



SOUTHERN UNIVERSITY SYSTEM BOARD OF SUPERVISORS

MEETING

9:00 A.M.
FRIDAY, JANUARY 8, 2016

2ND FLOOR, J.S. CLARK ADMINISTRATION BUILDING
SOUTHERN UNIVERSITY AND A&M COLLEGE
BATON ROUGE, LOUISIANA 70813

SOUTHERN UNIVERSITY BOARD OF SUPERVISORS

9:00 a.m.

Friday, January 8, 2016

Southern University Board of Supervisors Meeting Room
2nd Floor, JS Clark Administration Building
Baton Rouge, Louisiana 70813

AGENDA

1. Call to Order and Invocation
2. Roll Call
3. Installation of Board Officers for 2016
4. Adoption of the Agenda
5. Public Comments
6. Special Recognition
7. Action Items
 - A. Minutes of the November 27, 2015, regular meeting of the Board of Supervisors
 - B. Revised Board of Supervisors Educational Assistance Policy
 - C. Request Approval to:
 1. Submit Letter of Intent to the Louisiana Board of Regents to offer a Master of Laws (LLM) degree in Trial Litigation, SULC
 2. Prepare Application for Acquiescence to the American Bar Association (ABA) section on Legal Education,
 3. Prepare Application for Substantive Change to Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for Master of Laws (LLM) Program in Trial Litigation, SULC
 - D. Approval to create a New Degree Program, Master of Arts in Teaching (MAT), College of Education, Arts and Humanities

E. Approval of Personnel Action on Positions greater than \$60,000

NAME	TITLE	SALARY
1. Dr. Diola Bagayoko	Dean Dolores Margaret Richard Spikes Honors College New Appointment, SUBR	\$25,000
2. Dr. Joan Ellis	Associate Professor, Graduate Nursing New Appointment, SUBR	\$80,000
3. Dr. Latricia Greggs	Assistant Professor, Graduate Nursing New Appointment, SUBR	\$66,000
4. Dr. Laurence Henry	Interim Dean, College of Sciences and Agriculture Continuation, SUBR	\$102,020
5. Dr. VerJanis Peoples	Dean, College of Education, Arts and Humanities Transfer, SUBR	\$127,000
6. Dr. Janet Rami	Dean, College of Nursing and Allied Health Continuation/Salary Adjustment, SUBR	\$127,000
7. Dr. Ronyelle Ricard	Special Assistant to the Executive Vice President for Academic Affairs & Provost Continuation/Title Change, SUS/SUBR	\$90,000
8. Dr. Albert Samuels	Interim Dean, College of Social & Behavioral Sciences New Appointment, SUBR	\$102,020
9. Kimberly Williams	Interim Principal/Director New Appointment, SU Laboratory School	\$ 45,000
10. Dianna Gilbert	Appointment of Executive Director Admissions & Recruitment New Appointment, SUBR	\$ 70,000
11. Asebe Negatu	Assistant Professor in Agronomy New Appointment, SUAREC	\$62,500
12. Harold Mellieon, Jr.	Assistant Specialist Animal Science New Appointment, SUAREC	\$65,000
13. Cheryl Blackshire	Assistant Professor From 9 months to 12 months, SUSLA	\$64,890
14. Bruce Adams	Chief of Campus Police New Appointment, SUNO	\$61,880
15. Dr. Dana Carpenter	Director of Academic Outreach Programs Transfer, SUBR	\$90,080
16. Roman Banks	Head Coach Men's Basketball/Interim Director of Athletics Continuation, SUS	\$197,500
17. Dr. William Arp	Professor, College of Behavioral & Social Science Transfer, SUBR	\$68,683
18. Dr. James Taylor	Associate Professor, College of Education, Arts & Humanities Transfer, SUBR	\$60,000

RECOMMENDATIONS FOR PROMOTION AND TENURE	
19. Dr. M. Christopher Brown, II	Professor of Education, College of Education, Arts and Humanities, SUBR
20. Dr. Kim Newlen-May	Associate Professor, Health Information Technology, SUSLA

- F. Request Approval of Sexual Harassment Policy
 - G. Request Approval of Americans with Disabilities Act (ADA) Policy
 - H. Resolutions
8. Informational Items
- A. System Projects Update
 - B. Interim Financial Report as of November 2015, SUS
 - C. System President's Report
 - D. Campus Reports
9. Other Business
10. Adjournment

Southern University Board of Supervisors

9:00 a.m.

Friday, November 27, 2015

Strand 12 Meeting Room

Hyatt Regency, 2nd Floor

601 Loyola Avenue

New Orleans, LA

Minutes

The meeting of the Southern University Board of Supervisors was called to order by Chairman Leon R. Tarver II. The invocation was given by The Rev. Joe Gant.

PRESENT

Dr. Leon R. Tarver II, Mr. Calvin W. Braxton, Sr., Atty. Tony Clayton, Mr. Dominique Diamond, Mr. Raymond Fondel, Dr. Curman Gaines, Rev. Joe R. Gant, Rev. Donald Ray Henry, Mr. Richard Hilliard, Mr. Myron Lawson, Atty. Patrick Magee, Mr. Darren Mire, Mr. Michael Small, Mrs. Ann Smith, Rev. Samuel Tolbert, Dr. Rani Whitfield

A quorum was established.

ABSENT

None

UNIVERSITY PERSONNEL ATTENDING

System President Ray Belton, Chief of Staff Robyn Merrick, System Vice President Flandus McClinton (SUBR), Chancellors Victor Ukpolo (SUNO), Adell Brown (SUAREC), Sam Gilliam (SUSLA), and John Pierre (SULC)

BOARD COUNSEL

Attys. Winston DeCuir, Jr. and Tracie Woods

AGENDA ITEM 3: ADOPTION OF THE AGENDA

On the motion of Rev. Gant seconded by Dr. Curman Gaines, the agenda was adopted as printed.

Motion carried unanimously.

AGENDA ITEM 4: PUBLIC COMMENTS

None

AGENDA ITEM 5: ELECTION OF BOARD OFFICERS FOR 2016

A. Chairman

For purposes of conducting the election of board officers for 2016, Dr. Tarver relinquished the chairman's seat to allow Vice Chairman Calvin Braxton to preside. Mr. Braxton solicited nominations from the floor for the office of chairman of the Board.

On the motion of Atty. Tony Clayton and seconded by Mr. Patrick Magee Dr. Leon R. Tarver was nominated to serve as chairman of the Board for 2016.

On the motion of Atty. Tony Clayton and seconded by Mr. Myron Lawson the nominations were closed.

A roll call vote was taken.

Yeas: Mr. Calvin W. Braxton, Sr., Atty. Tony Clayton, Mr. Dominique Diamond, Dr. Curman Gaines, Rev. Joe R. Gant, Rev. Donald Ray Henry, Mr. Richard Hilliard, Mr. Myron Lawson, Atty. Patrick Magee, Mr. Darren Mire, Mr. Michael Small, Mrs. Ann Smith, Dr. Rani Whitfield

Nays: Rev. Samuel Tolbert

The motion passed.

Dr. Leon Tarver was elected Chairman of the Southern University Board of Supervisors for 2016. Dr. Tarver thanked Board members for their support.

B. Vice Chairman

On the motion of Mr. Myron Lawson and seconded by Dr. Curman Gaines, Mr. Calvin Braxton was nominated to serve as vice chairman of the Board for 2016.

On the motion of Dr. Rani Whitfield and seconded by Atty. Patrick Magee the nominations were closed.

A roll call vote was taken.

Yeas: Mr. Calvin W. Braxton, Sr., Atty. Tony Clayton, Mr. Dominique Diamond, Dr. Curman Gaines, Rev. Joe R. Gant, Rev. Donald Ray Henry, Mr. Richard Hilliard, Mr. Myron Lawson, Atty. Patrick Magee, Mr. Darren Mire, Mr. Michael Small, Mrs. Ann Smith, Rev. Samuel Tolbert, Dr. Rani Whitfield

Nays: None.

The motion passed.

Mr. Calvin Braxton was elected Vice Chairman of the Southern University Board of Supervisors. Mr. Braxton thanked members of the Board.

AGENDA ITEM 6: SPECIAL PRESENTATION

Dr. M. Christopher Brown II, Executive Vice President for Academic Affairs and Provost distributed copies of a report which provided an update on the collaborative work that has been done with the Board of Regents (BOR). He introduced Dr. Lisa Smith Vosper, associate commissioner for workforce development at the LA Board of Regents. Dr. Smith-Vosper spoke in general about initiatives in workforce development and how the mission of workforce development has been expanded. She emphasized the fact that higher education has an important role in workforce development. Ms. Stacey Chaisson of Dow Chemical Company spoke about Dow's commitment to Southern University and students at Southern University students and described several programs and projects that will further the working relationship with the University and Dow Chemical Company. Dow employee and SU mechanical engineering alumnus Stephan Pierre attended the meeting and was introduced as the liaison to Southern University for Dow Chemical.

Mr. Rodney Braxton of Southern Strategies attended the meeting to give an update on the status of the legislative agenda for Southern University. He stated that the new governor would officially take office on January 11 and stated that there may be two special sessions at the beginning of the year. Also informed Board members that there has been some discussion about budget cuts and discussion about the use of the state's rainy day fund to sustain the cuts. In response to a question about GRAD Act targets, Mr. Braxton stated that there is opportunity for the University to amend its GRAD Act targets. Mr. Braxton also stated that tuition authority would remain with the legislature, but amending the GRAD Act targets could alleviate some of the funding issues. Dr. Smith-Vosper stated that the new performance based funding model may also aid university systems with funding and the BOR will be meeting in January about the new funding model.

AGENDA ITEM 7: ACTION ITEMS

Agenda Items 7 A – J were approved in globo on the motion of Rev. Joe Gant and seconded by Mr. Myron Lawson

Motion carried unanimously.

A. Minutes of the October 23, 2015, regular meeting of the Southern University Board of Supervisors.

RESOLVED by the Board of Supervisors that the minutes of the Board's regular meeting of October 23, 2015 be and are hereby approved.

B. Request Approval of Cooperative Endeavor Agreement (CEA) Between the City of New Orleans and the New Orleans Redevelopment Authority (NORA) and the Southern University Law Center (SULC)

RESOLVED by the Board of Supervisors for Southern University that the Southern University Law Center (SULC) enter into a cooperative agreement with the New Orleans Redevelopment Authority (NORA) be and it is hereby approved.

C. Request Approval to transfer funds to SUSLA as authorized upon the Board of Regents' approval of the 1st quarter GRAD Act Performance Improvement Contract Report (BA-7 #3)

RESOLVED by the Board of Supervisors for Southern University to authorize BA – 7 #3 to transfer funds to SUSLA as authorized upon the BOR's approval of the 1st quarter GRAD Act Performance Improvement Contract Report for the Southern University System be and it is hereby approved.

D. Request Approval to use prior year funds, SUBR

RESOLVED by the Board of Supervisors for Southern University that SUBRs request to use \$450,000.00 in prior year funds generated by the Division of Student Affairs & Enrollment Management through the Department for Residential Life and Housing and the Student Health Center to fund certain programs, initiatives and personnel adjustments within the Division be and it is hereby approved.

E. Approval of Personnel Action on Positions greater than \$60,000

RESOLVED by the Board of Supervisors for Southern University that the Administration's recommendation for approval of positions with salaries greater than \$60,000 be and they are hereby approved.

Name	Title	Salary
Christopher Guillory	Institutional Research Director New Appointment SUBR	\$85,000
Greta Wilkes, MD	Director, Student Health Center New Appointment, SUBR	\$110,000

F. Request Approval of Sabbatical and Medical Leave of Absence, SUBR

1. RESOLVED by the Board of Supervisors that the request for **sabbatical leave for Dr. Piu-Man Lam** be and is hereby approved.

2. RESOLVED by the Board of Supervisors that the request for **medical leave of absence for Dr. Michael Smyser** be and is hereby approved.

G. Request Approval of Employee Eligibility Requirements for the Affordable Care Act (ACA) Policy

RESOLVED by the Board of Supervisors that the policy presented on employee eligibility requirements for the Affordable Care Act (ACA) be and is hereby approved.

H. Request Approval of Drug Free Workplace Policy-Amended

RESOLVED by the Board of Supervisors that that the amended Drug Free Workplace Policy be and is hereby approved.

I. Resolution for Conferral of Degrees Fall 2015

1. Candidates for Degrees, Fall 2015 Commencement Exercises, SUBR

RESOLVED by the Board of Supervisors that the Fall 2015 Commencement Resolutions for Southern University -Baton Rouge be and they are hereby approved.

2. Resolution for Conferral of Degrees 2015, SUNO

RESOLVED by the Board of Supervisors that the Fall 2015 Commencement Resolutions for Southern University -Baton Rouge be and they are hereby approved.

3. Resolution for Conferral of Degrees 2015, SULC

RESOLVED by the Board of Supervisors that the Fall 2015 Commencement Resolutions for Southern University Law Center be and they are hereby approved.

4. Resolution for Conferral of Degrees 2015, SUSLA

RESOLVED by the Board of Supervisors for Southern University, that the Fall 2015 Commencement Resolution for Southern University at Shreveport be and they are hereby approved.

J. Resolutions

Condolences:

RESOLVED by the Board of Supervisors for Southern University, the condolences be and they are hereby extended to the families listed below.

- The Willie Faye Tarver Chambers Family – Mrs. Chambers, aunt of Southern University Board of Supervisors’ chairman, Dr. Leon Tarver II, passed away on November 5, 2015.
- The Esther Mae McClanahan Fondel Family -- Mrs. Fondel, mother of Southern University Board of Supervisors’ member, Mr. Raymond Fondel, passed away on November 8, 2015.
- The Rev. Joseph Riley, Jr. Family -- Rev. Riley, father of Mrs. Maya Riley Banks, board relations coordinator, passed away on November 9.
- The Samuel Sims Family -- Mr. Sims, a building contractor who was instrumental in building many buildings throughout the SU System, and husband of Mrs. Rosemary Sims, a cashier in the Bursar’s Office, SUBR, passed away on November 10, 2015.

- The Nina Hebert Marchand Family -- Mrs. Marchand, former member and chairwoman of the Southern University Board of Supervisors, passed away on November 11, 2015.
- The Joyce Baucom Stephens Family – Mrs. Stephens, retired assistant to the chancellor, SUBR and professor of foreign languages passed away on November 16, 2015.
- The Arthur B. Tolson Family – Dr. Tolson, retired professor of history and son of the acclaimed Wiley College debate coach, Mr. Melvin Tolson, SUBR, passed away on November 20, 2015
- The Shirley Mann Grady Family, Mrs. Grady, a 1955 graduate of SUBR, passed away on November 23, 2015.

Commendations:

RESOLVED by the Board of Supervisors for Southern University, that the commendations be and they are hereby extended to the individuals/entities listed below.

- Governor John Bel Edwards on the occasion of winning the governor’s race.
- Dow Chemical Company for their recommitment to Southern University and the Department of Engineering

AGENDA ITEM 8: Informational Items

A. Update on local charter authorization

- A status report was given by Atty. Preston Castille. Mr. Castille stated that the Superintendent of Education has agreed to recommend to the Board of Elementary and Secondary Education (BESE) that the SU Lab School become a charter authorizer.

B. JD and MBA Dual Program Update Humanities Building plans.

- Interim Chancellor John Pierre of the SU Law Center distributed a flyer to each board member announcing the new JD and MBA academic program which will commence Fall 2016.

C. System President’s Report

Dr. Ray Belton stated that the Department of Rehabilitation and Disability Services received a \$13.1 million grant. He also gave an update on the status of the chancellor searches at SUSLA, the SU Law Center and the SU Agricultural Research and Extension Center.

In response to the report, Rev. Gant expressed concern about the number of vacancies and interim appointments that exist in key positions on the campuses. He stated that we should be

looking for persons to be more accountable. Board member Myron Lawson also expressed concern about the vacant positions that exist on the campus and stated that he would like to see a timeline for the law center chancellor search, the agricultural, research, and extension center search and the search for athletic director.

D. Campus Reports

Dr. Victor Ukpolo announced that the SUNO campus would begin new collaborative academic programs: MBA/JD and MSW/JD.

Mr. Sam Gilliam representing SUSLA, distributed copies of a written report and highlighted the fact that they have an articulation agreement with LSU-Shreveport for students in allied health programs.

Dr. Adell Brown submitted a written report of the activities of the SU Agricultural, Research and Extension Center.

Atty. John Pierre submitted a written report to board members with updates and news from the SU Law Center.

President Chancellor Belton acknowledged Al Harell of the SU System Foundation. Mr. Harrell gave an update on Bayou Classic activities. He stated that ticket sales are above last year's sales with 62,000 expected to be in attendance at the game. He announced that he was looking forward to seeing board members at the black tie gala on Friday evening as well as at the coaches' luncheon at noon Friday.

Dr. Ukpolo reminded Board members that they are invited to breakfast on Saturday morning where Governor Elect John Bel Edwards will be in attendance.

Board member Raymond Fondel wanted the record to reflect that he supports Dr. Tarver as chairman of the board and also Mr. Calvin Braxton as vice chair. He also thanked board members for their support during the death of his mother.

Board member Tony Clayton stated that he would like to see a building named in honor of Jewel Prestage and he asked President-Chancellor Belton to advance the idea by identify a building for the next board meeting.

Board member Rani Whitfield commended the SU ROTC corps who are making their annual trek to the Superdome jogging from Baton Rouge with the Bayou Classic game ball.

Dr. Belton thanked board members for their continued support. He also thanked Dr. Brown for distributing copies of Dr. Brown's new book, *Whiteness is the New South Africa: Qualitative Research on Post-Apartheid Racism*, to members of the Board and thanked Dr. Ukpolo for hosting the Saturday morning breakfast.

AGENDA ITEM 9. Other Business

None.

AGENDA ITEM 10: Adjournment

Upon the motion by Atty. Tony Clayton and seconded by Mr. Myron Lawson the meeting adjourned.

Motion carried unanimously.



SOUTHERN UNIVERSITY SYSTEM BOARD OF SUPERVISORS EDUCATIONAL ASSISTANCE SCHOLARSHIP

GENERAL

The Southern University System Board of Supervisors (Board) offers the Educational Assistance Scholarships to students annually. Each Board Member may recommend student(s) to receive the Scholarship. The Scholarship may be used to cover the cost of tuition and any other mandatory fees that are billed to a recommended student. Board Members can recommend or award the total amount allocated to him or her each semester.

SELECTION PROCEDURES

A Board Member may recommend students for the Scholarship and the recommendations are submitted to the Office of the Board of Supervisors. All recommendations will be reviewed by the appropriate Campus' Office of Student Financial Aid. The Campus Office of Student Financial Aid will review all requests and approve the Board Member's recommendations for awards.

Board Members may recommend and award a Scholarship on a semester basis. In the event a student graduates, withdraws or becomes ineligible to receive the Scholarship, the Board Member may recommend the Scholarship be transferred to another qualified student for the remainder of the academic year.

ELIGIBILITY

- 1) A student must be enrolled at a Southern University System campus as a part-time or full-time student.
- 2) Entering freshmen must have been officially admitted to a System Campus.
- 3) Continuing freshmen must earn a cumulative (overall) grade-point average of at least a 2.0 on all work taken during this classification to maintain their scholarships.
- 4) Students classified as sophomores, juniors, and seniors must earn a cumulative grade-point average of at least 2.0 to receive and to maintain a Scholarship.
- 5) Students attending graduate or professional school at a System campus must receive unconditional admission in order to qualify for a Board Scholarship. A student in graduate or professional school must maintain "good standing" in their respective academic programs to retain the Board Scholarship.

6) The Scholarship is not available for the summer semester.

SPECIAL NOTES

Board Members are prohibited from awarding Scholarships to members of their immediate family (Immediate family is defined as children, brothers, sisters, parents, spouse and spouse’s parents). Members are also prohibited from awarding Scholarships to students who disclose they are family members of the following elected officials:

- Members of the United States Senate,
- Members of the United States House of Representatives,
- Members of the Louisiana Legislature and
- Any other statewide elected officials

SCHOLARSHIP ALLOTMENTS

Board Members are eligible to recommend Scholarship amounts every semester to eligible students at any System Campus. The Scholarship amount is contingent upon available funds:

	<u>Per Semester</u>
• Chairman	\$5,000.00
• Vice Chairman	\$4,000.00
• Immediate Past Chairman (if still a member of the Board)	\$3,000.00
• Board Members	\$2,000.00

Ray Belton, Ph.D.
President-Chancellor
Southern University System

Leon Tarver, Ph.D.
Chairman
Board of Supervisors



SOUTHERN UNIVERSITY LAW CENTER

261 A. A. LENOIR HALL

POST OFFICE BOX 9294

BATON ROUGE, LOUISIANA 70813-9294

OFFICE OF THE CHANCELLOR

(225) 771-2552

FAX (225) 771-2474

December 16, 2015

Dr. Ray Belton-President and Chancellor
Southern University System & A&M College
J.S. Clark Administration Building – 4th Floor
Baton Rouge, Louisiana 70813

RE: Board Approval to Present a Letter of Intent to the Louisiana Board of Regents,
Prepare an Application for Acquiescence o the ABA Section on Legal
Education, and Prepare an Application for Substantive Change to SASCOC
For Master of Laws (LLM) Program in Trial Litigation

Dr. Belton,

In August 2015, the Southern University Board of Supervisors authorized the Southern University Law Center to study the feasibility of developing a Master of Laws (LLM) program in Trial Litigation. After consultation with Mr. Barry Currier, the Executive Director of the American Bar Association (ABA) Section on Legal Education, the Law Center would need to submit an application to the ABA Section on Legal Education by September 2016, if the Law Center sought to begin such a program in Fall 2017 or Fall 2018. The application questionnaire is attached for the Board's review. The request to establish an LLM program would not trigger a site visit, but would require the Law Center to submit an application fee of \$6,000.

In addition to making an application to the ABA, a Letter of Intent would have to be submitted to the Louisiana Board of Regents and a request seeking a substantive change would have to be submitted to SASCOC, before the Law Center could offer such a program.

The Law Center faculty authorized me to request that the Southern University System Board of Supervisors give the Law Center the authority to take the aforementioned steps in the process previously outlined. In addition, the Law Center's request to offer the program would ultimately need approval from the Board of Supervisors, Board of Regents, the ABA and SASCOC.

A survey of practicing attorneys who are Law Center alumni has generated great interest. So far, 230 attorneys have replied to the survey and 119 have indicated that if the program were


offered, they would likely enroll in the program. A copy of the survey is attached for your review.

A copy of the LLM Program proposal prepared by Professor Shenequa Grey is also attached for your review. I believe that the LLM Program could be a signature program providing a highly needed set of skills to practicing attorneys who are litigators. The Law Center has produced a long line of excellent litigators. In fact, the largest single judgment ever awarded by a jury in Louisiana for a single plaintiff in the amount of \$117 million dollars was granted to none other than Board Member Tony Clayton, a 1991 Law Center graduate.

No HBCU Law School offers an LLM Program in Trial Litigation, and only two law schools in the South offer such a program currently. If the program was priced at \$25,000 per year, an enrollment of 25 students would generate an additional \$625,000 in new revenue for the Law Center. I also believe that an LLM program in Trial Litigation could become a "Center of Excellence" in keeping with your vision for the Southern University System as a constituent institution.

If you have any questions regarding this letter or request, please feel free to contact me. I would appreciate if you could advance this request to the Board of Supervisors for consideration of the January 7, 2016 Board meeting.

Yours sincerely,


John K. Pierre
Interim Chancellor

Attachments

APPLICATION FOR ACQUIESCENCE IN A MAJOR CHANGE

Establishing a New Program or Certificate Leading to a Degree Other Than a J.D.

Standard 313. DEGREE PROGRAMS IN ADDITION TO J.D.

A law school may not offer a degree program other than its J.D. degree program unless:

(a) the law school is fully approved; (b) the Council has granted acquiescence in the program; and (c) the degree program will not interfere with the ability of the law school to operate in compliance with the Standards and to carry out its program of legal education.

Standard 506. ENROLLMENT OF NON-DEGREE CANDIDATES

Without requiring compliance with its admission standards and procedures, a law school may enroll individuals in a limited number of courses, as auditors, non-degree candidates, or candidates for a degree other than a law degree, only if such enrollment does not interfere with the ability of the law school to operate in compliance with the Standards and to carry out its program of legal education.

Rule 29(b) (4). An Application for Acquiescence in Major Change shall consist of a description of the proposed change and a detailed analysis of the effect of the proposed change on the law school's compliance with the Standards.

An application for acquiescence must include the following:

- 1) A copy of this questionnaire;
- 2) A letter from the dean certifying that the law school has completed all of the requirements for requesting acquiescence in a major change and that the law school has obtained the concurrence of the president in the application;
- 3) Payment to the Section of the application fee.
The schedule of fees can be found at http://www.americanbar.org/groups/legal_education/resources/accreditation/schedule-of-law-school-fees.html; and
- 4) A description of the proposed change and a detailed analysis of the effect of the proposed change on the law school's compliance with the Standards.

APPLICATION FOR ACQUIESCENCE IN A MAJOR CHANGE

Establishing a New Program or Certificate Leading to a Degree Other Than a J.D.

5. Is the program:

- Residential
- On-line
- Blended

6. If on-line, how many participate in J.D. classes? _____

7. Will students in the non-J.D. program be allowed to take courses offered in the J.D. program?

8. If the answer to 7 is yes, list the courses, the number of non-J.D. program students anticipated to be enrolled, and maximum enrollment in each for the initial year of the non-J.D. program. Indicate whether any of these courses are new courses. Attach a separate sheet if necessary.

Name of Professor	Current or New Faculty	Course	Credit Hours	% Non J.D. Students	# Non J.D. Students	Maximum Enrollment	New Course
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

9. What policies or rules will allocate space in these courses between J.D. and non-J.D. students? Explain and provide the number of possible J.D. students who will be excluded and the courses from which they will be excluded.

10. Will courses be offered that are limited to students in the non-J.D. program? _____

List courses and the number of non-J.D. program students anticipated to be enrolled in each for the initial year of the non-J.D. program. Are any of these new courses? Attach a separate sheet if necessary.

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APPLICATION FOR ACQUIESCENCE IN A MAJOR CHANGE

Establishing a New Program or Certificate Leading to a Degree Other Than a J.D.

Course	# Non J.D. Students	New Course?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. ADMISSIONS

Where relevant, describe the process used to determine the English proficiency for applicants to the non-J.D. program.

C. FACULTY

1. Attach copies of the Faculty Resource Summary and Administrator Resource Summary from Part 5 – Profiles of the most recent Annual Questionnaire.
2. Describe any additional resources that will be added during the initial year of the non-J.D. program:

	Fall	Spring
Full-Time Teachers	_____	_____
Deans/Administrators	_____	_____
Librarians	_____	_____
Teachers from Other Divisions	_____	_____
Clinical Instructors	_____	_____
Teaching Fellows, Instructors, etc.	_____	_____
Part-Time Teachers	_____	_____
Grand Total	_____	_____

2015

APPLICATION FOR ACQUIESCENCE IN A MAJOR CHANGE

Establishing a New Program or Certificate Leading to a Degree Other Than a J.D.

3. Of the above faculty members, will any of them teach courses open solely to students in the non-J.D. program during any part of the academic year (initial year of the non-J.D. program)? _____. If so, list each faculty member, the name of the course(s) taught and its related credit hours.

Faculty Member	Course	Credit Hours
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. The director of the non-J.D. program will be: _____
5. Is the director a full-time faculty member? _____
6. Attach the curriculum vitae of the director of the proposed non-J.D. program.

D. STAFF

How does the law school plan to staff this program? Will additional personnel be used in career counseling, admissions, etc., or will current personnel be sufficient? Explain.

2015

APPLICATION FOR ACQUIESCENCE IN A MAJOR CHANGE

Establishing a New Program or Certificate Leading to a Degree Other Than a J.D.

3. Please provide any proposals submitted to a university or law school faculty committee describing the program.

G. LIBRARY RESOURCES

Describe the anticipated additional library resources needed to support the proposed non- J.D. program for academic year 1 and academic year 2. Address both collection development and personnel needs. Attach a separate sheet if necessary.

H. PHYSICAL PLANT

Describe any changes to space requirements needed for the non-J.D. program, including student study areas, offices for full-time faculty, part-time faculty, support staff, space for additional library materials, classrooms, and student lounges, etc. Describe if the space is newly added or reallocated. If the space was reallocated, describe the previous usage of the space.

Academic Year 1

Academic Year 2

The proposed program would offer a Master of Laws (LL.M.) Degree in Trial Advocacy. The program would be a hybrid distance-learning program that would have both a residential component and an online component. It would be designed to accommodate working professionals located anywhere throughout the country, in that completion of the program would require: 1) a two-week fulltime program jumpstart in the summer; 2) one weekend per month of residential study in Baton Rouge; and 3) one weekly 3-hour online session. The degree would be completed in less than one year.

Please be completely honest as you answer the following questions. Your individual answers will be anonymous and strictly confidential, of course.

1. Have you graduated from an ABA accredited law school?

Yes

No

2. If so, from what institution did you receive your law degree?

3. In what year did you graduate?

4. Which of the following categories includes your law school Grade Point Average?

3.5 to 4.0

3.0 to 3.4

2.5 to 2.9

2.0 to 2.4

Below 2.0

5. What is your gender: (Choose One Answer)

Male

Female

6. In what sector are you employed?

- Small law firm
- Large law firm
- Private practice
- Government
- Public Interest
- Nonprofit organization
- Professional not law-related industry
- Unemployed
- Current law student

7. In what area of law do you primarily focus?

- Criminal Defense
- Criminal Prosecution
- Civil Litigation
- General practice
- Family Law
- Real Estate
- Other (please specify)

8. In what city/state do you reside?

The proposed program would offer a Master of Laws (LL.M.) Degree in Trial Advocacy. The program would be a hybrid distance-learning program that would have both a residential component and an online component. It would be designed to accommodate working professionals located anywhere throughout the country, in that completion of the program would require: 1) a two-week fulltime program jumpstart in the summer; 2) one weekend per month of residential study in Baton Rouge; and 3) one weekly 3-hour online session. The degree would be completed in less than one year.

9. Based on the preceding information, if this Program were available now, how likely would you be to apply for admission to this Program at SULC? (Choose One Answer)

- Definitely would apply
- Probably would apply
- Might or might not apply
- Probably would not apply
- Definitely would not apply
- Do not know/Not sure

10. In order to complete the program within one year, you would be required to commit to a two-week fulltime program jumpstart in the summer from 9:00am - 5:00pm daily. Knowing this time requirement, how likely would you be to apply to this Program? (Choose One Answer)

- Definitely would apply
- Probably would apply
- Might or might not apply
- Probably would not apply
- Definitely would not apply
- Do not know/Not sure

11. In order to complete the program within one year, you would be required to commit to one residential weekend per month in Baton Rouge for approximately nine months, including Friday evening from around 6:00pm - 9:00 pm, Saturday from 9:00am - 5:00pm, and Sunday from approximately 9:00am - 5:00pm. Knowing this time requirement, how likely would you be to apply to this Program? (Choose One Answer)

- Definitely would apply
- Probably would apply
- Might or might not apply
- Probably would not apply
- Definitely would not apply
- Do not know/Not sure

12. . In order to complete the program within one year, you would be required to commit to one online class per week, for approximately three hours in the evening. Knowing this time requirement, how likely would you be to apply to this Program? (Choose One Answer)

- Definitely would apply
- Probably would apply
- Might or might not apply
- Probably would not apply
- Definitely would not apply
- Do not know/Not sure

13. Which one method best describes how you would expect to pay your tuition for this Program? (Choose One Answer)

- Pay for it all yourself possibly with the help of loans
- Pay for it yourself with help from your employer
- Employer would reimburse all of your tuition
- Do not know/Not sure
- Other (please specify)

14. The estimated cost of enrolling in this part-time program at SULC is approximately \$25,000 for tuition and fees for the entire program. Knowing the time requirements over the one-year period, and cost, how likely would you be to apply to the Program? (Choose One Answer)

- Definitely would apply
- Probably would apply
- Might or might not apply
- Probably would not apply
- Definitely would not apply
- Do not know/Not sure

15. If low interest loans were available through SULC financial aid to finance all or part of this Program, how interested would you be in utilizing them? (Choose One Answer)

- Definitely would be interested
- Probably would be interested
- Might or might not be interested
- Probably would not be interested
- Definitely would not be interested
- Do not know/Not sure

16. If you were accepted to this Program, when would you want to begin your studies? (Choose One Answer)

- Fall 2016
- Fall 2017
- Fall 2018
- In 2019 or later
- Do not know/Not sure

17. Given your work schedule, what time would be the earliest you be able to start the weekly three-hour online class session. (Choose One Answer)

- 5:30 PM
- 6:00 PM
- 6:30 PM
- Do not know/Not sure

18. Given your work schedule and proximity from Baton Rouge, what time would you be able to start the Friday evening residential class session in Baton Rouge? (Choose One Answer)

- 5:30 PM
- 6:00 PM
- 6:30 PM
- Do not know/Not sure

19. Based on everything you now know about the proposed Program, if this Program were now, how likely would you be to apply to this Program? (Choose One Answer)

- Definitely would apply
- Probably would apply
- Might or might not apply
- Probably would not apply
- Definitely would not apply
- Do not know/Not sure

20. What else would you like to know about the proposed LL.M. Program in Trial Advocacy? (Please Type Your Answers In The Box Below. Please Be Specific And Include Details.)

