

SOUTHERN[®] UNIVERSITY SYSTEM

BATON ROUGE • NEW ORLEANS • SHREVEPORT

BOARD OF SUPERVISORS MEETING

July 18, 2025

**Southern University at New Orleans
Millie Charles School of Social Work
New Orleans, LA.**

9:45 a.m.

Mission Statement

Through shared governance, leadership, and a diverse system of unique institutions, the mission of the Southern University and A&M College System is to deliver affordable world-class education, a trained workforce, state-of-the-art research, creative scholarship, and transformational public service to the State of Louisiana, the Nation, and the World.

SPECIAL RECOGNITION COMMITTEE

Southern University New Orleans

Millie Charles School of Social Work

6801 Press Drive, New Orleans, LA

July 18, 2025

AGENDA

1. Call to Order
2. Invocation and Pledge of Allegiance
3. Special Presentation(s)
 - A. Installation of Student Board Member
 - B. Healthy Blue Presentation (SUNO)
 - C. Above & Beyond (SUNO)
4. Adjournment

Members

Atty Tony Clayton – Chairman, Mr. Reggie Abraham, Ms. Maple Gaines,
Mr. Donald Ray Henry, Mr. Myron K. Lawson, Atty. Domoine Rutledge, Atty. Edwin Shorty, Mrs. Ann Smith,
Rev. Dr. Samuel Tolbert, and Dr. Rani Whitfield

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ACADEMIC AFFAIRS COMMITTEE

(Following Special Recognition)

July 18, 2025

AGENDA

1. Call to Order
2. Roll Call
3. Adoption of the Agenda
4. Public Comments
5. Action Item(s)
 - A. Request for Approval of Modification of Undergraduate Commencement Exercises (SUBR)
 - B. Request for Approval of Curriculum Changes to the Following Programs: (SUBR)
 - a. Bachelor of Business Administration in Entrepreneurship Program
 - b. Healthcare Management Concentration
 - c. Management Information Systems & Emerging Technologies (AI, Machine Learning, IoT, and Blockchains) Concentration
 - C. Request for Approval of the College of Humanities and Interdisciplinary Studies, Bachelor of Interdisciplinary Studies Flex Option (SUBR)
 - D. Request for Approval of Faculty Handbook (SUBR)
 - E. Request for Approval of the Academic Plans (SUBR, SUNO, and SUSLA)
 - F. Request for Approval of the Resolution, Thurgood Marshall College Fund Capacity Building Grant (SUBR and SUNO)
 - G. Request for Approval of the Scholars in Transition Education Program “STEP” (SUNO)

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H. Request for Approval of the Recommendation Letter of Approval for Tenure and Promotion (SUNO)

1. PROMOTION ONLY

SOUTHERN UNIVERSITY

RECOMMENDATIONS FOR FACULTY TENURE and RECOMMENDATIONS FOR FACULTY

***Effective Date: Fall Semester of 2025 Campus: Southern University at New Orleans**

***Provided all approvals are secured prior to this date.**

Name of Faculty Member	Department	Present Rank	Next Rank	Years of Experience at SU as Full-Time Faculty Member	Number of Years in Present Rank	Is Automatic Tenue Granted if this promotion is approved? (Yes or No)	Number and % of Tenured Faculty in Department (including chairs if tenured)
Derrick Freeman	Social Work	Associate Professor	Professor	10	3	No	7/70%
Torian Sanders	Social Work	Associate Professor	Professor	14	5	No	7/70%

2. PROMOTION and TENURE

SOUTHERN UNIVERSITY

RECOMMENDATIONS FOR FACULTY TENURE and RECOMMENDATIONS FOR FACULTY

***Effective Date: Fall Semester of 2025 Campus: Southern University at New Orleans**

***Provided all approvals are secured prior to this date.**

Name of Faculty Member	Department	Present Rank	Next Rank	Years of Experience at SU as Full-Time Faculty Member	Number of Years in Present Rank	Is Automatic Tenue Granted if this promotion is approved? (Yes or No)	Number and % of Tenured Faculty in Department (including chairs if tenured)
Kevin Brown	Social Work	Associate Professor	Professor	3	3	Yes	7/70%

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I. Request for Approval of the Recommendation Letter of Approval for Tenure and Promotion (SULC)

1. PROMOTION and TENURE

SOUTHERN UNIVERSITY

RECOMMENDATIONS FOR FACULTY TENURE and RECOMMENDATIONS FOR FACULTY

***Effective Date: Fall Semester of 2025** Campus: **Southern University Law Center**

***Provided all approvals are secured prior to this date.**

Name of Faculty Member	Department	Present Rank	Next Rank	Years of Experience at SU as Full-Time Faculty Member	Number of Years in Present Rank	Is Automatic Tenure Granted if this promotion is approved? (Yes or No)	Number and % of Tenured Faculty in Department (including chairs if tenured)
Cynthia Reed	Academic Affairs	Associate Professor	Professor	6	6	Yes	
Shandrea Williams	Academic Affairs	Associate Professor	Professor	5	4	Yes	

2. TENURE ONLY

SOUTHERN UNIVERSITY

RECOMMENDATIONS FOR FACULTY TENURE and RECOMMENDATIONS FOR FACULTY

***Effective Date: Fall Semester of 2025** Campus: **Southern University Law Center**

***Provided all approvals are secured prior to this date.**

Name of Faculty Member	Department	Present Rank	Next Rank	Years of Experience at SU as Full-time Faculty Member	Number of Years at Present Rank	Is Automatic Tenure Granted if this Promotion is Approved	Number and % of Tenured Faculty in Department (including Chair if Tenured)
Carlo Pedrioli	Academic Affairs	Full Professor	N/A	3	3	Yes	13/22%

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J. Request for Approval of the Recommendation Letter of Approval for Tenure and Promotion (SUBR)

1. PROMOTION ONLY

SOUTHERN UNIVERSITY AND A&M COLLEGE RECOMMENDATION FOR FACULTY TENURE AND RECOMMENDATION FOR FACULTY

***Effective Date: Fall Semester of 2025 Campus: Southern University Baton Rouge**

***Provided all approvals are secured prior to this date**

	Department	Promotion from Present	Next Rank	Years of Experience at SU as Full-time Faculty Member	Number of Years at Present Rank	Is Automatic Tenure Granted if this Promotion is Approved	Number and % of Tenured Faculty in Department (including Chair if Tenured)	Temporary Track (non-probationary) Probationary (tenure track)
Dr. Jung-Im Seo	Department of Human Sciences	Associate Professor	Full Professor	9	5	Already Tenured	3/60%	N/A
Dr. Jean Baptiste Koffi Dodor	Department of Accounting, Economics & Finance	Associate Professor	Full Professor	13	6	Already Tenured	7/90%	N/A

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2. PROMOTION and TENURE

SOUTHERN UNIVERSITY AND A&M COLLEGE RECOMMENDATION FOR FACULTY TENURE AND RECOMMENDATION FOR FACULTY

***Effective Date: Fall Semester of 2025 Campus: Southern University Baton Rouge**

Name of Faculty Member	Department	Present Rank	Next Rank	Years of Experience at SU as Full -time Faculty Member	Number of Years at Present Rank	Is Automatic Tenure Granted if this Promotion is Approved	Number and % of Tenured Faculty in Department (including Chair if Tenured)
Dr. Susan Flowers	Department of Rehabilitation, Disability Studies & Counseling	Assistant Professor	Associate Professor	6	6	Yes	1/20%
Dr. Weihua Wang	Department of Biology and <u>Chemistry</u>	Assistant Professor	Associate Professor	7	7	Yes	3/43%
Dr. Vanessa Greenslade	Department of Public Administration and Public Policy	Assistant Professor	Associate Professor	5	5	Yes	1/25%
Dr. Augustine Adu-Frimpong	Department of Public Administration and Public Policy	Assistant Professor	Associate Professor	5	5	Yes	1/25%
Dr. Abiodun Raufu	Department of Criminal Justice	Assistant Professor	Associate Professor	5	5	Yes	3/43%
Dr. Feng Gao	Department of Math and <u>Physics</u>	Assistant Professor	Associate Professor	5	5	Yes	4/80%
Dr. Juliette Raymond	Department of Sociology	Associate Professor	Full Professor	5	5	Yes	4/80%
Dr. Luftu Sagbansua	Department of Management & Marketing	Associate Professor	Full Professor	4	4	Yes	4/67%

*Provided all approvals are secured prior to this date

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3. TENURE ONLY

SOUTHERN UNIVERSITY AND A&M COLLEGE RECOMMENDATION FOR FACULTY TENURE AND RECOMMENDATION FOR FACULTY

***Effective Date: Fall Semester of 2025 Campus: Southern University Baton Rouge**

***Provided all approvals are secured prior to this date**

Name of Faculty Member	Department	Present Rank	Next Rank	Years of Experience at SU as Full -time Faculty Member	Number of Years at Present Rank	Is Automatic Tenure Granted if this Promotion is Approved	Number and % of Tenured Faculty in Department (including Chair if Tenured)
Dr. Dongkeun Lee	Department of Civil/ Environmental Engineering	Associate Professor	Associate Professor	4	4	Yes	5/83%

6. Informational Item(s)

A. eHBCU: Educate, Empower, Elevate Everyone (SUS)

7. Other Business

8. Adjournment

MEMBERS

Mrs. Ann Smith – Chair, Ms. Maple Gaines – Vice Chair, Ms. Zazell Dudley, Mr. Myron K. Lawson. Mr. Henry Whitehorn and Atty Tony Clayton – Ex Officio



Office of the Chancellor

J.S. Clark Administration Building
Post Office Box 9820
Baton Rouge, Louisiana 70813
Office: 225 771-2360

June 4, 2025

Dennis J. Shields, President
Southern University System
4th Floor, J S Clark Administration Building
Baton Rouge, Louisiana 70813

Re: Modifying Undergraduate Commencement Exercises beginning December 2025

Dear President Shields,

In 2024, the Southern University System Board of Supervisors voted to approve modifying how commencement ceremonies are conducted at Southern University and A&M College. Currently, there is a separate commencement ceremony for graduate students and a separate commencement for undergraduate students. Having a separate ceremony for graduate students has been a success and has made the graduate ceremony more intimate and solemn, and perhaps more meaningful and memorable for those students.

In the same vein, a separate undergraduate commencement ceremony has helped to make that ceremony more efficient and less time consuming. However, even with the improvements, a conversation with Mr. Welton Bowie has led me to believe that a further revision or modification to the undergraduate ceremony may be warranted. In May 2025, the undergraduate ceremony had a record attendance and put stress on the fifty-year-old F. G. Clark Activity Center and university parking that could be reduced, if we modified the undergraduate ceremony even more.

Under my proposed modification, we could have two separate undergraduate commencement ceremonies. We could have one undergraduate ceremony that would group the College of Agriculture, Environment and Human Science, the College of Sciences and Engineering, and the School of Nursing and Allied Health into one undergraduate commencement ceremony, and group the College of Business, the Nelson Mandela School of Government and Social Sciences, and the College of Humanities and Interdisciplinary Studies into a second undergraduate commencement ceremony.

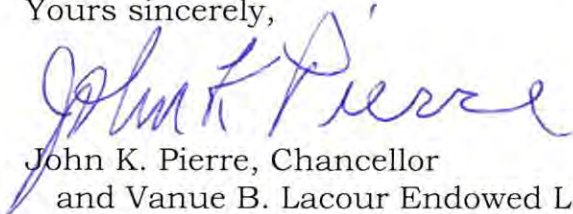
President Dennis J. Shields

Page 2

Under the proposed modification, there would essentially be three commencement ceremonies over a two-day period. The graduate ceremony and one of the undergraduate ceremonies could be held on a Thursday, and the other undergraduate ceremony could be held on a Friday.

I respectfully request that this recommendation to modify the undergraduate commencement ceremony at Southern University and A&M College be presented for consideration and approval to the Southern University Board of Supervisors at its July 18, 2025 meeting. If you have any questions, please feel free to contact me.

Yours sincerely,



John K. Pierre, Chancellor
and Vanue B. Lacour Endowed Law Professor



OFFICE OF ACADEMIC AFFAIRS
CURRICULUM CHANGE RECOMMENDATION FORM
(Draft)

College/School:	College of Business
Department:	Graduate Business Programs
Course/Concentration/Minor/Program Title:	MIS & Emerging Technologies (AI, Machine Learning, IoT, and Blockchains) Concentration
Course Number:	
CIP Code:	521201
Credit Hours:	12 credit hours
Course Contact Hours:	4 courses x 45hours = 180 hours

Course/Concentration/Minor/Program Description:

The Malveaux MBA with a ***MIS and Emerging Technologies Concentration*** aims to prepare students to become tech-savvy business leaders who can drive innovation, digital transformation, and sustainable growth in an increasingly interconnected and technology-driven business environment. Specialized sessions in AI, ML, IoT, and Blockchain will explore how these technologies are transforming business models, customer experiences, and decision-making processes. Through real-world projects, case studies, and internships, students will apply their knowledge and skills to solve complex business problems using technology solutions. This hands-on experience will enhance their understanding of the practical application of MIS and emerging technologies.

Course/Concentration/Minor/Program Description Goal(s):

The primary goal of the MIS (Management Information Systems) and Emerging Technologies concentration within the Malveaux MBA Program is to prepare students to understand and leverage the

role of technology in modern business environments by equipping them with the knowledge and skills needed to effectively manage and utilize information systems, emerging technologies, data analytics, and digital innovations to drive business success and competitive advantage.

Course/Concentration/Minor/Program Description Objectives:

The learning objectives of the Malveaux MBA MIS and Emerging Technologies include the following:

1. Develop a comprehensive understanding of the key concepts, theories, and applications of Management Information Systems (MIS) and Emerging Technologies in a business context.
2. Gain the ability to analyze and evaluate how emerging technologies impact strategic decision-making, organizational performance, and competitiveness.
3. Acquire proficiency in utilizing various MIS tools and technologies to improve business processes, decision-making, and innovation within organizations.
4. Enhance critical thinking skills to assess the potential risks and benefits associated with adopting and implementing new technologies in a business setting.
5. Develop communication and collaboration skills to effectively convey technical information related to MIS and emerging technologies to non-technical stakeholders within the organization.

These learning objectives aim to prepare students with the knowledge and skills necessary to succeed in leadership roles within the complex and rapidly evolving information technology

Rationale for the Course/Concentration/Minor/Program:

Introducing a concentration in Management Information Systems (MIS) and Emerging Technologies within the Malveaux MBA Program can provide several key benefits and rationales:

1. The business landscape is increasingly becoming data-driven, and organizations are leveraging technology to gain a competitive advantage. By offering a concentration in MIS and Emerging Technologies, the MBA program can align with current industry trends and prepare students with the skills and knowledge needed in the digital age.
2. There is a growing demand for professionals who can bridge the gap between business management and technology. An MIS and Emerging Technologies concentration can equip MBA students with specialized skills that are highly sought after by employers, enhancing their career prospects in roles such as IT project managers, business analysts, data scientists, or technology consultants.
3. The convergence of business and technology requires professionals to have a strong understanding of both domains. A concentration in MIS and Emerging Technologies can provide

students with a well-rounded skill set that combines business acumen with technical expertise, enabling them to make informed decisions at the intersection of business and technology.

4. Emerging technologies such as artificial intelligence, machine learning, blockchain, and big data analytics are driving innovation and disrupting traditional business models. By studying these technologies within the context of a business program, students can develop a strategic mindset to leverage technological advancements for business growth and sustainability.
5. Offering a unique concentration in MIS and Emerging Technologies can differentiate the MBA program from competitors and attract students who are specifically interested in blending business and technology disciplines. This specialization can enhance the program's reputation and appeal to a niche segment of the student population.
6. Introducing a concentration in MIS and Emerging Technologies can attract faculty members with expertise in these areas, enriching the learning experience for students through real-world insights, industry connections, and research opportunities. Engaging with knowledgeable faculty can enhance the quality of education and provide students with mentorship in their chosen field.
7. Overall, introducing a concentration in MIS and Emerging Technologies within an MBA program can cater to the evolving needs of the business world, equip students with the skills required for future success, and position the program as a hub for innovation and technology-driven leadership.

Learning Outcomes of the Course/concentration/Minor /Program

The learning outcomes of an MBA concentration in Healthcare Management may vary among different. Certainly! Here are seven learning outcomes for the MIS and Emerging Technologies concentration within an MBA program:

1. Apply MIS concepts to make strategic decisions that align with the organization's goals and objectives.
2. Demonstrate competency to integrate emerging technologies into business processes to enhance efficiency, innovation, and competitive advantage.
3. Apply skills in analyzing data, interpreting trends, and using business intelligence tools to support decision-making.
4. Identify cybersecurity threats and risks associated with emerging technologies, as well as strategies to mitigate these risks within an organization.
5. Explore how digital technologies can transform business operations, customer engagement, and overall business strategy.

5. Explore how digital technologies can transform business operations, customer engagement, and overall business strategy.
6. Leverage MIS and emerging technologies to drive innovation and entrepreneurship within organizations.
7. Address ethical and legal considerations related to the use of MIS and emerging technologies in business settings.

MIS and Emerging Technologies Curriculum

1. Required courses: (9 cr. hrs.)

- a. Emerging Technologies in Supply Chain Management (AI, ML, IoT, Blockchain)
- b. Project Management
- c. Enterprise Resource Planning & SAP

2. Elective Courses (3 cr. hrs.)

3. Choose **one** from the following electives:
 - a. Cybersecurity Management
 - b. Advanced Relational Database Management

1. Mode of Delivery:

The courses will be delivered face-to-face for the On-campus MBA and 100% online as part of the Online MBA Program.

PLEASE ANSWER THE FOLLOWING QUESTIONS

1. ITEMS PROPOSED FOR REVISION (check all that apply):

<i>Add new course(s) for a concentration, minor or program</i>	<i>Change in Existing Courses, Concentrations, Minor or Program</i>		
<input checked="" type="checkbox"/> Add New Courses	<input type="checkbox"/> Course # <input type="checkbox"/> Course Title	<input type="checkbox"/> Credit Hrs. <input type="checkbox"/> Course Description	<input checked="" type="checkbox"/> New Concentration <input type="checkbox"/> New Minor <input type="checkbox"/> New Program

2. Have the Department and College Curriculum Committees reviewed the course/concentration/program?

YES ☒

NO _____

3. Please attach copies of the curriculum committees' reports, if any.

4. Are there similar courses in the present curriculum? Yes _____ NO ☒

Title: Number NA

5. What is the projected enrollment for the course per semester? 30

6. How often will the course be offered? FALL ☒ SPRING ☒ SUMMER ☒

7. Is this a required or elective course, and for what curriculum?

REQUIRED ☒ ELECTIVE _____ CURRICULUM *MBA MIS & Emerging Technologies Concentration*

8. How does adding this course/concentration/minor impact the credit hours required to complete the degree program?

No impact.

9. Do you have faculty on your staff to teach the course? YES NO ☒

If the answer is no, please state the additional funds needed to hire new faculty members.

The Department plans to hire adjunct faculty (practitioners with professional experience in MIS and Emerging Technologies). The projected funding is \$90,000/9 months

10. What is the minimum rank required of the faculty member who will teach this course?

Assistant Professor with graduate faculty status or experienced practitioner in MIS and Emerging Technologies

11. What qualifications are required of the faculty member who will teach the course (degrees, certifications, professional experience, scholarly research, etc.)?

Ph.D. in Information Technology or Practitioner with a master's degree and extensive professional experience in MIS and Emerging Technologies.

12. Will this course/minor/program create a need for:

No	Space/Renovations (office or classroom)?
Yes	Additional staffing (new course offerings or hiring of instructional or administrative staff)?
Yes	Additional budgetary needs (for equipment, supplies, etc.)?

13. What funds are needed to implement this course/concentration, minor, or program?

Salary for one faculty member is at least \$90,000/9 months

14. Please attach a copy of the detailed course syllabus and the reading list.

See the attached syllabi for the following five new courses:

15. Is the proposed curriculum change or program subject to the SACSCOC substantive change requirements?

Yes ☒

No ☐

If yes, does the substantial change require

☒ SACSCOC Notification only ☐ Both notification and Approval ☐ None

16. If the proposed new program requires SACSCOC notification and approval, prepare and attach a prospectus answering the following questions.

- Why is this Program proposed? What are the circumstances or needs that necessitate it?
- Demonstrate the need for the change based on institutional goals, student needs, market trends, etc.
- Explain how the proposed change aligns with and supports the institution's mission and strategic goals.
- Describe the potential impact of the change on the institution's resources, programs, and services
- Show that the proposed change has been carefully considered and planned within the institution's ongoing planning and evaluation processes.
- Describe the new or modified requirements for admission and graduation
- Provide details about the new or modified curriculum, including course content and delivery methods.

- h. Discuss the impact on faculty and staff needs and resources.

Signatures:

 05/10/25
College Curriculum Committee, Chair Date

 05/10/25
College Dean Date

Graduate School Dean (If graduate course/program) Date

 05/15/2025
SUBR Curriculum Committee, Chair Date

 05/21/25
V/Chancellor for Academic Affairs Date

 06/09/25
SUBR Chancellor Date

2024 - 2025 ACADEMIC CALENDAR

FALL SEMESTER 2024

WINTERSESSION 2024

SPRING SEMESTER 2025

Date	Deadline	Event
TBD		Welcome Week
January 10		New International Student Orientation
January 13		Classes Begin
January 20		Martin Luther King Day Holiday
January 27	4:30pm	Final date for dropping courses without receiving a grade of a "W"
January 28	4:30pm	Final date for adding courses for credit and making section changes Final date to petition deans' offices to invoke the Grade Exclusion Policy
March 3 - 5		Mardi Gras Holiday. Classes resume at 12:30pm on March 5
March 7	9:00am	Mid-semester grades due

Date	Deadline	Event
March 28	4:30pm	Final date for dropping courses Final date for resigning from the University Final date to request rescheduling a final examination when three examinations are scheduled in 24 hours
March 31 - April 4		Spring Break
April 7		Course scheduling for summer terms and fall semester begins
April 18		Good Friday Holiday
April 30		Concentrated Study Period begins. Graded coursework (including but not limited to tests, exams, quizzes) is not permitted during concentrated study period. Exceptions to this policy include: laboratory courses; graduate and professional courses; presentations, papers and projects identified on the syllabus on the first day of class; and participation. During this time, no extracurricular student activities, such as social and athletic events, will be held on or off campus.
May 3		Last Day of Classes
May 4		Concentrated Study Period ends
May 5 - 10		Final Examinations
May 13	9:00am	Final grades due (degree candidate)
May 14	9:00am	Final grades due (non-degree candidate)
May 16 - 17		Commencement will be held over a two-day period

42 MWF Classes; 29 TTh Classes

Additional Calendars

2024 - 2025 ACCELERATED SESSIONS CALENDAR

2024 - 2025 LSU ONLINE CALENDAR

TALK TO US!



Louisiana State University
Baton Rouge, LA 70803

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Office of the University Registrar
Louisiana State University
112 Thomas Boyd
Baton Rouge, LA 70803
Telephone: 225-578-1686
Fax: 225-578-5991
E-mail: registrar@lsu.edu



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College of Business



MBAP 555
Integrated Operations and Information Systems Management

Course Syllabus

Descriptive Information:

College/School:	College of Business, Southern University and A&M College
Course Number:	MBAP 555
Course Title:	Integrated Operations Management and Information Systems
Prerequisites:	None
Credit Hours:	3 (Three)
Instructor:	TBA
Office Location:	TBA
Email	TBA
Office Hours:	TBA

Course Description:

This course offers an integrated exploration of Operations Management and Information Systems, providing students with a deep understanding of how technology intersects with operations to drive efficiency, effectiveness, and innovation in organizations. Topics covered include operations strategy, process design, supply chain management, database management, business analytics, and enterprise systems. Emphasis will be placed on the integration of information systems to support decision-making, improve productivity, and drive strategic initiatives for operations management within the area of Supply Chain Management Through case studies, simulations, and hands-on projects, students will develop the analytical, technical, and problem-solving skills necessary to excel in roles that require a holistic understanding of

Course Goal(s):

The primary goal of the *Integrated Operations and Information Systems Management course* is to streamline and optimize business processes by integrating technologies, systems, and operations to improve efficiency, collaboration, and decision-making within an organization. By aligning operations with information systems, businesses can achieve better coordination, real-time data access, and improved communication across various departments, leading to enhanced productivity, cost savings, and ultimately, a competitive advantage in the marketplace.

Learning Objectives:

1. Understand the interplay between operations management and information systems in modern organizations, and how they can be strategically integrated to achieve operational excellence.
2. Analyze and evaluate different operations management strategies, technologies, and methodologies to improve efficiency, quality, and customer satisfaction within a variety of industries.
3. Develop the skills to design, implement, and optimize information systems that support operational processes and decision-making, taking into account emerging trends in technology and data analytics.
4. Explore the key concepts and principles of supply chain management, inventory control, process optimization, and project management within the context of integrated operations and information systems management.
5. Demonstrate the ability to assess and address challenges related to managing complex, interconnected systems, such as cybersecurity risks, data privacy concerns, and regulatory compliance issues.
6. Apply theoretical knowledge and practical tools to solve real-world business problems through case studies, simulations, and hands-on projects that require integration of operations and information systems perspectives.

Learning Outcomes

1. Assess an organization's operational and information systems to ensure that they are strategically aligned with the overall business goals and objectives.
2. Demonstrate how to analyze and improve business processes using integrated operations and information systems, leading to increased efficiency and effectiveness within the organization.
3. Develop skills in managing the implementation of new operational and information systems, including strategies for overcoming resistance to change and ensuring successful adoption.

