

SOUTHERN

*Board of Supervisors*

UNIVERSITY



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## Meetings

9:00 a.m.

Friday, June 29, 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**

**9:00A.M.**

Friday, June 29, 2012

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

**AGENDA**

**Swearing in of Student Board Member for 2012-13**

1. Call to Order and Invocation
2. Roll Call
3. Adoption of the Agenda
4. Public Comments
5. Action Items
  - A. B.A. Degree in Interdisciplinary Studies, SUBR
  - B. On-line Executive Masters in Criminal Justice, SUBR
  - C. Letter of Intent for B.S. Degree in Forensic Science, SUNO
  - D. Recommendation for Promotion, SUSLA
6. Informational Items
  - A. Recruitment Report, SUBR
  - B. Act 419 Response Management Plan, SUNO
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. Marc A. Guichard, Mr. Willie E. Hendricks, Atty. Patrick D. Magee, Rev. Samuel C. Tolbert, Jr.  
Mr. Darren G. Mire - Ex Officio

**LOUISIANA BOARD OF REGENTS**

**REQUEST FOR AUTHORITY TO OFFER A NEW PROGRAM\***

***SUBMIT 1 PRINTED COPY AND 1 ELECTRONIC VERSION (EMAIL or DISK)***

Name of Institution Submitting Proposal	<b>Southern University and A &amp; M College</b> _____
Specific Degree to be Awarded Upon Completion	<b>Interdisciplinary Studies (BA)</b> _____
Recommended 2010 CIP Taxonomy	<b>CIP Code: 30.9999</b> _____
Date to be Initiated	<b>August 2012</b> _____
Name of Department or Academic Subdivision	<b>College of Education, Liberal Arts and Social Sciences</b> _____
Responsible for the Program	_____
Name, Rank, and Title of Individual Primarily Responsible for Administering the Program	<b>Dr. VerJanis A. Peoples</b> <b>Dean/College of Education, Liberal Arts and Social Sciences</b> _____
<u>Date Approved by Governing Board</u>	_____
Date Received by Louisiana Board of Regents	_____
Academic Affairs Committee Review	_____
Board Action (Nature of Action)*	_____
Date of Board Action	_____

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

*New Academic Program Proposal for Bachelor of Arts in Interdisciplinary Studies*

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## NEW ACADEMIC PROGRAM Proposal

### I. Description of Program:

- A. The proposed *Bachelor of Arts in Interdisciplinary Studies Degree* will be housed in the *College of Education, Liberal Arts and Social Sciences* and will enable students to develop competencies across a range of disciplines as selected by the student as they prepare for various career tracks. The degree 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 individualized 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. The Interdisciplinary Studies degree combines general education courses with an interdisciplinary concentration, electives and other program requirements that will enhance professional growth of the student.
- B. The program embraces the opportunity for students to design a course of study that meets their personal and academic objectives and further their professional growth. There are five (4) academic concentrations that a student may select from in order to declare a pathway to a degree in Interdisciplinary Studies. The fifth pathway is designed for students to individualize their curriculum passed upon pass experiences and coursework. Candidates must complete forty-three (43) hours of general education requirements, five (5) hours of program requirements, twelve (12) hours of electives and prerequisites and sixty (60) hours of pre-set concentrations, with thirty (30) of those hours in the combined concentration and thirty (30) selected from behavioral/social sciences, the arts and humanities. The program consist of one-hundred and twenty (120) hours. The 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.

**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.

- C. The Interdisciplinary Studies program utilizes courses currently offered by the University. Selected courses are taught either traditionally or may be taught on-line with the necessary approvals. Students may also utilize the option of cross-enrolling at selected universities. Upon completion of the 60 hours requisite for the General Education Core Curriculum and other degree requirements, students select from five concentrations groups and complete a minimum of 60 credit hours of course work in the selected area for a total of 120 credit hours. (See attached Curriculum Sheets)

**II. 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."

### III. Students

#### A. Projected Enrollment

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

<b>Year</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Enrollment	50	75	100	125	150
Graduates	10	20	30	35	40

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.

#### IV. Faculty

The entire undergraduate faculty will be involved directly in teaching courses that apply to the requirements 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.

## **V. 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.

## **VI. 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.

## **VII. Administration**

The proposed program will be administered in the new *College of Education, Liberal Arts and Social Sciences*. The College provides unlimited opportunities 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 the college which houses most of the courses within the concentration areas.

The present administrative structure of the College of Education, Liberal Arts and Social Sciences would not be affected by the proposed program.

Currently, the University has an excellent array of undergraduate programs. The existing programs will impact positively with 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.

## **VIII. Accreditation**

The program is not eligible for accreditation.

**IX. Related Fields**

Subject matter fields that are related to, or will support the proposed program are courses in education, humanities, liberal arts, behavioral sciences, social sciences, mathematics and family and consumer sciences. These supporting areas will enable students to develop competencies across a range of disciplines in order to integrate multiple perspectives and critically articulate fundamental principles underlying each discipline. The supporting fields are deeply entrenched with high quality faculty with the knowledge and skills needed to produce successful candidates.

**X. Cost**

Estimated Costs for First Four Years of Proposed Program

<b>Category</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
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 in 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.

# ATTACHMENTS

# Curriculum Sheets and Advisement Forms

Southern University and A&M College  
Interdisciplinary Studies Degree Curriculum Sheet

**Concentration Area: Arts Management and Technology**

General Education Requirements	Hrs. Req.
English	6
Mathematics	6
Natural Sciences	10
Fine Arts	3
Humanities	9
Behavioral/Social Sciences	6
Literature	3

**Total 43 Hrs.**

**Interdisciplinary Studies Degree Requirements for all Candidates (5 Hrs.)**

Freshman Studies (FRMN 110 & 111) Seminar. in Ed. (CRIN 205)	2
Service Learning (SVLR 400)	3
Introductory Seminar Meeting Date:	0
Capstone Seminar (Research Project) Meeting Dates:	0
Pass Writing and Oral Proficiency Examinations	0

**Electives and Prerequisites (may be selected from courses below or approved 200 Level Courses)  
12 hours**

Techniques of Speech (SPTH 210)	Survey of the World (ARTS 210)
Programming I (CMPS 190)	Understanding the Arts (ARTS 200)

**Pre-set Concentration (60 Hrs.)**

Pre-set Concentration Courses (200-400 Level Courses)	Hrs. Required
Courses selected from the area <b>Computer Science</b>	15
Courses selected from the area of <b>Fine Arts</b> (Music, Visual Arts, Applied Arts, Theatre, and Dance)	15
Courses selected from the area of <b>Humanities</b> (Literature, Foreign Languages, History, Classical Studies, Communications and Philosophy)	15
Courses selected from the areas of <b>Social/Behavioral Sciences</b> (Anthropology, Criminal Justice, Economics, Geography, International Studies, Interdisciplinary, Political Science, Psychology, Sociology)	15

**\*Equivalent courses may be substituted upon approval of advisor-**

Southern University and A&M College  
Interdisciplinary Studies Degree Curriculum Sheet

**Concentration Area: Community and Human Services**

<b>General Education Requirements</b>	<b>Hrs. Req.</b>
English	6
Mathematics	6
Natural Sciences	10
Fine Arts	3
Humanities	9
Behavioral/Social Sciences	6
Literature	3

**Total: 43 Hrs.**

**Interdisciplinary Studies Degree Requirements for all Candidates (5Hrs.)**

Freshman Studies (FRMN 110 & 111) Seminar. in Ed. (CRIN 205)	2
Service Learning (SVLR 400)	3
Introductory Seminar Meeting Date:	0
Capstone Seminar (Research Project) Meeting Dates:	0
Pass Writing and Oral Proficiency Examinations	0

**Electives and Prerequisites**

**(May be selected from courses below or approved 200 Level Courses)**

**12 hours**

Principles of Education (CRIN 211)	Educational Psychology (BHVS 220)
Survey of Students with Special Needs (SPED)299	Orientation to Family and Consumer Sciences (FCSC 140)

**Pre-set Concentration – 60 Hrs.**

<b>Pre-set Concentration Courses (200-400 Level Courses)</b>	<b>Hrs. Required</b>
Courses selected from the area of <b>Education</b> (Health, Physical Education, TR)	12
Courses selected from the area of <b>Family and Consumer Sciences</b>	3
Courses selected from the area of <b>Humanities</b> (Literature, Foreign Languages, History, Classical Studies, Communications and Philosophy)	18
Courses selected from the are of <b>Fine Arts</b> (Music, Visual Arts, Applied Arts, Theatre, and Dance)	12
Courses selected from the areas of <b>Social/Behavioral Sciences</b> (Anthropology, Criminal Justice, Economics, Geography, International Studies, Interdisciplinary, Political Science, Psychology, Sociology)	15

**\*Equivalent courses may be substituted upon approval of advisor-**

Southern University and A&M College  
Interdisciplinary Studies Degree Curriculum Sheet

**Concentration Area: Applied Science and Technology**

General Education Requirements	Hrs. Req.
English	6
Mathematics	6
Natural Sciences	10
Fine Arts	3
Humanities	9
Behavioral/Social Sciences	6
Literature	3

