grambling
- DHH (Office of Public Health) Monroe, LA
- Housing and Urban Development/Community Development Division, Monroe, LA
- Lincoln Parish Health Unit/Office of Public Health, Ruston, LA
- Louisiana Workforce Commission, Monroe, LA
- Ochsner Health System, LSU Health, Monroe Medical Center, Monroe, LA
- Ouachita Workforce Development Board, American Job Center, LA
- St. Francis Medical Center, Monroe, LA

- **Work-based learning (paid or experiential internships, apprenticeships, etc.)**

The proposed Governmental and Administrative Affairs program will require students to complete an experiential component of the academic curriculum through internship, either paid or unpaid, to successfully complete the degree program. Additionally, as already stated, the students enrolled in the proposed program will participate in the internship opportunities established by the department with agencies or organizations in the region and nationally, including the following:

City of Grambling, Grambling, LA

City of Ruston, Ruston, LA

DHH (Office of Public Health) Monroe, LA

Educational Talent Search, Southern University, Shreveport, LA

Environmental Protection Agency

GAO Technologies Group, New York

Housing and Urban Development/Community Development Division, Monroe, LA

Human Resource Office, Louisiana United Methodist Children's Home, Ruston, LA

Human Resource Office, Lowe's Home Improvement Warehouse, Ruston, LA

Lincoln Parish Sales and Use Tax Commission, LA

Lincoln Parish Health Unit/Office of Public Health, Ruston, LA

Louisiana Workforce Commission, Monroe, LA

Morehouse Community Improvement Organization, LA

Ochsner Health System, LSU Health, Monroe Medical Center, Monroe, LA

Ouachita Workforce Development Board, American Job Center, LA

St. Francis Medical Center, Monroe, LA

- **Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner.**

The new program will also enhance educational attainment by providing a platform for graduates to continue their academics at post-baccalaureate educational programs in Louisiana, including Colleges of Education, Schools of Law, Mass Communication, and the GSU's NASPAA accredited MPA program. Also, the option to successfully complete the program online provides an increased opportunity to reach low income, minority, and non-traditional students.

C. Need

9. How does the program align with relevant local, regional, and/or state workforce strategies and future societal educational needs?

Since the proposed program is focused on government and administration, it is very relevant to local, state, and federal level opportunities. In this program the government workforce for the future will be trained. The program will provide extensive knowledge of governments and how they work. Graduates with a **Bachelor of Science in Governmental and Administrative Affairs** will be adequately positioned to fill civil service vacancies in the State of Louisiana as well as other national and international agencies. For example, according to the Louisiana State Civil Service Commission's Annual Report on Turnover for Fiscal Year 2021-2023, the state experienced a 18.42% turnover rate from both voluntary and involuntary separations. This data re-enforces the publication by The Council of State Governments' publication on the "State Employee Worker Shortage-the impending crisis," which reported that many state employees who will soon be eligible for retirement will further contribute to the worker shortage crisis. The number of state employees eligible to retire varies greatly across the nation, with some having significantly higher rates than others; about 63.9% of all state employees are over 43 years both the classified and unclassified. Several states could soon lose more than 40 percent of their workforce, which includes individuals who qualify for early retirement. Additionally, the 2016-2026 Louisiana Department of Labor's *Projected Employment by Industry* report compiled by the Workforce Commission anticipates a 2.8% and 5.4% growth in federal and local government jobs, respectively. The composition of the present workforce will impact the future worker shortage and like the private-sector workforce, the average age of the state government workforce is steadily climbing. The baby boomer generation, i.e., those individuals born between 1946 and 1964, comprises the largest portion of the U.S. labor force. In fact, the national average age of the state government workforce falls in the center of this.

10. Summarize faculty engagement with alumni, community representatives, employers, Regional Economic Development Organizations (REDO) or other external stakeholders and explain how those conversations shaped the design and curriculum of this proposed degree.

The Public Administration Department, in which the proposed program will be housed, accommodates an accredited Master of Public Administration (MPA) program by the National Association of Schools of Public Affairs and Administration (NASPAA). As a requirement for the accredited program, the department has an active Advisory Board which exercises oversight of the program, and comprised of faculty, employers, internship host personnel, alumni, students, university representatives, and other stakeholders in the region. They all play significant roles in providing external review of the program's goals, curriculum, mission, learning outcomes, and public service values. The advisory board helps to authenticate the currency and relevance of the program's curriculum to the needs of today's civil service opportunities. During the last meeting in spring 2023, the Advisory Board was apprised of the new program which was welcomed by acclamation and its inputs were significant.

The faculty members in the department possess the required academic credentials to support the new program and they are very strongly supportive of the new program and are engaged in applied research that address current administrative, managerial, and policy issues. The currency and validity of our faculty activities are evident in their research, reports, syllabi, and other contributions that demonstrate achievement in public policy, and advance theory and practice in leadership and administration. The University allows faculty special duty leave to attend conferences and other academic activities. As such, the networking opportunities with colleagues from across the country and the knowledge gained have contributed to the development of the proposed program.

11. What is the program's service area (local, regional, state, national)? If outside of the institution's traditional service area, provide a rationale.

The program's service area will be regional which include primarily Louisiana, Arkansas, and Texas. We anticipate most of our students would be from Louisiana. Additionally, since the proposed program in Governmental and Administrative Affairs will be available online, the service area could be expanded to any prospective students with adequate broadband connection.

12. Provide evidence of demand for the program in this service area (e.g., prospective student interest survey data, community needs, letters of support from community groups or employers).

Several students who are aware of the proposed new program in Governmental and Administrative Affairs have expressed deep interest in it and are optimistic about the promise it holds for their future academic goals and career opportunity. A significant number of students will come from the growing number of undecided freshmen, which according to data from the University was 198 in 2022; 247 in 2021; and has continued to grow. The Public Administration Department, would be home of the proposed undergraduate program, has conducted three different surveys to test students' interest in the new program in 2023, 2019, and 2018. In the recent 2023 survey administered to 96 students who attended the University College Major Expo Day on March 16, yielded the following results:

57% were interested in careers within the United States government at the federal, state, or local levels;
54% were interested in careers involving international service;
47% would be interested in enrolling in this new degree program;
86% would recommend this new program to their peers and others;
43% would be interest in the Governmental Institutions and Law concentration;
13% would be interested in the International Relations and Diplomacy concentration.

The 2019 survey administered to 69 college bound high school student who attended the 2019 "High School Day" yielded the following results:

99% indicated they would recommend this new program to their peers and others;
71% indicated they would enroll in the new program;
78% indicated they would be interested in careers in the Governmental Institutions and Law concentration;
67% indicated they would be interested in the International Relations and Diplomacy concentration;

The 2018 survey administered to 30 first-and-second year students at GSU yielded the following results:

100% would recommend the new program to their peers and others;
97% indicated they would be interested in the Governmental Institutions and Law concentration;
77% indicated they would enroll in the new program.

The overall university enrollment has continued to grow due to aggressive recruitment campaigns initiated by the university. Demand for courses offered in the new program will not be limited to majors only. Students from other departments where courses in government are required will significantly expand the program's course enrollment.

The *Governmental Institutions and Law* concentration aimed at preparing students, in part, for law school is attracting inquiries from potential applicants. Also, there is a vast population of individuals that work in law enforcement who do not have formal degrees and would be interested in advancing themselves in the workforce. The community of potential students will also be increased by online delivery of the program. The second concentration, which is the *International Relations and Diplomacy*, will benefit students interested in governmental structures and operations in foreign countries, including exploration of opportunities in the U.S.

These two concentrations will also focus on the traditional students who will broaden the scope of the program and thus attract a more diverse student target group. It will also serve as a feeder to the MPA program which has a focus on administrative development, operation of political systems and public policy.

13. What is the employment outlook for occupations related to the program?

You may find this information using the following information sources among others:

- a. EMSI’s Program Overview Report (check with your Office of Academic Affairs for access)
- b. [Louisiana Workforce Commission](#)
- c. [US Department of Labor Projections Managing Partnership](#)
- d. [The NCES CIP to SOC crosswalk](#).

If data for the program’s service area is not available, then use state- or national-level data and indicate below.

Service Area Data State Data National Data

Related Occupation	LWC Star Rating	Current Employment [Enter Year]	Projected Employment [Enter Year]	# Change	% Change	Average Annual Openings	Average Salary
Compliance Officer	4	348,700 (2020)	370,300 (2030)	26,600	6.2	30,000	\$59,388
Eligibility Interviewers Government programs	3	145,400 (2020)	150,900 (2030)	5,500	3.8	13,700	\$36,371
Administrative Services & Facilities Manager	4	322,000 (2020)	350,500 (2030)	28,500	8.9	29,200	\$78,922
General and Operation Managers	5	2,411,900 (2020)	2,638,200 (2030)	226,300	9.4	229,600	\$96,334
Compensation, Benefits and Jobs Analyst Specialist	4	91,900 (2020)	100,700 (2030)	8,800	9.6	9,400	\$51,053

14. List other institutions within the service area that offer the same or similar programs and include the number of graduates from within the last year. This information is available through IPEDS, EMSI’s Program Overview Report and BOR Searchable CRIN.

Institution	Program (degree and title)	No. Graduates in past year
None		

15. Based on the data provided in questions 13 and 14, discuss how this program will help address a need or gap in the labor market, or provide education to further the public good.

Graduates with a **Bachelor of Science in Governmental and Administrative Affairs** will be adequately positioned to fill civil service vacancies in the State of Louisiana as well as other national and international agencies. For example, according to the Louisiana State Civil Service Commission's Annual Report on Turnover for Fiscal Year 2021-2023, the state experienced a 18.42% turnover rate from both voluntary and involuntary separations. This data re-enforces the publication by The Council of State Governments' publication on the "State Employee Worker Shortage-the impending crisis," which reported that many state employees who will soon be eligible for retirement will further contribute to the worker shortage crisis. The number of state employees eligible to retire varies greatly across the nation, with some having significantly higher rates than others. About 63.9% of all state workers are over 43 years, both the classified and unclassified. Several states

could soon lose more than 40 percent of their workforce, which includes individuals who qualify for early retirement. Additionally, the 2016-2026 Louisiana Department of Labor's *Projected Employment by Industry* report compiled by the Workforce Commission anticipates a 2.8% and 5.4% growth in federal and local government jobs, respectively. The composition of the present workforce will impact the future worker shortage and like the private-sector workforce, the average age of the state government workforce is steadily climbing. The baby boomer generation, i.e., those individuals born between 1946 and 1964, comprises the largest portion of the U.S. labor force. In fact, the national average age of the state government workforce falls in the center of this generation's age range. The new **Bachelor of Science in Governmental and Administrative Affairs** program is unique in design within the State of Louisiana and will play a significant role in replenishing the Louisiana civil service workforce.

16. What impact will the proposed program have on similar or related programs at your institution?

The **Bachelor of Science in Governmental and Administrative Affairs** program at Grambling State University (GSU) will be unique in Louisiana because it will train students who will be active participants in the State government's political processes, civil service agencies, and in administrative structures of private sector organizations, as well as prepare them for legal careers. The new program in Governmental and Administrative Affairs, if approved, will not have any negative impact on other academic programs at GSU.

17. Using data from the US Department of Labor O*-Net and/or EMSI's Program Overview Report identify at least three technical skills and three Knowledge, Skills, and Abilities (KSAs) as identified in O*-Net/EMSI associated with the related occupations.

<p>Eligibility Interviewers</p>	<p>TECHNICAL SKILLS:</p> <ul style="list-style-type: none"> • Document management software • Electronic mail software • Video conferencing software <p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction • English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. • Administrative — Knowledge of administrative and office procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and workplace terminology. <p>SKILLS:</p> <ul style="list-style-type: none"> • Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. • Reading Comprehension — Understanding written sentences and paragraphs in work-related documents. • Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. <p>ABILITIES:</p> <ul style="list-style-type: none"> • Oral Expression — The ability to communicate information and ideas in speaking so others will understand. • Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences. • Written Expression — The ability to communicate information and ideas in writing so others will understand.
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<p>Administrative Services & Facilities Manager</p>	<p>TECHNICAL SKILLS:</p> <ul style="list-style-type: none"> • Data base user interface and query software • Electronic mail software • Word processing software <p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources. • Administrative — Knowledge of administrative and office procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and workplace terminology. • Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming. <p>SKILLS:</p> <ul style="list-style-type: none"> • Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. • Reading Comprehension — Understanding written sentences and paragraphs in work-related documents. • Time Management — Managing one's own time and the time of others. <p>ABILITIES:</p> <ul style="list-style-type: none"> • Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences. • Oral Expression — The ability to communicate information and ideas in speaking so others will understand. • Written Comprehension — The ability to read and understand information and ideas presented in writing. • Written Expression — The ability to communicate information and ideas in writing so others will understand.
<p>General and Operations Manager</p>	<p>TECHNICAL SKILLS:</p> <ul style="list-style-type: none"> • Customer relationship management CRM software • Data base user interface and query software • Operating system software <p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources. • Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems. • English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. <p>SKILLS:</p> <ul style="list-style-type: none"> • Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. • Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action. • Speaking — Talking to others to convey information effectively.

	<p>ABILITIES:</p> <ul style="list-style-type: none"> • Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences. • Oral Expression — The ability to communicate information and ideas in speaking so others will understand. • Written Comprehension — The ability to read and understand information and ideas presented in writing.
<p>Compensation, Benefits, and Job Analyst Specialist</p>	<p>TECHNICAL SKILLS:</p> <ul style="list-style-type: none"> • Data base user interface and query software • Human resources software • Presentation software <p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems. • Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources. • English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. <p>SKILLS:</p> <ul style="list-style-type: none"> • Critical Thinking — using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. • Reading Comprehension — Understanding written sentences and paragraphs in work-related documents. • Active Listening — giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. • Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making. <p>ABILITIES:</p> <ul style="list-style-type: none"> • Oral Expression — The ability to communicate information and ideas in speaking so others will understand. • Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences. • Written Comprehension — The ability to read and understand information and ideas presented in writing. • Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense. • Speech Clarity — The ability to speak clearly so others can understand you.

D. Curriculum

18. List at least three programmatic student learning outcomes (what students will know and be able to do). Describe how and when outcomes will be assessed.

<p>The proposed program’s Student Learning Outcomes (SLOs):</p>	
<p>Interpret and apply political theories</p>	<p>Apply ethical standards</p>
<p>Demonstrate oral and writing skills</p>	<p>Analyze organizational management and behavior</p>
<p>Analyze organizational theories and models</p>	<p>Demonstrate global knowledge</p>
<p>Show competence with computer and software platforms</p>	<p>Participate in experiential internship</p>
<p>Identify traits and models for leadership</p>	

Assessment Practices: SLOs will be assessed every semester, using the appropriate rubrics and the findings shall be used for the improvement of the program.

19. The National Association of Colleges and Employers (NACE) provides the [list of career ready competencies](#) included in the table below. How do the student learning outcomes for the proposed program align with these career competencies? You may also list your institution's alternate career-based competencies if applicable.

Career Ready Competencies (NACE)	Student Learning Outcomes
Critical Thinking/Problem Solving	Interpret and apply political theories
Oral/Written Communications	Demonstrate oral and writing skills
Teamwork/ Collaboration	Analyze Organizational theories & models
Digital Technology	Show competence with computer & software platforms
Leadership	Identify traits & models for leadership
Professionalism/ Work Ethic	Apply ethical standards
Career Management	Analyze organizational management and behavior
Equity and Global/Intercultural Fluency	Demonstrate global knowledge
Other (list others)	

20. List the specific technical skills and KSAs identified in question 17 and show how they relate to the program's student learning outcomes. Insert additional rows as needed.