21. If you would be interested in obtaining an LLM in an area of law other than Trial Advocacy, what program would that be?

22. If you would be interested in receiving more information about the Proposed Law School Program, please type in your name, address, and e-mail address. (Please Type Your Answer In The Boxes Below.)

Name

Address

Address 2

City/Town

State/Province

ZIP/Postal Code

Email Address

Your responses to the following questions are optional. The information you choose to provide will help us better understand who is interested in an LL.M. program in Trial Advocacy.

23. Are you employed full-time, part-time, or not at all? (Choose One Answer)

- Full-time
- Part-time
- Not at all
- No Answer

24. What is your total personal annual salary before taxes? (Choose One Answer)

- Under \$25,000
- \$25,000 but less than \$35,000
- \$35,000 but less than \$50,000
- \$50,000 but less than \$75,000
- \$75,000 but less than \$100,000
- \$100,000 but less than \$150,000
- \$150,000 or over
- No Answer

25. Which of the following categories includes your age? (Choose One Answer)

- Under 24
- 25 to 29
- 30 to 34
- 35 to 39
- 40 to 44
- 45 to 54
- 55 to 64
- 65 and over
- No Answer

26. What is your marital status? (Choose One Answer)

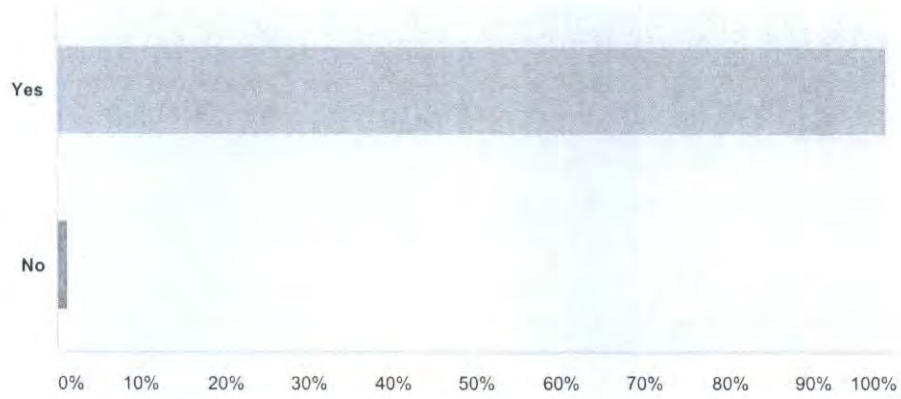
- Single
- Married
- No Answer

27. Are there any children under the age of eighteen currently living in your household? (Choose One Answer)

- Yes
- No
- No Answer

Q1 Have you graduated from an ABA accredited law school?

Answered: 227 Skipped: 3



Answer Choices	Responses	
Yes	98.68%	224
No	1.32%	3
Total		227

Q2 If so, from what institution did you receive your law degree?

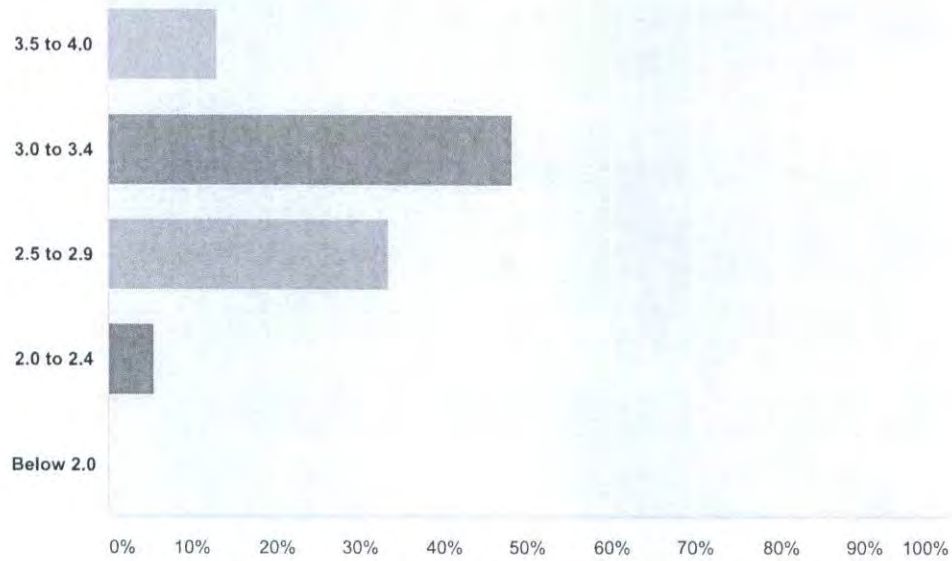
Answered: 224 Skipped: 6

Q3 In what year did you graduate?

Answered: 224 Skipped: 6

Q4 Which of the following categories includes your law school Grade Point Average?

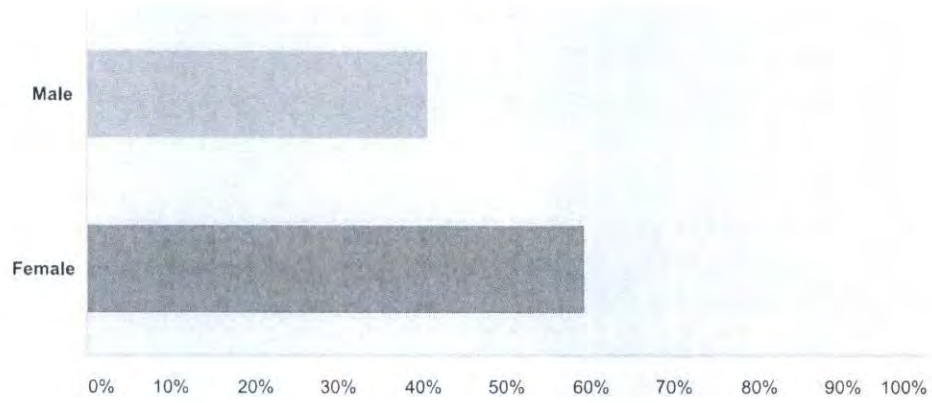
Answered: 224 Skipped: 6



Answer Choices	Responses	
3.5 to 4.0	12.95%	29
3.0 to 3.4	48.21%	108
2.5 to 2.9	33.48%	75
2.0 to 2.4	5.36%	12
Below 2.0	0.00%	0
Total		224

Q5 What is your gender: (Choose One Answer)

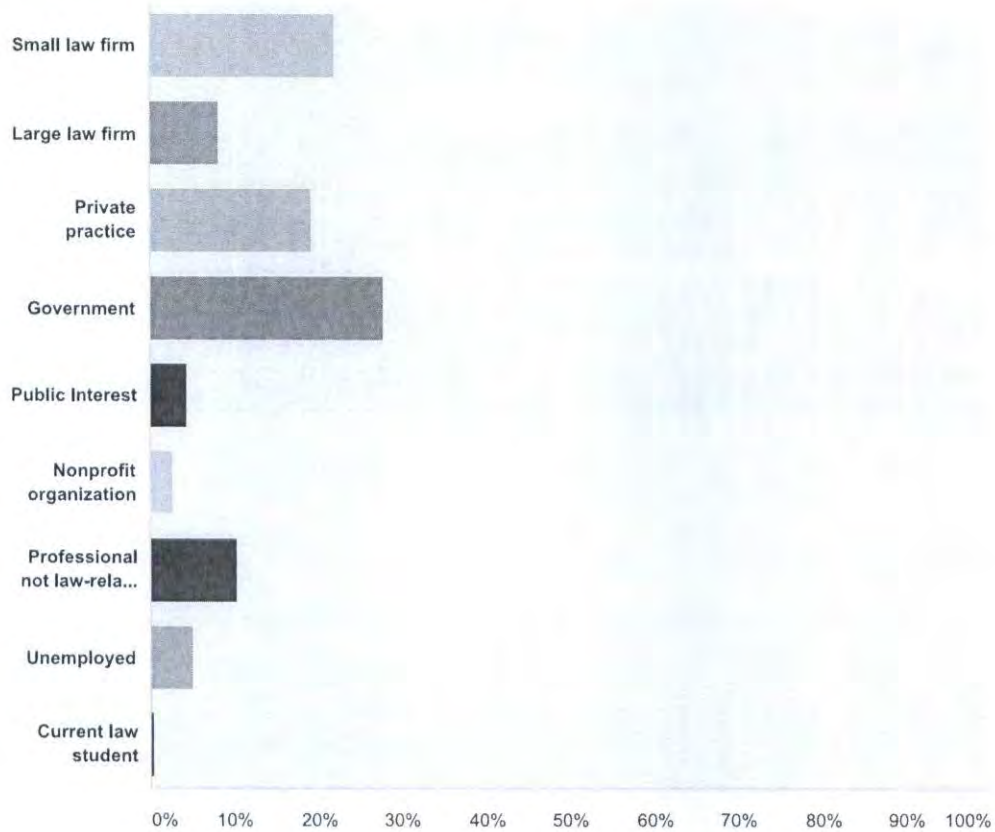
Answered: 224 Skipped: 6



Answer Choices	Responses	
Male	40.63%	91
Female	59.38%	133
Total		224

Q6 In what sector are you employed?

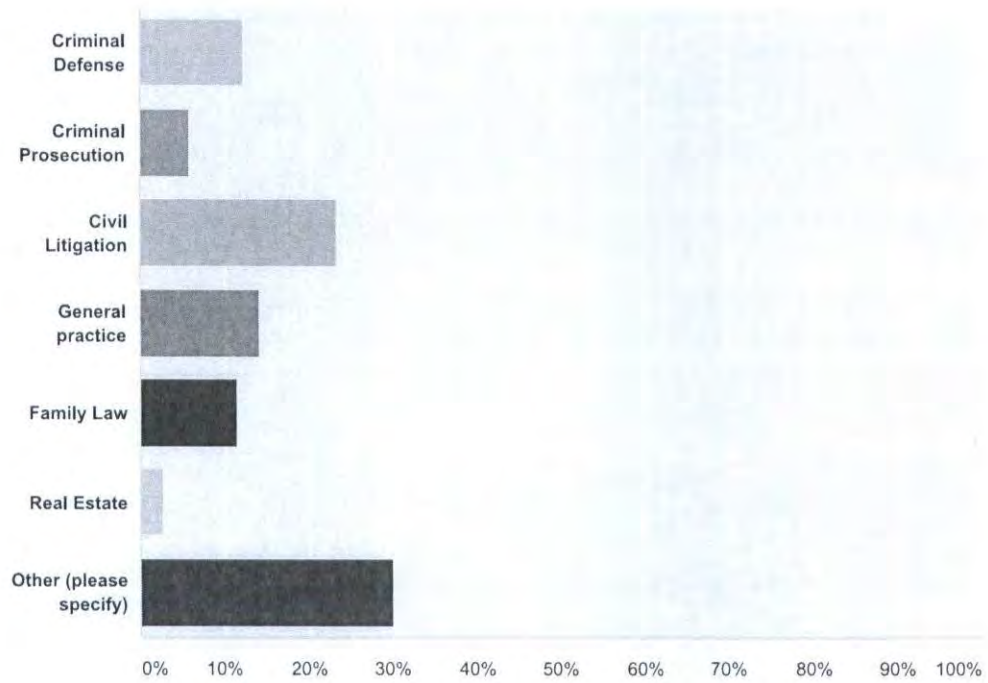
Answered: 223 Skipped: 7



Answer Choices	Responses	
Small law firm	21.97%	49
Large law firm	8.07%	18
Private practice	19.28%	43
Government	27.80%	62
Public Interest	4.48%	10
Nonprofit organization	2.69%	6
Professional not law-related industry	10.31%	23
Unemployed	4.93%	11
Current law student	0.45%	1
Total		223

Q7 In what area of law do you primarily focus?

Answered: 219 Skipped: 11



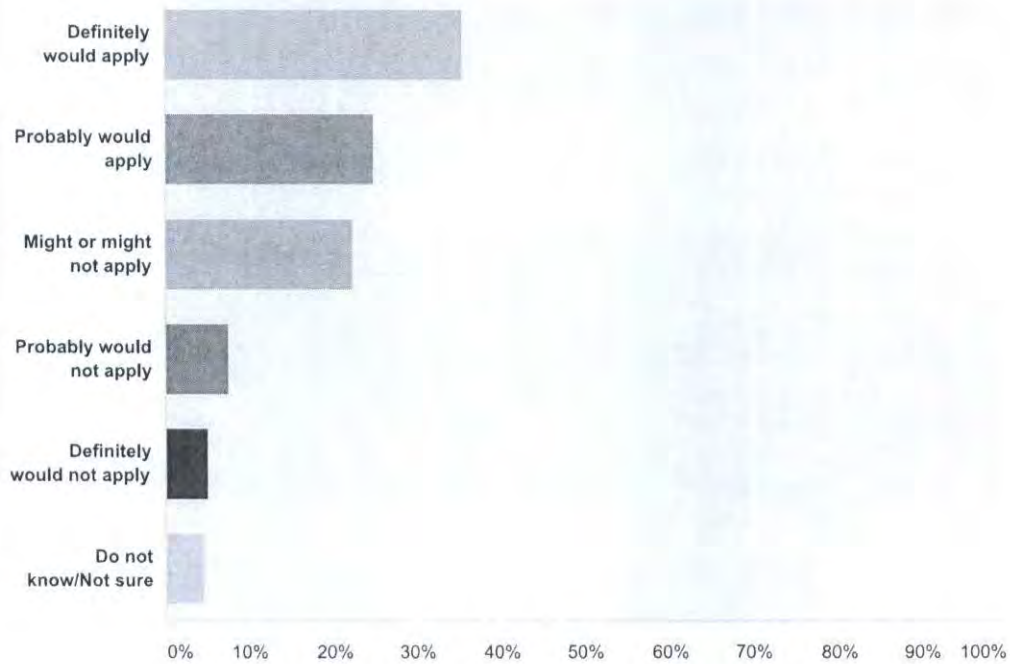
Answer Choices	Responses	
Criminal Defense	12.33%	27
Criminal Prosecution	5.94%	13
Civil Litigation	23.29%	51
General practice	14.16%	31
Family Law	11.42%	25
Real Estate	2.74%	6
Other (please specify)	30.14%	66
Total		219

Q8 In what city/state do you reside?

Answered: 224 Skipped: 6

Q9 Based on the preceding information, if this Program were available now, how likely would you be to apply for admission to this Program at SULC? (Choose One Answer)

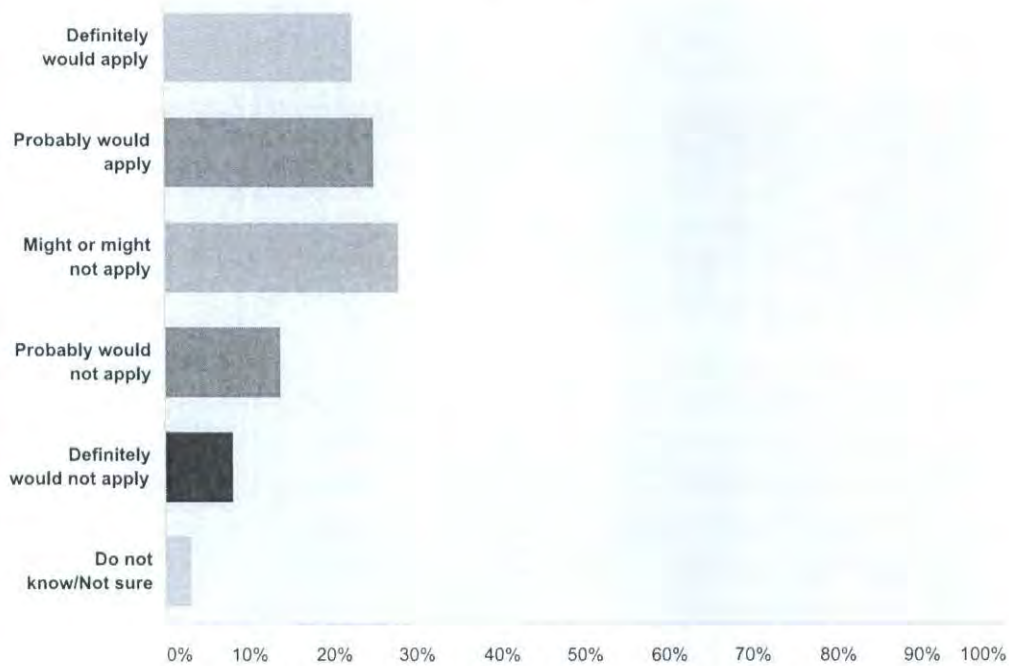
Answered: 197 Skipped: 33



Answer Choices	Responses	
Definitely would apply	35.53%	70
Probably would apply	24.87%	49
Might or might not apply	22.34%	44
Probably would not apply	7.61%	15
Definitely would not apply	5.08%	10
Do not know/Not sure	4.57%	9
Total		197

Q10 In order to complete the program within one year, you would be required to commit to a two-week fulltime program jumpstart in the summer from 9:00am - 5:00pm daily. Knowing this time requirement, how likely would you be to apply to this Program? (Choose One Answer)

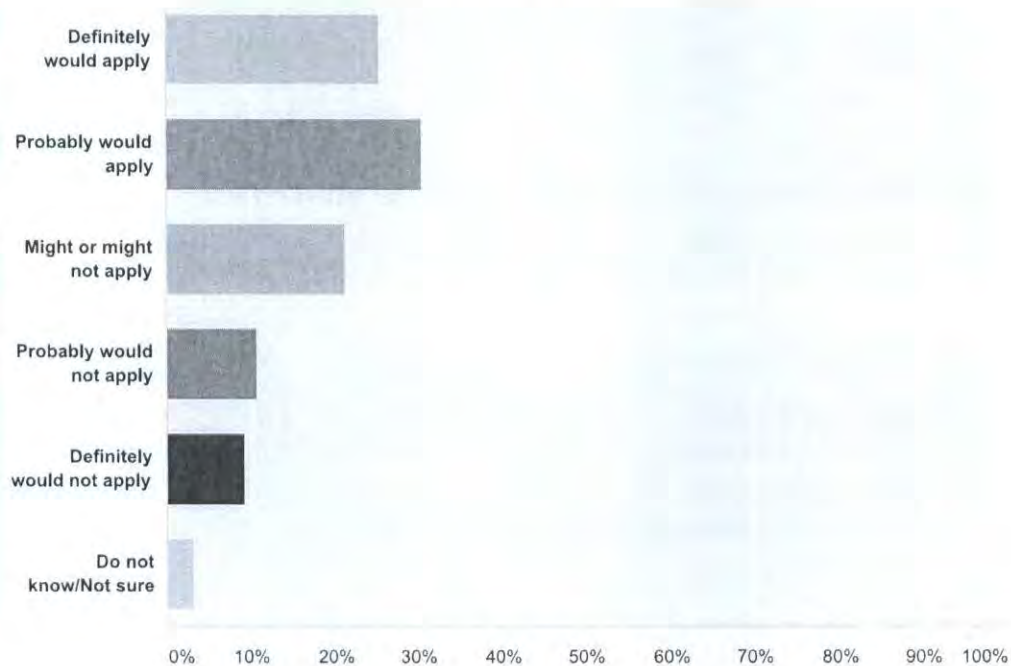
Answered: 196 Skipped: 34



Answer Choices	Responses	Count
Definitely would apply	22.45%	44
Probably would apply	25.00%	49
Might or might not apply	28.06%	55
Probably would not apply	13.78%	27
Definitely would not apply	8.16%	16
Do not know/Not sure	3.06%	6
Total		196

Q11 In order to complete the program within one year, you would be required to commit to one residential weekend per month in Baton Rouge for approximately nine months, including Friday evening from around 6:00pm - 9:00 pm, Saturday from 9:00am - 5:00pm, and Sunday from approximately 9:00am - 5:00pm. Knowing this time requirement, how likely would you be to apply to this Program? (Choose One Answer)

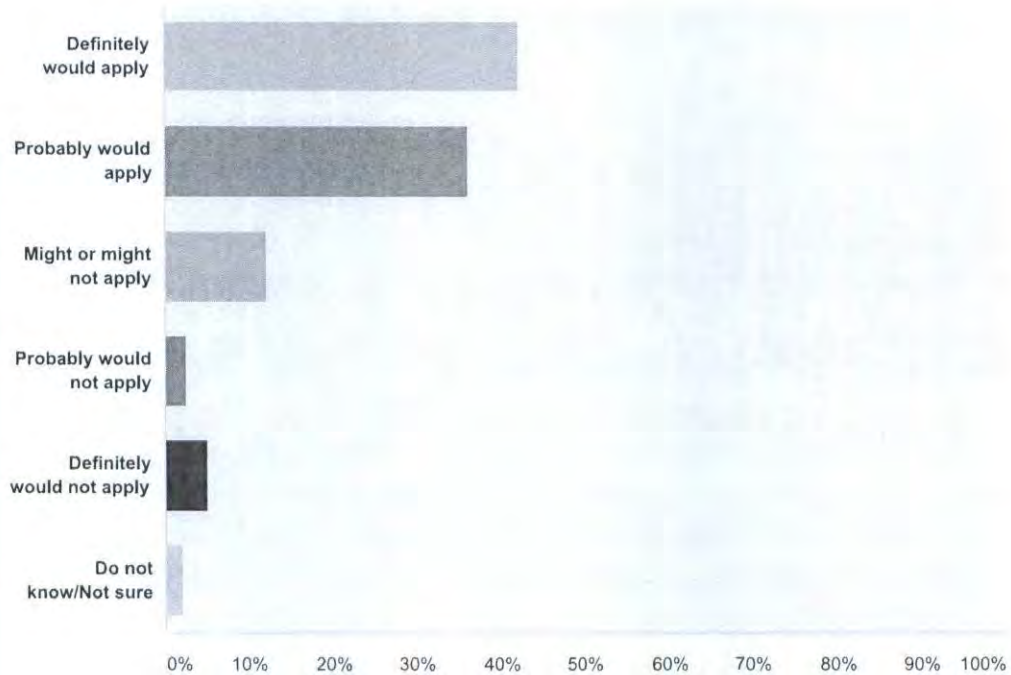
Answered: 197 Skipped: 33



Answer Choices	Responses	Count
Definitely would apply	25.38%	50
Probably would apply	30.46%	60
Might or might not apply	21.32%	42
Probably would not apply	10.66%	21
Definitely would not apply	9.14%	18
Do not know/Not sure	3.05%	6
Total		197

Q12 . In order to complete the program within one year, you would be required to commit to one online class per week, for approximately three hours in the evening. Knowing this time requirement, how likely would you be to apply to this Program? (Choose One Answer)

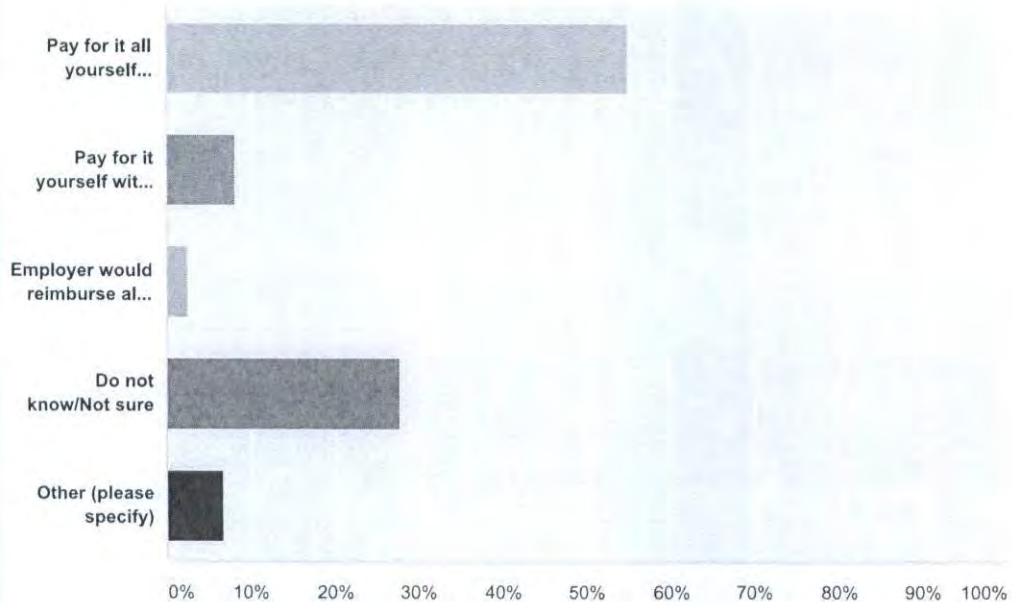
Answered: 197 Skipped: 33



Answer Choices	Responses	
Definitely would apply	42.13%	83
Probably would apply	36.04%	71
Might or might not apply	12.18%	24
Probably would not apply	2.54%	5
Definitely would not apply	5.08%	10
Do not know/Not sure	2.03%	4
Total		197

Q13 Which one method best describes how you would expect to pay your tuition for this Program? (Choose One Answer)

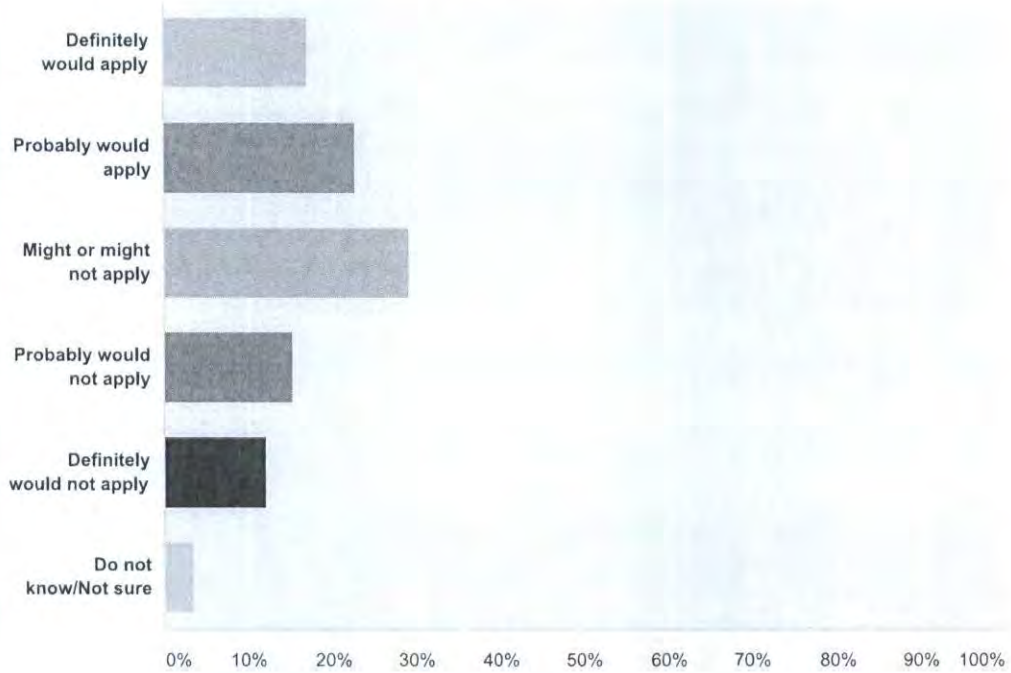
Answered: 195 Skipped: 35



Answer Choices	Responses
Pay for it all yourself possibly with the help of loans	54.87% 107
Pay for it yourself with help from your employer	8.21% 16
Employer would reimburse all of your tuition	2.56% 5
Do not know/Not sure	27.69% 54
Other (please specify)	6.67% 13
Total	195

Q14 The estimated cost of enrolling in this part-time program at SULC is approximately \$25,000 for tuition and fees for the entire program. Knowing the time requirements over the one-year period, and cost, how likely would you be to apply to the Program? (Choose One Answer)

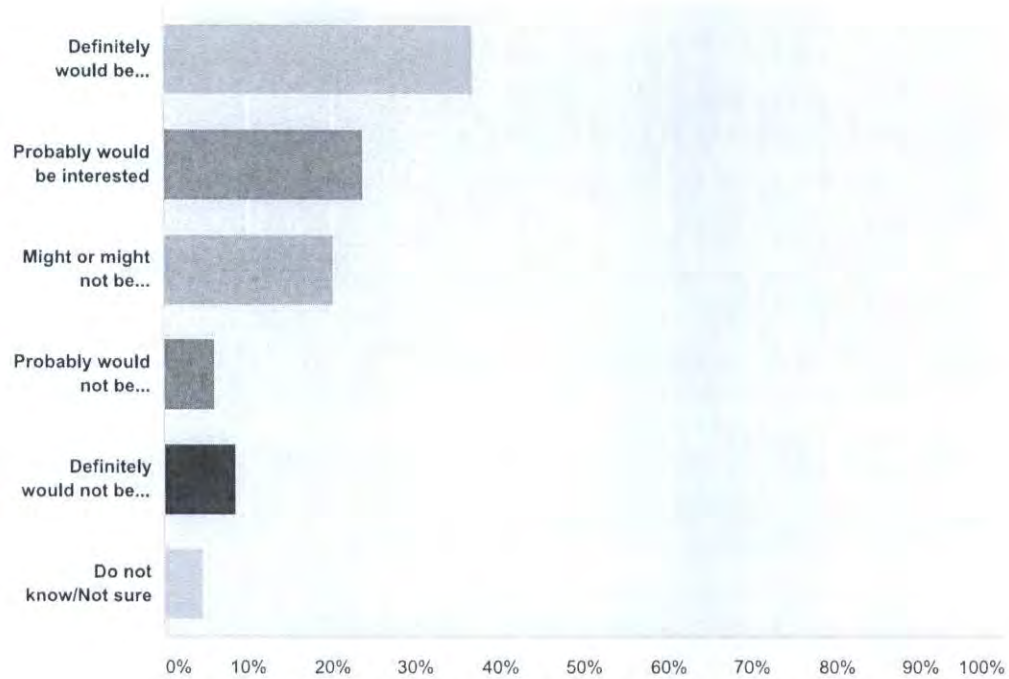
Answered: 198 Skipped: 32



Answer Choices	Responses	
Definitely would apply	17.17%	34
Probably would apply	22.73%	45
Might or might not apply	29.29%	58
Probably would not apply	15.15%	30
Definitely would not apply	12.12%	24
Do not know/Not sure	3.54%	7
Total		198

Q15 If low interest loans were available through SULC financial aid to finance all or part of this Program, how interested would you be in utilizing them? (Choose One Answer)