**Total of 43 Hours in General Education**

**Interdisciplinary Studies Degree Requirements for all Candidates (5 hours)**

Freshman Studies (FRMN 110 & 111) Seminar. in Ed. (CRIN 205)	2
Service Learning (SVLR 400)	3
Introductory Seminar Meeting Date:	0
Capstone Seminar (Research Project) Meeting Dates:	0
Pass Writing and Oral Proficiency Examinations	0

**Electives and Prerequisites (12 hours required)**

**(May be selected from courses below or approved 100- 200 level courses)**

Courses	Courses
Programming I (CMPS 190)	Programming II (CMPS 191)
General Chemistry Lec/Lab (CHEM 132/112)	General Chemistry Lec./Lab (CHEM 133/113)

**Pre-Set Concentration (60 hours)**

<b>Pre-set Concentration Courses (200-400 Level Courses)</b>	60 Hrs. Required
Courses selected from the area of <b>Applied Sciences</b>	15
Courses selected from the area of <b>Technology</b>	15
Courses selected from the area of <b>Humanities</b> (Literature, Foreign Languages, History, Classical Studies, Communications and Philosophy)	12
Courses selected from the are of <b>Fine Arts</b> (Music, Visual Arts, Applied Arts, Theatre, and Dance)	9
Courses selected from the areas of <b>Social/Behavioral Sciences</b> (Anthropology, Criminal Justice, Economics, Geography, International Studies, Interdisciplinary, Political Science, Psychology, Sociology)	9

**\*Equivalent courses may be substituted upon approval of advisor-**



Southern University and A&M College  
Interdisciplinary Studies Degree Curriculum Sheet

**Concentration Area: Global Leadership and International Studies**

General Education Requirements	Hrs. Req.
English	6
Mathematics	6
Natural Sciences	10
Fine Arts	3
Humanities	9
Behavioral/Social Sciences	6
Literature	3

**Interdisciplinary Studies Degree Requirements for all Candidates**

Freshman Studies (FRMN 110 & 111) Seminar. in Ed. (CRIN 205)	2
Service Learning (SVLR 400)	3
Introductory Seminar Meeting Date:	0
Capstone Seminar (Research Project) Meeting Dates:	0
Pass Writing and Oral Proficiency Examinations	0

**Electives and Prerequisites (may be selected from courses below or approved 100- 200 Level Courses) 12 hours**

American Government (POLS 200)	Intro. to Pol. Science (POLS 220)
Into. to Sociology (SOCL 210)	Principles of Econ. I (ECON 200)

<b>Pre-set Concentration Courses (200-400 Level Courses) 60 Hrs.</b>	Hrs. Required
Courses selected from the area of <b>Global Leadership</b>	<b>15</b>
Courses selected from the area of <b>International Education</b>	<b>15</b>
Courses selected from the area of <b>Humanities</b> (Literature, Foreign Languages, History, Classical Studies, Communications and Philosophy)	<b>12</b>
Courses selected from the area of <b>Fine Arts</b> (Music, Visual Arts, Applied Arts, Theatre, and Dance)	<b>6</b>
Courses selected from the areas of <b>Social/Behavioral Sciences</b> (Anthropology, Criminal Justice, Economics, Geography, International Studies, Interdisciplinary, Political Science, Psychology, Sociology)	<b>12</b>

**\*Equivalent courses may be substituted upon approval of advisor-**

Southern University and A&M College  
Interdisciplinary Studies Degree Curriculum Sheet

**Concentration Area: Individualized**

General Education Requirements	Hrs. Req.
English	6
Mathematics	6
Natural Sciences	10
Fine Arts	3
Humanities	9
Behavioral/Social Sciences	6
Literature	3

**Interdisciplinary Studies Degree Requirements for all Candidates**

Freshman Studies (FRMN 110 & 111) Seminar. in Ed. (CRIN 205)	2
Service Learning (SVLR 400)	3
Introductory Seminar Meeting Date:	0
Capstone Seminar (Research Project) Meeting Dates:	0
Pass Writing and Oral Proficiency Examinations	0

**Electives and Prerequisites**

Courses	12 Hours Required

**Pre-Set Concentration**

Pre-set Concentration Courses (200-400 Level Courses)	60 Hrs. Required
Courses selected from the area of <b>Mathematics</b>	
Courses selected from the area of <b>Natural Sciences</b>	
Courses selected from the area of <b>Humanities</b> (Literature, Foreign Languages, History, Classical Studies, Communications and Philosophy)	
Courses selected from the area of <b>Fine Arts</b> (Music, Visual Arts, Applied Arts, Theatre, and Dance)	
Courses selected from the areas of <b>Social/Behavioral Sciences</b> (Anthropology, Criminal Justice, Economics, Geography, International Studies, Interdisciplinary, Political Science, Psychology, Sociology)	

**Southern University and A & M College**  
**College of Education, Liberal Arts and Social Sciences**  
**Interdisciplinary Studies Degree**  
**Student Advisement Agreement**

Term & Year: \_\_\_\_\_ Catalogue Year: \_\_\_\_\_ Concentration: \_\_\_\_\_

Name: (print) \_\_\_\_\_ Advisor: \_\_\_\_\_

Student ID: \_\_\_\_\_ Classification: \_\_\_\_\_ GPA: \_\_\_\_\_

I have completed the following remaining general education courses and attain a cumulative grade point average

of 2.2 on a 4.0 scale:

_____ English	6 credits
_____ Mathematics	6 hours
_____ Natural Sciences	10 hours
_____ Humanities	9 hours
_____ Fine Arts	3 hours
_____ Social /Behavioral Sciences	6 hours
_____ Literature (University Reg.)	3 hours

I have completed the following:

\_\_\_\_\_ completed a minimum of 60 clock hours of service learning  
\_\_\_\_\_ possess basic technology integration skills  
\_\_\_\_\_ passed the writing proficiency exam  
\_\_\_\_\_ passed the oral proficiency exam

I have provided my advisor with an unofficial copy of my transcript.

I agree to review my area of concentration with my advisor and develop a semester map and transition plan

I agree that I must meet with my advisor at least two times per semester and prior to pre-registration.

I understand that all classes that I enroll in MUST be approved by my advisor.

I have  have not  submitted a declaration of major. Expected date of submission \_\_\_\_\_.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

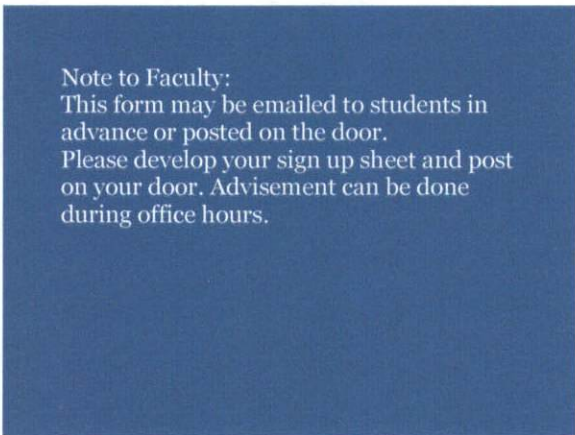
Southern University and A & M College  
College of Education, Liberal Arts and Social Sciences  
Interdisciplinary Degree Program

Dear Advisee:

It is time again for pre-registration/ advisement. Please sign up for a time based on the schedule I have provided. Bring the following documents to the advisement session:

1. Interdisciplinary Degree Audit
2. Assigned Advisor
3. Unofficial copy

Substitution and waiver



of transcript  
4.  
forms

5. Completed Program Application
6. Questions and concerns

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**Note to Faculty:**

When meeting with students it is important to conduct an assessment of the student's academic progress as well as the well being of the student. You may have to refer students to the University Counseling Center, Center for Student Success or provide information on organizations and clubs. We need our students to know that we are interested in their well being.

Here are some suggested topics:

Discuss future plans- Graduate school

Tutoring

Summer fellowships

Summer jobs/opportunities

Summer school

Job Opportunities

Licensure

Letters of recommendation

Clubs, organizations (Honor Societies, teacher organizations)

Scholarships

Counseling Center

Center for Student Success

**Documents:**

Provide copy of Curriculum sheet

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**Southern University and A & M College  
College of Education, Liberal Arts and Social Sciences  
Interdisciplinary Studies Degree  
Advisement Guide**

Term \_\_\_\_\_ Year \_\_\_\_\_

You should always have a current unofficial transcript and program of studies available when advising students.

1. How successful are you progressing in your courses?

Successes? \_\_\_\_\_

Challenges? \_\_\_\_\_

2. What issue (s), if any need to be addressed by your advisor?

\_\_\_\_\_  
\_\_\_\_\_

3. Do you have any course (s) or program pre-requisites that you need to be complete?

\_\_\_\_\_

4. Are you restricted to a specified number of credit hours? Academic probation?

\_\_\_\_\_

5. Have you met all admission requirements for the program? Have you submitted an application with appropriate evidence?

\_\_\_\_\_

6. When do you expect to graduate?

\_\_\_\_\_  
\_\_\_\_\_

7. What questions/concerns do you have about this program?

\_\_\_\_\_

8. What questions/concerns do you have about your specific areas of concentration?

Notes: \_\_\_\_\_  
\_\_\_\_\_

**DELIVERY OF DEGREE PROGRAMS THOROUGH  
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 Master of Criminal Justice Administration (EMCJA) within the already established Department of Criminal Justice

**3. CIP Classification**

The CIP classification for Criminal Justice is **4301**.