Technical Skills and KSAs	Student Learning Outcome (s)
Reading Comprehension — Understanding written sentences and paragraphs in work-related documents.	Show evidence of proficient oral and written skills
Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times	Articulate viewpoints on moral, social, legal and/or ethical issues
Resource Management Skills -requirement for developed capacities used to allocate resources efficiently	Identify traits and models of leadership, management and budgeting skills
Administration & Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.	Analyze organizational theories and models
Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.	Identify traits and models of leadership, management and budgeting skills
Administrative — Knowledge of administrative and office procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and workplace terminology.	Analyze organizational theories and models

Personnel & Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.	Identify traits and models of leadership, management and budgeting skills
Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.	Articulate viewpoints on moral, social, legal and/or ethical issues
Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).	Articulate viewpoints on moral, social, legal and/or ethical issues
Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.	Articulate viewpoints on moral, social, legal and/or ethical issues
Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.	Show evidence of proficient oral and written skills

21. The American Association of Colleges & Universities identifies a list of high impact educational teaching and learning practices (HIPs) listed below (see <https://www.aacu.org/trending-topics/high-impact>). Briefly describe how the program will utilize those HIPs that are applicable, including whether it is optional or required.

AACU HIPs	
First Year Experience	Required: All students are currently required to take two First Year Experience (FYE) courses as a part of the university's General Education curricula
Undergraduate Research	Required: This resource will cover a wide range of topics and issues. AAC&U research will provide timely evidence to support student success, advance equity, and advocate for liberal education
Common Intellectual Experiences	Optional: Students will have the opportunity to attend and/or participate in various convocations, conferences, internships, and seminars both on and off campus.
Diversity/Global Learning	Required: Advancing Diversity, Equity, and Inclusion, which emphasize racial and social justice issues are urgent priorities for colleges and universities. Students will also enhance their diversity/global learning by attending some of the aforementioned conferences and seminars and collaborative projects.
e-Portfolios	Optional: Students will be introduced to the development of e-Portfolios for both individual and class projects as well as learning outcomes.
Writing Intensive Courses	Required: Students will be required to successfully pass writing courses in the general education curricula as well as a research course as required competency in the proposed program.

Service-Learning, Community-based Learning	Required: All graduates are required to have taken 160 hours of service learning/community-based learning before graduation.
Collaborative Assignments & Projects	Optional: faculty and students will be encouraged to collaborate on assignments and projects that are relevant to high profile current events.
Internships	Required: the curricula require each student to complete an internship, paid or unpaid, to successfully complete the degree requirements.

22. Attach a map of the curriculum by semester for a full-time student enrolled in at least 15 units per semester. This may be structured like a program of study in the general catalog or in a curriculum guide.

- Include course prefixes, numbers, titles, and credit hour requirements. Identify courses that meet general education requirements.
- Include alternate tracks and requirements by concentration if applicable. Identify courses that are applicable to the alternative tracks.
- List all major course requirements. Indicate the word “new” beside new courses.
- Indicate work-based learning experiences (such as internships, clinical, etc.) if applicable.
- Provide a summary of how the curriculum meets the learning outcome goals described in questions 18-21.

23. Check all proposed program modes of delivery that apply:

- On campus (<50% online)
- Hybrid (51-99% online)
- 100% online

24. Describe how students will have the opportunity to receive credit for prior learning in the program’s curriculum. (see [Board of Regents Policy AA 2.23](#))

The new program head and faculty will approve credit for prior learning using university procedures that include the following:

- 1) CLEP examinations
- 2) AP courses with requisite scores
- 3) Faculty developed competency examinations
- 4) ACE-American Council on Education

25. Describe how [Open Education Resources \(OER\)](#) have been incorporated into the program’s instructional materials. Identify other measures the institution will take to ensure course material affordability.

The proposed new program will partly rely on Open Education Resources (OER) for the following reasons:

- *Students will browse through curated collection for the Louisiana Commons.
- *The OER Library Collection will offer rich course materials for course design needs.
- *The OER will allow the connection with faculty across Louisiana to share ideas, learn how to incorporate OER into teaching and learning.

26. What, if any, special preparation will students need for admission to the program? This may include pre-requisite courses or degrees, program-specific selective admission criteria or eligibility, or work experience.

No special preparation will be required for admission into this proposed program.

27. Identify the partners you are working with to create an educational and career pipeline for this program. Mark all that apply.

- | | |
|--|--|
| <input type="checkbox"/> High school CTAE | <input type="checkbox"/> Employers |
| <input type="checkbox"/> High school STEM | <input checked="" type="checkbox"/> Community organizations |
| <input type="checkbox"/> Career academies | <input type="checkbox"/> Professional associations |
| <input checked="" type="checkbox"/> 2-year college | <input checked="" type="checkbox"/> Other Programs at your Institution |
| <input type="checkbox"/> 4-year college/university | <input type="checkbox"/> Other Partner |

List specific partners for each category checked above.

<p>Partners the proposed program will work with include:</p> <p>High School Day Recruitment Events</p> <p>2-year Colleges:</p> <ul style="list-style-type: none">1) Southern University, Shreveport2) Bossier Parish Community College3) Delta Community College <p>Community Organizations</p> <p>Other Programs at Grambling State University:</p> <p>University College</p>

28. Describe how the education pipeline for the program will function. Include any stackable or transferrable credentialing that is involved.

<p>Partners for the Categories in Section 27:</p> <p><u>High School Day Recruitment:</u> This is an undergraduate recruitment activity the Office of Academic Affairs conducts each semester, which draws to the university campus potential applicants of Louisiana residents to respective undergraduate programs at the university. It provides recruitment opportunity for the individual colleges and departments to market and recruit students into their academic programs. The proposed program will benefit from this recruitment opportunity.</p> <p><u>2-year Colleges:</u> The institution's Office of Admissions conducts robust state and national admission drive which attracts students who have completed their Associate Degrees or two years university course work and seeking to complete the BS degrees; they will have the opportunity to graduate in and benefit from the employment prospects that will accrue from the marketable degree in Governmental and Administrative Affairs.</p> <p>Program faculty will recruit from the undecided pool of new students that are advised by GSU's University College.</p>

29. Describe how the institution will support graduates in meeting career goals such as securing employment, further education, and industry certification.

The Grambling State University's Office of Career Services strives to enhance the overall students' experience by integrating educational and career opportunities. The Office of Career and Placement creates opportunities for employers, students, faculty, and staff of the University to engage in partnerships with employers and other higher education institutions all are aimed at achieving brighter future career opportunities for the graduates. The office, during each semester, attracts several employers in Louisiana, and nationally, to the campus to expose the senior students to internship and gainful employment opportunities upon graduation. Specifically, the office provides the following services to the students:

Career Counseling, Career Assessments, Resume/Letter Building, Interview (virtual, personal, mock), Information Sessions, Graduate School Recruitments, Majors and What they Pay, etc.

30. Describe how the success of program graduates will be tracked and assessed? Success may include employment, enrollment in another degree program, or certification/licensure passage.

Post-graduation outcomes have long remained the center of study for decades, so, reliable resources already exist to achieve this purpose. The post-graduation metrics have been, and will be, used to present the proposed program students' success story focusing on the following:

- *Persistence
- *Completion
- *Retention
- *Post-graduation success, including:
 - 1) Employment rate
 - 2) Salaries

Collecting the required data will depend heavy on Graduation Surveys, which may be available through the university or the program.

E. Students

31. Describe the institution's process for determining prospective and current student interest in the program. This may include enrollment in existing courses, minors, or concentrations, student surveys, admissions inquiries.

The university, as an affiliate member of the University of Louisiana System (LSU), through its Louisiana Board of Regent (BoR) Office, periodically reviews enrollment numbers in the programs offered at the university. This process allows the institution and the State to monitor students' interest in the different academic programs at the university and to discontinue programs with low enrollments or low graduation rates.

The incoming students choose to enroll in disciplines of interest to them. The institution requires affiliated colleges and schools to conduct yearly students' evaluation of the courses they take in the departments because their opinions, good/bad, may determine the retention rate. The interest of Louisiana residents in the proposed program will also be increased by the online delivery system recently initiated in the department, where several faculty members have been certified to teach online courses.

University Recruiters will promote the program during recruitment events. The recruiters will be able to track student interest in the program. Faculty and students in the program will provide informational sessions that target high school students, as a part of events that are hosted on and off campus. The program will use these sessions to also track student interest in the program.

32. Provide current institutional and department/college overall retention and graduation rates.

Retention rates for 2021/2022:
 University's 1 to 2nd year retention rate is 71.76%
 College of Arts and Science's 1st to 2nd year retention rate is 56%
 Graduation rate for the University in 2021/2022 is 36.99%

33. Provide an enrollment projection for the next four academic years.

	Year 1	Year 2	Year 3	Year 4
Academic Year (Summer, Fall, Spring)	2023-24	2024-25	2025-26	2026-27
Base enrollment*		38	68	98
Lost to Attrition (should be negative)	-2	-5	-5	-8
New to the institution	20	25	25	25
Shifted from existing programs within your institution	20	10	10	10
Total Enrollment	40	68	98	125
Graduates	0	0	0	30
Carry forward base enrollment for next year	38	68	98	95

**Total enrollment becomes the base enrollment for the following year*

34. If projected retention and graduation rates are significantly different than for the institution overall, please explain.

Projected retention and graduation rates are higher than the current values for the university. The program will implement student success resources into each level of the program. These services are expected to support students completing the program.

35. Discuss the marketing and recruitment plan for the program. Include how the program will be marketed to adult learners and underrepresented and special populations of students.

The proposed program will market to adult learners, underrepresented, and special populations of students by utilizing the university traditional means of recruiting, flyers, and networking. Additionally, the proposed program will be housed in a department that employs social media platforms to reach prospective students in these population groups.

F. RESOURCES

F1. Finance

36. Attach the completed Regents budget template. (Attach the original budget)

37. How has student affordability been considered in the design of the program? Are there any additional financial costs that students will have to take on as part of this program? (e.g., special fees, software licenses, equipment, travel, etc.) If so, what strategies have you adopted to offset the cost burden?

Student affordability has been considered in the design of this program by utilizing OER as well as offering it in an online platform. This method will minimize the amount of travel to campus for adult learners as well as students from low income families. There are no special costs associated with this proposed program.

38. How will the institution cover increased indirect costs associated with the proposed program? Consider costs such as student advising, student support services, tutoring, career services, additional library materials, and replacing or upgrading technology or other infrastructure.

The proposed program will not incur any increased indirect expenses outside the normal operational limits. Student advising responsibilities are usually coordinated by the Department Head and the Administrative Assistant, who divide the new incoming students among faculty members in the department for advising and mentoring.

The institution has an extensive structure of student support services that provide an array of services to the students as they matriculate in the institution, including but not limited to the following: financial aid, career services, a newly constructed state-of-the-art digital library, office of the distance learning, technology information center with up-to-date internet connectivity in faculty offices and classrooms with smart boards, etc. The university library provides opportunities for inter-library loans access across Louisiana library system, including Louis.

39. If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.

No funds are being reallocated to offer this proposed program.

F2. Instruction and Student Support

40. Faculty

a. Describe the needs for new/additional faculty for the program including program leadership? Identify any anticipated challenges in hiring adequate faculty, for the program.

No new faculty will be required for the new program.

b. How will current faculty be re-directed to this program from existing programs?

The faculty members currently teaching at both the graduate and undergraduate levels, in the department, are credentialed to teach several courses to be offered in the proposed program, and all are certified to teach online.

c. Attach your SACSCOC Faculty Roster for the proposed program. (Please indicate anticipated positions that will need to be filled in the future) (Attach faculty roster)

41. Describe additional staff needed for this program (e.g., advising, professional development, program administration, academic coaching, etc.).

No additional staff will be required.

F3. Facilities

42. Where will the program be offered? Mark all that apply.

Main Campus Satellite campus (specify campus here) Other (Hybrid)
 100% Online

43. What types of facilities are needed for the program? Fill out the chart below as applicable. Add lines under “other” as needed.

Space	New Space	Use Existing Space (as is)	Use Existing Space (Renovated)	Sem/Yr. of Occupancy
Dry Labs (STEM related)				
Wet Labs (STEM related)				
Dedicated Offices		one/faculty		Fall 2023
Fine Arts Spaces				
Classrooms		three		Fall 2023
Meeting Rooms		one		Fall 2023
Student Study Space		A computer lab		Fall 2023
Shared Space with other campus units		University library and computer labs		Fall 2023
Other (Specify)				

44. Describe needs and costs for new or renovated facilities required for the program. Capital Costs for Needed Facilities and Space.

Facility/Space Name	Gross Square Footage	Start Up Costs	Ongoing Costs	Est. Occupancy Date	Funding Source
New Construction					
	none				
Renovations and Infrastructure*					
	none				
Purchases: Land, Buildings etc.					
	none				
Lease space					
	none				
TOTAL Cost	none	\$0	\$0		

**Include the name of the building or location being impacted and what will need to be done. Infrastructure includes new systems such as: mechanical/electrical/plumbing, site utilizes, parking/drainage, IT networks, resiliency infrastructure, etc.*

45. Discuss the impact of construction or renovation on existing campus activities and how disruptions will be mitigated. Explain how existing programs benefit from new facilities and/or space(s) and changes to existing space.

N/A

46. Will any existing programs be negatively impacted (e.g., lose classroom or office space) by proposed facility changes? If so, discuss how the impacts of these changes will be mitigated.

No existing program will be negatively impacted by the new program.

47. Are there facilities related to accreditation? Are there any accreditation standards or guidelines that will impact facilities/space needs now or in the future? If so, please describe the projected impact.

N/A

F4. Technology and Equipment

48. Identify any major equipment or technology integral to program implementation and sustainability. List equipment or assets over \$5,000 (cumulative per asset) needed to start-up and run the program.

Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
Existing equipment is adequate.			
Total Technology and Equipment Costs	0	0	

G. RISKS AND ASSUMPTIONS

49. In the table below, list any risks to the program’s implementation over the next four years. For each risk, identify the impact (low, medium, high), probability of occurrence (low, medium, high), and the institution’s mitigation strategy for each risk. Insert additional rows as needed. (e.g., Are faculty available for the cost and time frame).

Risk	Impact	Probability	Risk Mitigation Strategy
Low Enrollment	<u>Low</u>	Low	Publicity by advertisement and student affairs
N/A			

Appendices

Appendix I Curriculum Sheet

Appendix II Alignment of Curriculum with Student Learning Outcomes

Appendix III Budget Template

Appendix IV Faculty Roster Form

Appendix V Letters of Support

Louisiana Board of Regents Academic Degree Program Proposal
Grambling State University
B.S. in Governmental and Administrative Affairs (GAA)
Planned Implementation: Fall 2024

Appendix I:

Curriculum Sheet

**Governmental Administration & Affairs Curriculum Sheet
Concentration: Governmental Institutions and Law**

Course No.	Course Name	Hours	Course No.	Course Name	Hours
Year 1: Freshman (29 Credit Hours)					
Fall Semester			Spring Semester		
BIOL 103	Principles of Biology I	3	ENG 102	Freshman Composition	3
MATH 131	College Algebra	3	HIST 101	History of Western Civilization I	3
FYE 101	First Year Experience I	1	FYE102	First Year Experience II	1
SOC 101	Introduction of Social Science	3	BIOL 104	Principles of Biology II	3
ENG 101	Freshman Composition	3	MATH 132	Trigonometry	3
			GAA 220*	Introduction to Personnel Management	3
Year 2: Sophomore (30 Credit Hours)					
Fall Semester			Spring Semester		
GAA 230*	Introduction to Public Budgeting	3	GAA 230*	Introduction to Public Budgeting	3
GAA 250*	Law and Society	3	GAA 250*	Law and Society	3
ENG 200	World Literature I	3	ENG 200	World Literature I	3
HUM 201	Western Culture	3	HUM 201	Western Culture	3
CHEM 111	General Chemistry 1	3	CHEM 111	General Chemistry 1	3
Year 3: Junior (30 Credit Hours)					
Fall Semester			Spring Semester		
GET 300	Rising Junior Exam	0	GET 300	Rising Junior Exam	0
GAA 325	Research Methods & Statistics for Social Science	3	GAA 325	Research Methods & Statistics for Social Science	3
GAA 320*	Black Politics in America	3	GAA 320*	Black Politics in America	3
GAA 330*	Women in International Politics	3	GAA 330*	Women in International Politics	3
GAA 345*	Development of Public Administration	3	GAA 345*	Development of Public Administration	3
Year 4: Senior (31 Credit Hours)					
Fall Semester			Spring Semester		
GAA 445*	Public Personnel Management	3	GAA 426	Global Human Rights Development	3
GAA 485	Administrative Behavior Political Theory	3	GAA 480	Contemporary Theories of International Relations	3
GAA 430	International Organizations	3	GAA 496	Internship	3
GAA 490*	Informatics and Administrative Development	3	GAA 435	Constitutional Law	3
Elective	General Elective	1	GAA XXX	Major Elective	3
			GAA XXX	Major Elective	3
* represents NEW courses			Total Hours for Graduation		120 Hours

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Appendix II:
**Alignment of Curriculum with Student Learning
Outcomes (SLOs)**

Q 21: Summary of how the curriculum meets the learning outcome goals described in questions 18-21

The curriculum identified for the proposed program in Governmental and Administrative Affairs is designed for graduates having achieved the identified competencies. In the section below specific SLO's are captured with examples of the courses aligned with the competencies the SLO provides.