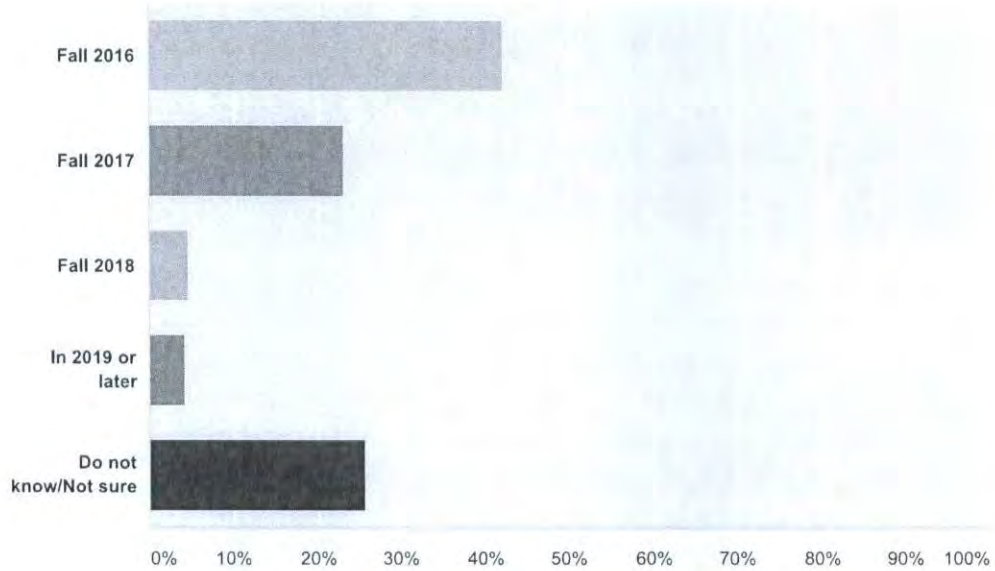
Answered: 198 Skipped: 32



Answer Choices	Responses	
Definitely would be interested	36.87%	73
Probably would be interested	23.74%	47
Might or might not be interested	20.20%	40
Probably would not be interested	6.06%	12
Definitely would not be interested	8.59%	17
Do not know/Not sure	4.55%	9
Total		198

Q16 If you were accepted to this Program, when would you want to begin your studies? (Choose One Answer)

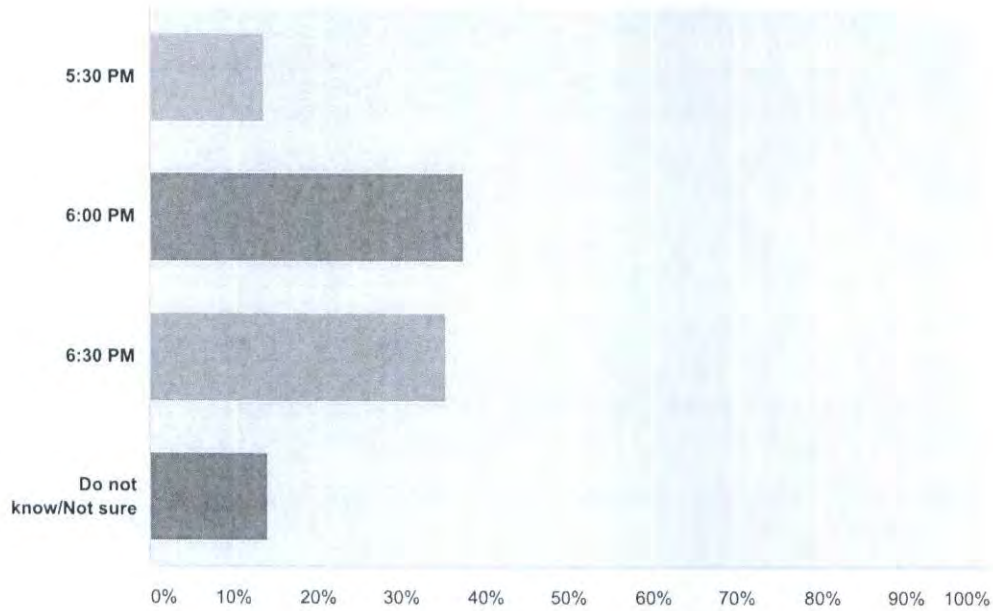
Answered: 194 Skipped: 36



Answer Choices	Responses	
Fall 2016	42.27%	82
Fall 2017	23.20%	45
Fall 2018	4.64%	9
In 2019 or later	4.12%	8
Do not know/Not sure	25.77%	50
Total		194

Q17 Given your work schedule, what time would be the earliest you be able to start the weekly three-hour online class session. (Choose One Answer)

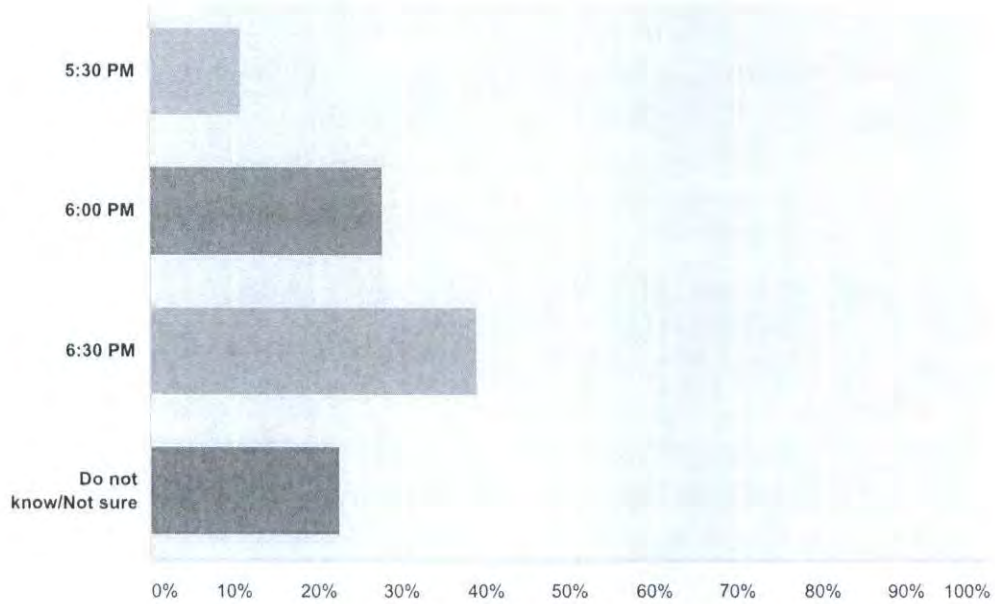
Answered: 193 Skipped: 37



Answer Choices	Responses	
5:30 PM	13.47%	26
6:00 PM	37.31%	72
6:30 PM	35.23%	68
Do not know/Not sure	13.99%	27
Total		193

Q18 Given your work schedule and proximity from Baton Rouge, what time would you be able to start the Friday evening residential class session in Baton Rouge? (Choose One Answer)

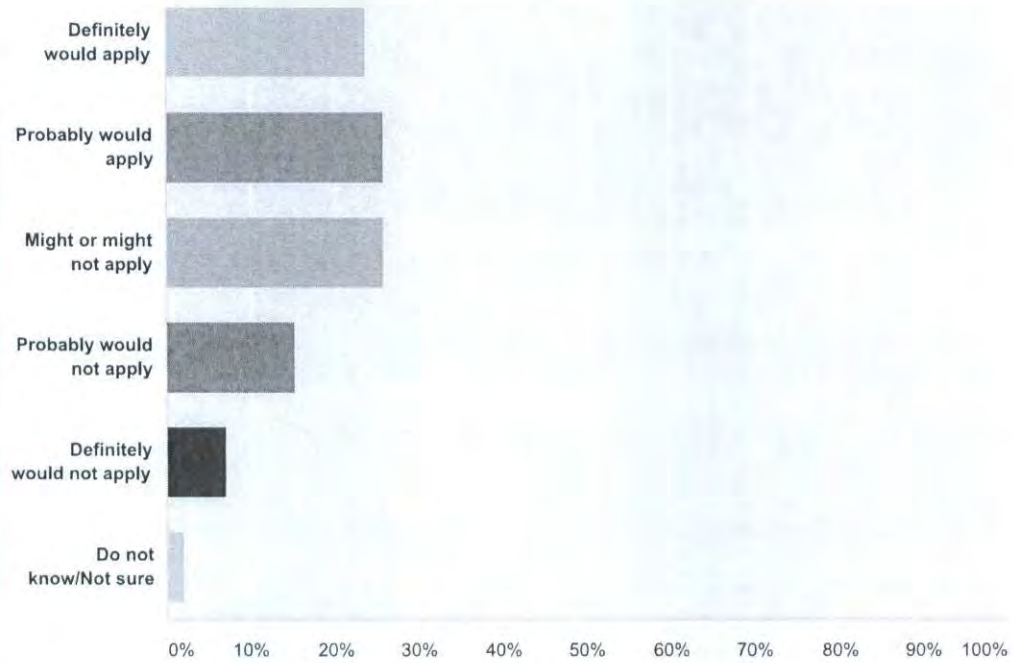
Answered: 195 Skipped: 35



Answer Choices	Responses	
5:30 PM	10.77%	21
6:00 PM	27.69%	54
6:30 PM	38.97%	76
Do not know/Not sure	22.56%	44
Total		195

Q19 Based on everything you now know about the proposed Program, if this Program were now, how likely would you be to apply to this Program? (Choose One Answer)

Answered: 197 Skipped: 33



Answer Choices	Responses	
Definitely would apply	23.86%	47
Probably would apply	25.89%	51
Might or might not apply	25.89%	51
Probably would not apply	15.23%	30
Definitely would not apply	7.11%	14
Do not know/Not sure	2.03%	4
Total		197

Q20 What else would you like to know about the proposed LL.M. Program in Trial Advocacy? (Please Type Your Answers In The Box Below. Please Be Specific And Include Details.)

Answered: 54 Skipped: 176

Q21 If you would be interested in obtaining an LLM in an area of law other than Trial Advocacy, what program would that be?

Answered: 78 Skipped: 152

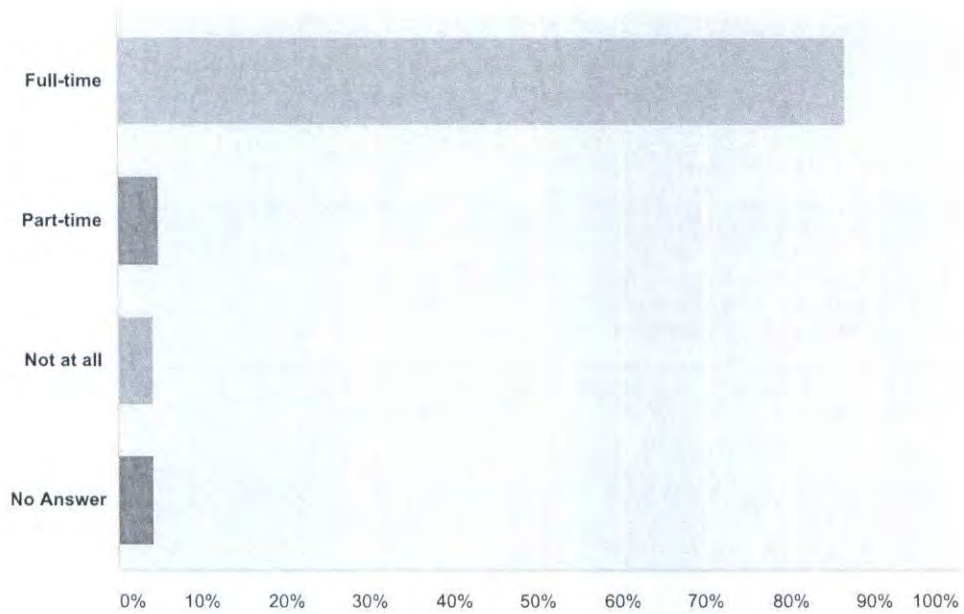
Q22 If you would be interested in receiving more information about the Proposed Law School Program, please type in your name, address, and e-mail address. (Please Type Your Answer In The Boxes Below.)

Answered: 96 Skipped: 134

Answer Choices	Responses	
Name	96.88%	93
Company	0.00%	0
Address	94.79%	91
Address 2	14.58%	14
City/Town	94.79%	91
State/Province	94.79%	91
ZIP/Postal Code	94.79%	91
Country	0.00%	0
Email Address	97.92%	94
Phone Number	0.00%	0

Q23 Are you employed full-time, part-time, or not at all? (Choose One Answer)

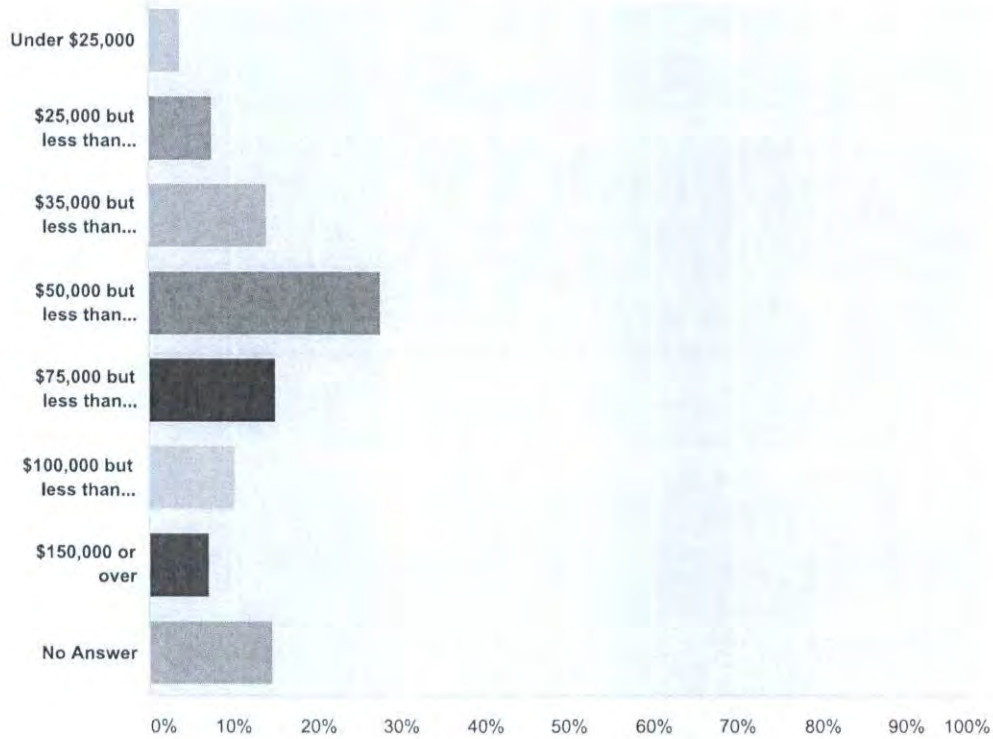
Answered: 187 Skipped: 43



Answer Choices	Responses	Count
Full-time	86.63%	162
Part-time	4.81%	9
Not at all	4.28%	8
No Answer	4.28%	8
Total		187

Q24 What is your total personal annual salary before taxes? (Choose One Answer)

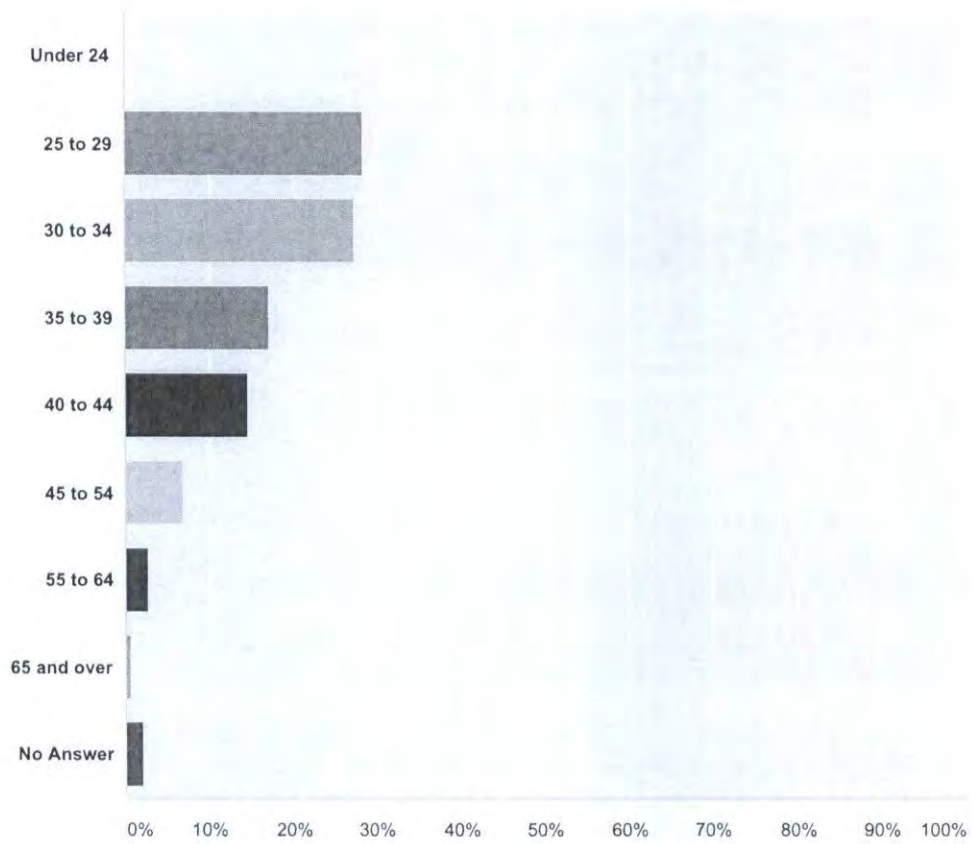
Answered: 185 Skipped: 45



Answer Choices	Responses	
Under \$25,000	3.78%	7
\$25,000 but less than \$35,000	7.57%	14
\$35,000 but less than \$50,000	14.05%	26
\$50,000 but less than \$75,000	27.57%	51
\$75,000 but less than \$100,000	15.14%	28
\$100,000 but less than \$150,000	10.27%	19
\$150,000 or over	7.03%	13
No Answer	14.59%	27
Total		185

Q25 Which of the following categories includes your age? (Choose One Answer)

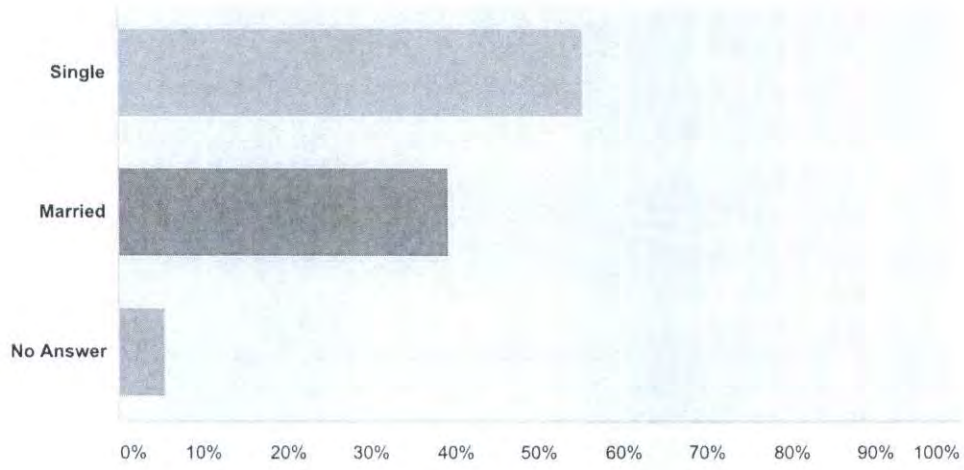
Answered: 186 Skipped: 44



Answer Choices	Responses	
Under 24	0.00%	0
25 to 29	28.49%	53
30 to 34	27.42%	51
35 to 39	17.20%	32
40 to 44	14.52%	27
45 to 54	6.99%	13
55 to 64	2.69%	5
65 and over	0.54%	1
No Answer	2.15%	4
Total		186

Q26 What is your marital status? (Choose One Answer)

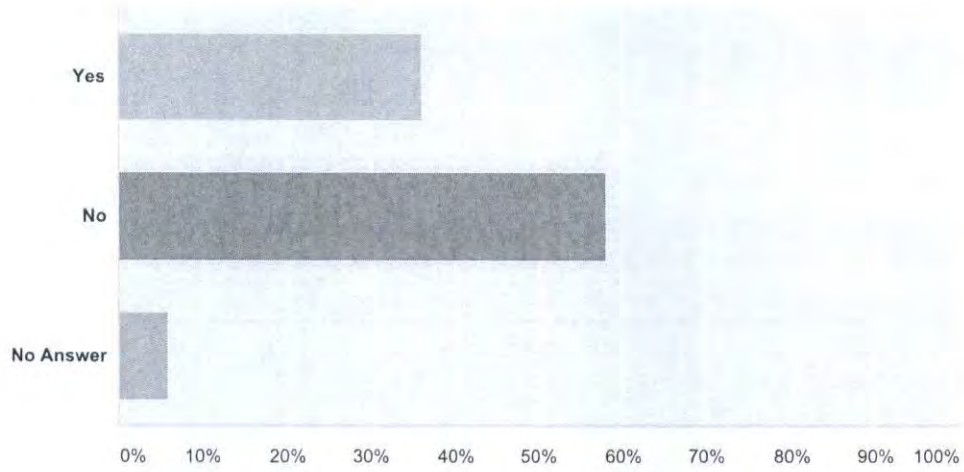
Answered: 186 Skipped: 44



Answer Choices	Responses
Single	55.38% 103
Married	39.25% 73
No Answer	5.38% 10
Total	186

Q27 Are there any children under the age of eighteen currently living in your household? (Choose One Answer)

Answered: 188 Skipped: 42



Answer Choices	Responses	
Yes	36.17%	68
No	57.98%	109
No Answer	5.85%	11
Total		188

Proposal for Feasibility Study for
Southern University Law Center

LL.M. Program in Trial Advocacy



Prepared by, Sheniqua L. Grey, J.D., LL.M.
Associate Professor of Law
Southern University Law Center

Why LL.M. in Trial Advocacy



- œ Source of revenue for Law Center
- œ Enhances profile of Law Center as an institution that produces advocates – establishes an official advocacy program.
- œ Broad applicant pool:
 - œ Easier to offer online than other programs (like one 24-credit course)
 - œ Appeals to working professionals locally and nationwide
- œ Needed: provides additional experience, training, and networking opportunities for young aspiring trial attorneys
- œ Can serve as transitional program for graduating students
 - œ *(Can remain fulltime student, financial aid, loans deferred, access to resources such as Westlaw, provides time to study for bar exam, gain an additional degree and experience)*
- œ Significant interest expressed from alumni for additional training.

LLM PROGRAMS TRIAL ADVOCACY



COMPETING PROGRAMS

PRICING

LOCATION

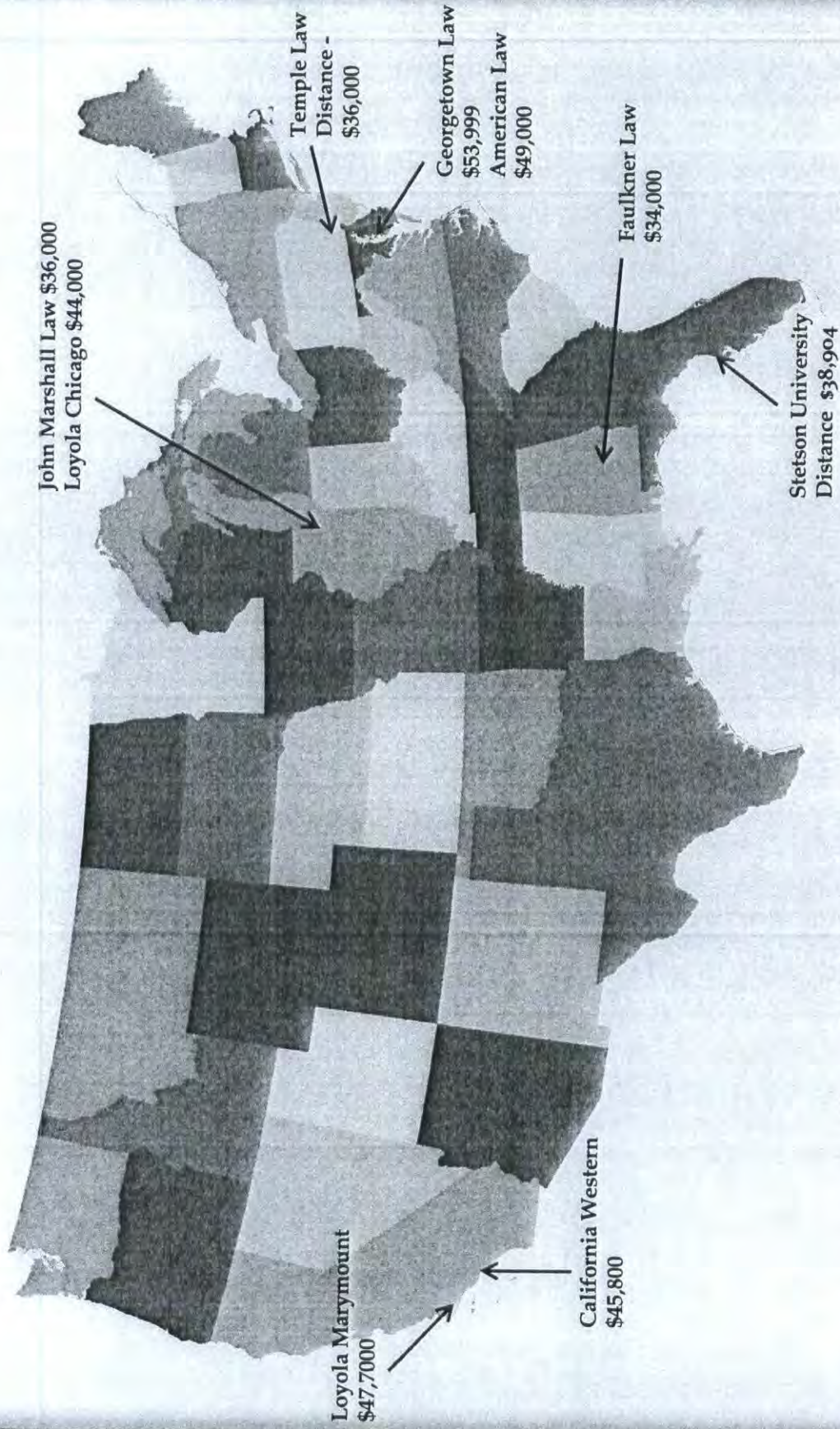
ACCESSIBILITY

TRIAL ADVOCACY LLM PROGRAMS

LAW SCHOOL	FEF	CREDIT HRS	LIVE SESSIONS	DISTANCE
1. STETSON UNIVERSITY (#1) Gulfport, FL	\$38,904	25 credit hours	LIVE SESSIONS 1-2 live sessions/semester	DISTANCE Weekly recorded lectures
2. TEMPLE UNIVERSITY (#2) Philadelphia, PA	\$21,646 (Res) \$34,772	24 credit hours	2 weeks/summer 11-weekend/month	DISTANCE 3-hr-online session weekly
3. GEORGETOWN UNIVERSITY Washington, DC	\$53,150	24 credit hours	Traditional course of study	NO DISTANCE
4. AMERICAN UNIVERSITY Washington, DC	\$49,542	24 credit hrs	Traditional course of study	NO DISTANCE
5. JOHN MARSHALL LAW SCHOOL Chicago, IL	\$36,350	24 Credit hrs./PT (1) or PT (2)	Traditional course of study	NO DISTANCE
6. LOYOLA MARYMOUNT Los Angeles, CA	\$47,750	24 Credit hrs./PT (1) or PT (2)	Traditional course of study	NO DISTANCE
7. LOYOLA CHICAGO Chicago, IL	\$44,780	24 Credit hrs. FT or PT	Traditional course of study	NO DISTANCE
8. CALIFORNIA WESTERN San Diego, CA (Fed. Crim Defense)	\$45,800		Externship/Course Com.	NO DISTANCE
9. FAULKNER LAW Montgomery, AL	\$34,000	24 Credit hrs. FT (1) or PT	Traditional Course of Study	NO DISTANCE

Average Cost of Trial Advocacy LLM Programs: \$42,000/year
 Average Cost of Distance Trial Advocacy LLM Programs: \$56,556

Location of LLM Programs in Trial Advocacy



Average Cost of Trial Advocacy LLM Programs: \$42,000
Average Cost of Distance Trial Advocacy LLM Programs: \$36,836

Potential Revenue



#Students	\$14,000 (La) / \$26,000 (Standard 2017 tuition rates/yr.)	\$20,000 <i>Tuition</i>	\$25,000 <i>Tuition</i>
15	\$210,000	\$300,000	\$375,000
20	\$280,000	\$400,000	\$500,000
40	\$560,000	\$800,000	\$1,000,000

ABA COMPLIANCE



ABA: Overview of Other than J.D. Programs

Standard 313 of the ABA Standards for Approval of Law Schools states that an ABA-approved law school may not establish a degree program other than its J.D. degree program unless 1) the school is fully approved, 2) the Council has granted acquiescence in the program; and 3) the degree program will not interfere with the ability of the law school to operate in compliance with the Standards and to carry out its program of legal education. The school must obtain acquiescence prior to commencing such a program. The ABA does not formally approve any program other than the first degree in law (J.D.).

To request acquiescence, please complete the questionnaire on Degree Programs in Other Than the J.D. under Major Change on the Questionnaire Page.

ABA accreditation does not extend to any program supporting any other degree granted by the law school. Rather the content and requirements of those degrees, such as an LL.M., are created by the law school itself and do not reflect any judgment by the ABA accrediting bodies regarding the quality of the program. Moreover, admission requirements for such programs, particularly with regard to foreign students, vary from school to school, and are not evaluated through the ABA accreditation process. The ABA reviews these degree programs only to determine whether their offering would have an adverse impact on the law school's ability to maintain its accreditation for the JD program. If no adverse impact is indicated, the ABA "acquiesces" in the law school's decision to offer the non-JD program and degree.

The Council of the Section of Legal Education and Admissions to the Bar has adopted a statement that no post-J.D. or other degree program is a substitute for the J.D. and should not be considered the equivalent of the J.D. for bar admission purposes.

Minimal Impact on J.D. Program



- ∞ Boot Camp after summer school ends
- ∞ Resident sessions on Friday evenings and weekends when classrooms are not in use
- ∞ Thursday night classes requires only 1 classroom
- ∞ Will not affect enrollment in (or competition for) J.D. courses because students have specified program
- ∞ Instruction primarily by adjunct professors
- ∞ Little to no impact on existing facilities and services (library, study space, rooms, etc.) due to the nature of the program, distance, and times of resident instruction.

ABA Application for Acquiescence



∞ Deadlines for Application:

- ∞ Deadline 11/24/15 → for meeting dates 1/21-23/2016
- ∞ Deadline 2/16/16 → for meeting dates 4/14-16/2016
- ∞ Written notification 2-3 weeks after meeting

∞ May 2016 ABA decision

- ∞ 1 year: recruitment, admissions, financial aid, staffing, etc.

∞ Application Fee: \$6000

∞ Application includes

- ∞ Major Change Questionnaire (Standard 105)
- ∞ Certification from Chancellor and President that the school meets the Standards for granting of acquiescence in the proposed major change
- ∞ Copy of most recent Self-Study

ABA Application for Acquiescence



- ∞ Major aspects of Major Change Questionnaire
 - ∞ Program Curriculum
 - ∞ Faculty Profile Summaries
 - ∞ Director's CV
 - ∞ Faculty Minutes or final university action approving the program.
 - ∞ How program will be staffed/ supported (admissions, etc.)
 - ∞ Budget (salaries, clerical staff, support services, etc.)
 - ∞ Facilities plan (rooms, office space, technology, etc.)