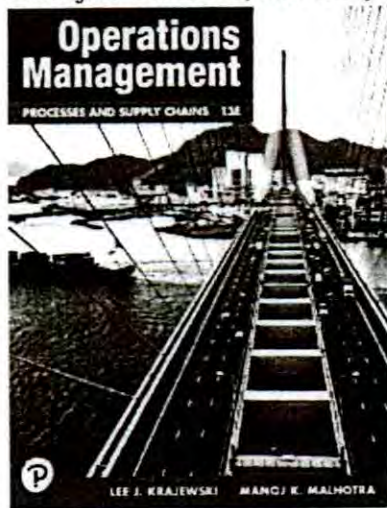
4. Use data analytics tools such as Python and techniques to analyze operational and information system data, providing insights that can drive informed decision-making within the organization.
5. Identify and mitigate risks related to integrated operations and information systems, developing strategies to ensure the security and integrity of the organization's data and operations.

This course is developed to comply with AACSB (Association to Advance Collegiate Schools of Business) Standard 8 (Curricula Management and Assurance of Learning) and Standard 9 (Curriculum Content)

General Goals	Course Objectives: By the end of the semester students will:	AACSB Assurance of Learning Standards	MBA Program Goals Addressed	E. Learning Outcomes: Upon completion of the course students will be able to:
To enhance the analytical skills of the students and the ability to use data to support arguments and conclusions.	Develop or improve on analytical skills as well as the ability to apply knowledge to new circumstances	AACSB.SBA.15.3 AACSB.SBA.15.11 AACSB.SBA.18.2 AACSB.SBA.18.3 AACSB.SBA.19.1	Demonstrate critical thinking and problem-solving skills	At least 80 % of the students demonstrate knowledge of basic principles of operations management and their importance in organizational efficiency and effectiveness
To enhance soft skills with the ability to utilize supportive data in written communications and presentations.	Develop or improve written and or oral communication skills	AACSB.SBA.15.1		At least 80% of the students demonstrate communication skills competency in presenting findings, recommendations, and solutions to stakeholders.
To enhance knowledge of technology and commonly used analytical software packages.	Utilize the appropriate statistical procedures and software	AACSB.SBA.15.3		At least 80% of the students demonstrate ability to identify and analyze interdependencies between operational processes and information systems.

Primary Textbook/Materials:

Title: "Operations Management: Processes and Supply Chains" Authors: Lee J. Krajewski, Manoj K. Malhotra, and Larry P. Ritzman Publisher: Pearson Edition: 12th Edition Year: 2018



This textbook provides a comprehensive overview of operations management principles, focusing on how processes and supply chains can be managed effectively to enhance organizational performance.

Additionally, the book includes sections on the integration of information systems and technology in operations management, making it highly relevant for a course that combines operations and information management.

Additional Reading Sources:

"Management Information Systems: Managing the Digital Firm" by Kenneth C. Laudon and Jane P. Laudon.

"Supply Chain Management: Strategy, Planning, and Operation" by Sunil Chopra and Peter Meindl.

"Enterprise Resource Planning: Concepts and Practice" by R. B. Koritala and N. Venkata Rao.

General Reading Sources:

Southern University's Online Library – (<https://www.lib.subr.edu/>)

Harvard Business Review – (<https://hbr.org/>)

Wall Street Journal - <https://online.wsj.com/home-page>

Forbes Magazine - <https://www.forbes.com/>

Business Week - <https://www.businessweek.com/>

Week-wise table of activities with assignments for each week.

Week	Activities	Assignments
1-2	Introduction to Integrated Operations and Information Management System Overview of operations management and information systems Importance of integration in modern business environments Case studies highlighting successful integration examples	Readings: Chapters 1-2 of textbook Case study analysis: Identify successful integration examples.
3-4	Fundamentals of Operations Management Principles of operations management Process analysis and improvement techniques. Inventory management strategies Fundamentals of Information Management Systems Introduction to management information systems (MIS) Types of information systems and their functions	Homework: Process analysis and improvement techniques Quiz: Types of information systems and their functions
5-6	Role of information systems in supporting business operations	
7-8	Integration of Operations and Information Systems Understanding the interdependencies between operations and information systems Opportunities for integration in supply chain management Case studies on successful integration projects	Group project: Analyze integration opportunities in supply chain.
9-10	Supply Chain Management and Information Systems Overview of supply chain management principles Role of information systems in supply chain optimization Technologies for supply chain visibility and collaboration	Research paper: Role of information systems in supply chain.

Week	Activities	Assignments
11-12	Enterprise Resource Planning (ERP) Systems (using SAP) Introduction to ERP systems and their functionalities Implementation challenges and best practices Case studies of ERP implementation in various industries (Work in SU-SAPLAB)	ERP simulation: Implement ERP system in simulated business environment.
13	Project Presentation and Evaluation Teams present their project findings, proposals, and prototypes.	Final project presentation
14	Evaluation of projects based on predefined criteria. Reflection on the learning experience and lessons learned	Project review and evaluation
15	Final Exam	

This table outlines the activities planned for each week throughout the course duration. Throughout the 16-week duration, students will engage in lectures, discussions, case studies, hands-on exercises, and group activities to deepen their understanding of integrated operations and information management systems. The project presentation in the final week serves as a culmination of the course, allowing students to demonstrate their knowledge and skills in applying integrated operations and information management concepts to real-world scenarios.

Assessment and Grading:

This course is conducted in a “seminar” style, meaning that classes will include an Instructor-led discussions, analysis of homework assignments, in-class activities, and exercises. The textbook serves as a foundation for further discussion. The case analyses—in the form of problems/data from various sources as well as in-class discussions will provide for a deeper understanding. Students will be expected to come to class having read all assigned readings (chapters, cases, articles) and ready to share, present, and discuss.

Contribution towards total score	Letter Grades
Midterm Exam: 20%	90% and above = A
Final Exam: 25%	80% - 89% = B
Research Project: 20%	70% - 79% = C
Class Participation: 20%	60% - 69% = D
Assignments and Quizzes: 15%	Below 60 = F

Project Assignment

Project Title: Optimization of Supply Chain Operations through Integrated Information Management System Implementation

Project Description: The project aims to demonstrate how the integration of operations management principles with information management systems can optimize supply chain operations within a chosen industry or organization.

Selection of Industry/Organization: Teams will choose an industry or organization, prioritizing those with intricate supply chains like manufacturing, retail, or logistics. They'll delve into integrating operations management principles with information management systems to tackle challenges and enhance supply chain performance, aiming for strategic improvements.

Proposal Development: Develop a detailed proposal outlining the implementation plan for the integrated information management system.

Presentation and Documentation: Prepare a professional presentation summarizing the project findings, proposal, and prototype/simulation (if applicable).

Grading Rubric for Project Presentation

Category	Excellent	Good	Satisfactory	Needs Improvement
Presentation & Knowledge Content	Student adhered to all the following: knowledge of the content, did not continuously read from their notes or slides and presented on the required areas. (60 points)	Student adhered to almost all the following: knowledge of the content, did not continuously read from their notes or slides and presented on the required areas. (48-59 points)	Student adhered to some of the following: knowledge of the content, did not continuously read from their notes or slides and presented on the required areas. (42-47 points)	Student adhered to very little of the following: knowledge of the content, did not continuously read from their notes or slides and presented on the required areas. (0-41 points)
Professionalism	Students adhered to all the professionalism guidelines. (20 points)	Students adhered to almost all the professionalism guidelines. (16-19 points)	Students adhered to some of the professionalism guidelines. (14-15 points)	Students adhered to very little of the professionalism guidelines. (0-13 points)
Attire	Students adhered to all the business professional attire requirements. (10 points)	Students adhered to almost all the business professional attire	Students adhered to some of the business professional	Students adhered to very little of the business professional attire requirements. (0-6 points)

		requirements. (8-9 points)	attire requirements. (7 points)	
Additional Requirements	Student adhered to all the additional requirements: e.g., proper introductions, adherence to time limit, and no grammar /spelling errors in slides, etc. (10 points)	Student adhered to almost all the additional requirements: e.g., proper introductions, adherence to time limit, and no grammar /spelling errors in slides, etc. (8-9 points)	Student adhered to some of the additional requirements: e.g., proper introductions, adherence to time limit, and no grammar /spelling errors in slides, etc. (7 points)	Student adhered to very little of the additional requirements e.g., proper introductions, adherence to time limit, and no grammar /spelling errors in slides, etc. (0-6 points)

Course Requirements:

A. Academic Requirements:

Students enrolled in the class are expected to:

1. Attend class regularly.
2. Check Blackboard and SUBR e-mail account daily.
3. Complete the assigned readings prior to class and be prepared to actively participate in class discussions and activities.
4. Submit all assignments via Blackboard and/or Live Text when scheduled.

Academic Honesty & Misconduct:

Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Academic misconduct by a student shall include, but not limited to any instance wherein a student claims credit for the work of others without citation, forges or falsifies material, cheats, participates in unauthorized collaboration with other students on term papers or assignments, or helps another student engage in misconduct, cutting and pasting text from a Web-based document into a research paper or course PowerPoint presentation without the use of proper quotation marks and without proper citation, purchasing or copying of a research paper, posting course information and discussions via Facebook, Twitter, and/or any other social media networking system, disruption of classes; threatening a Professor or fellow students in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures, falsification of research results; plagiarizing of another's work; violation of regulations or ethical codes for treatment of human and animal subjects; or acting dishonestly in research.

Academic misconduct will not be tolerated and will be dealt with in accordance with all University rules and regulations. Student(s) suspected and/or involved in academic misconduct will receive a failing grade of "F" for the course.

B. Administrative Requirements:

1. Incomplete Grade:

Work, which is of passing quality but because of extenuating circumstances, is not complete, may be graded "I" – Incomplete. The student must initiate the incomplete grade request and must secure appropriate approval of the excuse by the professor, department head, and dean of the college in which the course is taken. Please note that extenuating circumstances for this course include the following:

"Extenuating circumstances for the purpose of granting additional time to complete course work include death in the immediate family, serious accident or illness resulting in an inability to attend class or do the required work, unusual circumstances, surrounding the birth of a child, visa problems for international students, and similarly mitigating circumstances which could not have been prevented or anticipated by the student and were completely beyond his or her control. Examples of situations that will not be considered extenuating include being too busy, employment demands, minor illness, and responsibilities from optional responsibilities."

2. Class Attendance:

The policy on class attendance is consistent with that of the University. All students are expected to attend classes regularly and punctually. This is regarded as a minimal academic

obligation. See the University Catalog for additional information. Failure to attend class on a regular basis can adversely impact the student's grade.

3. Disruptions (i.e., electronic devices, guests, and children):

Electronic devices such as mobile phones, iPhones, iPods, MP3, MP4 players, tape, recorders, etc. are to be turned off or placed on vibrate mode prior to entering or immediately upon entry to class. See page 64 of the SUBR Student Handbook 2010-2012 relative to the University Electronic Device Policy.

Guests are not permitted in the class unless approved by the Professor. Per the Southern University policy, children are not permitted in class under any circumstances.

4. Audio or Video Recording of Lecture:

Course materials prepared by the Professor, together with the content of all lectures and review sessions presented by the Professor, are the property of the Professor. Video and audio recording of lectures and review sessions without the consent of the Professor is not allowed.

VIII. ADA Compliance:

Southern University is committed to providing equal access for all persons with disabilities. Students with a disability that requires special materials or accommodations should immediately notify the Professor via e-mail and contact the Office of Disability Services. The Office of Disability Services is located in Augustus C. Blanks Hall, Room 246; telephone number (225) 771-3950 or (225) 771- 3546; fax number (225) 771-2959. Only persons with a verifiable disability will be permitted to use appropriately modified academic accommodations to address course requirements. Upon written notification from the Office of Disability Services, the Professor will make appropriate academic accommodations as recommended.

IX. Watermark:

Southern University and A&M College-Baton Rouge has entered into a partnership with Watermark. It allows the gathering, understanding, reflecting on, and acting on student learning outcomes (SLO) outcome assessments and accreditation self-study of learners. Therefore, all learners enrolled in this course are required to use Watermark for completing assignments in the course; for storing and displaying coursework; for sharing résumés, professional portfolios, and virtually any projects that can be photographed or video recorded; and for building a complete educational record that is easily accessible and serves in academic pursuits beyond graduation.



College of Business



MBA Program
Course Syllabus

Course Title:	Cybersecurity Management
Course Number:	MBAP 556
CIP Code:	
Credit Hours:	3 (Three)
Course Prerequisite(s):	MBAP 555 Integrated MIS and Operations Management
Class Date & Time:	TBA
Instructor:	TBA
Office Location and #:	TBA
Office Hours:	TBA
Phone #:	TBA
Email:	TBA

I. Catalog Description

This course provides a comprehensive exploration of cybersecurity management principles, practices, and frameworks essential for safeguarding an organization's information assets. Students will examine the design and implementation of cybersecurity policies, risk management strategies, incident response procedures, and governance structures. The course emphasizes a managerial perspective on cybersecurity, preparing students to oversee security initiatives, align cybersecurity efforts with organizational goals, and ensure compliance with relevant legal and regulatory requirements.

The course also introduces students to internationally recognized professional frameworks and standards from ISACA (Information Systems Audit and Control Association) and CISA (Certified Information Systems Auditor).

Through a combination of lectures, case studies, simulations, and hands-on projects, students will develop the skills necessary to identify cybersecurity risks, design robust mitigation strategies, and respond effectively to security incidents. Key focus areas include cyber risk assessment, business continuity planning, regulatory compliance (e.g., GDPR, HIPAA, SOX),

considerations in cybersecurity decision-making. By the end of the course, students will be equipped to take leadership roles in developing, managing, and improving cybersecurity programs within diverse organizational settings.

II. Course Goals

This course aims to equip students with the knowledge and skills needed to manage cybersecurity programs within organizational environments. Students will learn to design, implement, and oversee cybersecurity strategies that protect information assets, ensure business continuity, and maintain regulatory compliance. Emphasis is placed on developing risk management capabilities, ethical decision-making, analytical thinking, and communication skills necessary to lead cybersecurity initiatives and align security practices with organizational goals. Upon completion, students will be prepared to address real-world cybersecurity challenges and drive proactive security leadership in diverse business settings.

III. Course Objectives

After successful completion of the course, students will be able to:

- Understand the principles of cyber security management and its importance in protecting information assets.
- Develop and implement effective cyber security policies and procedures.
- Conduct risk assessments and manage cyber security risks.
- Respond to and recover from cyber security incidents.
- Ensure compliance with relevant legal and regulatory requirements.

IV. Course Learning Outcomes and Assessment Mapping

Learning Outcome	Assessment Method	Performance Indicator	AACSB Standard
Understand the principles of cyber security management and its importance in protecting information assets.	Exams and Assignments	80% of students score $\geq 70\%$	Standard 4: Curriculum
Develop and implement effective cyber security policies and procedures.	Cyber Security Policy Project	80% success with $\geq 70\%$	Standard 5: Assurance of Learning
Conduct risk assessments and manage cyber security risks.	Risk Assessment Report	80% correct analysis	Standard 5: Assurance of Learning
Respond to and recover from cyber security incidents.	Incident Response Simulation Exercise	80% task effectiveness	Standard 5: Assurance of Learning
Ensure compliance with relevant legal and regulatory requirements.	Compliance Analysis Report	80% accurate identification	Standard 4: Curriculum

V. Learning Outcome Skill Matrix

Learning Outcome	Technology Skills	Analytical Thinking	Ethical Reasoning	Communication Skills
Understand the principles of cyber security management and its importance in protecting information assets.	✓	✓	✓	
Develop and implement effective cyber security policies and procedures.	✓	✓	✓	✓
Conduct risk assessments and manage cyber security risks.	✓	✓		✓
Respond to and recover from cyber security incidents.	✓	✓	✓	

VI. Teaching Approach/Methodology

The teaching approach for this course is designed to combine theoretical foundations with practical, real-world application. The course uses an interactive, student-centered methodology that emphasizes active learning and critical thinking skills.

Key instructional strategies include:

- **Lectures and Discussions:**
Structured lectures will introduce foundational concepts in cyber security management. Each lecture will be followed by guided discussions to deepen understanding, encourage analytical thinking, and allow students to connect theories to real-world examples.
- **Case Studies and Industry Examples:**
Students will examine case studies that highlight real-world cyber security challenges faced by organizations across different industries. These case studies will be used to foster problem-solving skills, ethical reasoning, and strategic decision-making.
- **Hands-on Exercises and Simulations:**
Practical labs and simulated exercises, such as risk assessment workshops and incident response drills, will provide students with opportunities to apply learned concepts. These exercises simulate real-life scenarios and prepare students for practical challenges in the workplace.
- **Group Projects and Presentations:**
Collaborative group projects will develop team-working abilities and communication skills. Students will work together to design cyber security policies, conduct risk analyses, and deliver findings through formal presentations.
- **Supplementary Readings and Current Events:**
Students will engage with supplementary readings, including academic articles, white papers, and reports from leading cybersecurity organizations (e.g., NIST, ISACA).

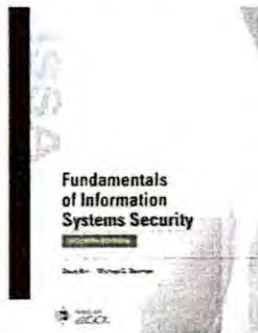
Current cybersecurity events and trends will also be discussed to keep the course content dynamic and up to date.

- **Formative Assessments and Feedback:**

Quizzes, assignments, and project milestones will be used to continuously assess student understanding throughout the course. Immediate feedback will be provided to help students improve their performance and master key concepts.

VII. Required Text, Supplementary Readings and References

Required Textbook:



Title & Edition: Fundamentals of Information Systems Security, 4th Edition

Author(s): Kim, D., & Solomon, M.

Publisher: Jones & Bartlett Learning

Supplementary Readings:

- NIST Cybersecurity Framework
- CIS Controls (Center for Internet Security)
- Journal articles from *Journal of Cybersecurity*, *Harvard Business Review*, and *ISACA Journal*

Recommended References:

- Whitman, M. & Mattord, H. (2022). *Principles of Information Security*, 7th ed.
- ISACA (2023). *COBIT Framework*
- National Institute of Standards and Technology (NIST) publications

VIII. Course Requirements

- Assignments
- Quizzes and Exams
- Group Projects / Presentations
- Term Paper (if required)

IX. Administrative Requirements

A. According to the Southern University policy, class attendance and active participation in the classroom are strictly part of the course requirements (See Southern University Current Catalog).

B. No make-up tests are given for missed quizzes or Tests. However, for missed Tests Students will be given make-up Test upon submission of written medical or other formally written and signed excuses.

C. Academic dishonesty will be administered based on the University policy stipulated in the current Catalog.

X. Assessment and Grading

This course is conducted in a “seminar” style, meaning that classes will include an instructor-led discussions, analysis of homework assignments, in-class activities, and exercises. The textbook serves as a foundation for further discussion. The case analysis of problems/data from various sources as well as in-class discussions will provide for a deeper understanding. Students will be expected to come to class having read all assigned readings (chapters, cases, articles) and ready to share, present, and discuss.

Areas	Points	Percentage
Two Tests	$2 \times 100 = 200$	25%
Quizzes	$4 \times 50 = 200$	25%
Assignments	$4 \times 25 = 100$	12.5%
Term Paper / Project	100	12.5%
Final Exam	200	25%
Total	800	100%

XI. Grading Scale

Points	Percentage	Letter Grade
720–800	90–100%	A
640–719	80–89%	B
560–639	70–79%	C
480–559	60–69%	D
<480	Below 60%	F

XII. ADA Compliance

Southern University does not discriminate based on disability in the recruitment and admission of Students, in the recruitment and employment of faculty and staff, or in the operation of any of its Programs and activities, as specified by federal laws and regulations. The designated coordinator for Compliance with Section 504 of the Rehabilitation Act of 1973, as amended, is Patricia Hebert, Coordinator of Student Services, 246 Augustus C. Blanks Hall, (225) 771-3950.

XIII. Watermark

Southern University and A&M College-Baton Rouge has entered into a partnership with Watermark. It allows the gathering, understanding, reflecting on, and acting on outcome assessments and accreditation self-study of learners. Therefore, all learners enrolled in this course are required to use Watermark for completing assignments in the course; for storing and displaying coursework; for sharing résumés, professional portfolios and virtually any projects that can be photographed or video recorded; and for building a complete educational record that is easily accessible and serves in academic pursuits beyond graduation.

XIV. Syllabus Outline (14 weeks)

Week	Topic	Class Activities	Description
Week 1	Introduction to Cyber Security Management	Chapter 1	Overview of cybersecurity management, understanding organizational risks, and introduction to security governance principles.
Week 2	Cyber Security Policies and Procedures	Chapter 2, Assignment #1	Explore the development of security policies, standards, and procedures to support organizational security posture.
Week 3	Risk Management	Chapter 3, Quiz #1	Understand risk management frameworks, threat modeling, vulnerability assessment, and risk mitigation strategies.
Week 4	Incident Response	Chapter 4	Learn how to develop incident response plans, manage security incidents, and conduct post-incident analysis.
Week 5	Security Governance	Chapter 5, Assignment #2	Study the structures, processes, and leadership roles needed to ensure cybersecurity is integrated into corporate governance.
Week 6	Legal and Regulatory Compliance	Chapter 6, Quiz #2	Review major cybersecurity laws, standards, and regulations such as GDPR, HIPAA, SOX, and their impact on organizations.
Week 7	Midterm Review	In-Class Discussion	Consolidate learning through case studies, group discussions, and practice assessments to prepare for the midterm exam.
Week 8	Midterm Exam	Test #1	Formal evaluation of knowledge and application of cybersecurity management principles learned in the first half of the course.
Week 9	Advanced Topics in Cyber Security	Chapter 7	Explore emerging topics like zero trust architecture, supply chain risks, quantum cybersecurity, and advanced persistent threats (APTs).
Week 10	Case Studies in Cyber Security Management	Chapter 7, Quiz #3	Analyze real-world cybersecurity breaches, lessons learned, and organizational responses to develop critical incident analysis skills.
Week 11	Emerging Threats and Technologies	Chapter 8, Assignment #3	Examine current and future cybersecurity threats including AI-enabled attacks, IoT vulnerabilities, and cloud security challenges.
Week 12	Cyber Security Frameworks	Chapter 9, Quiz #4	The study established cybersecurity frameworks such as NIST CSF, ISO/IEC 27001, and their application to organizational security strategies.
Week 13	Group Project Presentations	Assignment #4	Student groups present their cybersecurity management projects, including policy creation, risk assessment, and incident response planning.
Week 14	Course Review and Preparation	Group Discussion	Summarize key concepts, address remaining questions, and conduct structured review sessions to prepare for the final exam.
Week 15	Final Exam		



College of Business



MBA Course Syllabus

Course:	Emerging Technologies in Supply Chain Management (AI, ML, IoT, Blockchain)
Course Number:	MBAP 557
CIP Code:	521201
Credit Hours:	3 (Three)
Course Prerequisite(s):	MBAP 555 and working knowledge of Excel spreadsheet
Class Date & Time:	TBA
Instructor:	TBA
Office Location:	TBA
Office Hrs.:	TBA
Phone:	TBA
E-mail:	TBA

- I. Catalog Description:** This course explores the transformative impact of emerging technologies—Artificial Intelligence (AI), Machine Learning (ML), Internet of Things (IoT), and Blockchain—on modern supply chain management. Students will delve into how these technologies synergize to optimize operations, enhance transparency, and drive strategic business decisions. Through hands-on projects at the SU Innovative Business Lab and the SAP Next-Gen Lab, students will develop and refine AI-driven solutions to real-world supply chain challenges. Key topics include predictive analytics for demand forecasting, real-time inventory tracking, secure and transparent transaction recording, and the ethical considerations of deploying these technologies. By the end of the course, students will be equipped to implement integrated technological solutions that improve efficiency, resilience, and sustainability in supply chain operations.
 - II. Course Goals:** This course aims to equip MBA students with the knowledge and practical skills to strategically integrate Artificial Intelligence (AI), Machine Learning (ML), Internet of Things (IoT), and Blockchain technologies to enhance supply chain management. Through a combination of theoretical learning and hands-on experience in the SU Innovative Business Lab and the SAP Next-Gen Lab, students will learn to develop innovative, ethical, and data-
-

driven solutions that improve efficiency, transparency, and resilience in supply chain operations.

III. Course Objectives: By the end of this course, students will be able to:

1. Understand Emerging Technologies

Explain the foundational principles of AI, ML, IoT, and Blockchain, and their individual and combined applications in modern supply chain management.

2. Develop Integrated Solutions

Design and implement integrated technological solutions that utilize AI, ML, IoT, and Blockchain to optimize supply chain operations.

3. Engage in Practical Application

Participate in hands-on projects within the SU Innovative Business Lab and the SAP Next-Gen Lab to address real-world supply chain challenges using emerging technologies.

4. Evaluate Ethical Considerations

Assess the ethical implications and societal impacts of deploying AI, ML, IoT, and Blockchain technologies in supply chain contexts.

5. Communicate Strategic Insights

Effectively communicate data-driven insights and strategic recommendations derived from the application of emerging technologies to diverse stakeholders.

6. Lead Technological Innovation

Demonstrate the ability to lead initiatives that drive technological innovation and transformation within supply chain and broader business environments.