**4. Please briefly describe the program.**

The Executive Master of Criminal Justice Administration Degree at Southern University emphasizes Leadership, administration, best policies and practices in Criminal Justice organizations. It focuses on themes such as Leadership and management principles in agencies like law enforcement, courts, corrections, juvenile justice, and private security. It is an online degree program that provides students with a comprehensive understanding of the Criminal Justice System, including insights into leadership, management, theory, policy, and professional ethics in Criminal Justice. The program prepares students to be able to engage in effective policy management leadership roles, make data driven decisions based on research, experience, implement best practices, evaluate decisions and plan for future challenges. Students will gain the skills needed to succeed in an executive management position in a Criminal Justice agency. It is designed to help students meet the growing demand for well educated management professionals in the field. The Executive Master of Criminal Justice Administration degree should enhance the leadership, management, administrative, analytical, decision making skills and the ability of current or future senior level managers. The specialized courses address critical areas in the management of the contemporary Criminal Justice agencies.

.The Executive Master of Criminal Justice degree is a Master's degree that is designed for individuals with extensive experience and professional achievement in the management and administration of criminal justice organizations. It is expected to serve the educational purpose of those interested in advancing their careers in the criminal justice field. The Masters Degree will provide students the opportunity to enhance their professional agency experience to further sharpen their executive,

leadership, decision-making and critical analysis skills within the context of the criminal justice field.

The existing Master of Science in Criminal Justice Degree program within the Nelson Mandela School of Public Policy and Urban Affairs serves the educational need of pre-service rather than in-service criminal justice professionals. The traditional Master of Science Degree in Criminal Justice is a great fit for those who are in the beginning stages of their career in the criminal justice field. There is a need to attract in-service students who are currently administrators and supervisor in the respective agencies within the criminal justice system. The EMCJA degree offers that opportunity to such 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 internationally.

A student pursuing an EMCJA degree will have to complete ten (10) classes or 30 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 EMCJA degree, the teaching approach will incorporate student experience and emphasize on hands on application of knowledge as a way of bridge the gap between theory and practice.

The following courses will be offered for the EMCJA degree:

1. CRJU	510 Criminal Justice Systems	3crs
2. CRJU	511 C.J. Administration: Theory, Policy & Practice	3crs
3. CRJU	512 Criminology	3crs
4. CRJU	513 Legal and Ethical Issues in Criminal Justice	3crs
5. CRJU	515 Research methods in Criminal Justice	3crs
6. CRJU	543 Human Resource Management	3crs
7. CRJU	542 Correctional Administration	3crs
8. CRJU	530 Advance Police Administration	3crs
9. CRJU	533 Constitutional and Criminal law	3crs
10. CRJU	521 Advance Interview and Interrogation	3crs
	Capstone Project	0crs

**TOTAL CREDITS 30crs**

## **Course Description**

### **CRJU 510 Criminal Justice System**

This course is designed to provide a foundation and overview of the criminal justice system and processes. It will focus on critical decisions with emphasis on contemporary issues, trends and controversies that pertain to policing, sentencing, and corrections.

### **CRJU 511 C.J. Administration: Theory, Policy and Practice**

An advanced course in justice administration designed to provide an overview of the Problems faced by managers of justice-related agencies, including the principles of police, courts, and corrections management.

### **CRJU 512 Criminology**

This course involves an advance study of the nature and scope of delinquency and crime problems, surveys the available theoretical formulations concerning the causes of criminal behavior, and the policy implications for the Criminal Justice System. Students will also be exposed to the myths relating to crime and Criminal Justice. A special emphasis will be placed on the role of race, class, culture, and gender differences, as they relate to the Criminal Justice System's response to crime in the community. Emphasis will be on the classical and contemporary theories of definitions, correlates, and causes of crime, and the relationship of criminological theory to the Criminal Justice System policy. This course aims to further genuine understanding of the course content, the development of key concepts, and the ability to think critically about issues, problems, and concerns addressed by the theoretical explanation of crime and criminal behavior.

### **CRJU 513 Legal & Ethical Issues in Criminal Justice**

This course is designed to examine the basic legal, moral, and ethical issues in policing, prosecution, sentencing, and corrections. Students also will have the opportunity to examine the legal and ethical issues involved in criminal justice research. This course aims to provide genuine understanding of course content, the development of key concepts and the ability of the students to think critically about the legal and ethical issues, problems, and concerns that face the criminal justice agencies-police, courts, corrections, and criminal justice researchers.

### **.CRJU 521 Advance Interview and Interrogation**

This course is designed to equip students with knowledge to expand their ability not only on how to extract accurate information from witnesses and victims, but also or discern the innocent from the guilty. This course will place emphasis on utilizing specific interrogation methods to establish rapport, improve feedback and encourage greater discernment through efficient listening.

### **CRJU 530 Advance Police Administration**

This course examines basic management theories and procedures, and applies them to the administration of law enforcement agencies. It examines the functions of the police in the Criminal Justice System, the concepts and principles of police organizational structure, the base of law enforcement authority, and the concepts and principles of administration and management, with emphasis on the environment, change, conflict, strategy, and evolution. The course is an in depth examination of modern police administration, management, and



operations. While the focus is on current issues, the historical context of police culture is examined. Particular emphasis is placed on organization administration issues, police operations, police leadership, patrol operations and community policing, ethical issues in policing, auxiliary functions, human resources management, police training, proactive policing, and the future of various police management issues. A special focus will be placed on ethical issues and on police drug enforcement.

### **CRJU 533 Constitutional and Criminal Law**

This course is designed to examine the constitutional and criminal laws. It examines the functions of the courts in the interpretation and application of constitutional and criminal laws. The course is an in-depth examination of the constitution and the guarantees secured to citizens. A special focus will be on citizens' civil rights and civil liberties. There will be a review of the constitutional amendments that impact the criminal justice system.

### **CRJU 542 Correctional Administration**

This course is designed to develop a foundation in correctional administration and management. It will provide insight on management issues faced by correctional institutions. This course will place emphasis on the major organizational and management issues in corrections. Students will be provided the opportunity to understand the corrections organizational structure, the role of management, legal and administrative issues.

### **CRJU 543 Human Resource Management**

This course is designed to examine the basic human resource management theories and apply them to the administration of corrections institutions. It examines the functions of the correctional personnel in relation to employee hiring, training, motivation, performance appraisal, discipline, and labor relations. This course is an examination of corrections human resource management. Particular emphasis is placed on human resource management theories, supervision of employees, employee motivation, professional development, and management of difficult employees. A special focus will also be placed on employees stress, wellness, and assistance programs.

### **Faculty**

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

Dr. Chanika Jones, Assistant Professor (certified)

Dr. Eugene Hughley, Associate Professor(certified)

Dr. Russell Dawkins, Professor(certified)

Atty. Stephone Addison, Instructor(certified)

Dr. Allison Anadi, Associate Professor (will soon be certified)

Dr. William Arp, Professor (certified)

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

The Executive Master on Criminal Justice Administration degree 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.**

Southern University currently has an online registration software called BANNER that is designed to allow students online access to select and/or register for courses and pay fees associated with registration. Also, the department will utilize Blackboard and/or eCollege learning management systems (LMS) as platforms to deliver distance education. In addition, various other technologies will be used such as Chat, Virtual Classroom, Wimba and Elluminate (synchronous learning and course delivery tools), Technology associated with E-conferencing, along with technology or software designed to detect plagiarism will also be utilized..

**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.

YES       NO

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

YES       NO

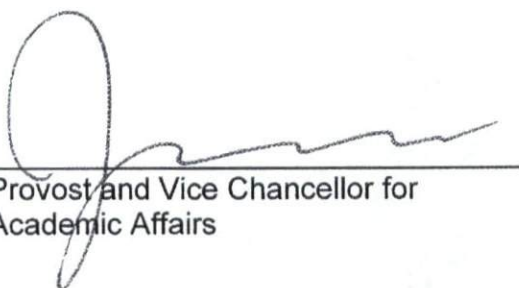
- c. The proposed program is consistent with the mandates of the desegregation Settlement Agreement.

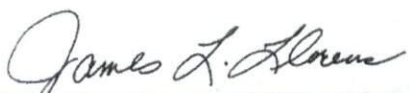
  X                
YES            NO

- 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).

                        (N/A)  
YES            NO

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

  
\_\_\_\_\_  
Provost and Vice Chancellor for  
Academic Affairs

  
\_\_\_\_\_  
Campus Head (or Authorized Signature)

\_\_\_\_\_  
System Head (or Authorized Signature)

**LETTER OF INTENT to DEVELOP a NEW ACADEMIC PROGRAM** [Sept 2011]**General Information****Date: June 12, 2012**

Campus: Southern University at New Orleans	Program: Title, CIP, Degree/Certificate Awarded BS; Forensic Science, CIP: 43.0106 (Forensic Science & Technology)
Institutional Contact Person & Access Info (if clarification is needed):  Dr. Alvin Bopp, Professor of Chemistry, Department of Natural Sciences, SUNO, 6400 Press Drive, New Orleans, LA 70126  <u>Phone:</u> 504 286 5025; <u>E-mail:</u> abopp@suno.edu	

**1. Program Objectives and Content**

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

The purpose of the proposed Forensic Science program at Southern University at New Orleans (SUNO) is to provide an educational experience where basic scientific theories and real-world applications are combined to prepare students for working in a crime laboratory. Students will also gain knowledge of the interplay between science and the law within the criminal justice system.