Components of Program



Facilities & Staffing
Program Curriculum

LLM Program in Trial Advocacy

Staffing/Facilities/Support



- œ Program Director
- œ Administrative Assistant or Asst. Director
- œ IT Support (distance learning component)
- œ Professors (Judges, practitioners, and fulltime professors)
- œ Occasionally (judges of trial, witnesses, jurors)
- œ Classrooms/Courtrooms (for breakout sessions and trials)
- œ Supplies (paper, printing, copying, etc.)
- œ Scholarships, grants, other aid
- œ Other support

LLM Program in Trial Advocacy



∞ 24 Credit Hours (16,800 instructional minutes)

∞ *1 credit hour = 700 instructional minutes*

∞ **Duration:** July 15 - April 15

∞ **Projected launch date:** July 2017

∞ **Resident sessions:**

∞ 10-Day Summer Boot Camp (July)

∞ 1 live weekend/month (8 total weekends)

∞ **Online sessions:**

∞ Weekly 3-hour online session (24 online sessions)

DATES	HRS	MIN.
Boat Camp Sat. Feb. 22, 2018	3 hrs.	180 min
Thurs. July 27, 2017	3 hrs./online	180 min
Thurs. Aug. 3, 2017	3 hrs./online	180 min
Thurs. Aug. 10, 2017	3 hrs./online	180 min
Fri-Sun. Aug. 18-20, 2017	17 hrs./weekend	1,080 min
Thurs. Aug. 24, 2017	3 hrs./online	180 min
Thurs. Aug. 31, 2017	3 hrs./online	180 min
Thurs. Sept. 7, 2017	3 hrs./online	180 min
Thurs. Sept. 14, 2017	3 hrs./online	180 min
Fri-Sun. Sept. 22-24, 2017	17 hrs./weekend	1,080 min
Thurs. Sept. 28, 2017	3 hrs./online	180 min
Thurs. Oct. 5, 2017	3 hrs./online	180 min
Thurs. Oct. 12, 2017	3 hrs./online	180 min
Fri.-Sun. Oct. 20-22, 2017	17 hrs./weekend	1,080 min
Thurs. Oct. 26, 2017	3 hrs./online	180 min
Thurs. Nov. 2, 2017	3 hrs./online	180 min
Thurs. Nov. 9, 2017	3 hrs./online	180 min
Fri.-Sun. Nov. 17-19, 2018	17 hrs./weekend	1,080 min

DATE	HRS	MIN.
Trans. Jan. 17, 2018	3 hrs./online	180 min
Fri.-Sun. Jan. 19-21, 2018	17 hrs./weekend	1,080 min
Thurs. Jan. 25, 2018	3 hrs./online	180 min
Thurs. Feb. 1, 2018	3 hrs./online	180 min
Thurs. Feb. 8, 2018	3 hrs./online	180 min
Fri.-Sun. Feb. 16-18, 2018	17 hrs./weekend	1,080 min
Thurs. Feb. 22, 2018	3 hrs./online	180 min
Thurs. March 1, 2018	3 hrs./online	180 min
Thurs. March 8, 2018	3 hrs./online	180 min
Fri.-Sun. March 16-18, 2018	17 hrs./weekend	1,080 min
Thurs. March 22, 2018	3 hrs./online	180 min
Thurs. March 29, 2018	3 hrs./online	180 min
Thurs. Apr. 5, 2018	3 hrs./online	180 min
Thurs. Apr. 12, 2017	3 hrs./online	180 min
Fri.-Sun. Apr. 13-15, 2017	17 hrs./weekend	1,080 min
Total instructional minutes		16,920 (24 credit hours)

Breakdown of Resident Time



BOOT CAMP TIME ALLOTMENT (10 DAYS)

- Friday: 6:00pm – 9:00p.m. (3hrs.)
- Saturday – Thursday: 8:30am-12:00pm; 1:00pm- 5:00p.m. (45 hrs.)
- Friday: 8:30am-12:00pm; 1:00pm- 3:00pm (5.5 hrs.)
- Saturday: 8:30am-12:00pm; 1:00pm- 5:00pm (7.5 hrs.)
- Sunday: 8:30am-12:00pm; 1:00pm- 3:00pm (5.5 hrs.)

WORKSHOP WEEKEND TIME ALLOTMENT (2.5 DAYS)

- Friday: 6:00pm – 9:00p.m. (3hrs.)
- Saturday – Sunday: 9:00am-12:00pm; 1:00pm- 5:00p.m. (14 hrs.)

LL.M. Trial Advocacy

Curriculum Coverage



- œ Trial Strategy
- œ Case theory/Theme
- œ Opening/Closing
- œ Examination of Witnesses
- œ Motion/Argument
- œ Technology in Courtroom
- œ Appellate Advocacy
- œ Computer Generated Evidence
- œ Advanced evidence
- œ Jury Selection
- œ Depositions
- œ Exhibits and Visuals
- œ Expert Witnesses
- œ Damages
- œ Jury Trials
- œ Effective Discovery
- œ The art of Persuasion
- œ Teaching Advocacy

(16,800 instructional minutes)

DATES

HRS

MIN.

INSTRUCTION

PROF

10-day Boot Camp July 14-22/2017	66 hours	3960 min	Trial strategy, theory/themes, advancing case theory, opening/closing, examinations, trial
Thurs. July 27, 2017	3 hrs./online lecture	180 min	Effective trial strategy.
Thurs. Aug. 3, 2017	3 hrs./online lecture	180 min	Objections/Responses/Preserving Issues for appeal
Thurs. Aug. 10, 2017	3 hrs./online lecture	180 min	Drafting and arguing pre-trial motions
Fri-Sun. Aug. 18-20, 2017	17 hrs./weekend	1,080 min	Workshop weekend: Motions, Making responding to objections, argument hearing
Thurs. Aug. 24, 2017	3 hrs./online lecture	180 min	Drafting and arguing appellate briefs lecture.
Thurs. Aug. 31, 2017	3 hrs./online lecture	180 min	Civil pre-trial litigation lecture.
Thurs. Sept. 7, 2017	3 hrs./online lecture	180 min	Deposition lecture.
Thurs. Sept. 14, 2017	3 hrs./online lecture	180 min	
Fri-Sun. Sept. 22-24, 2017	17 hrs./weekend	1,080 min	Workshop weekend. Depositions.
Thurs. Sept. 28, 2017	3 hrs./online lecture	180 min	
Thurs. Oct. 5, 2017	3 hrs./online lecture	180 min	Expert witness lecture. (Daubert/Foret)
Thurs. Oct. 12, 2017	3 hrs./online lecture	180 min	Expert witness lecture (Qualifying experts)
Fri.-Sun. Oct. 20-22, 2017	17 hrs./weekend	1,080 min	Workshop weekend. Expert witnesses.
Thurs. Oct. 26, 2017	3 hrs./online lecture	180 min	
Thurs. Nov. 2, 2017	3 hrs./online lecture	180 min	
Thurs. Nov. 9, 2017	3 hrs./online lecture	180 min	Connecting with jury, opening/closing strategy
Fri-Sun. Nov. 17-19, 2018	17 hrs./weekend	1,080 min	Workshop weekend. JURY TRIAL

DATE	HRS	MIN.	SUBJECT	PROF
Thurs. Jan. 11, 2018	3 hrs./online lecture	180 min	Jury selection lecture	
Fri.-Sun. Jan. 19-21, 2018	17 hrs./weekend	1,080 min	Workshop weekend. Jury selection.	
Thurs. Jan. 25, 2018	3 hrs./online lecture	180 min	Criminal defense litigation lecture	
Thurs. Feb. 1, 2018	3 hrs./online lecture	180 min	Exhibits, diagrams, reenactments, other visuals - foundation, authentication, etc.	
Thurs. Feb. 8, 2018	3 hrs./online lecture	180 min	Courtroom technology lecture	
Fri.-Sun. Feb. 16-18, 2018	17 hrs./weekend	1,080 min	Workshop weekend. JURY TRIAL (technology/visuals)	
Thurs. Feb. 22, 2018	3 hrs./online lecture	180 min		
Thurs. March 1, 2018	3 hrs./online lecture	180 min		
Thurs. March 8, 2018	3 hrs./online lecture	180 min	Damages lecture	
Fri.-Sun. March 16-18, 2018	17 hrs./weekend	1,080 min	Workshop weekend. JURY TRIAL (damages).	
Thurs. March 22, 2018	3 hrs./online lecture	180 min		
Thurs. March 29, 2018	3 hrs./online lecture	180 min	Teaching advocacy lecture.	
Thurs. Apr 5, 2017	5 hrs./online lecture	180 min		
Thurs. Apr 12, 2017	3 hrs./online lecture	180 min		
Fri.-Sun. Apr 20-22, 2017	17 hrs./weekend	1,080 min	Weekend workshop. FINAL JURY TRIAL	
TOTAL INSTRUCTIONAL MINUTES			16,920 min/700 = 24.1 credit hours	

SULC Advocacy Program Advisory Panel



- œ Database of advocacy professors, judges, advocacy organization representatives, and experienced litigators in various fields from which to draw speakers and lecturers in those areas as needed
 - œ Organizations (LAJ, LACDL, NITA, LDAA, etc.); and officials (DA's, ADA's, AUSA's, etc.)
- œ Breakout group leaders
- œ Make presentations, conduct workshops, lectures, etc.
- œ Assist in training and instructional component of the seminar attached to the Board
- œ Assist in coaching and preparing J.D. teams for participation in mock trial competitions
- œ Help provide networking opportunities for students to interact with litigation professionals
- œ Act as mentors and advisors for students in litigation and advocacy based careers.
- œ SULC Trial Ad Board can also assist with LL.M Program (witnesses, timekeepers, etc.)



Department of Curriculum & Instruction
 Post Office Box 9983
 Baton Rouge, LA 70813
 Telephone: (225) 771-3870/33640
 FAX: (225) 771-3338

November 15, 2015

Dr. Ray Belton, President and Chancellor
 Southern University System
 2nd Floor, J. S. Clark Administration Building
 Baton Rouge, Louisiana 70813

Dear Dr. Belton:

As a means of counteracting and addressing some of the problems encountered by the Department of Curriculum and Instruction due to declining enrollment in the undergraduate Teacher Preparation Program, we have planned and designed a Master of Arts (MAT) in teaching program; a printed copy of the program is attached. These documents have to be approved by the Southern University Board of Supervisors, the Board of Regents, and the Louisiana Department of Education.

Recently, we were notified that we have received \$100,000.00 in funding to support the implementation of the new MAT. For the above reason, it is essential that we submit the proposal for final approval at the beginning of the upcoming year, as we need to move forward with setting up the program, pre-registration, etc.

Please be so kind as to give us your stamp of approval and forward the documents for Board consideration and approval. Thank you very much for your assistance in this matter.

Sincerely,

Diana F. Kelly, Ph.D.
 Chair, Department of Curriculum and Instruction
 Emma Glynn Endowed Professor

cc: Dr. James Taylor, Interim Dean
 College of Education, Arts, and Humanities

Dr. Verjanis Peoples, Associate Vice Provost

Dr. Christopher Brown, Executive Vice President
 For Academic Affairs and Provost

**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	<u>Southern University and A&M College</u>
Specific Degree to be Awarded Upon Completion	<u>Master of Arts in Elementary Education (Grades 1-5)</u>
Recommended 2010 CIP Taxonomy	<u>131202</u>
Date to be Initiated	<u>Summer 2016</u>
Name of Department or Academic Subdivision Responsible for the Program	<u>Department of Curriculum and Instruction</u>
Name, Rank, and Title of Individual Primarily Responsible for Administering the Program	<u>Dr. Diana Kelly, Chair and Associate Professor, Department of Curriculum and Instruction</u>
Date Approved by Governing Board	_____
Date Received by Louisiana Board of Regents	_____
Academic Affairs Committee Review	_____
Board Action (Nature of Action)*	_____
Date of Board Action	_____

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

Southern University and A&M College
Master of Arts in Elementary Education (Grades 1-5)

1. Description

- a. The program requested for academic approval is the Master of Arts in Elementary Education (Grades 1-5) with a focus on urban education and teacher leadership. This program will be housed in the College of Education, Arts & Humanities (CoEAH), Department of Curriculum and Instruction at Southern University and A&M College (SUBR). This program will provide an alternative path to certification for the preparation of elementary teachers, consistent with Bulletin 746, Section 235 of the Louisiana Department of Education (LDOE). Likewise, the program is aligned with Bulletin 113, Part XCV, Louisiana Reading and Language Competencies for New Teachers. The curriculum for the proposed program reflects Compass standards, the new, proposed competencies currently under discussion by LDOE, and other certification requirements.

The proposed program is a residency that will provide candidates with the knowledge, skills, professional dispositions, research-based practices and actual clinical experiences necessary for success in urban education environments. After an initial summer of courses, candidates will assume a teaching position in an urban school under the direction of a university faculty and a school based mentor/supervisor. The proposed MAT program differs from other certification programs due to its unique focus and content. While we will prepare teachers who are skilled enough to teach any student, our successful candidates will be specifically prepared to teach marginalized students in urban settings, e.g. low-income students, students of color, and students of diverse cultures. The belief that a “good teacher” in one setting will be good in any setting is belied by the poor performance of marginalized students in schools across the nation. There are, however, schools where this is not the case, where the kinds of students who typically fail in other schools are excelling. What do these teachers and schools know? What do they do differently? These are the questions to be answered in this new MAT program. From experience and from extensive research, the instructors in this new MAT program have identified teaching strategies and school strategies that have produced excellence for those students most typically underserved. Each course is designed with a focus on the urban student’s success. For example, while what might sound like typical methods courses are included in the program, these courses are actually designed to pinpoint methods identified as exceptionally effective in reaching and teaching urban, culturally diverse students. In addition, teacher candidates will have the opportunity to grasp the historical, sociopolitical, fiscal and psychological factors related to urban environments, and the effects these have upon teachers teaching and students learning.

Another component of the proposed MAT program will grant candidates the opportunity to become teacher leaders in their schools and districts. Because the knowledge base of urban pedagogy incorporated in this program is little-known in the wider educational arena, the developers of the proposed MAT program believe it is vital to help candidates learn how to publicize this unique perspective. Candidates will conduct their own research related to urban education, develop presentations of the results, and deliver their research findings to other teachers and stakeholders. They will also develop strategies for cohorts of teachers to remain in contact after the conclusion of the program in order to continue to share

information and develop collegial urban education agendas that transcend the individual school setting. In addition, they will acquire leadership skills by collectively developing grant proposals to fund creative solutions for concerns they identify in their schools. In short, successful completers of the proposed MAT program will be expected, over the course of their teaching careers, to become advocates for creating urban educational excellence in their schools, districts, and the nation. The goal is to create a cadre of reflective educators who will remain in their classrooms while assuming leadership roles in the schools and in the larger context of the school community, with the explicit intent of preparing urban students to become college and career ready.

Currently, Southern University has a team of qualified professionals who are well versed in urban education. For example, we are fortunate to have one of the nation's foremost experts on urban education as an instructor and a major catalyst for this unique program. MacArthur "Genius" grant recipient, Dr. Lisa Delpit, has been named "a visionary scholar and woman of courage" by Harvard University and one of the "national leaders changing the face of urban education." She established and directed the Center for Urban Education Excellence in Atlanta, and The Center for Urban Educational Innovation in Miami. Her award-winning books on educating culturally diverse students have sold more than a half million copies and are used extensively in educator preparation programs across the nation and internationally. She is in demand as a speaker on urban education across the country and internationally. Additionally, Dr. Diana Kelly, Chair of the Department of Curriculum and Instruction, has over 30 years of teaching and mentoring students in urban elementary and secondary school environments, as well as higher education settings. In addition to teaching and mentoring, Dr. Kelly has authored numerous publications and articles related to issues germane to students in urban environments.

Currently Southern University offers a non-degree Certification-Only alternate program. The proposed MAT program of studies represents a significant improvement over the existing non-degree Certification-Only alternate program because this proposed program will result in a Master's level degree, not just a teaching certificate. The existing non-degree Certification-Only alternate program in elementary education will be terminated if this MAT is approved. The proposed program addresses the Council for the Accreditation of Educator Preparation (CAEP), Association for Childhood Education International (ACEI), COMPASS and Common Core standards, the new competencies for beginning teachers currently being discussed by LDOE, and certification requirements of the Board of Elementary and Secondary Education, including the requirements of Bulletins 113 and 746. Additionally, the proposed MAT encompasses the four strands of the Educator Preparation Provider's (EPP) conceptual framework: Best Practices (BP), Critical Thinking (CT), Multicultural Perspective (MP), and Global Perspective (GP).

The proposed program will provide rigorous course work and site-based clinical practices designed to strengthen the knowledge and skills of teacher candidates, and their ultimate impact on the academic achievement of students in grades 1-5. We are especially excited about the development of a new course, CRIN 561: Literacy and Language Diversity. It is an innovative course that is designed to enable prospective teacher candidates to understand and address the literacy and language development of linguistically diverse students, those who

speaking a regional or social variation of English or those whose home language is other than English. In this course, teacher candidates are expected to identify the areas of conflict between home language and school expectations, as well as build upon the cultural and linguistic strengths of diverse students in reading, writing, and language arts instruction. The program curriculum is listed in Table 1 below.

b. Table 1. Program of Study

* *New courses*

Course Number	Course Title	Bulletin 746 Program Requirements & Course Components	Semester #	Credit Hours
CRIN 503	Foundations of Reading Instruction	Reading Foundations and Methods, Instructional Design, Knowledge of Learner and Learning Environment, Assessment	Summer 1	3
CRIN 563	Trends in Discipline/Motivation for Diverse Learners	Classroom Management/Organization, Diversity, Knowledge of Learner and Learning Environment, Assessment	Summer 1	3
CRIN 602	Urban Education	Social and Historical Foundations of Urban Education, Knowledge of Learner and Learning Environment	Summer 1	3
CRIN 531*	Advanced Diagnosis and Correction of Reading Difficulties	Reading and Methods, Instructional Design, Knowledge of the Learner and Learning Environment, Assessment	Fall	3
CRIN 450	Internship I	Clinical Practice	Fall	3
CRIN 527*	Methods in Mathematics, Science and Social Studies for Elementary Teachers	Science, Math and Social Studies Methods, Instructional Design, Assessment	Fall	3
CRIN 528	Education of the Culturally Different	Instructional Design/Strategies, Child Development and Psychology, Knowledge of the Learner and Learning Environment, Assessment	Spring	3
CRIN 561*	Literacy and Language Diversity	Literacy and Methods, Instructional Design/Strategies, Knowledge of Learner and Learning Environment, Assessment	Spring	3
CRIN 451	Internship II	Clinical Practice	Spring	3
CRIN 604	Urban Education Leadership	Teacher Leadership in Urban Settings	Summer 2	3
CRIN 546	Seminar in Education Problems (Action Research)	Knowledge of Learner and Learning Environment, Urban Education, Research/Design Studies, Dynamics of Urban Education, Assessment	Summer 2	3
Total Hours				33

- c. The proposed program will be offered via a traditional format. Southern University has a cross enrollment agreement with Louisiana State University (LSU), Southeastern Louisiana University (SELU), and University of Louisiana Lafayette (ULL). Teacher candidates from these schools will be allowed to enroll in courses at SUBR and receive course credit hours.
- d. The proposed program was approved at the August 22, 2014, meeting of the Southern University Board of Supervisors (please see the Appendix A for the August 22, 2014, meeting minutes).

2. Need

- a. Southern University is located in North Baton Rouge. This is an area of concentrated poverty, high levels of crime, poor health services, and underperforming schools. In 2013, a large number of the schools in this area received a grade of “D” or “F” based on the state grading system. Further, 45% of the students performing below level in East Baton Rouge Parish Schools reside in North Baton Rouge. The CoEAH of Southern University and A&M College maintains a historical obligation to this community.

While there are a number of underperforming schools in the area, including a proliferation of new charter schools, there is no program that provides an alternate teaching certification with a Master’s Degree and a focus on urban education and teacher leadership. The proposed program will fill a significant void in academic program offerings and allow us to increase CoEAH student population while contributing to the university’s mission of serving traditionally underserved communities.

- b. Southern University and A&M College has not offered an alternate certification program similar to the Master of Elementary Education (Grades 1-5), with a focus on urban education and teacher leadership.
- c. Although there are other MAT programs available to teacher candidates in our area, none have a focus on urban education and teacher leadership. Table 2 below displays in state and out-of-state institutions that offer MAT degrees. The table lists examples of program offerings and is not intended to be exhaustive.

Table 2: Other MAT Programs Available to Teacher Candidates in Louisiana		
Institutions (In State)	Degree Offering	Program Focus
Centenary College	Elementary Education (Grades 1-5)	Alternate Certification— <i>urban education and teacher leadership are not the focus</i>
Grambling State University	General-Special Education: Integrated to Merged (Grades 1-5)	Alternate Certification— <i>urban education and teacher leadership are not the focus</i>
LSU—BR	MAT—Elem. MAT—Secondary Ed.	Alternate Certification— <i>urban education and teacher leadership are not the focus</i>

Louisiana Tech University	Early Childhood Education (Grades PK-3) Elementary Education (Grades 1-5)	Alternate Certification— <i>urban education and teacher leadership are not the focus</i>
McNeese State University	Elementary Education (Grades 1-5)	Alternate Certification— <i>urban education and teacher leadership are not the focus</i>
Nicholls State University	Elementary Education (Grades 1-5)	Alternate Certification— <i>urban education and teacher leadership are not the focus</i>
Southeastern Louisiana University	Elementary Education (Grades 1-5)	Alternate Certification— <i>urban education and teacher leadership are not the focus</i>
University of LA at Monroe	Online MAT (Grades 1-5)	Alternate Certification— <i>urban education and teacher leadership are not the focus</i>
University of New Orleans	MAT—Early Interventionist (Birth to 5 years) Early Childhood (Grades PK-3) Elementary Education (Grades 1-5)	K-12 Alternate Certification— <i>urban education and teacher leadership are not the focus</i>
Xavier of New Orleans	Elementary Education (Grades 1-5)	Alternate Certification— <i>urban education and teacher leadership are not the focus</i>
Institutions (Out of State)	Degree Offering	Program Focus
Although there are numerous MAT programs in neighboring states, and a few urban education M.Ed. programs, we have not identified any MAT programs with elementary teacher certification focusing on urban education and teacher leadership.		

- d. There is no program in Louisiana that offers a Master’s of Arts in Elementary Education, with a focus on urban education and teacher leadership.
- e. i. The U.S. Bureau of Labor Statistics reports that there will be a 16.8 percent increase in the number of teachers needed nationally by 2020. ¹ According to the Louisiana Workforce Commission, there will be an anticipated need of nearly five hundred elementary and middle school teachers in the next three years and more than 1,000 by 2020 in the Regional Labor Market Area which includes Ascension, E. Baton Rouge, E. Feliciana, Iberville, Livingston, Point Coupee, St. Helena, Tangipahoa, Washington, W. Baton Rouge, and W. Feliciana. ²

Underperforming schools serving low income urban communities are particularly difficult to staff. According to a number of research studies, roughly 50% of all urban public school

¹ Lockard, C. B., & Wolf, M. (2012). Occupational employment projections to 2020. *Monthly Labor Review*. Retrieved from <http://www.bls.gov/opub/mlr/2012/01/art5full.pdf>

² Louisiana Workforce Commission. (N.D.) *American Recovery and Reinvestment Act*. Retrieved from http://www.laworks.net/Downloads/PR/ARRA/ARRA_StatePlan.pdf

teachers nationwide leave their positions in less than three years, not because they do not want to teach, but because they feel inadequate to handle the special challenges of teaching in urban settings.³ However, according to national data, 85% of teacher candidates prepared in urban education residency programs, similar to the program proposed herein, remain in urban schools beyond the critical first three years.⁴

This proposed Master of Arts in Elementary Education (Grades 1-5) degree program will help contribute significantly to the state's economic health and development. The Workforce and Innovation for a Stronger Economy (WISE) Fund, that was signed into law (June 2014), allocated \$40 million to higher education institutions for the purpose of strategically aligning new investments in higher education with the workforce needs and emerging growth sectors in our economy. The WISE Program identified special education and teacher education as key areas of need over the short and long term (Tier 2 programs).

- ii. Southern University has existing partnerships with local school districts, such as East Baton Rouge Parish, the City of Baker Schools, the Recovery School District, Iberville Parish, and the Southern University Laboratory School. We have developed partnerships with New Schools for Baton Rouge and local charter operators. These partners have been integral in the development of this proposal and will continue to be key program collaborators. As a result of this collaboration, some funding has already been identified and we are in the process of exploring other funding opportunities.
- f. The proposed Master of Arts in Elementary Education (Grades 1-5) program is a replacement for the existing non-degree Certification-Only alternate program in elementary education. If this proposed program is approved, it will result in the phase out of the existing non-degree Certification-Only alternate program.
 - g. The mission of Southern University and A&M College has always been to increase the opportunities of underserved communities. SUBR attracts many low income students from the Baton Rouge area and has a vested interest in improving the quality of PK-12 education for our future students. In doing so, we serve our community, as well as our institutional interests, and increase educational attainment for those who wish to expand their career opportunities. This program will support the initiative identified in the Board of Regents' plan by increasing the educational attainment of the State's adult population. Supplying better equipped educators to teach in underserved schools will result in students who are better prepared for post-secondary education.

3. Students

- a. The projected enrollment in this Master of Arts in Elementary Education program is anticipated to be twenty (20) teacher candidates each academic year (AY) beginning with twenty (20) during the Summer 2016. This number will remain consistent for the first three

³ Jiang, J. Y. (2006). *The five-year mark: New teacher support and retention in Chicago Public Schools*. Northwestern University.

⁴ Wexler, N. (2013). Residency programs make teachers effective from the start. Retrieved from <http://greatereducation.org>

years of the degree program with an evaluation at the end of the first AY to determine the need for expansion, stabilization, or retrenchment. The target degree achievement rate is 15 graduates each AY following the first 15 months. These students, upon completing the program, will have credentials consistent with the requirements of Board of Elementary and Secondary Education Bulletin 746, *Louisiana Standards for State Certification of School Personnel* (BESE 746, 2014, Nov).

- b. The potential pool of applicants consists of teacher candidates who would have enrolled in the existing alternate certification program and the non-education majors who graduated from SUBR as well as other institutions of higher education. Southern University has existing partnerships with local school districts, such as East Baton Rouge Parish, the City of Baker Schools, the Recovery School District, Iberville Parish, and the Southern University Laboratory School. These partnerships will be a key source for recruitment of candidates; for example, during a recruitment fair for paraprofessionals in East Baton Rouge Parish, we generated a data base of approximately 200 candidates with non-education degrees who were interested in earning a Master's degree in a certification program. Moreover, conversations with administrators of the City Year Baton Rouge program, a program that places young college graduates from around the country in local urban schools, indicate that many of their corps members would be interested in such a program (see Appendix B). There will also be a focus to recruit, train, and place male educators of color in urban schools. To facilitate this goal, we are currently engaged in recruitment discussions with 100 Black Men of Baton Rouge.
- c. Candidates in the annual cohort will demonstrate the following entry requirements:
 - i. A non-education baccalaureate degree from an accredited university;
 - ii. A minimum of a 2.50, or higher grade point average (GPA) on a 4.00 scale on all undergraduate work;
 - iii. A passing score on the Praxis Core Academic Skills for Educators in reading, writing, and mathematics or such eligible substitutes as a composite score on the ACT (currently 22), SAT (currently a combined English and math score of 1030), or a Master's degree will also waive this requirement;
 - iv. A passing score on the Praxis content-specific subject matter area examination for Grades 1-5 Elementary Education Content Knowledge. [As of 2017, candidates will be required to have a passing score on Elementary Education: Multiple Subjects (5001).];
 - v. As per Bulletin 746, "the selection process will identify candidates that possess critical thinking skills, proven track records of achievement, a belief that all students can achieve, and a strong desire to teach in schools that educate under-served children" (p. 15). These qualities will be determined through an application process including letters of reference supplied by candidates, the Candidate Disposition Scale, interviews with program leaders, and writing samples;
 - vi. Candidates will have employment or employment commitment from an urban elementary school in the area; and
 - vii. Meet other non-course requirements established by the college/university.

- d. The closest related program at Southern University and A&M College would be the Alternate Certification Program in elementary education. This program is of long standing and the proposed MAT program will replace the existing Alternate Certification Program. As noted in Table 3 below, the enrollment and completion numbers have been declining over the last five years. We are confident that the new MAT program with its emphasis on urban education and teacher leadership that culminates in an earned Master's degree will increase the number of certified teachers in underserved areas.

Table 3. Non-degree Certification-Only Alternate Program, Enrollment and Completer Numbers

Year	Enrollment	Completers
2009-2010	122	84
2010-2011	93	40
2011-2012	82	34
2012-2013	52	25
2013-2014	30	16

- e. The sources of financial support for candidates include the following. We are collaborating with City Year of Baton Rouge, Celerity Charter Schools of Louisiana, and New Schools for Baton Rouge (NSBR) to provide financial support for candidates. As a part of this agreement, selected City Year participants, who have spent one to two years assisting teachers in an urban school setting, will be hired as full-time teachers for Celerity Schools of Louisiana while they are enrolled in SUBR's proposed MAT program. NSBR has committed to seek funding for the students' tuition costs (see Appendix B). As employed teachers, other financial assistance may be derived from individual local educational agencies.

4. Faculty

a. Faculty Directly Involved with Proposed Program

Name	Date of Appointment	Present Rank	Degrees Held	Institutions Granting Degrees	Present Credits	Contact Hours	Student Credit Hours Produced	Other Assignments
Delpit, Lisa	8/2010	Professor	B.A. Education & Psychology Ed.M. Reading & Language Development Ed.D. Teaching, Curriculum, and Learning Environments	Antioch College Harvard University Harvard Graduate School of Education	3 hrs.	3 hrs.	6 hrs.	COE Liaison, Southern University Laboratory School Felton G. Clark Distinguished Professor

Kelly, Diana	8/2008	Associate Professor	B.S. Elem Education M.A. Reading, Minor in Psychology Ph.D. Educational, Leadership, Research & Counseling	Southern University LA State University LA State University	6 hrs.	6 hrs.	12 hrs.	Chair, Department of Curriculum & Instruction Emma Glynn Endowed Professor
Rose, Tonya	8/2011	Assistant Professor	B.S. Biology M.S. Biology Ph.D. Science & Mathematics Education	Southern University Southern University Southern University	12 hrs.	12 hrs.	24 hrs.	
Taylor, James	8/2006	Associate Professor	B.A. Music Education M.Ed. Education Leadership Ph.D. Curriculum & Instruction J.D. Juris Doctorate	LA Tech Tulane UNO Loyola	3 hrs.	3 hrs.	6 hrs.	Interim Dean, CoEAH Isabel Herson/Casino Rouge Endowed Professor
Young, Luria	8/2006	Professor	B.S. Biology M.Ed. Science Education Ed.S. Science Education Ph.D. Educational Leadership, Research and Counseling	Southern University LA State University LA State University LA State University	3 hrs.	3 hrs.	6 hrs.	Professor, Science/Mathematics Education Doctoral Program Rosalie Guidry Daste Endowed Professor in Urban Education

b. Student—Faculty Ratio

College of Education, Arts, and Humanities (CoEAH) Department of Curriculum & Instruction Student-Faculty Ratio		
Summer 2013	Fall 2013	Spring 2014
6.84	10.16	7.03

c. New Faculty Members

To initiate the proposed program, the university has committed to hire at least one new full-time, tenure-track faculty member, who will have specialized expertise in urban education, and two adjunct instructors. These additional faculty, along with existing faculty (see 4a), are sufficient to staff the program for the first five (5) years.

d. Funding for New Faculty

When the Letter of Intent for the proposed program was submitted to the President and the Board of Supervisors, the expenses section contained the request to hire one new faculty member and two adjunct instructors. In addition, costs associated with accrued benefits for the above were also included. Therefore, recruiting new faculty members will not require any unusual outlay of funds or unique techniques.

e. Faculty Involvement in Research/Other Activities

The job description of faculty members encompasses teaching, research, service and mentoring. Present faculty are involved in research, writing and securing grants, producing refereed publications, community service, presenting at national, state and local conferences. Faculty also serve on master's (thesis) and doctoral (dissertation) committees, in addition to their responsibilities of teaching, advising and mentoring. Relatedly, faculty serve as faculty advisors to student groups on campus as well as work with community groups and other stakeholders. The work of those faculty members engaged in research and securing grants is a component of their classroom instruction. Projected faculty will be expected to engage in the same scholarly activities as existing faculty.

f. (i). Present Faculty

Faculty who will be a part of this proposed program include Dr. Lisa Delpit, Dr. Diana Kelly, Dr. Tonya Rose, Dr. James Taylor, and Dr. Luria Young. Each faculty member has specialized areas of expertise related to urban education. Please see the vitae of each faculty member in Appendix C.

(ii). Proposed New Faculty

The educator who fills the fulltime faculty position must possess an earned doctorate in education, with specialized expertise in urban education, and extensive teaching experience in elementary education. Adjunct faculty must possess a minimum of a Master's Degree in Education or a closely related field; experience in urban settings; and, they must also have teaching experience in elementary education.

5. Library and Other Special Resources

- a. Existing library holdings and facilities will be sufficient to support the proposed program. A search of the library's database for "urban education" between the years 2009-2014 returned 8,492 academic journals, 2,284 books and 964 e-books. Additionally, the SUBR library is a part of the State's Inter-library loan program and has up to date technology for accessing the World Wide Web.
- b. In order to remain abreast of current information, up to date books, periodicals, reference books and primary source materials are important. Likewise, the faculty will develop a list of

books, materials and holdings throughout the academic year to add to this repertoire. This list will be presented to the graduate librarian annually.