- ✓ SLO: Interpret and apply political theories -Will train students to understand problems of the society, explore solutions, and interpret the laws and constitution. (GAA 250, GAA 435, GAA 448)
- ✓ SLO: Demonstrate oral and writing skills-Will prepare the students to acquire good verbal and written communications which are essential in delivering information accurately, and in building trust and credibility. (Each major course will require students to complete assignments that requires the use of written and oral communication skills)
- ✓ SLO: Analyze Organizational theories & models- Will help the students to understand how managers in bureaucracies and businesses decide which approach to implement to realize their vision for the organization. (many of the GAA courses)
- ✓ SLO: Show competence with computer & software platforms-Will inform the students that computers are an inevitable part of the education process, and will equip them with the set of abilities, skills, knowledge, and capabilities needed to understand software platforms. (GAA 325, GAA 230, GAA 450)
- ✓ SLO: Identify traits & models for leadership-The student will understand that trait model of leadership is determined by the characteristics of many leaders, successful and unsuccessful, and therefore used to predict leadership effectiveness. GAA 303, HIST 312, GAA 330)
- ✓ SLO: Apply ethical standards-Will inform students that ethical standards govern conduct of professionals, and help members to coordinate their actions or activities in a manner that upholds public trust. (all major courses will have an ethics component)
- ✓ SLO: Analyze organizational management and behavior-Will educate the students to comprehend how studying organizational behavior help managers to understand their employees and motivate them utilizing various tools. (GAA 220, GAA 430)
- ✓ SLO: Demonstrate global knowledge-Will inform students that global education incorporates learning about the cultures, geographies, histories, and current issues of all the world's regions, and stresses the interconnected and diversity of peoples and histories. (GAA 426, GAA 460, GAA 480)

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Appendix III:

Budget Template

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR INTENDED PROGRAM

Institution: Grambling State University

Date: May 18, 2023

Degree Program, Unit: B.S., Governmental and Administrative Affairs

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	AMOUNT	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$0		\$0		\$0		\$0	
Graduate Assistants	\$0		\$0		\$0		\$0	
Support Personnel	\$0		\$0		\$0		\$0	
Fellowships and Scholarships	\$0		\$0		\$0		\$0	
SUB-TOTAL								
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities (Title III)	\$0		\$0		\$0		\$0	
Equipment (Title III)	\$0		\$0		\$0		\$0	
Travel	\$6,000.00		\$6,000.00		\$6,000.00		\$6,000.00	
Supplies	\$0		\$0		\$0		\$0	
SUB-TOTAL	\$6,000.00		\$6,000.00		\$6,000.00		\$6,000.00	
TOTAL EXPENSES	\$6,000.00		\$6,000.00		\$6,000.00		\$6,000.00	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
State Appropriations	\$0		\$0		\$0		\$0	
Federal Grants/Contracts	\$6,000.00		\$6,000.00		\$6,000.00		\$6,000.00	
State Grants/Contracts	\$0		\$0		\$0		\$0	
Private Grants/Contracts	\$0		\$0		\$0		\$0	
Expected Enrollment	40		68		98		125	
Tuition (\$2,570)	\$102,800.00		\$174,760.00		\$251,860.00		\$321,250	
Fees (\$961.50)	\$38,460.00		\$72,112.50		\$94,227.00		\$120,187.50	
Other (specify)	\$0		\$0		\$0		\$0	
TOTAL REVENUES	\$147,260.00		\$270,862.50		\$350,087.00		\$447,437.50	

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Planned Implementation: Fall 2024

Appendix IV:
Faculty Roster Form

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: Grambling State University

Name of Primary Department, Academic Program, or Discipline: Public Administration

Academic Term(s) Included:

Date Form Completed: March, 2023

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Ahmed, Nasir U.	<p>GAA 230-Introduction to Public Budgeting</p> <p>GAA 455- Contemporary Political Theory</p> <p>GAA 445-Public Personnel Management</p> <p>GAA 480-Contemporary Theories of International Relations</p> <p>GAA 450-International Economics</p> <p>GAA 460-Comparative Governments-Europe/Asia</p> <p>GAA 220-Introduction to Personnel Management</p> <p>GAA 270-Introduction to International Relations</p> <p>GAA 430- International Organizations</p>	<p>BSS (Honors) Public Administration</p> <p>MSS Public Administration (University of Dhaka, Bangladesh)</p> <p>MPPA Masters in Public Policy and Administration (Mississippi State University)</p> <p>Ph.D. Political Science; 42 credit hours in public Administration; Minored in Research Methodology & International Relations (University of Mississippi)</p>	<p>27 years of teaching Public Administration at Graduate level & Political Science at Undergraduate level in GSU since Aug, 1990. 3 years of teaching Public Administration and Political Science at Undergraduate level at the Univ. of Tennessee and the Univ. of Mississippi (Aug 1987-May, 1990) . 2 years of experience as Statistical Consultant at the Univ. of Mississippi (Aug 1985 – July 1987).</p> <p>Write Columns on politics, economics, and international affairs.</p> <p>Conduct Research on Major Public Policy issues (Welfare & entitlement Programs such as Medicaid, Medicare, Social Security, Food Stamp, Housing, & Student Loans etc)</p>

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Grambling State University

Name of Primary Department, Academic Program, or Discipline: Public Administration

Academic Term(s) Included:

Date Form Completed: March, 2023

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<p>Geoffrey Lemmy Akoma (F)</p>	<p>GAA 426-Global Human Rights Developments</p> <p>GAA 496-Independent Study</p> <p>GAA 310-International Development and Diplomacy</p> <p>GAA 448-Bureaucratic Politics and Foreign Policy</p> <p>GAA 470-Comparative Governments- Africa</p>	<p>Ph. D - Political Science Texas Tech University, Lubbock, Texas 79409</p> <p>Major Areas: 1. Public Administration 2. Healthcare Administration 3. Comparative International Development Admin. Total Semester Hours = 60</p> <p>MPA – Master of Public Administration Texas Southern University, Houston, Texas 71364</p> <p>Major Areas: 1. Financial Management 2. Public Policy Administration Total Semester Hours= 63</p> <p>B.Sc – Public Affairs Texas Southern University, Houston, Texas 71364</p> <p>Major Area: Health Service Administration</p> <p>Total Semester Hours= 126</p>	<p>Certification in Online Delivery- Quality Matters.</p>

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Grambling State University

Name of Primary Department, Academic Program, or Discipline: Public Administration

Academic Term(s) Included:

Date Form Completed: March, 2023

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<p>Holmes, Sr., Quentin D. (F)</p>	<p>GAA 250-Law and Society</p> <p>GAA 402-Organizational Theory</p> <p>GAA 360-Cybersecurity in Government Organizations</p> <p>GAA 413-Security Policy, Plans, and Programs</p> <p>GAA ---Electives</p>	<p>BA, MA: Criminal Justice, University of Louisiana at Monroe (ULM) included the following coursework: CJ 201: Criminal Law CJ 202: Criminal Investigations CJ 301: Criminal Evidence Graduate Level CJ 429: MGMT of CJUS Agencies CJ 550: Police & Society CJ 560: Minorities, Crime & CJUS</p> <p>PhD: Public Administration, Jackson State University (JSU) included the following coursework: PPAD 605: Scope of Public Administration PPAD 648: Human Resource Planning & Management PPAD 676: Theories of Public Organizations PPAD 677: Public Policy & Formulation</p>	<p>Chief of Police for a 200-employee agency with a \$13 million budget (2011-2017); Chairman, Law Enforcement Executive Management Institute (LEEMI); appointed by Governor of Louisiana (2016-2017)</p> <p>Combined 29 years of law enforcement (LE) experience Held several LE positions including Detective, Community Police Officer, Administrative Assistant to Chief, SWAT team member Commissioned Officer in US Army and 2nd in command for the largest Military Police unit in Europe Adjunct Instructor at ULM for 10 years (2001-2011) teaching Undergraduate and Graduate CJ Courses</p>

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Grambling State University

Name of Primary Department, Academic Program, or Discipline: Public Administration

Academic Term(s) Included:

Date Form Completed: March, 2023

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Mitchell, Charles (F)	GAA 325- Research Methods and Statistics for Social Sciences GAA 485- Administrative Behavior GAA 490- Informatics and Administrative Development GAA 459- Evaluating Emerging Technologies	Ph.D. - University of Tennessee with PA and American politics emphasis. M.A.P.A. - University of Iowa – public affairs M.A. - University of Oregon – political science	Substantial involvement with panels and papers at the meetings of the Western Political Science Association (WPSA) American Political Science Association, (APSA) and International Political Science Association (IPSA)
Richardson, Kia (P)	GAA 225- Elements of Law GAA 435- Constitutional Law	Juris Doctor and Bachelors of Civil Law Paul M Hebert School of Law, LSU	11 years practicing Criminal Law

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

**Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: Grambling State University

Name of Primary Department, Academic Program, or Discipline: Public Administration

Academic Term(s) Included:

Date Form Completed: March, 2023

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Johnson, Eva (P)	GAA – Major Electives	University of La Verne LaVerne, CA Public Administration Ph.D. National University Lajolla, CA Human Behavior Masters San Diego State University San Diego, CA Criminal Justice Administration BA	City Commissioner, Community Steering Committee, Vice-Chair City of Murrieta, Murrieta, CA Division Three Director: Advisory Board Member-Western Municipal Water District Riverside, CA Publications Nonprofit Graduate Leadership. International Journal of Advanced Research (2020) News Articles The Journal of Nonprofit Education and Leadership (2019) Certifications National University QM Course (2019) National University IRB Certification renewed (2019) Business Ethics-Advanced Ethical Leadership Compliance (2016) Public Policy and Leadership in the 21 st Century (2015)

			Fundamentals of Human Resource Management (2014)
Dennis, Sarah	GAA 345 -Development of Public Administration	Ph.D., Urban Higher Education; Jackson State University M.P.A. Public Management; Grambling State University B.A. business, Office Administration; Southeastern Louisiana University	
Harris, Rose	GAA 320 -Black Politics in America GAA 330 -Women in International Politics GAA 425 -Civil Liberties in the U.S.	Ph.D, Political Science; Rutgers University, New Brunswick, NJ M.A. Political Science; Howard University B.A. Political Science; Southern University	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

Louisiana Board of Regents Academic Degree Program Proposal
Grambling State University
B.S. in Governmental and Administrative Affairs (GAA)
Planned Implementation: Fall 2024

Appendix V:

Letters of Support

February 28, 2023

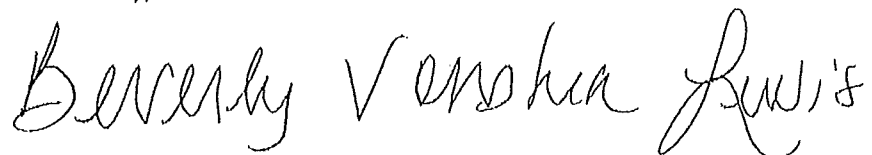
Louisiana State Board of Regents
State of Louisiana
1201 North 3rd Street
Baton Rouge, LA 70802

The Ochsner LSU Health Monroe Medical Center supports the proposed new academic program in Governmental and Administrative Affairs at Grambling State University (GSU). After speaking with representatives from the university, it's clear that this program will be more robust with concentrations in (1) Governmental Institutions and Law, (2) International Relations and Diplomacy, and it will better prepare graduates to meet challenges of the twenty-first century in the State of Louisiana's political and civil service systems; also they will enjoy successful careers at the Federal, State, and Local levels, as well as, function efficiently in the global community.

The Ochsner LSU Health Monroe Medical Center, has over the years, offered several Internship opportunities to students in the Political Science and Public Administration Department. Under our existing contract, we will continue to make these internships available to the new Department of Governmental and Administrative Affairs, and offer job opportunities, when available.

It is with great pleasure that the Ochsner LSU Health Monroe Medical Center humbly offer this letter of support for the new academic program in Governmental and Administrative Affairs at GSU.

Sincerely,



Beverly Vonshea Lewis, RN, BSN, MPA
Director of Economic Development, Community Initiatives, Spiritual Care



Excellence • Integrity • Accountability • Service • Diversity

Division of Arts, Humanities, Social Sciences, and Education

To: Louisiana Board of Regents

From: Dr. Lonnie McCray, Dean
Arts, Humanities, Social Sciences, and Education
Southern University Shreveport

Date: 02/28/2023

Re: Letter of Support

Southern University Shreveport supports the proposed new academic program in Governmental and Administrative Affairs at Grambling State University (GSU). After speaking with representatives from the university, it is clear that this program will be more robust with concentrations in (1) Governmental Institutions and Law, (2) International Relations and Diplomacy, (3) Cybersecurity Management, and will better prepare graduates to meet challenges of the twenty-first century in the State of Louisiana's political and civil service systems; and also enjoy successful careers at the Federal and Local government levels as well as function efficiently in the global community.

It is with pleasure that Southern University Shreveport humbly offers this letter of support for the new academic program in Governmental and Administrative Affairs at GSU by developing a 2+2 agreement to support our students in achieving an associate and a baccalaureate degree.

Respectfully,

A handwritten signature in black ink, appearing to read 'Dr. Lonnie McCray', written over a horizontal line.

Dr. Lonnie McCray
Dean



SOUTHERN UNIVERSITY AT NEW ORLEANS

College of Business & Public Administration
6400 Press Drive ♦ New Orleans, LA 70126

February 28, 2023



Geoffrey Lemmy Akoma, Ph.D., M.P. A
Interim Head, Political Science & Public Administration Dept.
Director, Master of Public Administration Program
Professor & Academic Adviser
Grambling State University, Grambling, LA 71245

Dear Dr. Akoma:

The College of Business & Public Administration, Southern University at New Orleans, supports the proposed new academic program in *Governmental and Administrative Affairs* at Grambling State University (GSU). Following an extensive discussion with representatives from GSU, it is evident that this program will be most effective with two concentrations: (a) *Governmental Institutions and Law* and, (b) *International Relations and Diplomacy*. These two concentrations will equip graduates to meet the challenges of the 21st-century civil/public service workforce not just in the State of Louisiana but also at federal, local, and international levels.