Two tracks are proposed within the Forensic Science degree through concentrations in either biology or chemistry. The degree is primarily a science degree with extensive laboratory work in biology and/or chemistry.

The following is the suggested curriculum.

**General Education and University Requirements (39 C H)**

Component	Credit Hours (CH*)
English Composition	6 (ENGL 111, 112)
Mathematics	6 (MATH 161, 162)
Natural Sciences	9 (BIOL 124, CHEM 111, 112)
Arts	3 (ART or Music 101)
Humanities	9 (HIST 210 or 220 + 6 Cr)
Social and Behavioral Sciences	6 (PSYC 210, SOCL 210)
<b>Total</b>	<b>39</b>

**Forensic Science Core (25 CH)**

	CH*
Introduction to Forensic Science	3
Introduction to Law	3
Expert Witness Testimony	3
Forensic Microscopy	3
Evidence Collection and Processing	3
Professional Practice in Forensic Science	3
Drugs and Toxicology	3
Forensic Science Internships	3
Seminar	1

All courses in the Forensic Science core will be 200 - or 300 - level courses. These courses are not presently offered at the University and will be developed following approval of the Letter of Intent.

**The 64 total credit hours in General Education and Forensic Science core are common to both Forensic Science tracks.**

Concentration Area Requirements

The individual areas of concentration have additional specific credit hour requirements including Specialized Science courses and Advanced Science courses.

Biology Concentration

	CH*	
Biology	28	
Chemistry	13	
Mathematics	7	
Physics	8	
Computer Literacy	3	
Freshman Studies	1	
<b>TOTAL</b>	<b>60</b>	
<b>Program Total</b>		<b>124 CH</b>

Chemistry Concentration

	CH*	
Biology	4	
Chemistry	30	
Physics	8	
Science (or Mathematics) elective	3	
Mathematics	11	
Computer Literacy	3	
Freshman Studies	1	
<b>Total</b>	<b>60</b>	
<b>Program Total</b>		<b>124 CH</b>

\*CH denotes Credit Hours

The BS Forensic Science program would complement SUNO's successful BS in Criminal Justice and make use of existing partnerships with local law enforcement agencies.

The following faculty teach Biology in different areas of expertise:

Name	Date of Appt.	Rank	Degree	Degree Granting Institution	Area of expertise
David S. Adegboye	1999	Professor	PhD	University of Cambridge, UK	Microbiology/Molecular Biology
Solomon S. Adekunle	2007	Assoc. Prof.	PhD	Boston University	Genetics
Bashir M. Rezk Atteia	2011	Asst. Prof.	PhD	Maastricht University, The Netherlands	Cell Biology, Biochemistry, Pharmacology
Ibrahim Ekaidi	2007	Assoc. Prof.	MD	Craiova U., Romania	Anatomy and Physiology
Murty S. Kambhampati	1994	Professor	PhD PhD	Jackson State University Andhra University, India	Ecology / Environmental Science
Lisa Mims-Devezin	1993	Professor	PhD	SUBR	Microbiology

Tonye E. Numbere	2010	Asst. Prof.	PhD	Kansas State University	Botany/General Biology
Joseph O. Olubadewo	2007	Assoc. Prof.	PhD	Vanderbilt University	Pharmacology/ Developmental Anatomy
Quincy A. Quick	2011	Asst. Prof.	PhD	Virginia State University	Cell Biology/ Biochemistry
Illya Tietzel	2008	Assoc. Prof.	PhD	Johannes Gutenberg University, Mainz, Germany	Microbiology/Molecular Biology
Yolander R. Youngblood	2011	Asst. Prof.	PhD	University of Florida	Botany/ General Biology

The following faculty teach chemistry in different areas of expertise:

Name	Date of Appt.	Rank	Degree	Degree Granting Institution	Area of expertise
Alvin Bopp	1996	Professor	PhD	University of New Orleans	Analytical Chemistry
Carl Johnson	1996	Professor	PhD	Alabama State University	Organic Chemistry

The following faculty teach Criminal Justice in different areas of expertise:

Name	Date of Appt.	Rank	Degree	Degree Granting Institution	Area of expertise
Sunday Anadi	2011	Asst. Prof.	Ph. D.	Southern Univ. Baton Rouge	Administration and Law Enforcement
Atty. Harry Cantrell, Jr.	1982	Asst. Prof.	J. D.	Southern Univ. Baton Rouge	Criminal Law
Geraldine Doucet	2010	Assoc. Prof.	Ph. D.	PVAMU, TX	Juvenile, Corrections, Criminology-penology
E. Nwokeji	2012	Asst. Prof.	Ph. D.	Southern University Baton Rouge	Environmental Justice
John Penny	1981	Asst. Prof.	PhD	Union Institute	Juvenile, Corrections, Criminology-penology
Ronald Pedro	2011	Asst. Prof.	Ph. D.	University of Southern Mississippi	Administration and Law Enforcement
Ms. J. Trombley	2012	Asst. Prof.	ABD	PVAMU, TX	Juvenile, Community Corrections, Criminology

## 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.

The proposed Forensic Science program would be new to SUNO. Nothing similar has been previously offered although there is considerable commonality between a BS in Forensic Science, as proposed, and a traditional BS in either area of concentration. At present, the BS Biology program produces approximately 20 to 25

graduates per year; the BS Criminal Justice program produces approximately 35 to 40 graduates yearly; the BS Chemistry was terminated in January 2006.

The proposed Forensic Science degree would fill an educational void in southeast Louisiana. The nearest university offering a Forensic Science degree is the University of Southern Mississippi (USM). USM has a BS program with concentrations in Anthropology and Biology. The prevalent educational path (into Forensic Science) is a Forensic Science concentration within a traditional science program. In the New Orleans area, Loyola and the University of New Orleans have BS Chemistry degree programs with Forensic Science concentrations. This proposed program is different in that it also contains significant required coursework in Criminal Justice and can be accredited by the American Academy of Forensic Sciences (AAFS) Forensic Science Programs Accreditation Committee (FEPAC).

The employment situation for forensic scientists is encouraging.

- The Bureau of Labor Statistics "Occupational Outlook Handbook, 2010-11 Edition" indicates that forensic science employment is principally with state and local governments.
- Job growth is excellent compared to other fields of science and job growth is predicted to be around 20% over the period 2008 and 2018.
- Lastly, the median income of forensic science technicians is \$24.15/hr (\$51,480/yr). The 25<sup>th</sup> percentile salary is \$19.38/hr (\$40,310/yr).

### 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.

As its primary mission, Southern University at New Orleans (SUNO) offers increased opportunities for higher learning and awards 4-year and advanced degrees in select academic areas and provides an affordable higher-education option to the citizens of southeast Louisiana. (Many of our students are first-generation college students and work to support families.) SUNO fulfills this mission through 16 Baccalaureate programs, one Associate of Arts program (in Substance Abuse), and 4 Masters programs with recognized strengths in the Social Sciences.

The proposed program is an interdisciplinary effort that will: 1) strengthen jointly the existing Criminal Justice and the science programs; 2) expand educational options under the mission, stated above; and, 3) open new opportunities for sponsored research.

Particular relevance also lies in training personnel in the science of solving crimes. New Orleans has a violent crime problem and a strong forensic science capability would increase the likelihood that perpetrators are convicted and innocent people are exonerated.

Lastly, university graduates enhance the economic and social fabric of any city. Statistically college graduates earn more and thus are able to sustain and expand local business.

### 4. Students

Summarize student interest/demand for the proposed program.

Based on career option discussions we have through various campus activities, we note that a BS Forensic Science option at SUNO will be highly welcomed by students. The Biology program has a well developed DNA laboratory, and several mentored students are looking for alternate professional degrees that will enhance their employment chances. The Chemistry unit continues to offer basic chemistry courses that are highly relevant to forensic science (analytical and organic). Many SUNO science majors see a Forensic Science option as highly attractive, since gaining admission into professional schools such as medical and pharmacy programs have posed challenges for some of them. Currently, there are approximately 400 declared majors

in Biology, and many of these students would definitely switch over to Forensic Science. The ultramodern new science complex planned for SUNO has a unit earmarked for Forensic Science. The funds that were held up by a misunderstanding between FEMA and the State government have now been released. Enrollment in the 2 concentrations are estimated, conservatively, as follows:

Biology concentration - 12 in the first year and a net 10% enrollment increase per year  
 Chemistry concentration - 8 in the first year and a net 10% enrollment increase per year

With an expected 80% retention rate, the program will graduate 16-18 students per year after a 2 year induction period.

#### 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.

The proposed program will require the addition of three faculty members, and one Laboratory Assistant :

- 1 Program Director (a faculty with a  $\frac{3}{4}$  time teaching load) - \$65,000.
- 1 Forensic Science faculty member (to teach the Forensic Science Core) - \$55,000.
- 1 Chemistry faculty - \$44,500
- 1 Laboratory Assistant - \$35,000.