IV. Course Learning Outcomes

Course	General Goals	Course Objectives	AACSB Standards	MBA Program Goal Addressed	Learning Outcomes
AI-Driven Smart Supply Chains	Develop expertise in AI, ML, IoT, and Blockchain for smart supply chain management.	Explain the foundational principles and interconnection of AI, Machine Learning, IoT, and Blockchain in supply chain systems.	AACSB.SBA.15.3	Utilize emerging technologies in business environments.	Demonstrate understanding how AI, ML, IoT, and Blockchain integrate to transform supply chain functions.
AI-Driven Smart Supply Chains	Apply emerging technologies to solve supply chain	Analyze and apply integrated AI, ML, IoT, and Blockchain solutions for	AACSB.SBA.18.2	Integrate technology for business innovation.	Design and evaluate real-world solutions using AI, ML, IoT, and

	inefficiencies and design innovative solutions.	smart supply chains.			Blockchain technologies.
AI-Driven Smart Supply Chains	Promote responsible and ethical deployment of smart technologies.	Apply legal and ethical frameworks to the use of AI, ML, IoT, and Blockchain in business.	AACSB.SBA.19.1	Evaluate ethical implications of tech in business.	Evaluate implications of deploying emerging technologies in ethical and legal contexts.
AI-Driven Smart Supply Chains	Foster strategic thinking and data-informed decision-making.	Develop practical, data-driven solutions to improve transparency, resilience, and performance in supply chains.	AACSB.SBA.15.11	Develop data-driven problem-solving approaches.	Create and present AI-driven strategies for real-world supply chain challenges.
AI-Driven Smart Supply Chains	Build communication and collaborative skills for innovation in supply chain technology.	Collaborate on hands-on projects to design and present AI-enabled supply chain solutions.	AACSB.SBA.15.1	Enhance written and oral communication skills.	Effectively communicate project outcomes and insights to diverse stakeholders.
AI-Driven Smart Supply Chains	Enhance analytical skills using AI and machine learning tools.	Analyze supply chain data using machine learning and develop AI-supported strategies.	AACSB.SBA.15.3, AACSB.SBA.15.11	Develop or improve analytical skills.	Apply machine learning models to extract insights and optimize supply chain operations.
AI-Driven Smart Supply Chains	Enhance soft skills for effective communication.	Communicate findings and recommendations through project presentations and reports.	AACSB.SBA.15.1	Develop or improve writing and/or oral communication skills.	Enhance communication skills in presenting findings, recommendations, and solutions to stakeholders.
AI-Driven Smart Supply Chains	Develop technical proficiency in AI and its business relevance.	Explain AI and machine learning concepts and their strategic applications in supply chains.	AACSB.SBA.15.3	Utilize the appropriate statistical procedures and software.	Demonstrate understanding of AI/ML concepts and their implementation in supply chain contexts.
AI-Driven Smart Supply Chains	Promote ethical, legal, and managerial awareness in technological transformation.	Evaluate the ethical, legal, and managerial implications of integrating smart technologies in supply chains.	AACSB.SBA.18.3, AACSB.SBA.19.1	Enhance ethical and managerial decision-making capabilities.	Reflect on and apply ethical, legal, and managerial considerations to technology adoption.

V. Teaching Approach/Methodology

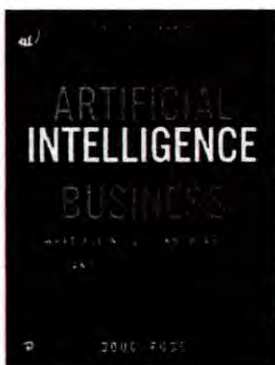
This course employs a blended approach of theoretical instruction and hands-on experiential learning to equip students with the skills needed to address real-world supply chain challenges using emerging technologies. A central feature of the course is the practical application of concepts through a capstone problem—either sourced from industry partnerships or designed within the SAP Next-Gen Lab environment—that highlights inefficiencies or gaps in current supply chain operations.

Students will explore how the integration of Artificial Intelligence (AI), Machine Learning (ML), Internet of Things (IoT), and Blockchain technologies can be strategically applied to improve visibility, efficiency, and decision-making in such scenarios.

The course includes interactive lectures, case studies, and team-based discussions to build conceptual understanding. In parallel, students will engage in hands-on projects at the SAP Next-Gen Lab, where they will utilize a functional IoT setup to collect, process, and analyze data, and apply AI/ML models and Blockchain frameworks to develop intelligent solutions. Emphasis is placed on ethical considerations, system design, data analytics, and cross-functional collaboration, ensuring that students gain both the strategic insight and technical ability required to lead digital transformation in supply chain management.

VI. Required Text, Supplementary Readings and References:

A. Required Text



Artificial Intelligence for Business, 2nd Edition

by Doug Rose

Released December 2020

Publisher(s): Pearson FT Press

ISBN: 9780136556565

This book provides a business-friendly roadmap for applying AI, including machine learning and automation strategies. It offers practical insight into implementing AI-driven projects and is particularly useful for understanding how AI can transform business operations such as supply chain management.

B. Supplementary Readings and References

1. Artificial Intelligence and Machine Learning in Supply Chain Management

Authors: S.J. Jaiswal & Nitin Seth

Publisher: CRC Press (2023)

A comprehensive guide to integrating AI and ML into logistics, demand forecasting, inventory optimization, and procurement. Real-world case studies enhance its value for applied learning.

2. **The Future of the Supply Chain: Artificial Intelligence in Logistics**

(Administration in the Age of AI) by Arthur Benites

Publisher: Independently published (October 22, 2024)

ISBN-13: 979-8344147802

3. **Blockchain and the Supply Chain: Concepts, Strategies and Practical Applications**

Author: Nick Vyas, Aljosja Beije, Bhaskar Krishnamachari

(This reference provides deep insights into blockchain's role in supply chain transformation.)

4. **Smart Supply Chain Management and Business Intelligence: IoT, AI, and Big Data Technologies**

Editors: Vinit Kumar Gunjan, Abdullah M. Iliyasu, R. Subramanian

Publisher: Springer

VII. Course Requirements

- A. Assignments
- B. Tests, Quizzes and Exams
- C. Hands-On Projects

Project 1: AI-Driven Customer Churn Prediction and Retention Strategies in Retail Business

- **Overview:** Leverage machine learning algorithms to predict customer churn and develop proactive retention strategies.
- **Significance:** Enhances profitability by identifying at-risk customers and tailoring targeted interventions.
- **Method:** Utilize real or simulated datasets to build predictive models, interpret key risk factors, and present actionable business insights.

VIII. Administrative Requirements

- A. According to the Southern University policy, class attendance and active participation in the classroom are strictly part of the course requirements (See Southern University Current Catalog).
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B. No make-up tests are given for missed quizzes or Tests. However, for missed Tests Students will be given make-up Test upon submission of written medical or other formally written and signed excuses.

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X. ADA Compliance

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XI. Watermark:

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and displaying coursework; for sharing résumés, professional portfolios and virtually any projects that can be photographed or video recorded; and for building a complete educational record that is easily accessible and serves in academic pursuits beyond graduation.

XII. Week-wise Syllabus Table

Week	Topics & Activities
Week 1	Course Introduction & Emerging Technologies in Supply Chain <ul style="list-style-type: none"> - Overview of supply chain systems and challenges - Introduction to AI, Machine Learning, IoT, and Blockchain - Course objectives, lab structure, and project expectations
Week 2	Fundamentals of Supply Chain Management <ul style="list-style-type: none"> - SCM components: procurement, logistics, inventory, warehousing - Key performance indicators (KPIs) in SCM - Role of data and digitization
Week 3	Introduction to Artificial Intelligence in SCM <ul style="list-style-type: none"> - AI definitions, capabilities, and use cases in supply chains - Overview of AI tools and techniques (NLP, Computer Vision, etc.) - Hands-on: AI-powered demand forecasting simulation
Week 4	Machine Learning Concepts for Supply Chains <ul style="list-style-type: none"> - Supervised and unsupervised learning - Use cases: predictive maintenance, forecasting, quality inspection - Hands-on: ML models using supply chain datasets
Week 5	Data Analytics & Decision-Making in SCM <ul style="list-style-type: none"> - Data collection, preprocessing, and visualization - Analytical frameworks for SCM - Hands-on: Exploratory data analysis using Python or Excel
Week 6	IoT and Real-time Monitoring in SCM <ul style="list-style-type: none"> - IoT architecture and smart sensors - Use cases: asset tracking, temperature monitoring, fleet management - Lab: IoT data collection from connected sensors (Raspberry Pi or simulated)
Week 7	Blockchain for Supply Chain Transparency <ul style="list-style-type: none"> - Blockchain basics, smart contracts, decentralized ledgers - Use cases: provenance, fraud prevention, secure transactions - Case Study: IBM Food Trust / Maersk TradeLens
Week 8	Integration of AI, ML, IoT, and Blockchain <ul style="list-style-type: none"> - Synergistic effects in real-time intelligent supply chains - Interoperability and architecture of integrated systems - Group discussion: integration frameworks
Week 9	Ethical, Legal, and Security Considerations <ul style="list-style-type: none"> - Ethical AI, data privacy, and bias

	<ul style="list-style-type: none"> - Legal implications in IoT data and Blockchain smart contracts - Compliance and cybersecurity in digital supply chains
Week 10	Industry 4.0 and Smart Manufacturing <ul style="list-style-type: none"> - Automation, robotics, and cyber-physical systems - Role of AI and IoT in predictive manufacturing - Guest speaker / virtual tour of smart factory
Week 11	Intelligent Warehousing and Logistics <ul style="list-style-type: none"> - Robotics, route optimization, last-mile delivery using AI - Real-time inventory control via IoT - Lab: Simulating warehouse automation with AI triggers
Week 12	Midterm Project Checkpoint / Case Study <ul style="list-style-type: none"> - Team presentations: progress on lab-based or industry-aligned project - Feedback and refinement - Peer and instructor evaluation
Week 13	Business Model Innovation and Strategy <ul style="list-style-type: none"> - Data-driven supply chain strategy - Platform ecosystems and digital twin modeling - Business case development using integrated technologies
Week 14	Final Project Presentations and Course Wrap-Up <ul style="list-style-type: none"> - Capstone presentations of smart supply chain solutions - Reflection on learning outcomes - Future trends and career opportunities
Week 15	Final Exam



College of Business

Advanced Relational Database Management Course Syllabus

Course Title: Advanced Relational Database Management

Course Number: MBAP 558

CIP Code: TBA

Credit Hours: 3 (Three)

Course Prerequisite(s): MBAP 555 and familiarity with Microsoft Excel.

Class Date & Time: TBA

Instructor: TBA

Office Location and #: TBA

Office Hours: TBA

Phone: TBA

E-mail: TBA

I. Course Description

This course offers an in-depth exploration of relational database theory and applications. Topics include advanced SQL queries, database design using normalization and ER modeling, query optimization, transaction management, indexing, concurrency control, and recovery techniques. Students will also be introduced to current trends in database technologies, including NoSQL and cloud databases. Hands-on labs and projects using a commercial Relational Database Management System (RDBMS) like Oracle or PostgreSQL will reinforce theoretical concepts. Students will participate in hands-on SQL sessions to practice query formulation, performance tuning, and real-time data management.

II. Course Goal(s)

The primary goal of this course is to provide students with a comprehensive understanding of advanced relational database concepts and their practical applications in business and technology environments. The course also aims at introducing to introduce students to emerging technologies such as NoSQL and cloud databases, preparing them for modern data management roles in industry.

III. Course Objectives

1. Design normalized relational database schemas for complex applications.
2. Write advanced SQL queries including nested queries, triggers, and stored procedures.
3. Apply indexing and query optimization techniques.
4. Explain and implement concurrency and transaction control mechanisms.
5. Demonstrate understanding of database security and integrity.
6. Evaluate modern trends in data storage and retrieval including NoSQL and distributed databases.
7. Perform hands-on SQL development, including schema design, DDL and DML operations, and query testing in a real database environment.

IV. Learning Outcomes

1. Design and query relational databases
2. Execute advanced queries and develop solutions using SQL and RDBMS tools
3. Implement secure and optimized database solutions using ACID principles
4. Present a comparative study of relational vs NoSQL systems and justify design decisions

V. Assessment Mapping by AACSB standards and Learning Outcomes Matrix

Course Goal	Course Objectives	Accrediting Standards	Program Learning Outcomes	Course Learning Outcomes & Assessment
Understand advanced relational database concepts and applications	1, 2, 3, 7	AACSB 9.1, 9.2	Analytical Thinking	At least 70% of the students design and query relational databases (assessed via projects and exams)
Manage and optimize structured data using SQL	1, 2, 3	AACSB 9.1, 9.2	Technology Skills	At least 75% of the students execute advanced queries and develop solutions using SQL and RDBMS tools
Ensure database integrity, concurrency, and security	4, 5	AACSB 9.1, 9.4	Problem-Solving	At least 80% of the students implement secure and optimized database solutions using ACID principles
Evaluate emerging database technologies	6	AACSB 9.2	Innovation Awareness	At least 80% of the students present a comparative study of relational vs NoSQL systems and justify design decisions

VI. Learning Outcome Matrix

Learning Outcome	Technology Skills	Analytical Thinking	Ethical Reasoning	Communication Skills
Develop proficiency in SQL and relational modeling	✓	✓		
Analyze data with advanced queries and indexing	✓	✓		
Design secure, scalable database systems	✓	✓	✓	✓
Communicate findings from SQL-based analysis		✓		✓
Compare relational and NoSQL technologies	✓	✓		✓

VII. Teaching Approach/Methodology

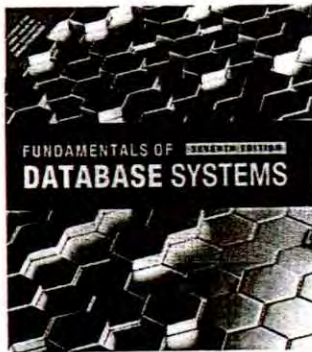
This course adopts a blended, hands-on approach to learning, designed to accommodate students with varying levels of experience in database systems. Lectures will introduce theoretical concepts including database architecture, normalization, transaction management, and indexing strategies. Each topic will be reinforced through practical SQL labs that allow students to build and query relational schemas, implement triggers and stored procedures, and perform performance optimization using real-world datasets.

Collaborative learning is encouraged through group projects, where students will analyze business requirements and design scalable, normalized database systems using Entity Relationship diagrams and SQL tools. Peer presentations and class discussions will provide opportunities to improve communication skills and gain insights into practical industry use cases. Assessment is ongoing through in-class quizzes, lab reports, and a capstone project that simulates a real-world database design and implementation scenario. Tools like PostgreSQL, MySQL, or Oracle will be used for instruction and hands-on development.

The methodology also integrates case studies and research discussions on modern database technologies including NoSQL, distributed databases, and cloud-based storage solutions, preparing students for evolving data management landscapes in business environments.

VIII. Required Text, Supplementary Readings, and References

A. Required Text:



Elmasri, R. & Navathe, S. "Fundamentals of Database Systems," 7th Edition, Pearson.

B. Supplementary Readings and Resources:

- Date, C.J., "An Introduction to Database Systems"
- PostgreSQL and Oracle official documentation
- Research articles on NoSQL and distributed database systems

C. Recommended References:

- Ramakrishnan, R., and Gehrke, J. "Database Management Systems"
- Online SQL tutorials (W3Schools, Mode Analytics)

IX. Administrative Requirements

- A. Attendance and class participation are mandatory.
- B. Make-up exams will be allowed only with documented medical or university-approved excuses.
- C. Academic dishonesty policies will be enforced per university catalog.

X. Assessment and Grading:

This course is conducted in a "seminar" style, meaning that classes will include an instructor-led discussions, analysis of homework assignments, in-class activities, and exercises. The textbook serves as a foundation for further discussion. The case analysis of problems/data from various sources as well as in-class discussions will provide for a deeper understanding. Students will be expected to come to class having read all assigned readings (chapters, cases, articles) and ready to share, present, and discuss.

Contribution towards total score	Letter Grades
Midterm Exam: 20%	90% and above = A
Final Exam: 25%	80% - 89% = B
Research Project: 20%	70% - 79% = C
Class Participation: 20%	60% - 69% = D
Assignments and Quizzes: 15%	Below 60 = F

XI. ADA Compliance

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XIII. Syllabus Outline (14 Weeks)

Week	Topic	Activities / Deliverables
Week 1	Introduction to RDBMS & Course Overview	Lecture, Lab Setup
Week 2	ER Modeling & Relational Design	Assignment #1
Week 3	Normalization (1NF to BCNF)	Quiz #1
Week 4	Advanced SQL Queries	Assignment #2
Week 5	Joins, Views, Set Operations	Lab #1
Week 6	Indexing and Query Optimization	Quiz #2
Week 7	Transactions and Concurrency Control	Midterm Review
Week 8	Midterm Exam	In-class Test
Week 9	Stored Procedures and Triggers	Assignment #3
Week 10	Database Security and Authorization	Lab #2
Week 11	Introduction to NoSQL	Quiz #3
Week 12	Distributed and Cloud Databases	Assignment #4
Week 13	SQL Practice Session: Complex Queries	Hands-on Lab
Week 14	Semester Review	
Week 15	Final Exam	



**OFFICE OF ACADEMIC AFFAIRS
CURRICULUM CHANGE RECOMMENDATION FORM**

College/School:	College of Business
Department:	Graduate Business Programs
Course/Concentration/Minor/Program Title:	Healthcare Management Concentration
Course Number:	
CIP Code:	51.0701
Credit Hours:	12 credit hours
Course Contact Hours:	4 courses x 45hours = 180 hours

Course/Concentration/Minor/Program Description:

The Malveaux MBA with a Healthcare Concentration prepares students for leadership roles in the healthcare industry, equipping them with business and management skills to manage healthcare organizations and address industry challenges. This concentration will give students strong knowledge of healthcare management, economics, finance, operations, and policy. Students who choose this concentration will learn how to navigate the complex regulatory landscape of the healthcare industry, analyze healthcare data, and develop strategies for improving healthcare delivery and patient outcomes.

Healthcare management concentration encompasses the leadership and administration of healthcare systems, facilities, and organizations, focusing on efficient operations, team management, and ensuring quality patient care.

Course/Concentration/Minor/Program Description Goal(s):

The primary goal of the Malveaux MBA Healthcare Management Concentration is to “*prepare students with the essential knowledge and skills to lead and manage healthcare organizations effectively, analyze healthcare policies, and leverage technology to improve healthcare delivery and operational efficiency of the complex and rapidly evolving healthcare industry.*”

Course/Concentration/Minor/Program Description Objectives:

The learning objectives of the Malveaux MBA Healthcare Concentration include:

1. Demonstrate a deep understanding of the structure, trends, challenges, and opportunities within the healthcare industry.
2. Develop skills in strategic planning, financial management, operations management, marketing, and leadership specific to the healthcare sector.
3. Describe the political, regulatory, and ethical aspects of healthcare policy and how they impact healthcare organizations.
4. Assess emerging trends in healthcare technology, data analytics, and other innovations shaping the industry.
5. Analyze healthcare financing, reimbursement models, cost management, and other economic factors affecting healthcare delivery.
6. Appraise quality improvement processes, patient safety protocols, and regulatory compliance in healthcare.

These learning objectives aim to prepare students with the knowledge and skills necessary to succeed in leadership roles within the complex and rapidly evolving healthcare industry.

Rationale for the Course/Concentration/Minor/Program:

The rationale or purpose of an MBA healthcare concentration is to provide specialized knowledge and skills relevant to the healthcare industry. Healthcare is a complex and rapidly changing field that requires individuals to have a deep understanding of both business principles and the unique challenges and opportunities within the sector.

An MBA concentration in healthcare allows students to focus specifically on healthcare management, policy, finance, innovation, and technology. By completing this concentration, students will be better prepared to navigate the complexities of the healthcare industry, make strategic decisions, and lead effectively in healthcare organizations.

Overall, the SU MBA Healthcare concentration aims to equip students with the knowledge and skills needed to succeed in healthcare industry leadership roles and positively impact healthcare services' delivery, quality, and efficiency.

Learning Outcomes of the Course/concentration/Minor /Program

The learning outcomes of an MBA concentration in Healthcare Management may vary among different programs and institutions, but here are some common outcomes that students can expect to achieve:

1. Develop a thorough understanding of the industry's structure, function, and challenges, including its policies, regulations, and trends.
2. Apply strategic management principles to healthcare organizations, including strategic planning, resource allocation, and decision-making.

3. Demonstrate proficiency in financial management specific to healthcare, including budgeting, financial analysis, and revenue cycle management.
4. Illustrate strong leadership and communication skills necessary for effectively managing healthcare teams and collaborating with stakeholders.
5. Evaluate ethical and legal issues in healthcare management, including patient confidentiality, informed consent, and compliance with healthcare laws and regulations.
6. Make use of the latest healthcare management technologies and how to leverage technology to improve healthcare delivery and outcomes.
7. Describe the concepts of quality improvement in healthcare, including patient safety, performance measurement, and quality control.
8. Collaborate to work effectively across disciplines within healthcare organizations and healthcare professionals to achieve common goals.

These learning outcomes are designed to prepare graduates for successful careers in healthcare management by equipping them with the knowledge, skills, and competencies needed to navigate the complex healthcare landscape.

Healthcare Concentration Curriculum and Mode of Delivery

1. Curriculum

Healthcare Management" concentration within the SU Malveaux MBA program includes core business courses with a strong focus on healthcare industry specifics, covering topics like healthcare economics, healthcare finance, operations management in healthcare settings, healthcare policy, Leadership and Human Resources in Healthcare, and Healthcare Information systems.

The concentration consists of four required courses of 12 cr. hrs. and one elective. The courses include the following:

1. Required courses: (9 CR. HRS.)

Required Courses:

- a. Healthcare System and Policy
- b. Healthcare Economics
- c. Healthcare Management

2. Choose one from the following electives: (3. CR. HRS.)

Elective courses

- a. Leadership and Human Resources in Healthcare
- b. Health Care Financial Management
- c. Healthcare Information System

2. Mode of Delivery:

The courses will be delivered face-to-face, hybrid, and 100% online as part of the Online MBA Program

PLEASE ANSWER THE FOLLOWING QUESTIONS

1. ITEMS PROPOSED FOR REVISION (check all that apply):

<i>Add new course(s) for a concentration, minor or program</i>	<i>Change in Existing Courses, Concentrations, Minor or Program</i>		
<input checked="" type="checkbox"/> Add New Courses	<input type="checkbox"/> Course # <input type="checkbox"/> Course Title	<input type="checkbox"/> Credit Hrs. <input type="checkbox"/> Course Description	<input checked="" type="checkbox"/> <i>New Concentration</i> <input type="checkbox"/> New Minor <input type="checkbox"/> New Program

2. Have the Department and College Curriculum Committees reviewed the course/concentration/program?

YES ☒

NO _____

3. Please attach copies of the curriculum committees' reports, if any.

4. Are there similar courses in the present curriculum? _____ NO ☒

Title: _____ **Number** NA

5. What is the projected enrollment for the course per semester? 15

6. How often will the course be offered? FALL ☒ SPRING ☒ SUMMER ☒

7. Is this a required or elective course, and for what curriculum?

REQUIRED ☒ ELECTIVE _____ CURRICULUM ***MBA Healthcare Concentration***

8. How does adding this course/concentration/minor impact the credit hours required to complete the degree program?

No impact.

9. Do you have faculty on your staff to teach the course? YES ☒ NO _____

If the answer is no, please state the additional funds needed to hire new faculty members,

The Department plans to hire adjunct faculty (practitioners with professional experience in healthcare management). The projected funding is \$31,500.

10. What is the minimum rank required of the faculty member who will teach this course?

Associate Professor with graduate faculty status or experienced practitioner in healthcare management.

11. What qualifications are required of the faculty member who will teach the course (degrees, certifications, professional experience, scholarly research, etc.)?

Ph.D. with research or Practitioner with a master's degree and extensive professional experience in healthcare management-related disciplines.

12. Will this course/minor/program create a need for:

Yes: ☒ No ☐

No	Space/Renovations (office or classroom)?
Yes	Additional staffing (new course offerings or hiring of instructional or administrative staff)?
Yes	Additional budgetary needs (for equipment, supplies, etc.)?

13. What funds are needed to implement this course/concentration, minor, or program?

(3 x 3,500) \$10,500/semester x 3 = \$31,500.00

14. Please attach a copy of the detailed course syllabus and the reading list.

See the attached syllabi for the following five new courses:

15. Is the proposed curriculum change or program subject to the SACSCOC substantive change requirements?

Yes ☒

No ☐

If yes, Does the substantial change require

☒ SACSCOC Notification only

☐ Both notification and Approval

☐ None

16. If the proposed new program requires SACSCOC notification and approval, prepare and attach a prospectus answering the following questions.

- a. Why is this Program proposed? What are the circumstances or needs that necessitate it?
- b. Demonstrate the need for the change based on institutional goals, student needs, market trends, etc.
- c. Explain how the proposed change aligns with and supports the institution's mission and strategic goals.
- d. Describe the potential impact of the change on the institution's resources, programs, and services
- e. Show that the proposed change has been carefully considered and planned within the institution's ongoing planning and evaluation processes.
- f. Describe the new or modified requirements for admission and graduation
- g. Provide details about the new or modified curriculum, including course content and delivery methods.
- h. Discuss the impact on faculty and staff needs and resources.

Signatures:


College Curriculum Committee, Chair

05/10/25
Date


College Dean

05/15/25
Date

Graduate School Dean (If graduate course/program)

Date


SUBR Curriculum Committee, Chair

05/15/2025
Date


V/Chancellor for Academic Affairs

05/21/25
Date


SUBR Chancellor

06/09/25
Date



College of Business



Healthcare Economics COURSE SYLLABUS

Course Title:	Healthcare Economics
Course Number:	
Credit Hours:	3 (Three)
Course Prerequisite(s):	MBAP 561
Class Date & Time:	TBA
Instructor:	TBA
Office Location and #:	TBA
Office Hours:	TBA
Phone:	TBA
E-mail:	TBA

Course Description

Health Economics and Finance provides students with an in-depth exploration of value-based service, economics, finance, budget, and reimbursement models that impact healthcare organizations and healthcare practices. Students will develop and analyze business plans and implement a cost-benefit analysis based on value and quality models. Application of resources, tools for decision making, and communication strategies will be integrated.

Learning Objectives:

1. Develop knowledge and skills in the economic principles and theories applicable to the healthcare industry.
2. Analyze the various financial structures and models in healthcare organizations.
3. Evaluate the impact of healthcare policies and regulations on the financial performance of healthcare organizations.
4. Apply financial management techniques to healthcare decision-making processes.
5. Assess the cost-effectiveness of healthcare interventions and programs.
6. Explore the revenue sources and reimbursement mechanisms in healthcare.
7. Develop skills in financial planning, budgeting, and forecasting within healthcare settings.
8. Examining the role of healthcare economics in shaping strategic decisions and market dynamics.
9. Identifying key financial challenges and opportunities specific to the healthcare sector.
10. Communicate financial information effectively to diverse stakeholders in healthcare organizations.