- c. The library provides access to interlibrary loan as well as the ability to access materials from other libraries in the LOUIS network.
- d. In light of massive budget cuts to higher education, SUBR had little resources over the last two years to increase library acquisitions. Therefore, SUBR encourages the practice of the green initiative. The university encourages faculty, staff, and teacher candidates to utilize the library's electronic resources. SUBR has a subscription to eBooks through EBSCO, which is available for faculty, staff, and student use. The total library acquisitions for these electronic books in Education equal \$17,075 for 2013-2014 and \$7,122 for 2014-2015. Of the above amounts, an estimated \$3,000 was allocated for Elementary Education.
- e. Library expenditures for the proposed program over the next five years will be related to electronic services and collaborations with other libraries.
- f. The proposed program will incorporate the expertise of professionals who are knowledgeable about field of urban education and teacher leadership.
- g.
 - i. The SUBR library has a wealth of print and electronic resources available to faculty, staff and teacher candidates in the proposed MAT program. Due to the accessibility of electronic resources and the interlibrary loan system, no additional resources are needed at this time.
 - ii. Other institutions, specifically research universities, have more resources in their holdings. Faculty, staff and teacher candidates in the proposed MAT program will have access to these valuable resources through the interlibrary loan program and LOIUS network.

6. Facilities and Equipment (a, b, and c)

The following facilities are available for use by the proposed MAT program:

W.W. Stewart Hall

W.W. Stewart Hall is a three-story building that houses the College of Education, Arts and Humanities and the Department of Curriculum and Instruction, the area that will house the proposed MAT program. Teacher candidates and faculty in this proposed MAT Program will have access to all space on the second and third floors. In addition to classroom space, the program will utilize the computer lab, praxis lab, LIGO Inquiry lab, conference room, and the CEMSTP curriculum center.

Center of Excellence for Teacher Preparation (Curriculum Center)

The curriculum center houses resources that teacher candidates will use as they progress through the program. The center includes technological resources as well as print resources. It is equipped to allow teachers candidates to secure materials needed for the development of lesson plans, assessments, and activities. Resources include teachers' manuals, basal readers, trade books, learning inventories, and other essential teaching materials.

Computer Lab

This laboratory located in W.W. Stewart Hall permits faculty to interact with teacher candidates using technology, pedagogical videos, multimedia resources, etc. The laboratory is equipped with thirty (30) computer stations. All computers are equipped with the latest software thereby allowing teacher candidates to access and view virtual education training sites and prepare lesson plans and teacher work samples. Technology plays an extremely important role in the education of teacher candidates primarily because of the prominent place of technology in today's education.

J. K. Haynes Praxis Preparation Lab

This laboratory is located in W.W. Stewart Hall and was opened in response to the need for teacher candidates to practice those skills required for passing the Praxis examinations. This laboratory is equipped with twenty-five (25) computer stations. Computers contain Praxis software and other resources that give teacher candidates the opportunity to enhance their test taking skills.

Laser Interferometer Gravitational Wave Observatory (LIGO) Science Education Center (SEC) Partnership

The Laser Interferometer Gravitational Wave Observatory (LIGO) Science Education Center (SEC) Partnership consists of the LIGO Science Education Center (SEC), the College of Education and the Departments of Physics, Mathematics, and Science/Mathematics Education Doctoral Program at Southern University and A&M College and the San Francisco Exploratorium. The overall goal of the partnership is to sustain and enhance the exemplary statewide educational and informational resource, LIGO SEC, to promote scientific learning and understanding in Louisiana. LIGO SEC is an informal science space with over forty interactive, hands-on exhibits that convey the science of LIGO. LIGO SEC conducts teacher professional development workshops focusing on inquiry-based science and mathematics teaching, and hosts field trips for students and tours for the general public. Participants explore science concepts such as light, gravity, waves, and interference; learn about LIGO's search for gravitational waves; and interact with scientists and engineers. Teacher candidates in the proposed MAT program will participate in the teacher professional development workshops, inclusive of field trips to LIGO SEC, as a part of their clinical experiences.

SUBR LIGO Inquiry Laboratory

The SUBR LIGO Inquiry Laboratory is a microcosm of the LIGO SEC. It offers rich experiences for learners across the K-16+ continuum, including PK-12 clinical educators and students and teacher candidates. The SUBR LIGO Inquiry Laboratory will help to enhance the science and mathematics content of teacher candidates in this proposed MAT program.

SUBR Miniature Laboratories (Mini Labs)

The Southern University Mini Labs Project is a strategic initiative of the College of Education, Arts and Humanities (CoEAH). The Mini Labs Project was designed to create a self-contained, education ecosystem for experiential learning, teacher preparation and educational leadership training. The project is composed of four miniature laboratories linked to four of Southern University's premier academic programs: Engineering, Health Care,

Business and Law, with Literacy and World Languages woven throughout each mini lab. The Mini Labs have three major components: (1) Experiential Learning, (2) Teaching Laboratory and (3) Educational Leadership Training. The facility is used to immerse teacher candidates in various field experience paradigms and it will be an integral component of the proposed MAT program.

7. Administration

- a. The proposed program will be housed in and administered by the CoEAH, Department of Curriculum and Instruction (C&I). It is not an interdisciplinary or inter-departmental program.
- b. The proposed program will not affect the administrative structure of the institution.
- c. The Department of C&I is chaired by a progressive leader who ensures that faculty continuously engage in effective teaching, significant research, and meaningful community service. Additionally, the chair ensures that candidates receive quality instruction and clinical practice. C&I will have a strong, vibrant faculty who will participate in various professional development opportunities. This proposed program will give C&I faculty the opportunity to engage in teaching focused on urban education, teacher leadership and innovative research.

8. Accreditation

- a. The proposed program is aligned with the Council for the Accreditation of Educator Preparation (CAEP) standards and the Association for Childhood Education International (ACEI) standards. This alignment increases the likelihood that this proposed program will be eligible for accreditation by ACEI and CAEP. The current CAEP accreditation process requires that each program submit a program review report to its specialty organization for national recognition. The proposed program will submit a report for national recognition once it has graduates.
- b. The initial and subsequent costs for accreditation are determined by CAEP.
- c. Not Applicable

9. Related Fields

- a. The educational leadership, English, history, and music programs are a part of the SUBR College of Education, Arts and Humanities (the EPP that will house this proposed MAT program). These content area programs will support the proposed MAT program by sharing resources (faculty expertise, graduate students, research findings, etc.). Additionally, the programs in the College of Sciences and Agriculture will also support the proposed program (science and mathematics undergraduate and graduate programs).
- b. The aforementioned programs are sufficient to meet the needs of the faculty, staff and teacher candidates in the proposed MAT program.

10. Costs

- a. The cost of the proposed program is provided in Appendix D. The Department of Curriculum and Instruction currently employs two full professor, two associate professors, and

four assistant professors. This new program will require the need to hire at least one (1) additional faculty member at a cost of approximately \$56,500 annually to assist with its successful coordination and implementation. Two (2) adjunct instructors, at a cost of \$3,000 per class (per semester), will also be necessary. Projections for start-up materials, instructional resources, and marketing are calculated to cost approximately \$10,000 prior to and during the first year, with a cost of \$2,000 in subsequent years.

Currently, federal funds are not available. However, in the future, faculty in the proposed program will submit proposals to federal and state agencies, foundations, philanthropic organizations, and other entities for additional funding. Additionally, the City Year group represents a population of potential candidates whose tuition and fees will generate income for the university. It is unlikely that this group of students would have enrolled at SUBR without being targeted as a potential pool of applicants for admission (see Appendix B for City Year letter of support).

b. (i). The operating budget for the Department of Curriculum and Instruction in 2013-2014 was \$1,120,743 and \$1,125,720 for 2014-2015.

(ii). The program is expected to generate sufficient revenues over the first five years of operation to render it cost neutral in five years. Thereafter, expectations are that it will generate significant revenue for the university and prove to be a lucrative program, as the enrollment projections are very conservative (See Appendix D Budget Spreadsheet for a five year budget projection).

c. At present, additional funding is not required to implement the program. However, faculty will pursue external funding opportunities to support the research efforts for this proposed MAT program.

d. The estimates of additional costs are shown in Appendix D.

APPENDICES

- A. Southern University System Board of Supervisors Motion of Approval
- B. Letters of Support
 - New Schools of Baton Rouge
 - City Year
- C. Faculty Vitae
- D. Cost/Budget

Appendix A

Southern University System Board of Supervisors Motion of Approval

Academic Affairs Committee
Friday, August 22, 2014
Board of Supervisors' Meeting Room
2nd Floor J.S. Clark Administration Building
Southern University and A&M College
Baton Rouge, Louisiana 70813

Minutes

The meeting of the Academic Affairs of the Southern University Board of Supervisors was convened by Chairman Dr. Leon Tarver. The invocation was given by Rev. Gant.

PRESENT

Dr. Leon R. Tarver II – Chair
Mrs. Ann A. Smith – Vice Chair
Atty. Tony M. Clayton
Rev. Joe R. Gant, Jr.
Mr. Willie E. Hendricks
Dr. Eamon M. Kelly
Rev. Samuel C. Tolbert, Jr.
Atty. Bridget A. Dinvaut – Ex Officio

ABSENT

Mr. Mike A. Small

UNIVERSITY PERSONNEL ATTENDING

System President Ronald Mason, Jr.
Chief of Staff Evola Bates
System Vice Presidents Monique Guillory- Winfield, Kevin Appleton, and Tony Moore
Interim Chancellor Flandus McClinton (SUBR), Chancellors Victor Ukpolo (SUNO), Ray Belton (SUSLA), Freddie Pitcher (SULC), and Leodrey Williams (SUAREC)

BOARD COUNSEL

Attys. Winston DeCuir, Jr. and Tracie Woods

AGENDA ITEM 3: ADOPTION OF THE AGENDA

On motion of Rev. Gant, seconded by Dr. Kelly, the agenda was adopted as printed. Motion carried unanimously.

AGENDA ITEM 4: PUBLIC COMMENTS

Dr. Thomas Miller, President of SUBR Faculty Senate spoke on Action Item 5A. He stated that he think it is a program that will set an example for schools all around the country and recommends that the board approves item 5A. He also invited all board members to come visit them in their colleges. Dr. Miller thanked Atty. Bell for coming to speak with faculty in the College of Social Behavior and Sciences.

AGENDA ITEM 5: ACTION ITEMS

A. Letter of Intent to develop new Academic Program – Master of Arts in Urban Education Leadership in the College of Education, SUBR

On motion of Rev. Gant, seconded by Atty. Dinvaut, the Academic Affairs Committee approved, and so recommends to the Board, authorization for the Letter of Intent to develop new Academic Program – Master of Arts in the Urban Education Leadership in the College of Education at Southern University Baton Rouge.

B. Approval of Substance Abuse Academic Program Changes, SUNO

On motion of Dr. Kelly, seconded by Rev. Gant, the Academic Affairs Committee approved and so recommends to the Board, authorization to Southern University at New Orleans for Substance Abuse Academic Program Name Changes.

C. Approval of D.S. W. Full Proposal, School of Social Work, SUNO

On motion of Rev. Gant, seconded by Mr. Hendricks, the Academic Affairs Committee approved and so recommends to the Board, authorization of D. S. W. Full Proposal, for the School of Social Work at Southern University at New Orleans.

AGENDA ITEM 6: OTHER BUSINESS

None

AGENDA ITEM 7: ADJOURNMENT

On motion of Rev. Gant, the meeting was adjourned.

Appendix B
Letters of Support

NEW SCHOOLS for **BATON ROUGE**

June 31, 2015

Dr. Luria Young, Interim Dean
College of Education, Arts and Humanities
PO Box 9983
Baton Rouge, LA 70813

Dear Dr. Young:

New Schools for Baton Rouge (NSBR) is excited about the proposed new Master of Arts in Elementary Education (Grades 1-5) program in the College of Education, Arts and Humanities at Southern University and A&M College. The focus of the proposed program on Urban Education and Teacher Leadership is innovative and needed. The program complements NSBR's mission of bringing together talent and resources that deliver excellent schools to students and families in Baton Rouge, and ensuring that there is an excellent school for every child in our city. More specifically, NSBR aims to bring excellent schools to 12,000 families in North Baton Rouge by 2017. Such schools require excellent teachers and, therefore, we support the proposed program.

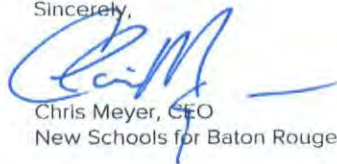
Over the last several decades, Southern University Baton Rouge (SUBR) has prepared educators serving students across the city. NSBR supports the new, proposed program to ensure that the university continues to produce high-quality educators who are particularly skilled in educating underserved children in high-poverty schools. NSBR will serve as the liaison and facilitator between SUBR and other organizations to build a pool of qualified applicants for matriculation into the program.

For example, NSBR is currently working with City Year, Celerity Schools, and SUBR to form a partnership wherein City Year alumni teach at Celerity Schools while working toward their SUBR Master of Arts in Elementary Education (Grades 1-5). City Year recruits college graduates from around the country who volunteer for one or more years to serve in schools in high-poverty communities. Celerity Schools of Louisiana creates and operates excellent schools in underserved communities in Louisiana, develops and implements programs for at-risk children and their families, and serves as an agent of social change in the communities that it serves.

SUBR's proposed new program has as its goal to train elementary teachers to serve as leaders in urban settings, the same settings that City Year and Celerity Schools target. A partnership centered on SUBR's Master of Arts in Elementary Education (Grades 1-5) program promises to provide much needed, high-quality school options for Baton Rouge families.

We look forward to continuing our dialogue and strengthening our partnership.

Sincerely,



Chris Meyer, CEO
New Schools for Baton Rouge



CITY YEAR BATON ROUGE
 111 North 3rd Street
 Baton Rouge, LA 70801
 PHONE 225.663.4220
 FAX 225.663.4219
 cityyear.org

July 20, 2015

Dr. Luria Young, Interim Dean
 College of Education, Arts and Humanities
 PO Box 9983
 Baton Rouge, LA 70813

Dear Dr. Young:

City Year Baton Rouge (CYBR) is thrilled to partner with Southern University and New Schools for Baton Rouge (NSBR) for the proposed new Master of Arts in Elementary Education (Grades 1-5) program in the College of Education, Arts and Humanities. The goal of this innovative program to create a robust pipeline of effective teachers in Baton Rouge is absolutely essential to our city's and our citizens' future well-being. As three major players in improving the field of education, CYBR, NSBR and Southern University have the opportunity to ensure every child in Baton Rouge has access to an excellent education from excellent teachers in excellent schools.

As City Year looks to expand from 72 AmeriCorps members in Baton Rouge currently to 170 by 2019, we understand that the young people we bring to Baton Rouge for 10 months of service often have much more to contribute to our community and schools. Nearly half of City Year AmeriCorps members serving have an interest in becoming long-term educators; however, historically only 10-15% of these young people take the next step on the path to teaching immediately after their corps year. The proposed program would provide a seamless and affordable next step for AmeriCorps members so that they are more than inspired to teach- they are *propelled into a teaching career*. Most importantly, these new teachers would already have one year of experience in schools across Baton Rouge serving the population of students that need them most. These students deserve excellent teachers who are committed to their success and whom they can trust.

City Year believes in NSBR's mission of bringing together talent and resources that deliver excellent schools to students and families in Baton Rouge, and in SUBR's commitment to produce high-quality educators who are particularly skilled in educating underserved children in high-poverty schools. As NSBR and SUBR target the same students with the same needs as City Year, we would be proud to serve as one source of talent for the pool of qualified applicants for matriculation into the proposed program. At City Year, one of our core values is "Students First, Collaboration Always", and this program would be a living embodiment of that value.

This partnership centered on SUBR's Master of Arts in Elementary Education (Grades 1-5) program promises to provide much needed, high-quality school options for Baton Rouge families. We look forward to continuing our dialogue and strengthening our partnership.

Sincerely,

Ryann Denham Sanchez
 Executive Director & Vice President

CITY YEAR BATON ROUGE
 LEAD SPONSORS



TEAM AND SITE SPONSORS



PROGRAM SPONSORS



IN-KIND SPONSOR



NATIONAL LEADERSHIP SPONSORS



Appendix C
Faculty Vitae

LISA D. DELPIT
625 Taylor St.
Baton Rouge, LA 70802
(225) 343-8810/(954) 551-9704 (mobile)
delpitlisa@gmail.com

EDUCATION

Harvard University, Cambridge, MA

Ed.D., Harvard Graduate School of Education, Department of Teaching, Curriculum and Learning Environments. Concentration on sociolinguistics; literacy instruction; ethnographic research; multicultural issues in education, June 1984.

Harvard University, Cambridge, MA

Ed.M., Reading and Language Development, June 1980.

Antioch College, Yellow Springs, Ohio

B.A., Education/Psychology, 1974.

PROFESSIONAL EXPERIENCE

Clark Professor of Education, Southern University and A & M College, Educational Leadership, 2010-Present

Responsible for teaching, service and scholarship. Serving as Liaison between the University

Colleges and Departments and the Southern University Laboratory School. Developing and instituting continuing education opportunities for teachers and staff members at SU Lab.

Observing and supervising SU Lab teachers.

Tenured Professor, Florida International University, Department of Educational Leadership and Policy Studies,

Miami, FL July 2002-2010

Responsible for teaching, service and scholarship.

Executive Director/Eminent Scholar of the Center for Urban Education& Innovation, College of Education

Florida International University . July, 2002 – Present

Responsible for developing, seeking funds for, and administering programs related to pursuing social justice, equity, and academic excellence in Florida, the nation, and internationally, particularly

for poor communities and communities of color. Programs have included the following:

The Algebra Project Miami, led by Dr. Robert P. Moses

The Young People's Project for Mathematics

Family Literacy and the Arts Program

Quality Education as a Civil Right Movement

The School Improvement Zone Research Initiative
National Coalition for Quality Education in New Orleans
Certificate for "Earth Ethics, Social Justice, and Intercultural Literacy" with Miami
Dade
College

Partnership with the South Florida Work Force to develop an economic support
system for public school students involved with the Center's mathematic programs
Community-based Adult Mathematics Literacy Course
Miami Dade College Service Learning Partnership
Urban Expo: What Works Conference

Benjamin E. Mays Chairholder of Urban Educational Leadership, Georgia State University,
Atlanta, GA.

October 1994-July 2002

Responsible for teaching, service, scholarship, and developing programs related to
fostering leadership in urban education in Georgia, the nation, and internationally.
Responsible for teaching undergraduate and graduate courses in literacy and language
development, teacher education, action research and urban education; joint
appointments, Department of Middle, Secondary Education and Instructional Technology
and Educational Policy Studies.

Founder and Director, Center for Urban Educational Excellence, Georgia State University,
Atlanta, GA

October 1994-July 2002

Responsible for developing, seeking funds for, and administering the following programs
of the CUEE, and creating collaborative links with local school districts and the GSU
community.

The Peachtree Urban Writing Project
The Urban Atlanta Coalition Compact
The Urban Teacher Leadership Program
The Metropolitan Atlanta Partnership for Visual Arts and Learning Project
The African American Think Tank on Education
The 100 Black Men 100 Academy
The Summer Writing Institute for Students
The Benjamin E. Mays Lecture Series
City-Wide Readers
Educational Expo

Site Coordinator, Urban Sites Writing Network, Baltimore, MD

Responsible for administration and teacher support in this national project which has
established

teacher-as-research inquiry groups in seven cities focusing on literacy instruction.

September 1990 - September 1994.

Senior Research Associate, Institute for Urban Research, Morgan State University, Baltimore,

MD. October 1988-October 1994

Headed education component of the research institute responsible for planning, policy, and research support for the Baltimore area.

Associate Professor, School of Education, Michigan State University, Lansing, MI .September 1988-June 1991

Responsible for consulting, service, and research for the Division of Teacher Education.

Coordinator, Teacher Education Program, College of Human and Rural Development, University of Alaska, Fairbanks, Alaska. September 1987-June 1988.

Responsible for coordinating budgets, admissions, curriculum development, personnel recruitment, and liaison with local school districts for elementary and secondary teacher education programs.

Assistant Professor of Reading, Language, and Literacy, College of Human and Rural Development,

University of Alaska, Fairbanks, Alaska . September 1984-June 1988

Responsible for teaching undergraduate and graduate courses in literacy and language development, teacher education, and multicultural education; conducting related research; and providing consulting assistance to rural and urban schools.

Consultant, Atari Research Lab, Cambridge, MA June 1983-March 1984

Designed and taught computer programming course in the Logo Language for inner-city youth at Cooper Community Center in Roxbury, MA.

Consultant, North Solomons Provincial Government, Arawa, Papua New Guinea February 1982-

February 1983

Planned and executed ethnographically-based evaluation for province-wide instructional program.

Program Administrator and Evaluator, EARTHWATCH, Inc., Belmont, MA . October 1981-January 1982

Administered Rockefeller Foundation-funded program, placing minority young people in international research projects and assisted in evaluation of program.

Member, Editorial Board, Harvard Educational Review, Cambridge, MA May 1980-January 1982

Responsible for the selection, editing, and publication of manuscripts and book reviews.

Co-Director, Teacher Training Program, University of Massachusetts, Boston, MA December 1979-

August 1981

Responsible for administration, instruction, and field supervision of teacher trainees

Guest Faculty, Cleveland State University, Cleveland, Ohio. Summer 1981

Instructor for Speech and Hearing Summer Workshops, "The Role of Sociolinguistics in the Classroom," including such topics as analyzing teacher talk; identifying classroom routines; clarifying the relationship of speech to writing; and reading as a social activity.

Consultant, Cambridge Public School System, Cambridge, MA October 1980-June 1981

Assisted classroom teachers, speech and language specialists, and reading teachers in implementing new language development program in multilingual/multicultural school setting.

Consultant, Roxbury Community College, Boston, MA. July 1980-March 1981

Edited, organized, and assisted in writing Self-Study Report required for the College's accreditation.

Supervisor, Louisiana State Department of Education, Baton Rouge, LA December 1977-July 1979

Monitored the federally funded Title I programs in 15 school systems as to the quality of instructional programs and evaluation design, and the adherence to federal regulations.

Lecturer, Antioch College, Philadelphia, PA. September 1976-June 1979

Conducted classes and workshops for undergraduate education students in curriculum design and the teaching of reading.

Facilitator, Philadelphia Parent-Teacher Centers, Philadelphia, PA Summers 1975-1977

Designed and led workshops for parents and teachers in teaching content-area skills through games and recreational activities.

Teacher and Administrative Assistant, Durham Child Development Center, Philadelphia, PA September 1972-

December 1977

Taught grades pre-Kindergarten - 3 in this urban, alternative, culturally diverse school setting.

Initiated new projects such as cross-age tutoring, team teaching, and special needs program.

Consultant

Provided consultation to several Headstart and early childhood programs, and to various parent organizations and agencies in Louisiana, Maryland, Georgia, Pennsylvania, Massachusetts, and Alaska in the areas of staff training, curriculum development, parent involvement, and program evaluation.

RESEARCH PROJECTS

Currently investigating equity issues in New Orleans schools, 2006-present

Headed research team to evaluate Miami Schools Initiative, School Improvement Zone, 2004-2006

Explored the development of leadership among urban teachers through the Center for Urban Educational Excellence's Urban Teacher Leader Masters Program, 1999-2001

Conducted research on factors related to school reform in urban settings as a part of the an Annenberg-funded school reform project, 1998-2000

Consultant for University of Miami OERI-funded research project on over-identification of African American boys in Special Education, 1998-2001

Consultant research project for the Center for the Study of the Education of Children Placed At Risk, Howard University and Johns Hopkins University, 1996-1998

Assisted and investigated teachers conducting classroom research and its resulting influence on classroom instruction through the Writing Project initiatives 1192-1994 and 1998-1999

Conducted Spencer Foundation-funded research on issues of diversity in teacher education, 1991-1992

Research Director for the Baltimore component of the Educational Testing Service/National Urban League Study, entitled "On the Right Track," 1990.

Served as qualitative methodology consultant for study, entitled "Alternatives to Tracking," with Johns Hopkins' Center for Study of Effective Education for the Disadvantaged, 1989.

Principal Investigator National Science Foundation-funded planning grant to study culturally based,

sociolinguistic rules of interaction affecting literacy performance within Alaska Native populations. Alaska. Fall 1987 - Summer 1988.

Investigated the use of voice synthesis and computers in the instruction of reading-disabled children. Fairbanks, AK. Fall 1985 - Summer 1986.

Jointly designed and executed collaborative action-research between a university and public school to establish a model rural school for Yupik-speaking children. Togiak, AK. Fall 1984 - Fall 1985.

Designed and conducted ethnographic research project documenting intellectual and social strategies utilized by urban youth learning computer skills in a community setting. Roxbury, MA. Summer 1983.

Analyzed published evaluation studies in order to develop appropriate evaluation designs for bilingual educational programs in multilingual developing countries. Cambridge, MA. Fall 1981.

Designed and conducted experiment to test aspects of the effect of Black-English-speaking on reading. Baton Rouge, LA and Cambridge, MA. Fall 1980.

Collaboratively designed video presentation and conducted empirical reading and attitudinal tests to determine the effects of culturally relevant video materials as a variable in black teenage reading comprehension. Roxbury, MA. Summer 1980.

Assisted Dr. Courtney Cazden of Harvard University in analyzing transcripts of parent-child interactions and developing classification system for coding. Cambridge, MA. Summer 1981.

Assisted Dr. Courtney Cazden of Harvard University in researching San Diego school system and desegregation plan for which she was court-appointed expert for desegregation suit. Cambridge, MA. Spring 1980.

Assisted Professor Ron Edmonds in developing coding system for teacher responses in Search for Effective Schools Project. Cambridge, MA. Fall 1979.

PUBLICATIONS

Books

Delpit, L. (March, 2012) "Multiplication is for White People", New York: The New Press.

Wynne, J. T., Delpit, L. and Miles, R. (eds.) Confessions of a White Educator: Stories in Search of Justice and Diversity Kendall Hunt Press (2012).

Perry, T., R. Moses, L. Delpit, et al (eds) Quality Education as a Constitutional Right: Creating a Grassroots Movement to Transform Public Schools. Boston: Beacon Press, (2010).

Delpit, L. and J. Dowdy (eds.) The Skin That I Speak: Language, Culture, and Identity, New York: The New Press, (2002) (2nd edition, 2008).

Perry, T. and L. Delpit, (eds.) The Real Ebonics Debate: Power, Language and the Education of African American Children, Boston: Beacon Press (1998)

Delpit, L.D. Other People's Children: Cultural Conflict in the Classroom, New York: New Press, (1995) (2nd edition, 2006).

Other Publications

Delpit, L. (2012) "Educational Leadership: It's Not About Race . . . Right?" In J. Brooks, *Black School, White School: Racism and Educational (Mis)Leadership*, New York: Teachers College Press

Delpit, L.(2010) "Turning to My Mother." In J. Mintz and C. Ricci (Eds.) Turning Points: 35 Visionaries in Education Tell Their Own Stories. Roslyn Heights, NY: Alternative Education Resource Organization.

Delpit, L. and C.M. Payne, (2007) "Katrina's Last Victims," The Nation, January 1, 2007, no.1.

Gooden, M.A. and L. Delpit (2007) "Exploring Contested Intersections of Race and Leadership: An Interview with Lisa Delpit, University Council for Educational Administration, 50.

Delpit, L. (2006). Introduction. In B. Harry, Why Are All The Minority Kids in Special Education? New York: Teachers College Press.

Delpit L. (2006). "Crossing great divides: Lessons from New Orleans for the nation's urban districts," Annenberg Institute for School Reform (ed.) Understanding Educational Excellence at Scale, Providence: Brown University.

Delpit, L. (2006). "Lessons From Teachers," Journal of Teacher Education, Vol.57, No.3.

Delpit, L. (2005). Foreword. In C. Brown, R. Land (Eds.), The Politics of Curricular Change: Race, Hegemony, and Power in Education. New York: Peter Lang.

Delpit, L. (2005). Ebonics and culturally responsive education. In (eds.) B. Hammond, M. Rhodes Hoover, and I.P. McPhail, *Teaching African American learners to read*, Newark, DE: International Reading Association.

Delpit, L. (2005). Interview with Lisa Delpit. In (eds.) J. Dowdy and J. Wynne. *Racism, research, and reform: Voices from the city*. New York: Peter Lange USA

Delpit, L. (2004) "Educators as 'Seed People' Growing a New Future. Educational Researcher, Vol.7, No. 32 pp 14-21.

Delpit, L.D., and Nelson-Barber S. "What's Missing in Tests for Teachers?: The Dilemma of Interpretation," prepared for Anthropology in Education Quarterly, in process.

Delpit. LD and P. White-Bradley (2003). "Educating or Imprisoning the Spirit: Lessons from Ancient Egypt." Theory Into Practice, 42, no. 4, pp. 283-288.

Delpit, L. (2000). "Lisa Delpit Dialogues with the Authors" in J. Obidah and K. M. Teel, Because of the Kids: Facing Racial and Cultural Differences in Urban Schools. New York: Teachers College Press.

- Delpit, L. (2000) "Skin-Deep Learning," in Learning Disabilities and Life Stories, (eds.P. Rodis and A. Garrod. Allyn & Bacon.
- Delpit, L.D. (2000) "The Politics of Literacy Teaching" in Personal, School and Community Literacies: Challenging a Single Standard (ed. S. Hollingsworth, *et al*) New York: Teachers College Press.
- Delpit, L. (1999). "A Letter to My Daughter Upon Considering Racism in the United States," in Racism Explained to My Daughter by T. Ben Jelloun, New York: The New Press.
- Delpit, L. Interview, Teaching Tolerance, 1998
- Delpit L. Review of The Discipline of Hope by Herb Kohl, New York Times Book Review, 1998
- Delpit, L. "What Should We Do About Public Education" in The Nation, Vol. 264, No.6, Feb. 17, 1997
- Delpit, L. and T. Perry, (eds). The Ebonics Question, special issue of *Rethinking Schools*, fall, 1997
- Delpit, L. "Ebonics and Culturally Relevant Instruction," in The Ebonics Question, special issue of *Rethinking Schools*, fall, 1997
- Delpit, L. "Foreword," Black Teachers on Teaching by Michele Foster, New York: New Press, 1997
- Delpit, L.D. "Act Your Age Not Your Color," in Growing Up African American in Catholic Schools, (eds. Jacqueline Jordan Irvine and Michelle Foster). New York: Teachers College Press, 1996 (pp. 116-125)
- Delpit, L.D. "I Just Want to Be Myself," in City Kids, City Teachers, (ed. William Ayers). New York: New Press, 1996.
- Delpit, L.D. A Review of The Dreamkeepers by Gloria Ladson Billings, Contemporary Sociology. Vol. 25, No. 2, pp. 240-24_, March, 1995.
- Delpit, L.D. "The Politics of Teaching Literate Discourse." In J. Fraser and T. Perry (Eds.) Freedom's Plow: Teaching in the Multicultural Classroom, New York: Routledge , 1995
- Delpit, L. "Teachers, Culture and Power: An Interview with Lisa Delpit," in Rethinking Schools: An Agenda for Change (eds. D. Levine, R. Lowe, B. Peterson, and R. Tenorio), The New Press, 1995
- Delpit, L.D. "Acquisition of Literate Discourse: Bowing Before the Master?," Theory Into Practice, Vol. XXXI, No. 4, Autumn, 1992.
- Delpit, L.D. "Culture Offers Clues to Literacy: An Interview with Lisa Delpit," Harvard Education Letter, Vol. VIII, No. 6, November/December, 1992.

Delpit, L.D. "Education in a Multicultural Society: Our Future's Greatest Challenge," Journal of Negro Education, Vol. 61, No. 3, 1992.

Delpit, L.D. "An Interview with African-American Educator Lisa Delpit: Teachers, Culture and Power," Rethinking Schools, Vol. 6, No. 3, March/April, 1992.

Delpit, L.D. "A Conversation with Lisa Delpit," Language Arts, Vol. 68, November, 1991.

Delpit, L.D. Book Review of White Teacher by Vivian Paley, Hungry Mind Review, February 1990.

Delpit, L.D. "Language Diversity and Learning." In S. Hynds and D. Rubin (eds.), Perspectives on Talk and Learning, National Council for Teachers of English, 1990.

Delpit, L.D. Book Review of Visions of a Better Way by the Committee on Policy for Racial Justice, Journal of Negro Education, Vol. 59, No. 1., Winter, 1990.