The table below includes the salaries for 2 faculty, program director, and a Lab Assistant. The fringe benefit rate is 31%.

	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
	AMOUNT	FTE	AMOUNT	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty-Salary and Fringe	\$215,495	3	\$226,270	3	\$237,583	3	\$249,462	3
Laboratory Asst.	\$45,850	1	\$48,142	1	\$50,550	1	\$53,077	1
Fellowships & Scholarships	0	0	0	0	0	0	0	0
<b>SUB-TOTAL</b>	<b>\$261,345</b>	<b>4</b>	<b>\$274,412</b>	<b>4</b>	<b>\$288,133</b>	<b>4</b>	<b>\$302,539</b>	<b>4</b>
	<b>AMOUNT</b>		<b>AMOUNT</b>		<b>AMOUNT</b>		<b>AMOUNT</b>	
Facilities	\$26,500		\$40,200		\$40,200		\$40,200	
Equipment	\$330,000		\$275,000		\$000		\$000	
Travel	\$6,000		\$6,000		\$6,000		\$6,000	
Supplies	\$28,000		\$28,000		\$28,000		\$28,000	
Library Resources	\$10,000		\$10,000		\$10,000		\$10,000	
<b>SUB-TOTAL</b>	<b>\$400,500</b>		<b>\$359,200</b>		<b>\$84,200</b>		<b>\$84,200</b>	
<b>GRAND TOTAL</b>	<b>\$661,845</b>		<b>\$633,612</b>		<b>\$372,333</b>		<b>\$386,739</b>	


SUNO will add to its inventory certain pieces of analytical instrumentation primarily within the chemistry area. Instrumentation includes: gas chromatography – mass spectrometry, infrared spectroscopy, and electron and optical microscopes. Budget for laboratory equipment, laboratory supplies, etc. will be met by



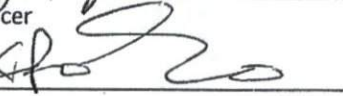
FEMA allocation to replace SUNO Science laboratory losses during hurricane Katrina and Rita. Additionally, program faculty will actively pursue external funding for instrumentation and internships.

Finally, we are in the process of renovating the Library, and FEMA has allocated close to 19 million dollars to replace library content lost in the hurricanes and associated floods.

CERTIFICATION:

  
\_\_\_\_\_  
Chief Academic Officer

06-13-12  
Date

  
\_\_\_\_\_  
Chancellor/President

6/13/12  
Date

\_\_\_\_\_  
Management Board

\_\_\_\_\_  
Date



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Office of the Chancellor

June 14, 2012

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

**RE: RECOMMENDATION FOR PROMOTION**

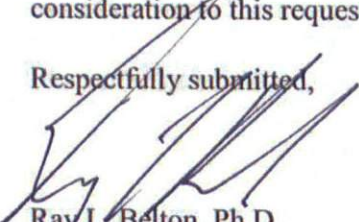
Dear Dr. Mason:

Enclosed herewith is the following additional item from the Southern University at Shreveport Louisiana (SUSLA) campus for inclusion in the June 2012 Board Package Submission:

➤ **Promotion - Ms. Regina Webb**

If I can be of further assistance, I can be reached at (318) 670-9312. Thank you for your kind consideration to this request.

Respectfully submitted,



Ray L. Belton, Ph.D.  
Chancellor

RLB/cw

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

June 12, 2012

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

Dear Dr. Belton:

**RE: Promotion**

The Promotion and Tenure Committee met and evaluated one (1) application for promotion. The following applicant met the required number of points to be promoted from Instructor to Assistant Professor:

Regina Webb

Your consideration of the successful applicant for promotion will be appreciated. I am submitting the form and portfolio for promotion.

Sincerely,

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

ORB/bb

Attachment

3050 Martin Luther King, Jr. Drive • Shreveport, Louisiana 71107  
(318) 670-6000 OR (800) 458-1472 • PHONE: (318) 670-9315 • FAX: (318) 670-6338

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*Promotion and Tenure Committee*

June 8, 2012

Dr. Orella Brazile  
Vice Chancellor for Academic Affairs  
Southern University at Shreveport  
3050 Martin Luther King, Jr. Drive  
Shreveport, LA 71107



Dear Dr. Brazile:

The Promotion and Tenure Committee met and evaluated the Portfolio of Ms. Regina Webb's application for promotion from Instructor to Assistant Professor.

The six committee members who evaluated the portfolio were Dr. John Alak, Mrs. Rosalyn J. Holt, Mr. Clifford Collins, Mr. Jimmy Daniel, Ms. Rose Powell, and Dr. Barry Hester. The following table reflects the evaluators' scores:

Committee Member	Score
Evaluator #1	91
Evaluator #2	76
Evaluator #3	75
Evaluator #4	92
Evaluator #5	67
Evaluator #6	76
<b>Total</b>	<b>477/6 = 79.5</b>

Ms. Regina Webb has the required number of points for promotion from Instructor to Assistant Professor; therefore, the Promotion and Tenure Committee recommends that she be promoted to the rank of Assistant Professor.

Sincerely,

Rosalyn J. Holt, Chair  
Promotion and Tenure Committee

xc: Promotion and Tenure Committee Members



## **Southern University and A& M College**

Baton Rouge, Louisiana  
Recruitment Update

As previously reported, the Office of Recruitment and the Office of Admissions were separated with two directors. Effective June 1, 2012, the Office of Admissions has been merged with the Office of Recruitment to form the Office of Recruitment and Admissions. The Office of Admissions is responsible for the admission of first time freshmen into the University. The Registrar's Office will handle the admission of transfer and re-admit students.

The Office of Recruitment engaged in several recruitment activities since the last reporting period. Those activities are listed below.

### **Southern Renaissance Strategy: "The Southern Experience"**

The Office of Recruitment, in collaboration with churches across the state, the Office of Alumni Affairs, and the Southern University Foundation, had the pleasure of hosting six evening events for prospective high school students and their parents during the month of May. The events were held to foster a relationship with the churches as well as increase the presence of Southern University across the state. The events were designed to give the University one last chance with students before they graduate from high school who may not have selected a college for the fall. The events were hosted by the local churches and alumni chapters and attended by Chancellor Llorens, and Southern University System Board Members Myron Lawson, Rev. Joe R. Gant, Jr., Rev. Samuel Tolbert and members from the local alumni chapters. Local and state elected officials attended the Alexandria event. Also in attendance were former SGA representative and current Alexandria city council Jerry Jones and Council Member Mitzi Gibson.

This was the first collaborative event of the newly formed Office of Recruitment; however, it will become an annual event which will be held early spring.

During the events, the students were presented with information on the new fall 2012 admissions standards for new freshmen, transfer students, and adult students (25 years old and older). Presentations were made by the Office of Academic Affairs and Financial Aid. Faculty member Nathaniel Denu presented information on the College of Engineering. Also, Yvonne Roberson, transfer admission counselor, provided information on transfer admissions.

Applications fee waivers were extended to every student who submitted a complete application package.

The first event took place on April 24, 2012 in Donaldsonville, LA. The event was held at Faith Christian Center, Rev. Carnell Bailey, pastor. The students in attendance represented Ascension, Assumption and Iberville parishes. The second event was held on May 1, 2012 in Alexandria at Rose of Sharon Baptist Church under the leadership of Rev. Larry Smith. The students in attendance represented Avoyelles and Rapides parishes. The third event was held on May 3, 2012 in New Orleans at St. John Institutional Missionary Baptist Church, Rev. Jones, pastor. Next, we visited Zion Travelers Baptist Church in Monroe, LA on May 7, 2012 where Rev. Willie Mabry is the pastor. On May 8, 2012, Gethsemane Church of God in Christ, Bishop Roy Winbush, hosted students from Lafayette parish. Calvary Baptist Church, pastored by Rev. Joe Gant, in Shreveport, La served as host on May 9, 2012 from the Shreveport area. On May 10, 2012, Rev. Samuel Tolbert and his church, Greater St. Mary Baptist Church, served as host for students from the Lake Charles area. Our last event was held on May 23, 2012 in Baton Rouge at Greater Mt. Olive Baptist Church under the leadership of Rev. S. C. Dixon.

### **College Night on the Bluff Scholarship Raffle**

On April 17, 2012, the Office of Recruitment hosted "College Night on the Bluff" and a scholarship raffle was conducted. Students who were present and submitted an admission application packet were eligible to enter into a tuition scholarship raffle. The drawing was completed and there were 29 students each of whom were recipients of a \$689.65 scholarship. The scholarship was provided by Chancellor Llorens.

To be eligible to receive the tuition scholarship, the student had to apply for fall 2012, submit all outstanding admission documentation by April 30, 2012, and meet the fall 2012 admissions standards.

The winners were notified on May 22, 2012 and must be enrolled at the University by August 20, 2012 in order to claim their scholarship.

### **Back on Top Campaign Kickoff**

The Back on Top Campaign phase-one kicked off on April 23, 2012. The first phase consisted of implementation of an evening phone bank which operates Monday thru Thurs from 4:00 p.m. to 7:00 p.m. The phone bank is manned by 15 student ambassadors. The phone bank is charged with making personal contact with students who have not submitted all of their admission application documents. The student ambassadors also assist the student with any questions or issues regarding the enrollment process. To date, the student ambassadors have made over 800 phone calls.

Phase-two will begin on June 11, 2012 which will consist of the recruiters placing "courtesy" telephone calls to students who have been admitted. The purpose of these calls is to assist the student with completing their enrollment, address any questions or issue they may have and/or to provide any assistance they may need.

Office of Recruitment  
June, 2012

### **Calling Arkansas, Texas, and Mississippi Students**

During the month of May, Dr. Llorens announced a new out-of-state fee waiver policy specifically for Arkansas, Texas and Mississippi, effective fall 2012. The waiver is for first-time freshmen students who have at least a 20 ACT score or equivalent on the SAT and a 2.70 high school GPA. The student must maintain a 2.7 cumulative GPA to keep the waiver. On Friday, May 25, 2012, a mailing campaign of 2000 post cards was sent to eligible students in Arkansas, Texas and Mississippi announcing the new out-of-state waiver.

### **Upcoming Events**

The Southern University and A & M College Houston Alumni Chapter will attend the Texas Black Expo in Houston, Texas on Saturday, June 16<sup>th</sup> at the HBCU College Fair & Handle Ya' Business Youth Forum. The event will be held at the George R. Brown Convention Center. This is another example of SU Alumni assisting the University with its recruitment efforts.



**ACT 419 MANAGEMENT PLAN FOR COLLABORATION**  
**Delgado Community College, Southern University at New Orleans, and University of New Orleans**

<b>Goals and Objectives</b>	
<b>Goal I – Implement coordinated recruitment and Admissions processes.</b>	
<b>Desired Outcome:</b> Through ongoing collaboration, public, post-secondary educational resources in the community are available to all students in the New Orleans region in a fiscally responsible manner, as measured by collective admissions data.	
<b>Objective A - Develop coordinated recruitment processes</b>	
<b>Target</b>	1) Re-establish DCC/SUNO/UNO Collaborative Admissions Committee to address collaborative admissions and recruitment on ongoing basis, to include development of collaborative flyer/materials and rotating specialized recruiting events to help students maximize their public college and university degree options in New Orleans
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>Reconvene Collaborative Admissions Committee to share program –specific information to be included in generic collaborative recruiting materials</li> <li>Collaborative Admissions Committee to plan collaborative event details and produce schedule of rotating events</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>Final Generic, Recruiting Flyer/Materials</li> <li>Final Collaborative Recruiting Event Rotating Schedule</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>Collaborative Admissions Committee to meet by mid-July 2012, and in the Fall 2012 and Spring 2013 semesters</li> <li>Flyer/materials in use by end of the Fall semester 2012</li> <li>First rotating collaborative event scheduled in Fall 2012 semester</li> </ul> <p><i>Personnel Responsible:</i>  DCC- Enrollment and Admissions Staff  SUNO- Admissions Staff  UNO- Admissions Staff</p>

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<b>Goals and Objectives</b>	
<b>Goal I – Implement coordinated recruitment and Admissions processes.</b>	
<b>Desired Outcome:</b> Through ongoing collaboration, public, post-secondary educational resources in the community are available to all students in the New Orleans region in a fiscally responsible manner, as measured by collective admissions data.	
<b>Objective A - Develop coordinated recruitment processes</b>	
<b>Target</b>	2) Enhance UNO/SUNO agreements for BS programs
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• Admissions committee works on renewed efforts</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• More effective and efficient referral</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>• Processes updated and refined by end of Fall 2012 and Spring 2013 semesters</li> </ul> <p><i>Personnel Responsible:</i> UNO- Admissions Staff</p>

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<b>Goals and Objectives</b>	
<b>Goal I – Implement coordinated recruitment and Admissions processes.</b>	
<b>Desired Outcome:</b> Through ongoing collaboration, public, post-secondary educational resources in the community are available to all students in the New Orleans region in a fiscally responsible manner, as measured by collective admissions data.	
<b>Objective B - Develop coordinated admissions referral processes</b>	
<b>Target</b>	1) Enhance existing College Connection Agreements between DCC, SUNO and UNO to provide for improved referral process, including program-specific initiatives. <ul style="list-style-type: none"> <li>• The College Connection Agreements allow students to apply to the respective university (UNO/SUNO). If the student does not meet the university admissions requirements, the student can enroll at DCC without completing another application. The student can transfer to the university after successful completion of the appropriate number of credit hours achieved beyond the developmental level</li> </ul>
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• Collaborative Admissions Committee to review existing Agreements to determine means to improve referral process</li> <li>• Institutions update Agreements to include recommendations</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• Updated College Connection Agreements to address referral process improvements</li> <li>• Institutional reports of College Connection participants shared with each institution</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>• Agreements updated by end of Fall 2012 semester</li> <li>• Institutional reports of College Connection participants provided at end of Fall 2012 and Spring 2013 semesters</li> </ul> <p><i>Personnel Responsible:</i>            DCC- Enrollment Services &amp; Admissions Staff            SUNO - Admissions Staff            UNO - Admissions Staff</p>

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**Delgado Community College, Southern University at New Orleans, and University of New Orleans**

## Goals and Objectives

### Goal I – Implement coordinated recruitment and Admissions processes.

**Desired Outcome:** Through ongoing collaboration, public, post-secondary educational resources in the community are available to all students in the New Orleans region in a fiscally responsible manner, as measured by collective admissions data.

#### *Objective C - Using technology, develop a virtual "one stop shop" for coordinated recruitment and admissions*

<b>Target</b>	1) Develop specialized DCC/SUNO/UNO webpage for students enrolled in collaborative coursework initiatives to be able to access academic and student services information relevant to their success, which includes special banners, social media access links, and target advertisements for greater awareness of the benefits and opportunities each initiative offers
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• Meeting of collaborative institutions' Public Relations and Admissions/ Enrollment Services staff to address content of specialized web pages</li> <li>• Production of specialized web page</li> <li>• Inclusion of direct links to specialized web page on each institutional homepage</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• Specialized DCC/SUNO/UNO Web page available on institutional home page</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>• Web page in place by December 2012</li> </ul> <p><i>Personnel Responsible:</i>  DCC- Public Relations and Enrollment Services/ Admissions Staff  SUNO- Public Relations Officer  UNO- Admissions Staff, Web Page Technician</p>

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<b>Goal I – Implement coordinated recruitment and Admissions processes.</b>	
<b>Desired Outcome:</b> Through ongoing collaboration, public, post-secondary educational resources in the community are available to all students in the New Orleans region in a fiscally responsible manner, as measured by collective admissions data.	
<b>Objective D - Develop a comprehensive center for integrated assessment, career exploration, advising and placement (as per NCHEMS) for intake of students</b>	
<b>Target</b>	1) Through the DCC/UNO Collaborative On-Campus Agreement ensure assessment and advising services are available on the UNO campus to DCC student participants <ul style="list-style-type: none"> <li>• DCC/UNO Collaboration On-Campus Agreement is the initiative that will allow students who do not meet UNO entrance requirements to enroll in DCC courses on the UNO campus</li> </ul>
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• Admissions/Enrollment Services, Assessment/Testing, and Advising staff of both institutions meet to address availability of assessment and advising services to DCC students on UNO campus</li> <li>• Develop an action plan outlining assessment and advising services available</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• Assessment and advising services for DCC College Connection participants in place on the UNO campus;</li> <li>• Include in the institutional reports of College Connection participants data regarding the assessment and advising services provided to DCC participants on UNO campus</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>• By Fall 2012 semester, assessment and advising services in place and available on UNO campus for DCC participants</li> </ul> <p><i>Personnel Responsible:</i>            DCC- Enrollment Services/Admissions, Testing/Assessment, and Advising Staff            UNO- Registrar's Office, Academic Affairs Staff</p>

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<b>Goal I – Implement coordinated recruitment and Admissions processes.</b>	
<b>Desired Outcome:</b> Through ongoing collaboration, public, post-secondary educational resources in the community are available to all students in the New Orleans region in a fiscally responsible manner, as measured by collective admissions data.	
<b>Objective D - Develop a comprehensive center for integrated assessment, career exploration, advising and placement (as per NCHEMS) for intake of students</b>	
<b>Target</b>	2) Establish DCC/UNO/SUNO Collaborative Advising Team that ensures comparable advising across institutions.
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• Identify Advising Team members for each institution</li> <li>• Advising Team to ensure coordination of transfer degree templates for all degree programs are available to advising staff at UNO and SUNO</li> <li>• Course information is available to prospective students interested in each institution's programs</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• Templates of all degree programs at UNO and SUNO</li> <li>• Published course template information on each institution's relevant web pages</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<b>Personnel Responsible:</b> DCC- Office of Advising & Testing, Vice Chancellors of Academic and Student Affairs SUNO- Registrar/Academic Affairs UNO- Registrar's Office /Academic Affairs

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**Delgado Community College, Southern University at New Orleans, and University of New Orleans**

**Goals and Objectives**

**Goal I – Implement coordinated recruitment and Admissions processes.**

**Desired Outcome:** Through ongoing collaboration, public, post-secondary educational resources in the community are available to all students in the New Orleans region in a fiscally responsible manner, as measured by collective admissions data.

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

<b>Target</b>	1) Develop a collaborative strategy and action plan for identifying and recruiting adult learners with some post-secondary education into credit and non-credit programs
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• Collaborative Admissions Committee meets</li> <li>• Connect to CALL Program</li> <li>• Recruit students with direct mail campaign</li> <li>• Strategy addressed and action plan developed</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• Adult Learner Action Plan</li> <li>• Service to adult learner</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>• Action plan produced by Spring 2013 semester for implementation in Fall 2013 semester</li> </ul> <p><i>Personnel Responsible:</i>  DCC-Enrollment Services/Admissions Staff  SUNO- Admissions and Enrollment Services  UNO- Enrollment Management Staff</p>

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<b>Goals and Objectives</b>	
<b>Goal I – Implement coordinated recruitment and Admissions processes.</b>	
<p><b>Desired Outcome:</b> Through ongoing collaboration, public, post-secondary educational resources in the community are available to all students in the New Orleans region in a fiscally responsible manner, as measured by collective admissions data.</p>	
<b>Objective E - Collaborate on the creation and development of effective strategies for identifying and recruiting adult learners who have some postsecondary education</b>	
<b>Target</b>	2) Reach out to non-completers from all institutions to re-engage them with their respective colleges to encourage college completion.
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• Each institution determines potential non-completers having minimal outstanding program requirements</li> <li>• Each institution contacts non-completers to inform them of potential program completion success</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• Potential Completers List by Institution</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>• Outreach to begin Fall 2012 semester</li> </ul> <p><i>Personnel Responsible:</i>                      DCC- Office of Institutional Research, Office of the Registrar                      SUNO- Admissions and Enrollment Services                      UNO-Enrollment Management Staff</p>



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<b>Goals and Objectives</b>	
<p><b>Goal II – Develop integrated curricula for similar courses and programs through 2+2 agreements, joint program agreements, and others accords.</b></p> <p><b>Desired Outcome:</b> Public, post-secondary educational programs in the New Orleans region provide seamless mobility for students to reach desired educational goals from the pre-baccalaureate to the graduate level, as measured by postsecondary educational attainment data.</p>	
<b>Objective A - Develop a plan to coordinate course delivery of common general education courses</b>	
<b>Target</b>	1) Develop a Memorandum of Understanding to address sharing of faculty, integrated course delivery and other resources relative to the DCC/UNO Collaborative On-Campus Agreement
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• DCC and UNO Academic representatives to work out particulars regarding sharing of faculty and other resources, such as facilities, and course content, etc.</li> <li>• Allow cross enrollment for students in their final semesters to ensure program completion</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• Final DCC/UNO Collaborative On-Campus MOU</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>• MOU to be completed by Fall 2012</li> </ul> <p><i>Personnel Responsible:</i> DCC &amp; UNO- Academic Vice Chancellors</p>

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**Goals and Objectives**

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

**Desired Outcome:** Public, post-secondary educational programs in the New Orleans region provide seamless mobility for students to reach desired educational goals from the pre-baccalaureate to the graduate level, as measured by postsecondary educational attainment data.

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

<b><i>Target</i></b>	2) DCC and SUNO review existing College Connection Agreement to identify common general education courses delivered at both institutions
<b><i>Action Steps</i></b>	<ul style="list-style-type: none"> <li>• Re-establish DCC/SUNO Collaborative Academic Committee to address common general education course delivery</li> </ul>
<b><i>Deliverables</i></b>	<ul style="list-style-type: none"> <li>• Plan for coordinated delivery of common general education courses</li> </ul>
<b><i>Timeline/ Personnel Responsible</i></b>	<ul style="list-style-type: none"> <li>• Spring 2013</li> </ul> <p><i>Personnel Responsible:</i>  DCC- Academic Vice Chancellor  SUNO- Academic Vice Chancellor</p>

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<p><b>Goal II – Develop integrated curricula for similar courses and programs through 2+2 agreements, joint program agreements, and others accords.</b></p> <p><b>Desired Outcome:</b> Public, post-secondary educational programs in the New Orleans region provide seamless mobility for students to reach desired educational goals from the pre-baccalaureate to the graduate level, as measured by postsecondary educational attainment data.</p>	
<b>Objective A - Develop a plan to coordinate course delivery of common general education courses</b>	
<b>Target</b>	3) Revisit SUNO/UNO Math-Engineering program
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• Review and update 2 + 3 Math-Engineering program between UNO/SUNO</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• More coordinated 2 + 3 educational opportunities</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>• End of Fall 2012</li> </ul> <p><i>Personnel Responsible:</i>            UNO &amp; SUNO - Chief Academic Officers and Math and Engineering Faculty</p>

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<p><b>Goal II – Develop integrated curricula for similar courses and programs through 2+2 agreements, joint program agreements, and others accords.</b></p> <p><b>Desired Outcome:</b> Public, post-secondary educational programs in the New Orleans region provide seamless mobility for students to reach desired educational goals from the pre-baccalaureate to the graduate level, as measured by postsecondary educational attainment data.</p>	
<p><b>Objective B - Based on needs in the GNO area, develop as appropriate, 2+2 articulation agreements and joint programs</b></p>	
<b>Target</b>	<p>1) Develop DCC/UNO 2 + 2 agreement in Nursing.</p>
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• DCC Dean of Nursing to meet with UNO Dean of Sciences regarding creation of baccalaureate degree in Nursing at UNO and development of proposed articulation agreement</li> <li>• DCC to make course information available to prospective students interested in matriculating and proposed UNO program</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• Approved baccalaureate degree in Nursing at UNO</li> <li>• 2 + 2 DCC/UNO articulation agreement in Nursing</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>• Fall 2012 Letter of Intent submitted to the University of Louisiana Board of Supervisors</li> <li>• Fall 2013 Proposal of new baccalaureate degree in Nursing submitted to University of Louisiana Board of Supervisors</li> <li>• Fall 2013 Proposal of new baccalaureate degree in Nursing submitted to Board of Regents</li> <li>• Spring 2014 Articulation Agreement developed</li> <li>• Spring 2014 Articulation Agreement in place</li> </ul> <p><i>Personnel Responsible:</i>  DCC- Executive Dean, Nursing; Academic Vice Chancellor; Executive Director, Curriculum, Assessment, and Program Development;  UNO- Academic Vice President, Dean of Sciences</p>

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<p><b>Goal II – Develop integrated curricula for similar courses and programs through 2+2 agreements, joint program agreements, and others accords.</b></p> <p><b>Desired Outcome:</b> Public, post-secondary educational programs in the New Orleans region provide seamless mobility for students to reach desired educational goals from the pre-baccalaureate to the graduate level, as measured by postsecondary educational attainment data.</p>	
<p><b>Objective B - Based on needs in the GNO area, develop as appropriate, 2+2 articulation agreements and joint programs</b></p>	
<b>Target</b>	<p>2) Develop DCC/SUNO 2 + 2 agreement in the following area: Baccalaureate in Child Development and Family Studies(SUNO) and Associate of Applied Science in Care &amp; Development of Young Children (DCC)</p>
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• DCC Dean of Arts &amp; Humanities to work collaboratively with SUNO program faculty administrators to create the 2 + 2 agreement</li> <li>• DCC to make course information available to prospective students interested in matriculating to SUNO</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• 2 + 2 Articulation Agreement</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>• Agreement signed Spring 2013</li> </ul> <p><i>Personnel Responsible:</i>            DCC - Academic Vice Chancellors, Dean of Arts &amp; Humanities, Appropriate Faculty            SUNO – Academic Vice Chancellor/Director, Child Development and Family Studies program</p>

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<p><b>Goal II – Develop integrated curricula for similar courses and programs through 2+2 agreements, joint program agreements, and others accords.</b></p> <p><b>Desired Outcome:</b> Public, post-secondary educational programs in the New Orleans region provide seamless mobility for students to reach desired educational goals from the pre-baccalaureate to the graduate level, as measured by postsecondary educational attainment data.</p>	
<b>Objective B - Based on needs in the GNO area, develop as appropriate, 2+2 articulation agreements and joint programs</b>	
<b>Target</b>	3) DCC and UNO to develop a 2 + 2 agreement for the Associates of Science in Electrical-Electronics Engineering (DCC) and the baccalaureate in Electrical Engineering (UNO) programs
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• DCC Dean of Business and Technology to meet with UNO Dean of Engineering to outline the transfer of courses from DCC to UNO for the agreement</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• 2 + 2 DCC/UNO Articulation Agreement in Electrical Engineering</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>• Articulation Agreement by Spring 2013</li> </ul> <p><i>Personnel Responsible:</i>  DCC &amp; UNO - Academic Vice Chancellors/President, Appropriate Academic Deans &amp; Faculty</p>

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<p><b>Goal II – Develop integrated curricula for similar courses and programs through 2+2 agreements, joint program agreements, and others accords.</b></p> <p><b><u>Desired Outcome:</u></b> Public, post-secondary educational programs in the New Orleans region provide seamless mobility for students to reach desired educational goals from the pre-baccalaureate to the graduate level, as measured by postsecondary educational attainment data.</p>	
<p><b><i>Objective B - Based on needs in the GNO area, develop as appropriate, 2+2 articulation agreements and joint programs</i></b></p>	
<b>Target</b>	<p>4) Development of a Doctoral program in Criminal Justice at UNO with articulation from SUNO’s Criminal Justice Master’s Program</p>
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• Appropriate Deans meet to explore development of doctoral program at UNO with articulation from SUNO</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• Approved Doctoral program in Criminal Justice at UNO</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>• Meet Spring 2013</li> </ul> <p><i>Personnel Responsible:</i>            UNO &amp; SUNO - Academic Vice Chancellors, Program Director for Transfer Degrees</p>

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<b>Goals and Objectives</b>	
<p><b>Goal II – Develop integrated curricula for similar courses and programs through 2+2 agreements, joint program agreements, and others accords.</b></p> <p><b>Desired Outcome:</b> Public, post-secondary educational programs in the New Orleans region provide seamless mobility for students to reach desired educational goals from the pre-baccalaureate to the graduate level, as measured by postsecondary educational attainment data.</p>	
<b>Objective C - Continue to Collaborate on issues involving the statewide transfer degree programs</b>	
<b>Target</b>	1) Enhance statewide transfer degree programs with specific program course information for all baccalaureate degrees offered at UNO/SUNO
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• UNO and SUNO to provide advising staff with templates of all degree programs</li> <li>• DCC to make course information available to prospective students interested in the transfer degree programs for UNO and SUNO</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• Templates of all degree programs at UNO and SUNO</li> <li>• Published course template information on relevant DCC web pages</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>• Templates provided by Fall 2012 semester</li> <li>• Course template information published by Spring 2013 semester</li> </ul> <p><i>Personnel Responsible:</i>  DCC/SUNO/UNO - Academic Vice Chancellors, Advising staff, Program Director for Transfer Degrees</p>



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<b>Goals and Objectives</b>	
<b>Goal III – Collaborate where possible in the creation of new academic programs, faculty development programs, and student life programs.</b>	
<b>Desired Outcome:</b> The academic and workforce needs of the New Orleans region are met, while also providing professional and personal development opportunities for students and faculty, as measured by job placement data.	
<b>Objective A - Based on needs in the GNO area, develop, as appropriate, new joint degree programs</b>	
<b>Target</b>	1) Explore the possible development of a Digital Media Program from secondary to post-secondary institutions, a 2+2+2 articulated program in Digital Media
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• DCC Deans of Business and Technology and Arts &amp; Humanities to meet with the appropriate administration and faculty UNO regarding the development of proposed program and articulation agreement</li> <li>• Collaborate with the Louisiana Workforce Commission to identify and/or development related film industry occupations</li> <li>• Collaborate with the appropriate secondary education partners to develop and align curriculum</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• Articulation Agreement</li> <li>• Approved certificate, associates and baccalaureate degrees in Digital Media</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>• Spring 2014</li> </ul> <p><i>Personnel Responsible:</i>  DCC- Academic Vice Chancellor, Executive Director, Curriculum, Assessment and Program Development, Appropriate Faculty  UNO- Academic Vice Chancellor, Appropriate Faculty</p>

**ACT 419 MANAGEMENT PLAN FOR COLLABORATION**  
**Delgado Community College, Southern University at New Orleans, and University of New Orleans**

**Goals and Objectives**

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

**Desired Outcome:** The academic and workforce needs of the New Orleans region are met, while also providing professional and personal development opportunities for students and faculty, as measured by job placement data.

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

<b>Target</b>	1) Establish collaborative faculty development between DCC/SUNO/UNO
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• Faculty development personnel from each respective institution will access and share resources using existing technology</li> <li>• Establish a mechanism for sharing existing mentoring programs for new faculty members at/from all institutions</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• Online links on each respective institution web page</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>• Spring 2013</li> </ul> <p><i>Personnel Responsible:</i>  DCC/SUNO/UNO- Academic Vice Chancellor, Directors of Faculty/Staff Development  UNO – Institutional Research</p>

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**Goals and Objectives**

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

**Desired Outcome:** The academic and workforce needs of the New Orleans region are met, while also providing professional and personal development opportunities for students and faculty, as measured by job placement data.

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

<b>Target</b>	1) Develop action plan for ensuring DCC/UNO Collaborative On-Campus Agreement participants are provided student life options on UNO campus
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• Student Life staff of UNO and DCC to meet to address student life offerings on UNO campus available to DCC students</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• Action plan for delivery of student life offerings for DCC students on UNO campus</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>• Action plan by end of Fall 2012 semester</li> </ul> <p><i>Personnel Responsible:</i>                  DCC- Student Life staff                  UNO- Dean, Student Affairs</p>

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

**Desired Outcome:** The academic and workforce needs of the New Orleans region are met, while also providing professional and personal development opportunities for students and faculty, as measured by job placement data.

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

<b>Target</b>	2) Develop a lecture series for DCC/SUNO/UNO students to address post-secondary issues in New Orleans area
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• Student Life staff of UNO, DCC and SUNO to meet to address and organize collaborative post-secondary lecture series</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• Proposed schedule of post-secondary lecture series</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>• Lecture series in place by Spring 2013 semester</li> </ul> <p><i>Personnel Responsible:</i>  DCC- Student Life Staff  SUNO- Vice Chancellor for Student Affairs &amp; Enrollment Services  UNO- Dean, Student Affairs</p>

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**Goals and Objectives**

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

**Desired Outcome:** The academic and workforce needs of the New Orleans region are met, while also providing professional and personal development opportunities for students and faculty, as measured by job placement data.

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

<b>Target</b>	3) Explore the possibility of sharing existing student life programs and events among the three institutions
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• Student Life staff of UNO, DCC and SUNO to meet share information regarding existing programs and events that may be offered across all campuses</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• Schedule of collaborative events and programs</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>• Collaborative events to begin Spring 2013</li> </ul> <p><i>Personnel Responsible:</i>  DCC- Student Life Staff  SUNO- Vice Chancellor for Student Affairs &amp; Enrollment Services  UNO- Dean, Student Affairs</p>

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<b>Goals and Objectives</b>	
<b>Goal IV - Provide for the cross-enrollment and concurrent enrollment of students that includes access to related services such as advising.</b>	
<b>Desired Outcome:</b> Students enrolled in collaborative programs between public, postsecondary institutions in the new Orleans region are afforded comparable and efficient support services, as measured by student survey data.	
<b>Objective A - Develop cross-enrollment agreements that include access to related services</b>	
<b>Target</b>	1) Enhance existing cross-enrollment agreements with collaborative institutions to include provision of related student services
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• Review cross-enrollments to determine which related services are appropriate</li> <li>• Update existing cross-enrollment agreements with appropriate services (i.e. coordination of registration dates)</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• Updated cross-enrollment agreements</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>• Updated cross-enrollment agreements in place by Spring 2013 semester</li> </ul> <p><i>Personnel Responsible:</i>            DCC &amp; UNO- Academic Vice Chancellors; Student Affairs and Office of the Registrar, Curriculum Committee; Director, Curriculum Development            SUNO - Academic Vice Chancellor/Registrar</p>

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<b>Goals and Objectives</b>	
<b>Goal IV - Provide for the cross-enrollment and concurrent enrollment of students that includes access to related services such as advising.</b>	
<b>Desired Outcome:</b> Students enrolled in collaborative programs between public, postsecondary institutions in the new Orleans region are afforded comparable and efficient support services, as measured by student survey data.	
<b>Objective B - Develop concurrent enrollment agreements that include access to related services</b>	
<b>Target</b>	1) DCC students on UNO campus may enroll in UNO courses and have access to UNO services
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• Development of working agreements</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• Expanded education opportunities and interactions amongst all participating students</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>• End of Fall 2012</li> </ul> <p><i>Personnel Responsible:</i> DCC &amp; UNO- Academic Vice Chancellors</p>

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<b>Goals and Objectives</b>	
<p><b>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.</b></p> <p><b>Desired Outcome:</b> Collaborative public, postsecondary developmental education offerings are efficiently coordinated, and developmental education programs at the secondary education level are maximized through strong relationships with postsecondary partners, as measured by student retention data.</p>	
<b>Objective A - Report on the "transfer" of developmental education from the four-year institutions to the two-year institutions</b>	
<b>Target</b>	1) UNO will no longer offer developmental courses beginning Fall 2012
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• Direct students to other higher education institutions that provide developmental coursework, namely DCC</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>• Fall 2012</li> </ul> <p><i>Personnel Responsible:</i> UNO- Academic Vice Chancellor</p>



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<b>Goals and Objectives</b>	
<p><b>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.</b></p> <p><b>Desired Outcome:</b> Collaborative public, postsecondary developmental education offerings are efficiently coordinated, and developmental education programs at the secondary education level are maximized through strong relationships with postsecondary partners, as measured by student retention data.</p>	
<p><b>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.</b></p>	
<b>Target</b>	<p>1) Develop internal committee to determine specific needs and initiate planning meeting to meet this objective</p>
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>• Convene a meeting of all respective TRIO and Early Start program administrators/representatives</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• Detail plans for enhancing student success</li> </ul>
<b>Timeline/ Personnel Responsible</b>	<ul style="list-style-type: none"> <li>• End of Fall 2012</li> </ul> <p><i>Personnel Responsible:</i>            DCC-Academic Vice Chancellor. Vice Chancellor for Student Affairs            UNO - Academic Vice Chancellor; TRIO Director; Bridge Program Committee            SUNO – Academic Vice Chancellor; Student Affairs and Enrollment Services Vice Chancellor</p>