Learning Outcomes

After completing this course, students will be able to:

1. Analyze the relevance of economic concepts in the health care industry, the economic factors that affect health care policy, and articulate knowledge of the financial management process as related to healthcare.
2. Assess the determinants of supply and demand in the health care industry, characteristics of the health care market and health insurance.
3. Appraise the impacts of public and private payer systems and reforms on the economy and the health care industry.
4. Evaluate health care programs and policies using economic tools and evaluation techniques, including cost-benefit and cost-effectiveness analysis.
5. Apply the basic principles of financial management and financial analysis in health care organizations.
6. Interpret and analyze financial statements and financial metrics to improve decision-making in the health care industry.
7. Apply the functions of capital planning, asset management, and budgeting used in health care organizations.
8. Assess financial performance elements to determine the financial viability of a health care organization.
9. Determine the financial conditions of a health care organization and alternative solutions for a financial management problem.

Course Structure

MBAP 561 Health Economics and Finance is a three-credit, face-to-face and online course consisting of **seven modules**. Modules include an overview, topics, learning objectives, study materials, and activities. Module titles are listed below, aligned with Course Objectives (CO).

1. **Module 1: Economic and Financial Principles in Healthcare**
Course objectives covered in this module: CO4, CO5
2. **Module 2: Healthcare Finance, Insurance, and Risk**
Course objectives covered in this module: CO1, CO4
3. **Module 3: Market Economics and Regulation in Healthcare**
Course objectives covered in this module: CO2, CO3
4. **Module 4: Understanding Healthcare Costs**
Course objectives covered in this module: CO3, CO5
5. **Module 5: Supply and Demand**
Course objective covered in this module: CO2
6. **Module 6: Monetary and Non-Monetary Impact of Quality**
Course objectives covered in this module: CO2, CO5
7. **Module 7: Value-Based Healthcare**
Course objectives covered in this module: CO2, CO5

Texts / Materials / Resources

You will need the following materials to do the work of the course. The required textbook is available from the University's textbook supplier.

Required Textbook

- Lee, Robert H. (2015). *Economics for Healthcare Managers* (3rd ed.). Health Administration Press.
ISBN-13: 978-1567936766

Requirements

Requirements will vary by instructor and may include:

1. Assigned weekly readings from the textbook or other sources.
2. Class discussions and case studies in health care management.
3. Case analysis that encourages students to apply their professional knowledge to management issues in health care.
4. A final paper or project in which students assess real issues in health care management and organizations.

Grading and Evaluation

Your grade in the course will be determined as follows:

- Class discussion (6): 30 percent
- Written assignments (5): 25 percent
- Financial exercises (2): 20 percent
- Final project: 25 percent

All graded activities will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical grades are as follows:

90-100	=	A
80-89	=	B
70-79	=	C
60-69	=	D
Below 59%	=	F

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course are required to use Watermark for completing assignments in the course; for storing and displaying coursework; for sharing résumés, professional portfolios and virtually any projects that can be photographed or video recorded; and for building a complete educational record that is easily accessible and serves in academic pursuits beyond graduation.

Schedule / Outline of Topics

Week 1: Microeconomic Tools for Health Economics

Week 2: Demand and Supply

The Role of Finance in Healthcare

Week 3: Source of financing in the healthcare industry

Week 4: Modern trends in healthcare services expenditures and revenues

Week 5: The Role of Government in Financing Healthcare Services

Week 6: Midterm

Week 7: The Organization of Health Insurance Markets

Week 9: Regulations and market structure impact on healthcare economics

Week 10: Health Insurance: Financing and Managing Healthcare

Week 11: Cost and pricing in healthcare

Week 12: Comparative Health Care Systems and Health System Reform

Week 13: Health Care Labor Markets and Professional

Week 14: Concept and Role of Strategic Planning in the Healthcare Industry

Week 15: Impact of healthcare finance and economics on patient populations

Week 16: Final Exam, Presentations



College of Business



MBAP 562 - Human Resource Management and Leadership in Healthcare

Course Syllabus

Course:	MBAP 562
Course Title:	Human Resource Management & Leadership in Healthcare
Instructor:	TBA
Day/Time:	TBA
Office Phone:	TBA
Email Address:	TBA
Office Hours:	TBA
Office #:	TBA

Course Description

This course provides a foundation of knowledge and skills applicable to the current issues in Human Resources Management and Leadership with a focus on healthcare. Students will be exposed to key laws, issues, and concepts related to HR management. The course uses a combination of informative lectures, executive team exercises, group presentations, classroom discussions, and case study analyses to provide students with the tools and insight needed to explore a variety of human resource and management and leadership issues in healthcare.

Course Objectives and/or Goals

After the course, students should meet the following objectives that relate to the designated competencies:

1. Understand various human resources and leadership challenges that can be encountered in a variety of healthcare settings.

2. Discuss human resource and leadership principles and concepts as they apply to organizations, including health services organizations.
3. Apply knowledge to understand, analyze, and discuss common human resource and leadership issues in healthcare.
4. Develop and implement human resource and leadership strategies that can be utilized to solve various management and operational issues in the healthcare sector.

Course Learning Outcomes/Competencies

The above objectives of the course are designed to contribute to the understanding and application of key competencies for the Healthcare Management Concentration. The objectives contribute to the following program competencies:

1. Analyze and synthesize government policies, laws, and regulations that affect the health care environment.
2. Understand the cultural, ethnic, and social characteristics that can affect the design and delivery of programs and services.
3. Incorporate principles and tools of human resource management, organizational behavior, and change management to achieve organizational goals.

Objectives Matched to Learning Outcomes /Competencies

Course Objectives	Learning Outcomes/ Competencies
Understand various human resource challenges that can be encountered in a variety of healthcare settings.	Analyze and synthesize government policies, laws, and regulations that affect the health care environment. Understand diversity, equity, and inclusion and the cultural, ethnic, and social characteristics that can affect the design and delivery of programs and services.
Discuss human resource and leadership principles and concepts as they apply to organizations, included in health services organizations.	Incorporate principles and tools of human resource management, organizational behavior and change management to achieve organizational goals. (HOP-3)

Apply knowledge to understand, analyze and discuss common human resource and leadership issues in healthcare.	Analyze and synthesize government policies, laws, and regulations that affect the health care environment. Understand diversity, equity, and inclusion and the cultural, ethnic, and social characteristics that can affect the design and delivery of programs and services.
Develop and implement human resource and leadership strategies that can be utilized to solve various management and operational issues.	Incorporate principles and tools of human resource management, organizational behavior and change management to achieve organizational goals.

Instructional Methods

The course will be taught primarily through discussion and lecture format. Your participation in the class is vital to its success. I expect you to be prepared and ready to participate in each class. If voluntary participation lags, I will call upon students at random. As you learn about human resource management, you will learn to make good arguments from the view of the employer and the employee, even if you disagree with a particular point of view. By working through both sides of employment issues, you will be able to respond knowledgeably about HR management issues.

Course Textbook:

Charles R. McConnell, *Human Resource Management in Health Care: Principles and Practice*. Third Edition. 2021.

Additional Materials:

Selected supplemental case studies and human resources management articles will be posted on Canvas. You are responsible for all supplemental readings. Supplemental material will be discussed in class and included in tests. PowerPoint presentations will be posted on the course website however will not always be available before class. Material provided in the power point presentations is intended to supplement the course material and information discussed in class.

ACADEMIC REQUIREMENTS AND GRADING

Assignment	Points
Test 1	20
Test 2	20
Test 3	20
Final Exam	40
Total Points	100

All graded activities will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical grades are as follows:

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Policy Related to Required Class Attendance

All faculty are bound by the SUBR policy for excused absences. For information regarding the SUBR Attendance Policy.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior:

Students are expected to arrive for class on time, be prepared, and ready to participate in class discussions. Students must silence all electronic devices, including cell phones

Make-up Work:

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SUPPORT SERVICES

Accommodations for Students with Disabilities

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Course Schedule & Assignments

All reading assignments, including any supplemental readings, should be read prior to class to facilitate your learning and class discussions. If you miss class, it is your responsibility to obtain notes, handouts, and a summary of the lesson/class activities from the missed class. The syllabus and course schedule is subject to revision. Confirm deadlines in class.

Week	Date	Topics & Assignments	Chapter Readings
1		Syllabus Review Introduction Legal Aspects	
2		No Class - Martin Luther King Day	
3		Safety Requirements Strategic HR Team 1 Chapter 2	
4		Relations Team 2 Chapter 4 Team 3 Chapter 5	
5		Job Design Team 7 Chapter 6 Team 8 Chapter 7 Team 4 HR Analyses	
6		Test 1 Team 9 Chapter 8 Team 4 Chapter 9 Team 5 HR Analyses	

Week	Date	Topics & Assignments	Chapter Readings
7		Compensation Team 5 Chapter 10 Team 6 HR Analyses	
8		Benefits Team 6 Chapter 11 Team 7 HR Analyses	
9		Recruitment Team 1 Chapter 12 Team 2 Chapter 13 Team 9 HR Analyses	
10		UF Spring Break - No Class	
11		Test 2 Performance Team 3 Chapter 14 Team 7 Chapter 15	
12		Retention Team 8 Chapter 16 Team 9 Chapter 17	
13		Team 4 Chapter 18 Team 5 Chapter 19 Team 8 HR Analyses	
14		Unions Team 6 Chapter 20 Team 1 HR Analyses	
15		Final Exdam	



College of Business



MBAP 563 - The US Health Care System & Policy

Course Syllabus

Course:	MBAP 563
Course Title:	The US Health Care System & Policy
Instructor:	TBA
Day/Time:	TBA
Office Phone:	TBA
Email Address:	TBA
Office Hours:	TBA
Office #:	TBA

Course Overview

The course provides an overview of the structure of the U.S. healthcare delivery system and policy. With periodic changes in diverse aspects of the health care system, its dynamic mechanism should be understood. Particularly, the course encompasses organizational structure, workforce, healthcare cost, diverse healthcare delivery models, health policy, and technology.

Course Objectives

Upon completion of the course, students are expected to be able to:

1. Describe the basic nature of the health care system, such as structures and operations, from its historical origins and resources to its individual services, costs, and quality measures.
2. Analyze the impact of political decisions and reforms on the health care system from a consumer and provider point of view.
3. Identify challenges, features, and purposes associated with the updated healthcare policies.
4. Explain from a broad as well as a specific perspective how the health care system relates to different components of the system (public, private, consumers, providers) and the emerging health care trends (aging population, electronic health records, quality measurements, and technology).
5. Develop a proposal for change, which demonstrates sensitivity to cultural, ethnic, and social characteristics based on your current understanding of the health care system.
6. Identify the core functions of public health and the 10 essential services.

Learning Outcomes/Competencies

This course is designed to provide fundamental knowledge of US health care system

1. Perform needs assessments and environmental analyses in support of program and organizational development.
2. Analyze and synthesize government policies, laws, and regulations that affect the healthcare environment
3. Compare the organization, structure, and function of health care, public health and regulatory systems across national and international settings.
4. Assess population needs, assets and capacities that affect communities' health.
5. Discuss the policy-making process, including the roles of ethics and evidence.
6. Discuss the policy-making process, including the roles of ethics and evidence

What is expected of you?

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Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Course Materials

Required Materials

1. [REQUIRED] Leiyu Shi and Douglas A. Singh, *Delivering Health Care in America: A Systems Approach*. Jones & Bartlett Learning; 7 or 8 edition (October 20, 2017). ISBN-10: 9781284124491

Sources for Additional Information and Article Critiques

- Health Affairs
- JAMA
- NEJM
- American Journal of Public Health
- Healthcare Management Review
- Medical Care
- Medical Care Research and Review

ACADEMIC REQUIREMENTS AND GRADING

Assignment	Points
Test 1	20
Test 2	20
Test 3	20
Final Exam	40
Total Points	100

All graded activities will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical grades are as follows:

90-100	=	A
80-89	=	B
70-79	=	C
60-69	=	D
Below 59%	=	F

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XII. Watermark:

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DESCRIPTION OF COURSE CONTENT

Course Schedule

Week	Date	Topic(s)	Text Chapter
1		<p>Overview of the course and Basic Concept of Health An Overview of the US Health Care System and The Future of Health Care Services Delivery</p> <ul style="list-style-type: none"> ▪ Video: Empathy-The Human Connection to Patient Care (https://www.youtube.com/watch?v=cDDWvj_q-o8) ▪ Singhal et al. 2022. The future of US healthcare: What's next for the industry post-COVID-19. McKinsey&Company. 	
2		NO CLASS (Labor day)	
3		<p>Health Services Workforce</p> <ul style="list-style-type: none"> ▪ Basu et al., 2019. Association of Primary Care Physician Supply With Population Mortality in the United States, 2005-2015. <i>JAMA</i> ▪ Krishnamurthy et al., 2024. Hospital Nurse Staffing Legislation: <p>Infographics for Special Population</p>	
4		<p>Health Services Costs and Financing</p> <ul style="list-style-type: none"> ▪ Papanicolas et al. 2018. Health Care Spending in the United States and Other High-Income Countries. <i>JAMA</i> ▪ Dieleman et al. 2020. US Health Care Spending by Payer and Health Condition, 1996-2016.;323(9):863–884. doi:10.1001/jama.2020.0734. <i>JAMA</i> ▪ Brant A. et al., 2024. Trends in hospital price transparency after implementation of the CMS Final Rule. <i>Health Serv Res.</i> 59(4):e14329. doi:10.1111/1475-6773.14329 	
5		<p>Health Insurance and Managed Care</p> <ul style="list-style-type: none"> ▪ Nyman JA. 2004. Is 'moral hazard' inefficient? The policy implications of a new theory. <i>Health Affairs.</i> ▪ KFF. 2023. Key Facts about the Uninsured Population. KFF (https://www.kff.org/uninsured/issue-brief/key-facts-about-the-uninsured-population/) 	

Week	Date	Topic(s)	Text Chapter
6		Mid-term exam Due 10/3 (Thu), 11:59 pm: ED Demand and the Emergency Medical Treatment and Labor Act (EMTALA) Business Memo	
7		Health Care Access and Quality of Care <ul style="list-style-type: none"> Andersen. 1995. Revisiting the Behavioral Model and Access to Medical Care: Does it Matter? Gawande A. Jan 24, 2011. The Hot Spotters. <i>The New Yorker</i> Video: Frontline "Doctor Hotspot". PBS https://www.youtube.com/watch?v=0DiwTjeF5AU 	
8		Medical Technology and Policy <ul style="list-style-type: none"> Rossi et al. Cost-effectiveness of Artificial Intelligence as a Decision-Support System Applied to the Detection and Grading of Melanoma, Dental Caries, and Diabetic Retinopathy. JAMA network open. Park S, Choi GJ, Ko H. Information technology–based tracing strategy in response to COVID-19 in South Korea—privacy controversies. JAMA. 2020 Apr 23. Bock A. As Ransomware Attacks on Health Care Surge, Here's What Clinicians and Health Systems Can Do. JAMA. Published online August 02, 2024. doi:10.1001/jama.2024.15010 Comparative International Examples of Healthcare System presentation slides	
9		Comparative analysis of international healthcare system No Lecture.	
10		Primary Care and Long-term care <ul style="list-style-type: none"> Starfield B, Shi L, Macinko J. Contribution of primary care to health systems and health. <i>The milbank quarterly</i>. Hawryluk M. 2022. Hospices have become big business for private equity firms, raising concerns about End-of-Life care. KFF. 	
11		Guest Lecture: Dr. Mirna Amaya, PhD, MPH, Senior Consultant at WHO, Cornell University Topic: Global Health Policy and Management	
12		The global Health Policy Cont'd	
13		E-cigarette Use Regulation	

Week	Date	Topic(s)	Text Chapter
14		Semester Review	
15		Presentations	
16		Final Exam	



College of Business



Healthcare Management COURSE SYLLABUS

Course Title:	Healthcare Management
Course Number:	
Credit Hours:	3 (Three)
Course Prerequisite(s):	MBAP 560
Class Date & Time:	TBA
Instructor:	TBA
Office Location and #:	TBA
Office Hours:	TBA
Phone:	TBA
E-mail:	TBA

Course Description

This course introduces students to a foundation in the core concepts of health care management. It is designed to facilitate students' understanding of the fundamentals of health care management and to develop a detailed understanding of the structure, function, and culture of health care organizations. In particular, the curriculum explores core concepts in management, including strategic management, human resource management, financial management, and performance management. It also examines topics associated with diversity management, health care technology, and health regulation. Furthermore, the course content delves into fundamental concepts of organizational structure, including the division of work and delegation of authority. The course covers the theoretical, conceptual, and practical foundations of health care management and health care organizations. The course concludes by addressing emerging issues in health care management and organizations.

Learning Objectives

After completing this course, students will be able to:

- Develop a good understanding of management theories and apply them in the context of health care.
- Understand the health care workforce and appreciate the values unique to the health care profession.
- Describe and understand the governance and organizational structure of health care delivery organizations.

- Understand financing options in health care, health technologies, and health regulation.
- Describe approaches to defining health care quality and methods of quality improvement.

Learning Outcomes

Requirements

Requirements will vary by instructor and may include:

- Assigned weekly readings from the textbook or other sources.
- Class discussions and case studies in health care management.
- Case analysis that encourages students to apply their professional knowledge to management issues in health care.
- A final paper or project in which students assess real issues in health care management and organizations.

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Texts / Materials / Resources

The selection of textbooks and readings will vary by instructor. Listed below are some of the possible textbooks, materials, and resources an instructor may select for this course:

- Buchbinder, S. B., Shanks, N. H., & Kite, B. J. (2019). *Introduction to Health Care Management*. Jones & Bartlett Learning.
- Ginter, P. M., Duncan, W. J., & Swayne, L. E. (2018). *The Strategic Management of Health Care Organizations*. John Wiley & Sons.
- Dunn, R. T. (2021). *Dunn and Haimann's Healthcare Management*. Health Administration Press.
- Safian, S. C. (2013). *Fundamentals of Health Care Administration*. Pearson Education.
- Borkowski, N., & Meese, K. A. (2020). *Organizational Behavior in Health Care*. Jones & Bartlett Learning.

Schedule / Outline of Topics

- Week 1: Introduction and Overview
- Week 2: The Theories and History of Management
- Week 3: Strategic Management I – Strategic Planning and External Analysis
- Week 4: Strategic Management II – Internal Analysis and Strategic Choice
- Week 5: Human Resource Management I – Health Care Workforce
- Week 6: Human Resource Management II – Motivation and Attitudes
- Week 7: Diversity Management and Health Equity
- Week 8: Midterm
- Week 9: Structure and Staffing of Health Care Organizations
- Week 10: Performance Management in Health Care
- Week 11: Financial Management in Health Care
- Week 12: Health Technology Management
- Week 13: Health Regulation and Compliance
- Week 14: Crisis Management in Health Care
- Week 15: Emerging Issues in Health Care Management
- Week 16: Final Project and Presentation



College of Business



MBAP 564 – Healthcare Financial Management *Course Syllabus*

Course:	MBAP 564
Course Title:	Healthcare Financial Management
Instructor:	TBA
Day/Time:	TBA
Office Phone:	TBA
Email Address:	TBA
Office Hours:	TBA
Office #:	TBA

Course Overview

MBAP 564 provides a detailed understanding of health services financial management for decision-making with emphasis on third-party payers, financial statements, capital investments, debt and equity financing, and capital budgeting. The course blends accounting and finance concepts to enhance the healthcare manager's decision-making skills. The course will enhance the student's decision-making skills by utilizing case studies and practical applications to real-world situations.

Course Objectives

Upon completion of the course, students are expected to be able to:

1. Demonstrate knowledge of the role of planning and budgeting and their respective processes related to a healthcare organization (HCO), and develop the specific skills to complete and utilize a hospital budget.
2. Prepare a critical analysis report that details the information presented in an article dealing with the topic of healthcare finance.
3. Prepare a case report that describes and explains a current healthcare financial issue as it relates to a healthcare organization.
4. Demonstrate knowledge of healthcare finance and its many effects on an HCO by responding to the assigned discussion questions.
5. Develop the creative capacity to assess the importance of healthcare financial management in a rapidly changing medical delivery system.
6. Demonstrate the ability to analyze financial statements and assess the importance of taking information from financial documents and utilizing this information. In the HCO decision-making process.

7. Develop skills and draw relevant conclusions, competencies, values, and point of view needed for financial decision making via projects, case studies, case reports, discussion questions, and course readings,

Learning Outcomes/Competencies

Upon completing this course, the student will be able to:

1. Discuss and apply the concept of healthcare finance.
2. Explain the format and contents of a business's financial statements.
3. Assesses the financial condition of an organization.
4. Apply basic managerial accounting concepts.
5. Perform basic time value analysis.
6. Explain and apply financial risk concepts.
7. Describe the primary forms of business financing.
8. Explain how to estimate and use the corporate cost of capital.
9. Utilize financial information for decision-making and evaluate organizational performance.
10. Interpret financial statements and evaluate organizational performance.

Required Text

Gapenski, Louis C. 2012, Healthcare Finance: An Introduction to Accounting and Financial Management 7TH Edition, Chicago, IL: AUPHA

What is expected of you?

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Required Materials

- Ross, Thomas K. 2019. A Comprehensive Guide to Budgeting for Healthcare Managers.
- Steven Finkler, Financial Management for Public and Nonprofit Organizations, 2nd edition.

Recommended Publications:

- Journal of Health Affairs
- Journal of Healthcare Management
- Journal of Healthcare Finance
- Healthcare Executive
- Journal of Health Economics

ACADEMIC REQUIREMENTS AND GRADING

Assignment	Points
Case Studies	20
Critical Analysis Reports	20
Midterm Exam	20
Final Exam	40
Total Points	100

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DESCRIPTION OF COURSE CONTENT

Course Schedule

Week	Date	Topic(s)	Text Chapter
1		Overview of the course and Basic Concept of Healthcare Financial Management	
2		Health Insurance and Reimbursement	
3		Additional Medicare Payment Methods	
4		Financial Accounting Basics and the Income statement	
5		Planning and Budgeting	
6		The Balance Sheet and Statement of Cash Flows	
7		The basics of capital Budgeting	
8		Financial Condition Analysis	
9		Midterm	
10		Managerial Accounting	
11		Financial Performance of Alternative Healthcare Organization: Longterm Care Facilities and Medial Group Practices Management	
12		Basic Financial Management Concepts: Revenue cycle and Current Accounts Management	
13		How are Physicians Paid	
14		Nursing Homes, group practice management, Payor mix, Revenue generation, financial statement analysis	
15		Semester Review	
16		Final Exam	



**OFFICE OF ACADEMIC AFFAIRS
CURRICULUM CHANGE RECOMMENDATION FORM**

College/School: College of Business
Department: Graduate Business Programs
Course Title: BBA in Entrepreneurship Program
Course Number:
CIP Code: 520701
Credit Hours: 122 cr. hrs.

Course Contact Hours:

Course/Concentration/Minor/Program Description:

Program Description:

The Bachelor of Business Administration (BBA) Program in Entrepreneurship at Southern University, College of Business, is designed to equip the next generation of entrepreneurs to propel economic, technological, and social advancements, promoting economic growth and improving overall quality of life. Cultivating an entrepreneurial mindset—characterized by the ability to pinpoint challenges and opportunities, innovate creative solutions, mobilize resources, and effectively lead teams in establishing new enterprises—is a fundamental capability for succeeding in the dynamic landscape of the 21st-century economy. An entrepreneurship degree equips individuals with versatile skills applicable in various roles beyond starting a business. These roles include business development, marketing, sales, operations management, project management, and more within existing companies.

In this comprehensive program, students will not only gain essential entrepreneurial skills but also cultivate a deep understanding of their chosen areas of concentration. Emphasizing experiential learning, the curriculum will include practical courses integrating consulting projects and startup internships.

Course/Concentration/Minor/Program Description Goal(s):

The goals of a Bachelor of Business Administration (BBA) program in Entrepreneurship typically include:

Goal One:

Equipping COB students with a foundational understanding of business principles and practices, empowering them with the skills needed to identify and evaluate business opportunities, and inspiring them to actively engage in the process of value creation that applies to either starting a new venture (for profit or nonprofit) or working effectively within an existing organization.

Goal Two:

Guiding students to develop adaptability, resilience, and resourcefulness when facing the challenges and uncertainties typical in entrepreneurship by demonstrating leadership skills and having the ability to communicate effectively.

Course/Concentration/Minor/Program Description Objectives:

The program goals will be implemented through the following learning objectives.

1. Developing skills in business planning, financial management, and marketing strategies specifically tailored for start-ups and small businesses.
2. Offering hands-on experience through internships, entrepreneurial projects, and case and business plan competitions.
3. Encouraging networking and relationships with industry professionals and successful entrepreneurs.
4. Preparing students to launch and manage their ventures or to work effectively in entrepreneurial environments.
5. Emphasizing ethical and socially responsible business practices in entrepreneurship.
6. Providing mentorship and supportive resources to help students succeed in their entrepreneurial endeavors.

Rationale for the Course/Concentration/Minor/Program:

There are several key rationales for establishing an Entrepreneurship Major in the SUBR College of Business. Some of the rationales include the following:

- Entrepreneurship is a rapidly growing field, and an increasing number of individuals are interested in starting their own businesses. Offering an Entrepreneurship Major at the SUBR campus allows the College of Business to meet this demand and provide students with the skills and knowledge needed to succeed as entrepreneurs.
- Entrepreneurship majors help foster a culture of creativity and innovation within the College of Business. By encouraging students to think critically and develop new ideas, the proposed

entrepreneurship program can help drive innovation both within the SUBR campus and in the broader local business community.

- The planned Entrepreneurship Major provides students with the knowledge and skills needed to start and grow a successful business. This includes teaching students about business planning, marketing, finance, and other key areas essential for entrepreneurial success.
- The BBA in Entrepreneurship provides students with valuable networking opportunities, connecting them with successful entrepreneurs, investors, and other key players in the business community. These connections can be instrumental in helping students launch their own ventures or secure funding for their business ideas.
- Entrepreneurship is a key driver of economic growth and job creation. By offering an Entrepreneurship Major, the College of Business can help support local economies by equipping students with the tools they need to start their businesses and create new employment opportunities.
- Overall, establishing an Entrepreneurship Major at SDUBR College can help prepare students for success in the rapidly changing and increasingly competitive business landscape.

