SOUTHERN
Board of Supervisors
UNIVERSITY

Meetings

9:00 a.m.

Friday, August 26, 2011

Southern University Metro Center
610 Texas Street
Shreveport, Louisiana

ACADEMIC AFFAIRS COMMITTEE

9:00 a.m.
Friday, August 26, 2011
Southern University Metro Center
610 Texas Street
Shreveport, Louisiana

AGENDA

1. Call to Order and Invocation

2. Swearing of new Board Member

3. Roll Call

4. Adoption of the Agenda

5. Public Comments

6. Action Items
     A.   Termination Date for Program terminated by Board of Regents, SUBR
     B.   Academic Calendar for Fall 2012 to Summer 2014, SUSLA
     C.   New Program in Food Service Technical Competency Area, SUSLA
     D.   Board Resolution with Louisiana Department of Education, SUAREC
     E.   Louisiana GRAD Act Authorization

7. Informational Item
     A. Dual Enrollment Report, by Campus

8. Other Business

9. Adjournment

SOUTHERN
UNIVERSITY
Agricultural & Mechanical College

Office of Academic & Student Affairs
P.O. Box 9820
Baton Rouge, Louisiana 70813

Voice: (225) 771-2360
FAX: (225) 771-2018

RECEIVED

AUG 0 8 2011

August 8, 2011

OFFICE OF THE CHANCELLOR

Memorandum

To: James L. Llorens, Chancellor
From: Mwalimu J. Shujaa, Executive Vice Chancellor & Provost
Re: Termination B.A. in Speech/Speech Communication (CIP 090101)

This memorandum serves as request for documentation of campus approval for the termination of the degree program(s) referenced above, as required by the Board of Regents. The relevant forms are attached. The terminations ensue from the Spring 2011 Board of Regents (BoR) review of low-completer programs, as a result of which, degree programs were "terminated" or "consolidated and terminated," effective May 2011. "Terminated" means that a program was cancelled in the BoR Curriculum Inventory (CRIN) and only declared majors are allowed to continue in the program. "Consolidated and Terminated" means that a program was cancelled in the CRIN to "allow for consolidation into a new or existing program."

Per Board of Regents' guidelines, the "management board" must approve the termination date (interpreted to mean the semester/year in which reporting of degrees will cease for the terminated program).

Approved: SUBR   Date 8/8/11

Approved: SUS   Date 8.9.11

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

1. Institution Southern University and A&M College
2. Type of Termination (check one) __X__ A. Academic Program (If A. complete *all* remaining sections) _____ B. Administrative Unit (If B. skip sections 3, 4, 5, and 6) _____ C. Research Unit – Center or Institute (If C. skip sections 3, 4, 5, and 6)
3. Degree Designation (e.g., B.A., Ph.D., etc.) B.A. in Speech/Speech Communication (Originally under Speech and Theatre Arts at Southern University
4. Title and CIP Code Speech/Speech Communication 090101
5. Semester/year at which no new enrollments will be accepted Fall 2011
6. Semester/year at which reporting of degrees shall cease Spring 2012
7. Approval date for termination from management board (append any documentation to this sheet)
8. Reason for request (e.g., lack of student demand, lack of job opportunities, program duplication, funding sources no longer available, etc.) The Louisiana Board of Regents terminated the Speech/Speech Communication program effective May 2011. **Explanation:** As a low-completer, the major was terminated and the phase out period should be completed by 2012. The companion, Theatre Arts, will continue as a major under the umbrella of a degree in the Department of Visual and Performing Arts, with concentrations in Music, Music Education, Theatre Arts and Visual Arts. ** In the explanation include statements which address the impact of the termination upon remaining programs units (if applicable). For example, a request to terminate the Department of Chemistry should also include information about the academic programs in that Department – will they be maintained or terminated as well? If maintained, where will they reside? Will the department maintaining these programs be re-named? How will this further affect the administrative structure at the institution?*
9. If collaboration with other institutions is involved, identify partners. Each participating institution must submit a separate request form. NA
10. Program/Unit Contact (name, title, email address, telephone number) Joyce W. O'Rourke, Dean, College of Arts and Humanities; JOYCE_OROURKE@subr.edu 408 Higgins Hall, Southern University, Baton Rouge, LA 70813; 225-771-4578

Louisiana Board of Regents
2011 Academic Program/Low Completer Review
Request for TERMINATION of Existing Academic Program(s)

Please submit an electronic copy (email attachment, Word or Word Perfect Document preferred; signed PDF may also be attached) of the completed document to Dr. Karen Denby, Associate Commissioner for Academic Affairs, at karen.denby@la.gov no later than **Monday, February 28, 2011.** Early submission is welcome. All requests for terminations are to be submitted through the appropriate system office. Documentation of campus approvals should be provided.

General Information

Campus: Southern University and A&M College	College/School with Program(s):
Program(s) to be Terminated (Title, CIP): - (BA) Speech/Speech Communication – 090101 -	Date of initial Program Implementation: - Fall 2011 -

Program Coordinator/Contact Info: Erma W. Hines; 15 Hayden Hall; erma_hines@subr.edu (225) 771-2600 College Dean: Joyce W. O'Rourke, Dean, College of Arts and Humanities; JOYCE_OROURKE@subr.edu (225) 771-4578

**Note.** BoR Program Terminations as a result of this Review will be effective **May/2011**.

Students

Provide enrollment data for Spring/2011, _by year classification_. Use the format below for reporting enrollment data for each program to be terminated if more than one termination is requested.

Degree Program to be Terminated:	SPRING 2011 enrollment Data:					
	FR	SOPH	JR	SR	M/Sp	Total
B.A. Speech/Speech Communication 090101	0	0	3	2	—	5

Phase-Out Plan   C+T=Consolidation-New Program *Speech/Speech Communication-090101

Describe the phase-out (teach-out and/or transfer) plan, for each program to be terminated, that minimizes time to completion. Include a projected date for close-out of activity in the terminated degree.
Two Speech/Speech Communications majors graduated in May 2011. Three Speech/Speech Communications majors remain, but should graduate in 2011-2012. There are no Speech/Speech Communication majors at the freshman or sophomore level.

Fiscal Impact

Provide a five-year projection of the anticipated fiscal impact or opportunities for reinvestment, with the termination. (Explain projections, as applicable.)	
Year 1	None. As of Fall 2011 only three students remain in the program. The faculty assigned to this program also hold teaching assignments in the B.A. in Theatre Arts program which was terminated and consolidated as a concentration within the newly created B.A. in Visual and Performing Arts (CIP 500101)
Year 2	N/A
Year 3	N/A
Year 4	N/A
Year 5	N/A

Other Information.

Present any other pertinent information that has not been requested.

SUSLA
SOUTHERN UNIVERSITY SHREVEPORT LOUISIANA

Excellence • Integrity • Accountability • Service

Office of the Chancellor

August 8, 2011

Dr. Ronald Mason, Jr., President
Southern University System
4th Floor, J. S. Clark Administration Building
Baton Rouge, LA 70813

      RE: SUSLA Academic Calendar for Fall 2012 to Summer 2014

Dear Dr. Mason:

Please find attached the Southern University at Shreveport Louisiana (SUSLA) Academic Calendar for Fall 2012 to Summer 2014.

Based on the recommendation of Dr. Orella Brazile, Vice Chancellor for Academic Affairs, the enclosed document is submitted for your review and consideration.

It is my hope that this recommendation meets your favorable approval and that of the Southern University Board of Supervisors at their next scheduled meeting.

Respectfully submitted,

Ray L. Belton, Ph.D.
Chancellor

RLB/cw

August 8, 2011

Dr. Ray L. Belton
Chancellor
Southern University at Shreveport
3050 Martin Luther King, Jr. Drive
Shreveport, Louisiana   71107

Dear Dr. Belton:

Attached for your review and approval are the Academic Calendar for Fall 2012 – Summer 2014 and a request to offer a program in the Food Services Technical Competency Area for the Business Studies Division.

Upon your approval, please forward this request to the Board of Supervisors for review and approval. Thanks for any and all considerations given this request.

Sincerely,

Orella R. Brazile, Ph.D.
Vice Chancellor for Academic Affairs

ORB/bb

Attachment

ACADEMIC CALENDAR

Contact the SUSLA Testing Center or Registrar's Office for American College Test (ACT)
and Scholastic Aptitude Test (SAT) requirements and information

---

Fall Semester 2012

August

20	(M)	Faculty /Staff Institute (Faculty Reporting Date)
21	(T)	Testing & Registration (Freshmen and First –Time Transfers)
22-24	(W-F)	General Registration Period (Alphabetically)
25	(Sat)	Registration – All Students (9:00 a.m. – 12:00 Noon)
27	(M)	Classes Begin
27-31	(M-F)	Late Registration Period

September

3	(M)	Labor Day Holiday (Begins 7:00 a.m.)
4	(T)	Classes Resumes (7:00 a.m.)
7	(F)	Deadline for Graduation Applications (Spring 2013 Semester)
12	(W)	Last Day to Register or Add Courses for Credit and Last Day to Pay Fees
14	(F)	14Th Class Day/Purge all unpaid students

October

3	(W)	Last Day for Removal of "I" Grades for (Spring & Summer 2012)
10-13	(W-S)	Midterm Examination Period
17	(W)	Midterm Grades Due (Web Posting by noon) & "I" Grades Due (Spring & Summer 2012)
18-20	(R-Sat)	Fall Break Begins 7:00 a.m.
22	(M)	Classes Resume (7:00 a.m.)

November

1	(R)	Deadlines for Dropping Courses
5	(M)	Online Registration for Spring 2013 Begins
16	(F)	Deadline for Withdrawing from the University
21 -24	(W-S)	Thanksgiving Break
26	(M)	Classes Resume 7:00 a.m.
26-28	(M-W)	Final Examination for Graduation Candidates
30	(F)	Graduation Candidates Grades Due (Web Posting by 4:00)

December

6	(R)	Last Day of Classes
7	(F)	Quiet Day
8 – 14	(S-F)	Final Examination Period
15	(S)	University Commencement
18	(T)	Final Grades Due (Web Posting by Noon)
20	(R)	Fall Semester Ends
26	(W)	Viewing of Final Grades via Web (Students)

ACADEMIC CALENDAR

Contact the SUSLA Testing Center or Registrar's Office for American College Test (ACT)
and Scholastic Aptitude Test (SAT) requirements and information

SPRING SEMESTER 2013

JANUARY

7	(M)	Faculty /Staff Institute (Faculty Reporting Date)
8	(T)	Testing & Registration (Freshmen and First –Time Transfers)
9-11	(W-F)	General Registration Period (Alphabetically)
12	(Sat)	Registration – All Students (9:00 a.m. – 12:00 Noon)
14	(M)	Classes Begin (7:00 a.m.)
14-18	(M-F)	Late Registration Period
21	(M)	Martin Luther King, Jr. Birthday
22	(T)	Classes Resume (7:00 a.m.)
25	(F)	Fall Graduation Applications Due
30	(W)	Last Day to Register or Add Courses for Credit
31	(R)	Last Day to Pay Fees

FEBRUARY

1	(F)	14th Class Day/ Purge Any Unpaid Students
11-12	(M-T)	Mardi Gras Holiday (7:00a.m.)
13	(W)	Classes Resume (7:00 a.m.)
19	(T)	Last Day for Removal of "I" Grades for (Fall 2012)
22	(F)	Last Day to Submit Graduation Application Fall 2013

MARCH

6 -9	(W-S)	Mid Term Examination Period
12	(T)	Founders Day Observed
13	(W)	Midterm Grades Due (Web Posting by 4:00 p.m.) / "I" Grades for (Fall 2012)
20	(W)	Deadline for Dropping Courses
22	(F)	Online Registration Begins – Summer I
25	(M)	Spring Break (Begins 7:00 a.m.)
29	(F)	Good Friday

APRIL

2	(T)	Classes Resume (7:00 a.m.)
26	(F)	Deadline for Withdrawing from the University
29-30	(MT)	Final Examination for Graduation Candidates

MAY

1	(W)	Graduation Candidates Grades Due (Web Posting by 4:00 p.m.)
2	(R)	Last Day for Classes
3	(F)	Quiet Day/Honors and Awards Convocation
4 - 10	(S-F)	Final Examination Period
11	(Sat)	University Commencement
15	(W)	Final Grades Due (Web Posting and Registrar's Office by 12:00 noon)
17	(F)	Spring Semester Ends
20	(M)	Viewing of Final Grades via Web (Students)

ACADEMIC CALENDAR

Contact the SUSLA Testing Center or Registrar's Office for American College Test (ACT)
and Scholastic Aptitude Test (SAT) requirements and information

SUMMER TERM 2013

Session 1 - 9 week classes (June 3 – August 6)
Session I - 4 week classes – (June 3 – July 5)
Session II - (July 8 – August 6)
(Final Examinations on the Last Class Day of Each Session)

JUNE

3	(M)	Faculty Reporting Day
3	(M)	Testing and Registration (Freshmen and First –Time Transfers)
4	(T)	General Registration – Session I (All students)
5	(W)	Classes Begin/Late Registration – Session I (9 weeks & 4 weeks)
12	(W)	Last Day to Register or Add Courses for Credit - Session I (9 weeks & 4 weeks)
13	(R)	7th Class Day/ Purge Any Unpaid Students
17	(M)	Last Day to Drop Courses (4 weeks)
24	(M)	Last Day to Withdraw from the University – Session I (4weeks)

JULY

3	(W)	Last day of classes/ Final Examination Session I- (4weeks)
4	(R)	Independence Day (Begins 7:00 a.m.)
5	(F)	Final Grades Due – Session I Ends (4 weeks)
8	(M)	General Registration – Session II – All students
9	(T)	Classes Begin/ Late Registration Session II
12	(F)	Last day to Drop Courses – 9 weeks Session I
17	(W)	7th Class Day/Purge all Unpaid Students - Session II (4 weeks)
22	(M)	Last Day to Drop Courses - (Session II - 4 weeks)
23	(T)	Last Day to Withdraw from the University – Session I (9 weeks) & Session II (4 weeks)

AUGUST

5	(M)	Last Day of Classes/Final Examinations - Session I (9 weeks) and Sessions II (4 weeks)
6	(T)	Sessions End/Grades Due (Web Posting by 12:00 Noon)
8	(R)	Viewing of Final Grades Via Web (Students)

ACADEMIC CALENDAR

Contact the SUSLA Testing Center or Registrar's Office for American College Test (ACT)
and Scholastic Aptitude Test (SAT) requirements and information

Fall Semester 2013

August

19	(M)	Faculty /Staff Institute (Faculty Reporting Date)
20	(T)	Testing & Registration (Freshmen and First –Time Transfers)
21-23	(W-F)	General Registration Period (Alphabetically)
24	(Sat)	Registration – All Students (9:00 a.m. – 12:00 Noon)
26	(M)	Classes Begin
26-30	(M-F)	Late Registration Period

September

2	(M)	Labor Day Holiday (Begins 7:00 a.m.)
3	(T)	Classes Resume (7:00 a.m.)
9	(M)	Deadline for Graduation Applications for Spring 2014
12	(R)	Last Day to Register or Add Courses for Credit and Last Day to Pay Fees
13	(F)	14Th Class Day/Purge all unpaid students

October

4	(F)	Last Day for Removal of "I" Grades for (Spring/Summer 2013)
9-12	(W-S)	Midterm Examination Period
16	(W)	Midterm Grades Due (Web Posting by 4:00 p.m.) & "I" Grades for Spring / Summer 2013 Due
17-19	(R-S)	Fall Break (Begins 7:00 a.m.)
21	(M)	Classes Resume (Begins 7:00 a.m.)
23	(W)	Deadline for Dropping Courses
24	(R)	Online Registrations Begins – Spring 2014

November

11	(M)	Deadline for Withdrawing from the University
25-26	M-T	Final Examination Period for Graduates
27-30	(W-S)	Thanksgiving Holiday (Begins 7:00 a.m.)

December

2	(M)	Classes Resume (7:00 a.m.)
2	(M)	Graduation Candidates Grades Due (Web Posting by 4:00 p.m.)
5	(R)	Last Class Day
6	(F)	Quiet Day
7 –13	(S-F)	Final Examination Period
14	(S)	University Commencement
18	(W)	Final Grades Due (Web Posting and Registrar's Office by 4:00)
20	(F)	Semester Ends
25	(W)	Viewing of Final Grades via Web (Students)

ACADEMIC CALENDAR

Contact the SUSLA Testing Center or Registrar's Office for American College Test (ACT) and Scholastic Aptitude Test (SAT) requirements and information

SPRING 2014

JANUARY

6	(M)	Faculty /Staff Institute (Faculty Reporting Date)
7	(T)	Testing & Registration (Freshmen and First –Time Transfers)
8-10	(W-F)	General Registration Period (Alphabetically)
11	(S)	Registration – All Students (9:00 a.m. – 12:00 Noon)
13	(M)	Classes Begin (7:00 a.m.)
13-17	(M-F)	Late Registration Period
20	(M)	Martin Luther King Holiday
29	(W)	Last Day to Register or Add Courses for Credit and Last Day to Pay Fees
31	(F)	14th Class Day/ Purge Any Unpaid Students

FEBRUARY

11	(T)	University Convocations
14	(F)	Last Day to Submit Graduation Application Summer and Fall 2014
21	(F)	Last Day for Removal of "I" Grades
21-27	(F-R)	Midterm Examination Period

MARCH

3-4	(M-T)	Mardi Gras Holiday (Begins 7:00 a.m.)
5	(W)	Classes Resume (7:00 a.m.)
5	(W)	Midterm Grades Due (Web Posting by 4:00 p.m.) / "I" Grades for Fall 2013 Due in the Registrar's Office
14	(F)	Deadline for Dropping Courses

APRIL

4	(F)	Deadline for Withdrawing from the University
7-12	(M-S)	Spring Break (Begins 7:00a.m.)
14	(M)	Classes Resume (7:00 a.m.)
16	(W)	Online Registration Begins – Summer 2014/ Fall 2014
18-21	(F-M)	Good Friday/Easter Break (Begins 7:00 a.m.)
22	(T)	Classes Resume (7:00 a.m.)
28-29	(M-T)	Final Examination for Graduates
30	(W)	Graduation Candidates' Grades Due (Web Posting by 4:00 p.m.)

MAY

1	(R)	Last Class Day
2	(F)	Quiet Day/Honors and Awards Convocation
3-9	(S-F)	Final Examination Period
10	(S)	University Commencement
14	(W)	Final Grades Due (Web Posting and Registrar's Office by 12:00 noon)
16	(F)	End of Semester
21	(W)	Viewing of Final Grades via Web (Students)

ACADEMIC CALENDAR

SUMMER 2014

Session I - 9 -week classes - (June 2 – August 5)
Session I - 4 week classes – (June 2 – July 3)
Session II - (July 7– August 5)
(Final Examinations on the Last Class Day of Each Session)

June

2	(M)	Faculty Reporting Day
2	(M)	Testing and Registration (Freshmen and First –Time Transfers)
3	(T)	General Registration - Session I (All students)
4	(W)	Classes Begin/Late Registration – Session I (9 weeks & 4 weeks)
11	(W)	Last Day to Register or Add Courses for Credit Session I (9 weeks & 4 weeks)
12	(R)	7th Class Day/Purge Any Unpaid Students
13	(F)	Last Day to Drop Courses (4 weeks)
24	(T)	Last Day to Withdraw from the University Session I (4 weeks)

July

2	(W)	Last Day of Classes/Final Examinations (4 weeks)
3	(R)	Final Grades Due/Session I Ends (4 weeks)
4	(F)	Independence Day Holiday (Begins 7:00 a.m.)
7	(M)	General Registration – Session II
8	(T)	Classes Begin/Late Registration (Session II)
16	(W)	7th Class Day/Purge all Unpaid Students - Session II (4 weeks)
18	(F)	Last Day to Drop Courses – Sessions I (9 weeks) & Session II
22	(T)	Last Day to Withdraw from the University – Sessions I (9 weeks) & Sessions II

AUGUST

4	(M)	Last Day of Classes/Final Examinations - Session I (9 weeks) and Session II (4 weeks)
5	(T)	Semester Ends/Grades Due (Web Posting by 12:00 Noon)
8	(F)	Viewing of Final Grades Via Web (Students)

SUSLA

SOUTHERN UNIVERSITY SHREVEPORT LOUISIANA

Excellence • Integrity • Accountability • Service

Office of the Chancellor

August 8, 2011

Dr. Ronald Mason, Jr., President
Southern University System
4th Floor, J. S. Clark Administration Building
Baton Rouge, LA 70813

RE: **Request to offer a new program in Food Services Technical Competency Area**

Dear Dr. Mason:

Please find attached the Southern University at Shreveport Louisiana (SUSLA) *a request to offer a new program in Food Services Technical Competency Area* for the Division of Business Studies.

Based on the recommendation of Dr. Orella Brazile, Vice Chancellor for Academic Affairs, the enclosed document is submitted for your review and consideration.

It is my hope that this recommendation meets your favorable approval and that of the Southern University Board of Supervisors at their next scheduled meeting.

Respectfully submitted,

Ray L. Belton, Ph.D.
Chancellor

RLB/cw

LOUISIANA BOARD OF REGENTS

GUIDELINES: REQUEST FOR AUTHORITY TO OFFER A NEW PROGRAM*

SUBMIT FIVE (5) COPIES AND ONE (1) DISK (WORDPERFECT OR WORD)

Name of Institution Submitting Proposal   Southern University at Shreveport

Specific Degree to be Awarded Upon Completion   Food Services
Technical Competency Area

CIP Taxonomy (*From Program Classification Structure*)   (CIP 120504)

Date to be Initiated   Spring 2012 or as soon thereafter as approved

Name of Department of Academic Subdivision
Responsible for the Program   Division of Business Studies

Name, Rank, and Title of Individual Primarily   Devonye Brown,
Responsible for Administering the Program   Hospitality Program Coordinator

Date Approved by Governing Board   _____

Date Received by Louisiana Board of Regents   _____

Academic Affairs Committee Review   _____

Board Action (Nature of Action)**   _____

Date of Board Action   _____

---

*   Information requested in these guidelines which has already been provided in the related Letter of Intent need not be presented again, unless the data given in the Letter of Intent has changed in the interim period between submittal of the letter and submittal of the full proposal.

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

Southern University At Shreveport
Letter of Intent – Food Services – Technical Competency Area

Contents

Part A: Description

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

Technical Competency Area in Food Services (CIP 120504)

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

The Technical Competency Area in Food Services is designed to provide students with the specific operational knowledge and experience necessary to gain employment in the Food service Industry. The curriculum includes fifteen (15) hours of courses in foodservice industry courses, and will provide students the opportunity to gain ServSafe Food Protection Manager Certification, a designation that will lead to progressive management opportunities in food service operations.

Part B: Need

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

The institution currently offers a general event management degree program with no specific competency areas, and a certificate of technical studies in food & beverage management, which bear courses with transferrable credit. The certificate in food and beverage management focuses on general management and not specific operations. At present, SUSLA does not offer technical competency areas.

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

Bossier Parish Community College - Culinary Arts
Louisiana Technical College - Culinary Arts
University of Phoenix (Online) - A.A. in Hospitality, Travel & Tourism
Northwestern Louisiana State University - B.S. in Hospitality Management & Tourism

There is no associate or four year program in the area that offers a technical competency area in food service operations. The nearby community and technical colleges focus on culinary arts (production) as opposed to business and operations.

Through implementing the program, the University will continue to serve as a stimulus to the community by creating a more employable workforce. In addition, it will provide area hospitality

employers with a highly competitive pool of applicants. The Technical Competency Areas will not be designed for transfer, so there will be no opportunities for collaboration.

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

The Louisiana Workforce Commission has identified food service and preparation workers as top demand occupations. Recent research figures indicate that the combined employment estimate for these segments was 64,710 workers in the year 2008. Additionally, according to the Louisiana Career Planning Guide, a collaborative publication by the Louisiana Community and Technical College System, the Louisiana Department of Education, the Louisiana Board of Regents, and the Louisiana Workforce Commission, listed food service managers and first-line managers of food service and prep workers among the 2006-2016 projected occupations in demand.

A great deal of these positions require work experience in a related occupation, but training is needed for these events, and the operations seldom have the time to invest.

Part C: Students

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

Estimated number of enrollees is presented in the table below:

Year	Projected Enrollment	Graduates Per Year
2012	12	8 (Year 2012)
2013	15	12 (Year 2013)
2014	20	15 (Year 2014)
2015	25	20 (Year 2015)
2016	25	20 (Year 2016)

Students will mainstream from various entities such as the workforce, particularly casual- and fast- food and beverage outlets, six (6) casino hotels, and a plethora of lodging facilities as well as neighboring communities, all within commuting distance of Southern University at Shreveport.

2. **Indicate sources of financial support for students if a graduate program is requested.**

Not applicable

Part D: Faculty

1. **Summarize credentials of the present faculty members who will be most directly involved in the projected program.**

The present faculty should be sufficient to staff the program throughout its existence.

Devonye Brown, MS   Hospitality Program Coordinator
Information Technology Program; 15 years of catering and foodservice experience; 8 years teaching experience. BS, Business Administration / Pre-Law, Louisiana State University; MS, Human Resource Management and Development, National-Louis University – McLean, Virginia. ServSafe-certified Instructor/Proctor, and member of the Louisiana Restaurant Association. Completed *Louisiana's Best* Responsible Vendor training; current permit held.

2. **Estimate the number of new faculty needed to initiate the projected program for each of the first five years.**

No additional faculty will be needed to initiate and develop the program at SUSLA; required courses will be taught by existing full-time faculty in the Hospitality department.

Part E: Library and Other Informational Resources

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

The institution contends in its proposal that current library holdings are adequate to initiate the proposed program. It goes on to state:
Students will have access to thousands of online journals and periodicals through the Louisiana Online University System (LOUIS). Other industry resources are made available free of charge through organizational memberships such as the American Hotel & Lodging, and Louisiana Restaurant Associations.

Part F: Facilities and Equipment

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

The students will have access to the facilities in the Southern University at Shreveport foodservice operation, and, through a cooperative agreement, full access to the facilities and equipment at Woodlawn High School Hospitality Academy. Amenities in both facilities include full commercial kitchens, industrial-sized plate warmers, and other catering and foodservice equipment.

Part G: Administration

1. Briefly describe the administrative plan for the projected program.

With regard to administration of the proposed program:
The existing Program Coordinator will facilitate the new programs along with other approved Hospitality Certificate Programs. The Coordinator reports directly to the Division Chairperson for Business Studies. The Division Chairperson reports to the Vice Chancellor for Academic Affairs. Implementation of the new program is not expected to affect the administrative structure of the institution.

Part H: Costs

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

No additional faculty costs will be required for the new program at Southern University at Shreveport.

Minimal Criteria for New Academic Program

1.   **The program will be formulated through a reorganization of existing courses, requiring no additional State expenditures for at least five years (for example, new options or concentrations in existing programs).**

The Food Services technical competency area will be a new option, or concentration (specialty track) of the existing event management program. There will be a reorganization of existing courses to accommodate this designation.

2.   **The program will be funded by concomitant reductions in expenditures, requiring no additional State expenditures for at least five years (for example, programs funded by the reallocation of resources from terminated or consolidated programs).**

No additional increases in state appropriation are recognized at this time.

3.   **The program will be funded entirely through non-State monies for a period of five years.**

The program will be funded primarily through state funds and supplemented by non-state funds. Costs for the program are minimal and will be covered by university priority and planning efforts. The program will also be funded through vocational grants, and other non-state sources.

4.   **The program will demonstrably promote economic development in the State.**
Louisiana is a state of celebration, well-known for its rich culture, food cuisine, the arts, historical traditions, and spectacular events. Northern Louisiana (particularly Shreveport) has become one of the state's most popular destinations for entertainment, hospitality & tourism. The Hospitality Industry has become one of the largest employers of residents statewide, and food service and preparation has been a high-demand area for many years.

According to the Occupational Outlook Handbook, the need for such workers will

extend beyond the traditional restaurant setting to grocery stores, recreation outlets and healthcare facilities, to accommodate demand for quick food.

Additionally, it is predicted that self-employment of these workers will generate nearly 40 percent of new jobs, so training provided may prompt entrepreneurship in the field of food service management, creating jobs, and contributing to economic development. There will also be a need to replace managers who retire or the field.

5. **The program is deemed indispensable to fulfilling the role, scope, and mission of the university or college and is deemed indispensable to fulfilling critical educational needs of the State.**

Southern University at Shreveport (SUSLA), an institution with the Southern University System, seeks to provide a quality education for its students, while being committed to the total community. The mission of SUSLA is to prepare students for careers in technical and occupational fields. With the development of the Technical Competency Area in Food Services, the University is poised to graduate employable practitioners in the high-demand area of Food Service/Event Management.

Competitive employers are requiring more credentialed and skilled individuals to fill positions, or to help train existing staff under their leadership. These employers often appeal to colleges and universities to develop related programs to meet the demands of this market. Southern University at Shreveport stands ready to meet the challenge with this new program.

Attachments

Attachment 1

**Technical Competency Area in Food Service
(15 Hrs.)**

I. REQUIRED COURSES (3)
HOPR 142... 3
HOPR 143... 3
EMGT 211... 3
HOPR 250... 3
HOPR 273... 3

COURSE DESCRIPTIONS

Existing courses

HOPR 143 – Food Safety

Presents a systems approach to answering public health concerns, reducing sanitation risks, and ensuring satisfaction for guests, staff members, and owners. Explains how to define and implement sanitation quality, cost control, and risk reduction standards in a hospitality operation. Upon completion, students will be eligible to earn Food Protection Manager Certification.

New / reorganized courses

HOPR 142 – Planning and Control for Foodservice Operations

Offers an in-depth look at operational and food production costs. Stresses quantity management. Students create and implement programs and manage inventory, labor, and learn to evaluate and use industry planning and control software applications. Case studies from actual operations will be used.

HOPR 250 – Customer Relations and the Guest Experience

This course focuses on the development and application of practical skills as they relate to creating a profitable hospitality service culture. Students will learn to manage "Moments of Truth", and execute service recovery. Relationship of personnel and product selection and management to service delivery is also covered.

HOPR 273 – Operations in Food Services

This course will cover the various types of food service operations, responsible alcohol service, nutrition for food service operators, menu concept development and layout, serving special populations, and trends in guest needs.

.

EMGT 211 – Catering Operations

This course offers an examination of the challenges in on- and off-premise catering. Students will learn how to plan and execute various types of catered events, as well as how to promote goods and services to customers. Other topics to be covered include: menu-based catering, service levels and types, pricing, setup, and planning and presentation of food from international cuisines.