Additionally, the proposed curriculum in Governmental and Administrative Affairs will prepare graduates to pursue advanced degrees not only at Southern University at New Orleans but at any other graduate degree program of their choice. We look forward to lending more support to GSU as it implements this new program and will encourage the residents of our service area whose career goals are aligned with the new curriculum to enroll at GSU for the program. Please feel free to contact us if additional information is needed.

Sincerely

Igwe E. Udeh

Igwe E. Udeh, PhD

Alvin James Lawson Endowed Professor of Business

Dean, College of Business & Public Administration

Southern University at New Orleans

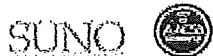
6801 Press Drive, Suite 212

New Orleans, LA 70126

iudeh@suno.edu

(504) 286-5330 (office)

(504) 286-5304 (fax)



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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 22, 2023

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

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval to enter into a Memorandum of Understanding (MOU) with Southern University at Shreveport (SUSLA). The purpose of this partnership is to facilitate the articulation of coursework and to provide a seamless transfer of SUSLA's Associate of Applied Science students into GSU's Bachelor of Science in Engineering Technology. The proposed MOU establishes guiding principles related to admission requirements and processes related to this transfer pathway.

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 Southern University at Shreveport.*



Office of the President

June 1, 2023

**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
SOUTHERN UNIVERSITY AT SHREVEPORT**

Grambling State University (GSU) respectfully requests approval of a Memorandum of Understanding between GSU and Southern University at Shreveport (SUSLA). The purpose of this partnership is to facilitate the articulation of coursework and to provide a seamless transfer of SUSLA's Associate of Applied Science students into GSU's College of Arts and Sciences' Department of Engineering Technology to earn a Bachelor of Science degree.

Your favorable consideration of this request is greatly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to read "RJ Gallot, Jr.", is written over a faint, light blue grid background.

Richard J. Gallot, Jr., JD
President

MEMORANDUM OF UNDERSTANDING (MOU)

BETWEEN

SOUTHERN UNIVERSITY AT SHREVEPORT

Associate of Applied Science

AND

GRAMBLING STATE UNIVERSITY

Bachelor of Science

This memorandum of understanding (**MOU**) serves as an agreement between Southern University at Shreveport (**SUSLA**) and Grambling State University (**GSU**) to facilitate the articulation of coursework and to provide a seamless transfer of SUSLA's Associate of Applied Science (**AAS**) students into GSU's College of Arts and Sciences (Department of Engineering Technology) to earn a Bachelor of Science (**BS**).

In order to articulate approved coursework to GSU, SUSLA students must earn a grade of "C" or better in each course.

SUSLA students who receive the Associate of Applied Science (**AAS**) following the prescribed coursework shown in the addendum of this agreement, and declare their intent to pursue the Bachelor of Science (**BS**) in the College of Arts and Sciences (Department of Engineering Technology) at GSU, will be:

1. Admitted to GSU as a junior upon successful completion of the SUSLA AAS degree with an overall GPA of 2.0 on all work attempted.
2. Admitted to GSU using catalog of record upon entry and assigned a faculty advisor at GSU for assistance in accordance with policies of GSU's College of Arts and Sciences (Department of Engineering Technology).

In accordance with this MOU, GSU agrees to:

1. Deliver curriculum information to SUSLA for the BS degree programs.
2. Allow SUSLA students to complete GSU courses and transfer those course credits to SUSLA, prior to earning the SUSLA AGS degree.
3. Encourage and support students to complete the ASGS prior to progressing to the BS program at GSU.
4. Provide advisors to students participating in the AS and ASGS programs at SUSLA. Advisors will be available by telephone and email, as well as for on-site appointments at both SUSLA and GSU campuses.
5. Communicate any and all degree program changes to the appropriate SUSLA Business, Science, Technology, Engineering and Math (**B-STEM**) Division Dean in a timely manner.
6. Recognize the MOU in the GSU catalog under the respective program description(s) in the College of Sciences and Engineering.
7. Encourage SUSLA students to become engaged in activities and/ or events held by professional student organizations at GSU.

In accordance with this MOU, SUSLA agrees to:

1. Maintain files related to the progression of students in this program.



2. Encourage students to pursue the transfer pathway and advise students to progress in a timely manner.
3. Utilize the SUSLA “Intent to Transfer” agreement (**ADDENDUM A**) for the purposes of documenting student transfer plans and facilitating record transferability and data sharing with GSU in compliance with the Family Educational Rights and Privacy Act (**FERPA**).
4. Provide GSU with the consent of the participating students, the transcripts of the participating students, to facilitate the recording student data at GSU and to allow for timely advising.
5. Convene annually with GSU representatives to assess student progress in the BS degree programs.
6. Communicate program changes to GSU.
7. Promote and market the program in the SUSLA service area.
8. Recognize the transfer pathway in the SUSLA catalog under the program description for AS, AAS, and AGS programs.
9. Coordinate student participation in GSU activities and/ or events held by student organizations.
10. Provide GSU with evaluation of STEM course and program outcomes on an ongoing basis and as needed for adherence to accreditation requirements.

This agreement is effective upon signing. Either party may terminate the agreement through a written notice of intent. Termination will become effective at the end of the semester of notification. Should the agreement be discontinued, students who declared the intent to participate prior to termination will be allowed to progress through and complete the program according to the terms of the original agreement.

Changes to this agreement may be made at any time, in writing, with a 60-day notice, with the express written agreement of the chief academic officers of each campus.

Both parties will share assessment data and will meet annually to assess the program.

The program of study for the Associate of Applied Science degree in the B-STEM Division at SUSLA and the transferability of course credits of the respective Bachelor of Science program at GSU is attached and made as a part of this agreement.

For SUSLA:

 Dr. Vladimir Appeaning
 Interim Chancellor

 Dr. Lonnie McCray
 Interim Vice Chancellor of Academic Affairs
 and Workforce Development

 Mrs. Vanessa White
 Interim Dean, B-STEM Division

For GSU:

 Dr. Richard J. Gallot
 President

 Dr. Connie Walton
 Provost and Vice President for Academic
 Affairs

 Dr. Stacey Duhon
 Dean, College of Arts and Sciences



ADDENDUM A

SUSLA B-STEM Division Intent to Transfer

SUSLA Student Information:

Last Name, First Name, Middle Initial: _____

U-Number: _____

Mailing Address: Number and Street: _____

City: _____

State, Zip code: _____

Best Phone Number for Contacting: _____

Best Email Address: _____

SUSLA Declared Program of Study:

Beginning Term and Year at SUSLA: _____

Title of SUSLA Associate Degree: _____

Estimated Term and Year of Degree Completion: _____

Intended Program of Study after SUSLA:

Title of Program at Transfer Institution: _____

Name of Transfer Institution: _____

Student Authorization to Release of Transcripts

- By signing this form, I am acknowledging my intent to complete my degree at SUSLA and transfer to the institution of higher education indicated above.
- I understand that the catalog of record will be the SUSLA catalog on the date of this form is signed as long as enrollment at the transfer institution indicated above commences within four years.
- I understand that as a participating student in this Intent to Transfer agreement, I will be assigned an academic advisor at the transfer institution, who will, along with my advisor at SUSLA, monitor my progress and answer questions I may have about this agreement or intended degree pathway. I also understand that participation in this Intent to Transfer is predicated upon successful completion of the degree I have declared on this form.
- I certify that all information provided on this form is complete and accurate. I understand that withholding information, or giving false information may make me ineligible for admittance and enrollment at SUSLA or the transfer institution indicated above.
- If I am a male, U.S. citizen, age 18-25, I certify that I have registered with Selective Service.
- I allow the release of my transcripts and grades to both institutions throughout the term of this agreement.

Applicant's Signature

Date



ADDENDUM B

Establishing a Transfer Pathway Between Southern University at Shreveport (SUSLA)

AAS (AAS) in Engineering Technology (Electrical & Computer Engineering Technology Concentration)

AND

Grambling State University (GSU)

BS in Engineering Technology – (Electronics Engineering Technology Concentration)

ENGLISH (6):

SUSLA COURSE	GSU COURSE
SENL 101S (3)	ENG 101 (3)
SENL 102S (3)	ENGL 102 (3)

MATHEMATICS (0):

SUSLA COURSE	GSU COURSE
SMAT 121S (3)	
SMAT 122S (3)	

NATURAL SCIENCE (4):

SUSLA COURSE	GSU COURSE
SPHY 213S (5)	PHYS 153 (4)

FINE ARTS, HUMANITIES & SOCIAL SCIENCE (6):

SUSLA COURSE	GSU COURSE
Gen Ed HUMANITIES & SOCIAL SCIENCE (6 CREDITS)	
SECO 221S (3)	ECON 201 (3)
*SENL xxxS (3)	ENG 200 (3)
SHIS 101S (3)	HIST 101 (3)

*COURSES DENOTED WITH * CAN BE REPLACED WITH A SIMILAR COURSE OF THE SAME LEVEL

* A 3-credit Social Science elective must be taken in addition to the identified coursework to satisfy all requirements

* ADDITIONAL ENGINEERING or ENGINEERING TECHNOLOGY COURSES (41):

SUSLA COURSE	GSU COURSE
ECET 110S (4)	ETC 104 (2) + ETC 124 (1)
ENGR 120S (3)	ETC 103 (3)
ENGR 140S (2)	ETC 101 (2)
ECET 140S (4)	EET 201 (2) + EET 221 (1)
ECET 160S (4)	EET 202 (3) + EET 222 (1)
ENGR 201S (3)	ETC 305 (3)



ECET 210S (4)	EET 301 (3) + EET 321 (1)
ECET 220S (4)	EET 303 (3) + EETC (1)
ECET 230S (3)	EET 302 (2) + EET 322 (1)
ENGR 230S (2)	ENG 305 (3)
ECET 290S (4)	EET 306 (3) + EET 326 (1)

SUSLA AAS TOTAL HOURS= 69

GSU TRANSFERABLE HOURS = 58

NOTE: The Louisiana Board of Regents requires the successful completion of at least 45-credit hours of coursework at the 300-level or above (for the completion of a bachelor's degree). Courses labeled as 300 equivalencies at GSU in the above charts will transfer at the level at which they were taken at SUSLA.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 22, 2023

Item F.3. **Grambling State University's** request for approval of a Memorandum of Understanding for Educational Cooperation with the Ghana Scholarships Secretariat.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval to enter into a Memorandum of Understanding (MOU) with the Ghana Scholarships Secretariat. The mission of the Ghana Scholarships Secretariat, established in 1960, is to bridge the education inequality gap in the country making sure all citizens who qualify to be supported are assisted and treated fairly. The Ghana Scholarships Secretariat office administers all government scholarships both locally (100,000 beneficiaries) and abroad (3,000 beneficiaries). Grambling State University has been identified by the Ghana Scholarships Secretariat as the United States institution of higher education to which to send students to complete a Master of Science in Sports Administration on full scholarship from the Ghana Scholarships Secretariat. The proposed MOU established protocol regarding this partnership.

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 the Ghana Scholarships Secretariat.*



Office of the President

June 1, 2023

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

**SUBJECT: REQUEST FOR APPROVAL OF A MEMORANDUM OF
UNDERSTANDING FOR EDUCATIONAL COOPERATION BETWEEN GRAMBLING
STATE UNIVERSITY AND GHANA SCHOLARSHIPS SECRETARIAT**

Grambling State University (GSU) respectfully requests approval of a Memorandum of Understanding between GSU and the Ghana Scholarships Secretariat. The Ghana Scholarships Secretariat will provide full scholarships to Ghana students who are admitted to GSU and the Master of Science in Sports Administration degree program.

Your favorable consideration of this request is greatly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to read "RJ Gallot, Jr.", is written over a faint, light blue grid background.

Richard J. Gallot, Jr., JD
President

MEMORANDUM OF UNDERSTANDING FOR EDUCATIONAL COOPERATION
BETWEEN
GHANA SCHOLARSHIPS SECRETARIAT
AND
GRAMBLING STATE UNIVERSITY

I. OVERVIEW AND PURPOSE

Grambling State University has been identified by the Ghana Scholarships Secretariat as the U.S. institution of higher learning in which to send students to complete a Master of Science degree in Sports Administration on a full scholarship from the Ghana Scholarships Secretariat.

II. BACKGROUND

Ghana Scholarships Secretariat

The mission of the Ghana Scholarships Secretariat is to continue to bridge the education inequality gap in the country making sure all citizens who qualify to be supported are helped and treated fairly. The Ghana Scholarship Secretariat has been in existence since 1960. Ghana Scholarships Secretariat, an agency under the Office of the President mandated to administer all government scholarship, whose registered office is at North Ridge, Ghana Education Service Council Secretariat Building with GPS Address GA 028 2065.

The Ghana Scholarships Secretariat office is mandated to administer all government scholarships both locally and abroad. Currently we have over one-hundred thousand beneficiaries locally and up to three thousand beneficiaries abroad.

Grambling State University

Founded in 1901, Grambling State University is a comprehensive, historically black, public institution that offers a broad spectrum of undergraduate and graduate programs of study. Through its undergraduate major courses of study, which are under girded by a traditional liberal arts program, and through its graduate school, which has a decidedly professional focus, the University embraces its founding principle of educational opportunity. With a commitment to the education of minorities in American society, the University seeks to reflect in all its programs the diversity present in the world. The university advances the study and preservation of African American history, art, and culture.

Grambling State University is a community of learners who strive for excellence in their pursuit of knowledge and who seek to contribute to their respective major academic disciplines. The University prepares its graduates to compete and succeed in careers related to its programs of study, to contribute to the advancement of knowledge, and to lead productive lives as informed citizens in a democratic society. The University provides its students a living and learning environment which nurtures their development for leadership in academics, athletics, campus governance, and in their future pursuits.

The University affords each student the opportunity to pursue any program of study provided that the student makes reasonable progress and demonstrates that progress in standard ways. Grambling fosters, in its students, a commitment to service and to the improvement of the quality of life for all people. The University expects that all persons who matriculate and who are employed at Grambling will reflect through their study and work that the University is indeed a place where all persons are valued, “where everybody is somebody.”

III. RESPONSIBILITIES OF GHANA SCHOLARSHIPS SECRETARIAT

An applicant who has been fully admitted to Grambling State University can apply for the Ghana Scholarships Secretariat scholarship. Upon satisfactory review, the Ghana Scholarships Secretariat will issue a scholarship letter to the student and fax/email/mail a copy to Grambling State University. The letter will state the specific details pertaining to that student. Most scholarships will cover:

- Tuition for full-time enrollment (summer, spring and fall semesters)
- Traditional room and board (students must cover the difference if living in a non-traditional dorm)
- International student fees, distance learning fees, lab fees, etc.

Scholarships do NOT cover the international student application fee (\$30), housing application fee (\$50), housing deposit fee (\$150), or any housing damage/miscellaneous fees. These fees must be paid by the student.

Selection Process

The selection process will be a collaborative process effort between Grambling State University and the Ghana Scholarships Secretariat office. Potential students must adhere to all applicable rules and regulations of Grambling State University admissions process. In addition, students must meet the standard requirements of the Ghana Scholarships Secretariat office. Finally, students must meet all international standard requirements.

IV. RESPONSIBILITIES OF GRAMBLING STATE UNIVERSITY

Grambling State University would like to welcome all students to our prestigious institution. Our goal is to provide students with all the educational opportunities and experiences this institution has to offer. Students will be educated and evaluate through the rigors of our standard academic process.