PLEASE ANSWER THE FOLLOWING QUESTIONS

1. ITEMS PROPOSED FOR REVISION (check all that apply):

<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Corequisites
<input type="checkbox"/> Title <input type="checkbox"/> Short Title	<input type="checkbox"/> 40 Word Description <input type="checkbox"/> Prerequisites	<input checked="" type="checkbox"/> New Program

2. Have the Department and College Curriculum Committees reviewed the course/concentration/program?
YES X NO _____

3. Please attach copies of the curriculum committees' reports, if any.

4. Are there similar courses in the present curriculum? YES _____ NO _____

Title _____ Number _____
Minor in Entrepreneurship _____

5. What is the projected enrollment for the course per semester? **20-25**

6. How often will the course be offered? ☒ FALL ☒ SPRING ☒ SUMMER

7. Is this a required or elective course, and for what curriculum?

REQUIRED _____ ELECTIVE _____ CURRICULUM _____

8. How does adding this course/concentration/minor impact the total number of credit hours required to complete the existing degree program?

The BBA in Entrepreneurship is a standalone program; thus it doesn't affect the total number of hours required for any of the COB programs.

9. Do you have faculty on your staff to teach the course? YES. ☒ NO _____

If the answer is no, please state the additional funds needed to hire new faculty members,

10. What is the minimum rank required of the faculty member who will teach this course?

Assistant Professor

11. What qualifications are required of the faculty member who will teach the course (degrees, certifications, professional experience, scholarly research, etc.)?

PH.D. in Business or M.S. with at least 10 Years of practical experience in the field of business/entrepreneurship.

12. Will this course/minor/program create a need for:

Yes / No

No	Space/Renovations (office or classroom)?
Yes	Additional staffing (new course offerings or hiring of instructional or administrative staff)?
Yes	Additional budgetary needs (for equipment, supplies, etc.)?

13. What is the total amount of funds needed to implement this course/concentration, minor, or program?

At least one fulltime faculty with a Ph.D. degree in Business and two adjunct faculty members with sufficient business experience may be needed to run the program efficiently.

14. ***Is the proposed curriculum change or new program subject to the SACSCOC substantive Change Policy?*** ☒ Yes No

If yes, please attach the Prospectus.

15. Please attach a copy of the detailed course syllabus and the reading list.

The course syllabi of eight new courses are attached.

Comments:

The Bachelor of Business Administration (BBA) Program in Entrepreneurship at Southern University, College of Business, is designed to equip the next generation of entrepreneurs to propel economic, technological, and social advancements, promoting economic growth and improving overall quality of life. Cultivating an entrepreneurial mindset—characterized by the ability to pinpoint challenges and opportunities, innovate creative solutions, mobilize resources, and effectively lead teams in establishing new enterprises—is a fundamental capability for succeeding in the dynamic landscape of the 21st-century economy. In this comprehensive program, students will not only gain essential entrepreneurial skills but also cultivate a deep understanding of their chosen areas of concentration. Emphasizing experiential learning, the curriculum will include practical courses integrating consulting projects and startup internships.

Mission:

The mission of the BBA in Entrepreneurship program at Southern University and A&M College, College of Business, is to provide a comprehensive curriculum designed to equip students with the practical skills and management tools necessary for success in entrepreneurial ventures. This program is tailored for students aspiring to launch their own start-up businesses and oversee essential business functions within a new venture. Throughout their studies, students will delve into key areas such as identifying market opportunities, targeting specific markets, analyzing economic trends, executing marketing strategies, formulating business strategies, managing personnel effectively, and interpreting financial reports. Additionally, students will gain knowledge of the legal frameworks and regulations applicable to small businesses and start-ups, remain abreast of current trends in Entrepreneurship, and hone their communication skills for engaging with key stakeholders.

FIRST YEAR									
FIRST SEMESTER					SECOND SEMESTER				
Course	Course Title	Credit Hours	Semester Taken	Grade	Course	Course Title	Credit Hours	Semester Taken	Grade
SENL 101B	Freshman Composition	3			SENL 102B	Freshman Composition	3		
FRMN 120B	College Success	2			BIOL 105	General Biology Lecture II	3		
_____	Arts Elective	3			ENTR 200	Fundamentals of Entrepreneurship	3		
SMAT 121B	Pre-Calculus I: College Algebra	3			SPSY 201B	General Psychology	3		
HIST _____	History Elective (HUMN Requirement)	3			MATH 203	Calculus for Business & Social Sci.	3		
BIOL 104	General Biology Lecture I	3							
TOTAL		17			TOTAL		15		
SECOND YEAR									
FIRST SEMESTER					SECOND SEMESTER				
Course	Course Title	Credit Hours	Semester Taken	Grade	Course	Course Title	Credit Hours	Semester Taken	Grade
SENL _____	English Literature elective	3			BUSP 210	Bus. Communication & Prof. Dev.	3		
SPHY 102B	Physical Science	3			SACC 221B	Managerial Accounting Principles	3		
SACC 211B	Financial Accounting Principles	3			SECO222B	Principles of Economics II	3		
COMPS 291	Advanced Technique Using Spreadsheet	3			MGMT 300	Principles of Management	3		
SECON 221B	Principles of Economics I	3			ENTR 301	Entrepreneurial Marketing and Sales	3		
MKTG 300	Principles of Marketing	3							
TOTAL		18			TOTAL		15		
THIRD YEAR									
FIRST SEMESTER					SECOND SEMESTER				
Course Title	Course Number	Credit Hours	Semester Taken	Grade	Course	Course Title	Credit Hours	Semester Taken	Grade
ECON 275	Bus. and Economics Statistics - I	3			MGMT 306	Quantitative Analysis in Business	3		
MGMT 305	Management Information Systems	3			ENGL 362	Technical Writing	3		
FINC 330	Managerial Finance I	3			ENTR 310	Entrepreneurial Finance & Resources Acquisition	3		
ENTR 340	Money, Banking, and Financial Markets - cross-listed with ECON 340	3			ECON 375	Bus. and Economics Statistics - II	3		
MGMT 360	Legal Environment in Business	3			ENTR 400	Entrepreneurial Venture Capital Experience	3		
TOTAL		15			TOTAL		15		
FOURTH YEAR									
FIRST SEMESTER					SECOND SEMESTER				
Course	Course Title	Credit Hours	Semester Taken	Grade	Course	Course Title	Credit Hours	Semester Taken	Grade
					SVLR 400	Service Learning	3		
ENTR 410	Entrepreneurship Venture Advancement	3			MGMT 480	Management of International Business	3		
ENTR 420	Entrepreneurship in Tech Firm & Innov.	3			MGMT 490	Strategic Management	3		
ENTR 460	Entrepreneurial Lab Experience	3			ENTR 470	Franchising: Strategies & Operations	3		
ENTR 475	Management of Small Business	3			ENTR 480	Entrepreneurial Experience & Firm Creation (Senior Project)	3		
TOTAL		12					15		
TOTAL							122		

PROSPECTUS FOR A NEW BBA IN ENTREPRENEURSHIP

Introduction:

The College of Business at Southern University and A&M College in Baton Rouge seeks to introduce a Bachelor of Business Administration (BBA) in Entrepreneurship program. This program aims to equip students with the knowledge, skills, and mindset necessary to thrive in the dynamic and innovative field of entrepreneurship. By offering a comprehensive curriculum, experiential learning opportunities, and mentorship from industry experts, the BBA in Entrepreneurship program is designed to prepare students to launch and successfully manage their entrepreneurial ventures.

Rationale:

The establishment of the BBA in Entrepreneurship program aligns with the Southern University Mission, the College of Business's strategic plan, and commitment to fostering innovation, creativity, and leadership among its students. In response to the evolving demands of the business landscape and the growing interest in entrepreneurship, this program aims to cater to students who aspire to become successful entrepreneurs, minority and disadvantaged business owners, or startup founders. By providing a specialized curriculum focused on entrepreneurial concepts, strategies, and practices, the program will empower students to identify opportunities, assess risks, and develop sustainable business ventures.

Curriculum Overview:

The BBA in Entrepreneurship program will consist of 122 credit hours of general education, core business courses, specialized entrepreneurship courses, experiential learning opportunities, and a capstone entrepreneurial project. Key topics covered in the curriculum include but are not limited to:

- Entrepreneurial Finance
- New Venture Creation
- Business Plan Development
- Opportunity Recognition
- Marketing for Entrepreneurs
- Innovation and Creativity
- Legal Aspects of Entrepreneurship
- Social Entrepreneurship

Faculty and Resources:

The College of Business is committed to providing high-quality education through experienced faculty members with expertise in entrepreneurship, business management, and innovation. The BBA in Entrepreneurship program will be supported by dedicated faculty who will mentor and guide students in developing their entrepreneurial skills and mindset. In addition, students will have access to state-of-the-art facilities, business incubators, and networking opportunities to enhance their learning experience.

Student Learning Outcomes:

Upon completion of the BBA in Entrepreneurship program, students will be able to:

- Identify and evaluate entrepreneurial opportunities
- Develop a comprehensive business plan for a new venture
- Apply entrepreneurial strategies to solve real-world business challenges
- Demonstrate effective communication and leadership skills in an entrepreneurial context
- Understand the ethical and social responsibilities of entrepreneurship

Assessment Plan:

The BBA in Entrepreneurship program will undergo continuous assessment to ensure the achievement of student learning outcomes and program effectiveness. Assessment methods may include course evaluations, student presentations, business plan competitions, industry collaborations, and alumni surveys. Regular reviews and feedback mechanisms will inform program improvements and enhancements to meet the evolving needs of students and the business community.

Conclusion:

The introduction of the BBA in Entrepreneurship program at Southern University and A&M College will enhance the College of Business's academic offerings, attract entrepreneurial-minded students, and contribute to the development of future business leaders and innovators. By preparing students to embark on entrepreneurial ventures with confidence and readiness, the program will play a vital role in fostering economic growth, creativity, and sustainable business practices in the region and beyond.

Signatures:


College Curriculum Committee, Chair

05/10/25
Date


College Dean

05/15/25
Date

Graduate School Dean (If graduate course/program)

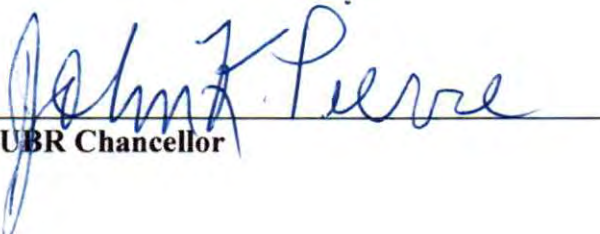
Date


SUBR Curriculum Committee, Chair

05/15/2025
Date


V/Chancellor for Academic Affairs

05/21/25
Date


SUBR Chancellor

06/09/25
Date



Academic Degree Program Proposal Form

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

A. Overview

Institution Name: Southern University and A&M College		Designation (flagship, statewide, regional, HBCU, 2-year):		
College/School/Division: College of Business		Academic Department:		
Degree Designation:	Proposed Degree Name: Bachelor of Business Administration in Entrepreneurship	CIP Code:	Credit Hrs ^b : 123 cr. hrs.	Contact Hrs ^c : 122
Planned Implementation Semester/Term & Year: Fall 2024		Was this program listed in the most recent three-year Academic Plan? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

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

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

^c If applicable.

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

The College of Business (COB) is an academic unit of Southern University and A&M College with a rich 87-year history, dating back to its establishment in 1937. The College has been dedicated to serving the community and underserved businesses. Following accreditation by the Association to Advance Collegiate Schools of Business (AACSB) International in 1999, the College has strategically emphasized fostering an entrepreneurship ecosystem both on the Southern University campus and within the surrounding community. To further this mission, the College of Business formed a strategic collaboration with the renowned entrepreneurship education institution, Babson College in Boston, Massachusetts. Through this partnership, several faculty members from the College of Business engaged in the Symposium for Entrepreneurship Educators (SEE) program, elevating their expertise and earning distinction as Babson fellows.

This collaboration not only provided valuable educational opportunities in entrepreneurship but also facilitated access to support funds from various federal agencies, including the Economic Development Administration (EDA), Minority Business Development Agency (MBDA), and Winrock International, among others. Leveraging these resources, the College advanced its initiatives to cultivate an entrepreneurship ecosystem within the institution and the broader community, especially in the disadvantaged and underserved community.

Moreover, with funding from the U.S. Department of State, the College of Business initiated impactful partnerships with Makerere Business School in Kampala, Uganda, and the University of Liberia. Through these collaborations, the College of Business faculty delivered workshops for local small businesses, organized competitive business plan events, and engaged in collaborative research with their counterparts in these institutions. Notably, this partnership extended to nurturing emerging entrepreneurs, as approximately 30 individuals from Uganda and Liberia were invited to Southern University for intensive training and practical learning experiences in key U.S. cities. This immersive approach aimed to equip these entrepreneurs with the knowledge and skills needed to thrive in their respective business environments.

To enhance its entrepreneurship offerings, the College of Business (COB) has strategically developed specialized concentrations within its undergraduate and MBA programs. Additionally, we have established a Minor in Entrepreneurship available to both business and non-business majors. These minor programs are designed for students from diverse academic backgrounds. At Southern University and A&M College Baton Rouge Campus, among those pursuing a minor in entrepreneurship for non-business majors, the Music Department is one of the beneficiaries.

Through a transformative two-year initiative funded by the Minority Business Development Agency (MBDA), the College of Business (COB) is developing an innovative Entrepreneurship major and establishing the Business Leadership and Entrepreneurship Development (BLES) Institute. This visionary project aims to enhance the bachelor's in business administration (BBA) program, specifically through the introduction of the Entrepreneurship major.

The primary goal of the Entrepreneurship major is to empower the next generation of minority entrepreneurs by equipping them with the essential tools and insights needed to launch and grow their new ventures. Rooted in a comprehensive educational framework, the objectives of the BBA in Entrepreneurship are: i) to develop skills in business planning, financial management, and marketing strategies specifically tailored for startups and small businesses; ii) to provide hands-on experience through internships, entrepreneurial projects, and participation in case and business plan competitions; iii) to encourage networking and relationship-building with industry professionals and successful entrepreneurs; iv) to prepare students to launch and manage their ventures or work effectively in entrepreneurial environments; v) to emphasize ethical and socially responsible business practices in entrepreneurship; and vi) to offer mentorship and supportive resources that help students succeed in their entrepreneurial endeavors.

2. Describe specialized accreditation requirements associated with the program if applicable (refer to Board of Regents [A.A. Policy 2.13: Program Accreditation](#)). If not required, describe whether the institution will seek any voluntary accreditation or certification for the program.
- Since 1999, the College of Business at Southern University and A&M College in Baton Rouge has been accredited by AACSB International. Following its initial accreditation, the College has successfully undergone five positively rated peer review visits in 2002, 2007, 2012, 2017, and 2023. The proposed BBA in Entrepreneurship is designed following AACSB standards, focusing on faculty qualifications, curriculum and assurance of learning requirements, intellectual contributions, and community impact. The addition of the BBA in Entrepreneurship will enhance the current business programs and will be evaluated during the next scheduled review in 2028.
3. Specify **SACSCOC** or other accreditation organization requirements. Mark all that apply.
- ☐ Substantive change requiring notification only
 - ☒ Substantive change requiring approval prior to implementation
 - ☐ Level Change
 - ☐ None
4. If this proposal is for a Master's or Doctoral program, provide a list below (name, institution, email address, summary of qualifications) for at least three external review candidates. Reviewers should be active or retired full-time faculty members from an accredited institution, have experience developing and/or administering a program like the proposed program, and should not have a direct affiliation with a Louisiana institution.

NA

5. Has the program been designed to align with any Board of Regents or other statewide initiatives? Check all that apply.
- ☐ MJ Foster Promise Program
 - ☐ Cyber-security Initiatives
 - ☐ Louisiana Transfer Pathways
 - ☐ Other: _____

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

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

Southern University and A&M College (SUBR) is dedicated to teaching, research, and public service, with a strong commitment to fostering community development in various areas like small business growth, neighborhood development, healthcare accessibility, and rural services. These initiatives are driven by SUBR's academic departments, such as the College of Business, the School of Nursing, the College of Agricultural, Human and Environmental Sciences, and the Agricultural Research and Extension Center. Introducing the BBA in Entrepreneurship by the College of Business directly aligns with SUBR's mission, emphasizing its dedication to equipping aspiring entrepreneurs and instilling an entrepreneurial spirit within underserved communities. The program is designed to prepare future entrepreneurs while increasing entrepreneurial awareness in the local area.

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

The commitment to entrepreneurship at Southern University and A&M College is a key pillar of the institution's mission to engage with and serve the community. Our dedication to community outreach is evident through various initiatives aimed at fostering economic and social progress. Per the Southern University and A&M College Strategic Plan 2018-2025 - Goal IV, Southern is steadfast in its pursuit of providing outreach services that promote entrepreneurship education across campus and within the community.

Under **Strategic Goal IV - Commitment to Scholarly Research, Discovery, and Entrepreneurship**, Southern University and A&M College showcases its dedication to driving economic growth and supporting entrepreneurial endeavors. In this part of the Strategic Plan, the University underscores its commitment to advancing economic development and entrepreneurship through a series of targeted objectives.

Strategy IV.2.8 of the Strategic Plan is dedicated to creating and executing a comprehensive workforce and economic development plan, crucial for addressing the evolving needs of businesses, industries, and the community at various levels. This strategy involves conducting in-depth analyses of the current workforce demands within local, regional, and state sectors, followed by the development of tailored strategies to meet these needs. By aligning educational programs with industry-specific requirements, the university can play a vital role in preparing a highly skilled workforce that can make meaningful contributions to local, regional, and state economies.

The introduction of the BBA in Entrepreneurship initiative at Southern University and A&M College highlights the institution as a dynamic participant in economic development at the local, regional, and state levels. This comprehensive strategy enables the university to strategically allocate resources to prepare students with the crucial skills and knowledge required for success in a swiftly changing job market. By launching the BBA in Entrepreneurship at the College of Business within Southern University and A&M College, a coherent framework will be established to bolster the university's commitment to fostering talent, fostering innovation, and driving economic progress in the community, state, and the nation through entrepreneurship.

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

- Accessibility (mode of delivery, alternate course scheduling)

The proposed BBA in Entrepreneurship Program will be offered during the day and in the evening to accommodate non-traditional students. The program will be delivered mainly face-to-face, but the College of Business is currently developing a proposal to offer all its undergraduate programs 100% online, and the proposed program will be one of them. Additionally, all the buildings on the Southern University, Baton Rouge campus comply with the Americans with Disabilities Act (ADA).

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

The Southern University and A&M College, Baton Rouge (SUBR) tuition is more affordable as compared to other institutions in the state. Most of the students are also eligible for financial aid and other federal student support assistance. In addition, textbooks are available through the university Bookstore Follett Access at a reduced price. The SUBR faculty also use OER as well as Open Access materials, which they make accessible to students.

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

The SUBR College of Business is in the process of finalizing a partnership with the Southern University Foundation to promote entrepreneurship education. The goal of the partnership is to leverage the academic expertise of the College of Business and the fundraising capabilities of the Foundation to enhance the entrepreneurial ecosystem within the university and the community. According to the MOU, the SU Foundation will secure funds for scholarships and support programs to benefit students interested in entrepreneurship.

The College of Business will partner with the Louisiana Department of Economic Development, the Small Business Administration, and trade associations such as the Baton Rouge Chamber of Commerce and the World Trade Center of New Orleans.

In addition, the college had a grant project from the Minority Business Development Agency (MBDA) to promote an entrepreneurship degree program and establish an Entrepreneurship Institute.

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

Through advisement, students in the proposed program will be encouraged to look for internship opportunities by attending on-campus networking events, career fairs, utilizing online platforms such as LinkedIn, internship.com, reaching out to startups online, and sharing their entrepreneurship-related projects. The Program Coordinator and faculty advisor will play key roles in securing off-campus experiential learning opportunities for the students of the proposed program.

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

A BBA in Entrepreneurship can contribute to closing the achievement gap with the underserved populations in several ways:

- a. Providing education in entrepreneurship to predominantly minority students can empower them with the knowledge, skills, and resources needed to start and grow their businesses.
- b. Offer support and mentorship so that they can navigate the challenges of starting a business. By connecting students with experienced entrepreneurs, industry professionals, and mentors, the program can provide valuable guidance and advice to individuals who may not have access to these resources otherwise.
- c. Help students build connections with other entrepreneurs, investors, and business professionals. These networking opportunities can open doors to collaborations, partnerships, and funding opportunities that can help individuals overcome barriers and succeed in their entrepreneurial endeavors.

- d. It can also help create a supportive community for underserved populations, providing a space for individuals to connect, collaborate, and learn from one another. This sense of community can help individuals feel empowered and supported as they navigate the challenges of starting and growing their businesses.
- e. Many entrepreneurship degree programs are now focusing on social impact and sustainable business practices. By emphasizing the importance of making a positive difference in the community, these programs can inspire underserved populations to create businesses that address social and environmental issues, benefiting both the entrepreneurs and the communities they serve., support, resources, and opportunities for individuals to succeed in their entrepreneurial endeavors.

Overall, the proposed degree program in entrepreneurship can play a vital role in closing the gap with underserved populations by providing education, support, resources, and opportunities for individuals to succeed in their entrepreneurial endeavors.

C. Need

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

The BBA in Entrepreneurship program can align with local, regional, and state workforce strategies by promoting innovation, job creation, and economic growth. By equipping students with the knowledge and skills needed to start and sustain their own business ventures, the program contributes to developing a pool of talented entrepreneurs who can drive local and regional economic development.

Furthermore, with the increasing emphasis on entrepreneurship and innovation in various industries, the program can address future societal educational needs by preparing students for the evolving job market. By fostering entrepreneurial thinking, problem-solving skills, and adaptability, graduates of the program can contribute to addressing the changing needs of society and the workforce.

Collaborations with local businesses, government agencies, and industry partners can also help ensure that the program remains relevant and aligned with workforce demands, while providing students with valuable real-world experience and networking opportunities.

Overall, the entrepreneurship degree program can play a vital role in supporting workforce strategies, driving economic development, and meeting future educational needs in the local, regional, and state contexts.

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

Since the early 2000s, the College of Business at Southern University's Baton Rouge campus has been dedicated to enhancing entrepreneurship education in alignment with the university's mission of community outreach. With support from various Federal Agencies, the College has received grants aimed at expanding entrepreneurship education and training for small and disadvantaged businesses in northern and southeastern Louisiana parishes. These funds have facilitated the development of faculty training programs in entrepreneurship across the college. Notably, the faculty have participated in specialized training events such as the Symposium for Entrepreneurship Educators (SEE) organized by the esteemed Babson College in Massachusetts.

In addition, the college had utilized support funds from various sources for impactful faculty development initiatives. This includes faculty traveling overseas, engaging in Training of Trainers (TOT) programs, collaborating in joint research activities, establishing the Center for Entrepreneurship at Makerere University in Kampala, Uganda, and hosting 15 young entrepreneurs for a month-long visit to Southern University for dedicated entrepreneurship training. Similarly, the College faculty have reciprocated this exchange by visiting the University of Liberia in Monrovia and subsequently hosting 15 startup entrepreneurs for a similar training experience at Southern University.

Furthermore, the College faculty actively engage as instructors in business development and entrepreneurship workshops tailored for small and minority businesses. Collaboratively, the college advisory Council, the MBA Board of Advisors, and alumni interact during key annual events such as the strategic planning retreat, homecoming celebrations, and various speaker series programs.

As a result of these collaborative efforts and experiences, the proposed Bachelor of Business Administration (BBA) program in Entrepreneurship has been carefully crafted, incorporating the wealth of knowledge and insights gained by the college's faculty and inputs from stakeholders.

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

The Southern University and A&M College recruits students from across the nation, with a particular focus on the Southern United States region. However, given the sizable African American populations and Southern concentration of SU alumni in California, Chicago, Michigan, and Texas, Southern University is the preferred choice for many minority students, especially first-generation African American students.

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

The service areas highlighted in (11) are focal points where small businesses thrive in high numbers. The potential for small business startups is vast within the local, regional, and state areas beyond the institution's service zones. Concurrently, many current students manage their own businesses while pursuing their college education. A significant number of students, spanning across business and non-business majors, show keen interest in launching their ventures. Notably, a growing trend is observed among students aspiring to pioneer tech-based or disruptive business ventures instead of conventional small businesses. According to a survey* of more than 15,000 people seeking to start a new business, 66% stated that inflation, the need to boost income was their main motivators. The second-highest motivator was technology—45% believed that new tech makes it easier to start a new business. These trends collectively emphasize the escalating demand for the proposed BBA in Entrepreneurship.

*Centre for Economic Policy Research (CEPR)

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

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

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

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

☐ Service Area Data ☐ State Data ☒ National Data

Related Occupation	LWC Star Rating	Current Employment [Enter Year]	Projected Employment [Enter Year]	# Change	% Change	Average Annual Openings	Average Salary
Managers, all other (Including Management of Companies and Enterprise) *		2023 1,282,500	2033 1,356,200	73,700	6%	1.2 M	\$170,000

*BLS

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

Institution	Program (degree and title)	No. Graduates in past year
Louisiana State University, Baton Rouge	B.S. in Entrepreneurship	20

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

The proposed program at Southern University is poised to bridge the gap in the labor market and bolster the national economy by cultivating entrepreneurs with strong entrepreneurial skills and mindsets essential for business growth. With its distinctive student demographic, Southern University aims to effectively attract minority students to enroll in the upcoming BBA in Entrepreneurship Program. Promotion efforts will target the African American community and other groups to encourage entrepreneurship and business development initiatives.