BOARD RESOLUTION FOR NONPROFIT ORGANIZATION

STATE OF <u>Louisiana</u>

PARISH OF <u>East Baton Rouge</u>

On the __26th__ day of ___August__, 20_11_, at a meeting of the Board of Directors of <u>Southern University System Board of Supervisors</u>, a corporation, held in the City of <u>Baton Rouge, Louisiana</u>, Parish of <u>East Baton Rouge</u> with a quorum of the directors present, the following business was conducted:

It was duly moved and seconded that the following resolution be adopted:

BE IT RESOLVED that the Board of Directors of the above corporation do hereby authorize <u>Leodrey Williams, Chancellor</u>(name and title) and his/her successors in office to negotiate on terms and conditions that he/she may deem advisable, a contract or contracts with the Louisiana Department of Education, with the effective date of <u>August 15, 2011__</u>, and to execute said document(s) on behalf of the corporation, and further we do hereby give him/her the power and authority to do all things necessary to implement, maintain, amend or renew said documents.

The above resolution was passed by a majority of those present and voting in accordance with the by-laws and articles of incorporation.

I certify that the above and foregoing constitutes a true and correct copy of a part of the minutes of a meeting of the Board of Directors of ____Southern University__ held on the _26th_ day of _____, 20___.

_____
Signature of Secretary of Corporation

Ronald Mason Jr
_____
Secretary (prints or type name)

_____
Date

<u>MUST BE AN ORIGINAL AND BE CURRENT.</u>

*Signed Document is forthcoming.

SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

BATON ROUGE, LOUISIANA 70813
(225) 771-2011

Baton Rouge, New Orleans,
Shreveport/Bossier City
LOUISIANA

Office of the President
(225) 771-4680

Fax Number:
(225) 771-5522

August 16, 2011

Daren G. Mire, Chairman
Southern University Board of Supervisors
J. S. Clark Administration Building
Baton Rouge, Louisiana 70803

RE: GRAD Act Authorization

Dear Mr. Chairman:

Having completed the first year of participation in the Louisiana GRAD Act by earning the highest marks (GREEN) for each of our member campuses, anticipating the changing dynamics of the process, and understanding that each of the other university systems in Louisiana have already done so, I hereby ask the Board to "RESOLVE, that, given the ongoing requirements associated with the Louisiana GRAD Act, the Board of Supervisors for the Southern University System hereby authorizes the System President to implement any related actions on behalf of the Board and provide semiannual reports to the Board".

Should you have any questions, please let me know.

Sincerely,

Ronald Mason, Jr.
President and Secretary to the Board

"An Equal Educational Opportunity Institution"

Early Start Program (Dual Enrollment Program)
Southern University and A&M College

Presented to:
The Southern University Board of Supervisors

August 10, 2011

Early Start Program (Dual Enrollment Program)
Southern University and A&M College
Presented to:
The Southern University Board of Supervisors

Presented by:
Dr. James Llorens, Chancellor
Dr. Mwalimu Shujaa, Executive Vice Chancellor and Provost
Dana Carpenter, Ph. D.
Dean of the University College

Introduction and Overview

Early Start Program (Dual Enrollment) is a program that allows high school students to enroll in college courses for credit prior to high school graduation. Students receive high school units and college credit simultaneously. Early Start allows students to transition from high school to college easily. Students get a chance to see what college is like without being completely overwhelmed with a whole new environment. The classes offer an opportunity for students who do not qualify to take advanced placement (AP) classes in high school to have a more rigorous course load on their transcripts. The greatest benefit of Dual Enrollment is that it allows minority students to accumulate college credits prior to entering so they will be able to graduate from college early or on time.

The Early Start Program is administered by the Louisiana Office of Student Financial Assistance (LOSFA) in accordance with a memorandum of understanding by and between the Louisiana Board of Regents and the Louisiana Student Financial Assistance Commission (LASFAC). The Early Start Program was established to provide funding to eligible Louisiana postsecondary institutions that enroll eligible 11th and 12th grade Louisiana public high school students in college degree programs, developmental education, or work skills courses. The purpose of the Early Start Program is to provide an incentive for qualified Louisiana public high school students to prepare for a postsecondary education or career. Effective 2007-2008, postsecondary institutions started the process for 11th and 12th grade students meeting the eligibility criteria set forth by the Louisiana Board of Regents.

Target Areas

The Early Start Program aggressively pursues public high school students from East Baton Rouge Parish School, City of Baker School System, Zachary Community Schools, Central Community School System, East Feliciana School System, West Feliciana School System and Capital High School Academy and Southern University Laboratory School. Also, Charter Schools' students are recruited to participate in the Program (public and non-public). Private school students have an opportunity to participate in the Program at a cost with a maximum of six

hours. The Public School students participate in a three (3) hour course at net cost. All additional hours will be the responsible of the student or the school the student is enrolled.

The Early Start Program

The Early Start Program publicizes the availability of course offerings by the University such as English, Mathematics, languages, history, arts, etc. It also publicizes financial assistance for tuition to participate in and to pursue postsecondary courses in a face-to-face setting, on-line courses through distance education or face-to-face classroom settings on the campus at Southern University. It collects and disseminates to high school students information regarding the variety of programs Southern University has to offer and the many educational opportunities, academic assistance and career options available to participants. It assists participants with the mechanics in applying for admissions to the University as an Early Start Student. It also conducts a follow-up on participants' academic progress, enrollment in postsecondary institutions, and the adequacy of financial assistance to pursue a college degree. In addition, the program provides positive interaction for students and professors.

University Benefits

1. Helps Southern University meet the requirements of the LA GRAD Act, Granting Resources and Autonomy for Diplomas, gives colleges who sign 6-year contracts with the Board of Regents increased autonomy in exchange for increased performance. The University must report the number of Early Start Students including its recruitment and retention efforts.
2. Helps to increase the head count of students enrolled in the University semester-by-semester.
3. Helps to significantly increase the number of SCHs generated during the Fall and Spring semesters.
4. Helps the University recruit first-time freshman students once the Early Start Students graduate from high school.
5. Helps increase the retention rates by reducing the number of years it takes a freshman cohort to graduate.
6. Helps establish a working relationship with the high schools in the area.