Delpit, L.D. "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children," Harvard Educational Review, Vol. 58, No. 3, August 1988.

Delpit, L.D. "The Village Tok Ples Schools of Papua New Guinea," in Education Exchange, Vol. 9, No. 1, December 1987.

Delpit, L.D. "The Challenge of the New Liberally Educated Professional," Wheelock Bulletin, Vol. XIV, Issue, December 1987.

Delpit, L.D. " 'Skills' and Other Dilemmas of a Progressive Black Educator," Harvard Educational Review, Vol. 56, No. 4, November 1986.

Delpit, L.D. "Comprehending Cross-Culturally," Educational Exchange, Vol. 8, No. 1, October/November 1986.

Delpit, L.D. Language and Culture: An Evaluation of the North Solomons Viles Tok Ples Skuls. ERU Report, Port Moresby: University of Papua New Guinea, 1986.

Delpit, L.D., and Kemelfield, G. "Building on Melanesian Foundations." In P. King, W. Lee, and V. Warakai (eds.), The Eight-Point Plan and National Goals Revisited 1972-82: Problems - Performance - Prospects. Proceedings of the 1982 Waigani Seminar. Port Moresby: University of Papua New Guinea, 1985.

Watson, F., Delpit, L.D., and Sinclair, J. "I Never Thought I Could Do It," Evaluation of a Minority Education Project. Belmont, MA: Earthwatch, Inc., 1981.

Delpit, L.D. A Classroom Incident. Monograph, Philadelphia, PA: Philadelphia Parent-Teacher Centers, 1975.

SELECTED PAPERS, SEMINARS, LECTURES, AND PRESENTATIONS

INTERNATIONAL PRESENTATIONS

"Multicultural Education Expert" Budapest, Hungary, 6-day series of workshops for Hungarian

teachers, policy makers, and university personnel on Romani education sponsored by the American Embassy to Hungary, June, 2011

Keynote and Seminar Leader, William Waters Symposium in Urban Education, Centre for Urban Schools, Ontario Institute for Studies in Education, March, 2010

Keynote Speaker, Trinational Coalition and Defense of Public Education Conference, Oaxaca, Mexico, 2006

"Touched by Their Fire, Burned by Their Brilliance: Educating Those Schools Have Left Behind," Keynote, Adelaide Festival of Ideas, Adelaide, Australia, July 8, 2005

Guest Lecturer, Department of Applied English Studies, University of Witswatersrand, Johannesburg, South Africa, June, 1997

Workshop leader, Adult Literacy Educators, Durban, South Africa, June, 1997

Lecturer, University of Durban, Westville, Durban, South Africa, June, 1997

Seminar leader, Organization for Anti-Racist Education, Cape Town, South Africa, June, 1997

"Community Participation in Pre-School Program Development," Fiji Ministry of Education, Suva, Fiji, February, 1983

"Reconciling Issues of Language Choice at the National Level: Which Way P.N.G.?" Ministry of Education, Papua New Guinea, January, 1983

NATIONAL PRESENTATIONS

Keynote Speaker, *Creating Balance: Mathematics and Social Justice*, San Francisco, CA January, 2012

Keynote, Mayerson Academy Multicultural Conference for Teachers, Cincinnati, Ohio, June, 2011

Keynote, National Black Child Development Institute, Seattle, WA, May, 2011

Urban Education Lecturer, University of Tulsa, Tulsa, Oklahoma, fall, 2010

School Review, University of Chicago Charter School Consortium, Chicago, May, 2010

Invited Panelist, Spencer Foundation Spring Fellows Workshop, AERA, "The Role of the Researcher in Connecting with Policy/Practice," Denver, April, 2010

Keynote, Community Lecture Series, College of Education, Southern University, April and May, 2010

Chancellor's Lecture Series, Southern University, November, 2009

Centennial Lecture, Louisiana State University College of Education, May, 2008

Consultant, Chicago Public Schools and University of Chicago, Analysis of Performance of Selected Charter Schools and Recommendations for Improvement, March, 2008

Keynote Speaker, California Alliance for African American Educators, San Jose, CA 2007

Invited Panelist, National Board for Professional Teaching Standards Conference, Washington, DC, 2007

Keynote Speaker, 20th Annual Conference on Infusion of Culture and History into School Content, Indianapolis Public Schools, 2007

Hampshire College, Inaugural Speaker, Race and Education Series, 2007

Keynote Speaker, National Conference, Southeastern Association of Educational Opportunity Program Personnel, Virginia Beach, 2007

Invited Panelist, Special Roundtable of Progressive Educators, "The Link Between Quality Education as a Civil Right and the Progressive Education Movement," University of Colorado, Boulder, 2007

Keynote address, Alliance for Quality Urban Education Symposium, American University, Washington, D.C., 2007

Keynote address, "Educating Other People's Children," National Black Child Development Institute National Conference Miami, FL, 2007

Invited Lecture, "Fireside Chat With Lisa Delpit," American Anthropology Association, 2006

Convener, National Coalition for Quality Education in New Orleans, Community Conference, 2006

Invited Panelist, Council for Anthropology in Education: "The Dangerous Intersection of the Individual and Culture in Education: Revisiting Jules Henry and Edward Sapir," 2006

Cooper Lecture, University of New York, Binghamton, NY, 2006

Keynote Address, New Jersey Writing Project, 2006

Keynote Address, Urban Sites Conference, Panasonic Foundation, Colorado Springs, CO, 2006

Panelist, "Understanding Educational Equity and Excellence at Scale," Annenberg Institute for School Reform Fourm, Providence, RI, 2006

Keynote Address, Holmes Partnership, Chicago, IL, 2006

Faculty seminars and public lecture, Swarthmore College, 2006

Presenter, American Educational Research Association, 2006

Lecturer, Race, Culture, Identity and Achievement Lecture Series, Simmons College, Boston, MA

Keynote, MDCPS Leadership Conference, Miami, FL Dec.4, 2004

Workshop, Raleigh-Durham Public Schools, teachers and principals, Raleigh, North Carolina, February, 26, 2005.

Workshop, "Urban Education," Duke University doctoral students, February 27, 2005.

Keynote, LASER Conference, San Diego, CA, April 17, 2005

"Urban Education and Research Issues in Miami," LASER Think Tank, Miami Florida. May 13, 2005

"Interventions for Young Urban Readers," Keynote, Cosby Scholars, Fordham University, New York, July 18, 2005

"Do Minority Students Need Minority Teachers?" National Public Radio, December 9, 2004

Keynote Speaker, "Educating Ourselves, Educating Our Future," North Carolina Central University, Education Conference, 2000

Featured guest on Public Radio series on education, The Merrow Report, 1997, 1999, 2000

Chair/Discussant, "Researching the Effects of Race in School Reform," Symposium, American Association of Colleges and Universities, Washington, DC, 2000

Keynote Speaker, K-12 Faculty work-day, Charlottesville, VA, 1999

AERA, Montreal, Canada, 1999:

Chair, "Creating Educational Excellence for Economically Disenfranchised African American Students: The Role of Research in School Reform," Symposium

Chair/Discussant, "Race, Research and Reform

Discussant, "Negotiating Across Race and Culture: Collaborative Teacher Research in an Urban Classroom

Keynote Address, Association of Teacher Educators, San Antonio, TX, August, 1999

Keynote Address, The Coalition of Essential Schools National Conference, Atlanta, GA, 1999

Keynote Address, "Urban Education and the New Millennium," Southern University College of Education's

Education Conference, August, 1999

Panelist, "Racism and Our Children," seminar sponsored by The New Press, New York, 1999

Atlanta Panelist, "Hope, Fairness and Power: Building Strong Schools in Urban America," a national videoconference for 150 sites around the country. The Annenberg Forum at Brown University, January, 1998

Distinguished Lecturer, the Van Adel Institute for Superintendents and Principals, Holland, MI, August, 1997

State University, Invited Lecturer, "Distinguished Educators Series," joint sponsorship of Louisiana southern University, and the East Baton Rouge Parish School District, April, 1997

Boisi Lecturer, University of Boston, March, 1997

Keynote Speaker, "Creating the Learning Community: Building School Capacity, Empowering Families, and Strengthening Partnerships," Title I Mid-Winter Conference, Arkansas Department of Education, Hot Springs, Arkansas, January, 1997

Guest Lecturer, Educational Salon hosted by Dr. Maxine Greene, Teachers College, Columbia University, New York, NY, January, 1997

Lecturer, Distinguished Author Series, Harvard University Principal's Center, Cambridge, MA, 1997

Keynote Speaker, Milwaukee comprehensive Regional Assistance Center Consortium, Region VI, Title I, 1997

Keynote Speaker, "Enhancing Literacy: Issues and Innovations in K-6 Classrooms' Literacy Conference, Milwaukee Public Schools Board of School Directors Reform Initiatives, 1997

Keynote Speaker, "Creating Curriculum that is Challenging, Integrating and Exploratory," National

Middle School Associations' Annual National Conference, Indianapolis, IN, November, 1997

Eighth Annual Benjamin E. Mays Lecturer, 1996

Presenter and Committee Chair, International Conference on Teacher Education, University of Groningen, Holland, February, 1996

Keynote Speaker, Professional Development Seminar, Coalition of Essential Schools, Providence, RI, March, 1996

AERA Annual National Conference, New York, NY, April, 1996:

"Teachers As Frontline Researchers and Policymakers: A Mid-Year Perspective

Discussant, "Aspirations and Performance Among African American Students

Chair and Discussant, Presidential Invited Symposium, "Building Bridges: Community, Curriculum and Pedagogy"

Visiting Distinguished Scholar, Wisconsin Center for Education Research, University of Wisconsin-Madison, May, 1996

Keynote Speaker, 29th Annual IDEA Fellow Program, "Schooling In America: Educating All of Our Children," Baltimore, Maryland, July 1996

Keynote Speaker, "Building A Learning Community to Improve Teaching and Learning," The Greater St. Louis Seventh Action Research Collaborative Conference, A Danforth Foundation Program, St. Louis, MI, November, 1996

A New Vision of School Reform, Council of Chief State School Officers Conference, Improving Achievement of High Poverty Schools, September 1995.

The Cattell Lecture, Special Invited Presentation at the American Educational Research Associations Annual Meeting, April 1995.

Discussant, Providing Excellent Education for African American Students, @ refereed panel at the American Educational Research Association's Annual Meeting, April 1995.

Butts Annual Lecturer, American Educational Studies Association's Annual Meeting, Cleveland, Ohio, October 1995.

Keynote Speaker, National Reading Conference's Annual Meeting, New Orleans, LA, December 1995.

Keynote Speaker, National Center for Restoring Education and Studying Teaching, July 1995.

Lecturer, The Center for Leadership Development and Wheelock College, Cambridge, MA, May 12, 1995.

Invited Lecturer, Spelman College, American Education Week Colloquia, November 1995.

"Act Your Age, Not Your Color," panel on Catholic Schooling, AERA, 1993.

"Documenting Urban Classrooms - Teachers Researching Writing, Assessment, Tracking, and Building Multicultural Communities," NCTE, Spring 1993.

"Getting It Right This Time: The New Assessments for Teachers," Guest Speaker, Harvard Educational Review Speakers Forum, December, 1992.

Special Symposium Panelist, Conference of English Education, National Council of Teachers of English

1992.

"Culture and the College Classroom," Morgan State University Convocation Address, September, 1992.

"The Risky Business of Educating Multicultural Children," Harvard University Principal's Center, 1991.

"Education in a Multicultural Society: Our Future's Greatest Challenge," Charles H. Thompson Lecture Presenter, Howard University, November, 1991.

"The Silenced Dialogue: Implications for Educators," Seminar presented at the University of Michigan, Programs for Educational Opportunities, Ann Arbor, MI, July 1990.

"A Socio-Cultural View of Diversity and Instruction," keynote address, Tenth Conference on Reading Research

sponsored by the International Reading Association and the Center for the Study of Reading at the University of Illinois, Atlanta, GA, May 1990.

"Canons, Culture, and Curriculum," paper presented at invited symposium of The American Educational Research Association's Annual Meeting, Boston, MA, April 1990.

"Opening the Silenced Dialogue: Adult Literacy Educators," speech sponsored by the Community Development Agency of New York for the adult literacy community, February 1990.

"Effective Teaching practices for Differing Learner Cultures: The Dilemma of Interpretation." Paper presented at AERA Annual Meeting, March 1989.

Symposium discussant, "Developing a Knowledge Base for Beginning Teachers," AERA Annual meeting, March 1989.

"Liberalism and Diversity: Conflicts and Continuities," invited presenter, North Dakota Study Group, February 1989.

"When the Talking Stops: Paradoxes of Power in Educating Other People's Children," featured speaker at the University of Pennsylvania's Ethnography in Education Research Forum, Philadelphia, PA, February 1987.

"Cultural Diversity as a Business Issue," seminar presented at the Aetna Institute for Corporate Education, Hartford, CT, September 1987.

"The Challenge of the New Liberally Educated Professional," convocation speech for Wheelock College's Centennial Celebration, Boston, MA, September 1987.

"Literacy in the Black Diaspora: The Case of Papua New Guinea," presented at a Pre-Convention Institute of the International Reading Association's Annual Conference in Anaheim, CA, April 1987.

"Emergent Literacy," presented at the Alaska State Early Childhood Conference in Fairbanks, AK, March 1987.

"Comprehension in Cross-Cultural Perspective," presented at the Alaska Small Schools Conference, April 1986.

"Culture and Communication," presented to the National Conference of Agricultural Communicators in Education, June 1985.

"The Use of Voice Synthesis in Assisting Reading Disabled Students," presented at Equity and Technology, a conference held in Boston, MA, November 1985.

"Seeing With Our Own Eyes; Speaking In Our Own Voices," presented at the American Educational Research Association Meeting in Chicago, April 1985.

"Language, Identity and Education: An Experiment in Mother Tongue Medium Instruction in Papua New Guinea," An International Forum: Issues in Education, Harvard Graduate School of Education, December 1983.

Appeared on NOVA television program, "Talking Turtles," discussing the use of the LOGO computer language in teaching programming to urban youth, October 1983.

Scholars Board for Communities for Public Education Reform, New York, NY, 2012

MICA II K-12 Education and Science Initiative Advisory Board, of the National Institute on Minority Health and Health Disparities (NIMHD), Baton Rouge, LA, 2012

Founder, National Coalition for Quality Education in New Orleans, 2006

Sponsor, Creating Urban Educational Excellence Conference, Miami, Florida, 2003

Co-Sponsor and Developer, Conference on Education for Liberation, Georgia State University, 1999

Current and Past Memberships on Editorial Boards:

Journal of Educational Policy

Research in the Teaching of English

Journal for the Education of Students Placed at Risk

Popular Education: Teaching for Social Justice (Book Series)

Journal of Urban Education

New Frontiers in Urban Education (Book Series)

The State of Black America, The National Urban League (1998)

47th Annual National Reading Conference Yearbook

Current and Past Memberships on Advisory Board or Permanent Review Boards:

Education for Liberation Network

Ennis Foundation Reading Project

Center for Collaborative Education, New York

Teachers and Writers Collaborative, New York

Diversity Advisory Panel for the Georgia Professional Standards Commission, 1997

Center for Urban Learning and Teaching, and Research in Education (CULTURES), Emory University, Atlanta, GA

Algebra Project Review Panel, Open Society Institute, New York

The Children's Museum, Atlanta, GA

Curriculum Committee, Southern University College of Education

Graduate Committee, Southern University College of Education

Tenure and Promotion Committee, Florida International University

Member, P-16 Teachers and Teacher Education Sub-Committee

Member, Student Affairs Committee, Department of Educational Policy Studies, Georgia State University

Member, Graduate Education Appeals Committee, College of Education, Georgia State University

Member, The Raymond B. Cattell Early Career Award Committee, American Educational Research Association, 1998, 1999

Member, Outstanding Dissertation Committee, Division G., American Educational Research Association, 1989

Co-Chair, Commission on Teacher Education for Teachers of Urban, Rural, and Suburban

Students of Color, National Council for Teachers of English, 1992-3.

Advisory Board, Transformation Project; Fund for Educational Excellence, Baltimore, MD, 1990-1994

Advisory Board, Teachers and Writers Collaborative, New York, present.

Consultant, Common Destiny Alliance, Vanderbilt University, present.

Invited Member, National Conference on Research in English, June, 1992 - present.

Vice-Chairperson, Early Adolescence/English Language Arts Standards Committee, National Board for Professional Teaching Standards, 1993.

Co-Chair, African and African-American Curriculum Infusion Committee for Baltimore City Public Schools, 1992-94.

Member, National Assessment of Educational Progress (NAEP) Reading Assessment Planning Committee, 1990.

Member, Multicultural Advisory Committee, Educational Testing Service, 1990-93.

Member, Advisory Board, Center for Collaborative Education, New York, present.

Research support, National Black Child Development Institute, Baltimore Chapter, 1990-91.

Member, International Reading Association, present.

Member, Phi Delta Kappa, present.

Member, National Council for the Teaching of English, present.

Member, American Educational Research Association, present.

Member, Tomorrow's Schools Steering Committee, Holmes Group, 1988-1990.

Discussant, Expert Panel on Classroom Management, SRI International's Federally Funded "Study of Academic Instruction for the Disadvantaged," December 1988.

Coordinator of a state-wide Roundtable, entitled, "Keeping Up with the Holmes's: Is Education Reform

Needed in Alaska?," 1987-1988.

Vice-Chairperson of the Executive Board, Alaska State Humanities Forum, 1986-1988.

Member, Minority Task Force, Fairbanks North Star Borough School District, 1987-1988.

Member, Research Council, University of Alaska, Fairbanks, 1987-1988.

Keynote speaker at the 32nd Annual Conference of the Alaska State Branch of the National Education Association, Anchorage, AK, 1985.

Director, Summer Institute in Cross Cultural Studies, "Empowering Processes for Native Communities," University of Alaska, Fairbanks, AK, 1985.

Member, International Education Committee, Fairbanks, AK, 1984-1985.

Course Initiator, Harvard Graduate School of Education, "Politics, Education, and Oppressed Communities," 1980 and 1981.

Chairperson, School Employees Action Caucus, Philadelphia, PA 1975-1977.

Elected Union Representative, Philadelphia Federation of Teachers, 1975 and 1976.

GRANTS AND CONTRACTS FOR FUNDED PROJECTS AND RESEARCH

(2004-2007)

Spencer Grant Award to support the work of the National Coalition for Quality Education in New Orleans (\$7,200)

Carnegie Foundation Grant Award to support the work of NCQENO (\$25,000)

The Children's Trust Grant Award to support the Family Literacy and Arts Project (\$350,349)

The Children's Trust Grant Award for the CUEI's Algebra Project and Young People's Project (\$478,000)

The Urban Educators' Corps Grant Award for research project investigating Algebra Project work at Miami Edison
High School (\$9,000)

The Children's Trust extension grant for Family Literacy & Arts Program (\$176,000)
(1994-2000)

UPS Foundation (\$450,000)

Charles Stewart Mott Foundation (Trustee Gift and Matching) (\$108,000)

The Rich Foundation (\$5,000)

Annenberg Foundation Challenge Grant (\$1,125,000)

The National Writing Project (\$63,000)

American Association of Colleges for Teacher Education (\$10,000)

The Spencer Foundation (\$50,000)

Rotary Club of Atlanta (\$15,000)

100 Black Men of Atlanta, Inc. (\$42,226)

America Reads Challenge/U.S. Department of Education (\$50,000)

Hank Aaron Chasing the Dream Foundation (\$2,011)

John Wieland Homes and Neighborhoods, Inc. (\$1,000)

Genesis Prevention Coalition Annenberg Technical Assistance Grant (\$42,300)

HONORS AND AWARDS

St. Francis Xavier Alumni Award, Diocese of Baton Rouge, 2011

Martin Luther King Service Award, Florida International University, 2006

Delta Kappa Phi Laureate Award, 2004

Antioch College Horace Mann Humanity Award, 2003

Distinguished Lecturer, **Dewitt-Wallace Reader's Digest Award**, 2003

AACTE **Advocates of Justice Award**, 2002

Children's Television Network's first annual **Sunny Days Award** for Outstanding Contributions to Young Children, 1998

Honorary Doctorate of Humane Letters, Bank Street College of Education, 1996

American Education Research Association, Cattell Outstanding Early Career Award, 1995

Teacher Magazine's Great Books of 1995 (for Other People's Children.)

American Educational Studies Associations 1995 Critics Choice Award, (For Other People's Children.)

Choice Magazines 8th Annual Outstanding Book Award, 1995, (for Other People's Children.)

The **Myers Center Award for the Study of Human Rights in America**, 1995.

Harvard University Graduate School of Education **Alumni Council Award for Outstanding Contribution to Education**, 1993.

MacArthur "Genius" Fellowship, 1990.

National Academy of Education Spencer Fellow, 1988.

American Association of University Women Educational Foundation Dissertation Fellowship, 1984.

Annie Ryder Fellowship of the American Association of University Women, 1981-1982.

Frederick Sheldon Traveling Fellowship, Harvard University, 1981-1982.

Harvard University Scholarship, 1979-1982.

Outstanding Young Woman of America, 1981

Outstanding Community Contributor, Childhood Learning Centers, Baton Rouge, LA, 1979.

Commencement Speaker, Antioch College, 1973.

REFERENCES

Dr. Jeffrey S. Brooks
Editor, Journal of School Leadership
Series Editor, Educational Leadership for Social Justice Book Series
Assoc. Professor and PK-12 Educational Leadership Program Coordinator
University of Missouri
202 Hill Hall
Columbia, Missouri 06511
Phone: 573-882-3371
Email: brooksjs@missouri.edu

Dr. Ronnie Harrison
Director, Southern University Laboratory School
129 Swan St.
Baton Rouge, LA 70813
Phone: 225-771-3490 (office) / 318-680-8666 (mobile)
Email: Ronnie_Harrison@subr.edu

Dr. Kofi Lomotey
Former Southern University and A & M College Chancellor (2008-2011)
Professor of Education, Southern University (with tenure) (2008-present)
923 Peachtree Street, NE Unit 1730
Atlanta, GA 30309
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Dr. Charles M. Payne
(Former Interim Chief Education Officer, Chicago Public Schools)
Frank P. Hixon Distinguished Service Professor
School of Social Service Administration
University of Chicago
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Dr. Joan Wynne
Program Leader, Urban Education
Director of Community Relations
College of Education
Florida International University
11200 SW 8th St.
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954-591-9980 (mobile)
Email: wynnej@fiu.edu

Diana F. Kelly, Ph.D.
5501 Trenton Avenue
Baton Rouge, Louisiana 70808
(225) 924-6597

Educational Experience

Doctoral --Educational Leadership, Research, and Counseling, Louisiana State University

Master of Education--Reading Specialty, Minor in Psychology, Louisiana State University

Bachelor of Arts--Elementary Education, Southern University

Honors

Recipient: **Outstanding Developmental Educator at Baton Rouge Community College—1998**

(Louisiana Association for Developmental Education—LADE)

Recipient: **Huel Perkins Doctoral Fellowship**, Louisiana State University Doctoral Program (GPA: 3.8)

Honors Graduate, Master's Program, Louisiana State University

Magna Cum Laude Graduate, Undergraduate Program, Southern University

Southern University

Chair, Department of Curriculum & Instruction
August 2013 to present

Education Division—Department of Curriculum & Instruction
August 2008 to 2013

Title: Associate Professor and Chair

Responsibilities

Coordinate undergraduate and graduate reading courses

Teach research based instruction and assessment strategies (pedagogy) to teacher candidates and clinical educators in undergraduate and graduate courses

Teach test-taking/study skills to assist teacher candidates with passing Praxis Exam

Ensure that course syllabi are consistent and in alignment with all guidelines

Serve on NCATE, SACS, and other local, state and national committees that govern compliance with standards

Organize/Coordinate all responsibilities of the Department of Curriculum and Instruction

Prepare Strategic Plan and Program Learning Outcomes reports for the Department of Curriculum and Instruction

Experience with City-Parish/State/Federal Programs

***Assistant Program Administrator—Education and Nutrition, Head Start Program
June 2006 to 2012***

East Baton Rouge Parish Head Start Program

Administrative Responsibilities

Assist with writing grant for Head Start Program
Coordinate and direct federal evaluation compliance/audits of program
Design, implement, monitor and evaluate Federal Head Start Program
Supervise, monitor and evaluate 150 staff (2 Education Content Specialists, Nutrition Supervisor, 12 Center Supervisors, 180 teachers and teacher aides, 15 Kitchen Managers and Cooks); monitor and evaluate progress of 1662 children/families
Ensure that program maintains compliance with all Federal Head Start Performance Standards and City of Baton Rouge Program Policies and Guidelines
Identify and assess quality of educational supplies and resources
Monitor safety of children and staff
Act as liaison with Bureau of Licensing (Childcare and Daycare Centers)
Interface with Division Director, Assistant Division Director, Executive Director, Program Administrator, Fiscal Division, Transportation and Facilities Director
Develop and monitor budget
Interface with other Head Start components, including families, community Representatives and other stakeholders
Plan, implement, direct, evaluate professional development

***Project Director, Louisiana State Improvement Grant (LaSIG)
Louisiana State Department of Education (LDOE)***

October 2003 to September 2005

Louisiana State Department of Education/Division of Special Populations

Administrative Responsibilities

Overall management and coordination of LaSIG Grant
Day-to-day decision making and problem solving
Interface with United States Department of Education on a monthly basis
Interface with Assistant Superintendent, Division Director and other administrators
Interface with State Improvement Grant counterparts locally, statewide and nationally
Planning (long and short range)
Interviewing/Hiring LaSIG Staff (including secretary)
Supervise/Support LaSIG Staff (10) and 30 subcontractors
Contract (Interagency Agreement) development, negotiation and compliance monitoring
Represent and defend LaSIG contracts/interests at BESE Board Meetings
Professional development for LaSIG Staff, LaSIG School Districts and family agencies
Serve as presenter at professional development conferences
Research, introduce and disseminate data on “Best Teaching Practices”/learning styles
Support the redesign of higher education undergraduate teacher education programs
Monitor data collection and application at school districts across the state
Monitor data collection at participating family agencies
Facilitate coordination between/ among grantees
Develop and monitor budgetary compliance (\$5.5 million)
Responsibility for equipment, materials and supplies

Evaluation of LaSIG Staff and contractors

Education Program Coordinator, Louisiana State Department of Education)
September 2002 to October 2003
Adult Education Division

Responsibilities

- Read and evaluate proposals for federal adult education funds
- Supervise and monitor the implementation and operation of federal grants
- Provide technical and other assistance to grantees
- Monitor compliance of State Department federally funded programs
- Review project records, purchase orders, instructional programs
- Evaluate site security
- Write compliance reports
- Research effective literacy initiatives
- Day-to-day decision making/problem solving

University Administrative/Teaching Experience (prior to 2003)

Dean, Baton Rouge Community College (BRCC) January 2001 – September 2002
Developmental Education Division

Administrative responsibilities

- Design, implement, and supervise all aspects of Developmental Education
- Design, implement, supervise **curriculum** for Developmental Education
- Present Developmental Education Component (Management Council)
- Interface with upper level management
- Secure textbooks and other course materials
- Serve on committees to screen, interview, and hire faculty
- Supervise and evaluate faculty
- Supervise the development of specific learning outcomes
- Monitor the evaluation of learning outcomes
- Oversee faculty development
- Supervise and evaluate assistant deans and coordinators
- Develop and supervise budgetary matters
- Serve on SACS and other education accreditation committees
- Serve as liaison for administration, faculty and students (problem solving)
- Form partnerships; interface with community (residents, business, etc.)
- Day-to-day management/decision-making

Associate Dean, Baton Rouge Community College (BRCC) 2000-2001

Academic Skills Enhancement Program (ASEP)

Department Chair, Baton Rouge Community College (BRCC) 1997-1999

Academic Skills Enhancement Program

Project Manager, Southern University and A & M College (January 1996-Dec. 1996)

Project Manager--Environmental Sustainability Initiative--2000 (ESI-2000)

Administrative responsibilities:

- Day-to-day management/decision-making
- Plan, develop, present and supervise workshops
- Structure and assess program activities
- Supervise and evaluate project employees
- Prepare project reports (including necessary documentation)
- Structure and coordinate committees
- Write proposals and generate final program reports
- Budgetary management and project evaluation duties
- Plan and coordinate videoconferences

Communications Instructor, Southern University (August 1988 - December 1996)

Primary responsibilities:

- Serve as *assistant to the department Chair*
- Taught reading comprehension skills to college freshmen
- Develop/upgrade course syllabi
- Select textbooks
- Mentor and advise students
- Supervise diagnostic testing of reading students
- Serve on numerous university/departmental committees
- Prepare seminars, workshops and conferences for professional growth.

Instructor/Retention Analyst, Louisiana State University (1995)

Primary responsibilities:

- Design format for establishing contact with/collecting data on students
- Establish/maintain student databases
- Instructional duties—reading and study skills

Manager: United States Census Bureau (1990)

- Supervised 50-100 federal employees during 1990 United States census

Internal Revenue Service Auditor, United States Treasury Department (Jan 1988-Jul 1988)

Primary responsibility:

- Audit federal income tax returns
- Instructional program consisted of extensive public relations training/problem resolution strategies

East Baton Rouge Parish School System

(Elementary, Junior and Senior High School Experience)

Positions held:

Elementary Teacher, Reading Specialist (elementary, junior and senior high school levels), Remedial Reading Instructor, Developmental Reading Instructor, Counselor (financial aid and personal), and Principal Assistant.

Developed drug abuse program

Planned/presented workshops

Planned/supervised teacher in-service sessions

Initiated community relations program to facilitate drug abuse education

Chaired task force on drug abuse prevention strategies

Planned/assisted with day-to-day administrative school responsibilities

Remedial/Developmental Reading Specialist

Research and Publications

East Baton Rouge Parish School System (Aug 1970/yearly updates)

Designed faculty and student handbooks on drug abuse. The handbooks were written to facilitate student/faculty awareness of the dangers and lures of drug abuse.

Southern University

Contributing editor – Academic Skills Enhancement Textbook

News and Views: Louisiana Association for Developmental Education, Volume XII,
Number 1, spring 1994.

Newsweek in the College Classroom, fall 1994.

Louisiana State University

Doctoral Dissertation: “The Influence of Violence Upon Academic Achievement Among African American First Time College Students,” summer 1997.

Workshops and Professional Presentations

Conducted workshops for public school teachers on practical ways to teach “hands-on” sight word acquisition and comprehension skills. Demonstrated methods of individualizing reading instruction.

Conducted sessions to train public school teachers to utilize computers in daily classroom instructional activities.

The Sixth Annual Midwest Regional Reading and Study Skills Conference, Kansas City, Missouri.

Presented two workshops:
Teaching College Reading Skills
Study Skills

Louisiana Association of Developmental Educators—Annual Conference, Baton Rouge, Louisiana

“Using Newsmagazines in the College Classroom”

21st Annual Louisiana Association of Student Assistance Programs (LASAP) New Orleans, Louisiana

22nd Annual Southwestern Association of Student Assistance Programs (SWASAP) New Orleans, Louisiana

“The Influence of Violence on Freshman Students”

National Tutoring Conference—Lake Harmony, Pennsylvania 1993

“The Influence of Violence Upon Freshman Students”

“Teaching Study Skills Effectively”

“Tutoring: An Enhancement to Learning and Teaching”

ESI—2000 Conferences Presentations (Southern University) 1997

“Infusing Sustainability into the Campus Environment”

“The Importance of Environmental Awareness in College Courses”

“Stewardship and the Environment”

Student Presentations—“Environmental Concerns”

Related Environmental Conferences

Geographical Information Systems

Environmental Justice Training

Community Environmental Justice Awareness Training (CEJAT)

Community Building Train-the-Trainer Workshop

Processes of Waste Water Treatment Facilities (tour included)

Guest Speaker: Educational Research Symposium—Southern University 1998

Keynote Speaker: St. Paul Graduation—Baton Rouge, Louisiana 1999

Presented two (2) workshops at the 1999 LADE Conference

“The Impact of Violence Upon First Time College Students”

“Academic Skills Enhancement—A Seamless Approach”

“Community Colleges in Louisiana” (Panel) 1999 LADE Conference

Chaired Panel—“Best Practices in Developmental Education” 2001 LADE Conference

Presenter: Distance Education and Cooperative Learning
2001 Lade Conference

Guest Speaker: “Motivating Young Scholars to Persist”
New Freedom Missionary Church, July 2002

Presenter: “Integrating Reading and Writing Skills for Adult Learners”
LAPCAE Conference, June 2003

Presenter: “FERPA Guidelines”
Adult Education Retreat, April 2003

Presenter: “FERPA Guidelines”
Adult Education Conference, October 2003

Guest Speaker: “Women and Discipline”
Community Bible Baptist Church, October 2003

Presenter: “The Influence of Violence Upon Academic Achievement Among African
American First Time College Students”
National Association of African American Studies, February 2009

“Presenter: “The Influence of Violence Upon Academic Achievement Among African
American First Time College Students”
National Association of Asian Studies, March 2009

Presenter: “Violence, Achievement, and African American College Students”
National Association of African American Studies, February 2010

Presenter: “Violence, Achievement, and African American College Students”
National Conference for Black Studies (New Orleans, LA—March 2010)

Workshops and Conferences Attended

National Association for the Education of Young Children (NAEYC)
Atlanta, Georgia 2006
Chicago, Illinois 2007

Louisiana Head Start Association Conference 2006
Louisiana Head Start Association Conference 2007

Association of Children and Families (ACF) 2006

National State Improvement Grant (SIG) Conference Washington, DC	2003
National State Improvement Grant (SIG) Conference Washington, DC	2004
National State Improvement Grant (SIG) Conference Washington, DC	2005
LaSIG Statewide Conference Baton Rouge, Louisiana	2003, 2004, 2005
Louisiana Association for Developmental Education	1988
Louisiana Association for Developmental Education	1989
Remote Electronic Information Access Community Justice and Sustainable Community Building “Water Pollution and the Sustainability of Lake Kernan on Southern University’s Campus” “Environmental Racism: The Untold Story” Superfund Sites in South Louisiana “Water Pollution in South Louisiana”	1996
Environmental Issues and Policy Assessment	1998
Louisiana Association for Developmental Education Assessment and Evaluation I (professional developmental) Assessment and Evaluation II Assessment and Evaluation III	1990
Assessment and Evaluation IV Assessment and Evaluation V	1991
Blacks Against Drunk Driving Conference (BADD) “Mentoring Students and Student Teachers”	1992
“Motivating Reading Students”	1993
“Using Current Literature to Teach Reading”	1994
“Motivation/Self-Esteem: Impact on Student Performance”	1995
Students and Book Reviews “Preparing the Developmental Student for the 21 st Century” “Preparing At-Risk Youths to Meet the Demands of Society” Southern University Academy: Presentations by Scholars	1996
The National Conference on Academic Advising Louisiana School-to-Work Conference “Functional Context Education” Southern Association of Colleges and Schools Conference	1997

- “Using Reform Techniques to Teach Developmental Mathematics”
- Gender Equity in Vocational Education 1998
Southern Association of Colleges and Schools Conference
- “Nontraditional Training for a New Millennium” 1999
- Louisiana Academic Advising Association (LACADA)
- Grantsmanship Workshop 1999
Presenter: Dr. Bagayoko, Founder and Director
Timbuktu Academy, Southern University
- “The 21st Century Community College Instructor”
Southern Association of Colleges and Schools Conference
- “Partnering for Academic Success in the 21st Century” 2000
Louisiana Academic Advising Association
Louisiana’s National Literacy Summit 2000 Forum
Louisiana Association for Developmental Education Conference
Southern Association of Colleges and Schools Conference
- “Excellence is Everybody’s Job” 2001
Presenter: Dr. John E. Roueche, Professor and Director
Community College Leadership Program
University of Texas at Austin
- “Leading from the Middle”
Presenter: Dr. Jerry Sue Thornton, President
Cuyahoga Community College—Cleveland, Ohio
- NISOD Conference (Austin, Texas)
Louisiana Association for Developmental Education Conference
- Academic Systems (Electronic Learning)—Nicholls State
Using Blackboard
Presenter: Mr. Fedelis Owunta, Professor
Information Technology—BRCC
- Using Blackboard
Presenter: Mr. Fedelis Owunta, Professor
Information Technology—BRCC
- “BRCC at Our Best: Creating a Culture of Exceptional Customer Service”
Serving Our External and Internal Customers
Creating a Quality Environment for Student Learning
- Using Blackboard
Presenter: Mr. Fedelis Owunta, Professor
Information Technology—BRCC
- Using Blackboard
Presenter: Mr. Fedelis Owunta, Professor

Information Technology—BRCC
Using Blackboard 2002

Presenter: Mr. Fedelis Owunta, Professor
Information Technology—BRCC

“BRCC Technology Takes Flight”

Presenters: Academic Systems, Oracle, Cox, Novell, EMCO, SCT
Statewide Articulation Committee on Developmental Education

Sponsors: LADE and LA Board of Regents
LSU at Alexandria

“Meeting Student Needs and Exceeding Student Expectations in the EduCommerce Age”

Presenter: Dr. J. William Wenrich, President
Dallas Community College District

“Building a Learning College”

Presenter: Dr. George Boggs, CEO and President
American Association of Community Colleges (AACC)

“Writing Competencies for Course Syllabi”

“Analyzing Test Data to Improve Test Performance” (Southern University Laboratory
School Conference (November 2008)

J.K. Haynes Teacher Preparation Conference (October 2009)

Louisiana Association for Colleges of Teachers Education Conference (October 2009)

Study Skills Workshop (Louisiana State University—October 2009)

“Violence and African American College Students” (National Association of African
American Studies) February 2009

“The Influence of Violence Upon Academic Achievement Among African American
College Students” (National Association of African American Studies) February 2012

“The Influence of Violence Upon Academic Achievement Among African American
College Students” National Urban Education Conference, Jamaica (November 2014)

“Violence, Post-Traumatic Stress Disorder, and Academic Achievement (National
Association of African American Studies) February 2015

Committees

Curriculum Committee, Southern University Junior Division 1993-94
General Assembly Committee, Southern University Junior Division 1988-96
Standardized Test Committee, Southern University Junior Division 1990-96
Disciplinary Committee, Southern University Junior Division 1996
Disciplinary Committee, Southern University Junior Division 1997
Chancellor’s Roundtable, Baton Rouge Community College, 1998-2002
Casey Family Program—Task Force
Family Road—Committee Member

Self Sufficiency Task Force—East Baton Rouge Housing Authority
LADE Board
LADE Membership Committee
Planning Committee, BRCC
Dean’s Council, BRCC
Academic Council, BRCC
Curriculum Committee, BRCC
Search Committees (all levels—chancellor to clerical positions), BRCC
Strategic Planning Committee, BRCC
Accreditation Committee, BRCC
Retention Committee, BRCC
Disciplinary Committee, BRCC
Advisory Board for Academic Learning Center, BRCC
Textbook Committee, BRCC
Electronic Learning Committee, BRCC
LaSIG Leadership Committee, LA Dept. of Education (LDOE), 2002-2005
LDOE (LaSIG) Search Committee Chair, 2002-2005
Gifted and Talented Over-representation/Under-presentation Committee, LDOE,
EBR Head Start Advisory Committee
Human Development Services (EBR) Director’s Committee
Head Start Search Committee
Head Start Evaluation Team Leader
People Achieving Community Empowerment (PACE) Director, Community Baptist Church
Southern University Curriculum Committee, 2008-present
Education/Reading Advisory Council (Baton Rouge Community College), 2008-2002
Special Education Redesign Committee, February 2010
Alternative Education Redesign Committee, March 2010
Curriculum and Instruction Curriculum Committee, August 2008-present
College of Education, Arts and Humanities Leadership Team

ESI-2000 Committee

Science Advisory Board—Southern University (CEES)

Licensure and Certification

Teaching Certificate--State of Louisiana
Certified Reading Specialist
Certified Program Evaluator
Louisiana Insurance License (Type C)

Computer Literate

Familiar with SAS and Qualpro Statistical Computer Software
Microsoft Word
Power Point
Excel
Access
Word Processing and E-mail

Banner Data Management System

Experienced in construction, administration and evaluation of qualitative and quantitative instruments (data analysis)

Professional Organizations

Member, Louisiana Association of Developmental Educators (LADE)

Member, LADE Executive Council

Member, American Educational Research Association (AERA)

Member, Southwest Educational Research Association (SERA)

Member, Capital Area Literacy Coalition (CALCO)

Member, Association of Louisiana Evaluators (ALE)

Secretary, Women in Management (WIM)

National Association for the Education of Young Children (NAEYC)

National Head Start Association

Louisiana Head Start Association

Phi Delta Kappa

Grant Writing Experience

Louisiana State University

Educational Opportunity Center (not funded)

Carl Perkins

Single Parents, Displaced Homemakers, Single Pregnant Women Grant

JTPA

Literacy and Computer Skills Grant

Baton Rouge Housing Authority

Grants tailored to meet needs of housing residents

ESI—2000

Southern University Center for Energy & Environmental Studies

Community Improvement Grant, Capital Area Foundation

PACE Community Involvement (Baton Rouge Area Foundation)

Tonya Jenee' Rose
Tonya_Rose@SUBR.edu
225-771-3469 (wk)
225-892-2280 (cl)

Education:

Southern University A&M College
PhD Science and Math Education
July 2011

Work Experience:

Aug 2013- Current

Southern University
Assistant Professor

- College of Education-Department of Curriculum and Instruction
 - Currently deliver educational content using various instructional methods to elementary education, secondary education, and child development majors
 - Lecture students on the fundamentals of teaching and developing a teaching strategy
 - Prepared students for higher level education courses
 - Teach Capstone courses to B.I.S. Majors
 - Advising Education Students

Aug 2014- Current

Associate Chair

- Department of Curriculum and Instruction
 - Recruitment of education majors
 - Develop, critique, and modify undergraduate and graduate curriculums
 - Develop graduate programs

Aug 2012- Current

Southern University Shreveport
Adjunct Instructor

- SUBR/SUSLA Partnership Program
 - Teach various levels of mathematics courses to incoming freshman and transfer students
 - Develop strategies to enhance and facilitate developmental mathematics instruction

Aug 2012- Current

Faculty Liaison

- Conduct monthly faculty meetings
- Assist with recruiting, orientation, and training new and returning adjunct faculty
- Research and schedule professional development opportunities
- Address and resolve student and faculty concerns

Jan 2008 – July 2011

Southern University
Graduate/Research Assistant

- Researched Informal Science Education

- Data Entry
- Internet/Library Research
- Professional Development
- Event Planner
- Assistant in the Graduate School and Science and Math Education Dept.
 - Record Keeping
 - Answering multiline phone system
 - Document preparation
 - Maintained a working computer lab
- Taught Principles of Education 211
 - Constructed a Syllabus
 - Lectured students on the fundamentals of teaching and developing a teaching strategy
 - Prepared students for higher level education courses

Oct 2009- May 2011

Lukeville Upper Elementary School

Math Interventionist

- Assist students with IEP, 504 status, and modifications, grasp mathematical concepts, strengthen current math skills, LEAP, iLEAP prep.
- Developed a curriculum that was successful in helping 80% of its participants achieve benchmark standards or higher on standardized test.

Oct 2010-May 2011

Southeastern Louisiana University Upward Bound

Instructor

- Taught Science ACT Prep to high school seniors
- Taught test taking skills
- Taught students how to decipher conflicting scenarios
- Taught students how to read and understand graphs
- Taught students how to read and understand research summaries

Jan 2007 – April 2008

Medvance Institute

Instructor

- Anatomy and Physiology
- Law and Ethics
- Medical Terminology
- Basic Mathematics
- Computer Applications
- Health

Internships:

May 2009 – Aug 2009

QEM/NSF- Washington, DC

- Conducted a Media Evaluation Review
- Constructed an annotated bibliography of current informal science education literature

- Participate in Lifelong Learning Cluster meetings
- Participate in enrichment activities sponsored by NSF
- Attend professional conferences

Professional Organizations MSERA-Member, Presenter
LERA-Member, Presenter
PHI DELTA KAPPA-Member, Recording Secretary

Volunteer Experience

2009-current One Voice, One Dream, One Team

- Secretary/Event Coordinator

JAMES ALTON TAYLOR, SR., J.D., Ph.D.

CURRICULUM VITÆ

ADDRESS:

8122 Royalwood Drive
Baton Rouge, Louisiana 70806
Telephone: (225) 216-7137
Facsimile: (225) 216-7157
eMail: jtaylor@edleaders.com

DATE OF BIRTH:

October 2, 1945

PLACE OF BIRTH: MARITAL STATUS:

Shreveport, Louisiana
Married to Myrna Williams Taylor (9/2/67)

EDUCATION:

Juris Doctor (May 1988)
Loyola University of the South, New Orleans

Doctor of Philosophy (May 1981)

University of New Orleans
Curriculum and Instruction - Major
Educational Administration - Minor

Dissertation: A Study of the Relationship of the Self-Concepts of High School Seniors to College-Bound and Work-Bound Plans

Master of Education (August 1972)

Tulane University, New Orleans
Administration and Supervision - Major

Bachelor of Arts (May 1968)

Louisiana Polytechnic Institute, Ruston, Louisiana
Music Education - Major; Sociology - Minor

Graduate (1963)

Homer High School, Homer, Louisiana

EDUCATIONAL CERTIFICATION:

Louisiana Educators Certificate, Type A
Certificate No. 21320
Special Certificate A-278 - Program Evaluator

Areas in which certified:

School Superintendent
Program Evaluator
Principal
Supervisor of Student Teaching
Director of City or Parish Materials and/or Media Centers
City or Parish Supervisor
Vocal Music

OTHER CERTIFICATION:**Bar Admissions:**

United States District Court for the Eastern District
of
Louisiana

United States District Court for the Western District
of
Louisiana

United States District Court for the Middle District of
Louisiana

Supreme Court, State of Louisiana, and All Inferior
Courts

Louisiana Supreme Court Bar Roll Number: 19177

EXPERIENCE:

- August 2007-Present Associate Professor & Chairman
Department of Curriculum & Instruction
College of Education
Southern University at Baton Rouge
- August 2001-April 2007 Assistant Professor of Graduate Education
School of Graduate Studies
Southern University at New Orleans
Primary responsibilities include advising M.A. thesis students and
teaching graduate level courses in Research, Curriculum, and
Management.
- July 2003-Present Program Analyst and Evaluator, The Institute for Therapeutic
Wellness
- August 2000-2005 Training Consultant
School Leadership Center, New Orleans, LA
Primary responsibilities include preparation and delivery of training
workshops in connection with the Center=s AAspiring Principals@
program.
- September 2000-2004 Mentor, Assistant Principal Internship Program
Louisiana State Department of Education
Primary responsibilities include training, consulting, and mentoring
fifteen assistant principals.
- September 1999-2003 Executive Consultant
Louisiana Middle School Association
Primary responsibility is to provide legal advice and oversight with
respect to organizational restructuring and strategic planning.
- September 1999-2002 Educational Consultant
Louisiana Public Broadcasters

Primary responsibility is to advise LPB and schools on proper implementation of the Distance Learning Program.

August 1999-2001

Assistant Professor of Education
Dillard University, New Orleans

Primary responsibilities:

§ professional course instruction in elementary and secondary education, including elementary/middle school curriculum, classroom management and discipline, foundations of education, tests and measurements, and secondary curriculum.

§ supervision of secondary student teachers.

§ coordination of certification process with state departments of education.

1994-1998

Director of Middle Schools
St. Charles Parish Public Schools.
(Service retirement-June 30, 1998, 31.5 years credit)

Primary responsibilities:

§ supervision and direction of the development and continual improvement of middle schools relative to (1) curriculum and instruction, (2) professional development of principals, teachers and staff, (3) school administration and (4) program evaluation.

§ supervision of middle schools in the areas of (1) development and implementation of Middle School Improvement Plans; (2) observation and evaluation of teachers' and principals' job performance; and (3) development, coordination and supervision of in-service training programs for principals and assistant principals.

§ supervision of kindergarten through twelfth grade music and art programs.

§ supervision of District Testing Programs of students in grades K-12 in the areas of (1) state criterion referenced testing; (2) state norm referenced testing; and (3) District mandated norm referenced testing.

§ licensed program evaluator for state-mandated programs

§ direct development, revision, and implementation of pupil progression plan (pupil placement).

§ review, analysis, and reporting of all pupil performance evaluation data.

§ strategic long-range planning.

1995-1996

Program Manager
Louisiana Department of Education, Bureau of Pupil Accountability
(Development of Curriculum Standards, Benchmarks and Assessment)

1995-1996

Adjunct Assistant Professor of Educational Leadership
Southeastern Louisiana University

1984-1994

Supervisor, Curriculum and Instruction,
St. Charles Parish Public Schools.

Primary responsibilities:

- § supervision of middle schools in the areas of (1) development and implementation of Middle School Improvement Plans; (2) observation and evaluation of teachers' and principals' job performance; and (3) development, coordination and supervision of in-service training programs for principals and assistant principals.
- § supervision of kindergarten through twelfth grade music programs.
- § supervision of District Testing Programs of students in grades K-12 in the areas of (1) school readiness; (2) state criterion referenced testing; (3) state norm referenced testing; and (4) District mandated norm referenced testing.
- § licensed program evaluator for all sponsored programs
- § direct development, revision, and implementation of pupil progression plan (pupil placement).
- § review, analysis, and reporting of all pupil performance evaluation data.
- § strategic long-range planning.

1988-1989 Member, Adjunct Faculty, University of New Orleans - Doctoral Committee, Middle Schools.

Fall 1984

Adjunct Lecturer: Educational Administration, Nicholls State University, Graduate courses in Elementary and Secondary Principalship.

1979-1984

Director, Office of Evaluation, Research and Development
St. Charles Parish Public Schools

Primary responsibilities included the following:

- § directed the development of a comprehensive Personnel Evaluation Plan and coordinated its implementation and annual revision in compliance with state law, including training of all personnel evaluators, refining and revision of all observation instruments, and implementation of state minimum performance standards.
- § directed development of first St. Charles Parish Pupil Progression Plan and coordinated its annual revision in compliance with state law, including direct training of each school's faculty in connection therewith, provision of workshops to the schools' parent organizations, coordination of each academic appeal filed under the plan, and conducting of all Superintendent's hearings.
- § developed and implemented the first General Equivalency Diploma (GED) testing program in St. Charles Parish.
- § developed and implemented district-wide surveys relative to such projects as high school stadiums, parent conferences, length of school day, industry employment needs, and location of new facilities.
- § served as representative of the St. Charles Parish School District on the following State Superintendent Committees: (1) Pupil Per-

formance, (2) Personnel Evaluation, and (3) Committee to Establish Standards for Educational Program Evaluators.

- 1977-1979 Principal, Hahnville Junior High School. Opened new school as founding principal. Established candidacy of first junior high school in St. Charles Parish to receive accreditation by the Southern Association of Colleges and Schools.
- 1976-1977 Principal, Carver Junior High School. Primary accomplishments included the following:
- § changed school climate from disorder to order.
 - § implemented first model junior high school program in St. Charles Parish, including the following: seven-period day, full-time physical education program, exploratory music program, exploratory integrated arts program, and exploratory foreign language program.
 - § developed narrative evaluation plans for teachers' performance.
 - § developed first St. Charles Parish junior high school course objectives in each required subject.
 - § established school budgeting plan and teacher absence reporting plan, both of which were later adopted by the District.
- 1968-1976 Classroom music teacher/choral director, Hahnville High School. Primary accomplishments included the following:
- § choral groups under my direction received six district "sweepstakes" (superior rating in all categories) in eight years.
 - § first St. Charles Parish school music group (vocal or instrumental) to receive state competition "sweepstakes."
 - § developed school-wide counseling program.
 - § developed "college night" visitation program.
 - § served as planning coordinator for new high school.
 - § developed and supervised school-wide extra-curricular Student Activity Program.

ADDITIONAL PROFESSIONAL TRAINING:

- § Numerous continuing legal education units, including such topic as special education law, disability law, estate planning, employment law, and intellectual property law.
- § Post-graduate course work at Tulane University, Loyola University, Nicholls State University, Our Lady of Holy Cross College, and Alverno College in the areas of sociology, instructional design, classroom management, public policy administration, counseling, authentic assessment, alternative assessment, performance assessment, interdisciplinary curriculum development and instructional management.
- § Continuing Education workshops in the areas of curriculum auditing, writing test item specifications, qualitative evaluation techniques, school accountability, curriculum management, school communications, mastery learning, "how-to's" for school administrators, leadership styles, choral music literature, assessing public opinion, authentic assessment, performance assessment, middle school curriculum and instruction,

personnel administration, handicapped law, outcome-based education, restructuring, and numerous areas of federal and Louisiana education law.

PUBLICATIONS:

Taylor, J.A. & Baker, R.A., Discipline and the Special Education Student,@ *Educational Leadership*, Vol. 59, No. 4, December 2001/January 2002, page 28.

Taylor, J.A. & Baker, R. A.,E Ducare: Bringing Forth the Best from Within,@ *Principal Leadership*, Vol. 3, No. 7, March, 2003.

Taylor, J.A. & Baker, R.A., High Stakes Testing and the Essential Curriculum,@ *Basic Education*, January 2001.

Taylor, J.A. & Baker, R.A., *Quality Middle School Assessment: Creating Independent Learners* - Online: www.msol.org/learners, 2000.

WORKSHOPS TAUGHT (Selected List):

- § Taught workshops for a twelve-parish area under the auspices of the South Central Consortium of Superintendents in the areas of Effective Schools, Measurement of Student Achievement, Legal Issues in Education, The Principal as the Instructional Leader, Test Taking Skills, Test Design, and Interpretation and Utilization of Test Data.
- § Taught workshop for Orleans Parish Public School Principals on the format of the California Achievement Test.
- § Authored and taught an 18-hour workshop series for Orleans Parish Public Schools' administrators on supervision of instruction.
- § Taught approximately twenty Louisiana Professional Improvement Program workshops in such areas as Test Data Utilization for Program Planning; Learning Styles; Greater Student Achievement; Techniques for the Classroom; and Schools of Choral Conducting.
- § Taught numerous workshops throughout the State of Louisiana in middle school curriculum, assessment, instructional design and performance assessment.

PROFESSIONAL ACCOMPLISHMENTS AND CONTRIBUTIONS (illustrative only):

- § Served as curriculum and evaluation consultant to Louisiana Department of Education development of curriculum guide “High School Credit for Private Piano Study. (2005)
- § Served as curriculum and evaluation consultant to Louisiana Department of Education development of curriculum guide, “Integrated Arts Guide to Grade Level Expectations.” (2005-2006)
- § Served as curriculum development consultant to Louisiana Department of Education Regional Service Center “Schools to Watch” Middle Level Quality Schools Program, Shreveport, Louisiana (2004)
- § Served as National Assessment Coach to the Council of Chief State School Officers - State Collaborative on Assessment and Student Standards (Arts).
- § Served as principal author of Goals 2000 Local Improvement Grant proposal, which was granted and secured \$260,000 for St. Charles Parish Public Schools.
- § Developed and implemented a three-step comprehensive school quality assessment program for St. Charles Parish Public Schools.
- § Served as technical advisor to the Louisiana State Department of Education for the selection procedures relative to the Louisiana Norm Referenced Testing Program.
- § At the request of the Louisiana State Department of Education, served on the State Technical Committee for the selection of the Louisiana Kindergarten Developmental Screening Instruments.
- § Initiated St. Charles Parish Public Schools' involvement in the Greater New Orleans Compact on Elementary and Secondary Education.
- § Selected by BellSouth Foundation to receive funding for conducting the Middle Grades Assessment Program in conjunction with Tulane University and the University of North Carolina.
- § Served for two years as consultant to Jefferson Parish Public Schools for the purpose of evaluating the effectiveness of the junior high school instructional programs.
- § Served on Southern Association of Colleges and Schools accreditation review teams for approximately ten middle, junior high, and high schools in the areas of school administration, guidance and counseling, music, social studies, school and community, school philosophy, learning programs, and innovative programs.
- § Directed the development of St. Charles Parish Public Schools' Personnel Evaluation Plan.
- § Directed the development of the transition of St. Charles Parish Public Schools' junior high schools to model middle schools.
- § Served for six years on the Louisiana State Board of Elementary and Secondary Education (BESE) Advisory Committee on Personnel Evaluation.

- § Served for five years on the Louisiana State BESE Advisory Committee on Pupil Proficiency.
- § Edited the 1973 Career Education Music Curriculum Guides for the Louisiana State Department of Education.
- § Served as Facilities Planning Coordinator for the construction of the new Hahnville High School at Boutte, Louisiana.
- § Served as clinician, adjudicator, and choral music consultant in connection with junior high school, high school, and college choral competitions, music camps, workshops, and honor groups.
- § Served as Director and Assistant Director of numerous church and civic choral groups, including sixteen years as Associate Music Director of the Concert Choir of New Orleans and sixteen years as Director of Music for First United Methodist Church, New Orleans.

CIVIC CONTRIBUTIONS (illustrative only):

- § Chairman of the Administrative Board, Chairman of the Council on Ministries, member of the Pastor-Parish Relations Committee, Chairman of the Work Area on Worship, Chairman of the Work Area on Education, and member of the Board of Trustees for various United Methodist Churches in the New Orleans Area.
- § Worshipful Master, Arthur M. Retif Lodge 473 F. & A.M.
- § Volunteer Adjudicator - New Orleans Arts Council
- § Board of Visitors - Delgado Community College Department of Music

HONORS AND AWARDS (illustrative only):

- § American Legion Award for Outstanding Service in the Promotion of the American Legion Oratorical Contest - 1994.
- § Louisiana School Supervisors Association Outstanding Service Award - 1990.
- § American Jurisprudence Award for Excellence in the Study of Negotiable Instruments - December 1987.
- § Who's Who in the South and Southwest - 1984-1985.
- § American Jurisprudence Award for Excellence in the Study of Family Law - December 1987.
- § Louisiana Education Research Association Outstanding Service Award - February 1983.

§ Nominated for Outstanding Dissertation Award - University of New Orleans - Summer 1981.

PROFESSIONAL MEMBERSHIPS (illustrative only):

- § Phi Delta Kappa
- § Kappa Delta Pi
- § Council for Basic Education
- § Association for Supervision and Curriculum Development
- § National Association of Secondary School Principals
- § American Educational Research Association
- § National Middle Schools Association
- § Louisiana Middle School Association (Executive Consultant, 1999-2003)
- § Music Educators National Conference
- § American Bar Association (General Practice Section)
- § Federal Bar Association - New Orleans Chapter
- § Louisiana State Bar Association
- § Louisiana Education Research Association
- § Louisiana School Supervisors Association C 1988-1990 - President, River South Region
- § Louisiana Association of School Executives
- § New Orleans Bar Association
- § Louisiana Retired Teachers Association (Life Member)
- AARP
- 05/07/09

Luria Young, Ph.D.
P.O. Box 1764, Zachary, LA 70791
225-771-3388 (o); 205-7158 (cp)
Luria_Young@subr.edu

ACADEMIC PREPARATION

Louisiana State University, Baton Rouge, Louisiana

Doctor of Philosophy, Educational Leadership and Research, concentration in Higher Education, May 2004

Dissertation Research: "Students with a GED in Four-Year Institutions: The Voices of Persisters"

Louisiana State University, Baton Rouge, Louisiana

Educational Specialist Certificate, Secondary Science Education, May 1997

Louisiana State University (Holmes Program), Baton Rouge, Louisiana

Master of Education, Secondary Science Education, August 1995

Southern University and A&M College, Baton Rouge, Louisiana

Bachelor of Science, Biology, May 1993

PROFESSIONAL POSITIONS

Southern University Department of Science/Mathematics Education Doctoral Program, Baton Rouge, Louisiana

Professor, August 2015 - present

- Course Taught: SMED 710 History of Science/Mathematics Education; SMED 717 Science/Mathematics Curriculum at the College Level: Biology, Chemistry, Computer Science, Mathematics, Physics, or General; SMED 760 Informal Science Education; SMED 702 Cognitive Psychology; SMED 741 Qualitative Research; SMED 755 Advanced Qualitative Research

Southern University College of Education, Arts & Humanities (CoEAH), Baton Rouge, Louisiana

Interim Dean and Superintendent of the Southern University Laboratory School, Professor, December 2012 – present; Rosalie Guidry Daste Endowed Professorship in Urban Education, Fall 2012 – present, NCATE Coordinator (Spring 2007 – present)

- Responsible for the full implementation of the College's mission
- Responsible for the successful implementation of the College's assessment plan
- Responsible for providing leadership for effectiveness in the College
- Responsible for adherence to standards for accreditation
- Responsible for promoting excellence in undergraduate and graduate programs
- Responsible for supporting the university's mission, goals and strategic plan

- Responsible for the success or failure of students
- Responsible for securing resources for the College
- Responsible for the academic excellence of the SUBR Laboratory School
- Responsible for promoting and serving as a model for effective teaching, professional achievement, and professional service
- Serves as the College advocate and representative
- Other responsibilities assigned by the Vice Chancellor for Academic Affairs and Chancellor

**SELECTED ACCOMPLISHMENTS AS THE INTERIM DEAN
DECEMBER 3, 2012 – July 31, 2015**

- Annual Education Round-Up and Praxis Fun Day: concerted efforts to attract our former education majors who are struggling with passing the Praxis examinations
- Southern University Miniature Laboratories (“Mini Labs”) in Business, Engineering, Health Professions, and Law with World Languages and Literacy woven throughout all labs: These mini labs provide experiential learning programs and activities for PK-16+ community.
- Leading and managing the successful partnership with White Castle High School in Iberville Parish
- Exploring a partnership with East Baton Rouge Parish School System, Delmont Elementary School
- Southern University Laboratory School enrollment at a record high of 570 students, Fall 2013, and the school is still financially stable
- Leading and managing the Bachelor of Interdisciplinary Studies Online degree program
- Developing a Masters of Arts, Grades 1-5 (focus on Urban Teacher Leadership)
- TeachLivE Grant: This research is funded by the Gates Foundation through a collaboration with the University of South Florida. The purpose of this research is to study teacher and student interactions in a virtual environment.
- TeachLivE Laboratory: a virtual laboratory in collaboration with the University of South Florida that focuses on providing teacher candidates and practicing teachers with a mixed reality teaching environment supporting teacher practice in pedagogy and content (November 2013).
- Fostering a inter-unit collaboration in Arts and Humanities and between Education and Arts and Humanities
- Exploring opportunities with Emerald Bayou Studios for a Film Institute and Entertainment Center
- Strengthening a collaboration with the Manship Theatre for student opportunities, such as the Aquila Theatre Company of New York providing classes for our students and partners
- Collaborating with the SU System Foundation and Alumni Federation to raise funding for the CoEAH—hired a development officer

Southern University Department of Curriculum and Instruction (C&I), Baton Rouge, Louisiana

Laser Interferometer Gravitational Wave Observatory (LIGO) Science Education Specialist and Associate Professor, August 2004-present; Graduate Studies Faculty (Spring 2008 - present), NCATE Coordinator (Spring 2007 – present)

- Lead administrator and coordinator for the College of Education's involvement in a ten-year collaboration with the California Institute of Technology (Caltech), the San Francisco Exploratorium, and the Louisiana Gaining Early Awareness and Readiness for Undergraduate Programs (LA GEAR UP).
- Lead coordinator for the delivery of LIGO science concepts to pre-service and in-service teachers, STEM undergraduates, and the general public.
- Courses Taught: CRIN 346 Middle School Science Methods, CRIN 420 Techniques for Teaching the Biological and Physical Sciences I, CRIN 424 Techniques for Teaching the Biological and Physical Sciences II, CRIN 205 Seminar in Education, CRIN 326 Early Childhood Science Methods, CRIN 447 Student Teaching (Secondary Science)
- Teaching, Research, and Service

Southern University Department of Science and Mathematics Education Doctoral Program, Baton Rouge, Louisiana

Adjunct Faculty, August 2008-present

- Course Taught: SMED 717 Science/Mathematics Curriculum at the College Level: Biology, Chemistry, Computer Science, Mathematics, Physics, or General and SMED 760 Informal Science Education; SMED 702 Cognitive Psychology; SMED 741 Qualitative Research; SMED 755 Advanced Qualitative Research

Louis Stokes- Louisiana Alliance for Minority Participation (LS-LAMP), Southern University, Baton Rouge, Louisiana

Statewide Program Administrator, August 1999-July 2004

LS-LAMP is a statewide, systemic mentoring program aimed at substantially increasing the number and quality of minority graduates in science, technology, engineering, and mathematics. LS-LAMP's supplemental projects include two teacher training programs: MainSTey (nation-wide technology integration training project for math and science education faculty) and Teaching Scholars (pre-service teachers).

- Responsible for the management of all administrative/programmatic aspects of Louisiana's Alliance which includes 12 partner universities (Dillard University, Grambling State University, Louisiana State University, McNeese State University, Nunez Community College, Southern University and A&M College, Southern University at New Orleans, Southern University at Shreveport, Tulane University, University of New Orleans, University of Louisiana at Lafayette, and Xavier University) and the Louisiana Universities Marine Consortium (LUMCON).
- Served as the contact person for the Alliance with the Board of Regents (fiscal agent) and the National Science Foundation
- Lead responsibility for reporting and meeting with university officials and faculty in the State to promote the activities of the Alliance
- Overall responsibility for the management of an annual Alliance budget of \$2 million

- Directed the activities of the LS-LAMP statewide management office that included a staff of three full-time professionals, graduate assistants, and undergraduate students
- Provided recommendations for the development of new programs to further promote the goals of the Alliance and researched additional funding opportunities
- Organized and directed an annual review process with a team of external reviewers
- Directed the outreach activities of the Alliance including the development of publications and making contact with business and industry to solicit new opportunities for student research
- Assisted the project director with the development of campus wide proposals
- Planned and successfully implemented statewide LS-LAMP meetings, symposiums, and conferences

***Louis Stokes-Louisiana Alliance for Minority Participation (LS-LAMP), Southern University,
Baton Rouge, Louisiana***

Statewide Evaluation Coordinator, June 1998-July 1999

- Coordinate the overall evaluation for the LS-LAMP program
- Responsible for evaluating the effectiveness of activities supported by LS-LAMP
- Responsible for the design, implementation, and regular improvement of a formative and summative evaluation system, including its conceptual strategy, the development of appropriate metrics, and the collection, analysis, and preparation of data
- Responsible for convening an Evaluation Advisory Committee of institutional research officers representing the participating institutions
- Responsible for the mandatory reporting function involving the NSF-supplied Monitoring and Reporting System (MARS).
- Responsible for generating statistical summaries, diagrams, charts, graphs, tables, etc. that summarize program progress and assist with strategic planning

***Educational Opportunity Center (EOC), Southeastern Louisiana University, Hammond
Louisiana***

Outreach Generalist, July 1997 – May 1998

- Assist low income and first generation students with enrollment into a postsecondary institution
- Travel to assigned areas to present information on EOC, conduct outreach sessions, and complete program applications
- Develop and submit periodic statistical and narrative reports
- Assist clients with financial aid, post-secondary enrollment, academic advisement, and other advisement relating to post-secondary education/training
- Develop and maintain resources relating to post-secondary education/training
- Develop and conduct workshops
- Maintain travel records

Louisiana State University Office of Minority Student Services, Baton Rouge, Louisiana
Graduate Intern, August 1996 - December 1996

- Coordinated the Genesis Program and Peer Mentoring Program

Dryades YMCA, New Orleans, Louisiana

External Evaluator, August 1996-March 1997

- Collected and analyzed data using qualitative techniques to assess the educational programs of the YMCA

Louisiana State Department of Education, Baton Rouge, Louisiana

Graduate Intern, January 1996 - May 1996

- Assisted the State Director of Science Education and assisted with the coordination of the Louisiana Science Initiatives Program

Louisiana State University Laboratory School, Baton Rouge, Louisiana

Student Teaching Intern, August 1994 - May 1995

- Taught Biology I and Biology II to ninth and tenth graders

Gonzales Middle School, Gonzales, Louisiana

Teaching Intern, March 1995

- Taught Life Science and collaborated with administration and teachers on a proposed professional development program

Louisiana State University Center for Scientific and Mathematical Literacy, Baton Rouge, Louisiana

Graduate Assistant, January 1994 - July 1995

- Collected and analyzed data from the Science Education for Public Understanding (SEPUP) and the NSF's Teacher Enhancement Program

East Baton Rouge Parish School Board, Baton Rouge, Louisiana

Long-term Substitute Teacher, Capitol High, Biological Sciences, Spring 1994

Lafayette Parish School Board, Lafayette, Louisiana

Substitute Teacher, Biological Sciences, 1993

Southern University Minority Access to Research Careers, Baton Rouge, Louisiana

Research Assistant, October 1992 – May 1993

- Conducted research on the toxic effects of copper sulfate and chromium trioxide on *Procambius Clarkii*

Boys and Girls Club, Baton Rouge, Louisiana

Site Manager, May 1991 – February 1993

- Supervised and assisted children in physical and educational activities

SCHOLARLY PUBLICATIONS

Bagayoko, D., & Young, L. (2015—in print). *Introduction to Best Practices in STEM Systemic Mentoring*. A publication of the Louis Stokes Louisiana Alliance for Minority Participation, Baton Rouge, LA.

Young, L. (2010). *Defining Persistence: Students with a GED in Four-Year Institutions*.

Hawaii International Conference on Social Sciences Proceedings, Honolulu, HI.

Pitre, A., Ray, R., & Stubblefield, L. (2009). The Challenge of Implementing Black History: Student Narratives of a Black History Programs. In A. Pitre (Ed.), *Educating African American Students: Foundations, Curriculum, and Experiences Critical Black Pedagogy in Education*, Lanham, MD: Rowman and Littlefield Education.

Stubblefield, L. (2006). Math Anxiety Among GED Recipients in Four-Year Institutions. *The Journal of Mathematical Sciences and Mathematics Education*, 1(2), 19-23.

Bagayoko, D., & Stubblefield, L. (2006). K-12 Outreach: The Model of the Timbuktu Academy. *Proceedings of the Conference on K-12 Outreach from University Science Departments, North Carolina State University Science House*, 15-21.

Bagayoko, D., Stubblefield, L., Reed, J., Kelley, E., & Hasan, S. (2005). A Significant Other for Effective Education Making Adequate Time for Teaching and Learning. *Journal of Urban Education Focus on Enrichment*, 2(1), 42-56.

Bagayoko, D. & Stubblefield, L. (2005). Competitive Mentoring: Deploying the Model of a US Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. *LS-LAMP National Student Research Conference Proceedings*, 139-140.

PAPER TO BE SUBMITTED FOR PUBLICATION

Young, L., Ford, K., & Shujaa, B. Assessing the Effectiveness of Two Interventions on Pre-Service and In-Service Teachers Pedagogical Practices.

OTHER PUBLICATION

Young, L. (November 2013). Redeemed. *Beautiful Black, Volume 7, Issue 2, p. 17*

PROFESSIONAL PRESENTATIONS

*Invited Lectures

International Conference on Urban Education, Montego Bay, Jamaica (Luria Young), Immersing Teachers in an Inquiry-based Professional Development, November 2014

Hawaii International Conference on Education, Honolulu, HI (Luria Young)
Best Practices in Systemic Mentoring: The Louis Stokes Louisiana Alliance for Minority Participation, January 2014

Hawaii International Conference on Education, Honolulu, HI (Luria Young)
A Model for Strengthening Teacher Content Knowledge in Science and Mathematics, January 2014

Mid-south Educational Research Association (Luria Young, John Rugutt, Caroline Chemosit)

Mathematics Achievement Levels: A Discriminant Function Analysis Approach,
November 9, 2012

Hawaii International Conference on Social Sciences, Honolulu, HI (Luria Young)
Defining Persistence: Students with a GED in Four-Year Institutions,
June 3, 2010

Hawaii International Conference on Social Sciences, Honolulu, HI (Bobbie Remble, Luria
Young, Joseph Meyinsse, Sheila Griffin)
*Interfacing Informal with Formal Science and Mathematics Education in the
Classroom*, June 3, 2010

Hawaii International Conference on Social Sciences, Honolulu, HI (Joseph Meyinsse, Luria
Young, Bobbie Remble, Sheila Griffin)
*Learning Science and Mathematics for Teaching: Results from Louisiana's
Professional Development Projects*, June 3, 2010

Mid-South Educational Research Association (MSERA) Annual Research Conference, Baton
Rouge, LA, (Luria Young, Joseph Meyinsse, Ken Ford, Bobbie Remble)
*Inquiry-based Teaching and Learning in Science and Mathematics
using Exhibits and "Snacks"*, November 4, 2009

*University of South Africa (UNISA) Teacher Education at a Distance Conference, Pretoria,
South Africa, (Joseph Meyinsse and Luria Stubblefield)*
Assessing the Effectiveness of Two Interventions on Pre-Service and In-Service
Teachers Pedagogical Practices, October 3, 2008

*Dillard University Minority Serving Institutions Research Partnerships Conference 2008, New
Orleans, LA, (presenting for Dr. Diola Bagayoko)*
Undergraduate Research and Innovation: Timbuktu Academy, May 14, 2008

2YC₃ Conference, Baton Rouge, LA (Luria Stubblefield, Joseph Meyinsse, Bobbie Remble)
Chemistry Connections in the Classroom (C3) using Inquiry, April 3, 2008

*Mid-South Educational Research Association Annual Conference, Hot Springs, AR (Luria
Stubblefield, Joseph Meyinsse, Bobbie Remble, and Ken Ford)*
Teaching Science and Mathematics with Confidence (Display), November 7, 2007

*Louisiana Science Teachers Association, Lafayette, LA (Missy Wooley, Bill Deese, Linda
Ramsey, Joseph Meyinsse, Luria Stubblefield)*
RIPPLE Plus MISE Share-a-Thon, November 2, 2007

*J.K. Haynes Teacher Preparation Conference 2007, Baton Rouge, LA (Carol McCree and Luria
Stubblefield).*
HISD in the Aftermath of Katrina, September 19, 2007

J.K. Haynes Teacher Preparation Conference 2007, Baton Rouge, LA (Joseph Meyinsse, Luria Stubblefield, and Bobbie Remble).

Exhibit-based Science and Mathematics Teaching and Learning: Pre-Service Teachers Summer Institute Experiences, *September 18, 2007*

National Association of African American Studies (Luria Stubblefield and Verjanis Peoples)

Preparing African American Teachers for Inquiry-Based Science and Math Teaching and Learning, Baton Rouge, Louisiana, *February 13, 2007*

Hawaii International Conference on Education (John Rugutt, Caroline Chemosit, Luria Stubblefield, Joash Kibett)

The Impact of Behavioral and Personality Variables on Achievement: A Discriminant Function Analysis Approach, Honolulu, Hawaii, January 8, 2007

Louisiana Association of Teachers of Mathematics/Louisiana Science Teachers Association Conference, Shreveport, LA (Cathi Cox, Missy Wooley, Linda Ramsey, Joseph Meyinsse, and Luria Stubblefield)

RIPPLE/MISE Meeting (Share-a-Thon), *October 20, 2006*

National Middle School Association, Nashville, TN (Luria Stubblefield, Joseph Meyinsse, Monika Pitts)

Using Partnering and Exhibits to Strengthen Science and Mathematics Teaching and Learning for Middle School Teachers, *November 3, 2006*

Capitol Pre-College Academy for Girls and Boys Summer Retreat, Baton Rouge, LA (Luria Stubblefield and Linda Lewis)

Gender Specific Strategies for Girls, *July 19, 2006*

J.K. Haynes Teacher Preparation Conference 2006, Baton Rouge, LA (Carol McCree and Luria Stubblefield).

A Model for Single Sex Education: Capitol Pre-College Academy, *July 10, 2006*

J.K. Haynes Teacher Preparation Conference 2006, Baton Rouge, LA (Luria Stubblefield and Joseph Meyinsse).

Immersing Teachers in Exhibit-based Science and Mathematics Teaching and Learning, *July 11, 2006*

**LeRoy R. Posey Seminar, Southern University Department of Mathematics, Baton Rouge, Louisiana (Luria Stubblefield and Ken Ford).*

Enhancing Scientific and Mathematical Literacy, *March 2, 2006*

National Association of African American Studies, Baton Rouge, Louisiana (Luria Stubblefield)

I Just Can't Go Back: African American Male GED Recipients in Four-year Institutions, *February 2006*

*Southwest Educational Research Association Conference, Austin, Texas (Luria Stubblefield, John Rugutt, and Caroline Chemosit).
Linking Teaching and Learning Environment Variables to Student's Effort in Learning, February 2006*

Louisiana Association of Teachers of Mathematics, Baton Rouge, LA (Luria Stubblefield).

Math Anxiety Among GED Recipients, November 4, 2005

*Yo! Academy of Visual and Performing Arts, Memphis, Tennessee (Luria Stubblefield).
LS-LAMP and the Timbuktu Academy at Southern University, August 2005*

J.K. Haynes Teacher Preparation Conference 2005, Baton Rouge, LA (Luria Stubblefield, Diola Bagayoko, and Saleem Hasan).

An Effective Approach to Teaching and Learning Reading, July 2005

J.K. Haynes Teacher Preparation Conference 2005, Baton Rouge, LA (Luria Stubblefield, Mildred Smalley, Ivory Toldson, Verjanis Peoples, Steven McGuire, Joseph Meyinsse, and Carolyn Person).

Using Partnering and Exhibit-Based Teaching to Enhance Science Literacy, July 2005

J.K. Haynes Teacher Preparation Conference 2005, Baton Rouge, LA (Joseph Meyinsse and Luria Stubblefield).

Professional Development-Learning Mathematics for Teaching: Results from Louisiana's Mathematics Professional Development Projects, July 2005

J.K. Haynes Teacher Preparation Conference 2005, Baton Rouge, LA (Victoria Banks, Latricia Scriven, and Luria Stubblefield).

Learning from Brain Research to Prepare Highly Qualified Educators, July 2005

**The Science House 2005 Invitational Conference on K-12 Outreach from University Science Departments, Raleigh-Durham, North Carolina, K-12 Outreach: The Model of the Timbuktu Academy, April 20, 2005.*

Tennessee American Association of Physics Teachers, Memphis, TN,

Partnering to Enhance Inquiry-Based Physics Teaching and Learning, March 19, 2005.

Mid-South Educational Research Association (MSERA), Gatlinburg, TN

High School Dropouts in Four-Year Institutions, November 2004

Association for the Study of Higher Education (ASHE), Kansas City, MO

Students with a GED in Four-Year Institutions: The Voices of Persisters, November 2004

J.K. Haynes Teacher Preparation Conference 2004, Baton Rouge, LA (Diola Bagayoko, lead author; Ella Kelley; Saleem Hasan; and Janet Reed).

Two Significant Others for Effective Professional Development, July 2004

Julia M. Martin College of Sciences Symposium, Baton Rouge, LA

An Educational Overview; Students with a GED in Four-Year Institutions: The Voices of Persisters, March 2004

Association for the Study of Higher Education (ASHE), Portland, Oregon

Quitting is not an Option: GED Recipients in Four-Year Institutions, November 2003

Mid-South Educational Research Association (MSERA), Biloxi, MS (Proposal Accepted)

Persisting GED Recipients in Four-Year Institutions, November 2003

American Educational Research Association (AERA), Chicago, Illinois

Diversity in Mentoring: "eRACEing" Boundaries and "EmbRACEing" Differences, April 2003

Louisiana Association of Student Assistance Programs (LASAP), Baton Rouge, LA

TRIO Clientele: Students with a GED in Four-Year Institutions, April 2003

Southwest Educational Research Association (SERA), San Antonio, Texas

Students with a GED in Four-Year Institutions: The Voices of Persisters, February 2003

The Committee on Institutional Cooperation (CIC), Summer Research Opportunities Program, East Lansing, Michigan

The Louis Stokes Louisiana Alliance for Minority Participation's Systemic Mentoring Component, July 1999

Association for the Study of Higher Education (ASHE), Albuquerque, New Mexico

Women of Color in Higher Education, April 1997

The Compact for Faculty Diversity, New Orleans, Louisiana

Shattering the Silence, October 1997

East Baton Rouge School Board Teacher In-Service Training, Baton Rouge, Louisiana

The Big Stretch Off, February 1994

Louisiana Science Teacher's Association, Lafayette, Louisiana

Modeling Polymers, December 1994

FUNDED STRATEGIC INITIATIVES

PI, SUBR Laser Interferometer Gravitational Wave Observatory Project, National Science Foundation (funding agency); \$2,500,000; 2015-2020

Co-PI, Louis Stokes Louisiana Alliance for Minority Participation (LS-LAMP) Louisiana Senior Level Alliance, National Science Foundation (funding agency); \$3,250,000; 2015-2020

PI, SUBR Laser Interferometer Gravitational Wave Observatory Project, National Science Foundation (funding agency); \$500,000; 2013-2015

PI, TeachLivE, University of South Florida (funding agency); \$8,000; 2013-2014

Co-Project Director, Project Modeling Inquiry Science Education (MISE), Louisiana Board of Regents (funding agency); \$164,000; 2013-2014

Co-Project Director, Project Modeling Inquiry Science Education (MISE), Louisiana Board of Regents (funding agency); \$216,018; 2012-2013

Co-Project Director, Project Modeling Inquiry Science Education (MISE), Louisiana Board of Regents (funding agency); \$180,000; 2011-2012

Co-PI, Louis Stokes Louisiana Alliance for Minority Participation (LS-LAMP) Phase IV, National Science Foundation (funding agency); \$2,500,000; 2011-2015

Co-PI, Louis Stokes Louisiana Alliance for Minority Participation (LS-LAMP) Phase IV, Louisiana Board of Regents (funding agency); \$2,500,000; 2011-2015

Co-Project Director, Project Modeling Inquiry Science Education (MISE), Louisiana Board of Regents (funding agency); \$153,000; 2010-2011

Co-Project Director, Project Modeling Inquiry Science Education (MISE), Louisiana Board of Regents (funding agency); \$192,000; 2009-2010

Co-PI, National Science Mathematics Initiative (funding agency), UTeach (in collaboration with Louisiana State University and Southeastern Louisiana University), \$1,578,218, 2007-2012

Co-PI, Robert Noyce Scholarships, National Science Foundation (funding agency), \$750,000, 2007-2011

Co-Project Director, Project Modeling Inquiry Science Education (MISE), Louisiana Board of Regents (funding agency); \$192,000; 2007-2008

Co-PI, Physics and Mathematics at the Timbuktu Academy (PMTA), National Science Foundation (funding agency), \$496,800, 2006-2010

Co-Project Director, Project Modeling Inquiry Science Education (MISE), Louisiana Board of Regents (funding agency); \$140,000; 2006-2007

Co-PI, Science Mission to Planet Earth (SMPE): IT-Integrated Coastal Education, National Science Foundation, \$1,585,956, 2005-2008

Co-Project Director of Project Modeling Inquiry Science Education (MISE), Louisiana Board of Regents (funding agency); \$95,000; 2005-2006

Co-PI, Bridge to the Doctorate, National Science Foundation (funding agency), \$987,000, 2005-2007

Co-PI, Louis Stokes Louisiana Alliance for Minority Participation (LS-LAMP) Phase III, National Science Foundation (funding agency); \$2,500,000; 2005-2010

Co-PI, Louis Stokes Louisiana Alliance for Minority Participation (LS-LAMP) Phase III, Louisiana Board of Regents (funding agency); \$2,500,000; 2005-2010.

UNDERGRADUATE STUDENT RESEARCH

Kevin Mason, "The Impact of Inquiry-based Science and Mathematics Teaching and Learning Inside the Classroom," Summer 2008

Kevin Mason, "Exhibit-based Teaching and Learning in Mathematics," Summer 2006
Melissa Porter, "Project Modeling Inquiry Science Education," Summers 2005 & 2006

GRADUATE STUDENT RESEARCH

Served as chair, co-chair and member of numerous dissertation committees and one master's theses committee

ACADEMIC AND PROFESSIONAL SERVICE

REVIEWER

National Science Teachers Association Pre-service Teacher Education Program Reviews, Spring 2009, Spring 2008 and Fall 2008

National Science Foundation Noyce Proposal Reviewer, May 19-20, 2008

Review of Manuscripts for the Annual Biomedical Research Conference for Minority Students, September 2006

Reviewer of Dissertations, MidSouth Educational Research Association Outstanding Dissertation Award, August 2006

Review of Manuscripts for the American Association of Colleges for Teacher Education Conference, January 2006

Review of Manuscripts for the Annual Biomedical Research Conference for Minority Students, November 2005

Review of Manuscripts for the American Association for the Study of Higher Education Conference, November 2004

SESSION CHAIR / PRESIDER

National Science Teachers Association's National Conference, April 7, 2006

American Association for the Study of Higher Education Conference, November 2004

JUDGE

LSAMP Poster Session on the Hill, July 2010

7th Annual More Graduate Education at Mountain States Alliances Student Research Conference, April 23, 2007

Southern University Laboratory School Science Fair, February 7, 2007

Capitol Pre-College Academy for Boys Science Fair, April 2006

UNIVERSITY COMMITTEES

SACS Committee, Appointed Fall 2014

University Retention Committee, Appointed Fall 2014

Curriculum and Instruction Graduate Education Committee, Chair, Appointed Fall 2008

SU Faculty and Staff Development Fund, Appointed Summer 2008

NCATE Co-Coordinator, Appointed Fall 2006; Coordinator Summer 2008

SUBR SACS Task Force 3A (Educational Programs), Appointed Summer 2006

Planning Committee for SUBR Laboratory School, Appointed Spring 2006

SUBR College of Education Scholarship Committee, Appointed Spring 2006

SUBR General Education Committee, Appointed Fall 2005

NCATE Steering Committee, College of Education, Appointed Fall 2005

Praxis Committee, College of Education, Appointed Fall 2005

Assessment Committee, College of Education, Appointed Fall 2005

ADVISORY BOARDS

ESTEEM, Baton Rouge, LA, Appointed May 2009

Crestworth Pre-Engineering Magnet School, Baton Rouge, LA, Appointed August 2007

University of Maryland Eastern Shore Advanced Curriculum and Technology-Based Instructional Opportunities Network, Appointed Spring 2007

McNeese State University Community-Based STEM Education Initiative, Lake Charles, LA, Appointed Fall 2005

COMMUNITY SERVICE

Church Point Ministries Director of Children's Church, October 2015

Believer's Advantage, Co-Founder, 2009

Billy Graham Evangelistic Association, Volunteer, Rock the River Tour, August 2009

Voices of Faith Ministries, Deaconess, 2008-present

My Brother's Keeper After-Care Ministries, Secretary, August 2005-present

Parent Helper, Zachary Community School District, 2001-present

Mount Pilgrim Baptist Church Volunteer, 1994-present

PROFESSIONAL DEVELOPMENT ACTIVITIES

Louisiana Teacher Leaders' Summer Summit (Common Core State Standards), June 12-13, 2013, Lafayette, LA, 16 hours

COMPASS Evaluator Training for Universities, October 18-19, 2012, New Orleans, LA, 14 CLUs

San Francisco Exploratorium Training, March 14, 2011, San Francisco, CA, 5 hours

Quality Matters in Online Courses, November 7, 2009, Baton Rouge, LA, 7 hours

LiveText Retreat, September 17, 2009, Baton Rouge, LA, 8 hours

National Science Foundation Robert Noyce PIs Conference, July 1-3, 2009, Washington, DC, 16 hours

National Science Foundation Joint Annual Meeting, June 8-10, 2009, Washington, DC, 24 hours

Coaching: A Powerful Form of Job Embedded Learning, Training Workshop, May 13-14, 2009, Louisiana Board of Regents, 13 hours

Assessing for Learning Workshop, April 30-May 2, 2009, San Francisco Exploratorium, California, 24 hours

National Council for the Accreditation of Teacher Education (NCATE) Conference, September 18-20, 2008, Arlington, Virginia, 24 hours

Southern University Leadership Institute, Fall 2006 – present

PASS-PORT Follow-up Training at SUBR, April 10, 2008, 2 hours

Louisiana Department of Education Board of Examiners Training Workshop, Houma, LA, March 31-April 3, 2008, 43 hours

E-Listen Digital Survey Software Training, SUBR, January 24-25, 2008, 12 hours

National Science Teachers Association Pre-service Teacher Education Program Reviewer Training Workshop, St. Louis, MO, January 9, 2008, 8 hours

Quality Education for Minorities Training (Education Research Workshop), New Orleans LA, October 26-27, 2007, 18 hours

National Science Foundation DR-K12 Inaugural Conference, Arlington, VA, September 9-11, 2007, 24 hours

Quality Education for Minorities Training (Discovery Research K12 Follow Up Workshop), Washington, DC, January 19-20, 2007, 12 hours

Quality Education for Minorities Training (Discovery Research K12 Workshop), Albuquerque, NM, October 14, 2006, 8 hours

International Workshop: Setting a Collaborative Mathematics Education Research Agenda for Africa and the United States, Dakar, Senegal, July 31-August 1, 2006, 18 hours

Temple University Gender Institute, Philadelphia, PA, June 25-30, 2006, 30 hours

LIGO Exhibit Training at Livingston, LA, June 6, 2006, 8 hours

SUBR Department of Curriculum and Instruction (Student Advisement Training), March 23, 2006, 2 hours

LIGO Exhibit Training at SUBR, June 11-12, 2005, 10 hours

LIGO Exhibit Training at Livingston, LA, May 18-19, 2005, 12 hours

NCATE Faculty Development In-Service at SUNO, April 7, 2005, 3 hours

PASS-PORT Integration and Training, Part II at SUBR, April 2, 2005, 6 hours

San Francisco Exploratorium Institute for Inquiry, February 7-12, 2005, 40 hours

PASS-PORT Integration and Training at SUBR, January 22, 2005, 6 hours

First Annual LINCS Statewide Conference (LaSIP & LA GEAR UP) at Sheraton Hotel,
September 30, 2004, 3 hours

PROFESSIONAL AFFILIATIONS

Graduate Studies Faculty, SUBR Graduate School

National Science Teachers Association, Member

American Institute of Aeronautics and Astronautics, Member

HONORS, ACTIVITIES, AND AWARDS

Rosalie Guidry Daste Endowed Professorship in Urban Education, Fall 2012 – present

American Education Institute Think Tank, March 2012

Quality Education for Minorities Network, Consultant, 2010 – present

Southern University Faculty Senate, Senator for the College of Education, 2008-2012

Board of Examiner, National Science Teachers Association Pre-service Teacher Education
Program Reviewer, Appointed Spring 2009

Louisiana Board of Examiners, Appointed Spring 2008

National Science Teachers Association Pre-service Teacher Education Program Reviewer,
Appointed Fall 2007

Who's Who of American Women, November 2006

Southern University and A&M College Teacher of the Year Award, April 2006 (selected at the
department, college, and university levels)

The Bethany Leadership Training School (Bethany World Prayer Center, 1999)

Huel D. Perkins Fellow (Louisiana State University, 1996)

Southern Regional Education Board Fellow (Louisiana State University, 1996)

Who's Who Among Universities and Colleges Honoree (Southern University, 1992)

Appendix D

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: Southern University and A&M College Date: October 1, 2015
 Degree Program, Unit: Master of Arts in Elementary Education (Grades 1-5)
 Department of Curriculum and Instruction _____

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$95,283.50	9	\$95,283.50	9	\$95,283.50	9	\$95,283.50	9
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL	\$95,283.50	9	\$95,283.50	9	\$95,283.50	9	\$95,283.50	9
REVENUES								
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment								
Travel								
Supplies								
Other (Start-up Costs, Marketing and Maintenance)	\$10,000		\$10,000		\$10,000		\$10,000	
SUB-TOTAL	\$10,000		\$10,000		\$10,000		\$10,000	
TOTAL EXPENSES	\$105,283.50		\$105,283.50		\$105,283.50		\$105,283.50	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$		\$		\$		\$	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	20		20		20		20	
Tuition	155,560		155,560		155,560		155,560	
Fees	27,480		27,480		27,480		27,480	
*Other (specify)								
TOTAL REVENUES	\$183,040		\$183,040		\$183,040		\$183,040	

Five Year Budget Projection from the Letter of Intent (August 2014)

**Master of Arts in Urban Teacher Leadership
Five Year Budget Projection**

EXPENSES

Item	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
New Faculty	\$56,500.00	\$56,500.00	\$56,500.00	\$56,500.00	\$56,500.00
Faculty Benefits	\$22,091.50	\$22,091.50	\$22,091.50	\$22,091.50	\$22,091.50
2 Adjunct Faculty	\$12,000.00	\$12,000.00	\$12,000.00	\$12,000.00	\$12,000.00
Adjunct Benefits	\$4,692.00	\$4,692.00	\$4,692.00	\$4,692.00	\$4,692.00
Start Up Cost (1st year), Marketing and Maintenance	\$10,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00
Total Expenses	\$105,283.50	\$97,283.50	\$97,283.50	\$97,283.50	\$97,283.50

TUITION & FEES PER GRADUATE STUDENT

Term	Tuition	Academic Excellence Fee	Operational Fee	Graduate School Fee	
Summer 2013 (6 hours)	\$1,221.00	\$60.00	\$25.00	\$180.00	
Fall 2013 (9 hours)	\$2,425.50	\$90.00	\$62.00	\$270.00	
Spring 2014 (9 hours)	\$2,425.50	\$90.00	\$62.00	\$270.00	
Summer 2014 (6 hours)	\$1,220.50	\$60.00	\$25.00	\$180.00	
Total Tuition per Student (2 Summers & 2 Semesters)	\$7,292.50	\$300.00	\$174.00	\$900.00	\$8,666.50

***REVENUE FOR 20 GRADUATE STUDENTS**

Item	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Tuition (FT Enrollment, In-state, 20 students)	\$145,850.00	\$145,850.00	\$145,850.00	\$145,850.00	\$145,850.00
Academic Excellence Fee	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
Operational Fee	\$3,480.00	\$3,480.00	\$3,480.00	\$3,480.00	\$3,480.00
Graduate School Fee	\$18,000.00	\$18,000.00	\$18,000.00	\$18,000.00	\$18,000.00
Total Revenues (high enrollment)	\$173,330.00	\$173,330.00	\$173,330.00	\$173,330.00	\$173,330.00

*Based on Summer 2013, Fall 2013, Spring 2014, and Summer 2014 Tuition

***FUND BALANCES**

Item	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Annual Fund Balance	\$68,046.50	\$76,046.50	\$76,046.50	\$76,046.50	\$76,046.50
Cumulative Fund Balance	\$68,046.50	\$144,093.00	\$220,139.50	\$296,186.00	\$372,232.50

*Based on Summer 2013, Fall 2013, Spring 2014, and Summer 2014 Tuition



Office of the Executive Vice President
for Academic Affairs and Provost
Baton Rouge, Louisiana 70813

Voice: (225) 771-4095
FAX: (225) 771-2058

December 15, 2015

Dr. Ray L. Belton, President-Chancellor
Southern University System
J. S. Clark Adm. Bldg.
Baton Rouge, LA 70813

Re: Transmittal of Agenda Items for Board of Supervisors Meeting

Dear Dr. Belton:

The items listed below are hereby submitted to be included on the Board's agenda for its January 2016 Meeting:

Personnel Action Forms

- Dr. Diolo Bagayoko, Dean, Dolores Margaret Richard Spikes Honors College - \$25,000
- Dr. Doze Y. Butler, Interim Vice Provost for Academic Affairs - \$130,000
- Dr. Joan Ellis, Associate Professor, Graduate Nursing - \$80,000
- Dr. Latricia Greggs, Assistant Professor, Graduate Nursing - \$66,000
- Dr. Laurence Henry, Interim Dean, College of Sciences and Agriculture - \$102,020
- Dr. VerJanis Peoples, Dean, College of Education, Arts and Humanities - \$127,000
- Dr. Janet Rami, Dean, College of Nursing and Allied Health, \$127,000
- Dr. Ronyelle Ricard, Special Assistant to the Provost - \$90,000
- Dr. Albert Samuels, Interim Dean, College of Social and Behavioral Sciences - \$102,020
- Ms. Kimberly Williams, Interim Principal/Director, Southern University Laboratory School - \$45,000

Promotion and Tenure

- Kim Newlen-May, Associate Professor of Health Information Technology, SUSLA

Baton Rouge, Louisiana 70813 - 0400 [225] 771- 2011

"A People's Institution Serving The State, The Nation, and the World."

New Degree Program

- Master of Arts in Teaching (MAT), College of Education, Arts and Humanities

I am requesting your approval and the approval of the Southern University Board of Supervisors. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "M. Christopher Brown II". The signature is fluid and cursive, with a long horizontal stroke at the end.

M. Christopher Brown II, Ph.D.
Executive Vice President for Academic Affairs
and Provost