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

The introduction of the BBA in Entrepreneurship program at the SUBR College of Business is poised to have numerous positive impacts on the existing programs. By diversifying the range of available courses, students will gain specialized knowledge and skills within the field of entrepreneurship by enrolling in elective courses. This new program is likely to draw students who are specifically interested in launching their own businesses or engaging in entrepreneurial endeavors. Moreover, it will open up new networking opportunities for the entire college students by facilitating connections with guest speakers, mentors, and alumni engaged in the entrepreneurial ecosystem. Additionally, students currently enrolled in business and non-business minor programs may be enticed to transition into the BBA in Entrepreneurship program, thereby elevating their educational experience.

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

Occupation	Occupation-specific skills & KSAs
Business Management General	<p>Technical Skills:</p> <ol style="list-style-type: none"> 1. Understanding key financial metrics, performing financial forecasting, and analyzing budgets are crucial technical skills for entrepreneurs to make informed business decisions. 2. Knowledge of digital marketing strategies, social media platforms, SEO techniques, and data analytics tools are essential for entrepreneurs to promote their businesses effectively in the digital space. 3. Competency in using business planning software like business modeling tools, project management software, and accounting software can help entrepreneurs in strategizing, organizing, and managing their ventures efficiently.
	<p>Knowledge, Skills, and Abilities (KSAs):</p> <ol style="list-style-type: none"> 1. Possessing the drive, initiative, creativity, and resilience to identify opportunities, take risks, and turn ideas into profitable business ventures. 2. Ability to think critically, analyze market trends, assess competitive landscapes, and develop long-term business strategies that align with the company's goals and objectives. 3. Strong verbal and written communication skills are essential for entrepreneurs to pitch ideas, negotiate partnerships, build relationships with stakeholders, and effectively convey their vision to employees and customers.

D. Curriculum

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

The BBA in Entrepreneurship Program curriculum is designed based on the requirements of the LA Board of Regents, SACSCOC, and AACSB International. The learning outcomes include the following:

The potential learning outcomes of a BBA in Entrepreneurship program include the following:

1. Demonstrate a solid understanding of core business concepts, including finance, marketing, management, and operations, to effectively manage entrepreneurial ventures.
2. Demonstrate an entrepreneurial mindset that enables individuals to identify opportunities, take calculated risks, and innovate within the business environment.
3. Develop comprehensive business plans and strategies to launch and sustain successful entrepreneurial ventures.
4. Analyze marketing strategies, understand consumer behavior, and implement effective sales techniques to drive business growth.
5. Demonstrate skills to effectively manage financial resources, analyze financial statements, and make informed decisions related to funding, investment, and risk management
6. Demonstrate the ability to build professional networks, collaborate with peers and industry experts, and leverage relationships to support the growth of their entrepreneurial endeavors

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

Career Ready Competencies (NACE)	Student Learning Outcomes
Critical Thinking/Problem Solving	Students will demonstrate the ability to analyze complex business problems, identify opportunities, and develop innovative solutions through critical thinking and problem-solving skills.
Oral/Written Communications	Students will effectively communicate business concepts, ideas, and strategies through written reports, presentations, and interpersonal interactions to diverse stakeholders.
Teamwork/ Collaboration	Students will collaborate with team members to accomplish business goals, contribute effectively in team settings, and leverage diverse perspectives to enhance entrepreneurial projects.
Digital Technology	<p>-Students will integrate digital technologies and tools into entrepreneurial activities, leveraging data analytics, social media, e-commerce platforms, and other digital resources to enhance business operations, marketing strategies, and customer engagement.</p> <p>- Students will demonstrate proficiency in utilizing digital platforms for business innovation, staying abreast of technological trends, and adapting to the evolving digital landscape to drive entrepreneurship forward.</p>
Leadership	Students will demonstrate leadership skills by inspiring others, motivating team members, and guiding entrepreneurial initiatives towards successful outcomes.
Professionalism/ Work Ethic	Students will exhibit professional conduct, ethical behavior, and a strong work ethic in all entrepreneurial activities, displaying integrity, accountability, and a commitment to excellence.
Career Management	Students will develop career management skills, including self-assessment, goal setting, networking, and job search strategies, to pursue entrepreneurial opportunities and navigate the business landscape successfully.
Equity and Global/Intercultural Fluency	<p>Students will develop intercultural communication skills to effectively engage with individuals from diverse cultural backgrounds, enabling them to navigate global markets and collaborate with international partners.</p> <p>- Students will gain insight into global business practices, cultural nuances, and international regulations, preparing them to operate successfully in a multicultural business environment and expand entrepreneurial ventures globally.</p>
Other (list others)	

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

Technical Skills and KSAs	Student Learning Outcome (s)
Technical Skills and KSAs	
1. Understanding key financial metrics, performing financial forecasting, and analyzing budgets are crucial technical skills for entrepreneurs to make informed business decisions.	Students will demonstrate the ability to analyze complex business problems, identify opportunities, and develop innovative solutions through critical thinking and problem-solving skills.
2. Knowledge of digital marketing strategies, social media platforms, SEO techniques, and data analytics tools are essential for entrepreneurs to promote their businesses effectively in the digital space.	Students will integrate digital technologies and tools into entrepreneurial activities, leveraging data analytics, social media, e-commerce platforms, and other digital resources to enhance business operations, marketing strategies, and customer engagement. - Students will demonstrate proficiency in utilizing digital platforms for business innovation, staying abreast of technological trends, and adapting to the evolving digital landscape to drive entrepreneurship forward.
3. Competency in using business planning software like business modeling tools, project management software, and accounting software can help entrepreneurs in strategizing, organizing, and managing their ventures efficiently.	Students will develop career management skills, including self-assessment, goal setting, networking, and job search strategies, to pursue entrepreneurial opportunities and navigate the business landscape successfully.
KSAs	
1. Possessing the drive, initiative, creativity, and resilience to identify opportunities, take risks, and turn ideas into profitable business ventures.	Students will demonstrate leadership skills by inspiring others, motivating team members, and guiding entrepreneurial initiatives towards successful outcomes.
2. Ability to think critically, analyze market trends, assess competitive landscapes, and develop long-term business strategies that align with the company's goals and objectives.	Students will demonstrate the ability to think critically by analyzing market trends, assessing competitive landscapes, and developing long-term business strategies that align with the company's goals and objectives through strategic utilization of data, industry insights, and forecasting techniques.
3. Strong verbal and written communication skills are essential for entrepreneurs to pitch ideas, negotiate partnerships, build relationships with stakeholders, and effectively convey their vision to employees and customers.	Students will develop intercultural communication skills to effectively engage with individuals from diverse cultural backgrounds, enabling them to navigate global markets and collaborate with international partners. - Students will gain insight into global business practices, cultural nuances, and international regulations, preparing them to operate successfully in a multicultural business environment and expand entrepreneurial ventures globally.

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

AACU HIPs	
First Year Experience	Fundamentals of Entrepreneurship course is integrated in the first year second term degree plan to introduce students to the key concepts and challenges of entrepreneurship.
Undergraduate Research	Case method teaching is infused into the curriculum to engage students in research projects that explore real-world entrepreneurial problems and opportunities.
Common Intellectual Experiences	
Diversity/Global Learning	The College of Business organize a study abroad program annually that is optional.
Learning Communities	Students in the program will be encouraged to study in groups and participate in case and business plan competitions as a team in the course ENTR 410 – Entrepreneurial Experience.
ePortfolios	ePortfolio will be an integral part of the Capstone Project course intended to help students document their capstone course intended to help students keep the entire process of the senior project from ideation to implementation This can serve as a comprehensive record of their entrepreneurial venture, including market research, financial projections, and outcomes achieved.
Writing Intensive Courses	The College of Business core requires that all students take at least one business communication and professional development course in the second semester of the second year.
Service-Learning, Community-based Learning	All students are required to participate in the University required Service-learning experiential learning in the community.
Collaborative Assignments & Projects	Most assignments and projects will be conducted in teams
Internships	Students in the program will be advised to participate in internship experience.
Capstone Courses and Projects	Students in the BBA in Entrepreneurship Program are required to take ENTR 480 – Entrepreneurial Experience and Firm Creation Senior/capstone Project

22. Attach a map of the curriculum by semester for a full-time student enrolled in at least 15 units per semester. This may be structured like a program of study in the general catalog or on a curriculum guide.
- Include course prefixes, numbers, titles, and credit hour requirements. Identify courses that meet general education requirements.
 - Include alternate tracks and requirements by concentration if applicable. Identify courses that are applicable to the alternative tracks.
 - List all major course requirements. Indicate the word "new" beside new courses.
 - Indicate work-based learning experiences (such as internships, clinicals, etc.) if applicable.
 - Provide a summary of how the curriculum meets the learning outcome goals described in questions 18-21.
(See attached the Degree Plan for the proposed BBA in Entrepreneurship)

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

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

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

Based on the Board of Regents Prior Learning Assessment Policy (AA 2.23), the Louisiana Common Course Catalog, and the Statewide Course Articulation Matrix, students will receive credits for courses completed at other institutions as long as they adhere to the guidelines for transfer credits.

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

Open Education Resources (OER) will be incorporated into the BBA in Entrepreneurship Program. To ensure affordability of textbooks, instructors will use Watermark, the Southern learning platform, to facilitate the accessibility of OER to students.

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

We adhere to the university's undergraduate admission standards and those set by the College of Business for admission to the college's programs. Priority will be given to students who possess the required GPA and have already established their own businesses.

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

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

List specific partners for each category checked above.

The College of Business is currently establishing a partnership with the Southern University System Foundation to advance entrepreneurship education across the SUBR campus and within the community. The College will oversee the academic aspect of entrepreneurship education, while the Foundation will contribute financial support to create an incubator, a mentoring unit for emerging entrepreneurs and startups, and to sponsor case and business plan competitions. Additionally, the College will collaborate with the Small Business Development Center at the SU campus, the Chamber of Commerce, the Louisiana Department of Economic Development, and Babson College, Boston, MA.

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

Prospective students must meet the university's undergraduate admission requirements and those specific to the College of Business, including GPA and other admission criteria. Once admitted, students will follow a structured curriculum that includes courses focused on entrepreneurship, business management, finance, marketing, and other related subjects. The program is designed to provide students with the knowledge and skills needed to succeed in the entrepreneurial landscape through a regular and structured advisement process.

The program will offer internships or hands-on learning opportunities where students can gain practical experience in real-world business settings. These experiences help students apply classroom learning to actual business scenarios. Students in the program will have access to a network of entrepreneurs, business professionals, and alumni who can provide guidance, mentorship, and potential opportunities for growth and development. Towards the end of the program, students may work on capstone projects where they apply their knowledge and skills to develop business plans, launch ventures, or solve real business challenges. Students will have access to the college's Makerspace Lab, which is in the process of being established. This hands-on experience can enhance students' entrepreneurial capabilities, help them develop prototypes of products and services, and prepare them for future endeavors.

Thus, the education pipeline for the BBA in Entrepreneurship program aims to equip students with a strong foundation in business and entrepreneurship, practical skills, and real-world experiences to help them succeed as future entrepreneurs and business leaders.

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

Students who graduate from the BBA in Entrepreneurship Program are presented with two clear career paths. Those who excel in developing innovative ideas and prototypes for products or services have the chance to embark on an entrepreneurial journey by establishing their startups. On the other hand, students who opt not to pursue their independent business ventures will benefit from comprehensive support in their job search from the College of Business and the university's Office of Career Services. The College of Business plays a pivotal role in facilitating students' access to various employment opportunities by fostering collaborations with corporate partners, alumni, and other essential stakeholders.

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

The SUBR College of Business tracks the success of its graduates in different ways. We will follow the same strategies to track the success of our graduates from the BBA in Entrepreneurship Program. Some of the effective strategies that we plan to apply consist of the following:

- a. Conducting regular surveys with program graduates to gather feedback on their career progression, entrepreneurial ventures launched, current roles, and satisfaction with the program.
- b. Organizing networking events such as the Fall Annual Homecoming, the Spring College of Business Annual Strategic Planning Retreat, when the College reconnects with the alumni and shares their success stories. Usually, such events help get constructive input from the alumni community and facilitate ongoing communication.
- c. Monitor the career trajectories of program graduates on professional networking platforms like LinkedIn to understand their job placements, promotions, and entrepreneurial endeavors.
- d. Collaborating with corporate partners that employ program graduates to collect feedback on their performance, skills gained from the program, and impact on the organization.
- e. The College is partnering with the SU System Foundation on developing a structured business plan competition annual event specific to program graduates and current students in the program, and track the achievements of those participants in launching successful ventures or making significant contributions to the entrepreneurial ecosystem.
- f. Highlighting success stories of program graduates on the university website, social media platforms, and the College newsletter to showcase the impact of the program.
- g. Collaborating with the University Career Services to track the employment outcomes of program graduates and gather data on job placements, salaries, and industry trends.

E. Students

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

There are multiple ways for determining prospective and current students' interest in the BBA in Entrepreneurship Program. These include the following:

- Conduct Surveys
- Organize an in-depth discussion within the College's Entrepreneurship Club.
- Track the traffic on the college's website using Google Analytics.
- Keep track of inquiries and applications coming in for the program.
- about the program.
- Work closely with the university admission team to gather feedback from prospective students.
- Organize information sessions, open houses, or virtual events to showcase the program to prospective students.

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

The current institutional Retention rate is about 60.33% (2023-24), and the Graduation rate is about 32 %. The College Retention rate is close to 54.2 % (Fall 2023), and the Graduation rate at about 28%.

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

	Year 1	Year 2	Year 3	Year 4
Academic Year (Summer, Fall, Spring)	2025-26	2026-27	2027-28	2028-29
Base enrollment*		10	18	31
Lost to Attrition (should be negative)	0	-2	-3	3
New to the institution	0	10	15	20
Shifted from existing programs within your institution	0	0	0	0
Total Enrollment	10	18	30	48
Graduates	0	0	0	10
Carry forward base enrollment for next year	0	0	0	0

*Total enrollment becomes the base enrollment for the following year

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

Several factors can impact the retention and graduation rates of the College of Business and contribute to them being lower than those of the overall university. Some of the key factors include:

- As AACSB AACSB-accredited business school, the College of Business has stringent or complex requirements compared to other programs within the university, which could potentially lead to higher dropout rates.
- The college's programs require a heavier course load or more challenging coursework, which can be a contributing factor to lower retention and graduation rates.
- Limited opportunities for internships and jobs may impact students' motivation to stay in the program and complete their degrees.
- Financial considerations, such as the cost of tuition, availability of scholarships, and opportunities for work-study within the college of business, can also impact a student's ability to stay enrolled and graduate.

- Specialized Support Services.
- Career-oriented Programs.

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

We have already designed a marketing and recruitment plan for attracting promising future entrepreneurs and business leaders to the new BBA in Entrepreneurship Program. Some of the strategies include the following:

- a. Identify and target audience will be minorities, especially first-generation students, and the underserved minorities in general, so that we can tailor our marketing efforts to reach the right prospective students.
- b. Create a compelling brand identity for the program that communicates its unique value propositions and benefits to prospective minority students.
- c. Leverage digital marketing channels such as social media, search engine optimization (SEO), and email marketing to reach and engage with potential students.
- d. Create engaging and informative content such as blog posts, videos, case studies, and webinars that showcase the benefits of the program and position it as a valuable opportunity for aspiring entrepreneurs.
- e. Partner with Industry Influencers: Collaborate with industry influencers, guest speakers, and alumni to promote the program and attract students who are inspired by successful entrepreneurs.
- f. Organize virtual or in-person events and workshops that provide insights into entrepreneurship, showcase student success stories, and allow prospective students to interact with faculty and current students.
- g. Consider offering scholarships such as the Gala on the Bluff to attract top talent and make the program more accessible to a diverse range of students.
- h. Build relationships with neighboring high schools, BRCC, and universities to promote the program to students who are interested in pursuing a career in entrepreneurship.
- i. Implement an alumni referral program that incentivizes former students to refer prospective students to the program, leveraging the power of word-of-mouth marketing.
- j. Monitor the effectiveness of our marketing efforts through analytics and feedback mechanisms and make adjustments as needed to optimize recruitment and enrollment outcomes.

F. RESOURCES

F1. Finance

36. Attach the completed Regents budget template

See the attached budget

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

The University will apply its affordability policy to the new BBA in Entrepreneurship Program, ensuring it is consistent with all other existing programs. There will be no additional fees for software licenses, equipment, travel, etc., differentiating it from the existing programs.
--

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

The College of Business typically secures funding through fundraising, alumni donors, and federal and private grant support to sustain its programs. Student advisement is usually overseen by the University College or Junior Division advisors until students transition to the College of Business, at which point they will receive guidance from faculty within the college. Technology support, including access to instructional labs, Makerspace, SAP Lab, and university labs, is provided to all students in the college, and this same level of support will extend to those enrolled in the new program. Additionally, the partnership between the College and the SU System Foundation will provide financial support. Further costs required for the proposed program, such as graduate assistantships, will be covered by the SU System Foundation based on the partnership agreement.

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

As outlined in item 40 above, the College typically secures support funds from various sources, such as the Southern University System Foundation, without disrupting the current allocation of the College's programs. Additionally, the College is in the final stages of developing a proposal for the establishment of a Business Leadership and Entrepreneurship Development (BLESD) Institute. This Institute will feature an Advisory Board comprising distinguished minority entrepreneurs who will lend their valuable entrepreneurial expertise and extend financial backing to the proposed program.

F2. Instruction and Student Support

40. Faculty

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

As indicated under item 1, over the past two decades, the College of Business has established a valuable partnership with Babson College in Boston, renowned for its excellence in entrepreneurship education. The majority of the college's faculty have engaged in Babson's faculty development programs, leading them to become distinguished Babson Fellows. The presence of expert entrepreneurship faculty spanning various business disciplines such as accounting, finance, marketing, and management guarantees an ample faculty pool equipped to oversee instruction within the proposed program.

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

The majority of the current faculty at the college are actively instructing entrepreneurship courses in the existing Minor in Entrepreneurship programs. Consequently, by managing class timetables effectively, most faculty members will have the opportunity to teach the remaining upper-level entrepreneurship courses. As a result, there will be no immediate requirement to reassign faculty to the proposed program. Moving forward, additional faculty will be recruited as necessary and given training at Babson College. In the interim, we intend to enlist business professionals who meet the criteria set by accrediting agencies to serve as adjunct faculty for specific entrepreneurship classes.

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

Faculty Name	Courses taught	Academic Degrees	Other Qualifications
Donald R. Andrews	Economics, Entrepreneurship	Ph.D. in Resource Economics	Babson Fellow
Brian Adams	Entrepreneurship	Ph.D., Business	Babson Fellow
Ghirmay Ghebreyesus	Economics	Ph.D., Economics	Babson Fellow
Kimberly Powell	Marketing	Ph.D., Marketing	
Benjamin Omonuk	Accounting	Accounting	
Graeme Coetzer	Entrepreneurship, Management	Management	
Vasanth Chigurupati	Finance, Entrepreneurship, Economics	Ph.D., Finance	Babson Fellow
Lutfu Sagbansua	Supply Chain Management	Ph.D. in Supply Chain Management	
Tesfalidet Tukue	Accounting, Entrepreneurship	Ph.D., Accounting	Babson Fellow
Ashagre A. Yigletu		Ph.D., International Economics	Babson Fellow

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

The proposed program will require additional staff in the form of two graduate assistants, who will be assigned to support students in the Makerspace and SAP Labs within the BBA in Entrepreneurship program. One management faculty member will receive extra compensation for his leadership role in overseeing the program. Furthermore, advising and coaching responsibilities for students in the BBA in Entrepreneurship program will be managed by the entrepreneurship faculty as part of their ongoing college activities.

F3. Facilities

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

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

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

Space	New Space	Use Existing Space (as is)	Use Existing Space (Renovated)	Sem/Yr. of Occupancy
Dry Labs (STEM related)			X	
Wet Labs (STEM related)				
Dedicated Offices			X	
Fine Arts Spaces				
Classrooms			X	
Meeting Rooms			X	
Student Study Space				
Shared Space with other campus units				
Other (Specify)			New Bus. School Coming	

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

Facility/Space Name	Gross Square Footage	Start Up Costs	Ongoing Costs	Est. Occupancy Date	Funding Source
New Construction					
Renovations and Infrastructure*					
Purchases: Land, Buildings etc.					
Lease space					
TOTAL Cost		\$0	\$0		

*Include the name of the building or location being impacted and what will need to be done.

Infrastructure includes new systems such as mechanical/electrical/plumbing, site utilities, parking/drainage, IT networks, resiliency infrastructure, etc.

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

NA

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

No.

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

No.

F4. Technology and Equipment

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

The College of Business is now establishing a new Makerspace Lab, complementing the already established teaching labs and SAP Lab. Consequently, the existing labs will cater to the needs of faculty and students enrolled in the upcoming BBA in Entrepreneurship Program.

Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
NA			
Total Technology and Equipment Costs	0	NA	

G. RISKS AND ASSUMPTIONS

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

Risk	Impact	Probability	Risk Mitigation Strategy
No risk anticipated.			

FIRST YEAR									
FIRST SEMESTER					SECOND SEMESTER				
Course	Course Title	Credit Hours	Semester Taken	Grade	Course	Course Title	Credit Hours	Semester Taken	Grade
SENL 101B	Freshman Composition	3			SENL 102B	Freshman Composition	3		
FRMN 120B	College Success	2			BIOL 105	General Biology Lecture II	3		
_____	Arts Elective	3			ENTR 200	Fundamentals of Entrepreneurship	3		
SMAT 121B	Pre-Calculus I: College Algebra	3			SPSY 201B	General Psychology	3		
HIST _____	History Elective (HUMN Requirement)	3			MATH 203	Calculus for Business & Social Sci.	3		
BIOL 104	General Biology Lecture I	3							
TOTAL		17			TOTAL		15		
SECOND YEAR									
FIRST SEMESTER					SECOND SEMESTER				
Course	Course Title	Credit Hours	Semester Taken	Grade	Course	Course Title	Credit Hours	Semester Taken	Grade
SENL _____	English Literature elective	3			BUSP 210	Bus. Communication & Prof. Dev.	3		
SPHY 102B	Physical Science	3			SACC 221B	Managerial Accounting Principles	3		
SACC 211B	Financial Accounting Principles	3			SECO222B	Principles of Economics II	3		
COMPS 291	Advanced Technique Using Spreadsheet	3			MGMT 300	Principles of Management	3		
SECON 221B	Principles of Economics I	3			ENTR 301	Entrepreneurial Marketing and Sales	3		
MKTG 300	Principles of Marketing	3							
TOTAL		18			TOTAL		15		
THIRD YEAR									
FIRST SEMESTER					SECOND SEMESTER				
Course Title	Course Number	Credit Hours	Semester Taken	Grade	Course	Course Title	Credit Hours	Semester Taken	Grade
ECON 275	Bus. and Economics Statistics - I	3			MGMT 306	Quantitative Analysis in Business	3		
MGMT 305	Management Information Systems	3			ENGL 362	Technical Writing	3		
FINC 330	Managerial Finance I	3			ENTR 310	Entrepreneurial Finance & Resources Acquisition	3		
ENTR 340	Money, Banking, and Financial Markets - cross-listed with ECON 340	3			ECON 375	Bus. and Economics Statistics – II	3		
MGMT 360	Legal Environment in Business	3			ENTR 400	Entrepreneurial Venture Capital Experience	3		
TOTAL		15			TOTAL		15		
FOURTH YEAR									
FIRST SEMESTER					SECOND SEMESTER				
Course	Course Title	Credit Hours	Semester Taken	Grade	Course	Course Title	Credit Hours	Semester Taken	Grade
					SVLR 400	Service Learning	3		
ENTR 410	Entrepreneurship Venture Advancement	3			MGMT 480	Management of International Business	3		
ENTR 420	Entrepreneurship in Tech Firm & Innov.	3			MGMT 490	Strategic Management	3		
ENTR 460	Entrepreneurial Lab Experience	3			ENTR 470	Franchising: Strategies & Operations	3		
ENTR 475	Management of Small Business	3			ENTR 480	Entrepreneurial Experience & Firm Creation (Senior Project)	3		
TOTAL		12					15		
TOTAL							122		

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: Southern University and A&M College

Date: 04/15/2025 _____

Degree Program, Unit: College of Business

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	\$30,000**		\$30,000	11	\$30,000	1	\$30,000	1
Graduate Assistants	20,000	2	25,000	2	30,000	2	40,000	2
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL	\$50,000	2	\$55,000	2	\$60,000	3	\$70,000	4
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment								
Travel	5,000		5,000		5,000		5,000	
Supplies	5,000		5,000		5,000		5,000	
Other (specify)								
SUB-TOTAL	\$10,000		\$10,000		\$10,000		\$10,000	
TOTAL EXPENSES	\$60,000		\$65,000		\$70,000		\$80,000	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$15,000		\$20,000		\$25,000		\$30,000	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts	50,000		50,000		50,000		50,000	
Expected Enrollment								
Tuition	49,730		89,514		149,190		238,704	
Fees	49,490		89,082		148,470		237,552	
*Other (specify)								
TOTAL REVENUES	\$164,220		\$248,596		\$372,660		\$556,256	

*Describe/explain expected sources of funds in the proposal text.

** Extra compensation for the BBA in Entrepreneurship Program Leader



Office of Academic Affairs

J.S. Clark Administration Building
Post Office Box 9820
Baton Rouge, Louisiana 70813
Office: 225 771-2360

June 30, 2025

Chancellor John K. Pierre
3rd Floor, JS Clark Administration Building
Southern University and A&M College
Baton Rouge, Louisiana 70813

Re: Approval of the Bachelor of Interdisciplinary Studies (BIS) Flex Pathway

I am writing to respectfully request your approval of the proposed Bachelor of Interdisciplinary Studies (BIS) Flex Program, an innovative academic pathway under the existing BIS degree at Southern University and A&M College (SUBR). This new option is designed to provide greater flexibility for students who have accrued a substantial number of previously earned credit hours but have not yet completed a degree.

The BIS Flex Program supports a diverse student population, including students transferring from other institutions, students transferring from other programs within SUBR, and readmitted students returning to complete their degree. By offering a streamlined and student-centered pathway to degree completion, the BIS Flex Program helps these students maximize the value of their prior coursework and re-engage with higher education in a meaningful and efficient way.