STUDENTS BENEFITS

1. Helps high school students bring 12 or more general education college credits to the college/university as first-time freshmen.
2. Helps high school students who do not qualify for AP courses to have a more enhanced transcript because of the rigor of college level courses.
3. Helps Early Start Students who enroll in college graduate in four years or less. This will depend on the number of college level hours taken in high school.
4. Helps Early Start Students make an early transition from high school to college.
5. Helps the Early Start Students gradually pursue college –level courses without having to take a full load.

ROLES AND RESPONSIBILITIES FOR HIGH SCHOOL AND COLLEGE/UNIVERSITIES

The following overview summarizes critical roles and responsibilities of high schools and colleges/universities in the Early Start process:

High School Principal (or Designee)

The Principal (or Designee) must select the college course the student will take for high school credit. If the student enrolls in more than one course, the school must designate the course to be paid with Early Start funds. The school is responsible for ensuring that the student meets the minimum PLAN or ACT score for the college course and the test score is on file at your school. If the student's PLAN or ACT score does not meet the minimum required, the Early Start program will not pay for the student to enroll in the course.

Colleges/Universities –

Before a college course will be paid by the Early Start Program, a student must have enrolled in the college course approved by the high school on the application. Colleges/universities may NOT change a course selected by a high school. If the college/university determines that the student is ineligible for a course, that a course is not available or that there is a more suitable course, the application should be returned to the high school with an explanation. Since a student is not eligible for Early Start unless he earns an A, B, C, or P the previous semester, if enrolled, colleges/universities are responsible for ensuring the student earned the required grade before certifying the student's eligibility for the subsequent semester.

Colleges/Universities must submit grades by the reporting deadline. Institutions that fail to meet the grade reporting deadline must receive permission from the Board of Regents to be approved for continued program funding for that semester. Payment requests for approved institutions will not be processed until LOSFA has received all grades from the institution for all courses funded by Early Start. Colleges/Universities must submit billings by the billing deadline. Billings received after the deadline will not be processed without Board of Regents' approval and may jeopardize the college/university receiving payment.

Student Eligibility Requirements

I. General criteria
A. Student must be at least 15 years of age and currently enrolled in 11th or 12th grade at a public Louisiana high school.

B. Student must be enrolled in a college course for which dual credit (both college and high school credit) is attempted and recorded on both the student's secondary and postsecondary academic record.

C. Student may enroll in a **maximum of 3 credit hours per semester/term, up to 6 credit hours per academic year, with Early Start funding. (The student is responsible for additional enrollment costs if exceeding the 3 credit hours/semester limit, even if the student enrolls in more than one college or university.)** A dual-enrolled student is expected to follow the same withdrawal deadlines as any other undergraduate student in the college or university.

II. Eligibility criteria to enroll in a College Level, Degree Credit Course
Note: Students REQUIRING Developmental English and/or Math MAY NOT enroll in ANY College Level, Degree Credit Course until ALL Developmental Coursework has been COMPLETED.

A. College Level, Degree Credit Course: A course in an academic subject that generates postsecondary institutional credit and appears (a) as a General Education course on the current Board of Regents' Master Course Articulation Matrix (public institutions) or (b) on a list of general education courses approved by the Board of Regents (for LAICU institutions).

B. Student must be on track for completing the Louisiana Core 4 Curriculum.

C. Student must have the following ACT test scores (or SAT equivalent) or have completed **ALL** college developmental courses required for placement into college level degree credit courses in **BOTH** English and Mathematics to enroll in **ANY** college level, degree credit course:

• A PLAN or an ACT Composite score of at least 18.

• A PLAN or an ACT English sub-score of at least 18 or have successfully completed the developmental course required for placement into the college level, degree credit English course.

• A PLAN or an ACT mathematics sub-score of at least 19 or have successfully completed the developmental course required for placement into the college level, degree credit mathematics course.

III. Eligibility criteria to enroll in an Enrichment/Developmental Course
Please note that the fall of 2012, Southern Baton will not be able to offer development courses through Early Start (Dual Enrollment).

The University College Responsibilities

The University College is the Unit in charge of the Early Start Program. The College assists the University in its outreach to high schools, recruitment of high school students and preparing them for admissions. The Dean of the University College who is responsible for the Early Start Program, reports to the Executive Vice Chancellor for Academic Affairs and Provost. The Dean coordinates the major activities of the Early Start Program. He is responsible for preparing and signing Memorandum of Understandings (MOU) with School Districts, Superintendents, and the Chancellor of the University. The Dean is responsible for the implementation of the online courses; connecting the High School and the University on technological matters that could affect the effectiveness of the Program; working with campus professors to encourage collaboration with high school teachers of the Early Start Program to coordinate the face-to-face classes and to enroll students in Early Start classes on the Baton Rouge Campus. Further, the Dean recruits the students and collects the applications for admissions. The Dean also enrolls the students, makes reservations on LOSFA for the students, makes sure the billing process is complete, contacts financial aid for entering cost of courses, and make sure the University is reimbursed following the Board of Regents and LOSFA requirements for the enrollment and reimbursement of the $300.00 per college level course.

Enrollment in the Southern University Early Start Program

Academic Year Fall 2010-2011

Southern University Laboratory School – 5 Students (fall 2010)
Baker High School – 22 students (spring 2011)
Southern University Laboratory School – 6 students
Capital High School – 7 students
Redemptorist High School – 1 student (non-student funds)
Total Enrollment -41 students

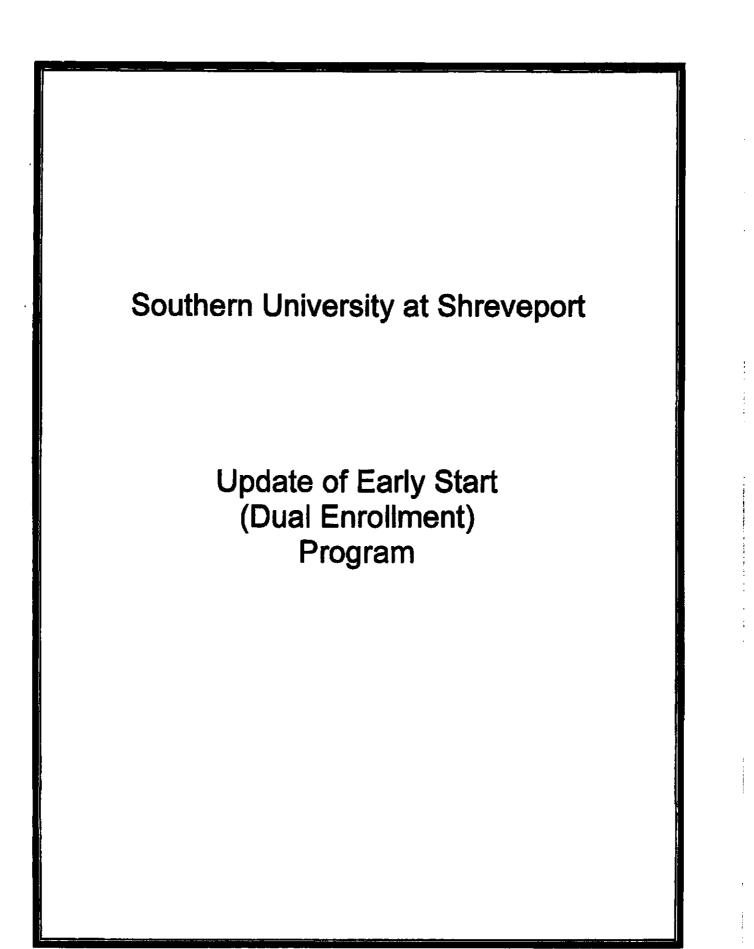### Projected Enrollment Fall 2011

SU Lab School 7- English, Math, History
Capital High School Academy – 10 English, History, Math
McKinley High School – 5 – Math, History
Baker High School – 20- English
Zachary High School – 15 – Foreign Language (German)
Total Projected Enrollment – 57 students

Summary

The future of the Early Start Program (Dual Enrollment) is much brighter than in the past interm of courses offered to high school students. This is precipitated by the many discussions the Dean of the University College has had with school districts, principals and junior/senior class counselors. He has been able to show that Southern University can offer a variety of General Education courses that meet the needs of those high performing and college bound students; especially, those students who are interested in pursuing a four-year college degree and meet the admissions requirement of a four-year institution. Prior to 2010-2011 fall & spring, the community college attracted the attention of the target high school population because many students did not meet the academic eligibility requirements for Freshman Composition 110 & 111 nor did they meet the criteria for Pre-Calculus Mathematics 135. This affected our ability to recruit students in our immediate area. Southern University and A&M College at Baton Rouge faculty had at that time developed more upper level online courses than general education online courses. In addition, other Universities (Four-Year and Community Colleges) hired full-time Directors for their Early Start Programs (Dual Enrollment).

However, the problem we face is a lack of university funds to complement those allocated to each university by the Board of Regents. Many universities and community colleges are offering incentives beyond academic credits to students if they enroll in the institution once they become a first-time freshman. One school is offering a laptop computer to Early Start students who enroll as a first-time freshman after graduating from high school. The competition for Early Start students is great.

Therefore, we must fortify our efforts with limited funds (administration, faculty and staff) to improve the infrastructure of the program and provide every opportunity for its success.

Southern University at Shreveport

Update of Early Start
(Dual Enrollment)
Program

Departmental Overview

The Early Start (Dual Enrollment) Program, in its 10th year at Southern University at Shreveport (SUSLA), provides to high school juniors and seniors the opportunity to simultaneously earn college credit while attaining Carnegie units necessary for high school graduation. High school students are allowed to advance toward their college goals before they finish high school and build confidence in the ability to compete academically on the post-secondary level. The program started with less than 50 students enrolled; but to date, the Office of Early Start has served more than 3,288 students since the inception of the program in 2001, with an anticipated Fall 2011 enrollment headcount of 600 students. The Early Start program has proven itself to be a viable and valuable addition to the programs offered by SUSLA. Additionally, it has positively impacted retention rates, dropout rates, workforce preparation, and the University's total student enrollment.

The Department of Early Start continues to grow and provide outreach to University programs and career pathways. The department has eleven (11) partnerships with area high schools. They are Booker T. Washington, Fair Park, Green Oaks, Huntington, Logansport, Mansfield, Pelican-All Saints, Southwood, Northwood, Woodlawn, and Captain Shreve. The program has two Web-based developmental courses (Math and English), and the idea of offering more Web-based courses is being pursued. The department is currently pursuing career pathways with Nursing (CNA), Criminal Justice, Hospitality and Education programs.

In order to increase student access and success, the department has refocused its direction by narrowing the scope of course offerings. In doing so, the department plans to utilize the following strategies:

1

Strategy I: Provide new Career Pathways for the following:

    1.   Criminal Justice

    2.   Hospitality

    3.   Medical Laboratory Technician

    4.   Dental Hygiene

    5.   Certified Nursing Assistant (CNA)

    6.   Education Certificate

Strategy II: Limit general education course offerings outside of specified pathways

to:

    1.   Math

    2.   English

    3.   Science, including Computer Science

Strategy III: Offer specified online developmental courses

    1.   Math

    2.   English

Strategy IV: Recruit adjunct professor from campuses of high school partners.

An Early Start/Dual Enrollment Summit was held on April 26, 2011 to give adjunct faculty the opportunity to meet University peers and department heads, and to create new partnerships with Bossier Parish.

The department complied with all SACS requirements for instructors, the Institutional Effectiveness Plan (IEP), and Student Learning Outcomes.

Recruitment

Recruitment efforts are now being enhanced by partnering with University programs designated as low completers and the TRIO programs. Web-based courses are being offered and Early Start students are now taking classes on campus with the general population of students. Efforts are still being made to bring on additional urban and rural schools. In addition, students have been eager to receive student ID's, whereby having access to University student activities, which allow them to feel more like college students.

The Early Start program generates an average of $95,100 in revenues per semester for the University.

Enrollment Data

The following table reflects student enrollment data for the past four (4) years:

Year	Number of Students Enrolled	Number of Students Completed Coursework	Percentage of Pass Rate
Fall 2007	442	435	98
Spring/Fall 2008	687	633	92
Spring/Fall 2009	646	610	94
Spring/Fall 2010	584	574	98
*Spring 2011	271	268	98

* - One Semester

There has been a decrease in enrollment due to an increase in competition to offer dual enrollment classes at other area postsecondary institutions, and a limited amount of internal resources.

3