

SOUTHERN

Board of Supervisors

UNIVERSITY



Meetings

1:00 p.m.

Monday, February 13, 2012

Board of Supervisors Meeting Room
2nd Floor, J.S. Clark Administration Building
Southern University and A&M College
Baton Rouge, Louisiana

ACADEMIC AFFAIRS COMMITTEE

1:00 p.m.

Monday, February 13, 2012

Board of Supervisors' Meeting Room

2nd Floor, J.S. Clark Administration Building

Southern University and A & M College

Baton Rouge, Louisiana

AGENDA

Swearing in of New Board Member

1. Call to Order and Invocation
2. Roll Call
3. Adoption of the Agenda
4. Public Comments
5. Action Items --
 - A. Request for authorization to offer existing Academic Programs through Distance Learning Technologies, SUBR
 - 1.) Bachelor of Science in Nursing
 - 2.) Executive Masters of Public Administration
 - B. Request for approval of Letters of Intent
 - 1.) Bachelor of Interdisciplinary Studies Degree Program, SUBR
 - 2.) Licensed Practical Nursing Degree Program, SUSLA
 - C. Request for approval to terminate the Associate of Applied Science in Electronics Technology Program, SUSLA
 - D. Request for approval of the New Orleans Higher Education Management Plan
6. Informational Item(s)
 - A. Monthly Recruitment Update, SUBR
 - B. Request for approval of the Role, Scope and Mission Designations of Institutions in the Southern University System, as requested by the Board of Regents
7. Other Business
8. Adjournment

MEMBERS

Dr. Eamon M. Kelly – Chair; Mrs. Ann Smith- Vice Chair
Mr. Calvin W. Braxton, Sr., Atty. Tony M. Clayton,
Rev. Joe R. Gant, Jr., Mr. Willie E. Hendricks, Rev. Samuel C. Tolbert, Jr.
Mr. Darren G. Mire - Ex Officio

**DELIVERY OF DEGREE PROGRAMS THORUGH
DISTANCE EDUCATION TECHNOLOGY**

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

1. University or College

Southern University Agricultural and Mechanical College

2. Name of Degree Program

Bachelor of Science in Nursing

3. CIP Classification

513801

4. Please briefly describe the program.

The 12-month online RN-BSN program of study is designed for the licensed registered nurse with an associate degree in nursing. The program will provide the necessary content required for baccalaureate education in nursing as documented in the *Essentials of Baccalaureate Education for Professional Nursing Practice* document authored by the American Association of Colleges of Nursing.

5. Please briefly describe the extent to which the program will be offered via distance learning technologies.

The entire didactic portion of the program will be offered via distance learning technologies.

6. Please describe any and all distance learning technologies which will be used to offer the proposed program.

The program will be offered using self-paced instruction via web and computer-based learning modules. Blackboard and Evolve Learning Management Systems will be the primary sources for delivering content. Email, telephone and video-conferencing will be used for student/faculty communication. Chat rooms will be used for student/student and student/faculty discussions.

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

Baton Rouge, Louisiana

8. Please respond as appropriate to the following statements and provide explanations for each response. If the answer to any of the following statements is "no", the accompanying explanation should include a rationale for why the Board of Regents should consider exemption the proposed program from the essential requirements for a proposed new programs.

a. The proposed program is within the role, scope, and mission of the institutions as defined in the Master Plan for Higher Education.

YES NO

b. The proposed program is not duplicative of those offered at other state institutions of higher education.

YES NO

c. The proposed program is consistent with the mandates of the desegregation Settlement Agreement.

YES NO

- d. **The proposed program is consistent with the specific criteria for funding as stated in Academic Affairs Policy and Procedures 2.04.05 – Letters of Intent (Section H).**

 X
YES **NO**

If yes, please cite which specific criterion(a) is(are) appropriate and provide an explanation.

Funding will be generated from student enrollment and other appropriated funding sources.

Provost and Vice Chancellor for
Academic Affairs

Campus Head (or Authorized Signature)

System Head (or Authorized Signature)

**DELIVERY OF DEGREE PROGRAMS
THROUGH DISTANCE EDUCATION
TECHNOLOGY**

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

1. University or College

Southern University and A & M College; Nelson Mandela School of Public Policy and Urban Affairs

2. Name of Degree Program

Executive Masters of Public Administration degree within the already established Department of Public Administration

3. CIP Classification

440401

4. Please briefly describe the program.

The Executive Masters of Public Administration program (EMPA) at Southern University is a fusion of applied instruction, relevant curriculum, and a dynamic online learning environment for mid-career professionals who work in the public sector. This is a convenient, practical degree program that bridges theory with practice, allowing participants to apply the course work they learn online directly to the organizational challenges they face. From instruction in leadership to writing skills to ethics, the EPMA program is designed to provide a comprehensive and valuable tool to public servants in the current, fast-paced field of Public Administration.

The Executive Master of Public Administration degree is a Master's degree that is designed for individuals with extensive experience and professional achievement in the management and administration of public sector organizations. The main purpose of the EMPA degree is to serve the

educational needs of those interested in advancing their careers in the public sector. The main **mission** of the EMPA degree is to allow individuals with enhanced professional public sector experience to further sharpen their executive, leadership, and critical analysis skills within the context of the public sector

The existing MPA degree program within the Nelson Mandela School of Public Policy and Urban Affairs serves the educational needs of pre-service rather than in-service professionals. The traditional MPA degree is a great fit for those who are in the beginning stages of their careers in the public sector. In a recent self-study report of the MPA degree program, it was found that approximately 61 percent of the students admitted into the program in 2010 and 2009 were pre-service students. Consequently, there is a need to attract in-service students into the program. The EMPA degree offers that opportunity to potential students. Furthermore, designing this program as an online program extends this opportunity to not only in-service students in Louisiana, but also throughout the nation (and hopefully around the globe in the years to come).

A student pursuing an EMPA degree will have to complete nine (9) classes or 27 hours of coursework with no more than two grades of "C" in the program. In light of the professional experience of students enrolled in the EMPA degree, the teaching approach will center on student experience, emphasizing hands on application of knowledge.

The following courses will be offered for the EMPA degree:

PADM 522 Marketing and Strategic Planning

PADM 523 Management Decision Models

PADM 544 Program Evaluation

PADM 552 Grant Writing and Fund Development

PADM 530 Public Finance

PADM 542 Urban and Regional Planning

PADM 581 Political Leadership and Public Policy

PADM 556 Ethics and Public Policy

PADM 512 Research Method

PADM 522 Marketing and Strategic Planning

This course explores marketing theory and research as applied to corporate strategic planning in the healthcare industry. Topics include patient market segmentation, medical staff marketing, promotion and public relations, strategy development, long-range planning, corporate reorganization alternatives, multi-instructional systems, and closure and conversion. Using marketing and planning concepts and methods, students participate in developing a long-range plan.

PADM 523 Management Decision Models

This course deals with management decisions in the public sector. It discusses and applies mainly quantitative decision models to governmental decisions. The models covered include:

- Quantitative models of various types
- Optimization models
- Financing models
- Cost benefit and cost effectiveness model
- Deterministic and stochastic models
- Decision analysis models
- Linear programming
- Simulation and inventory models

PADM 544 Program Evaluation

Practical training in program evaluation is provided as students learn techniques in all phases of designing and implementing a program evaluation. Included in the training is the development of a model, conducting the study, analyzing the results, and writing the evaluation report. Students are expected to fully design an evaluation plan capable of implementation in a real life setting of public management.

PADM 552 Grant Writing and Fund Development

The class provides practical application of the major strategies in fund development. Emphasis will be placed on the development of successful grant proposals and grants management.

PADM 530 Public Finance

This course covers basic concepts, principles, and procedures of public sector economics. Public expenditures and revenue are discussed with a focus on state and local government tax and nontax revenue sources and expenditures, and variations in intergovernmental aid programs and state and local expenditure policies and practices.

PADM 542 Urban and Regional Planning

This course analyzes the theory, organizational mechanisms, techniques and evolution of planned change within cities and urban districts, with particular emphasis on pressing housing issues facing our society.

PADM 581 Political Leadership and Public Policy

This course defines leadership and identifies critical attributes that make for leadership. It also examines the role of public institutions in promoting leadership. The examination covers various leadership styles.

PADM 556 Ethics and Public Policy

This course provides students with tools and techniques for ethical analysis of public policies. This class is designed to enhance understanding about the ethical debate that surrounds most public policies and to deepen the awareness of the ethical standards in public administration or public services, in general. Starting with the foundations of ethical study, this course introduces, the major ethical philosophies, the application of these principles to decision making for a better understanding of the values that underpin or prescribe public policies, and the codes and standards of ethics in public administration.

PADM 512 Research Method

This course covers advanced topics in applied research. Topics to be covered include various steps in the creation of a research proposal including development of a research question, a literature review, and an appropriate methodology.

If students enroll in nine (9) hours per semester, they can complete the program of study within a year starting in Fall, Spring, and Summer.

Students will be recommended for admission into the Graduate School based on:

1. **Work Experience:** Applicants must have at least four/five years of full time professional, managerial, administrative, or supervisory work experience, usually post bachelor's degree.
2. **Academic:** A minimum 2.7 cumulative undergraduate G.P.A. is required, G.P.A. 3.0 is preferred. No preferred undergraduate major or no pre-requisite coursework is required; however, it is recommended that students be familiar with economics, statistics, and basic tasks and functions in Microsoft Office applications
3. **Career Goals:** The program selects students who indicate a desire to develop and enhance their careers in the public or non-profit sectors
4. **Writing Sample:** Students with a score below 80 percent on writing evaluation of a writing sample in APA style will be required to complete PADM 502: Writing Seminar as a pre-requisite.

A quantitative rubric will be the instrument used to evaluate an applicant's professional experience.

Faculty members within the department who are certified to teach online (Quality Matters Trained) are:

Dr. Leslie Taylor-Grover, Assistant Professor

Dr. Eric Horent, Assistant Professor

Dr. Sharon Parsons, Professor

Dr. Damien Ejigiri, Professor

Dr. Revathi Hines, Professor

Enrollment in the program will surely benefit from establishing and implementing an advertising and communication strategy for the program.

5. **Please briefly describe the extent to which the program will be offered via distance learning technologies.**

The Executive MPA program will be conducted entirely online. The program of study will include 27 hours of course work. Each course will be designed to be taught online.

6. **Please describe any and all distance learning technologies which will be used to offer the proposed program.**

The program will be offered using self-paced instruction via web and computer-based learning modules. Blackboard and Evolve Learning Management Systems will be the primary sources for delivering content. Email, telephone and video-conferencing will be used for student/faculty communication. Chat rooms will be used for student/student and student/faculty discussions.

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

City of Baton Rouge, East Baton Rouge Parish.

8. **Please respond as appropriate to the following statements and provide explanations for each response. If the answer to any of the following statements is "no", the accompanying explanation should include a rationale for why the Board of Regents should consider exemption the proposed program from the essential requirements for a proposed new programs.**

- a. **The proposed program is within the role, scope, and mission of the institutions as defined in the Master Plan for Higher Education.**

$\frac{X}{YES}$ $\frac{\quad}{NO}$

- b. **The proposed program is not duplicative of those offered at other state institutions of higher education.**

$\frac{\quad}{YES}$ $\frac{X}{NO}$

- c. **The proposed program is consistent with the mandates of the desegregation Settlement Agreement.**

YES NO

- d. **The proposed program is consistent with the specific criteria for funding as stated in Academic Affairs Policy and Procedures 2.04.05 – Letters of Intent (Section H).**

YES NO

If yes, please cite which specific criterion (a) is (are) appropriate and provide an explanation.

Funding will be generated from student enrollment and other appropriate funding sources.

Provost and Vice Chancellor for
Academic Affairs

Campus Head (or Authorized Signature)

System Head (or Authorized Signature)

LETTER OF INTENT

Southern University and A&M College

Bachelor of Interdisciplinary Studies Degree Program

PART A: DESCRIPTION

Degree Title: Bachelor of Interdisciplinary Studies

CIP Code: 30.9999

Southern University Baton Rouge (SUBR) has established an academic program in Interdisciplinary Studies. The program provides a high-quality, comprehensive liberal education and serves to meet the diverse needs of current and future SUBR students. Students select from four pre-set interdisciplinary concentrations or propose a unique concentration which is granted upon approval by a committee of faculty advisors. The program is designed to maximize college credit through a cross-disciplinary focus and enable students to combine their previous academic and work experiences in two or three distinct disciplines. Such rigorous integration of knowledge from two or more disciplines allows for faster degree completion than a traditional major requiring many additional hours in one specific field. This program can be especially beneficial for military or public service personnel with previous college credit or life experience in more than one specific academic regimen.

Pre-set concentrations include the following:

Community and Human Services:

This concentration focuses on the study and work of family foundations with child care centers and health care for children; enhanced supportive housing and residential programs for the poor, homeless and elderly; operation of community food banks (food pantry); mental health outreach and counseling programs including people with disabilities, drugs and substance abuse and other social services designed to improve clients' quality of life. It also focuses on the study of policies and procedures of Community and Human Services Boards; Community Advocacy Programs that connect individuals with housing, employment, behavioral health treatment, education, food, clothing, physical health services, financial assistances and other supportive programs, such as, life skills development and the joy of athletes.

Arts Management and Technology:

This concentration offers an immersive program of study in arts management, music, theatre and film, production management and production design. Emphasis is placed on today's proliferation of organizations such as theatres, museums, galleries, arts centers, community arts groups, and music and dance companies. Arts management curriculum includes visitations to local, state, national and international arts facilities and companies to learn first-hand the day-to-day running of the organizations involving marketing, managing budgets, fundraising and program development. Coursework covers easy to use online directories, cultural marketplaces, creative economy databases and social

media. Coursework also provides skills for the utilization of technology to expand the arts to audiences within and beyond the physical boundaries of a local community.

Applied Science and Technology:

This concentration focuses on studies involving the application of physical and mathematical techniques to fundamental investigations and emerging areas within the physical and life sciences. Coursework includes engineering technology, computer science, environmental science, telemedicine, health and safety technology (fitness and recreation), telecommunication network management, management and marketing of applied sciences and technology.

Global Leadership and International Studies:

This concentration is designed to develop the next generation of global leaders and to participate in international programs. Emphasis is placed on cross-cultural and leadership competencies for a global society, linking leadership and services. This unique curriculum provides in-depth knowledge and skills of state, national and international governments, global organizations and the world's market. The curriculum also provides opportunities for study abroad and equipped students to succeed in a global society. The coursework involves the global economy; business management, marketing, and finances; leadership training; international education (Pre-departure training and on-site assignments); relationships with industry, governments and institutions; and developing countries and world markets.

Proposed Interdisciplinary concentration includes the following:

Individualized Concentration:

A fifth option is the individualized concentration. With permission, a student may propose a concentration comprised of two disciplines of upper-level courses tailored to his/her academic interests, professional career or job.

The Interdisciplinary Studies program utilizes courses currently offered by the University. Upon completion of the requisite 60 hours of the General Education Core Curriculum, students select from five concentration groups and complete a minimum of 60 credit hours of course work in the selected area for a total of 120 credit hours.

PART B: Need

The Interdisciplinary Studies degree is designed for students whose educational needs can best be met by a non-traditional course of study. The objective is to provide students with the freedom to select two or three concentration areas from the University's existing curriculum that enables students to integrate those areas into a degree with breadth, intellectual cohesion, and practical value. The degree's core curriculum offers students the intellectual tools needed to integrate and synthesize their concentration areas, to engage in interdisciplinary critical thought processes and the creation of unique academic constructions, and to prepare students for careers

and graduate programs that increasingly cross academic disciplines. Southern University and A & M College has never had such a program or a similar program.

The Interdisciplinary Studies degree, CIP code 30.9999, is currently offered at three other state institutions. Northwestern State University, Louisiana State University and A&M College, and the University of New Orleans all have degree programs identified by the Interdisciplinary Studies' CIP code. However, Northwestern's degree subject area is identified as Unified Public Safety Administration rather than Interdisciplinary Studies. All the programs are relatively new as they have not had a chance to realize any completers in the programs.

The opportunity for collaboration or a cooperative program is rife with potential and possibilities, and Southern University would be amenable to such collaborations.

In his article "What are the Benefits of Interdisciplinary Studies?" Dr. David J. Helfand writes that "Labor market analysts predict that university graduates today will have at least three careers—not three different jobs, but three quite distinct careers—in their working lifetimes. Why, then, should a university "education" take place in "programs" with a specific focus and culminate in a "major" defined by a departmental silo holding the prescribed knowledge of a single discipline?"

This relays the foundational rationale for an Interdisciplinary Studies degree. Our world has changed dramatically in the last twenty to thirty years. The world of work and careers has changed, and the expectations of employees and employers have changed. Higher education, to remain relevant and viable, must change to address the shift in what will best prepare students for successful, productive lives. Southern University desires to address the needs of its students so that they are competitive and able to realize such success in life. Dr. Helfand ends his article by writing, "life is interdisciplinary. It doesn't have departments. It doesn't have majors with a pre-formatted program to follow. Life is messy, interesting, complex, exhilarating, excruciating, and surprising, and definitely interdisciplinary. It is important to have a program of study that mirrors life."

PART C. Students

a. Initial Students

The projected enrollment in the Interdisciplinary Studies program is as follows:

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Enrollment	50	75	100	125	150
Graduates	10	15	20	25	35

Initially, a number of students among the existing student population will choose the Interdisciplinary Studies curriculum as an alternative to their current major. However, the availability of the program will attract additional students to the University during the second year of its implementation. During the other years, we expect interest in the Interdisciplinary

Studies degree program to reach a steady state during the fifth year at a level of approximately ten percent of the total student population. Additionally, we expect a small but finite growth in the number of non-traditional students enrolled in the program.

b. Students from Existing Programs

Students who have changed majors several times are expected to find the Interdisciplinary Studies major a viable alternative for completing the undergraduate degree. Students in this category are more likely to remain at the University and complete their undergraduate studies. The Interdisciplinary Studies program will attract non-traditional students who would not be attracted to the University otherwise.

Any student who is admissible to the University, and meets the General Education core requirements would be admitted to the Interdisciplinary Studies program. However, first-time freshman students and other traditional students would be required to complete at least four semesters of full-time study at the college level prior to application for admission to the Interdisciplinary Studies program.

There is no closely related program at the University. The proposed curriculum and its academic content make the program unique. There is no available enrollment data for existing related programs.

The request is for the establishment of a new undergraduate degree program.

PARTD. Faculty

The entire undergraduate faculty will be involved directly in teaching courses that apply to the requirements of the Interdisciplinary Studies program. Two new courses will be offered to meet specific objectives of the Interdisciplinary Studies program. Ten key faculty members will be selected to serve in an advisory capacity to the director of the program.

The student-faculty ratio in the subject area would be the same as the student faculty ratio for undergraduate instruction. The overall student-faculty ratio is 35.5 for undergraduate offerings at the University (the average for the past five academic years, 2005 – 2010)

There is no projected need for hiring new faculty for specific assignment to the Interdisciplinary Studies program. Existing faculty, who contribute to instruction in specific academic areas, would be recruited to the University in accordance with established procedures.

There will be no direct costs for recruitment of faculty specifically assigned to the Interdisciplinary Studies program. Appointment of a program administrator will come from the existing administrative level. Therefore, there will be no need to hire an additional person in this role.

Faculty would continue to be involved in research, outreach and community service in their respective academic disciplines. For undergraduate faculty, the standard teaching load is twelve (12) credit hours per semester. Faculty who will teach in the Interdisciplinary Studies program will be guided by this standard. The expectation is that each faculty member would engage in University service, which includes academic advisement, some research, and community outreach in addition to their teaching assignments.

The proposed program is not a graduate program.

PARTE. Library and Other Special Resources

Library holdings in related fields are adequate to initiate and sustain the Interdisciplinary Studies program. The University has been successful in obtaining accreditation for each program for which the Board of Regents mandates accreditation. During the conduct of the accreditation reviews, the visiting teams determined that the library holdings were adequate for support of the programs.

There is no need to expand library holdings in any specific way for implementation of the Interdisciplinary Studies program. However, the University will allocate funds for the purchase of volumes with content related to current practices in academic programs with significant Interdisciplinary Studies components. The Administrator of the Interdisciplinary Studies program would be allowed privileges that parallel those of other department heads and deans.

Southern University and A&M College has access to library holdings at Louisiana State University at Baton Rouge through an existing interlibrary loan agreement. Library holdings that support other academic majors will be used in support of the proposed program. The book collection in the John B. Cade Library totals over 409,346 titles with 1,494,982 volumes. Among these are the holdings in Accountancy/Taxation, African Americans, Agricultural Economics, Animal Sciences, Architecture, Biology, Chemistry, Child Psychology, Civil Engineering, Clothing and Textiles, Computer Science, Counseling, Curriculum and Instruction, Distance Education, Economics, Education, Educational Psychology, Electrical Engineering, Elementary Education, English/Language/Literature, Environmental Science, Family Life, Fine Arts, Food and Nutrition, Foreign Languages, Health, History, Management, Marketing, Mass Communications, Mathematics, Math/Science Education, Mechanical Engineering, Military Science, Music, Nursing, Physical Education, Physics, Plant and Soil Sciences, Political Science, Psychology, Public Policy/Public Administration, Rehabilitation Counseling, Social Work, Sociology/Criminal Justice, Special Education, Speech Pathology and Audiology, Speech Communication and Theatre Arts, Therapeutic Recreation, and Urban Forestry.

The University spent approximately \$250,000 for new library acquisitions during the past two fiscal years. This amounts to approximately \$3,000 per academic unit. Thus, the budget allocation for the Interdisciplinary Studies program is projected to be \$3,000 for each of the first two years of implementation. Since the Interdisciplinary Studies degree program overlaps academic programs across the curriculum, there is significant overlap for library acquisitions.

Library expenditures for the first five years of the proposed program are projected at \$3,000 per year, for a total expenditure of \$15,000 for the five-year period.

Resources required for implementation of the Interdisciplinary Studies program include office space for the Director and a staff person to maintain records. Also, the reallocation of faculty time commitments to the proposed program would be required. An adequate number of academic advisors would be assigned to the program commensurate with the number of declared majors. Students would be aligned with academic advisors who teach in the respective areas of concentration. Initially, the projected number of part-time academic advisors is approximately twenty-five.

The proposed program is not a graduate program.

PARTF. Facilities and Equipment

The existing facilities on the Baton Rouge campus are adequate for housing the proposed program. Classrooms and laboratories are available to students in the Interdisciplinary Studies program through those provided in the specific academic disciplines. Office space for the Director and his staff will be provided in the college where the Interdisciplinary Studies program is housed.

While classroom space will not be allocated to the Interdisciplinary Studies program, the use of classrooms and laboratories will continue in the current manner for the various participating academic disciplines. Through expansion and renovation of current space within the Baton Rouge campus, classroom space is more than adequate for accommodation of the new degree program. The Dean, to whom the Director will report, in consultation with the Vice Chancellor for Academic Affairs, will identify office space for this new program.

There is no need for new facilities to house the proposed program.

PARTG. Administration

The proposed program will be administered in the University College. The University College provides an unlimited opportunity for students to select one of the pre-set concentrations or proposed individualized program. The Interdisciplinary Studies program is both interdisciplinary and inter-departmental. Thus, it is appropriate to administer the proposed program in one of the Colleges with direct contact with all academic disciplines, and in an area where a large number of students have not matriculated to a major in a particular college or school.

The present administrative structure of the University College and that of the University would not be affected by the proposed program.

Currently, the University has an excellent array of undergraduate programs. The existing programs will impact positively the Interdisciplinary Studies degree program. The strengths of the existing programs will transfer directly to the proposed program since the latter represents a repackaging of components from other major areas. All undergraduate major fields at the institution are related to and will support the proposed Interdisciplinary Studies program

Part H. Costs

Estimated Costs for First Four Years of Proposed Program

Category	2011-2012	2012-2013	2013-2014	2014-2015
Personnel*	\$146,630	\$146,630	\$152,495	\$152,495
Operating Funds	\$3,000	\$3,000	\$3,200	\$3,200
Library Acquisition	\$3,000	\$3,000	\$2,800	\$2,800
Total	\$152,630	\$152,630	\$159,495	\$159,495

*Personnel support is for a full-time appointment of a Director with a nine-month base salary of \$80,000 (plus fringe benefits at 33.3%) and a summer appointment of 25% of the base salary, and an administrative assistant at an annual salary of \$30,000 (plus fringe benefits at 33.03%) For the third and fourth years of the program, a 4% increase is the salary budget is projected. The projected total for Operating Funds and Library Acquisitions is \$3,000 per year.

The proposed program is new. If approved, a new department would be created.

Since the new program would utilize existing course offerings and utilize existing faculty, additional funds for research will not be required.

Additional costs are not required for the implementation of the Interdisciplinary Studies program.



SUSLA
*Excellence * Integrity * Accountability * Service*
Office of the Chancellor

January 27, 2012

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

Ref: Letter of Intent to develop new program-*Licensed Practical Nursing (LPN)*

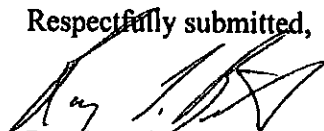
Dear Dr. Mason:

This correspondence is directed to your attention seeking your endorsement of a new program offering as recommended by the Curriculum Committee and Academic Council at Southern University at Shreveport Louisiana (SUSLA). Specifically, the university advances a Letter of Intent to establish a Technical Diploma in Licensed Practical Nursing (LPN), under the direction of the School of Nursing.

The development of the proposed program was prompted by requests from area hospitals and appropriately aligns with SUSLA's mission to be responsive to the workforce needs of the community

Therein, your kind consideration is desired, and that of the Southern University Board of Supervisors at the next scheduled meeting.

Respectfully submitted,



Ray L. Belton, Ph.D.
Chancellor

RLB/lw

3050 MARTIN LUTHER KING, JR. DRIVE - SHREVEPORT, LOUISIANA 71107
PHONE: (318) 670-9312 - FAX (318) 670-6374
TOLL FREE: 1-800-458-1472, #9312
WWW.SUSLA.FDU

LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM [Sept 2011]

General Information

Date:

Campus: Southern University at Shreveport

Program Title: Licensed Practical Nursing
CIP Code: 51.3901
Degree Awarded: Technical Diploma

Institutional Contact Person & Access Info (if clarification is needed):

Sandra Tucker, PhD, RN, JD
Dean, School of Nursing
610 Texas St., Suite 500D, Shreveport, Louisiana 71101
(318) 670-9687; (318) 670-9641 Fax: (318) 670-6639
stucker@susla.edu

1. Program Objectives and Content

Describe the program concept: purpose and objectives; basic structure and components/concentrations; etc.

Purpose

The purpose of the Licensed Practical Nursing Program is to educate/train individuals to competently practice the profession of practical nursing, and to successfully complete the National Council Licensure Exam-PN.

The mission of the Licensed Practical Nursing Program is consistent with the mission, goals, and objectives of Southern University at Shreveport. The program's mission is to serve an important function to the community, providing short-term technical training to students who want to move rapidly into the workforce. Southern University at Shreveport strives to provide knowledgeable, skilled, competent, professional and motivated workers to healthcare facilities throughout the region. Consistent with the University, the mission of the Practical Nursing program is to provide a quality nursing education to students that will prepare them with the requisite knowledge and skills to competently practice basic nursing. It provides students with an education that enables career oriented or educationally focused students to pursue experiences consistent with personal and professional goals. Students are educated in an environment that is supported by a strong commitment to cultural, racial and ethnic diversity. The nursing program prepares a practical nurse for beginning level practice using knowledge derived from the biological sciences, and practical nursing. Students are exposed to the types of experiences that facilitate growth of the total person, while allowing them to practice in a variety of health care settings. Graduates are eligible to apply to write the National Council Licensure Exam-PN.

Employment

Employment opportunities are available locally and regionally in acute and long-term care facilities, out-patient and clinic settings, health departments, home health facilities, as well as any setting providing health care.

Objectives:

At the completion of the Licensed Practical Nursing Program at Southern University at Shreveport, students should be able to:

1. Systematically collect data,
2. Assist the Registered Nurse with formulating and implementing plans of care for a client base that is consistent with the realities, experiences, and values held by diverse populations,
3. Provide therapeutic interventions developed through collaborative partnerships with clients and members of the health care team utilizing the nursing process,
4. Under the supervision of a Registered Nurse, manage health care problems and

- health care resources utilizing principles from leadership theory and Maslow's Theory,
5. Utilize critical thinking and problem solving skills to meet the challenges of contemporary and future needs of clients in a dynamic, rapidly changing society
 6. Provide education to a client base in response to society's health care needs, thereby supporting clients' growth and development along the wellness-illness continuum,
 7. Be individually responsible and accountable for their own scope of nursing practice,
 8. Demonstrate respect for self and others,
 9. Advance practical nursing as a profession by participation in professional organizations, community involvement, and political awareness and action,
 10. Demonstrate skills and knowledge that facilitate the use of technology
 11. Effectively implement comprehensive therapeutic communication skills, both written and verbal, when interacting with clients, significant support persons, and members of the health care team.

Basic Structure:

The Licensed Practical Nursing Program will be housed under the School of Nursing umbrella. Dr. Sandra Tucker, PhD, RN, JD, Dean-School of Nursing, will have direct oversight of the program. Daily management activities will be the responsibility of Monica Jones, MSN, RN, Director-CNA and LPN Programs.

The program will be offered over one calendar year, with content presented over 4 semesters. The program will be 59 credit hours in length, with a Certificate of Completion awarded at completion. Courses in the curriculum are arranged such that progression is from simple to complex. Each 15 week semester is divided into 7 ½ week sessions. Courses with clinical companions will be taught in 7 ½ week sessions. As mandated by the LSBPNE, there are 700 scheduled clock/contact hours designated for theory and 800 for clinical. The ratio of course credit hours to clinical contact hours is 1:4. Courses must be taken in sequence.

Curricular Layout

Practical Nursing Curriculum

		Credit
NurP 110:	Fundamentals of Nursing I	5
NurP 111:	Fundamentals of Nursing I Clinical	2
NurP 108:	Microbiology	1
NurP 105:	Nutrition	2
NurP 140:	Geriatric Nursing I	2
NurP 141:	Geriatric Nursing I Clinical	1
Bio 220:	Anatomy and Physiology I	3

Semester II

NurP 120:	Fundamentals of Nursing II	5
NurP 121:	Fundamentals of Nursing II Clinical	2
NurP 102:	Personal, Family and Community Health	1
NurP 130:	Pharmacology I	3
NurP 150:	Geriatric Nursing II	2
NurP 151:	Geriatric Nursing II Clinical	2

Bio 222: Anatomy and Physiology II 3

Semester III

NurP 204: Med-Surg Nursing I 4

NurP 205: Med-Surg Nursing I Clinical 2

NurP 200: Pharmacology II 2

NurP 208: Mental Health Nursing 1

NurP 209: Mental Health Nursing Clinical 1

Semester IV

NurP 210: Med-Surg Nursing II 5

NurP 211: Med-Surg Nursing II Clinical 2

NurP 222: Pediatric Nursing 2

NurP 223: Pediatric Nursing Clinical 1

NurP 230: Obstetrical Nursing 2

NurP 231: Obstetrical Nursing Clinical 1

NurP 215: Career Readiness 1

NurP 218: Vocational Adjustments 1

Total 59 Credit Hours

Course Descriptions

NURP 102: Personal, Family and Community Health

This course will provide students with concepts of personal and family growth and development, as well as an understanding of the unique manner in which people build and define relationships, families, and communities. The student begins to understand how these variations impact health, illness and client participation in the health care delivery system.

NURP 110: Fundamentals of Nursing I

This is the first course of two that provides the student with the history, concepts, and theories related to the art and science of nursing. Ethical, legal, and professional dimensions of the practice of nursing and the law relating to the practice of nursing as defined by the Louisiana State Board of Practical Nurse Examiners, including the Louisiana Revised Statutes, Title 37, Chapter 11, Subpart II-Practical Nurses and LAC 46: XL VII, Nursing, Subpart I-Practical Nursing. Students are also introduced to the basic principles, skills, and assessment techniques necessary to meet the needs of individuals in a safe, legal, and ethical manner, including the roles and functions of the practical nurse. This course presents the components of the nursing process as a method of individualizing patient care.

NURP 111: Fundamentals of Nursing I Clinical

This is the first lab/clinical course of two that provides the students with practice and clinical application of basic practical nursing skill fundamentals for the adult client. Students must perform all assigned basic skills under direct supervision within lab/clinical successfully to complete the course.

NURP 120: Fundamentals of Nursing II

This second of the two courses introduce students to advanced nursing principles and skills necessary to meet the needs of individuals in a safe, legal, and ethical manner. Various concepts of health and illness are viewed according to race, ethnicity, culture, age, gender, education, and socio-economic status.

NURP 121: Fundamentals of Nursing II Clinical

This is the second lab/clinical course of two that provides students with practice and clinical application of advanced practical nursing skill fundamentals for the adult client. Students must perform all assigned skills under direct supervision within lab/clinical successfully to complete the course.

NURP 105: Nutrition

This course provides the student with a comprehensive review of diet and nutrition principles for all ages, describing the role of nutrition in health maintenance and prevention. Clinical diseases are described with therapeutic diets reviewed.

NURP 108: Microbiology

This course introduces the students to the basic understanding of microbial characteristics and functions, including their role in health and illness, modes of transmission, reproduction, and methods of control or destruction, with a focus on concepts essential for the safe performance of nursing procedures and for the prevention of illness and/or the transfer of disease to others.

NURP 130: Pharmacology I

This course introduces the student to basic principles of pharmacology that deals the study of drugs and their actions on living organisms. Drug classification, dosage, mechanism of action, side effects, contraindications, and nursing implications are presented. Principles of medication administration and accurate dosage calculations are introduced, in addition to procedures, regulations, and legal issues. Pharmacologic drugs for the following diseases will be presented: autonomic and central nervous system, cardiovascular, and respiratory.

NURP 200: Pharmacology II

This course will build on the principles of pharmacology introduced in Pharmacology I. Safe medication administration and calculation utilizing the nursing process will continue to be emphasized. Pharmacologic drugs for the following diseases will be presented: endocrine, reproductive, and urinary.

NURP 140: Geriatric Nursing I

This first of the two introduces the student to geriatric nursing in a variety of settings. Health promotion and health maintenance of the older adult is emphasized. Theories of aging are also included. The physiologic changes of the older adult are explored utilizing the nursing process.

NURP 141: Geriatric Nursing I Clinical

This clinical course provides the student with the experience to provide basic nursing care and clinical skills to geriatric clients in long term care facilities under direct supervision.

NURP 150: Geriatric Nursing II

This second of the two courses focuses on the psychosocial and physical needs of the older adults through the nursing process will be presented. Areas of content include safety, nutrition and fluid, hygiene and skin care, elimination, activity and exercise, and sleep and rest.

NURP 151: Geriatric Nursing II Clinical

This clinical course provides the student with the experience to provide basic nursing care and clinical skills to geriatric clients experiencing complex alterations in health status within long term care facilities under direct supervision.

NURP 204: Medical Surgical Nursing I

This first course of two is designed to continue to provide students with fundamental nursing knowledge and skills while providing care to the medical surgical adult client. The nursing process and use of critical thinking are emphasized to make problem-solving decisions regarding medical surgical health care needs. Concepts of preoperative, intraoperative, and postoperative care in a clinical setting are presented. Geriatric basic care and needs are integrated.

NURP 205: Medical Surgical Nursing Clinical I

This clinical course provides students with the opportunity to care for medical surgical clients experiencing alterations in health status. Medication administration and dosage calculation are incorporated. Students will perform basic and practical nursing skills under direct supervision.

NURP 208: Mental Health Nursing I

This course is designed to provide students with an overview of meeting the needs of clients with an alteration in mental health in a variety of settings. A focus on establishing and participating in therapeutic relationships, coping concepts, and treatment modalities will be reviewed and emphasized. The growth of adaptive mental health behaviors during each developmental stage is included. Upon completion of this course, students will demonstrate the ability to assist clients that exhibit a wide range of maladaptive behaviors through utilizing the nursing process.

NURP 209: Mental Health Nursing I Clinical

This clinical course provides students with the experience to provide holistic care to mental health clients experiencing alterations in health status utilizing the nursing process under direct supervision.

NURP 211: Medical Surgical Nursing Clinical II

This clinical course provides students with the opportunity to utilize the nursing process, while caring for multiple clients experiencing serious illnesses and diagnosis in a variety of health care settings. Medication administration and dosage calculation are incorporated. Students will perform basic and practical nursing skills under direct supervision.

NURP 215: Career Readiness

This course will provide the student with the responsibilities imposed by the privilege to practice practical nursing. The student also develops a deeper understanding of the laws and

rules governing practice, including R. S. 37, Chapter 11, Part II and LAC 46:XLVII, Subpart I

NURP 218: Vocational Adjustments

This course is designed to assist students in making the necessary professional and personal adjustments in their development as practical nurses. Time management, study skills, communication techniques, cultural aspects, and career information is presented.

NURP 220: Pediatric Nursing

This course provides essential information related to infants, toddlers, preschool and school-age children through adolescents. This course focuses on growth and development, health promotion and prevention, and family-centered care that are unique to the pediatric client. Course content includes cultural practices, communication, nutrition, pharmacology, anatomy and physiology review, and pediatric alterations that will allow for the application of the nursing process to be integrated throughout.

NURP 221: Pediatric Nursing Clinical

This clinical course provides the student with the opportunity to care for pediatric clients in a variety of settings. Students will perform applicable practical nursing skills under direct supervision utilizing the nursing process approach.

NURP 230: Obstetrical Nursing

This course teaches obstetrical nursing that focuses on current trends and issues, growth and development of the childbearing family, fetal development and gestation. Review of anatomy and physiology and pharmacological interventions are included. Antepartal, intrapartal, and postpartal periods of an obstetrical client will be discussed. Common complications of pregnancy are incorporated. Course content also includes care of the neonate.

NURP 231: Obstetrical Nursing Clinical

This clinical course provides the student with the opportunity to care for maternal and neonatal clients experiencing alterations in health status in a variety of settings during the antepartal, intrapartal, and postpartal periods under direct supervision.

Credentials

Upon successful completion of the National Council Licensure Exam-PN, graduates will be awarded a license to practice as a Practical Nurse.

Professional Organizations

- National Assoc of Practical Nurse Education and Services
- Louisiana State Board of Practical Nurse Examiners
- National Federation of Licensed Practical Nurses

2. Need

Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., accreditation, contribution to economic development; related to current or evolving needs within state or region). Cite data to support need: employment projections; supply/ demand data appropriate to the discipline and degree level, etc.

There is a well documented shortage of nurses, locally, regionally and nationally. Many individuals desiring to engage in the profession of nursing are not able to do so at the Registered Nursing level, requiring immediate entry into the workforce. The Licensed Practical Nursing Program provides a gateway into the profession of nursing, while allowing individuals to immediately enter the workforce or continue their education.

3. Relevance

Explain why this program is an institutional priority at this time. How will it (a) further the mission of the institution and (b) increase the educational attainment of the state's adult population or foster innovation through research.

This program exemplifies the mission of the University. That is – to provide short-term technical training to students who want to move rapidly into the workforce. The program will provide an entry into a field, to persons of whom the doors have been traditionally closed.

4. Students

Summarize student interest/demand for the proposed program.

The School of Nursing has received approximately 200 phone calls over the past year expressing interest in a practical nursing program. Many long term facilities in the area have expressed a need for practical nurses, with numerous advertisements in the local newspaper on a daily basis.

Estimated number of enrollees is presented in the table below:

Year	Clinical Phase Enrollment	Graduates Per Year
2012	36	30
2013	36	36
2014	36	36
2015	36	36
2016	36	36

5. Cost

Estimate costs for the projected program for the first five years. Indicate amounts to be adsorbed out of current sources of revenue and needs for additional appropriations (if any). Commit to provide adequate funding to initiate and sustain the program.

Below is the projected cost of the program over a 5 year period. The program will be funded through a 5 year grant from the U.S. Department of Labor, Employment and Training Administration. The existing facility that houses the School of Nursing's Registered Nursing and Certified Nursing Assistant programs will be used. Minimal laboratory equipment and supplies will be needed. Existing equipment will be used.

Four (4) full time faculty, a program director, and an administrative assistant will be needed to initiate the program. Faculty persons will be registered nurses, holding no less than the baccalaureate degree. The program director will be a registered nurse holding the Master's of

Science in Nursing credential.

SUMMARY OF ESTIMATED COSTS FOR PROPOSED PROGRAM

Institution: Southern University at Shreveport
 Date: November 22, 2011
 Unit: School of Nursing

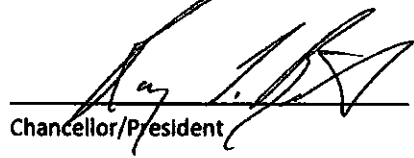
	First Year		Second Year		Third Year		Fourth Year		Fifth Year	
	Amount Salary + Benefits		Amount		Amount		Amount		Amount	
Faculty	\$175,000		\$175,000		\$175,000		\$175,000		\$175,000	
Sub-total	\$175,000		\$175,000		\$175,000		\$175,000		\$175,000	
Facilities	0		0		0		0		0	
Equipment	0		0		0		0		0	
Travel	\$5,000		\$5,000		\$5,000		\$5,000		\$5,000	
Supplies	\$5,000		\$5,000		\$5,000		\$5,000		\$5,000	
Sub-total	\$10,000		\$10,000		\$10,000		\$10,000		\$10,000	
Grand Total	\$185,000		\$185,000		\$185,000		\$185,000		\$185,000	
Amount Anticipated From:	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
State Appropriations	0	0	0	0	0	0	0	0	0	0
Federal Grants/Contracts	\$185,000	100	\$185,000	100	\$185,000	100	\$185,000	100	\$185,000	100
State Grants/Contracts	0		0		0		0		0	
Private Grants/Contracts	0		0		0		0		0	
Other (tuition, fees, etc)	0		0		0		0		0	
Total	\$185,000		\$185,000		\$185,000		\$185,000		\$185,000	
Difference	\$0		\$0		\$0		\$0		\$0	



Chief Academic Officer

1-27-12

Date



Chancellor/President

1-27-12

Date

Management Board

Date



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Office of the Chancellor

Friday, January 27, 2012

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

RE: Request –Termination of the Associate of Applied Science in Electronics Technology Program –CIP 15,03037

Dear Dr. Mason:

Please find attached Southern University at Shreveport’s request to terminate the Electronics Technology program *immediately*. The attached documentation of low-completers in this program should indeed support this request.

Your cooperation of said intentions are most appreciated and welcomed.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Ray L. Belton, Ph.D.", written over the typed name.

Ray L. Belton, Ph.D.
Chancellor

RLP/lw

3050 MARTIN LUTHER KING, JR. DRIVE – SHREVEPORT, LOUISIANA 71107
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OFFICE OF THE VICE CHANCELLOR FOR ACADEMIC AFFAIRS

TO: Dr. Ray L. Belton
Chancellor

FROM: Dr. Orella R. Brazile *ORB*
Vice Chancellor for Academic Affairs

DATE: January 25, 2012

RE: **Termination of the Associate of Applied Science in Electronics
Technology Program - CIP 15.03037**

The Science and Technology Division is requesting that the Electronics Technology program be terminated immediately. The program has consistently been a low-completer, and with the death of the Program Director in Spring of 2011, it has been difficult to recruit a director and students into the program. At present, only seven (7) first-year students are in the program and six (6) second-year students. A phase-out plan is being implemented to get the 13 students graduated.

Per Board of Regents guidelines, the Board of Supervisors must approve the termination and date the program will close.

APPROVAL:

Yes No



Dr. Ray L. Belton, Chancellor

1/24/12

Date

Yes No

Southern University Board of Supervisors

Date



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

1. Institution Southern University at Shreveport
2. Type of Termination (check one) <input checked="" type="checkbox"/> A. Academic Program (If A, complete <i>all</i> remaining sections) <input type="checkbox"/> B. Administrative Unit (If B, skip sections 3, 4, 5, and 6) <input type="checkbox"/> 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.) Associate of Applied Science
4. Title and CIP Code Electronics Technology (150303)
5. Semester/year at which no new enrollments will be accepted Fall 2011
6. Semester/year at which reporting of degrees shall cease Fall 2013.
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.) <p>Explanation: This program is being recommended for termination because it has been a low-completer program for at least the past five years. There has not been enough students in the pool to meet the graduation rate mandated by the Board of Regents.</p> <p>The termination of this program will not have any impact on the faculty or students. There is only a full-time Director and adjunct faculty teaching in the program, and the Director is resigning at the end of the Spring 2012 Semester. Six students currently enrolled in the program are expected to graduate in the Spring 2012 Semester. The other students are expected to be completed with the program by Fall 2013. Adjunct faculty will teach those students.</p> <p><i>* 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?</i></p>
9. If collaboration with other institutions is involved, identify partners. Each participating institution must submit a separate request form.
10. Program/Unit Contact (name, title, email address, telephone number) Dr. Barry Hester, Chairman of Science and Technology. 3050 Martin Luther king Dr. Southern University, Shreveport, La. 71107.



SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

J.S. CLARK ADMINISTRATION BUILDING
BATON ROUGE, LOUISIANA 70813

February 6, 2012

Office of the President
(225) 771-4680

Fax Number:
(225) 771-5522

The Honorable Darren Mire
Chairman
Southern University Board of Supervisors
4th Floor, J. S. Clark Administration Building
Baton Rouge, Louisiana 70813

Dear Honorable Mire:

Attached is the New Orleans Higher Education Management Plan required by ACT 419 of the 2011 Regular Session. It is a collaborative effort among the Southern University System, the University of Louisiana System, the Community and Technical College System, and the Board of Regents. It is based on the Kelly Draft previously submitted to you. The main difference is that it accepts the likelihood that there will be no additional funding and no admission policy changes in the foreseeable future.

I recommend it for Board approval.

Sincerely,

A handwritten signature in cursive script, appearing to read "Ronald Mason, Jr.". The signature is written in dark ink and is positioned above the printed name and title.

Ronald Mason, Jr., J.D.
System President

/d

**A Post-Secondary Education Delivery System for the New Orleans Region:
A Management Plan for Collaboration among Delgado Community College,
Southern University at New Orleans, and the University of New Orleans**

**A Response to the Requirements of Act 419
of the 2011 Regular Session
of the Louisiana Legislature**

**Submitted by
The Louisiana Board of Regents
The Louisiana Technical and Community College Board of Supervisors
The Southern University Board of Supervisors
The University of Louisiana Board of Supervisors**

January 30, 2012

Acknowledgements

It is with great appreciation that the Louisiana Board of Regents, the Louisiana Technical and Community College Board of Supervisors, the Southern University Board of Supervisors, and the University of Louisiana Board of Supervisors recognize the following individuals for their roles in the various stages of the development of this response:

- For extensive work in the preliminary reporting and research on collaborative efforts, thanks are extended to Dr. Eamon M. Kelly, Dr. William E. Bertrand, Dr. Joy L. Jones, and Dr. Annette Nassali. Special thanks are also due to Entergy Corporation for providing a grant for this study.
- Interim Chancellor Joe King (UNO), Interim Chancellor Deborah Lea (Delgado), and President Victor Ukpolo (SUNO) contributed their significant leadership skills to the compilation of this document, as did the faculty and staff who served on the respective collaborative initiative committees.
- Thanks are also extended to the staffs of the Louisiana Board of Regents, the Louisiana Technical and Community College Board of Supervisors, the Southern University Board of Supervisors, and the University of Louisiana Board of Supervisors, particularly Dr. James Purcell, Dr. Kim Hunter-Reed, Dr. Joe May, Dr. Monty Sullivan, Dr. Ron Mason, Dr. Randy Moffett, and Dr. Beatrice Baldwin.

**A Post-Secondary Education Delivery System for the New Orleans Region:
A Management Plan for Collaboration among Delgado Community College, Southern
University -- New Orleans, and the University of New Orleans**

Introduction

Senate Concurrent Resolution 123 of the Regular 2010 Legislative Session directed the Louisiana Board of Regents

“... to study the provision of public postsecondary educational opportunities in the New Orleans region, establish the appropriate role, scope, and mission for each public community college and four-year college and university in the region, and formulate a plan that will make optimal use of all available academic, fiscal, and physical resources, recognize the unique nature of each individual postsecondary institution, and which will allow each student attending such institutions to successfully and efficiently pursue his or her chosen academic path.”

The resolution also calls for the study to

“...be based upon best practices for the development of a world class, integrated educational delivery system; further, the study shall be objective and shall preclude the historic missions of the various public postsecondary institutions in the region and the existing relationships between such institutions from prejudicing the conduct and conclusion of the study.”

The Louisiana Board of Regents commissioned the National Center for Higher Education Management Systems (NCHEMS) to conduct the study, and the NCHEMS results were presented on March 14, 2011.

The NCHEMS study (Appendix 2) entitled “A Study of the Postsecondary Education Needs of the New Orleans Region” presented some notable key findings that reinforced the idea that educational delivery in the New Orleans area must adapt to changing conditions in order to provide for the educational needs of students.

- The region is expected to grow in population over the next twenty years with the most significant growth in St. Tammany Parish. Thus more students will seek educational opportunities of all types, and the postsecondary institutions in the region must be able to address those needs.
- The region will experience a shift in demographics with the proportion of non-white residents growing almost twice as fast as white. Increasing educational attainment for all demographic groups clearly must be a goal.
- The personal income per capita differs significantly in the New Orleans area. The three larger parishes of St. Tammany, Jefferson, and Orleans are among the most affluent, while Plaquemines and St. Bernard Parishes are significantly lower than the state average. Because income is highly correlated with ethnicity, student success for low income groups must be a focus.

- Educational attainment within the region is highly variable. In general, educational attainment for Louisiana and for the New Orleans area is substantially less than for other parts of the U.S. This is particularly true for African-Americans.
- The five parishes of the New Orleans area differ substantially in employment patterns. Employment opportunities include professional white collar occupations in education, health care, scientific fields, and management, as well as blue collar employment in construction, production, transportation, and sales. Clearly postsecondary education in the New Orleans region must be diverse in order to meet current and emerging workforce demands.
- The performance of public school students on measures of preparation for college is generally poor. In addition, college participation rates are generally low. Two-year and four-year colleges must work directly with high schools to increase preparation and college attendance.
- The current enrollment of students at the three postsecondary institutions in New Orleans – Delgado Community College, Southern University of New Orleans, and the University of New Orleans – is characterized by mark differentiation in terms of student demographics and academic preparedness. However, in general, educational success as measured by college completion, graduation rates, and fall to fall retention are uniformly low across all institutions. All of the institutions must improve student success.

This report is in response to Act 419 (Appendix 1) of the Regular 2011 Session of the Louisiana Legislature which was a legislative response in part to SCR 123 and in part to the NCHEMS study. Part III-A of Act 419 states:

It is the intent of the legislature that a comprehensive, integrated regional delivery system be provided for the delivery of public postsecondary education services in the New Orleans region which system will:

1. *Provide a world-class educational environment that will meet the academic needs and interests of every student, while providing each student with the support, assistance, and guidance necessary to attain his or her educational goals and aspirations.*
2. *Ensure that students who are academically unprepared are provided the educational resources they need to have a reasonable chance for success in their academic pursuits.*
3. *Raise the educational attainment of the population, improve the quality of life, and contribute to the economic wellbeing of the New Orleans region.*
4. *Make optimal use of facilities, faculties, and other academic and fiscal resources associated with the public postsecondary institutions in the region.*

Roles and Missions of the Postsecondary Institutions in New Orleans

The three postsecondary institutions of the New Orleans region have very distinctive and different roles to play. These differentiated roles are evident based on each institution's scope, admission standards, and degree programs.

Delgado Community College

Delgado is categorized as an SREB Two-Year 1 institution, as a Carnegie Associate's College, and as a COC/SACS Level I institution. Delgado Community College is a comprehensive community college responsible for providing the full range of community college services in its region. As a community college, DCC uses a traditional open admission process. Delgado is responsible for meeting the needs of the residents of New Orleans and the surrounding area who are seeking career-technical training as preparation for entry into a vocation; industry or academic training to upgrade skills; a general education program in preparation for transfer to a university; or acquisition of basic academic skills required for success in pursuit of either academic or vocational programs;

Delgado offers basic academic/workplace readiness skills training, as well as occupational training in communications, computer/information technologies, funeral service, culinary arts, early childhood education, engineering and science technologies, criminal justice, electrical, automobile and construction trades, interior and graphic design, nursing, a wide variety of allied health fields, and business/management occupations.

Southern University at New Orleans

Southern University at New Orleans (SUNO) is categorized as an SREB Four-Year 5 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level III institution. Southern University at New Orleans is primarily a teaching institution whose mission is successful education of undergraduate students and services to the employers and communities in its region. SUNO uses a traditional admission process based on courses completed, GPA, and standardized test scores. SUNO is primarily responsible for serving residents of the New Orleans metropolitan area who have completed high school who are seeking either a college degree or continuing professional education.

SUNO offers an array of liberal arts programs appropriate to a teaching institution with a predominantly undergraduate student body – arts and humanities, social sciences, natural sciences – with particular strength in social sciences areas. The University offers baccalaureate programs in education, criminal justice, social work, and business with complementary master's programs in museum studies, criminal justice, social work and management information systems.

The University of New Orleans

The University of New Orleans (UNO) is categorized as an SREB Four-Year 2 institution, as a Carnegie Master's Doctoral/Research University–Intensive, and as a COC/SACS Level VI institution. The University of New Orleans (UNO) is a comprehensive university with a mission to educate undergraduate and graduate students in a variety of arts, sciences and professional programs. Admission to UNO is selective, based on courses completed and academic performance.

UNO has a statewide mission and is responsible for serving residents throughout the state, especially those of the greater New Orleans area who have excelled in high school and who are seeking a baccalaureate or graduate degree or continuing professional education. UNO offers a

broad range of baccalaureate and master's-level core arts and sciences programs appropriate to a comprehensive teaching and research university. Particularly notable are baccalaureate and master's programs in urban planning, communications, education, engineering, business, healthcare management, and hospitality administration, as well as doctoral programs in education, engineering, conservation biology, chemistry, psychology, political science, financial economics and urban studies.

What the Institutions Are Currently Doing in Regards to Collaboration

Previous and Current Ongoing Collaborative Efforts Between SUNO and UNO:

- The universities have jointly developed a Molecular Biology Course and Laboratory (*BIOL 325* and *BIOL 325L*) for Biology majors.
- A 3+2 Partnership in Physics/Engineering allows B.S. Physics graduates from SUNO to transition into a desired engineering program at UNO. The student then earns a second baccalaureate degree, in the chosen field of engineering (civil, electrical, mechanical, etc.).
- A cross-enrollment agreement enables SUNO students to take courses at UNO to meet graduation requirements.
- UNO and SUNO have an Inter-Library Loan agreement for faculty and students.
- Memberships in the Louisiana Academic Library Information Network Consortium (LALINC) and Louisiana Online University Information System (LOUIS) grant SUNO faculty and students full access to library resources and services at UNO (and other institutions participating in the consortia).
- UNO and SUNO have an ongoing research partnership in the Board of Regents LASELECT Grant (a 3-D Web project) and the National Science Foundation (NSF) grant for undergraduate mentoring in Biological Sciences.
- SUNO uses the UNO arena for commencement exercises.

Previous and Current Ongoing Collaborative Efforts Between SUNO and Delgado Community College:

- SUNO and Delgado have a general articulation agreement which encourages collaboration beyond degree programs. Faculty communication, student organizations, and student media are some of the cooperative areas highlighted in the agreement.
- 2+2 Articulation Agreements in Biology, Mathematics and Criminal Justice allow Associate degree holders from Delgado to transition smoothly into the junior year at SUNO in the three programs, enabling access to a baccalaureate degree. Plans

are underway to include other programs such as Child Development and Family Studies, Early Childhood Education, Management Information Systems, etc.

- SUNO-Delgado's College Connection agreement enables high school graduates who are unable to meet SUNO's admission requirements outright to enroll at Delgado to take preparatory courses needed to be admitted to SUNO's programs. The process ensures seamless transition from the two-year to the four-year institution.

Previous and Current Ongoing Collaborative Efforts Between UNO and Delgado Community College:

- Delgado also has a College Connection agreement with UNO. As with the Delgado-SUNO partnership, students are guaranteed admission to Delgado if they do not meet UNO's admission standards.
- Delgado and UNO have a 2 + 2 articulation agreement that allows graduates of Delgado's A.A.S. in Hospitality Management to seamlessly enter the B.S. in Hotel, Restaurant, and Tourism Administration program at UNO.
- Other 2 + 2 articulation agreements between UNO and Delgado have been signed. Graduates of Delgado's A.S. in Business Administration may transfer to the B.S. in Business Administration with junior status. As part of the statewide transfer degree program, students in Delgado's A.S.T. in Teaching, Grades 1-5 may transfer to UNO's B.S. in Elementary Education with no loss of degree credit.

Assumptions of the Management and Implementation Plans

Given recent projections of the state budget shortfall for the next fiscal year, this plan was constructed with the assumption that there will be no additional state resources given for the execution of the New Orleans collaboration plan. The history of postsecondary collaboration efforts in the state of Louisiana have relied in the past on low-cost or no-cost initiatives. While the infusion of additional funds for more cost-prohibitive initiatives (such as the establishment of an integrated software system for recruitment and admissions) might be desirable, it is unlikely that such infusion will take place over the next few years.

In addition, this plan was constructed with the assumption that there will be no changes to current Board of Regents policies, e.g., admissions, funding formula, etc., in regard to implementation of the collaboration required by Act 419.

Recommendations for Planning and Implementation

The recommendations for planning and implementation of the collaborative entail two levels of planning:

1. A high level management plan at the System and Board level. This plan includes broad goals and objectives designed to meet the intents of the legislation.

2. A detailed implementation plan completed collaboratively by the campuses and outlining complete specifications for executing all phases of the collaboration.

The management plan, listed below, and, as required by Act 419, outlines timelines, requirements and procedures for achieving the goals and objectives. The management plan was authored by representatives of the Southern University System, the University of Louisiana System, and the Louisiana Technical and Community College System with input from the staff of the Board of Regents.

The Management Plan

Outlined below are the broad goals and objectives for collaboration that constitute the framework of the management plan. The goals and objectives were developed collaboratively by the staff of the three management boards. The goals and objectives are based partially on other postsecondary collaborative efforts that have taken place previously and have been successful in terms of increasing student access and success.

Each goal and objective meets one or more of the four intents expressed in Act 419:

1. *Provide a world-class educational environment that will meet the academic needs and interests of every student, while providing each student with the support, assistance, and guidance necessary to attain his or her educational goals and aspirations.*
2. *Ensure that students who are academically unprepared are provided the educational resources they need to have a reasonable chance for success in their academic pursuits.*
3. *Raise the educational attainment of the population, improve the quality of life, and contribute to the economic wellbeing of the New Orleans region.*
4. *Make optimal use of facilities, faculties, and other academic and fiscal resources associated with the public postsecondary institutions in the region.*

For example, Goal I, Objective C states that the collaborative will develop a virtual “one stop shop” for coordinated recruitment and admissions through the use of technology. One possible target of this objective might be “By Fall 2013, a collaborative web portal will have processed information requests from at least 500 prospective students.” Such a target could address all four intents of the legislation as

- it would be supporting students in attempting to meet their educational goals;
- it could be providing information on selective admissions and how to choose the institution, programs, and options best suited for students who are less prepared;
- it would potentially lead to increased recruitment, admissions, and attainment levels; and
- it would optimize the use of technological resources for recruitment and admissions.

The Management Plan’s Goals and Objectives

Goal I. Implement coordinated recruitment and admissions processes.

Objective A. Develop coordinated recruitment processes.

Objective B. Develop coordinated admissions referral processes.

Objective C. Using technology, develop a virtual “one stop shop” for coordinated recruitment and admissions.

Objective D. As resources are available, develop a comprehensive center for integrated assessment, career exploration, advising and placement (as per NCHEMS) for intake of students.

Objective E. Collaborate on the creation and development of effective strategies for identifying and recruiting adult learners who have some postsecondary education.

Goal II. Develop integrated curricula for similar courses and programs through 2+2 agreements, joint program agreements, and other accords.

Objective A. Develop a plan to coordinate course delivery of common general education courses.

Objective B. Based on needs in the Greater New Orleans area, develop, as appropriate, 2+2 articulation agreements and joint programs.

Objective C. Continue to collaborate on issues involving the statewide transfer degree programs.

Goal III. Collaborate, where possible, in the creation of new academic programs, faculty development programs, and student life programs.

Objective A. Based on needs in the Greater New Orleans area, develop, as appropriate, new joint degree programs.

Objective B. Based on student needs, establish, as appropriate, faculty development programs that will enhance institutional cross-collaboration.

Objective C. Based on student needs, develop, as appropriate, student life programs that will enhance institutional cross-collaboration.

Goal IV. Provide for the cross-enrollment and concurrent enrollment of students that includes access to related services such as advising, library, parking, etc.

Objective A. Develop cross-enrollment agreements that include access to related services.

Objective B. Develop concurrent enrollment agreements that include access to related services.

Goal V. In order to more adequately prepare students in the New Orleans area for the rigors of postsecondary education, develop mechanisms that reduce developmental education.

Objective A. Report on the "transfer" of developmental education from the four-year institutions to the two-year institutions.

Objective B. Develop an inter-institutional agreement for the reduction of developmental needs through mechanisms such as high school cooperatives, Early Start, summer bridge programs, etc.

The Implementation Plan

The detailed implementation plan must include an action plan for each management plan objective listed above. Required elements of the action plan for each objective are 1) a

measurable target expressed in terms of student outcomes; 2) a specific listing of required action steps to implement the target; 3) any deliverables that would result from the action steps; 4) a detailed timeline for actions; and 5) a detailed accounting of responsibilities for ensuring that the action steps have occurred.

Thus a format for the action plan would be

Example:

Goal I: Collaboration, where possible, of new academic programs, faculty development programs, and student life programs.

Objective A: Based on needs in the Greater New Orleans area, develop, as appropriate, new joint degree programs.

Target 1: By Fall 2013, a newly developed joint UNO/SUNO Master's program in Educational Technology will have at least 10 students enrolled.

Action Steps	Deliverables	Timeline (Intermediate and Final Deadlines)	Personnel Responsible By Name and Campus

Each objective may have multiple targets. It is understood that not all targets will involve collaboration by all three institutions. Indeed, certain types of collaboration (e.g., development of baccalaureate and graduate programs) may only be possible between two institutions.

The marketing of certain initiatives (such as creation of a new joint program) will be an action step for each target. How progress towards the target will be measured as well as evaluation of outcomes relative to the four intents expressed in Act 419 will also be an action step.

The implementation plan is due to the three management boards no later than May 1 for approval at their respective meetings. Approved plans will then be forwarded to the Louisiana Board of Regents.

An implementation structure must be put into place that allows for sufficient oversight of progress and that also helps to eliminate barriers to collaboration. An Oversight Committee should be established to oversee the collaboration implementation. The Oversight Committee will include the three chancellors/presidents of the collaborating institutions; the chief academic officers of the collaborating institutions; and a management system representative from each of the three systems.

Working groups for each of the plan's objectives will be established. Working groups should include faculty and staff as appropriate, but may also include external constituents as needed, particularly as pertains to establishing the needs of the Greater New Orleans area. Each of the collaborating institutions will have representatives on each working group, and representation on

the working groups should be approved by the Oversight Committee. The working groups are encouraged to review the reports of the DCC-SUNO-UNO Collaborative Initiative Committees (Appendices 3 through 9) for implementation ideas. These groups met in Spring, Summer, and fall semesters of 2011 to begin discussions of possible collaboration activities.

Reporting of Results

The chancellors/presidents of the collaborating institutions will periodically report on progress to their respective management boards. Joint progress reports by the Oversight Committee to the three management boards will take place at the conclusion of the Fall 2012 semester (December), Spring 2013 semester (May), Fall 2013 semester (December), and Spring 2014 semester (May). Progress reports will also be transmitted to the Board of Regents.

List of Appendices

Appendix 1: LA Act 419

Appendix 2: NCHEMS Report, March 2011

Appendix 3: DCC – SUNO – UNO Collaborative Initiative Academic Committee: Meeting Minutes, July 28, 2011

Appendix 4: DCC – SUNO – UNO Collaborative Initiative Academic Committee: Meeting Minutes, August 11, 2011

Appendix 5: DCC – SUNO – UNO Collaborative Initiative: Marketing Committee Meeting, July 20, 2011

Appendix 6: DCC – SUNO – UNO Collaborative Initiative: Recommendations of the Academic Committee

Appendix 7: DCC – SUNO – UNO Collaborative Initiative: Recommendations of the Libraries Committee

Appendix 8: DCC – SUNO – UNO Collaborative Initiative: Recommendations of the Admissions Committee

Appendix 9: DCC – SUNO – UNO Collaborative Initiative: Recommendations of the Institutional Research Committee

Office of Recruitment
Monthly Report
(January 9-20, 2012)

New Innovations

The staff has been reviewing and assessing current recruitment practices as well as office efficiency and time management. As a result of the recent separation of admissions and recruitment, it has been determined that now is a good time to create a “new” Office of Recruitment, an office that establishes goals and objectives and incorporates industry’s best practices. To achieve those goals and objectives, the following changes will be implemented during the spring 2012 semester:

1. Introduce a new Campaign Recruitment Module.
Utilizes technology to create a campaign to communicate with or “touch” prospective students through emails, letters, postcards, and phone calls without being manually driven. The system allows for the monitoring or tracking of the student’s admission process. This module will be implemented for the fall 2012 recruits.
2. Introduce a new phone number for the Office of Recruitment.
Establish 225-771-SUBR (7827) as Recruitment Office phone number. This number allows us to market the University.
3. Establish a presence at each community college throughout state.
Have a regularly scheduled day per month for SUBR recruiters to be housed on the community college campus to meet with students to provide information on our academic programs and on our transfer admissions standards.

4. Establish individual goals.

Each recruiter will keep records of productivity for each event through the use of a visit report submitted in weekly. The goals are aligned with the university's enrollment goals and in accordance with the Grad Act.

5. Design recruitment strategies and marketing initiatives to reflect the University's values.

6. Develop a week-by-week recruitment schedule.

The schedule will allow the faculty, staff, students, and alumni to be informed of upcoming recruitment events. The goal is to increase awareness and participation at these events. The schedule will be accessible on the University's webpage.

7. Assign a recruiter to partner with each school/college.

This initiative maximizes our resources and assists the school/colleges with having an active role in the recruitment of students into the university as well as their respective degree programs.

8. Plan and conduct bus tours for rural areas.

This is a partnership with the Student Government Association, student organizations and the local Alumni Chapters. The tour will consist of SUBR students visiting junior and high schools throughout the state. There will be student speakers, Greek step shows, and performances by SUBR cheerleaders band members.

9. Re-energize the Blue and Gold United Effort.

This is an alumni recruitment plan where chapters identify alumni who are willing to volunteer as SUBR recruiters and are provided with material and support necessary to be effective recruiters for the university. This initiative began during spring 2011.



SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

J.S. CLARK ADMINISTRATION BUILDING
BATON ROUGE, LOUISIANA 70813

Office of the President
(225) 771-4680

February 6, 2012

Fax Number:
(225) 771-5522

The Honorable Darren Mire
Chairman
Southern University Board of Supervisors
4th Floor, J.S. Clark Administration Building
Baton Rouge, Louisiana 70813

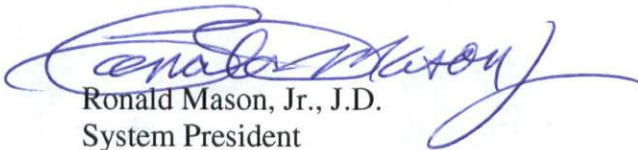
Dear Honorable Mire:

Attached are Board of Regents Roles, Scopes and Missions for the various units of the Southern University System. These were requested by the Board of Regents in accordance with the requirements of HCR 30. They were developed in conjunction with the Chancellors and Board of Regents staff. They are written in a form required by the Board of Regents statewide.

According to the Commissioner, these are not the "official" mission statements posted on their web of the various colleges and universities. These Role, Scope and Mission Statements are to categorize the campuses and "keep them in their lanes." Universities are categorized as Comprehensive Research (LSUBR), State wide (ULL, LTU, UNO) and Regional. SUNO and SUBR are classified as Regional schools. SUBR acquiesced to the Regional designation to avoid enrollment decline that would result from the more stringent State institution admission requirements.

I recommend these Roles, Scopes and Missions for Board approval.

Sincerely,


Ronald Mason, Jr., J.D.
System President

ROLE, SCOPE AND MISSION DESIGNATIONS OF INSTITUTIONS IN THE SOUTHERN UNIVERSITY SYSTEM

This section of the report describes the roles, scope and mission of each public postsecondary education institution in the state as those missions are currently being enacted.

Need for Differentiation

Basic to planning for Louisiana's postsecondary education system is the recognition of the need for differentiation of functions among the various colleges and universities serving the state. It is neither possible nor prudent for the state to provide the funds necessary to develop within each institution the capacity to serve all the needs of all citizens. Each institution must contribute its own unique strengths to a system of institutions that collectively meets the postsecondary education and workforce needs of the people.

Maintaining and fostering both excellence and diversity among institutions of postsecondary education in Louisiana continues to be a primary goal of the Board of Regents. From the Regents' perspective, each institution should occupy a niche in the postsecondary education system. Some institutions are larger than others, and some offer a wider variety of degree programs at more levels than others. Yet quality is not defined by size, nor is excellence a mere function of the number and levels of programs offered. Although Louisiana's institutions collectively should provide a wide range of programs for the state's system, each institution must also identify its particular strengths in serving the higher education needs of the state.

Traditionally, the basic functions of all institutions of postsecondary education have been identified as instruction, research, and public service. Differences among institutions exist in the level of participation in these functions. From the Board of Regents' statewide perspective, the components of a balanced system of higher education can be simply categorized as (1) comprehensive research universities, (2) specialized units, (3) statewide universities (4) regional universities, and (5) community and technical colleges

A comprehensive research university offers a wide range of programs at the undergraduate, graduate, and professional levels, but does not usually offer programs below the baccalaureate level. Research is generally directed to the solution of societal problems and the advancement of knowledge. Public service is far-reaching and varietal in nature. Typically, selective admissions and higher tuition characterize the comprehensive research university. Specialized units often offer academic and community education programs, conduct research, and provide services in a particular field such as agriculture, law or health sciences. Like the comprehensive research university, specialized units which enroll students are typically characterized by selective admissions and higher tuition.

Statewide universities offer a wide range of programs at the undergraduate and masters' levels, with selective offerings at the doctoral level. Research is selective in nature, focusing in those areas of graduate expertise. Typically, moderately selective admissions and higher tuition characterize the state university.

Regional universities offer a wide range of programs at the undergraduate and selected graduate offerings, primarily below the doctoral level. Research is typically related to the institution's instructional mission and is directed to the support of that mission. Public service activities generally emphasize services to the citizens, government agencies, business, and industry located in the region served by the institution. Typically, regional universities use a traditional admission process based on courses completed, GPA, and standardized test scores and are less selective than statewide and flagship universities.

Two-year community and technical colleges are characterized by open admissions, low tuition, and a wide variety of technical associate degree, certificate and diploma programs. Liberal arts and science programs are offered for students planning to transfer to four-year institutions. Research activity is limited in the two-year college, and public service activities are geographically restricted to the immediate area of the institution.

Role, Scope and Mission Statements

The statements for each institution follow a common framework by delineating:

1. Audiences to be served
2. The general array of programs to be offered
3. Any special or unique features of institutional mission

1. Audiences.

Among the characteristics of audiences to be served are those expressed in terms of:

- a. Geography. What geographic area is the institution expected to serve?
- b. Academic preparation. Does the institution admit only students with high levels of academic preparation, or does it serve adults regardless of prior levels of academic preparation?
- c. Age/full-time status. Does the institution primarily serve recent high school graduates, or does it have a special role in serving older (often part-time) students?
- d. Race/ethnicity. Does the institution have a special role in serving specific subpopulations?
- e. Employers. Is the institution expected to serve employers
 - 1) In a region?
 - 2) In specific industries?

2. Array of Programs and Services.

Chief among the considerations in this dimension are:

- a. Level of program. Is the institution authorized to offer doctoral programs? Master's programs?
- b. Academic fields. In particular, what professional programs is the institution authorized to offer (where "professional" is defined broadly to include applied programs such as business, education, engineering, and nursing, as well as the more typically acknowledged professional programs of law, medicine, dentistry, etc.)?

3. Special Features.

Among the factors in this category are:

- a. Academic programs. Does the institution offer programs which are unique in the state or region? Do any of the academic programs hold regional or national distinction?
- b. Research emphasis. Is research a primary expectation for the institution? Is the institution expected to create research capacity in specific fields?
- c. Land-grant status.
- d. Special delivery capacity. For example, is the institution charged with providing (or managing for the system) online or interactive video courses?

Role and scope changes should be a rare occurrence and will most likely involve substantive change reviews by regional and, where applicable, programmatic accreditation agencies. An additional determinant in the decision to approve a role and scope change should be the long-term impact of the state "mix" of institutions with specific role and scope functions.

There is one possible exception to the set of guidelines stated above – the instance in which change of role and scope is forced by an accrediting or licensure organization (as occurred, for example, when entrance to the practice of pharmacy was determined to require a Doctor in Pharmacy). In such cases, the approval may have to be granted with the stipulation that approval in no way opens the door to expanding role and scope in fields where change is not essentially mandatory.

The entries in this document are organized according to the five major types of institution delineated by the Board of Regents – comprehensive research university (flagship), specialized units, statewide universities, regional universities, and community and technical colleges.

SPECIALIZED UNITS

Southern University Agricultural Research and Extension Center

The Southern University Agricultural Research and Extension Center (SU Ag Center) conducts statewide agricultural, research and extension programs with particular emphasis on eradicating poverty. The programs contribute to the sustainability, productivity, profitability and competitiveness of Louisiana communities.

1. Audiences.

The SU Ag Center has a statewide mission. As such, it has a responsibility to serve:

- a. Individual small- and medium-size landholders, business owners, and their families;
- b. Non-governmental organizations, to include faith-based organizations, communities and local municipalities, families, and youth; and
- c. The agribusiness industry, for value-added and new product development, production, and marketing.

2. Array of Programs and Services.

- a. Basic and applied research programs to advance the state of knowledge, develop new practice and products that improve economic performance and assist constituents to overcome poverty.
- b. Extension programs that enhance the overall well-being of Louisiana citizens, with particular emphasis on the disadvantages and underserved, by designing, teaching and disseminating culturally-appropriate research-based information.
- c. Programs and services to strengthen the productivity, profitability and competitiveness of Louisiana's agriculture and forestry while enhancing and sustaining the environment.
- d. Programs and services to build young leaders through youth development and after-school experiences, enhance the quality of life, and build strong communities through research and education in nutrition, health, family, community and economic development.

3. Special Programs/Features.

- a. Southwest Center for Rural Initiatives (SCRI) serves as a satellite entity of the SU Ag Center, focusing on a ten-parish region in southwest Louisiana to help improve the socioeconomic well-being of citizens in rural communities.
- b. Center for Rural and Small Business Development (CRSBD) provides information and assistance, encouraging business development among under-represented groups in traditionally agricultural and other natural resource dependent communities in a six-parish area.
- c. Nutrition intervention programs through Research and Extension to combat obesity and related health issues through behavioral changes and healthy choices.
- d. Mixed-species grazing and development of alternative meat products through Research and Extension programming focusing on helping small land owners increase producer income.
- e. Youth Leadership Development Program provides experiences to help youth enhance their understanding, appreciation, and ability to compete in a global society and make healthy life choices.

Southern University Law Center

Southern University Law Center (SU Law) is one of two public law centers in Louisiana. SU Law offers legal training to a diverse group of students. The Law Center seeks to maintain its historical mission to provide legal education opportunities to underrepresented racial, ethnic, and economic groups; to advance society with competent, ethical individuals who are professionally equipped for positions of responsibility and leadership; and to promote legal services in underprivileged urban and rural communities. Admission to professional programs at SU Law is highly selective, based on academic preparation and indications of the likelihood of success.

1. Audiences.

SU Law has a statewide mission. As such, it has a responsibility to serve:

- a. Residents from throughout Louisiana who have excelled in undergraduate studies and are seeking a professional degree in law;
- b. Employers in the legal and related professions;
- c. Citizens seeking legal assistance; and
- d. Academic disciplines and the research community.

2. Array of Programs and Services.

- a. Offering a professional degree program in law.
- b. Conducting applied research in the law.
- c. Providing clinical services to citizens.

3. Special Programs/Features.

- a. Part-time Day and Evening Division allows students to earn a four-year law degree on a part-time basis.
- b. Dual degree program in Law and Public Administration allows students to work conjointly on a Juris Doctorate and a Master's degree in public administration through the Southern University School of Public Policy.

- c. Study abroad six-week summer program in London offers courses in private international, comparative constitutional, law of the European Union, and international criminal law.
- d. Clinical education program with eight sub-clinical components: criminal; juvenile; divorce/domestic violence; elder law; administrative/civil; low income tax; mediation; and bankruptcy.
- e. Louis Berry Institute for Civil Rights and Justice provides opportunities for discussion of critical issues facing racial, ethnic, and other minorities through symposia and continuing legal education programs.
- f. Two scholarly journals: The Southern University Law Review and the Journal of Race, Gender and Poverty.

REGIONAL UNIVERSITIES

Southern University and A&M College

Southern University and Agricultural and Mechanical College is a teaching and research university with a mission to educate undergraduate and graduate students in a variety of arts, sciences and professional programs and prepare students for careers and lifelong learning in a global 21st century economy. The university has a special mission to serve the needs of the underserved, especially African-American students. Southern uses a traditional admission process based on courses completed, GPA, and standardized test scores.

1. Audiences.

Southern University, as a land grant college and an HBCU, is responsible for serving:

- a. Residents from throughout Louisiana, particularly in the greater Baton Rouge area, who are seeking either a college degree or continuing professional education;
- b. Two-year college transfer students;
- c. Employers, both public and private, seeking not only well-educated employees, but technical assistance and research;
- d. Economic development interests and entrepreneurs throughout the state; and
- e. The community and region by providing a broad range of academic cultural activities and public events.

2. Array of Programs and Services.

- a. A broad array of baccalaureate and master's programs appropriate for a university that emphasizes professional programs including those in agriculture, communication, education, engineering, computer science, criminal justice, social work, business, nursing and allied health.
- b. Research, with doctoral and professional programs in education, environmental toxicology, public policy, nursing, and urban forestry.

- c. Support for area K-12 schools seeking college general education courses for advanced students and assistance in ensuring that their graduates are college- and career-ready.
- d. Services specifically designed to meet the needs of statewide economic development – continuing professional education, technical and professional services, support of small businesses and entrepreneurs.

3. Special Programs/Features.

- a. School of Nursing, with the only PhD in nursing in the state, has a 94% licensure passage rate and is nationally recognized for community service through its Nurse Managed Family Health Clinics and its mobile health clinic.
- b. College of Engineering, consistently ranked among the top seven programs in the nation in awarding baccalaureate degrees to African Americans, has one of the strongest research components in the university and a Windows Computer Automated Virtual Environment (CAVE) for real time 3D visual interaction with data.
- c. College of Agricultural, Family and Consumer Sciences has the only program in the state offering bachelor's, masters and PhD degrees in urban forestry.
- d. College of Business has an international curriculum and outreach programs including: the Louisiana Small Business Development Center; SU Business Incubator; and the International Center for Information Technology and Development.
- e. Teacher education includes certification programs for counselors and principals, and the only PhD in Special Education in the state.

Southern University at New Orleans

Southern University at New Orleans (SUNO), the only public, historically black university in New Orleans, is primarily a teaching institution whose mission is successful education of undergraduate students and services to the employers and communities in its region. SUNO uses a traditional admission process based on courses completed, GPA, and standardized test scores.

1. Audiences.

SUNO is responsible for serving:

- a. Residents of the New Orleans metropolitan area who have completed high school who are seeking either a college degree or continuing professional education;
- b. Working adults and nontraditional students, and transfer students, particularly from Delgado Community College.
- c. Public, private and non-profit employers – especially in the areas of social work, small/minority business development, substance abuse, criminal justice and education; .and
- d. The Metropolitan New Orleans area, through contributions to the cultural and economic life of the community by providing a broad range of academic and cultural activities and public events.

2. Array of Programs and Services.

- a. An array of liberal arts programs appropriate to a teaching institution with a predominantly undergraduate student body – arts and humanities, social sciences, natural sciences – with particular strength in social sciences areas.
- b. Baccalaureate programs in education, substance abuse, criminal justice, social work, health information management, and business, with complementary master's programs in museum studies (the only one of its kind in the Southern region of the United States), criminal justice, social work, management information systems, and education.
- c. Support for area K-12 schools seeking college general education courses for advanced students and assistance in ensuring that their graduates are college- and career-ready.

- d. Continuing professional education, including alternate teacher certification, technical and professional services, and support of small businesses, entrepreneurs, and technology transfer.
- e. Community outreach service activities to assist in the revitalization of local neighborhoods and communities in the New Orleans Metropolitan area.

3. Special Programs/Features.

- a. Center for Africa/African American Studies (CAAAS), partnering with the graduate program in museum studies, houses one of the most extensive, internationally acclaimed African art collections in the South.
- b. School of Social Work combined academic rigor with community service through the Center for Community Service and Leadership (CCSL), complemented by community responsive academic programs in substance abuse and criminal justice.
- c. Response to alarming rise in crime and drug abuse within the Metropolitan New Orleans area and other urban areas led to ongoing planning and development of a Center for Crime and Drug Prevention.
- d. Small Business Management Institute/Incubator Center, partnering with the College of Business & Public Administration, provides training in business development, grant writing, and leadership skills acquisition.
- e. Honoré Center for Undergraduate Student Achievement (HCUSA).

COMMUNITY AND TECHNICAL COLLEGES

Southern University – Shreveport

Southern University – Shreveport (SUSLA) is a comprehensive community college responsible for providing the full range of community college services in its region. As a community college, SUSLA uses a traditional open admission process.

1. Audiences.

SUSLA is responsible for meeting the needs of:

- a. Residents of northwest Louisiana who are seeking career-technical training as preparation for entry into a vocation; industry or academic training to upgrade skills; a general education program in preparation for transfer to a university; or acquisition of basic academic skills required for success in pursuit of either academic or vocational programs;
- b. Employers in the area seeking new employees who have the necessary workplace and technical skills to fill open positions or employers seeking to upgrade skills of current employees;
- c. Economic development interests in the area; and
- d. Communities and civic groups within the service area.

2. Array of Programs and Services.

- a. Basic academic/workplace readiness skills training.
- b. Occupational training in computer applications, event management, electronics technology, criminal justice, nursing and several allied health fields, and business occupations.
- c. General education courses necessary to prepare students to transfer to four-year institutions.
- d. Business and industry training to meet the needs of current employers and economic development interests.

3. Special Programs/Features.

- a. Major provider for healthcare professions in Northwest Louisiana with high performing nursing and allied health programs exceed average national first-time pass rates, notably: dental hygiene; radiologic technology; and nursing.

- b. FAA approved Technical Diploma in Airframe & Power Plant Maintenance yields well-paid employment with 80-90% licensure rate and 90-100% placement into the aerospace workforce.
- c. Received national recognition in the Community College Survey of Student Engagement (CCSSE) as a top performer among 322 peer two-year institutions in the United States.
- d. Ranked 56th nationally among 1200 community colleges in the production of associate degrees for African Americans.
- e. One hundred percent of academic programs mandated to achieve accreditation by the LA Board of Regents have met such milestones.

APPENDIX A.

ENROLLED

Regular Session, 2011

HOUSE CONCURRENT RESOLUTION NO. 30

BY REPRESENTATIVE AUSTIN BADON

A CONCURRENT RESOLUTION

To urge and request the Board of Regents to study the provision of public postsecondary educational opportunities throughout the state, to establish the appropriate role, scope, and mission of each public postsecondary education institution, and to formulate a plan that will make optimal use of all available academic, fiscal, and physical resources, recognize the unique nature of each institution, and allow each institution's students to successfully and efficiently pursue their chosen academic path and to submit a written report of findings and conclusions, including any recommendations for legislation relative to the issue, to the House Committee on Education and the Senate Committee on Education not later than sixty days prior to the beginning of the 2012 Regular Session of the Legislature of Louisiana.

WHEREAS, the state's various public postsecondary education institutions, through diligent, valiant, and tireless efforts, have made tremendous strides to develop and improve their facilities, their programs, and their enrollment; and

WHEREAS, although great progress has been made by all systems and institutions, there is much left to be done, and the state's ongoing budgetary crisis is not only impeding progress but is seriously threatening the progress made to date; and

WHEREAS, it is becoming increasingly apparent that the current levels of enrollment and funding and the quality and capacity of existing facilities are insufficient to successfully sustain the long-term viability of the state's public postsecondary education institutions; and

WHEREAS, it is logical, reasonable, and imperative that these institutions no longer be forced to compete individually for students and resources but rather that they be empowered to work within a cohesive and comprehensive framework that maximizes scarce resources in a manner that considers the unique nature of each institution and benefits each institution and the students and communities it exists to serve.

THEREFORE, BE IT RESOLVED that the Legislature of Louisiana does hereby urge and request the Board of Regents to study the provision of public postsecondary educational opportunities throughout the state, to establish the appropriate role, scope, and mission of each public postsecondary education institution, and to formulate a plan that will make optimal use of all available academic, fiscal, and physical resources, recognize the unique nature of each institution, and allow each institution's students to successfully and efficiently pursue their chosen academic path.

BE IT FURTHER RESOLVED that this study shall be based upon best practices for the development of a world class, integrated education delivery system.

BE IT FURTHER RESOLVED that the Board of Regents shall not allow the historic missions of the institutions and the existing relationships between the institutions to prejudice the conduct and conclusions of the study.

BE IT FURTHER RESOLVED that the Board of Regents shall submit, in compliance with R.S. 24:771 and 772, a written report of its findings and conclusions, including any recommendations for legislation relative to the issue, to the House Committee on Education and the Senate Committee on Education not later than sixty days prior to the beginning of the 2012 Regular Session of the Legislature of Louisiana.

BE IT FURTHER RESOLVED that a copy of this Resolution be transmitted to the chairman of the Board of Regents and the commissioner of higher education.

SPEAKER OF THE HOUSE OF REPRESENTATIVES

PRESIDENT OF THE SENATE