Key features of the BIS Flex Program include flexible course selection across academic disciplines tailored to individual career goals, customized advising support to create efficient and achievable degree plans, recognition and application of previously earned credits (including a mix of lower- and upper-division courses), and online, on-campus, and hybrid delivery options that support the needs of students, including working adults and non-traditional learners. This program aligns with our institutional mission to expand access and meet the evolving needs of today's learners. It also supports statewide and national goals to increase degree attainment and workforce readiness.

The BIS Flex Program has been reviewed and endorsed through all appropriate academic and administrative channels, including the College of Humanities and Interdisciplinary Studies, the University Curriculum Committee, and the Office of Academic Affairs. I respectfully request your approval so that we may move this proposal forward for consideration by the Southern University Board of Supervisors. Thank you for your continued support of academic innovation and student success. Please let me know if you require additional information.

Sincerely,

A handwritten signature in blue ink that reads 'Luria Young'.

Luria Young, Ph.D.
Vice Chancellor for Academic Affairs

Approval:

Chancellor John K. Pierre

President Dennis J. Shields

Name: _____ ID: _____ Advisor: **Jennifer Robertson**

College of Humanities and Interdisciplinary Studies
Bachelor of Interdisciplinary Studies, Concentration Area: Individualized Pathway 2
Degree Check-Out

General Education Requirements	Grade	Hrs. Req.
English (Must Earn a grade of C or better)		
1.		3
2.		3
Mathematics		
1.		3
2.		3
Natural Sciences (Biology, Chemistry, Physics or Physical Science) (This block requires at least nine hours of natural sciences, as follows: six hours shall be earned in a single life or physical science; the remaining three hours must be earned in a natural science area other than that previously selected (both life and physical sciences must be taken to fulfill this requirement. The Louisiana Board of Regents identifies Life Science as Biology, Biochemistry, Botany, and Zoology and Physical Science as Chemistry, Geology, Physics, Astronomy, and Meteorology.)		
1.		3
2.		3
3.		3
Fine Arts		
1.		3
Humanities		
1.		3
2.		3
3.		3
Behavioral/Social Sciences		
1.		3
2.		3
Literature		
1.		3

Interdisciplinary Studies Degree Requirements for all Candidates(5hrs)		
Interdisciplinary Seminar (INDS 201)		3
FRMN 110/111; CRIN 205 or Other FRMN 120-HLSC 120		2
Pass Writing Proficiency Examination		0

Electives and/or Prerequisites: 100, 200, 300 Level Courses –28 hrs		
Course	Grade	≤28 Hrs. Req.
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

***** Total hrs. on Page 1: _____/75

Name: _____ ID: _____ Advisor: Jennifer Robertson

Flex Courses

Completed page must be equal to hours

- Must have grade of “C” or better in all courses.
- 45 hours must be 300-400 level with 15 in 400 level courses

300 Level Flex Courses (max of 30 credit hours)	Grade	Semester Taken	≤30 hrs.
1.			3
2.			3
3.			3
4.			3
5.			3
6.			3
7.			3
8.			3
9.			3
10.			3
		Total:	
400 Level Flex Courses (at least 9 credit hours)			≥9 hrs.
1.			3
2.			3
3.			3
4.			3
5.			3
6.			3
7.			3
8.			3
		Total:	
Interdisciplinary Studies Degree Requirements for all Candidates continued(6hrs)			
Service Learning SVLR 400			3
INDS 499			3

***** Total hours on Page 2: _____/51

Total of 120 Credit Hours

Student Signature

Date

Advisor Signature

Date

BOARD RESOLUTION

SOUTHERN UNIVERSITY SYSTEM BOARD OF SUPERVISORS

Resolution No. [Insert Number] – July 2025

Approval of Proposal Submission to the Thurgood Marshall College Fund (TMCF) Capacity Building Grant Program

WHEREAS, the Southern University and A&M College (SUBR), a constituent institution of the Southern University System, seeks to enhance its institutional capacity, student success outcomes, research competitiveness, and operational efficiency in alignment with its strategic plan and national HBCU priorities; and

WHEREAS, the Thurgood Marshall College Fund (TMCF), with support from the Lilly Endowment, has issued a call for proposals to support transformative initiatives that advance holistic student success, faculty development, research infrastructure, and operational excellence at Historically Black Colleges and Universities (HBCUs); and

WHEREAS, the Southern University and A&M College is developing a comprehensive institutional initiative, which strategically integrates applied artificial intelligence (AI) and Lean Six Sigma methodologies across academic, research, and administrative domains to drive scalable, sustainable transformation; and

WHEREAS, the AI Initiative is structured around three strategic pillars:

1. Student Success

Leverage applied AI and Lean Six Sigma to improve student outcomes by enhancing academic advising, personalizing learning pathways, optimizing course offerings, and enabling early intervention strategies. This pillar aims to increase retention, progression, and completion through data-informed, student-centered innovations.

2. Stewards of Place

Utilize AI-powered insights and process improvement tools to strengthen community engagement, workforce development, and public service. This includes partnering with local industries, K–12 systems, and civic organizations to ensure the university remains a transformative anchor institution responsive to regional needs.

3. Diversification of Revenue

Integrate AI and Lean Six Sigma to create new revenue-generating programs, improve operational efficiency, and support entrepreneurial research initiatives. This pillar supports the development of non-traditional academic offerings, micro-credentials, consulting services, and data-informed decision-making to sustain institutional growth.

WHEREAS, the Center will engage students as AI + Process Improvement Associates, creating meaningful workforce development opportunities while producing measurable improvements in institutional performance, research competitiveness, and student retention and success; and

WHEREAS, the TCMF Capacity Building Grant provides up to \$2,000,000 over a two-year period (November 2025–2027) for selected institutions to implement transformative initiatives with demonstrable impact and sustainability;

NOW, THEREFORE, BE IT RESOLVED that the **Southern University System Board of Supervisors** hereby:

1. **Approves the submission** of the proposal to the Thurgood Marshall College Fund Capacity Building Grant Program on behalf of Southern University and A&M College;
2. **Supports the implementation** of the programs and activities of the proposal as strategic institutional priorities; and
3. **Authorizes the Chancellor of Southern University and A&M College**, or a designee, to execute all documents and agreements necessary to complete the submission and administration of the grant, should the proposal be funded.

THUS, DONE AND ADOPTED this 18th day of July 2025, by the Southern University System Board of Supervisors.

Honorable Tony Clayton, Chair
Southern University System Board of Supervisors

BOARD RESOLUTION
SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM BOARD OF SUPERVISORS
Resolution No. [Insert Number — July 2025
Approval of Proposal Submission to the Thurgood Marshall College Fund (TMCf) Capacity
Building Grant Program

WHEREAS, Southern University at New Orleans (SUNO), a constituent institution of the Southern University System, seeks to enhance its institutional capacity, student success outcomes, research competitiveness, and operational efficiency in alignment with its strategic plan and national HBCU priorities; and

WHEREAS, the Thurgood Marshall College Fund (TMCf), with support from the Lilly Endowment, has issued a call for proposals to support transformative initiatives that advance holistic student success, faculty development, research infrastructure, and operational excellence at Historically Black Colleges and Universities (HBCUs), and

WHEREAS, Southern University at New Orleans is developing a comprehensive institutional initiative, named Knight Vision: Forging Future-Ready Champions, that strengthen career guidance and experiential learning through a high-impact, equity-centered framework. This project builds on the Southern University System's three pillars—Student Success, Stewards of Place, and Diversification of Revenue—by embedding real-world learning into every student's academic journey.

WHEREAS, the Knight Vision: Forging Future-Ready Champions Initiative will equip students—especially first-generation, adult learners, and underrepresented populations—with skills, networks, and pathways for workforce success. Over two years, SUNO will: (1) implement software for experiential learning and career tracking; (2) host department-based mock interviews with partners like Ochsner; (3) expand service-learning placements; (4) create a Faculty Career Champions network; and (5) launch a centralized data dashboard for experiential learning outcomes.

WHEREAS, this initiative will leverage SUNO's existing Quality Enhancement Plan (QEP), "Communicating to Connect," will deepen experiential learning through internships, service learning, mock interviews, digital career portfolios, and interdisciplinary career-focused capstone projects. Our already-required service-learning program, administered through Knights with A Purpose, and the Center for Career & Professional Development ("SUNO's Suited for Success" Career Center) will be expanded using modern platforms, faculty development, and new partnerships;

NOW, THEREFORE, BE IT RESOLVED that the Southern University and A&M College System Board of Supervisors hereby:

1. Approves the submission of the proposal to the Thurgood Marshall College Fund Capacity Building Grant Program on behalf of Southern University at New Orleans;

2. Supports the implementation of the proposed programs and activities as strategic institutional priorities; and
3. Authorizes the Chancellor of Southern University at New Orleans, or a designee, to execute all documents and agreements necessary to complete the submission and administration of the grant, should the proposal be funded.

THUS, DONE AND ADOPTED this 18th day of July 2025, by the Southern University and A&M College System Board of Supervisors.

Honorable Tony Clayton, Chair
Southern University and A&M College System Board of Supervisors



Office of the Chancellor

**SOUTHERN UNIVERSITY AT NEW
ORLEANS**

6400 Press Drive
New Orleans, LA 70126
Phone: (504) 286-5311 Fax: (504) 286-5000
www.suno.edu

June 11, 2025

President Dennis Shields
Southern University and A&M College System
4th Floor, J.S. Clark Administration Building
Baton Rouge, LA 70813

Dear President Shields:

We are requesting your consideration and approval by the Southern University and A&M College Board of Supervisors to establish the Scholars in Transition Education Program (STEP) at Southern University at New Orleans (SUNO). This program will offer the Bachelor of Psychology degree 100% online, Fall 2025 to incarcerated scholars. This initiative represents a significant step forward in expanding educational opportunities to incarcerated individuals, equipping them with the knowledge and skills necessary for successful reintegration into society. Through the STEP, students will gain expertise in human behavior and development, helping them not only to transform their futures but also to contribute positively to society. This program will serve as a model for expanding access to higher education, breaking cycles of incarceration, and preparing individuals for meaningful career pathways. Attached is a copy of the executed Memorandum of Understanding with the Louisiana Department of Public Safety and Corrections, which sets forth the terms and understanding between both parties.

Thank you for considering this recommendation and submitting it for approval at the July 18, 2025, meeting of the Southern University and A&M College Board of Supervisors.

With kind regards,

James H. Ammons, Jr., Ph.D.
Chancellor
Southern University at New Orleans

Approval: _____

Dennis J. Shields
President
Southern University and A&M College System

MEMORANDUM OF UNDERSTANDING

BETWEEN

Southern University-New Orleans

AND

LOUISIANA DEPARTMENT OF PUBLIC SAFETY AND CORRECTIONS

The parties above enter into the following agreement and for the terms of which witness the following.

INTRODUCTION:

This Memorandum of Understanding (MOU) formally sets forth the terms and understanding between Southern University-New Orleans (SUNO) hereinafter referred to as "Institution" and the Louisiana Department of Public Safety and Corrections, hereinafter referred to as "DPS&C" to deliver education and training and (when possible) access Pell Grant Funds or other federal or state funding sources to support higher education services in Raymond Laborde Correctional Center (RLCC).

WHEREAS, the DPS&C desires to increase and enhance access by incarcerated individuals to higher education opportunities, including but not limited to credit-bearing career and technical education programs, technical degree programs, associate's, bachelor's, and master's degrees, along with necessary support services for success in higher education;

WHEREAS, DPS&C and the Institution recognize (i) the need to reduce recidivism rates through education and training coupled with the need for skilled professionals to fill occupational roles in the State of Louisiana and (ii) achievement of the organization's collective goals may be facilitated through a cooperative effort in seeking approval of the Institution by the Southern Association of Colleges and School Commission on Colleges (SACSCOC) and the United States Department of Education to deliver Prison Education Programs (PEP) and allow for accessing Pell Grant Funds to support and fund higher education services;

WHEREAS accredited institutions of higher education desire to provide degree and certification opportunities to incarcerated people. The Institution is qualified to deliver said services;

NOW, THEREFORE, the parties agree to the following:

SCOPE OF SERVICES:

OBLIGATIONS OF THE PARTIES:

A. Under this Agreement, the Institution agrees to:

- A. Deliver higher education programming through blended learning, with face-to-face, hybrid, and online instructional modalities at **Raymond Laborde Correctional Center**;
- B. Deliver the **Bachelor of Arts in Psychology by College Online Degree Program**
- C. Provide DPS&C with a curriculum listing and course rotation, which identifies all courses required for credential and/or degree attainment of prior to the start of programming;
- D. Provide at minimum, a part-time site director or qualified instructor(s) assigned to the correctional facility where programs and services are delivered to plan and implement any activities or services related to the approved college programs. The determination of the need for a site director or instructor will be determined depending on program modality. Such activities will include, but are not limited to, the following:
 - 1. communicate programming options to potential students;
 - 2. identify, complete financial aid applications, and enroll students in the approved program;
 - 3. provide the DPS&C with a signed Family Educational Rights and Privacy (FERPA) release for every student;
 - 4. ensure student is provided comparable (to participants that are not incarcerated "Best Interest") academic and career advising;
 - 5. provide participant with program description and official audit of courses required for degree program;
 - 6. provide participant and/or DPS&C with unofficial transcript following each semester;
 - 7. provide routine and as-needed documentation to the DPS&C staff and other applicable education personnel related to each student's academic progress;
 - 8. provide an annual report summarizing program performance and outcomes;
 - 9. coordinate any Institution events from enrollment to graduations;
 - 10. coordinate room scheduling with the DPS&C site contact prior to enrollment;
 - 11. monitor and assist instructors from the Institution in appropriate communication and interaction with the student population;
 - 12. allow the utilization of college peer tutors that meet the DPS&C Tutor Qualifications as outlined in Department Regulation PS-D-4;
 - 13. coordinate with DPS&C staff any additional needs related to approved programs;

14. coordinate and provide support with any contingency plans needing to be implemented; and
 15. manage course call-outs, necessary escorting, and any additional security measures related to student attendance.
- E. The Institution is responsible for maintaining and sharing documentation of regional accreditation as well as approval from the US Department of Education (US DOE) to operate as a PEP if such approval is received, and if Pell funding is being utilized for said program.
- F. The Institution will use the required input indicators for all students engaging in any of the approved PEP:
1. Comparable experience, credentials, and turnover of faculty;
 2. Comparable transfer of credits;
 3. Comparable academic and career advising while incarcerated and in advance of reentry;
 4. Ability for students to continue their education at any location of the Institution post-release;

In this context, "Comparable" means that the same standards and content are met when compared to those participants that are not incarcerated.

- G. Provide services necessary to comply with the Americans with Disabilities Act of 1990, the Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973 requirements related to college instruction.
- H. Provide a student handbook that has been approved by DPS&C.
- I. Provide DPS&C approved secure devices, computer labs, smartboards, etc. (if applicable to PEP) for all students. In the event the DPS&C is unable to provide a secure connection to the internet necessary for any functions of the education program, the Institution understands they will need to work with on-site facility Information Technology staff, Raymond Laborde Correctional Center administration, and security staff to provide a secure connection at the Institution's expense.
- J. Institution shall be responsible for technical equipment for the delivery of services, including laptops, monitors, keyboards, tablets, smart boards, white boards, or otherwise. All such items purchased by the Institution for the delivery of programs and services under this Agreement shall remain the property of the Institution upon termination of this Agreement, unless the removal causes damage to DPS&C property. Additionally, all items shall be pre-approved by the DPS&C facility(s) prior to delivery/installation in the facility(s).

- K. Institution is responsible for management and security of the Learning Management System (LMS), course creation, uploading courses, etc. Institution is responsible to create a management account for DPS&C use that allows for the DPS&C to review all courses/content, users, and settings. Institution should ensure that robust logging is being done within the LMS and be able to provide detailed logs on usage and related activities within the LMS by teachers and Students. Student to teacher messaging logs and vice versa should be kept for a period of 2 years and the Facility should be able to turn over the content of the messages to DPS&C at their request.
- L. Provide necessary materials and supplies for delivery of the programs and services listed herein. All items shall be pre-approved by the DPS&C facility(s) prior to delivery/installation in the facility(s).
- M. For each course offered, indicate criteria for selection, and communicate with DPS&C designated staff all activities of the designated site coordinator to recruit, screen, and select those students, in accordance with the requirements of any funder, including the criteria for federal aid under the U.S. Department of Education.
- N. For each course offered, advise, and get approval in advance from the correctional facility regarding course delivery format and any physical or virtual materials, equipment, supplies, or other items needed for the course.
- O. Comply with Louisiana statutes, regulations, policies, and procedures applicable to correctional facilities in the state of Louisiana.
- P. Work closely with the warden and his/her team at the facility to ensure strong communication to support robust programs and services.
- Q. Participate in regularly scheduled planning and collaboration meetings, statewide and locally, as required for quality programs and services; with a minimum of quarterly local and twice annual statewide meetings.
- R. Participate in criminal background checks and DPS&C required training for all non-DPS&C staff and volunteers who will work in the correctional facilities, as required by DPS&C and facility warden or designee.
- S. Require non-DPS&C staff and volunteers working in the correctional facilities to become familiar with and abide by all relevant DPS&C policies, which shall be provided to Institution staff during orientation and training.

- T. Require non-DPS&C staff and volunteers working in the correctional facilities to become familiar with and abide by the Prison Rape Elimination Act (PREA) Department Regulation OP-A-15, including participating in all required training and all investigations where non- DPS&C staff and volunteers may have relevant information, including if said staff is the subject of said investigation.
- U. Institution agrees to abide by all relevant policies, procedures, federal, state, and local laws, and regulations regarding non-discrimination, as to faculty, DPS&C staff, and incarcerated students.
- V. Maintain accreditation at the correctional facility; Abide by any regulations or guidance from the U.S. Department of Education to maintain status as an approved Prison Education Program Provider.
- W. Submit a written request to conduct any evaluations, surveys, etc., that may relate to program effectiveness, services, and operations. A copy of the requested evaluation, survey, etc. shall be submitted with the request to submit for approval.

B. Under this Agreement, DPS&C agrees to:

- Provide facility approved space for the use of office, classroom, and lab space if applicable, conducive to the programs and services to be delivered by the Institution.
- Collaborate and support the Institution with any required external evaluations, including but not limited to required on-site visits by accreditors or representatives from the Louisiana Board of Regents, Louisiana Department of Education, and associated entities.
- Provide a specific on-site point of contact to work with non-DPS&C staff members and volunteers.
- Collaborate with the Institution to address equipment and technology needs, supporting the acquisition, installation, implementation, and use of these items.
- Make every effort within the safety and security parameters, local facility Basic Jail Guidelines (BJG), and DPS&C Department Regulations to provide a secure network with Southern University-New Orleans to facilitate teaching and learning in spaces provided for education programming.
- Provide access to DPS&C systems related to students, both current and potential, including access to DPS&C reports as available.
- Convene meetings with non-DPS&C staff locally when deemed necessary, and annually, working with the Institution to set the agenda for said meetings.

- Collaborate with the Institution on the appropriate and secure use of technology, equipment, materials, and supplies needed for the delivery of the programs and services listed here.
- Provide background checks for non-DPS&C staff and volunteers who work in correctional facilities.
- DPS&C shall provide non-DPS&C staff participating in the higher education programming at the correctional facility with initial and on-going training, at no cost to Institution, including orientation, security, policies, and procedures, PREA and DPS&C Employee Handbook. All other training needed for the work to be performed shall be provided by the Institution; and shall be sufficient for the delivery of quality services. The parties may collaborate on delivering or securing additional training as the parties may identify as useful to the quality of the program, but DPS&C expressly does not agree to bear any cost for said training.
- DPS&C acknowledges that PEP sites must be taught out and closed by the Institution if the Institution is subject to adverse action by the Institution's accrediting agency.

**MONITORING PLAN/PERFORMANCE MEASURES: BEST INTEREST OF STUDENTS
METHODOLOGY:**

The final Pell Grant Regulations for PEPs can be accessed here:
<https://www.federalregister.gov/documents/2022/10/28/2022-23078/pell-grants-for-prisoned-education-programs-determining-the-amount-of-federal-education-assistance>.

The original 2020 statute designated the Federal Bureau of Prisons or the appropriate State department of corrections or other entity that is responsible for overseeing correctional facilities as the "oversight entity" responsible for determining that PEPs are operating in the "best interest of students."

The final regulations establish the items below as mandatory and optional best interest metrics. Every 2 (two) years during the length of the agreement, the DPS&C Education Director or designee will determine if the PEP is operating in the "best interest of students" by ensuring the institution of higher education is meeting all of the mandatory components as demonstrated by the documentation outlined below. The US Department of Education designated the optional metrics listed below as "optional" in response to public comments from practitioners and experts who indicated that institutions of higher education do not have robust means to track and report these outcomes for any students, let alone currently or formerly incarcerated students. Moreover, public comments indicated that it is potentially unfair to compare the rates of continuing education, job placement, earnings, and degree completion for incarcerated versus non-incarcerated students, as the latter do not face the same obstacles as the former. DPS&C is working with partner institutions

of higher education to determine how to track optional components and establish reasonable baselines of comparison to ascertain whether these components may possibly be included in future evaluations.

Mandatory:

1. *Experience, credentials, and turnover rate of instructors.* Each semester, PEPs must submit a roster of instructors who teach courses for a particular credential or degree program on campus along with a roster of instructors who teach these same courses in the prison. DPS&C officials (or their designees) will compare the extent to which instructors have the same experience, credentials, and turnover rates.
2. *Transferability of credits earned in a PEP.* In Louisiana, eleven community and technical colleges, four Louisiana State University System universities, three Southern University System universities, four Louisiana Association of Independent Colleges and Universities (LAICU) institutions, and nine other Louisiana colleges and universities adhere to the Louisiana Board of Regents [Course Articulation Matrix](#) and, therefore, fulfill requirements related to transferability of credits. DPS&C requires that any institutions of higher education who fall outside of this agreement must demonstrate adherence to a similarly robust articulation agreement.
3. *Incarcerated students' access to academic and career advising.* DPS&C's application requires colleges and universities to submit a proposed advising calendar specifying the frequency with which advisors and counselors will meet with students. Acceptable documentation that these meetings are taking place may include sign-in sheets as well as degree progress reports signed by advisors and students.
4. *Students' ability to transfer to any campus in the same modality.* Possible documentation of this commitment may include a signed statement from the college or university that enrollment services (or a comparable department) will create an individualized transition plan for each student, depending on their specific needs.

While it is not strictly considered a mandatory best interest of students determination metric, licensure restrictions are also a required consideration. Therefore, for programs that satisfy professional licensure or certification requirements, institutions of higher education must explicitly state formerly incarcerated people will not face licensure or employment restrictions in the job or career field in question.

Optional:

1. The percentage of students continue their education upon release.
2. Post-release job placement rate
3. Student earnings post-release
4. Recidivism rates among PEP students post-release
5. Incarcerated students' rates of degree completion
6. Other indicators pertinent to success as determined by the oversight entity

C. Under this agreement both parties agree to:

- Identify alternative solutions acceptable by both parties if certain materials, supplies, equipment, or technology is not an option for security reasons.
- Establish and maintain shared standards for effective, efficient, and transparent communication.
- Identify possible alternatives for program activities and courses should security issues at a correctional facility require a change on any given occasion, with the understanding that safety and security must be the driving factors in consideration of any alternative solutions.
- Accommodations: The Institution will review accommodation requests from students, staff will coordinate with DPS&C to determine how best to facilitate required accommodations. Both parties will provide accommodations with guidance from ADA departments with consideration of possible limitations given the setting.
- All parties will coordinate to provide access to library resources via such means as academic databases modified to meet corrections regulations, facility library, Institution resources, etc.

TERMS AND CONDITIONS

ACCREDITATION STANDARDS:

Participant Eligibility

Participation in the training program is open to individuals deemed eligible by DPS&C and the Institution. Program applicants must abide by all processes and procedures necessary to gain admission to the Institution.

Student Status

Student inmates in the opportunity must be fully admitted, matriculated students of the Institution. They must abide by all policies and procedures established by the College and are afforded equal services provided by the College to those of traditional college students. These services include, but are not limited to library and learning resources, academic advising, financial aid assistance, registration, and career services.

Instruction and Transferability

Instruction for the training program will be provided by qualified faculty who meet the College's credentialing requirements. Faculty providing instruction for this training program are accountable for all responsibilities and enjoy all rights and privileges assigned to their appointed positions. According to their discipline, they report to applicable program directors, department chairs, and deans as outlined on the College's organizational chart. Specific faculty instructing in this training program will serve the College as full-time or adjunct faculty members.

Due to early release or other factors, if a student inmate hasn't completed the program of study while incarcerated, upon re-entry, the student may enroll at any Louisiana Community and Technical College System (LCTCS) college that offers a similar program. DPS&C will provide transferability information and guidelines to re-entering individuals if the program of study is not completed while incarcerated.

Accreditation and Approvals

The College maintains required accreditation by the Southern Association of College and Schools Commission on Colleges (SACSCOC) and the necessary federal, state, and local agency approvals. If the college is subject to any adverse actions, DPS&C will be notified in writing and kept abreast of any action plans to remedy any adverse actions. The responsibility to maintain accreditation and approvals is shared between the College and DPS&C. DPS&C is financially responsible for any site specific accreditation costs incurred.

Curriculum

The College will establish the curriculum for all courses this credentialing program offers. Course content and rigor will be established via the approved College course syllabus, which includes learning objectives (general- and program-related), specific outcomes, required assessment(s), and other specifications.

Assessment and Quality Assurance

The college has an established assessment process to monitor the quality of its program offerings. In collaboration with DPS&C, courses will be monitored using the college's assessment process to ensure program standards are substantially similar to programs delivered across the College.

Student Advising

The responsibility for initial and ongoing advising of students in this training program will be shared between the College and DPS&C. A primary point of contact for student advising and related tasks will be identified for both the College and DPS&C.