End of Term

A student who fails to maintain the conditions of the scholarship letter (i.e., failure to maintain the minimum GPA) should be informed immediately upon posting grades for that semester. The student is responsible for communicating with the Government to resolve the issue. Grambling State University will also report to the Government a list of students who failed to maintain the conditions of his/her scholarship letter. Those students will be unable to register unless a new letter is issued to the student and sent to Grambling State University via fax/email/mail:

A list of students who graduated that term should be sent to the Government for its files. The following information should be included:

G#	Last Name	First Name	M.I.	Admitted Term	Level	Classification	Major	Gender	Cum. GPA*	Scholarship Details	Fee Waiver (Y/N)
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Prior to the Start of Next Semester

A minimum of one month prior to the beginning of the semester, Grambling State University will compile a comprehensive list of scholarship recipients who are *eligible* to enroll for the upcoming semester. Any student who does not meet the minimum scholarship requirements should be highlighted on the list so that the Government is aware of the students who will not be able to register. The following information should be included:

G#	Last Name	First Name	M.I.	Admitted Term	Level	Classification	Major	Gender	Cum. GPA*	Scholarship Details	Fee Waiver (Y/N)
----	-----------	------------	------	---------------	-------	----------------	-------	--------	-----------	---------------------	------------------

- *Cumulative *institutional* GPA calculated as of the end of the previous semester (fall or summer II). GPA for incoming students should be left blank.
- The [out-of-state] Fee Waiver is 'yes' or 'no' at this point because the amount varies based on credit hours. The Government should be made aware of the amount of the full out-of-state fee waiver for the upcoming semester.

The list should be sent to the Government and Student Accounts so that registration may be facilitated. It is important to double-check the details of each letter before the list is sent. Details of each letter vary.

After Registration Has Closed

Immediately after registration has closed for the semester, a comprehensive list of all registered scholarship recipients should be compiled and sent to *Student Accounts* for billing. The following information should be included:

G#	Last Name	First Name	M.I.	Admitted Term	Level	Classification	Major	Gender	Cum. GPA*	Scholarship Details	Fee Waiver (Y/N)
----	-----------	------------	------	---------------	-------	----------------	-------	--------	-----------	---------------------	------------------

- *Cumulative *institutional* GPA calculated as of the end of the previous semester (fall or summer II). GPA for incoming students should be left blank.
- DL= distance learning credit hours. Student Accounts will specify the distance learning fee.
- The out-of-state fee waiver should be the specific amount awarded.
- Dorm should be traditional or the name of non-traditional. *Student Accounts* will only bill for traditional dorms; students will be responsible for the difference.

Student Accounts will send the bill to the Government and determine the payment by date. Students with an outstanding balance will not be able to register for the following semester until the balance is cleared. All lists are generated using the CIAP "International Students" Argos report. "International Student Registration Info" can also be used (housing exemption fee will be in this report).

V. LEGAL AND FINANCIAL OBLIGATIONS

This MoU does not create legally binding rights and obligations for either Party. All the activities under this MoU shall be subject to availability of appropriate funds and personnel and subject to the laws and regulations of the respective Parties.

VI. INTELLECTUAL PROPERTY RIGHTS

The Parties agree that, if a research collaboration leading to patent rights, copyright and other intellectual property rights, a further agreement shall be established in each case in accordance with the laws of the Parties on intellectual property.

VII. CONFIDENTIALITY

Information and communications transmitted between Ghana Scholarships Secretariat and Grambling State University shall not be disclosed by either Party to any third Party. Except on a written agreement by either Party. To the extent permitted by Applicable Law, including applicable public records laws, the terms and conditions set out in this Agreement shall be deemed Confidential Information.

VIII. DURATION, AMENDMENT AND TERMINATION

This MOU is to take effect upon the signature of the parties and remain in effect for a period of three (3) years. This MOU maybe extended or modified, at any time per the mutual written consent of the parties. A party may terminate this participation in this MOU at any time by providing written notice to the other party, at least ninety (90) days in advance of the desired termination date.

IX. ENTIRE AGREEMENT

This MoU constitutes the entire agreement between the Parties, and it supersedes all previous undertakings and agreements made between the Parties with respect to the subject matter, and it shall not be modified except through a mutual agreement in writing by the Parties. The validity, interpretation, and performance of this Agreement shall be controlled by and construed following the laws of the State of Louisiana. Venue of any action brought regarding this Agreement shall be in the Nineteenth Judicial District Court, Parish of East Baton Rouge, and State of Louisiana.

X. GOVERNING LAW

The validity and performance of this MoU shall be governed by and interpreted in accordance with the laws of the state of Louisiana.

XI. DISPUTE SETTLEMENT

Any issues arising from the interpretation or implementation of this MoU will be settled through negotiations and consultations between the Parties in the spirit of friendly relations and cooperation between Ghana Scholarships Secretariat and Grambling State University.

IN WITNESS WHEREOF the undersigned, being duly authorized by their respective Governments, have signed this MoU. Done at _____ in two originals on the _____ of _____ 2023 in the English language.

XII. FORCE MAJEURE

The Party affected by Force Majeure shall not assume any liability under this Agreement. However, subject to the Party affected by Force Majeure having taken its reasonable and practical efforts to perform this Agreement, the Party claiming for exemption of the liabilities may only be exempted from performing such liability as within limitation of the part performance delayed or prevented by **Force Majeure**. Once causes for such exemption of liabilities are rectified and remedied, both parties agree to resume performance of this Agreement with their best efforts.

ON BEHALF OF THE GHANA SCHOLARSHIPS SECRETARIAT

NAME: _____

TITLE: _____

ON BEHALF OF GRAMBLING STATE UNIVERSITY

NAME: _____

Richard J. Gallot, Jr.

TITLE: President _____

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 22, 2023

Item F.4. **McNeese State University's** request for approval to enter into an Agreement with the Lake Charles Charter Academy Foundation, Inc.

EXECUTIVE SUMMARY

McNeese State University (McNeese) requests approval to enter into an agreement with the Lake Charles Charter Academy Foundation, Inc. The Foundation holds a Type 2 Charter contract with the Louisiana State Board of Elementary and Secondary Education (BESE) for the operation of Lake Charles Charter Academy, Southwest Louisiana Charter Academy and Lake Charles College Prep. The Foundation identified McNeese's Burton College of Education, Department of Education Professions, as a provider equipped to assist in matters relating to education services (including goal setting and professional monitoring) and teacher development (including teacher preparation and training). The Foundation would pay McNeese \$50K for performance of the agreed upon services between July 1, 2023 and June 30, 2024.

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 enter into an Agreement with the Lake Charles Charter Academy Foundation, Inc.*



June 1, 2023

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

Dear Dr. Henderson:

McNeese State University requests approval to enter into an agreement with the Lake Charles Charter Academy Foundation, Inc. for MSU to provide certain agreed upon education services.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the June 22, 2023 meeting.

Thank you for your attention in this matter.

Sincerely,

A handwritten signature in blue ink, appearing to read "DVB", written over a faint circular stamp.

Dr. Daryl V. Burckel
President

Attachments

**EDUCATIONAL PARTNERSHIP AGREEMENT
BETWEEN
LAKE CHARLES CHARTER ACADEMY FOUNDATION, INC.
AND
MCNEESE STATE UNIVERSITY**

THIS AGREEMENT is made and entered into on July 1, 2023, by and between the Lake Charles Charter Academy Foundation, Inc., (a Louisiana non-profit corporation [Foundation], d/b/a Lake Charles Charter Academy, Southwest Louisiana Charter Academy, and Lake Charles College Prep [Charter Schools], and McNeese State University [University], a publicly funded university under the management of the University of Louisiana System, a public constitutional corporation organized and existing under the laws of the State of Louisiana.

WHEREAS, the Lake Charles Charter Academy Foundation, Inc. [Foundation] hold Type 2 Charter contracts [charter contracts] with the Louisiana State Board of Elementary and Secondary Education [BESE] for the operation of Lake Charles Charter Academy, Southwest Louisiana Charter Academy, and Lake Charles College Prep [Charter Schools], located in Calcasieu Parish, Lake Charles, Louisiana and

WHEREAS, the Foundation has determined it is in its best interest to contract with a competent educational partner to provide professional educational services to the three Charter Schools; and

WHEREAS, McNeese State University [University], through its Burton College of Education, has shown an interest and an ability to provide certain agreed upon educational services to the three Charter Schools consistent with the Charter Contract for Type 2 Charter Schools, said contract to exist between BESE and the Foundation,

NOW, THEREFORE, for mutual consideration and benefit, the parties agree that the Foundation will enter into a partnership for professional educational services agreement with the University to offer Educational Services of the three Charter Schools under the following terms:

**ARTICLE I
Contracting Relationship**

- A. Authority – The Foundation represents that it is authorized by law to contract with the University and for the University to provide professional educational services to each of the three Charter Schools through this agreement.
- B. Agreement – The Foundation hereby contracts with the University, to the extent permitted by law, for the provision of personnel necessary for the provision of the agreed upon educational services in accordance with each charter schools educational goal(s) as adopted by the Board of Trustees of the Foundation and required by the Louisiana Department of Education through the Board of Elementary and Secondary Education. Duties not

expressly set forth for the operation of the three charter schools as being required of the University, shall remain the responsibility of the Board of Trustees.

- C. Designation of Agents – The Board designates the employees of the University chosen for professional educational services to be agents of the Foundation and the three Charter Schools as having a legitimate educational interest such that they are entitled to access educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act (“FERPA”) and other applicable law. The Board, subject to its discretion authorizes the University to communicate with state and governmental agencies, as directed by the Board.
- D. Status of the Parties – The Foundation is a Louisiana not-for-profit corporation authorized by its corporate documents to execute this AGREEMENT and to perform its obligations as described herein. The Foundation has been determined by the IRS to be an entity described in § 501(c)3 of the Internal Revenue Code to be referred to as “exempt status.”

The University, pursuant to Louisiana Revised Statute 17:3217, is a publicly funded university under the management of the University of Louisiana System, a public constitutional corporation organized and existing under the laws of the State of Louisiana, is authorized by Louisiana Revised Statute 17:3351 to execute this agreement and to perform its obligations as described herein. The Burton College of Education's programs are accredited by the National Council for Accreditation of Teacher Education and approved by the Louisiana Board of Elementary and Secondary Education.

ARTICLE II

Term

This agreement shall be effective as of July 1, 2023, and shall continue for a term agreed upon annually unless terminated or cancelled for good cause as agreed upon by the Foundation and the University. The initial term of the agreement is for a one-year period, ending on June 30, 2024.

This agreement may be terminated by mandate of BESE or the Louisiana Department of Education. This agreement may be terminated by agreement of the Foundation and the University. This agreement may be terminated for convenience, by either Party, for any reason, with a minimum of 180 days written notice to the other Party. This agreement may be terminated sixty days following an alleged breach of the agreement if the entity alleged to have breached the contract has not cured the alleged breach.

ARTICLE III

Obligations of the University

The University and the Foundation acknowledge that an essential principle of the educational program is its flexibility adaptability, and capacity to change in the interest of continuous improvement and efficiency. The University and the Foundation are interested in growth, proficiency, and academic success and not in inflexible prescriptions, and the parties agree to conscientiously cooperate with one another to achieve this goal.

The Educational Program shall be consistent with the requirements of the Louisiana Department of Education. All programs, resources, and materials must be aligned with the Louisiana Department of Education. Educational Resources will be chosen that are aligned with the Louisiana Believes teacher development, training and certification programs and materials.

The Parties understand and agree that the University's sole responsibility and obligation is to provide the below stated EDUCATIONAL and WORKFORCE Education Program Services of this Title III to the Foundation and that the Foundation will be responsible for the management, operation, and all other matters of three Charter schools.

- A. The University will provide the following EDUCATIONAL services through consultation, collaboration and delivery in the areas of:
 - Professional Development (PD)
 - Focus on Special Education and EL areas
 - Dual Enrollment Courses
- B. The University will provide the following WORKFORCE services in the areas of teacher recruitment, retention and certification:
 - Formal Teacher Preparation Program
 - Targeted Teacher Training
 - Mentor Teacher Training
 - Residency and Field Experience Placements
 - Praxis Workshops/Tutoring
 - Support for Teacher Certification
- C. The University warrants that it will maintain all appropriate insurance for its employees, including, but not limited to professional liability and workers' compensation, for its employees engaged for services to the three Charter Schools.

Article IV

Obligations Specific to the Charter Schools

- A. **Educational Program** – The Charter Schools' administrators, in consultation and collaboration with the University, shall support and monitor the educational program, select instructional materials, equipment, and supplies. The Administrators of the Charter Schools, in consultation and collaboration with the staff of the University, shall meet quarterly to report the academic growth, successes, and unmet goals or needs in the educational program.
- B. **Purchases** – The Principal is authorized to purchase supplies, equipment, furnishings, and instructional materials for the safe operation of the Charter Schools, provision of the educational program, and the operation of an extra-curricular and co-curricular program. All purchases are subject to the approved annual operating budget.

- C. **Students with special needs** – The Charter Schools shall provide special education services and materials to students who attend the Charter Schools in conformity with the requirements of state and federal law and the mandate of the school’s charter. At the discretion of the Principal, some services may be subcontracted out to assure that the needs of individual students are met.

ARTICLE V FINANCIAL ARRANGEMENT

Beginning with the month of July 2023, the Foundation will pay a total fee for services of \$50,000, to be paid in \$4,166.66 monthly installments, to the University for services provided by the University during the twelve-month period of July 2023-June 2024. Agreed upon funding for each school is as follows: Lake Charles College Prep at \$25,000, Lake Charles Charter Academy at \$12,500, and Southwest Louisiana Charter Academy at \$12,500.

For the following years, an annual services fee will be agreed upon during the month of February.

ARTICLE VI Other

- A. **Indemnification** – Each party to this agreement does hereby and indemnify and hold harmless the other, and their respective boards of directors, partners, officers, employees, agents, and representatives from and against all claims, actions, damages, expenses, losses or awards with arise out of (i) the negligence of the other party, (ii) any action taken or not taken by the other party, or (iii) any noncompliance or breach by the other party of any of the terms, conditions, or warranties pursuant to this agreement.
- B. **Public Notice** – The Foundation will assure that all provisions of the Louisiana Public Meetings Law are met regarding meetings of the Board of Trustees.
- C. **Captions** - The captions used in this Agreement are for convenience only and will not affect in any way the meaning or interpretation of the provisions of the agreement.
- D. **Governing Law** – This Agreement shall be governed by and interpreted in accordance with the laws of the State of Louisiana.
- E. **Assignment** – Neither party shall have the right to assign any part of its obligations under this agreement, unless by express, written consent of the other Party.
- F. **Contract Controversies** – Any claim or controversy arising out of this contract shall be resolved by the provisions of LSA - R.S. 39:1672.2 - 1672.4.

- G. **Severability** – If any provision of this Agreement is invalid or unenforceable with respect to any Party, the remainder of the Agreement, or the application of such provision to persons other than those as to which it is held invalid or unenforceable, will not be affected and each provision of the remainder of the Agreement will be valid and be enforceable to the fullest extent permitted by law.
- H. **Compliance** – The parties agree to ensure compliance with all State and Federal Laws and regulations relating to this agreement.
- I. **Auditors** – It is hereby agreed that the Legislative Auditor of the State of Louisiana and/or the Office of the Governor, Division of Administration auditors shall have the option of auditing all accounts of the Parties which relate to this Agreement.
- J. **Fiscal Funding** – The continuation of this agreement is contingent upon the appropriation of funds to fulfill the requirements of the agreement by the legislature. If the legislature fails to appropriate sufficient monies to provide for the continuation of the agreement, or if such appropriation is reduced by the veto of the Governor or by any means provided in the appropriations act to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the agreement, the agreement shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.
- K. **Force Majeure** – Neither party shall be in default or otherwise liable for any delay in or failure of its performance under this Agreement or an Order Form where such delay or failure arises by reason of any Act of God, or any government or any governmental body, acts of the common enemy, the elements, strikes or labor disputes, or other similar or dissimilar cause beyond the control of such party.
- L. **Non-Discrimination** – The Parties agree to abide by the requirements of the following as applicable: Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Opportunity Act of 1972, Federal Executive Order 11246, the Federal Rehabilitation Act of 1973, as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Act of 1975, and DOJ agrees to abide by the requirements of the Americans with Disabilities Act of 1990.

The Parties agree not to discriminate in its employment practices, and will render services under this Interagency Agreement without regard to race, color, religion, sex, national origin, veteran's status, political affiliation and/or disability.

Any act of discrimination committed by DOJ or failure to comply with these statutory obligations, when applicable, shall be grounds for termination of this Interagency Agreement.

- M. **Louisiana Code of Ethics** – The Parties acknowledge that Chapter 15 of Title 42 of the Louisiana Revised Statutes (R.S. 42:1101 et. seq., Code of Governmental Ethics) applies to the Parties in the performance of this agreement.
- N. **Record Ownership** – The original of all records, reports, documents, data, and other material delivered or transmitted to University by the Foundation shall remain the property of the Foundation and shall be returned by University to the Foundation, at University’s expense, at the termination or expiration of this Agreement, or as required by the Foundation. Likewise, the original of all records, reports, documents, data, exhibits and/or other materials related to this Agreement and/or obtained or prepared by University in connection with the performance of the services contemplated herein shall be the property of the University and photocopies of same will be made available to the Foundation upon request. Only said photocopies shall become the property of the Foundation.
- O. **Entire Agreement** – This Agreement constitutes the entire Agreement between the Parties and supersedes any prior oral or written understandings or agreements of the Parties. All amendments to or waivers of this Agreement must be in writing signed by all the parties.

CONTACT INFORMATION:

McNeese State University
 Angel Ogea, Ed.D, Dean
 Burton College of Education
 aogea@mcneese.edu

Lake Charles Charter Academy Foundation
 Pam Quebodeaux, Ph.D., Superintendent
 Lake Charles Charter Academy Foundation, Inc.
 pquebodeaux@lakecharlescharter.org

SIGNATURES:

IN WITNESS WHEREOF, the principals hereto caused this Agreement to be signed by their duly authorized agents:

 Daryl Burckel
 President
 McNeese State University

 Ulysses Thibodeaux
 President, Board of Trustees
 Lake Charles Charter Academy Foundation, Inc.

Date: _____

Date: _____

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 22, 2023

Item F.5. **McNeese State University's** request for approval to enter into a Memorandum of Understanding with the Calcasieu Parish School Board.

EXECUTIVE SUMMARY

The Every Student Succeeds Act (ESSA), signed by President Obama in December 2015, requires school systems to create plans to improve struggling schools. The Louisiana Department of Education (LDOE) identified certain schools in Calcasieu Parish as struggling and included them on its School Redesign List. To assist local school systems, LDOE has provided competitive School Redesign Grant funding to help improve struggling schools. Such funds were awarded to Calcasieu Parish for the purpose of increasing the number of certified teachers at schools in Calcasieu Parish on the School Redesign List via its Teach for Impact program. This program will provide funding for selected college degreed individuals to enroll in McNeese State University's (MSU) alternative certification program. The cost of the 33 credit hours of instructional and field experience courses will be paid for each qualifying candidate in the Teach for Impact program. The proposed MOU identifies the understanding, terms and conditions required of the partnership between the Calcasieu Parish School Board and MSU.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request for approval to enter into a Memorandum of Understanding with the Calcasieu Parish School Board.*



June 1, 2023

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

Dear Dr. Henderson:

McNeese State University requests approval to enter into a Memorandum of Understanding with the Calcasieu Parish School Board (CPSB) for MSU to provide specified educational services for the CPSB sponsored participants to achieve academic eligibility for teaching certification.

Please place this item on the ULS Board of Supervisors' agenda for consideration and approval at the June 22, 2023 meeting.

Thank you for your attention in this matter.

Sincerely,

A handwritten signature in blue ink, appearing to read 'DVB', written over a light blue horizontal line.

Dr. Daryl V. Burckel
President

Attachments

Memorandum of Understanding for the Teach for Impact Program between McNeese State University and Calcasieu Parish School Board

PURPOSE

This Memorandum of Understanding (MOU) is made between McNeese State University (MSU) and Calcasieu Parish School Board (CPSB) for the purpose of formalizing the understandings, terms, and conditions under which MSU will provide specified educational services for the CPSB sponsored participant to achieve eligibility for teaching certification.

BACKGROUND

The Every Student Succeeds Act requires school systems to build plans to improve struggling schools. The Louisiana Department of Education (LDOE) has identified certain schools in Calcasieu Parish to be struggling schools and has included them on its School Redesign List. To assist local school systems, the LDOE has provided competitive School Redesign Grant funding to assist local school systems to improve struggling schools. CPSB has been awarded School Redesign Grant funds for the purpose of increasing the number of certified teachers at schools in Calcasieu Parish on the School Redesign List. As part of its efforts to increase certified teachers at the Calcasieu Parish schools on the redesign list, CPSB has created the Teach for Impact program, which will provide funding for selected college degreed individuals to enroll in the MSU alternate certification program. The tuition fee of \$5,400 for 33 credit hours of instructional and field experience courses will be paid for each qualifying candidate in the Teach for Impact program by CPSB. In order to remain in the program, students must maintain the requirements of the program. Through this MOU, CPSB and MSU mutually agree to the following understandings, terms, and conditions:

RESPONSIBILITIES

CPSB:

- CPSB will screen Teach for Impact applicants for eligibility, which shall fully meet the MSU entrance requirements detailed below.
- CPSB will notify MSU of the names of the eligible applicants by the start dates for 7A and 7B during the fall semester and the January start date for the spring semester; each eligible applicant is responsible for applying to the university and for registering himself/herself into the courses.

McNeese State University Burton College of Education (BCOE):

- BCOE will appropriately advise the student upon acceptance into the program concerning all program requirements and timelines.
- BCOE will offer the necessary coursework in proper sequence and in the methods as outlined in the BCOE Plan of Study requirements.
- Upon successful completion of all coursework of the program and passage of required PRAXIS exams, program completers are eligible to apply for a Louisiana teacher certification.

Other Mutual Understandings:

- Participants must have met McNeese State University BCOE entrance requirements:
 - Eligible to enroll as a student at McNeese State University
 - Meet LDOE eligibility to pursue alternate certification
 - Passing Praxis content exam for desired area of certification
- Participants will not move forward in the program with an incomplete (" I") in a course.
- Participants must complete coursework in sequence within a 4-5 consecutive semester timeframe.
- Participants must meet all MSU BCOE requirements, including undergraduate conferred GPA of 2.2 from an accredited university.

FINANCIAL TERMS AND CONDITIONS

The parties mutually agree to the following financial terms and conditions:

The continuation of this Agreement is contingent upon the appropriation of funds by the CPSB to fulfill the requirements of the Agreement. If the CPSB fails to appropriate sufficient monies to provide for the continuation of the Agreement, the Agreement shall terminate on the last day of the fiscal year for which funds have been appropriated. Such termination shall be without penalty or expense to the CPSB except for payments which have been earned prior to the termination date.

The parties agree to comply with Federal and Louisiana laws and regulations which govern or pertain to the confidentiality, privacy, and security of information related to participants and to CPSB employees and students.

Neither party will discriminate against any program participant covered under this MOU because of race, color, religion, national origin, age, disability, status as a disabled veteran, or gender, nor will either party engage in such discrimination in their employment or personnel policies.

Upon determination of eligibility of a participant, CPSB will request an invoice and submit payment to MSU. MSU will provide sufficient detail to CPSB so that

CPSB can ascertain participating students and their associated charges and completion of program requirements.

Students who do not meet semester requirements are no longer eligible to remain in the program. These students are eligible to enter into a personal agreement with MSU and continue their path to state certification. Students will be responsible for paying any remaining balance required.

CPSB will pay the MSU tuition and fees invoice within 30 days of receipt of the invoice. Invoices will be in equal installments at the beginning of each of the first 3 semesters.

MSU will not refund the student or CPSB for students who begin an individual semester but do not complete it.

Students will be required to pay all non-tuition costs, including

- Praxis exam fees
- Louisiana teacher certification fees
- Watermark Insights, LLC ePortfolio fees

AMENDMENT

This MOU may be amended or terminated by mutually acceptable written agreement by both parties at any time.

EFFECTIVE DATE, DURATION, AND EXPIRATION

This MOU shall be effective beginning August 1, 2023 and shall remain in effect through July 31, 2024, unless terminated sooner or extended by mutual agreement of both parties.

AUTHORIZED BY:

Dr. Daryl Burckel, President
McNeese State University

Date

Dr. Shannon LaFargue, Superintendent
Calcasieu Parish School Board

Date

Portal Requirements by Program

Post-Baccalaureate Certificate	Master of Arts in Teaching
<p><u>PORTAL I</u></p> <p><i>Admission to University and Declaration of Major</i></p> <ul style="list-style-type: none"> • A candidate who selects a post-baccalaureate certificate program as an area of study but has not yet enrolled in EDUC 499 has entered Portal I • Baccalaureate or higher degree a USDOE-approved institutional accretitor; • Have a minimum undergraduate GPA of 2.2 at the time of baccalaureate degree conferral <p><i>Privileges</i></p> <ul style="list-style-type: none"> • Enrollment in lower level program coursework 	<p><u>PORTAL I</u></p> <p><i>Admission to Dore' School of Graduate Studies and Declaration of Major</i></p> <ul style="list-style-type: none"> • A candidate who selects the Master of Arts in Teaching program as a major but has not yet enrolled in EDUC 599 has entered Portal I <ul style="list-style-type: none"> - Baccalaureate or higher degree a USDOE-approved institutional accretitor - Have a minimum undergraduate GPA of 2.5 at the time of baccalaureate degree conferral <p><i>Privileges</i></p> <ul style="list-style-type: none"> • Enrollment in Portal I program coursework
<p><u>PORTAL II</u></p> <p><i>Admission to Post-Baccalaureate Program</i></p> <ul style="list-style-type: none"> • Admission to the post-baccalaureate teacher education program is granted to those candidates completing the Professional Education Program Admission: EDUC 499 Application <ul style="list-style-type: none"> - Grade of A or S in EDUC 110 - Minimum undergraduate GPA of 2.2 at the time of baccalaureate degree conferral - Mandatory Reporter Certificate - Official passing scores on Praxis content area exam(s) with sub-scores - Professional Conduct I Form - Professional Learning and Ethical Practice Narrative and graded rubric from EDUC 110 <p><i>Privileges</i></p> <ul style="list-style-type: none"> • Credit for EDUC 499 • Admission into Teacher Education Program • Ability to enroll in Portal II coursework 	<p><u>PORTAL II</u></p> <p><i>Admission to Master of Arts in Teaching Program</i></p> <ul style="list-style-type: none"> • Admission to the Master of Arts in Teaching teacher education program is granted to those candidates completing the Professional Education Program Admission: EDUC 599 Application <ul style="list-style-type: none"> - Mandatory Reporter Certificate - Minimum undergraduate GPA of 2.5 at the time of baccalaureate degree conferral - Official passing scores on Praxis content area exam with sub-scores - Professional Conduct 1 Form - Professional Learning and Ethical Practice Narrative and graded rubric from EDUC 510 <p><i>Privileges</i></p> <ul style="list-style-type: none"> • Credit for EDUC 599 • Admission to Teacher Education Program • Ability to enroll in Portal III education coursework

Assessments and Portal Requirements by Program	
Post-Baccalaureate Certificate	Master of Arts in Teaching
<p><u>PORTAL III</u></p> <p><i>Assignment to Teacher Residency</i></p> <ul style="list-style-type: none"> • The teacher education candidate prepares for teacher residency by completing all required preliminary professional education courses and passing all licensure tests. EDUC 400 must be completed the semester prior to the first semester of teacher residency. • To fulfill the requirements of EDUC 400 and be eligible to begin the teacher residency, the following must be completed: <ul style="list-style-type: none"> - MSU application for teacher residency - Passing scores on Praxis Principles of Learning and Teaching (PLT) exam - Grade of C or better in all program coursework - Minimum overall GPA of 2.5 on all program coursework - Application for Teacher Residency Certificate from the state - <p><i>Privileges</i></p> <ul style="list-style-type: none"> • Teacher residency assignment 	<p><u>PORTAL III</u></p> <p><i>Assignment to Teacher Residency</i></p> <ul style="list-style-type: none"> • The teacher education candidate prepares for teacher residency by completing all required preliminary professional education courses and passing all licensure tests. EDUC 600 must be completed the semester prior to the first semester of teacher residency. • To fulfill the requirements of EDUC 400 and be eligible to begin the teacher residency, the following must be completed: <ul style="list-style-type: none"> - MSU application for teacher residency - Minimum scores on Praxis Principles of Learning and Teaching (PLT) exam - Grade of C or better in all pre-residency program coursework - Minimum overall GPA of 3.0 on all program coursework - All required prerequisite methods courses - Application for Teacher Residency Certificate from the state <p><i>Privileges</i></p> <ul style="list-style-type: none"> • Teacher residency assignment
<p><u>PORTAL IV</u></p> <p><i>Recommendation for Certification</i></p> <ul style="list-style-type: none"> • A candidate who successfully completes two consecutive semesters of teacher residency and maintains a program GPA of 2.5 should have completed all requirements for certification. • The candidate's department will check all program requirements and recommend the candidate for teacher certification. • The Office of Clinical Practices and School Partnerships will assist candidates in completing an application for certification. • The McNeese State University certification specialist will review the application for completion of all requirements and then forward to the Louisiana Department of Education a recommendation that the candidate be certified. • EDTC, EDUC, and SPED courses over 10 years old relative to a student's current/active term may not be applied toward an undergraduate certificate, degree, or minor offered by the Department of Education Professions. <p><i>Privileges</i></p> <p>Recommendation for state certification</p>	<p><u>PORTAL IV</u></p> <p><i>Completion of Comprehensive Final Exam and Recommendation for Graduation and Certification</i></p> <ul style="list-style-type: none"> • A candidate must complete a comprehensive final examination that is administered during the second semester of teacher residency. Students must successfully complete the comprehensive final examination in order to be eligible for graduation. • Credits applied must be earned within 6 calendar years from the time the student first enrolled in the program. No grade below C and more than 6 credit hours of C work can be applied toward this degree. • A candidate who successfully completes all program coursework including two consecutive semesters of teacher residency, achieves a passing score on the comprehensive exam, and maintains a minimum program GPA of 3.0 should have completed all requirements. • The Office of Clinical Practices and School Partnerships will assist candidates in completing an application for certification. • The McNeese State University certification specialist will review the application for completion of all requirements and then forward to the Louisiana Department of Education a recommendation that the candidate be certified. <p><i>Privileges</i></p> <ul style="list-style-type: none"> • Recommendation for graduate and state certification.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 22, 2023

Item F.6. **Nicholls State University's** request for approval of its 2023-28 Strategic Plan.

EXECUTIVE SUMMARY

In Spring of 2023, a University Strategic Planning Steering Committee was created with membership consisting of representatives from across the campus and the community. The Committee developed a new strategic plan to include revisions to the mission, vision, and values statements, as well identified initiatives focused on increasing educational attainment as outlined in the Louisiana Board of Regents' Louisiana Prospers, the University of Louisiana System's Strategic Framework and internal documents such as Nicholls' Academic Master Plan.

The 2023-28 Strategic Plan for Nicholls State University reaffirms the Institution's focus on Louisiana's coastal community, while serving the needs of the region to create a welcoming, safe, and resilient future. Such a comprehensive blueprint, entitled "Experience Nicholls: Louisiana's Coastal University," will guide the Institution toward stability and innovation.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University's request for approval of its 2023-28 Strategic Plan.*



Nicholls State University

Office of the President

P.O. Box 2001 | Thibodaux, LA 70310 | 985.448.4003 | 985.448.4920 [F]

F.6.

June 1, 2023

Via Electronic Transmittal Only

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

Dear Dr. Henderson:

Nicholls State University requests consideration and approval of the following to be placed on the agenda for the June 22, 2023 meeting of the Board of Supervisors for the University of Louisiana System:

2023-2028 Strategic Plan.

Thank you for your assistance in this matter.

Sincerely,

Jay Clune, PhD
President

JC/apf

Enclosures

- c: Dr. Sue Westbrook, Provost/Vice President for Academic Affairs
- Mr. Terry Braud, Vice President for Finance & Administration
- Mr. Jonathan Terrell, Athletic Director
- Dr. Michele Caruso, Vice President for Student Affairs
- Dr. Todd Keller, Vice Provost
- Ms. Alison Hadaway, Director of Human Resources
- Ms. Paulette Mayon, Internal Auditor
- Ms. Claire Bourgeois, Faculty Senate President
- Ms. Renee Hicks, Assistant Vice President of Institutional Effectiveness Access & Success



Nicholls State University

Office of the President

P.O. Box 2001 | Thibodaux, LA 70310 | 985.448.4003 | 985.448.4920 [F]

June 1, 2023

Via Electronic Transmittal Only

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

Dear Dr. Henderson:

In Spring of 2023, I formed the University Strategic Planning Steering Committee with members representing the campus and the community. The committee developed the new strategic plan to include revisions to the mission, vision and values statements, while focused on initiatives to increase attainment as outlined in the Louisiana Board of Regents' Louisiana Prospers, the University of Louisiana System's Core Competencies and internal documents such as the Nicholls' Academic Master Plan to develop a comprehensive document to guide Nicholls towards stability and innovation.

I present this new plan which reaffirms Nicholls' focus on Louisiana's coastal community, while serving the needs of the region to create a welcoming, safe and resilient future.

We are pleased to submit the 2023-2028 Strategic Plan to you and request your assistance in obtaining its approval by the Board of Supervisors for the University of Louisiana System.

Thank you for your assistance in this matter.

Sincerely,

Jay Clune, PhD
President

JC/apf

Enclosures

c: Dr. Sue Westbrook, Provost/Vice President for Academic Affairs
Mr. Terry Braud, Vice President for Finance & Administration
Mr. Jonathan Terrell, Athletic Director
Dr. Michele Caruso, Vice President for Student Affairs
Dr. Todd Keller, Vice Provost
Ms. Alison Hadaway, Director of Human Resources
Ms. Paulette Mayon, Internal Auditor
Ms. Claire Bourgeois, Faculty Senate President
Ms. Renee Hicks, Assistant Vice President of Institutional Effectiveness Access & Success



Nicholls State University

Strategic Plan

2023-2028



EXPERIENCE NICHOLLS

Louisiana's Coastal University

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Jay Clune, Ph.D.

President
Nicholls State University

FROM THE PRESIDENT

I am proud to share with you “Experience Nicholls: Louisiana’s Coastal University,” Nicholls State University’s five-year strategic plan, covering the years 2023-2028. This strategic plan builds on the university’s legacies and traditions, articulates key goals for the next five years and establishes Nicholls State University’s path into the future.

This strategic plan is the result of many hours of work by members of the university community. From information gathering and analysis to an engagement in thoughtful discussion by faculty, staff, students, alumni and external constituents, this is a thorough and reasoned five-year plan that will take us into a growth phase for our university.

Bold and honest discussions and work sessions meant to spark new ideas produced refreshed versions of our mission, vision and value statements, as well as four pillars to serve as the foundation for experiencing Nicholls State University across all levels. I want to thank the faculty, staff, students, our foundation board and other community members for their continued dedication to this critical task. A special thank you is in order to Dr. Pam Northrup, who consulted and led the university community through this process.

We are at a pivotal time in our university’s history, and I look forward to building upon our successes in the next five years and beyond. As Louisiana’s Coastal University, it is our responsibility to continue the work to save our coast, our heritage and our culture. The strategic roadmap that follows will allow our university to continue standing as a beacon for progress, collaboration and academic excellence for the people of our service region and beyond.

On behalf of the university, thank you for your continued support.

INTRODUCTION

At Nicholls State University, our strategic plan details how we prepare students for careers and life. We invest in our people and clearly define our goals, objectives and actions, all to have the greatest impact on our students and the communities we serve. We honor our strong Colonel culture and heritage in our 75th year of operation, while looking forward to the future where we will continue to welcome all students to live, learn, and work in our community. This plan is the result of extensive collaboration to set our vision, define our mission, and articulate a strategy for achieving goals that are consistent with the core values of the institution.

The goals and objectives of the University Strategic Plan are defined around four pillars. Each will guide our work as we aspire to provide an exceptional experience for our students and employees, offer a high-quality academic experience that leads students to careers and life, promote strong economic engagement across our community, and provide leadership in coastal restoration and recovery across Louisiana's coastal communities and a model to coastal communities all over the world. Our foundational principles will provide stabilization and sustainability of our resources, a strong commitment to safety, and meaningful and consistent communications to all stakeholders both on campus and in the communities that we serve.



During the next five years, we will focus efforts in areas that align with our existing strengths and capitalize on emerging opportunities across our coastal communities. Our region has experienced shifts in the area's economy due to fluctuations in the oil and gas industry, severe hurricanes, COVID-19 and coastal land loss. These shifts have impacted jobs and college student enrollments. To keep the region strong for current and future generations, Nicholls must remain vibrant, producing graduates to live and work in our coastal community, being an open door for those returning for graduate school and ongoing professional development and training, and working with our communities to build entrepreneurial solutions for tomorrow. Research, teaching, service, and industry partnerships represent pathways for Nicholls to leverage existing programs and assets and capitalize upon emerging opportunities to sustain and strengthen our region.



MISSION

Nicholls State University prepares all students for careers and life in a spirited campus environment immersed in the Louisiana Coastal Community.

VISION

We aspire to be the intellectual, economic and cultural heart of the Louisiana Coastal Community.

VALUES

Nicholls State University supports values that promote citizenship, concern for self and others, and the desire for a better world by embracing its core values. Our core values include:

Civic Engagement: We use our time and talents to serve our community.

Diversity: We embrace unique perspectives that all individuals bring to the learning environment.

Excellence: We reach for the highest level of achievement in all activities.

Integrity: We expect fair-mindedness and truthfulness in all instances.

Leadership: As representatives of the university, we embrace our role as leaders.

Respectfulness: We respect the rights of others and are responsive to the needs of others.

Responsibility: We are accountable for our actions.

Safety: We cultivate a safe and secure environment free from harm conducive to unity and freedom of expression.



HISTORY, CULTURE AND TRADITIONS

Built atop land of the historic Lafourche Delta in south-central Louisiana, Nicholls embraces an incumbent role in service to all communities and peoples living in the bayou region. Since opening its doors 75 years ago, Nicholls has been a pillar for documentation, interpretation, and preservation of regional history and culture. Now, as its service region endures rapid subsidence and land loss, communities and culture are at risk of extinction, making the incumbent service role of Nicholls as great as ever. Through curricular units across the university, as well as the Center for Bayou Studies, the Coastal Center, and Archives and Special Collections, Nicholls commits to strengthening its natural role of conservation leadership in the bayou region.

Nicholls is home to the Louisiana Center for Dyslexia and Related Learning Disorders, serving the community and Nicholls students. In the heart of the Bayou Region, Nicholls also is home to the Chef John Folse Culinary Institute, offering world class education through the only four year culinary degree program in Louisiana. As well, our degree programs are vibrant and strong, from the arts, to healthcare, business, education, social sciences, and STEM programs, we serve our region well and our alumni provide ongoing guidance and support carrying the Nicholls brand throughout our region, state, and world. Nicholls student experience is rich in tradition, from Colonel football, to pirogue races in Bayou Lafourche, to Crawfish Day, and many more. The university embraces and celebrates its unique location and the vibrant south Louisiana culture at the heart of the university.



FOUNDATIONAL PRINCIPLES

Along with our values, the foundational principles permeate every aspect of the institution and are addressed throughout this document. These principles support the people and places of Nicholls by ensuring a safe and financially stable living and working environment and a culture of open and effective communication.



SUSTAINABILITY

Sustainability is the ability to maintain and support over time. Nicholls has sustained for 75 years and continues to provide a strong educational foundation to generations of proud alumni. To sustain our institution moving forward, Nicholls needs to grow and maintain a strong enrollment and find alternative sources of revenue to meet the challenges of an ever-changing world.



COMMUNICATIONS

Communication is simply the act of transferring information from one place, person, or group to another. Good communication involves the ability to listen or read carefully, understand what is being said or written, and convey information to others accurately. Nicholls wants to grow in this fundamental skill to ensure our community is heard and well-informed.



SAFETY

Safety is being free from harm, loss, damage or injury. Safety is a sense of security to express one's views without fear of retaliation. Emotional safety is the visceral feeling of being accepted and embraced for who you truly are and what you feel and need, willingness to reveal how you feel. Psychological safety is defined as feeling about expressing oneself without fear of negative consequences to self-image, status or career.

PILLARS TO GUIDE OUR WORK

The goals and objectives of the University Strategic Plan are defined around four pillars that will guide our work and create an exceptional experience for students, faculty, staff and the community.



PILLARS OF THE NICHOLLS EXPERIENCE





Nicholls is devoted to helping students reach their full potential and aspirations for the future. Through strong engagement with the institution, students are able to complete degrees and become active members of the communities we serve. Within the Colonel Culture, students will experience clear academic pathways, co-curricular experiences and effective services to address wellness, mental, and physical health, while gaining career readiness skills to prepare for life and career success.

Goal 1: Attract Students to Nicholls as a Distinctive Institution.

Objective 1: The University marketing team will develop and execute a strategic marketing plan that highlights the unique and distinctive qualities of Nicholls.

Objective 2: The University marketing team will clarify and promote a strong brand identity for Nicholls as a distinctive, unique higher education choice.

Objective 3: Nicholls will provide programs and facilities of distinction to become a first-choice institution.

Goal 2: Strengthen Academic Success by providing services, development, and clear paths to academic completion.

Objective 1: Support students' academic progress and degree completion by working with them to define a clear academic path and supporting them throughout their college career.

Objective 2: Support faculty development by growing professional development to equip faculty and staff to better effect student success.

Objective 3: Support development of the UL System Core Competencies in the student experience.

Goal 3: Provide and promote effective services that address wellness, mental and physical health of our students.

Objective 1: Provide and promote effective wellness support for students with services and programs addressing mental health.

Objective 2: Provide and promote effective wellness support for students with services and programs addressing physical health.

Goal 4: Develop career readiness skills in our students to prepare them for life and career success.

Objective 1: Develop skills for effective career decision making through awareness and programs.

Objective 2: Provide opportunities for professional growth and improvement through experiential learning to include internships, undergraduate research, service learning, field experiences and more.

Objective 3: Provide professional development and career support services for all students to help them become effective self-advocators of their value to future employers.

Goal 5: Promote the Colonel Culture to foster a sense of belonging, improve student engagement, and increase access to impactful co-curricular learning experiences.

Objective 1: Define and promote Colonel Culture to include athletic events, cultural events and all other campus activities as part of campus culture.

Objective 2: Expand access and promote opportunities for students to participate in co-curricular learning experiences while engaging with other students, faculty, staff, and external constituents.

Objective 3: Ensure the Nicholls community is a safe and secure environment.



Nicholls is an institution with a caring community culture. To ensure Nicholls as a continued employer of choice, we will focus on implementing robust policies, procedures and practices to ensure current and future employee satisfaction and institutional sustainability. We commit ourselves to achieving performance excellence and the continuous improvement of our people and processes.

Goal 1: Define Nicholls as an employer of choice.

Objective 1: Support initiatives to minimize employee work stress and help accommodate life's challenges.

Objective 2: Encourage and cultivate a work environment for all employees that promotes creativity, rewards excellence, and fosters high morale.

Objective 3: Develop a culture of trust while encouraging teamwork and accountability that upholds university integrity.

Goal 2: Cultivate a positive, welcoming work environment.

Objective 1: Cultivating a culture of diversity and inclusivity by ensuring policies and procedures provide equity throughout the university.

Objective 2: Encourage communication and promote a sense of community through collaboration across the university.

Objective 3: Commit to equity by ensuring policies and structures provide access to opportunities by addressing each person's needs and circumstances and improving outcomes for all.

Goal 3: Develop and implement employee professional development.

Objective 1: Develop and implement orientation in a digital format.

Objective 2: Support initiatives in providing opportunities for enhancement of skills and professional development.

Objective 3: Develop internal continuing education for supervisors that includes understanding their responsibilities, policies and procedures, and the impact they have on employees.

Goal 4: Increase and sustain communications with all stakeholders.

Objective 1: Improve internal communications to promote greater inclusion in decision-making, accountability at all levels, and more effective implementation of systems, policies, and practices.

Objective 2: Develop and execute a strong communications strategy to communicate the contributions and accomplishments of our students, faculty, staff, alumni, and partnerships.

Goal 5: Optimize a sustainable and predictable business model to meet the needs of the people and the institution.

Objective 1: Develop alternative forms of revenue to support ongoing needs of the institution and enhance relationships with the region.

Objective 2: Execute sustainable budgeting model that enables responsible stewardship of all financial resources, including alternative revenue streams and enrollment strategies.

Objective 3: Develop and implement maximized profitability models for all academic, auxiliary, athletic, alumni, coastal, and other operating units.

Objective 4: Review framework and recommendations of Nicholls Online and the adjunct/overload pay schedule and make recommendations for sustainable budgeting.



Nicholls provides academic degree programs that meet current and future needs of our coastal region, nation, and world. Success in these programs is led by faculty who teach, mentor, and guide students throughout their academic journey. As a result, faculty can improve student learning, prepare students to compete in the global marketplace and enhance student success by providing access to experiential learning opportunities with smaller class sizes that enable more personalized direction and support. In addition, Nicholls is committed to non-credit offerings that support professional and continuing education, focusing on employer needs along with creating opportunities to reskill and upskill professionals throughout a career.

Goal 1: Enhance existing degree programs to ensure they meet the needs of the region.

Objective 1: Conduct comprehensive reviews of all undergraduate and graduate degree programs and curricula and implement necessary changes.

Objective 2: Determine which existing undergraduate and graduate degree programs may be delivered online in addition to traditional on-campus delivery.

Goal 2: Create new degree programs to meet the needs of the region.

Objective 1: Investigate and implement opportunities for new undergraduate and graduate degree programs and concentrations.

Objective 2: Determine which new undergraduate and graduate degree programs and concentrations might be delivered online in addition to traditional on-campus delivery.



Goal 3: Establish non-traditional academic initiatives to meet the needs of the region.

Objective 1: Investigate and implement opportunities for academic initiatives outside of the traditional bachelor and master degree formats.

Goal 4: Increase and sustain a communications strategy that engages and informs the campus community.

Objective 1: The University Communications Team will improve communications to promote greater inclusion in decision-making, accountability at all levels, and more effective implementation of systems, policies, and practices.

Objective 2: The University Communications Team will develop and execute a strong communications strategy to communicate the contributions and accomplishments of our students, faculty, staff, alumni, and partnerships.



Nicholls is committed to strengthening regional engagement by serving as a strong partner with community members, area organizations, and companies. Nicholls experiences within the community are critical to ensure our impact extends far beyond our campus boundaries and into the daily lives of our coastal communities. We strive to develop mutually beneficial partnerships, initiatives, and economic engagement to incubate new opportunities for our future along with continuing to lead efforts in research and collaboration in coastal resilience and restoration. Through deep strategic relationships, we will distinguish ourselves as a valued partner and community resource.

Goal 1: Engage the community and region to create resilient coastal communities.

Objective 1: Support opportunities for enhanced faculty research, scholarly activity, and creative activity that includes student participation, contributes to effective student preparation, and fulfills community needs and encourages engagement.

Objective 2: Support development of the Nicholls Coastal Center, activities of which will include research, education, and solutions to coastal problems along the Louisiana Gulf Coast, as well as community resilience and preservation of community history and culture.

Objective 3: Support efforts of the Bayou Region Incubator as it builds entrepreneurship, research, and development in the region.

Objective 4: Launch the Data Refinery supercomputer effort, designed to assimilate datasets from multiple sources and render it more usable in solving specific problems, such as protection and restoration issues associated with the Gulf Coast.



Goal 2: Develop mutually beneficial partnerships, initiatives, and economic engagement connecting Nicholls with the eight parish service regions and beyond.

Objective 1: Strengthen and expand K-16 partnerships to support college readiness, enrollment, and completion.

Objective 2: Measure, report, and promote economic impact to the university service region.

Objective 3: Promote workshops, certifications, and other mechanisms to expand public expertise to university responsiveness to regional needs.

Objective 4: Enhance promotion of arts, cultural, academic, and athletic events, as well as other activities as an integral part of campus culture.

Objective 5: Enhance relationships with alumni as ambassadors of the university.



THE PROCESS

In the Spring of 2023, President Jay Clune formed the University Strategic Planning Steering Committee. Members were chosen to represent the campus and the community. Subcommittees were established to oversee the details within the plan's individual pillars.

During Spring 2023, the Strategic Planning Steering Committee focused on developing the University Strategic Plan to include revising the Mission, Vision and Values statements to reflect the focus of Nicholls in Louisiana's Coastal Community that maintains our culture and heritage and distinctive programs and research, while serving the needs of the community to create a welcoming, safe, and resilient future. The process included:

Discovery. The discovery phase included the major areas of planning and preparation, stakeholder engagement, and a campus survey. Initially, an environmental scan of Nicholls State University data, along with strategic direction from the University of Louisiana System-level core competencies for students, and the Louisiana Higher Education Master Plan, Louisiana Prospers from the Louisiana Board of Regents was conducted. Stakeholder engagement included:

- a series of 22 focus group sessions with students, staff, faculty, and the community;
- the "Future of Nicholls" visioning session with 85 attendees representing students, staff, faculty, and the community; and
- a campus survey with over 400 faculty, staff, and students completing the survey.

Focus. To focus all of the information gathered and represent the voices of the campus and community, the steering committee recommended priorities for the plan that were turned into pillars, goals, and objectives. The Steering Committee also made recommendations on updating the Mission, Vision, and Values. At the Writing Workday and in the weeks that followed, steering committee and subcommittee members finalized pillar goals and objectives.

The Strategic Plan was completed in May 2023 and presented to the University of Louisiana System in June 2023.

The University Strategic Planning Steering Committee includes:

Renee Hicks, Co-chair, Assistant Vice President of Institutional Effectiveness, Access and Success and SACSCOC Liaison

Dr. David Whitney, Co-Chair, Department Head, Associate Professor, Political Science

Dr. Pam Northrup, Coordination of the Strategic Plan, Consultant on Strategic Initiatives

Margo Badeaux, Unclassified Staff Advisory Council and Executive Director of Auxiliary Services

Jeremy Becker, Executive Director, Nicholls Foundation

Dr. Raj Boopathy, Alcee Fortier Distinguished Service Professor, John Brady, Sr. and John Brady Jr. Endowed Professor, Biological Sciences and representing Research

Claire Bourgeois, Faculty Senate President, Health Sciences Program Coordinator, Assistant Professor of Communicative Disorders

Courtney Cassard, Executive Director of Enrollment Services

Lacey Crochet, Special Projects & Outreach Specialist, Office of the President

Jerad David, Director of Communications

Dr. John Doucet, Dean of Sciences and Technology, Alcee Fortier Professor, Distinguished Service Professor and representing Coastal Initiatives

David Heltz, Alumni Federation Board President

Dr. Todd Keller, Vice Provost

Dr. Janice Lyn, Dean of Students, Student Affairs

Tyler Legnon, President, Student Government Association

Tancy McCartt, Classified Staff Advisory Council

Ray Peters, Assistant Vice President for Advancement

Dr. Tommy Ponson, Director of Compliance, Conduct and Accountability and Ethical Development

Jennifer Schulte, Director of Athletic Academic Services

Subcommittee Members include:

Student Success: Renee Hicks, Chair, Katherine Mabile, Amy Hebert, Cambria Bouzigard, Kaisa Young, Alaina Daigle, Kathryn Slosarek, Adriene Naquin, Tyler Legnon, and Jax Badeaux. (Pillar 1)

Employee Engagement: Margo Badeaux, Chair, Tommy Ponson, Bridget Coddou, Alison Hadaway, and Paulette Mayon. (Pillar 2)

Academic Engagement: Allen Alexander, Chair, Claire Bourgeois, Luke Cashen, James Stewart, and Heather Gamel. (Pillar 3)

Sustainability, Research, and Entrepreneurship: John Doucet, Chair, Lacey Crochet, Ray Peters, Monique Crochet, Liz McCurry, Jeremy Becker, Hillary Charpentier, and Channing Parfait. (Pillar 2 and Pillar 4)

Communication and the Nicholls Experience: Jerad David, Chair, Dr. Todd Keller, Whitney Hicks, Kristen Anselmi, and Katie Martin (foundational across all pillars)

STRATEGIC PLANNING IMPLEMENTATION TEAM

Recommendations include appointing a University Strategic Planning Implementation Committee that will ensure we actively pursue the goals and objectives of the plan along with monitoring dashboards and annual progress reviews. The Committee will oversee the continued work of the pillar-level subcommittees that were formed during the planning process to support building out specific tactics and initiatives to support the plan.

As specific tactics and initiatives are identified and launched, we will remain flexible and as an institution, we may add new initiatives and re-prioritize in ways that support our plan, as conditions and needs may change throughout the process.

Individuals needing accommodations (ADA) can contact 985.448.4783 or visit nicholls.edu/ada.

Nicholls State University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. *The following person(s) has/have been designated to handle inquiries regarding the non-discrimination policies: Alison Hadaway, Director of Human Resources (985) 448-4041.





Nicholls State University

www.nicholls.edu

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 22, 2023

Item F.7. **University of New Orleans'** request for approval of a Memorandum of Understanding with Hebei University.

EXECUTIVE SUMMARY

The University of New Orleans requests approval to enter into a Memorandum of Understanding (MOU) with Hebei University (HBU), a provincial public university located in Baoding, Hebei, China. To further promote the partnership between these two universities, the proposed MOU establishes a pathway for HBU students to pursue UNO's Master of Science in Healthcare Management.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans' request to enter into a Memorandum of Understanding with Hebei University.*



F.7.

THE UNIVERSITY *of*
NEW ORLEANS

OFFICE OF THE PRESIDENT

May 15, 2023

Dr. James B. Henderson
President
The University of Louisiana System
1201 North Third Street
Baton Rouge, LA 70802

Re: MOU with Hebei University

Dear Dr. Henderson,

On behalf of the University of New Orleans, I am submitting the attached proposal of an MOU between Hebei University, Baoding, Hebei, China and the University of New Orleans for consideration and approval.

Thank you for your consideration.

Sincerely,

John W. Nicklow
President

Memorandum of Understanding
Between
The University of New Orleans
New Orleans, Louisiana, USA
And
Hebei University
Baoding, Hebei, China
Concerning
Admission of Students to the University of New Orleans

In accordance with a mutual desire to promote further cooperation among educational institutions, Hebei University (HBU) and the University of New Orleans (UNO) find it mutually beneficial to offer admission to students of Hebei University to UNO under the following terms:

Article 1: Admission of students to the Master of Science in Healthcare Management

1. Application Procedure

- 1.1 All applicants must satisfy the English Proficiency requirement. Minimum scores are:
IELTS – 6.5 or TOEFL IB – 79 or Duolingo English Test –105 and
UG GPA of 3.0
- 1.2 All applicants must send school transcripts to UNO. A grade point average of 3.0 must have been achieved in coursework taken in the graduate coursework taken at Hebei University.
- 1.3 All applicants must complete the online application for admission and pay the application fee.
- 1.4 Students will have taken the first six credits of coursework at Hebei University; the remaining credits must be taken at UNO.
- 1.5 In order to obtain admission documents, international students must provide proof that their financial resources are sufficient to cover all tuition, fees and living expenses while they are in the United States. Students must be enrolled full-time to remain in compliance with immigration regulations.

Article 2: Program Supervision

College of Business Administration at UNO is fully accredited by the Association to Advance Collegiate School of Business (AACSB). UNO will provide instruction on AACSB guidelines for syllabi and students learning outcomes. UNO will also supervise the courses offered at Hebei University.

Article 3: Project Management

Both HBU and UNO agree to designate people to coordinate the joint study program and handle the operating cost at each institute.

Article 4: Health Insurance

Students studying at UNO are required to carry the minimum required medical insurance. This insurance must be purchased at UNO upon arrival if proof of adequate medical insurance is not provided. The insurance policy must be in English. This insurance must be in effect from the date of departure to the date of return.

Article 5: Tuition and Financial Aid

Students from HBU who satisfy the above admission requirements and are admitted to UNO's graduate program will receive an award from the University of New Orleans. The award will cover 50% of the non-resident fee each Fall, Summer and Spring semester and is renewable for up to a total of 2 years. Students receiving the award are required to maintain a 3.0 grade point average on a 4 points-scale at the close of each Fall, Summer and Spring semester.

Article 6: Diploma

UNO will award diploma for transfer students who complete all UNO courses and meet graduation requirements; Hebei University will award diploma for remaining students in China who complete all Hebei University courses and meet graduation requirements.

Article 7: Internship

Both HBU and UNO agree to encourage the students for internship. For students who graduated from UNO are permitted to work under Optional Practical Training (OPT) regulation.

This agreement will take effect at the time it is signed by the President of the University of New Orleans and the President of Hebei University and last for a period of ten years. At the end of that term it will expire unless both parties renew in writing.

This agreement may be terminated upon the written notice of either party with the understanding that any existing commitments to students or faculty will be honored.

This agreement may be modified through the written agreement of both parties.

This document is executed in English and will consist of two originals.



01/30/2023

John Nicklow

Date

President

University of New Orleans

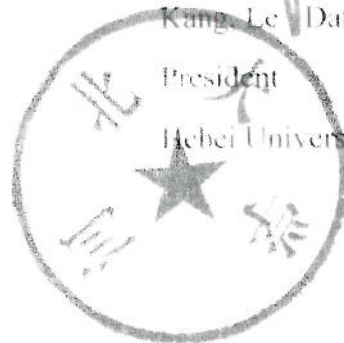


1-30-2023

Kang Le Date

President

Hebei University



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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

June 22, 2023

Item F.8. **University of New Orleans'** request for approval of two Memoranda of Understanding with Putian University.

EXECUTIVE SUMMARY

The University of New Orleans requests approval to enter into two Memoranda of Understanding (MOU) with Putian University (PTU), a public university located in Fujian, China. The proposed agreements are being pursued in order to encourage PTU students to pursue the Bachelor of Science in Healthcare Management and the Master of Science in Healthcare Management offered by UNO.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans' request to enter into two Memoranda of Understanding with Putian University.*



F.8.

THE UNIVERSITY *of*
NEW ORLEANS

OFFICE OF THE PRESIDENT

May 15, 2023

Dr. James B. Henderson
President
The University of Louisiana System
1201 North Third Street
Baton Rouge, LA 70802

Re: MOU with Putian University

Dear Dr. Henderson,

On behalf of the University of New Orleans, I am submitting the attached proposal of an MOU between Putian University, Putian, Fujian, China and the University of New Orleans for consideration and approval.

Thank you for your consideration.

Sincerely,

John W. Nicklow
President

Memorandum of Understanding
Between
The University of New Orleans
New Orleans, Louisiana, USA
And
Putian University
Putian, Fujian, China

Concerning
Admission of Students to the University of New Orleans

In accordance with a mutual desire to promote further cooperation among educational institutions, Putian University (PTU) and the University of New Orleans (UNO) find it mutually beneficial to offer admission to students of Putian University to UNO under the following terms:

Article 1: Admission of students to the Bachelor of Science in Healthcare Management

1. Application Procedure

- 1.1 All applicants must satisfy the English Proficiency requirement. Minimum scores are:
IELTS – 6.5 or TOEFL IB – 79 or Duolingo 100 or
Complete IELP Exit Exam
- 1.2 All applicants must send official transcripts to UNO. A grade point average of 2.7 for undergraduate coursework is required for admission to the Bachelor of Science in Healthcare Management program at UNO.
- 1.3 All applicants must complete the online application for admission and pay the application fee.
- 1.4 Our universities will engage in a joint study transfer program. Students will have taken the first 60 credits of coursework at Putian University, the remaining 60 of the total of 120 credits must be taken at UNO.



THE UNIVERSITY *of*
NEW ORLEANS

OFFICE OF THE PRESIDENT

May 15, 2023

Dr. James B. Henderson
President
The University of Louisiana System
1201 North Third Street
Baton Rouge, LA 70802

Re: MOU with Putian University

Dear Dr. Henderson,

On behalf of the University of New Orleans, I am submitting the attached proposal of an MOU between Putian University, Putian, China and the University of New Orleans for consideration and approval.

Thank you for your consideration.

Sincerely,

John W. Nicklow
President

Memorandum of Understanding

Between

The University of New Orleans

New Orleans, Louisiana, USA

And

Putian University

Putian, China

Concerning

Admission of Students to the University of New Orleans

In accordance with a mutual desire to promote further cooperation among educational institutions, Putian University (PTU) and the University of New Orleans (UNO) find it mutually beneficial to offer admission to students of enrolled UNO-PTU bachelor joint study program under the following terms:

Article 1: Admission of students to the Master of Science in Healthcare Management

1. Application Procedure

- 1.1 All applicants must satisfy the English Proficiency requirement. Minimum scores are:
IELTS – 6.5 or TOEFL IB – 79 or Duolingo 105 or
Complete IELP Exit Exam
- 1.2 All applicants must send official transcripts to UNO. A grade point average of 2.75 must have been achieved in coursework taken in the undergraduate study.
- 1.3 All applicants must complete the online application for admission and pay the application fee.
- 1.4 Students must have the undergraduate degree diploma from Putian University to be eligible for this offer.

1.5 In order to obtain admission documents, international students must provide proof that their financial resources are sufficient to cover all tuition, fees and living expenses while they are in the United States. Students must be enrolled full-time to remain in compliance with visa regulations.

Article 2: Tuition and Financial Aid

Students from UNO-PTU bachelor joint study program who satisfy the above admission requirements and are admitted to the Master of Science in Healthcare Management will receive an award from the University of New Orleans. The award will cover 50% of the non-resident fee at each Fall, Summer and Spring semester and is renewable for up to a total of 2 year. Students receiving the award are required to maintain a 3.5 grade point average on a 4 points-scale at the close of each Fall, Summer and Spring semester.

Article 3: Health Insurance


Students studying at UNO are required to carry the minimum required medical insurance. This insurance must be purchased at UNO upon arrival if proof of adequate medical insurance is not provided. The insurance policy must be in English. This insurance must be in effect from the date of departure to the date of return.

This agreement will take effect at the time it is signed by the President of the University of New Orleans and the President of Putian University and last for a period of ten years. At the end of that term it will expire unless both parties renew in writing.

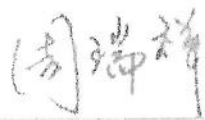
This agreement may be terminated upon the written notice of either party with the understanding that any existing commitments to students or faculty will be honored.

This agreement may be modified through the written agreement of both parties.

This document is executed in English and will consist of two originals.



John Nicklow 3/20/23
Date
President
University of New Orleans



Zhou, Ruixiang 3-21-23
Date
President
Putian University