Scheduling, Registration, and Withdrawal

Courses will be scheduled by mutual agreement of the Institution and DPS&C in advance of the registration period for each term. Student registration will be accomplished following established College procedures and will follow the College's schedule for registration. Registered student inmates are subject to all Institution policies and procedures related to add/drop and withdrawal and the College's refund policy.

Grading

Grading for courses offered in this training program must comply with established the Institution's grading procedures and submission deadlines. Upon course completion, issued grades and the appropriate number of college credits earned will be recorded on student transcripts. Course grades will be shared between DPS&C personnel and the College Registrar's Office to facilitate transcription as necessary. Student inmates or assigned proxies (correction facility liaison) in the program will have electronic access to course grades and unofficial transcripts via the College's LMS portal system. Official transcripts may be requested by following the procedure established by the Registrar's Office.

Instructional Site and Equipment

Courses offered as part of this training program will be held at a SACSCOC-approved site operated and maintained by DPS&C. DPS&C will provide Institution-approved classroom space for didactic purposes.

Recruitment

DPS&C is responsible for recruiting students for this education and training opportunity. The College and DPS&C will collaborate to develop recruitment and informational materials for dissemination.

All materials, recruitment displays, etc., will identify the training partnership between the Institution and DPS&C, including the denotation of accrediting body information.

Reporting Requirements of a PEP

As prescribed in federal regulation 34 CFR 668.239, the Institution must report to the U.S. Department of Education's PEP division the transfer or release dates of confined or incarcerated individuals they obtain from corrections facilities or oversight entities.. Therefore, DPS&C agrees to release such data to the Institution to comply with 34 CFR 668.239.

Use of Trademarks and Trade Names

No right, title, license, or interest in or to any of the trademarks, trade names, slogans, labels, trade dress, designs, or other indicators of source owned or used by either the Institution or DPS&C nor the goodwill connected thereto is conveyed under this MOU. Both parties understand and agree that for all purposes, all trademarks, service marks, trade names, logos or identifying slogans and promotional material, whether or not registered, belonging to one party shall not be used by the other party except in connection with promoting the program pursuant to this MOU.

DURATION:

This MOU shall become effective upon signature by both parties and will remain in effect until terminated by either party.

MODIFICATIONS:

Any alterations, variations, modifications, or waiver of provision of this MOU shall be valid only when reduced to writing, duly signed by authorized officials. Any amendment to this MOU shall not be valid until it has been executed by the authorized officials from the above mentioned parties.

TERMINATION:

All parties agree to give at least thirty (30) days written notice to the other if it becomes necessary to terminate the MOU. The MOU can be immediately terminated by any party mentioned above, if it is determined by authorized officials of this MOU that any provision of this MOU cannot be fulfilled because of legal or regulatory reasons. In any event the terms and conditions precedent in this MOU will not extend past the aforementioned duration.

DPS&C reserves the right to cancel this Agreement at any time, with the required 30-days' notice, if DPS&C is at any time dissatisfied with the Institution's performance.

DPS&C and the Institution will follow the guidance put forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) regarding the Teach-Out arrangements in the best interest of the students receiving services at termination of said services.

[SubstantiveChange.pdf \(sacscoc.org\)](#)

Any termination shall be made by email to the points of contact below.

- In the event non-DPS&C staff and volunteers are determined by DPS&C to pose a threat to safety or security in the correctional facility, DPS&C shall have the right, at its sole discretion, to immediately prohibit Institution staff, contractors and/or volunteers individual(s) from entering the facility and DPS&C will notify the Institution in writing.
 - a. When DPS&C notifies the Institution by email that the agreement is terminated, the Institution shall cease work, including any subcontracts; take all necessary steps to limit disbursements and minimize costs; and provide a written statement to DPS&C of the status of all work underway at the time of the termination.
 - b. In the event of termination, the Institution shall deliver to DPS&C all work products and documents which have been prepared by the Institution in the course of providing services under this Agreement. Such materials shall become and remain the property of DPS&C, to be used in such manner and for such purpose as DPS&C may choose.
 - c. Institution agrees to waive any right to claim and shall make no claim for compensation against DPS&C by reason of termination.

Points of contact for this Agreement are:

- d. DPS&C:
Kelsey Osman, Education Director (Performance Monitor)

- i. Kelsey.Osman@la.gov
 - ii. 225-342-0579
- e. Southern University at New Orleans:
 - Dr. James H. Ammons, Jr., Chancellor of Southern University at New Orleans
 - i. Jammons@suno.edu
 - ii. 504-286-5319
 - iii. Southern University at New Orleans, 6400 Press Drive

INDEMNIFICATION AND HOLD HARMLESS:

Institution agrees to protect, defend, indemnify, save and hold harmless the State of Louisiana, all State Departments, Agencies, Boards and Commissions, its officers, agents, servants and employees, including volunteers, from and against any and all claims, demands, expense and liability arising out of injury or death to any person or the damage, loss or destruction of any property which may occur or in any way grow out of any act or omission of the Institution, its agents, servants and employees and any and all costs, expense and/or attorney fees incurred by the Institution as a result of any claim, demands, and/or causes of action except for those claims, demands and/or causes of action arising out of the negligence of the Department, its agents, representatives and/or employees. Institution agrees to investigate, handle, respond to, provide defense for and defend any such claims, demands or suit at its sole expense and agrees to bear all other costs and expenses related thereto, even if it (claim, etc.) is groundless, false or fraudulent.

In the event of a dispute between the parties, the parties shall use their best efforts to resolve that dispute in an informal fashion through consultation and communication, or other forms of non-binding alternative dispute resolution mutually acceptable to the parties.

Other provisions that apply to this agreement are,

- It is expressly agreed by the parties that none of the rights, duties, and obligations herein shall be binding on either party if any would be contrary to any law or regulation, federal or state.
- The Institution shall be employed as an independent contractor of DPS&C.

The nature of the programs and services rendered under this Agreement are of such a personal nature that DPS&C is the sole judge of the adequacy of such programs and services.

- DPS&C enters into this Agreement in reliance upon the Institution's representations that it has the necessary expertise and experience to perform its obligations hereunder, and the Institution warrants that it does possess the necessary expertise and experience to provide quality PEPs to DPS&C's incarcerated individuals.
- The Institution assures that relevant accreditation and program approval for general transferability of higher education credit is current and in good standing.

- The Institution shall provide programs and services and DPS&C shall not hire, supervise, or pay any assistants to DPS&C in its performance under this Agreement.
- Institution may subcontract work under this agreement, after getting prior written approval from DPS&C. Any subcontractor costs shall be the responsibility of the Institution. The Institution shall require any subcontractor and its staff to abide by all the terms of this agreement. The Institution shall provide DPS&C with a list of all subcontractors, with contact information, tax identification number, and the dollar amount of each subcontract.
- The Institution agrees that DPS&C is not responsible for any costs or expenses of any kind under this agreement.
- Each party agrees to be liable for the acts or omissions of its respective officers, employees and agents acting in the scope and course of their employment in connection with this agreement. Each party will be responsible for its own costs associated with defending claims.
- This agreement shall be governed, construed, and interpreted in accordance with the laws of the State of Louisiana, and only Louisiana courts shall have jurisdiction over any action or proceeding concerning said Agreement.
- The Institution shall not assign any of its rights nor delegate any of its duties under this agreement without prior written consent of DPS&C. Any assignment or delegation not consented to will be deemed void.

WARDEN OR DESIGNEE POLICY:

- While on the facility grounds, the non-DPS&C staff and volunteers will strictly adhere to all federal, state and local laws and facility directives.
- Any person may be barred from the facility or removed if it is in the best interest of the DPS&C.
- If requested to do so by the Warden or designee, the non-DPS&C staff or volunteer must leave the facility grounds immediately.

PREA AND MALFEASANCE:

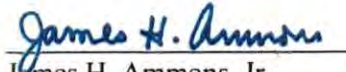
In accordance with Department Regulation No. C-01-022 "Sexual Assault and Sexual Misconduct", the non-DPS&C staff and volunteers agree to report allegations of sexual misconduct, respond to investigation inquiries and participate in training as directed by the Department of Public Safety and Corrections (DPS&C). Included in this regulation are the SEXUAL ASSAULT AND SEXUAL MISCONDUCT WITH INMATES Acknowledgement Form and the Louisiana Criminal Code: La. R.S. 14:134 Malfeasance in Office Form, both to be signed by the Contractor and made a part of this

agreement. Should the regulation be modified or amended, the Contractor will be notified and shall comply with the regulation as modified or amended.

EXECUTION:

For the faithful performance of the terms of this MOU, the authorized officials in the aforementioned capacities, affix his or her signatures and agree to be bound by the provisions present in this MOU agreement.

Southern University-New Orleans


James H. Ammons, Jr.
Chancellor of SUNO

1/7/2025

Date


Witness:

1/17/2025

Witness:

Louisiana Department of Public Safety and Corrections


Thomas C. Bickham, III
Undersecretary

1. 14 25
Date


Witness:


Witness:



Office of the Chancellor

SOUTHERN UNIVERSITY AT NEW ORLEANS

6400 SUNO Knights Drive
New Orleans, LA 70126

Phone: (504) 286-5311 Fax: (504) 286-5000
www.suno.edu

June 11, 2025

Dennis J. Shields
President
Southern University and A&M College System
J.S. Clark Administration Building, 4th floor
Baton Rouge, LA 70813

Re: **Retention, Tenure, and Promotion (RTP) Recommendations**

Dear President Shields:

Please find attached Southern University at New Orleans' recommendations regarding the 2024-2025 Retention, Tenure, and Promotion (RTP) exercises for appropriate action.

Thank you for considering this recommendation and submitting it for approval at the July 18, 2025, meeting of the Southern University and A&M College Board of Supervisors.

With kind regards,

James H. Ammons, Jr., Ph.D.
Chancellor, Southern University at New Orleans

APPROVAL: _____

Dennis J. Shields
President
Southern University and A&M College System

SOUTHERN UNIVERSITY AT NEW ORLEANS
RECOMMENDATIONS FOR FACULTY TENURE & PROMOTION IN RANK

*Effective Date: Fall Semester of 2025 Campus: Southern University at New Orleans

*Provided all approvals are secured prior to this date.

Name of Faculty Member	Department	Present Rank	Next Rank	Years of Experience at SUNO as Full-time Faculty Member	Number of Years in Present Rank	Is Automatic Tenure Granted if This Promotion is Approved? (Yes or No)	Current Tenure Status	Number and Percent of Tenured Faculty in the Department (excluding applicant)
Kevin Brown	Social Work	Associate Professor	Professor	3	3	Yes	Probationary (tenure track)	7/70%
Derrick Freeman	Social Work	Associate Professor	Professor	10	3	No	Tenured	7/70%
Torin Sanders	Social Work	Associate Professor	Professor	14	5	No	Tenured	7/70%

Bree E. Cook

Bree E. Cook, Psy.D., Vice Chancellor of Academic Affairs

Rebecca Chaisson, Ph.D., LCSW

Rebecca Chaisson, Ph.D., Dean for the School of Social Work



Office of the Chancellor

SOUTHERN UNIVERSITY AT NEW ORLEANS

6400 Press Drive New Orleans, LA 70126

Phone: (504) 286-5311 Fax: (504) 286-5000

www.suno.edu

June 11, 2025

Dennis J. Shields

President

Southern University and A&M College System

J.S. Clark Administration Building, 4th floor

Baton Rouge, LA 70813

Subject: **Summary of SUNO Faculty Promotion and Tenure Process – July Board Submission**

Dear President Shields:

In response to your request and in support of the faculty recommendations being submitted for review by the Southern University System Board of Supervisors at its July 2025 meeting, I am pleased to provide a summary of the faculty promotion and tenure processes as followed at Southern University at New Orleans (SUNO).

The candidates being presented—Dr. Derrick Freeman, Dr. Kevin Brown, and Dr. Torin Sanders—have each successfully completed the required evaluation and review processes for promotion and/or tenure in accordance with the SUNO Faculty Handbook and institutional academic policy.

Please see attached the “Summary of Faculty Promotion and Tenure Processes” document that outlines SUNO’s practices. These processes are conducted with academic rigor and fairness, ensuring that all candidates meet institutional standards and align with the mission and values of the Southern University System. All three candidates being submitted have demonstrated distinguished records and have earned the support of their respective programs and the University’s academic leadership.

Please do not hesitate to contact me if additional documentation or clarification is required.

With kind regards,

James H. Ammons, Jr., Ph.D.

Chancellor

Southern University at New Orleans

Southern University at New Orleans (SUNO)
Summary of Faculty Promotion and Tenure Processes

Action	Rank	Eligibility Timeline
Retention	Probationary Faculty	Annual evaluation, years 1–5
Tenure	Assistant Professor	After 5 years (Apply in Year 6)
Tenure	Associate Professor	After 3 years (Apply in Year 4)
Tenure	Full Professor	After 2 years (Apply in Year 3)
Promotion	Assistant → Associate	Minimum 5 years in rank
Promotion	Associate → Full	Minimum 4 years in rank

Date	Action
Oct 15	Faculty submit dossier to Department RTP Committee
Oct 31	2nd-Year Retention recommendations due to Dean
Nov 7	2nd-Year decisions forwarded to VCAA
Nov 15	School/College RTP Committee completes reviews & submits to Dean
Dec 8	Dean finalizes evaluation & notifies candidates
Jan 30	VCAA forwards recommendations to Chancellor
Feb 25	Chancellor submits final packages to SU System President
April 1	Final notifications issued (tenure/promotion denial if applicable)

PROMOTION PROCESS

Eligibility:

- A minimum of five years in rank is required before applying for promotion.
- Candidates must demonstrate excellence in teaching, research/scholarship, and service.

Required Dossier Documentation for Promotion Application:

- Updated curriculum vitae
- Copies of teaching evaluations
- Evidence of scholarly work and service
- Letters of recommendation

Process Overview:

1. Submission to Department Chair (by candidate)
2. Department Review Committee evaluates the dossier
3. Chairperson's Evaluation
4. Dean's Review and recommendation
5. University Promotion Committee Review
6. Vice Chancellor for Academic Affairs review
7. Chancellor's Approval
8. Board of Supervisors makes final decision

TENURE PROCESS

Eligibility:

- Typically begins after five years of full-time probationary service at SUNO. *See Provisions of Tenure.
- Tenure is granted based on demonstrated excellence in teaching, scholarly achievement, and service.

Required Dossier Documentation for Tenure Application:

1. Curriculum Vitae (CV)
2. Annual Faculty Evaluations
3. Peer and Student Evaluations of Teaching
4. Scholarly and Creative Works
5. Service Contributions
6. Department Chair and Dean Recommendations
7. Statement of Teaching Philosophy and Professional Goals (Recommended)
8. Supporting Evidence of Awards, Grants, or Special Recognition
9. Signed Application or Letter of Intent to be Considered for Tenure

Process Overview:

1. Application Submission to Department Chair
2. Departmental Tenure Review Committee evaluates candidate
3. Department Chair's Recommendation
4. Dean's Review
5. University Tenure and Promotion Committee
6. Vice Chancellor for Academic Affairs review
7. Chancellor Review
8. Final Decision by Board of Supervisors

PROVISIONS OF TENURE

- Administrators shall not earn tenure except in their capacity as members of the faculty.
- Faculty members at the rank of instructor shall be on annual appointment and shall not be eligible for tenure. While ineligible for tenure, years served may count toward tenure once the individual has achieved a probationary appointment at the rank of assistant professor.
- Assistant professors, or the equivalent, shall be eligible for tenure after serving the established probationary period.
- Faculty members promoted to the rank of associate professor, professor, or equivalent shall be awarded indeterminate tenure and shall be formally notified in writing within thirty (30) days of Board action.
- Faculty members initially employed at the rank of associate professor or equivalent shall serve a probationary period of three years.
- Faculty members initially employed at the rank of professor or equivalent shall serve a probationary period of two years.
- Faculty members appointed to the rank of professor or associate professor while being paid from a grant or contract for services may not be granted indeterminate tenure, but may be granted limited tenure, not exceeding the duration of the grant or contract.
- For the purpose of the probationary period, credit may be given for prior service within the Southern University System. Credit may be given for prior service at other institutions at the discretion of the Board. A probationary faculty member must serve at least two years in the tenure track position to be eligible to apply for tenure, when service credit is granted.

TABLE 1**TABLE FOR PROMOTION IN RANK**

Excerpted from Table Step increases and Promotion in Rank

	Instructor to	Assistant Professor to	Associate Professor to
Criteria	Assistant Professor	Associate Professor	Professor
I. Teaching	16	16	16
II. Research	14	18	25
III. Professional Training and Experience	6	8	12
IV. Professional Activities	7	10	12
V. University Service	3	6	10
VI. Advisement	5	5	5
*TOTALS	72	83	94
*Not the Column sum			



SOUTHERN UNIVERSITY LAW CENTER

2 ROOSEVELT STEPTOE DRIVE

POST OFFICE BOX 9294

BATON ROUGE, LOUISIANA 70813

OFFICE OF THE CHANCELLOR
(225) 771-2532
FAX (225) 771-2474

September 19, 2023

Mr. Dennis J. Shields
President/Chancellor
Southern University System & Baton Rouge Campus
J. S. Clark Administration Building
4th Floor
Baton Rouge, LA 70813

RE: Requesting credit for prior service at other institutions for Carlo Pedrioli,
Full Professor

Dear President Shields:

Carlo Pedrioli, a Full Professor, is respectfully requesting that the Southern University Board of Supervisors exercise its discretion and grant him credit for prior service at other institutions. Prior to his employment at the Southern University Law Center, he served 1-year as a temporary faculty member at the University of Idaho College of Law (2021-2022), 4-years as a Senior Lecturer in Public Law at the Liverpool Hope University School of Law (2017-2021), 2-years as a visiting scholar at the American Bar Foundation (2015-2017), and 6-years as an Associate Professor at Barry University School of Law (2013-2015), and Assistant Professor (2009-2013).

Based upon my understanding of the bylaws of the Southern University Board of Supervisors, the board has the discretion to grant one year of credit for every two years of service at another institution. After reviewing his CV, Pedrioli could be granted three years of service. Professor Pedrioli has been a productive instructor and scholar. It is my recommendation to the Board of Supervisors that they exercise their discretion and grant three years of credit to Pedrioli for his service at other institutions at its October 20, 2023, board meeting. The supporting documentation for this request is attached.

If you have any questions, please feel free to contact me.

Sincerely,

John K. Pierre, Esq.

Chancellor and Vanue B. Lacour Endowed Law Professor



SOUTHERN UNIVERSITY LAW CENTER

2 ROOSEVELT STEPTOE DRIVE
POST OFFICE BOX 9294
BATON ROUGE, LOUISIANA 70813

OFFICE OF THE CHANCELLOR
(225) 771-2552
FAX (225) 771-2474

April 14, 2025

Dennis J. Shields
President
Southern University System & Baton Rouge Campus
J. S. Clark Administration Building
4th Floor
Baton Rouge, LA 70813

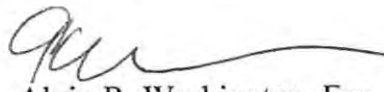
Dear President Shields,

Associate Professor Shandrea Williams submitted an application to SULC's Faculty, Appointment, Retention, Promotion, and Tenure (FARPT) Committee. The committee reviewed the application and conducted appropriate meetings to determine if promotion and tenure should be granted. After review and deliberation, the FARPT committee recommended that Associate Professor Shandrea Williams be promoted to professor with tenure, resulting in a 6% pay adjustment. Associate Professor Williams' resume is attached for review.

I respectfully request the Board's approval of this recommendation and that this matter be included on the agenda for the May 8, 2025, board meeting.

If you have any questions, please feel free to contact me.

Sincerely,



Alvin R. Washington, Esq.
Chancellor



SOUTHERN UNIVERSITY LAW CENTER

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April 14, 2025

Dennis J. Shields
President
Southern University System & Baton Rouge Campus
J. S. Clark Administration Building
4th Floor
Baton Rouge, LA 70813

Dear President Shields,

Associate Vice Chancellor Cynthia Reed submitted an application to SULC's Faculty, Appointment, Retention, Promotion, and Tenure (FARPT) committee. The committee reviewed the application and conducted appropriate meetings to determine if promotion and tenure should be granted. After review and deliberation, the FARPT committee recommended that Cynthia Reed, Associate Vice Chancellor/Associate Professor, be promoted to professor with tenure, resulting in a 6% pay adjustment. Associate Vice Chancellor Reed's resume is attached for review.

I respectfully request the Board's approval of this recommendation and that this matter be included on the agenda for the May 8, 2025, board meeting.

If you have any questions, please feel free to contact me.

Sincerely,

Alvin R. Washington, Esq.
Chancellor



Office of Academic Affairs

J.S. Clark Administration Building
Post Office Box 9820
Baton Rouge, Louisiana 70813
Office: 225-771-2360

June 30, 2025

Chancellor John K. Pierre
3rd Floor JS Clark Administration Building
Southern University and A&M College
Baton Rouge, Louisiana 70813

Re: Recommendations for Tenure and Promotion AY2024–2025

Dear Chancellor Pierre:

I am pleased to submit for your review and approval the list of faculty members recommended for tenure and/or promotion for the 2024–2025 academic year. These recommendations follow a transparent, rigorous, and multi-tiered review process that included evaluations at the department, college, and university levels.

The candidates have demonstrated sustained excellence in teaching, scholarly productivity, service, and mentoring, and have successfully met or exceeded the criteria outlined in the Southern University and A&M College Faculty Handbook. Their applications were thoroughly reviewed by the University Tenure and Promotion Committee, which applied consistent standards and engaged in thoughtful deliberation to ensure fairness and integrity in the process.

Enclosed are the summary tables outlining the faculty members recommended for tenure and/or promotion. These individuals represent the highest standards of academic and professional achievement and are now submitted for final approval by the Southern University Board of Supervisors. Please do not hesitate to contact me should you require any additional information.

Sincerely,

A handwritten signature in blue ink that reads 'Luria Young'.

Luria Young, Ph.D.
Vice Chancellor for Academic Affairs

Approval:

Chancellor John K. Pierre

President Dennis J. Shields

SOUTHERN UNIVERSITY AND A&M COLLEGE
RECOMMENDATION FOR FACULTY TENURE AND RECOMMENDATION FOR FACULTY
PROMOTION IN RANK

Effective Date: Fall 2025

Campus: Southern University Baton Rouge

Provided all approvals are secured prior to this date

Name of Faculty Member	Department	Promotion from Present	Next Rank	Years of Experience at SU as Full -time Faculty Member	Number of Years at Present Rank	Is Automatic Tenure Granted if this Promotion is Approved	Number and % of Tenured Faculty in Department (including Chair if Tenured)	Temporary Track (non-probationary) Probationary (tenure track)
Dr. Susan Flowers	Department of Rehabilitation, Disability Studies & Counseling	Assistant Professor	Associate Professor	6	6	Yes	1/20%	Probationary
Dr. Weihua Wang	Department of Biology and <u>Chemistry</u>	Assistant Professor	Associate Professor	7	7	Yes	3/43%	Probationary
Dr. Vanessa Greenslade	Department of Public Administration and Public Policy	Assistant Professor	Associate Professor	5	5	Yes	1/25%	Probationary
Dr. Augustine Adu-Frimpong	Department of Public Administration and Public Policy	Assistant Professor	Associate Professor	5	5	Yes	1/25%	Probationary
Dr. Abiodun Raufu	Department of Criminal Justice	Assistant Professor	Associate Professor	5	5	Yes	3/43%	Probationary
Dr. Feng Gao	Department of Math and <u>Physics</u>	Assistant Professor	Associate Professor	5	5	Yes	4/80%	Probationary

Name of Faculty Member	Department	Promotion from Present	Next Rank	Years of Experience at SU as Full -time Faculty Member	Number of Years at Present Rank	Is Automatic Tenure Granted if this Promotion is Approved	Number and % of Tenured Faculty in Department (including Chair if Tenured)	Temporary Track (non-probationary) Probationary (tenure track)
Dr. Jung-Im Seo	Department of Human Sciences	Associate Professor	Full Professor	9	5	Already Tenured	3/60%	N/A
Dr. Juliette Raymond	Department of Sociology	Associate Professor	Full Professor	5	5	Yes	4/80%	Tenure Track
Dr. Jean Baptiste Koffi Dodor	Department of Accounting, Economics & Finance	Associate Professor	Full Professor	13	6	Already Tenured	7/90%	N/A
Dr. Luftu Sagbansua	Department of Management & Marketing	Associate Professor	Full Professor	4	4	Yes	4/67%	Tenure Track
Dr. Dongkeun Lee	Department of Civil/ Environmental Engineering	Associate Professor	Associate Professor (tenure only)	4	4	Yes	5/83%	Tenure Track



Office of the Chancellor

J.S. Clark Administration Building
Post Office Box 9820
Baton Rouge, Louisiana 70813
Office: 225 771-2360

June 11, 2025

Dennis J. Shields, President
Southern University System
4th Floor, J S Clark Administration Building
Baton Rouge, Louisiana 70813

Re: Presentation on eHBCU: Educate, Empower, Elevate, Everyone

Dear President Shields,

I respectfully request that Dr. Yolander Smith, Interim Director of SU Online/eLearning, be allowed to make a brief presentation on eHBCU at the July 18, 2025 board meeting for the Southern University Board of Supervisors. If you have any questions, please feel free to contact me.

Yours sincerely,

A handwritten signature in blue ink that reads 'John K. Pierre'.

John K. Pierre, Chancellor
and Vanue B. Lacour Endowed Law Professor



eHBCU: EDUCATE, EMPOWER, ELEVATE, EVERYONE

More Than Online Learning—A Movement

eHBCU is a one-of-a-kind consortium of HBCUs dedicated to breaking down barriers. Rooted in community and united by purpose, **we're bringing the HBCU experience beyond campus—elevating scholarship, culture, and connection in a digital space built for you.**

Concept: eHBCU is a one-stop shop for accessing online degree and non-degree programs at HBCUs. eHBCU will market academic programs, source potential applicants, process applications, and funnel students to individual schools to be enrolled. The goal is to increase enrollment in online programs across partner universities.

Website: www.ehbcu.edu

Inaugural Partner Universities:

