

# BOARD OF SUPERVISORS



## MEETING

Friday, July 23, 2010  
Health/Phy. Ed. Bldg.  
Southern University  
New Orleans, LA

**ACADEMIC AFFAIRS COMMITTEE**  
**9:00 a.m.**  
**Friday, July 23, 2010**  
**Health and Physical Education Building**  
**Southern University at New Orleans – Park Campus**  
**6400 Press Drive**  
**New Orleans, Louisiana**

**AGENDA**

1. Call to Order
2. Invocation
3. Roll Call
4. Adoption of the Agenda
5. Public Comments
6. Action Items
  - A. LA GRAD Act
  - B. 2010 – 2012 Academic Calendar, SUSLA
  - C. Applications for Baccalaureate Degree Programs with a Minor in Education, SUBR
    - 1) French
    - 2) Biology
    - 3) Spanish
    - 4) Physics
    - 5) Math
    - 6) English
    - 7) Chemistry
  - D. Application to integrate the baccalaureate degree programs in Special Education, Elementary Education and Middle School Education to establish two new programs, SUBR
    - 1) General Special Education Mild/Moderate: An Integrated to Merged Approach – Grade 1-5
    - 2) General Special Education Mild/Moderate: An Integrated to Merged Approach - Content area: Middle School Math and Science
  - E. SUBR Program Terminations, Mergers and Re-alignments
  - F. Inaugural Appointment of Felton Grandison Clark Professor of Education, SUBR

**Agenda**  
**Academic Affairs Committee**  
**July 23, 2010**  
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G. Appointment of New Endowed Professors, SULC

H. Recognition of Endowed Professors, SULC

7. Informational Item(s)

A. System-wide Update on Grants, SUS

8. Other Business

9. Adjournment

## ***GRANTING RESOURCES AND AUTONOMY FOR DIPLOMAS AGREEMENT***

**BE IT KNOWN**, that the Board of Regents of the State of Louisiana (hereinafter referred to as "Regents"), **Southern University-New Orleans, New Orleans, Louisiana, Zip 70126** (hereinafter referred to as "Institution"), and the **Southern University Board of Supervisors** (hereinafter referred to as "Management Board"), in accordance with Act 741 of the 2010 Regular Session of the Louisiana Legislature, entitled the Louisiana Granting Resources and Autonomy for Diplomas Act (hereinafter referred to as "GRAD Act"), do hereby enter into an agreement. This six year agreement, beginning on August 15, 2010 and ending on June 30, 2016, is entered under the following terms and conditions including those in Attachments A, B, C, and D (hereinafter referred to as "Attachments"). Said Attachments are made a part hereof by reference and are applicable and enforceable as if written into the body of the agreement.

This agreement applies solely to the performance objectives contained herein and the autonomies established by the GRAD Act.

### **I. PURPOSE**

As stated in the enabling legislation, the GRAD Act is "to support the state's public postsecondary education institutions in remaining competitive and increasing their overall effectiveness and efficiency by providing that the institutions achieve specific, measurable performance objectives aimed at improving college completion and at meeting the state's current and future workforce and economic development needs and by granting the institutions limited operational autonomy and flexibility in exchange for achieving such objectives." The purpose of this agreement is to implement the GRAD Act.

## II. PERFORMANCE OBJECTIVES

A. The four performance objectives of this agreement as prescribed in the GRAD Act are to:

- increase student success;
- increase articulation and transfer;
- enhance responsiveness to regional and statewide workforce and economic development needs; and
- increase institutional efficiency and accountability.

B. The GRAD Act also requires the reporting of pertinent institutional organizational data to Regents, the Legislature, and the Legislative Auditor.

## III. RESPONSIBILITIES

A. The GRAD Act delineates responsibilities for participating public postsecondary education entities in Louisiana. The Institution, the Management Board and Regents each have unique responsibilities. As parties to this agreement, each agrees to fulfill the following responsibilities, which are further defined in the Attachments.

B. The **Institution** agrees to:

1. commit to and demonstrate satisfactory progress in meeting the applicable elements of the performance objectives and the organizational reporting requirement in the GRAD Act;
2. establish and submit with this agreement baselines, benchmarks and six-year targets as measures for the specific elements identified in the Attachments;
3. work with the Management Board and Regents to identify and establish baselines, annual benchmarks and six-year targets for additional applicable elements;

4. submit to Regents and the Management Board reports and data necessary to determine progress as prescribed by Regents; and
5. report within six months after entering into this agreement to the Legislative Auditor all information that the auditor requests to conduct a detailed study of the performance of postsecondary education in Louisiana, if funding is appropriated for this purpose.

C. The **Management Board** agrees to:

1. establish policies designed to increase the Institution's cohort graduation rates and graduation productivity rates consistent with institutional peers;
2. establish a schedule for increasing the Institution's nonresident tuition amounts to levels that are not less than the average tuition charged to Louisiana residents attending peer institutions in the Southern Regional Education Board (SREB) member states, by category as reported by the SREB. For Historically Black Colleges and Universities (HBCUs), that amount shall be determined by comparison with public HBCUs in the SREB member states by category;
3. adopt policies for increasing resident tuition in accordance with the GRAD Act and Board of Regents' policies in addition to the tuition authorities granted in R.S. 17:3351(A)(5)(e);
4. authorize the Institution's tuition increase pursuant to the Management Board policies and procedures. The policies shall require that in the initial year the tuition and fees collected based on participating in the GRAD Act will be held in an escrow account or another identified account until all agreements are officially signed by all parties and executed. Such policies shall require all tuition and fees in the accounts be

refunded if no final agreement is executed by September 30, 2010;

5. establish criteria for waiving any tuition or mandatory fee increase resulting from the GRAD Act in cases of financial hardship and include a process for notifying all prospective students in a timely manner of said hardship waiver;
6. certify initially, through formal Board action, that the Institution is capable of meeting the applicable elements of each performance objective given the Institution's baseline status, anticipated resources, and capacity to improve;
7. certify annually, through formal Board action, regarding the Institution's progress and the validity of information contained in the annual report;
8. certify initially, through formal Board action, the base level autonomies and, after year three, additional autonomies the Institution is capable of successfully managing as evidenced through audit reports and timely quarterly reports;
9. certify annually, through formal Board action, the operational autonomies the Institution is capable of continuing to successfully manage;
10. recommend to Regents, through formal board action, regarding Institution's continuation as a participating institution;
11. report to Regents prior year retained funds or carryforwards that were allowed pursuant to provisions in the GRAD Act; and
12. notify Regents in a timely manner of any extraordinary circumstances that are believed to prevent the Institution from fulfilling its obligations agreed upon in this agreement.

**D. Regents** agrees to:

1. develop and define the elements for each performance objective;

2. determine applicable elements for each performance objective by institution level;
3. determine additional performance objectives;
4. enter into this agreement with the Institution and the Management Board after receiving the Management Board's certification and other applicable documents and ascertaining that the reported data are appropriate based on GRAD Act requirements, Management Board policies and as set forth in the Attachments of this agreement;
5. identify academic programs with low student completion rates and those not aligned with workforce needs;
6. set statewide tuition policies in accordance with the GRAD Act and R.S. 17:3351(A)(5)(e)(i);
7. define Centers of Excellence and assess the academic standing of said Centers;
8. align the 2010-11 funding formula performance model with the performance objectives of the GRAD Act;
9. monitor, review, and report annually to the Legislature and the Governor regarding the Institution's progress in meeting the performance objectives;
10. identify base operational autonomies and additional autonomies as authorized by the GRAD Act to be granted to participating institutions subject to initial approval by the Division of Administration and certification by the Management Board;
11. consider additional autonomies within the purview of Regents authority that may be granted to participating institutions;
12. determine annually, based on the Institution's progress and Management Board's certification, whether tuition and fee authority and operational autonomies will continue to be granted to the Institution;

13. modify this agreement, subject to approval by the Joint Legislative Committee on the Budget, in the event extraordinary circumstances prevent the Institution from meeting the terms of this agreement;
14. revoke prospectively this agreement at any time if it is determined that the Institution has failed to abide by the terms of this agreement; and
15. implement the renewal process identified in the GRAD Act for additional six-year performance agreements.

#### **IV. RESOURCES AND AUTONOMIES**

**A.** In return for meeting the terms and conditions of this agreement, including committing to and demonstrating satisfactory progress in meeting the performance objectives and the organizational reporting requirement, the Institution will be granted the specific autonomies and resources as described in the GRAD Act and set forth herein. As well, by the approval of Regents and certification of the Management Board, the Institution may be granted additional autonomies that fall within the purview of Regents.

**B.** Upon execution and approval of this agreement for the **2010-2011** fiscal year, pursuant to policies adopted by the Management Board in accordance with Regents' tuition policies, the Institution shall be granted, in addition to the authority granted in R.S. 17:3351(A)(5)(e), the authority to increase tuition and mandatory fee amounts by up to five percent annually for entering into this agreement and thereby committing to meet the performance objectives prescribed by the GRAD Act through the applicable elements and the organizational reporting requirement. A base level of operational autonomy may be granted to the Institution subject to initial approval by the Division of Administration, certification by the Management Board and determination by Regents.

**C.** For the **2011-2012** fiscal year, if Regents determines the Institution has demonstrated satisfactory progress in meeting the performance objectives, the Institution shall be granted, in addition to the authority granted in R.S. 17:3351(A)(5)(e), the authority to increase tuition and mandatory fee amounts by up to five percent annually in accordance with the Management Board's and Regents' policies. Upon the Management Board's certification and Regents' determination, the Institution will also be allowed to continue to exercise the previously granted operational autonomies.

**D.** For the **2012-2013** fiscal year, if Regents determines the Institution has demonstrated satisfactory progress in meeting the performance objectives, the Institution shall be granted the authority to increase tuition and mandatory fee amounts by up to ten percent annually until the Institution's tuition and mandatory fee amounts reach the average tuition and fee amounts of its peers as identified by Regents in accordance with R.S. 17:3351 (A)(5)(e) and as weighted by the state's median household income. Upon the Management Board's certification and Regents' determination, the Institution will also be allowed to continue to exercise the base level operational autonomies previously granted.

**E.** For the **2013-2014** fiscal year and **thereafter**, if Regents determines the Institution has demonstrated satisfactory progress in meeting the performance objectives, the Institution will be granted the authority to continue to increase tuition and mandatory fees in accordance with the Management Board's policies until the Institution's tuition and mandatory fee amounts reach the average tuition and fee amounts of its peers as identified by Regents in accordance with R.S. 17:3351(A)(5)(e) and as weighted by the state's median household income. Once the Institution's tuition and mandatory fee amounts are at the peer average, tuition and mandatory fee amounts will be allowed to increase only as necessary to maintain levels as close to the peer average as practical. Upon the Management Board's certification and Regents' determination, the Institution will also be allowed to continue to exercise the base level autonomies previously granted. Regents, in collaboration with the Division of Administration, may also

identify additional operational autonomies as authorized by the GRAD Act which may be granted to the Institution subject to certification by the Management Board. Such additional operational autonomies shall be amended into this agreement as applicable and may include additional reporting requirements.

## **V. MONITORING PLAN**

Regents will monitor the Institution's progress toward meeting the performance objectives required in the GRAD Act through the applicable elements. The Institution must annually report its progress on the applicable elements to the Management Board and Regents. The Management Board, through formal board action, is to certify the Institution's progress and recommend action regarding continuation of this agreement to Regents by May 1 of each year. Regents will then determine the Institution's progress and report the findings at its June meeting. By July 15 of each year, Regents will submit a written report of the findings to the Legislature and Governor. Regents shall also publish the Institution's performance information on the Regents' website.

## **VI. REVOCATION CLAUSE**

Regents may revoke this agreement prospectively in accordance with grounds and a process to be established within 90 days of the date of execution of this agreement. The process shall include at a minimum that Regents will provide written notification of its intent to revoke to the Management Board and if requested, provide an opportunity to the Institution and the Management Board to address and provide rebuttal to the proposed findings upon which the revocation would be based at a public meeting prior to revocation. At a minimum, failure to meet reporting requirements will be grounds for revocation.

## **VII. TERMS OF AGREEMENT**

- A.** This agreement shall begin on August 15, 2010 and shall expire not later than six years from this date. The continuation of the agreement is contingent upon determination of satisfactory progress by Regents. The Attachments list and define the Institution's performance objectives through applicable elements, including narrative reports and measures, as well as data required in the organizational report. Failing to provide the narrative report and measures for each applicable element of the performance objectives and/or the organizational report will be deemed grounds for revocation.
- B.** Measures for which baseline data are not established at the time of execution of this agreement will be established during year one. Thereafter, benchmarks and six year targets will be established for those measures, where applicable. Failing to establish appropriate baselines, benchmarks and six year targets will be deemed grounds for revocation.
- C.** The Management Board will verify the accuracy of all reported data and submit the measures to Regents for concurrence. Upon concurrence, the measures will become part of the terms and conditions of this agreement. If such measures are not submitted to and concurred in, there will be deemed grounds for revocation.
- D.** If at the end of the initial six year agreement the Institution desires to renew the agreement, it shall notify Regents at least six months prior to such termination date and Regents shall institute the process for renewal as prescribed in the GRAD Act.

## **VIII. EXTRAORDINARY CIRCUMSTANCES**

The GRAD Act allows the Board of Regents to modify the agreements in the event extraordinary circumstances prevent the institution from meeting the terms of the agreement. Such modifications shall be subject to approval by the Joint Legislative Committee on the Budget. Regents define extraordinary

circumstances to include Acts of God or any other unforeseen event which prevents the institution from operating in a "normal" fashion. Should an extraordinary circumstance prevent the Institution from meeting its responsibilities pursuant to this agreement, the Management Board shall notify Regents of the need for modification due to extraordinary circumstances. If Regents approves the modification request, Regents will submit the modification(s) for approval to the Joint Legislative Committee on the Budget. Upon such approval, the agreement will be modified accordingly.

THUS DONE AND SIGNED on the dates noted below in Baton Rouge, Louisiana.



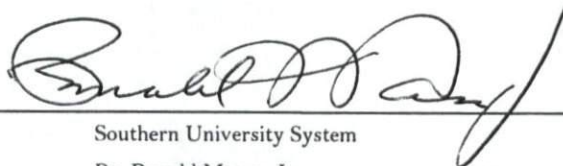
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Southern University -New Orleans

By: Dr. Victor Ukpolo

Chancellor

8/16/10  
(date)



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Southern University System

By: Ronald Mason, Jr.

President

8.17.10  
(date)



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Southern University Board of Supervisors

By: Antonio M. Clayton

Chair

8/18/10  
(date)

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Board of Regents

By: Artis Terrell

Chair

(date)

# ***GRANTING RESOURCES AND AUTONOMY FOR DIPLOMAS AGREEMENT***

BE IT KNOWN, that the Board of Regents of the State of Louisiana (hereinafter referred to as "Regents"), Southern University Law Center, Baton Rouge, Louisiana, Zip 70813 (hereinafter referred to as "Institution"), and the **Southern University Board of Supervisors** (hereinafter referred to as "Management Board"), in accordance with Act 741 of the 2010 Regular Session of the Louisiana Legislature, entitled the Louisiana Granting Resources and Autonomy for Diplomas Act (hereinafter referred to as "GRAD Act"), do hereby enter into an agreement. This six year agreement, beginning on August 15, 2010 and ending on June 30, 2016, is entered under the following terms and conditions including those in Attachments A, B, C, and D (hereinafter referred to as "Attachments"). Said Attachments are made a part hereof by reference and are applicable and enforceable as if written into the body of the agreement.

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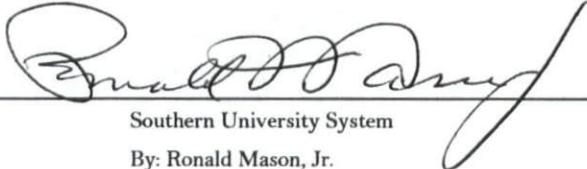
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THUS DONE AND SIGNED on the dates noted below in Baton Rouge, Louisiana.

  
\_\_\_\_\_  
Southern University Law Center  
By: Freddie Pitcher  
Chancellor

8/16/10  
(date)

  
\_\_\_\_\_  
Southern University System  
By: Ronald Mason, Jr.  
President

8.17.10  
(date)

  
\_\_\_\_\_  
Southern University Board of Supervisors  
By: Antonio M. Clayton  
Chair

8/19/10  
(date)

\_\_\_\_\_  
Board of Regents  
By: Artis Terrell  
Chair

\_\_\_\_\_  
(date)

# ***GRANTING RESOURCES AND AUTONOMY FOR DIPLOMAS AGREEMENT***

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C. The **Management Board** agrees to:

1. establish policies designed to increase the Institution's cohort graduation rates and graduation productivity rates consistent with institutional peers;
2. establish a schedule for increasing the Institution's nonresident tuition amounts to levels that are not less than the average tuition charged to Louisiana residents attending peer institutions in the Southern Regional Education Board (SREB) member states, by category as reported by the SREB. For Historically Black Colleges and Universities (HBCUs), that amount shall be determined by comparison with public HBCUs in the SREB member states by category;
3. adopt policies for increasing resident tuition in accordance with the GRAD Act and Board of Regents' policies in addition to the tuition authorities granted in R.S. 17:3351(A)(5)(e);
4. authorize the Institution's tuition increase pursuant to the Management Board policies and procedures. The policies shall require that in the initial year the tuition and fees collected based on participating in the GRAD Act will be held in an escrow account or another identified account until all agreements are officially signed by all parties and executed. Such policies shall require all tuition and fees in the accounts be

refunded if no final agreement is executed by September 30, 2010;

5. establish criteria for waiving any tuition or mandatory fee increase resulting from the GRAD Act in cases of financial hardship and include a process for notifying all prospective students in a timely manner of said hardship waiver;
6. certify initially, through formal Board action, that the Institution is capable of meeting the applicable elements of each performance objective given the Institution's baseline status, anticipated resources, and capacity to improve;
7. certify annually, through formal Board action, regarding the Institution's progress and the validity of information contained in the annual report;
8. certify initially, through formal Board action, the base level autonomies and, after year three, additional autonomies the Institution is capable of successfully managing as evidenced through audit reports and timely quarterly reports;
9. certify annually, through formal Board action, the operational autonomies the Institution is capable of continuing to successfully manage;
10. recommend to Regents, through formal board action, regarding Institution's continuation as a participating institution;
11. report to Regents prior year retained funds or carryforwards that were allowed pursuant to provisions in the GRAD Act; and
12. notify Regents in a timely manner of any extraordinary circumstances that are believed to prevent the Institution from fulfilling its obligations agreed upon in this agreement.

**D. Regents agrees to:**

1. develop and define the elements for each performance objective;

2. determine applicable elements for each performance objective by institution level;
3. determine additional performance objectives;
4. enter into this agreement with the Institution and the Management Board after receiving the Management Board's certification and other applicable documents and ascertaining that the reported data are appropriate based on GRAD Act requirements, Management Board policies and as set forth in the Attachments of this agreement;
5. identify academic programs with low student completion rates and those not aligned with workforce needs;
6. set statewide tuition policies in accordance with the GRAD Act and R.S. 17:3351(A)(5)(e)(i);
7. define Centers of Excellence and assess the academic standing of said Centers;
8. align the 2010-11 funding formula performance model with the performance objectives of the GRAD Act;
9. monitor, review, and report annually to the Legislature and the Governor regarding the Institution's progress in meeting the performance objectives;
10. identify base operational autonomies and additional autonomies as authorized by the GRAD Act to be granted to participating institutions subject to initial approval by the Division of Administration and certification by the Management Board;
11. consider additional autonomies within the purview of Regents authority that may be granted to participating institutions;
12. determine annually, based on the Institution's progress and Management Board's certification, whether tuition and fee authority and operational autonomies will continue to be granted to the Institution;

13. modify this agreement, subject to approval by the Joint Legislative Committee on the Budget, in the event extraordinary circumstances prevent the Institution from meeting the terms of this agreement;
14. revoke prospectively this agreement at any time if it is determined that the Institution has failed to abide by the terms of this agreement; and
15. implement the renewal process identified in the GRAD Act for additional six-year performance agreements.

#### **IV. RESOURCES AND AUTONOMIES**

A. In return for meeting the terms and conditions of this agreement, including committing to and demonstrating satisfactory progress in meeting the performance objectives and the organizational reporting requirement, the Institution will be granted the specific autonomies and resources as described in the GRAD Act and set forth herein. As well, by the approval of Regents and certification of the Management Board, the Institution may be granted additional autonomies that fall within the purview of Regents.

B. Upon execution and approval of this agreement for the **2010-2011** fiscal year, pursuant to policies adopted by the Management Board in accordance with Regents' tuition policies, the Institution shall be granted, in addition to the authority granted in R.S. 17:3351(A)(5)(e), the authority to increase tuition and mandatory fee amounts by up to five percent annually for entering into this agreement and thereby committing to meet the performance objectives prescribed by the GRAD Act through the applicable elements and the organizational reporting requirement. A base level of operational autonomy may be granted to the Institution subject to initial approval by the Division of Administration, certification by the Management Board and determination by Regents.

C. For the **2011-2012** fiscal year, if Regents determines the Institution has demonstrated satisfactory progress in meeting the performance objectives, the Institution shall be granted, in addition to the authority granted in R.S. 17:3351(A)(5)(e), the authority to increase tuition and mandatory fee amounts by up to five percent annually in accordance with the Management Board's and Regents' policies. Upon the Management Board's certification and Regents' determination, the Institution will also be allowed to continue to exercise the previously granted operational autonomies.

D. For the **2012-2013** fiscal year, if Regents determines the Institution has demonstrated satisfactory progress in meeting the performance objectives, the Institution shall be granted the authority to increase tuition and mandatory fee amounts by up to ten percent annually until the Institution's tuition and mandatory fee amounts reach the average tuition and fee amounts of its peers as identified by Regents in accordance with R.S. 17:3351 (A)(5)(e) and as weighted by the state's median household income. Upon the Management Board's certification and Regents' determination, the Institution will also be allowed to continue to exercise the base level operational autonomies previously granted.

E. For the **2013-2014** fiscal year and **thereafter**, if Regents determines the Institution has demonstrated satisfactory progress in meeting the performance objectives, the Institution will be granted the authority to continue to increase tuition and mandatory fees in accordance with the Management Board's policies until the Institution's tuition and mandatory fee amounts reach the average tuition and fee amounts of its peers as identified by Regents in accordance with R.S. 17:3351(A)(5)(e) and as weighted by the state's median household income. Once the Institution's tuition and mandatory fee amounts are at the peer average, tuition and mandatory fee amounts will be allowed to increase only as necessary to maintain levels as close to the peer average as practical. Upon the Management Board's certification and Regents' determination, the Institution will also be allowed to continue to exercise the base level autonomies previously granted. Regents, in collaboration with the Division of Administration, may also

identify additional operational autonomies as authorized by the GRAD Act which may be granted to the Institution subject to certification by the Management Board. Such additional operational autonomies shall be amended into this agreement as applicable and may include additional reporting requirements.

## **V. MONITORING PLAN**

Regents will monitor the Institution's progress toward meeting the performance objectives required in the GRAD Act through the applicable elements. The Institution must annually report its progress on the applicable elements to the Management Board and Regents. The Management Board, through formal board action, is to certify the Institution's progress and recommend action regarding continuation of this agreement to Regents by May 1 of each year. Regents will then determine the Institution's progress and report the findings at its June meeting. By July 15 of each year, Regents will submit a written report of the findings to the Legislature and Governor. Regents shall also publish the Institution's performance information on the Regents' website.

## **VI. REVOCATION CLAUSE**

Regents may revoke this agreement prospectively in accordance with grounds and a process to be established within 90 days of the date of execution of this agreement. The process shall include at a minimum that Regents will provide written notification of its intent to revoke to the Management Board and if requested, provide an opportunity to the Institution and the Management Board to address and provide rebuttal to the proposed findings upon which the revocation would be based at a public meeting prior to revocation. At a minimum, failure to meet reporting requirements will be grounds for revocation.

## **VII. TERMS OF AGREEMENT**

A. This agreement shall begin on August 15, 2010 and shall expire not later than six years from this date. The continuation of the agreement is contingent upon determination of satisfactory progress by Regents. The Attachments list and define the Institution's performance objectives through applicable elements, including narrative reports and measures, as well as data required in the organizational report. Failing to provide the narrative report and measures for each applicable element of the performance objectives and/or the organizational report will be deemed grounds for revocation.

B. Measures for which baseline data are not established at the time of execution of this agreement will be established during year one. Thereafter, benchmarks and six year targets will be established for those measures, where applicable. Failing to establish appropriate baselines, benchmarks and six year targets will be deemed grounds for revocation.

C. The Management Board will verify the accuracy of all reported data and submit the measures to Regents for concurrence. Upon concurrence, the measures will become part of the terms and conditions of this agreement. If such measures are not submitted to and concurred in, there will be deemed grounds for revocation.

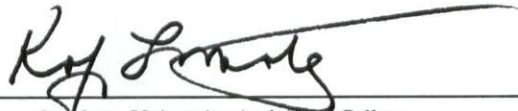
D. If at the end of the initial six year agreement the Institution desires to renew the agreement, it shall notify Regents at least six months prior to such termination date and Regents shall institute the process for renewal as prescribed in the GRAD Act.

## **VIII. EXTRAORDINARY CIRCUMSTANCES**

The GRAD Act allows the Board of Regents to modify the agreements in the event extraordinary circumstances prevent the institution from meeting the terms of the agreement. Such modifications shall be subject to approval by the Joint Legislative Committee on the Budget. Regents define extraordinary

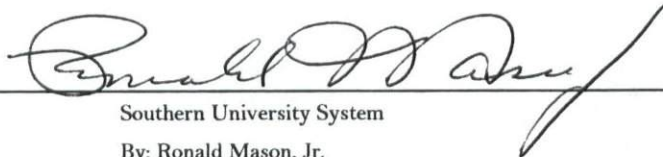
circumstances to include Acts of God or any other unforeseen event which prevents the institution from operating in a "normal" fashion. Should an extraordinary circumstance prevent the Institution from meeting its responsibilities pursuant to this agreement, the Management Board shall notify Regents of the need for modification due to extraordinary circumstances. If Regents approves the modification request, Regents will submit the modification(s) for approval to the Joint Legislative Committee on the Budget. Upon such approval, the agreement will be modified accordingly.

THUS DONE AND SIGNED on the dates noted below in Baton Rouge, Louisiana.



Southern University And A&M College  
By: Dr. Kofi Lomotey  
Chancellor

8.16.10  
(date)



Southern University System  
By: Ronald Mason, Jr.  
President

8.17.10  
(date)



Southern University Board of Supervisors  
By: Antonio M. Clayton  
Chair

8/19/10  
(date)

Board of Regents  
By: Artis Terrell  
Chair

(date)

# *GRANTING RESOURCES AND AUTONOMY FOR DIPLOMAS AGREEMENT*

BE IT KNOWN, that the Board of Regents of the State of Louisiana (hereinafter referred to as "Regents"), Southern University-Shreveport, Shreveport, Louisiana, Zip 71107 (hereinafter referred to as "Institution"), and the **Southern University Board of Supervisors** (hereinafter referred to as "Management Board"), in accordance with Act 741 of the 2010 Regular Session of the Louisiana Legislature, entitled the Louisiana Granting Resources and Autonomy for Diplomas Act (hereinafter referred to as "GRAD Act"), do hereby enter into an agreement. This six year agreement, beginning on August 15, 2010 and ending on June 30, 2016, is entered under the following terms and conditions including those in Attachments A, B, C, and D (hereinafter referred to as "Attachments"). Said Attachments are made a part hereof by reference and are applicable and enforceable as if written into the body of the agreement.

This agreement applies solely to the performance objectives contained herein and the autonomies established by the GRAD Act.

## **I. PURPOSE**

As stated in the enabling legislation, the GRAD Act is "to support the state's public postsecondary education institutions in remaining competitive and increasing their overall effectiveness and efficiency by providing that the institutions achieve specific, measurable performance objectives aimed at improving college completion and at meeting the state's current and future workforce and economic development needs and by granting the institutions limited operational autonomy and flexibility in exchange for achieving such objectives." The purpose of this agreement is to implement the GRAD Act.

## II. PERFORMANCE OBJECTIVES

A. The four performance objectives of this agreement as prescribed in the GRAD Act are to:

- increase student success;
- increase articulation and transfer;
- enhance responsiveness to regional and statewide workforce and economic development needs; and
- increase institutional efficiency and accountability.

B. The GRAD Act also requires the reporting of pertinent institutional organizational data to Regents, the Legislature, and the Legislative Auditor.

## III. RESPONSIBILITIES

A. The GRAD Act delineates responsibilities for participating public postsecondary education entities in Louisiana. The Institution, the Management Board and Regents each have unique responsibilities. As parties to this agreement, each agrees to fulfill the following responsibilities, which are further defined in the Attachments.

B. The **Institution** agrees to:

1. commit to and demonstrate satisfactory progress in meeting the applicable elements of the performance objectives and the organizational reporting requirement in the GRAD Act;
2. establish and submit with this agreement baselines, benchmarks and six-year targets as measures for the specific elements identified in the Attachments;
3. work with the Management Board and Regents to identify and establish baselines, annual benchmarks and six-year targets for additional applicable elements;

4. submit to Regents and the Management Board reports and data necessary to determine progress as prescribed by Regents; and
5. report within six months after entering into this agreement to the Legislative Auditor all information that the auditor requests to conduct a detailed study of the performance of postsecondary education in Louisiana, if funding is appropriated for this purpose.

C. The **Management Board** agrees to:

1. establish policies designed to increase the Institution's cohort graduation rates and graduation productivity rates consistent with institutional peers;
2. establish a schedule for increasing the Institution's nonresident tuition amounts to levels that are not less than the average tuition charged to Louisiana residents attending peer institutions in the Southern Regional Education Board (SREB) member states, by category as reported by the SREB. For Historically Black Colleges and Universities (HBCUs), that amount shall be determined by comparison with public HBCUs in the SREB member states by category;
3. adopt policies for increasing resident tuition in accordance with the GRAD Act and Board of Regents' policies in addition to the tuition authorities granted in R.S. 17:3351(A)(5)(e);
4. authorize the Institution's tuition increase pursuant to the Management Board policies and procedures. The policies shall require that in the initial year the tuition and fees collected based on participating in the GRAD Act will be held in an escrow account or another identified account until all agreements are officially signed by all parties and executed. Such policies shall require all tuition and fees in the accounts be

refunded if no final agreement is executed by September 30, 2010;

5. establish criteria for waiving any tuition or mandatory fee increase resulting from the GRAD Act in cases of financial hardship and include a process for notifying all prospective students in a timely manner of said hardship waiver;
6. certify initially, through formal Board action, that the Institution is capable of meeting the applicable elements of each performance objective given the Institution's baseline status, anticipated resources, and capacity to improve;
7. certify annually, through formal Board action, regarding the Institution's progress and the validity of information contained in the annual report;
8. certify initially, through formal Board action, the base level autonomies and, after year three, additional autonomies the Institution is capable of successfully managing as evidenced through audit reports and timely quarterly reports;
9. certify annually, through formal Board action, the operational autonomies the Institution is capable of continuing to successfully manage;
10. recommend to Regents, through formal board action, regarding Institution's continuation as a participating institution;
11. report to Regents prior year retained funds or carryforwards that were allowed pursuant to provisions in the GRAD Act; and
12. notify Regents in a timely manner of any extraordinary circumstances that are believed to prevent the Institution from fulfilling its obligations agreed upon in this agreement.

**D. Regents agrees to:**

1. develop and define the elements for each performance objective;

2. determine applicable elements for each performance objective by institution level;
3. determine additional performance objectives;
4. enter into this agreement with the Institution and the Management Board after receiving the Management Board's certification and other applicable documents and ascertaining that the reported data are appropriate based on GRAD Act requirements, Management Board policies and as set forth in the Attachments of this agreement;
5. identify academic programs with low student completion rates and those not aligned with workforce needs;
6. set statewide tuition policies in accordance with the GRAD Act and R.S. 17:3351(A)(5)(e)(i);
7. define Centers of Excellence and assess the academic standing of said Centers;
8. align the 2010-11 funding formula performance model with the performance objectives of the GRAD Act;
9. monitor, review, and report annually to the Legislature and the Governor regarding the Institution's progress in meeting the performance objectives;
10. identify base operational autonomies and additional autonomies as authorized by the GRAD Act to be granted to participating institutions subject to initial approval by the Division of Administration and certification by the Management Board;
11. consider additional autonomies within the purview of Regents authority that may be granted to participating institutions;
12. determine annually, based on the Institution's progress and Management Board's certification, whether tuition and fee authority and operational autonomies will continue to be granted to the Institution;

13. modify this agreement, subject to approval by the Joint Legislative Committee on the Budget, in the event extraordinary circumstances prevent the Institution from meeting the terms of this agreement;
14. revoke prospectively this agreement at any time if it is determined that the Institution has failed to abide by the terms of this agreement; and
15. implement the renewal process identified in the GRAD Act for additional six-year performance agreements.

#### IV. RESOURCES AND AUTONOMIES

A. In return for meeting the terms and conditions of this agreement, including committing to and demonstrating satisfactory progress in meeting the performance objectives and the organizational reporting requirement, the Institution will be granted the specific autonomies and resources as described in the GRAD Act and set forth herein. As well, by the approval of Regents and certification of the Management Board, the Institution may be granted additional autonomies that fall within the purview of Regents.

B. Upon execution and approval of this agreement for the 2010-2011 fiscal year, pursuant to policies adopted by the Management Board in accordance with Regents' tuition policies, the Institution shall be granted, in addition to the authority granted in R.S. 17:3351(A)(5)(e), the authority to increase tuition and mandatory fee amounts by up to five percent annually for entering into this agreement and thereby committing to meet the performance objectives prescribed by the GRAD Act through the applicable elements and the organizational reporting requirement. A base level of operational autonomy may be granted to the Institution subject to initial approval by the Division of Administration, certification by the Management Board and determination by Regents.

C. For the **2011-2012** fiscal year, if Regents determines the Institution has demonstrated satisfactory progress in meeting the performance objectives, the Institution shall be granted, in addition to the authority granted in R.S. 17:3351(A)(5)(e), the authority to increase tuition and mandatory fee amounts by up to five percent annually in accordance with the Management Board's and Regents' policies. Upon the Management Board's certification and Regents' determination, the Institution will also be allowed to continue to exercise the previously granted operational autonomies.

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E. For the **2013-2014** fiscal year and **thereafter**, if Regents determines the Institution has demonstrated satisfactory progress in meeting the performance objectives, the Institution will be granted the authority to continue to increase tuition and mandatory fees in accordance with the Management Board's policies until the Institution's tuition and mandatory fee amounts reach the average tuition and fee amounts of its peers as identified by Regents in accordance with R.S. 17:3351(A)(5)(e) and as weighted by the state's median household income. Once the Institution's tuition and mandatory fee amounts are at the peer average, tuition and mandatory fee amounts will be allowed to increase only as necessary to maintain levels as close to the peer average as practical. Upon the Management Board's certification and Regents' determination, the Institution will also be allowed to continue to exercise the base level autonomies previously granted. Regents, in collaboration with the Division of Administration, may also

identify additional operational autonomies as authorized by the GRAD Act which may be granted to the Institution subject to certification by the Management Board. Such additional operational autonomies shall be amended into this agreement as applicable and may include additional reporting requirements.

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## VI. REVOCATION CLAUSE

Regents may revoke this agreement prospectively in accordance with grounds and a process to be established within 90 days of the date of execution of this agreement. The process shall include at a minimum that Regents will provide written notification of its intent to revoke to the Management Board and if requested, provide an opportunity to the Institution and the Management Board to address and provide rebuttal to the proposed findings upon which the revocation would be based at a public meeting prior to revocation. At a minimum, failure to meet reporting requirements will be grounds for revocation.

## VII. TERMS OF AGREEMENT

A. This agreement shall begin on August 15, 2010 and shall expire not later than six years from this date. The continuation of the agreement is contingent upon determination of satisfactory progress by Regents. The Attachments list and define the Institution's performance objectives through applicable elements, including narrative reports and measures, as well as data required in the organizational report. Failing to provide the narrative report and measures for each applicable element of the performance objectives and/or the organizational report will be deemed grounds for revocation.

B. Measures for which baseline data are not established at the time of execution of this agreement will be established during year one. Thereafter, benchmarks and six year targets will be established for those measures, where applicable. Failing to establish appropriate baselines, benchmarks and six year targets will be deemed grounds for revocation.

C. The Management Board will verify the accuracy of all reported data and submit the measures to Regents for concurrence. Upon concurrence, the measures will become part of the terms and conditions of this agreement. If such measures are not submitted to and concurred in, there will be deemed grounds for revocation.


D. If at the end of the initial six year agreement the Institution desires to renew the agreement, it shall notify Regents at least six months prior to such termination date and Regents shall institute the process for renewal as prescribed in the GRAD Act.

## VIII. EXTRAORDINARY CIRCUMSTANCES

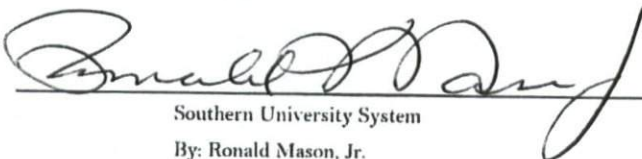
The GRAD Act allows the Board of Regents to modify the agreements in the event extraordinary circumstances prevent the institution from meeting the terms of the agreement. Such modifications shall be subject to approval by the Joint Legislative Committee on the Budget. Regents define extraordinary

circumstances to include Acts of God or any other unforeseen event which prevents the institution from operating in a "normal" fashion. Should an extraordinary circumstance prevent the Institution from meeting its responsibilities pursuant to this agreement, the Management Board shall notify Regents of the need for modification due to extraordinary circumstances. If Regents approves the modification request, Regents will submit the modification(s) for approval to the Joint Legislative Committee on the Budget. Upon such approval, the agreement will be modified accordingly.

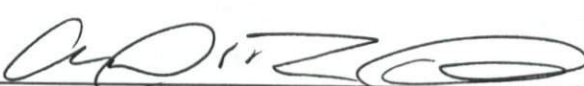
THUS DONE AND SIGNED on the dates noted below in Baton Rouge, Louisiana.

  
\_\_\_\_\_  
Southern University-Shreveport  
By: Dr. Ray Belton  
Chancellor

08/10/10  
(date)

  
\_\_\_\_\_  
Southern University System  
By: Ronald Mason, Jr.  
President

8.17.10  
(date)

  
\_\_\_\_\_  
Southern University Board of Supervisors  
By: Antonio M. Clayton  
Chair

8/19/10  
(date)

\_\_\_\_\_  
Board of Regents  
By: Artis Terrell  
Chair

(date)



*Excellence • Integrity • Accountability • Service*

*Office of the Chancellor*

July 6, 2010

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

**RE: SUSLA's Academic Calendar for Fall 2010 to Summer 2012**

Dear Dr. Mason:

Please find attached the Southern University at Shreveport Louisiana (SUSLA) Academic Calendar for 2010-2012.

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

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

Respectfully submitted,

  
Ray L. Belton, Ph.D.  
Chancellor

RLB/cw

3050 MARTIN LUTHER KING, JR. DRIVE - SHREVEPORT, LOUISIANA 71107  
PHONE: (318) 670-6312 - FAX (318) 670-6374  
TOLL FREE: 1-800-458-1472, #6312  
WWW.SUSLA.EDU

"AN EQUAL OPPORTUNITY EMPLOYER BY CHOICE, REGARDLESS OF RACE, CREED, SEX, DISABILITY OR VETERAN STATUS"

## FALL SEMESTER 2010

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

### AUGUST

23	(M)	Faculty/Staff /Institute (Faculty Reporting Date)
24	(T)	Testing and Registration (Freshmen)
25-27	(W-F)	General Registration Period – (Alphabetically)
28	(Sat)	Registration – All Students (9:00 a.m. – 12:00 noon)
30	(M)	Classes Begin – Late Registration Begins

### SEPTEMBER

6	(M)	Labor Day Holiday ( Begins 7:00 a.m.)
7	(T)	Classes Resume
9	(R)	Deadline for Graduation Applications (Spring Semester)
16	(R)	Last Day to Register and Add Courses for Credit
16	(R)	Last Day to Pay Fees
17	(F)	14 <sup>th</sup> Class Day/Purge All Unpaid Students

### OCTOBER

5	(T)	Last Day for Removal of "I" Grades
11-16	(M-Sat)	Midterm Examination Period
20	(W)	Midterm Grades Due (Web Posting by 12:00 Noon)/ "I" Grades Due (Spring 2010 & Summer 2010) in the Registrar's Office
21-23	(R-Sat)	Fall Break (Begins 7:00 a.m.)
25	(M)	Classes Resume (7:00 a.m.)

### NOVEMBER

4	(R)	Deadline for Dropping Courses
19	(F)	Deadline for Withdrawing from the University
24-27	(W-Sat)	Thanksgiving Holiday (Begins 7:00 a.m.)
29	(M)	Classes Resume (7:00 a.m.)
29	(M)	Online Registration for Spring Semester Begins
29-30	(M-T)	Final Examinations for Graduation Candidates

### DECEMBER

1	(W)	Graduation Candidates' Grades Due (Web Posting and Registrar's Office by 4:00 p.m.)
2	(R)	Last Class Day
3	(F)	Quiet Day
4-10	(Sat-F)	Final Examination Period
11	(Sat)	University Commencement
16	(R)	Final Grades Due (Web Posting and Registrar's Office by 12:00 noon)
17	(F)	Fall Semester Ends
22	(W)	Viewing of Final Grades Via Web (Students)

## SPRING SEMESTER 2011

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

### JANUARY

10	(M)	Faculty/Staff Institute (Faculty Reporting Date)
11	(T)	Testing and Registration (Freshmen)
12-14	(W-F)	General Registration Period – (Alphabetically)
15	(Sat)	Registration – All Students (9:00 a.m. – 12:00 noon)
17	(M)	Martin Luther King Holiday
18	(T)	Classes Begin / Late Registration Begins
20	(R)	Applications for Graduation Due (Summer & Fall)

### FEBRUARY

3	(R)	Last Day to Register or Add Courses for Credit and Last Day to Pay Fees
4	(F)	<b>14<sup>th</sup> Class Day/Purge Any Unpaid Students</b>
25	(F)	Last Day for Removal of "I" Grades for Fall Semester 2010
28	(M)	Midterm Examinations

### MARCH

1-5	(T-Sat)	Midterm Examinations
7-8	(M-T)	Mardi-Gras Holiday (Begins 7:00 a.m.)
9	(W)	Classes Resume (7:00 a.m.)
10	(R)	Midterm Grades (Web Posting by 4:00 p.m.) / "I" Grades for Fall 2010 Due in the Registrar's Office
28	(M)	Deadline for Dropping Courses

### APRIL

4-9	(M-Sat)	Spring Break (Begins 7:00 a.m.)
11	(M)	Classes Resume (7:00 a.m.)
13	(W)	Online Registration for 2011 Summer Terms
20	(W)	Deadline for Withdrawing from the University
20	(W)	Online Registration for Fall 2011 Semester Begins
22-25	(F-M)	Good Friday/Easter Break (Begins 7:00 a.m.)
26	(T)	Classes Resume (7:00 a.m.)
27-28	(W-R)	Final Examinations for Graduation Candidates
29	(F)	Graduation Candidates Grades Due (Web Posting and Registrar's Office by 4:00 p.m.)

### MAY

5	(R)	Last Class Day
6	(F)	Quiet Day/Honors and Awards Convocation
7-13	(Sat-F)	Final Examination Period
14	(Sat)	University Commencement
17	(T)	Final Grades Due (Web Posting and Registrar's Office by 12:00 noon)
18	(W)	Spring Semester Ends
20	(F)	Viewing of Final Grades Via Web ( <b>Students</b> )

## SUMMER TERM 2011

Session I -- 9-week classes (June 1 – August 5)

Session I – 4-week classes (June 1 – July 5)

Session II – 4-week classes (July 6 – August 5)

(Final Examinations Given on the Last Class Day of Each Session)

### JUNE

1	(W)	Faculty Reporting Date
1	(W)	Testing and Registration (Freshmen)
2	(R)	General Registration – Session I (All Students)
3	(F)	Classes Begin / Late Registration – Session I (9 weeks & 4 weeks)
8	(W)	Last Day to Register or Add Courses for Credit – Session I (4 weeks)
13	(T)	<b>7<sup>th</sup> Class Day/Purge Any Unpaid Students</b>
14	(T)	Last Day to Drop Courses – Session I (4 weeks)
20	(M)	Deadline for Graduation Applications (Fall 2011)
21	(T)	Last Day to Withdraw from the University – Session I (4 weeks)

### JULY

1	(F)	Last Day of Classes/Final Examinations – Session I (4 weeks)
4	(M)	Independence Day Holiday
5	(T)	Grades Due – Session I (4 weeks) – Web Posting by 12:00 Noon
5	(T)	Summer Session I (4 weeks) Ends
6	(W)	General Registration - Session II (All Students)
7	(R)	Classes Begin / Late Registration – Session II
8	(F)	Last Day to Drop Courses – Session I (9 weeks)
11	(M)	Last Day to Register or Add Courses – Session II
13	(W)	Last Day to Drop Courses – Session II
26	(T)	Last Day to Withdraw from the University – Session I (9 weeks) and Session II

### AUGUST

3	(W)	Last Day of Classes/Final Examinations – Session I (9 weeks) and Session II
5	(F)	Semester Ends/Grades Due (Web Posting by 12:00 Noon)
10	(W)	Viewing of Final Grades Via Web ( <b>Students</b> )

## FALL SEMESTER 2011

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

### AUGUST

22	(M)	Faculty/Staff /Institute (Faculty Reporting Date)
23	(T)	Testing and Registration (Freshmen)
24-26	(W-F)	General Registration Period (Alphabetically)
27	(Sat)	Registration – All Students (9:00 a.m. – 12:00 noon)
29	(M)	Classes Begin – Late Registration Begins

### SEPTEMBER

5	(M)	Labor Day Holiday (Begins 7:00 a.m.)
6	(T)	Classes Resume (7:00 a.m.)
9	(F)	Deadline for Graduation Applications (Spring Semester)
15	(R)	Last Day to Register and Add Courses for Credit
15	(R)	Last Day to Pay Fees
16	(F)	<b>14<sup>th</sup> Class Day/Purge All Unpaid Students</b>

### OCTOBER

7	(F)	Last Day for Removal of "I" Grades (Spring 2011 and Summer 2011)
10-15	(M-Sat)	Midterm Examination Period
19	(W)	Midterm Grades Due (Web Posting by 12:00 Noon)/ "I" Grades Due (Spring 2011 & Summer 2011) in the Registrar's Office
20-22	(R-Sat)	Fall Break (Begins 7:00 a.m.)
25	(M)	Classes Resume (7:00 a.m.)

### NOVEMBER

2	(W)	Deadline for Dropping Courses
14	(M)	Online Registration for Spring Semester 2012 Begins
18	(F)	Deadline for Withdrawing from the University
23-26	(W-Sat)	Thanksgiving Holiday (Begins 7:00 a.m.)
28	(M)	Classes Resume (7:00 a.m.)
28-29	(M-T)	Final Examinations for Graduation Candidates

### DECEMBER

1	(R)	Graduation Candidates Grades Due (Web Posting and Registrar's Office by 4:00 p.m.)
1	(R)	Last Class Day
2	(F)	Quiet Day
3-9	(Sat-F)	Final Examination Period
10	(Sat)	University Commencement
14	(W)	Final Grades Due (Web Posting & Registrar's Office - 12:00 noon)
16	(F)	Fall Semester Ends
21	(W)	Viewing of Final Grades Via Web ( <b>Students</b> )

## SPRING SEMESTER 2012

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

### JANUARY

9	(M)	Faculty/Staff Institute (Faculty Reporting Date)
10	(T)	Testing and Registration (Freshmen)
11-13	(W-F)	General Registration Period (Alphabetically)
14	(Sat)	Registration – All Students (9:00 a.m. – 12:00 noon)
16	(M)	Martin Luther King Holiday
17	(T)	Classes Begin / Late Registration Begins
20	(F)	Applications for Graduation Due (Summer & Fall )

### FEBRUARY

2	(R)	Last Day to Register or Add Courses for Credit and Last Day to Pay Fees
3	(F)	<b>14<sup>th</sup> Class Day/Purge Any Unpaid Students</b>
20-21	(M-T)	Mardi Gras Holiday (Begins 7:00 a.m.)
22	(W)	Classes Resume (7:00 a.m.)
27	(M)	Last Day for Removal of "I" Grades for Fall Semester 2011

### MARCH

5-10	(M-Sat)	Midterm Examinations
14	(W)	Midterm Grades (Web Posting by 4:00 p.m.) / "I" Grades for Fall 2011 Due in the Registrar's Office
28	(W)	Deadline for Dropping Courses
29	(R)	Online Registration Begins – 2012 Summer Terms

### APRIL

2-9	(M-M)	Spring Break (Begins 7:00 a.m.)
10	(T)	Classes Resume (7:00 a.m.)
11	(W)	Online Registration Begins – Fall 2012
20	(F)	Deadline for Withdrawing from the University
25-26	(W-R)	Final Examinations for Graduation Candidates
27	(F)	Graduation Candidates Grades Due (Web Posting and Registrar's Office by 4:00 p.m.)

### MAY

3	(R)	Last Class Day
4	(F)	Quiet Day/Honors and Awards Convocation
5-11	(Sat-F)	Final Examination Period
12	(Sat)	University Commencement
17	(R)	Final Grades Due (Web Posting and Registrar's Office by 12:00 noon)
18	(F)	Semester Ends
23	(W)	Viewing of Final Grades Via Web ( <b>Students</b> )

## SUMMER TERM 2012

Session I -- 9-week classes (June 1 – August 6)

Session I – 4-week classes (June 1 – July 5)

Session II – 4-week classes (July 6 – August 6)

(Final Examinations Given on the Last Class Day of Each Session)

### JUNE

1	(F)	Faculty Reporting Date
1	(F)	Testing and Registration (Freshmen)
4	(M)	General Registration – Session I (All Students)
5	(T)	Classes Begin /Late Registration – Session I (9 weeks & 4 weeks)
8	(F)	Last Day to Register or Add Courses for Credit – Session I (4 weeks)
13	(W)	<b>7<sup>th</sup> Class Day/Purge Any Unpaid Students</b>
14	(R)	Last Day to Drop Courses – Session I (4 weeks)
15	(F)	Deadline for Graduation Applications (Fall 2012)
22	(F)	Last Day to Withdraw from the University – Session I (4 weeks)

### JULY

2	(M)	Last Day of Classes/Final Examination – Session I (4 weeks)
4	(W)	Independence Day Holiday
5	(R)	Session I (4 weeks) Ends / Grades Due – Session I (4 weeks) – Web Posting by 12:00 Noon
6	(F)	General Registration - Session II (All Students)
9	(M)	Last Day to Drop Courses – Session I (9 weeks)
9	(M)	Classes Begin / Late Registration – Session II
11	(W)	Last Day to Register or Add Courses – Session II
16	(M)	Last Day to Drop Courses – Session II
20	(F)	Last Day to Withdraw from the University – Session I (9 weeks) and Session II

### AUGUST

3	(F)	Last Day of Classes/Final Examination – Session I (9 weeks) and Session II
6	(M)	Sessions I (9 weeks) & II Ends / Grades Due (Web Posting by 12:00 Noon)
8	(W)	Viewing of Final Grades Via Web (Students)

## BACCALAUREATE DEGREE WITH A MINOR IN EDUCATION PROGRAM OFFICIAL PLAN (SECONDARY EDUCATION - GRADES 6-12)

<b>Name of University:</b>	Southern University – Baton Rouge
<b>Primary Area of Certification (e.g., Biology):</b>	French: Pathway to Secondary Education Certification

*Directions: Please list the course hours, prefixes, numbers, and titles that have been approved by your university for the Baccalaureate Degree in Secondary Education – Grades 6-12.*

Program Requirements	Semester Hours Required	Course Prefixes And Numbers	Course Titles
<b>GENERAL EDUCATION</b>	English (6 semester hours)	3 ENGL 110	English Composition I
		3 ENGL 111	English Composition II
	Mathematics (6 semester hours)	3 MATH 130	College Mathematics I
		3 MATH 131	College Mathematics II
	Sciences (9 semester hours)	4 BIOL 104/106	General Biology Lecture
		4 BIOL 105/107	General Biology Lecture
		4 PHYS	Physical Science
	Social Studies (6 semester hours)	3 ECON 200	Principles of Economics
		3 POLS 200	American Government
	Arts (3 semester hours)	3 ARTS 200	Understanding the Arts
Humanities (9 hours)	3 HIST 104	American History	
	3 HIST 105	American History	
	3 PHIL 200/210	Philosophy/Logic	

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## BACCALAUREATE DEGREE WITH A MINOR IN EDUCATION PROGRAM OFFICIAL PLAN (SECONDARY EDUCATION - GRADES 6-12) (CONT'D)

Name of University:	Southern University – Baton Rouge
Primary Area of Certification (e.g., <i>Biology – Cont'd</i> ):	French: Pathway to Secondary Education Certification

*Directions: Please list the course hours, prefixes, numbers, and titles that have been approved by your university for the Baccalaureate Degree with a Minor in Education – Grades 6-12.*

Program Requirements		Semester Hours Required	Course Prefixes And Numbers	Course Titles
MINOR IN EDUCATION (15 hours)	Knowledge of the Learner and Learning Environment with an Emphasis on Secondary School Students (15 semester hours)  (Adolescent development or psychology; educational psychology; the learner with special needs; classroom organization and management; and multicultural education.)	3	BHVS 220	Educational Psychology for Teachers
		3	BHVS 240	Adolescent Psychology for Teachers
		3	SPED 299	Survey of Students with Disabilities
		3	CRIR 328	Classroom Management
		3	CRIR 323	Multicultural Education
	Methodology and Teaching (18 semester hours)  Teaching Methodology (6 semester hours)  Reading (3 semester hours)  Student Teaching (9 semester hours)	3	CRIN 427	Methods and Materials in Teaching Foreign Languages
		3	FREN 460	Second Language Methodology
		3	CRIN 495	Teaching Reading in Secondary Schools
		9	CRIN 447	Student Teaching

# BACCALAUREATE DEGREE WITH A MINOR IN EDUCATION PROGRAM OFFICIAL PLAN (SECONDARY EDUCATION - GRADES 6-12) (CONT'D)

<b>Name of University:</b>	Southern University – Baton Rouge
<b>Focus Area – Content Area - Major (e.g., Biology – Grades 6-12)</b>	French: Pathway to Secondary Education Certification

Program Requirements	Semester Hours Required	Course Prefixes And Numbers	Course Titles
<b>FOCUS AREA - CONTENT AREA (MAJOR)</b>  <i>(Note: Students should complete a minimum of 31 semester hours when completing the credit hours in this section and the credit hours in the General Education Section for their specific area of certification. As an example, a teacher candidate could complete 6 semester hours of English in the General Education section and 25 semester hours of English in this section for a total of 31 semester hours.)</i>  <i>(NOTE: Programs for social studies certification may require 50 or more semester hours.)</i>	3	FREN 200	Intermediate French
	3	FREN 201	Intermediate French
	3	FREN 202	French Phonetics
	3	FREN 219	Intermediate French Conversation
	3	FREN 300	French Civilization
	3	FREN 225	Introduction to Reading French Literature
	3	FREN 301	Survey of French Literature
	3	FREN 302	Survey of French Literature
	3	FREN 303	Advanced French Grammar
	3	FREN 380	Advanced French Conversation
	3	FREN 403	Francophone Literature
		3	FREN
<b>FLEXIBLE HOURS FOR THE UNIVERSITY'S USE</b>	3	CRIN 211	Principles of Education
	3	CRIN 402	Evaluation Procedures
	3	ENGL 203	African American Literature
<b>TOTAL HOURS (124 or more semester hours)</b>	120		

**APPROVAL:**

This is to certify that the program is approved:

\_\_\_\_\_  
 College of Education Dean (or designee)

\_\_\_\_\_  
 Campus Head (or designee)

\_\_\_\_\_  
 Board of Regents Designee

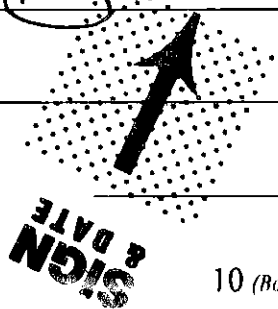
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## BACCALAUREATE DEGREE WITH A MINOR IN EDUCATION PROGRAM OFFICIAL PLAN (SECONDARY EDUCATION - GRADES 6-12)

<b>Name of University:</b>	<b>Southern University – Baton Rouge</b>
<b>Primary Area of Certification (e.g., Biology):</b>	<b>Biology: Pathway to Secondary Education Certification</b>

*Directions: Please list the course hours, prefixes, numbers, and titles that have been approved by your university for the Baccalaureate Degree in Secondary Education – Grades 6-12.*

Program Requirements	Semester Hours Required	Course Prefixes And Numbers	Course Titles	
<b>GENERAL EDUCATION</b>	<b>English</b> <i>(6 semester hours)</i>	3	ENGL 110	Freshman Composition I
		3	ENGL 111	Freshman Composition II
	<b>Mathematics</b> <i>(6 semester hours)</i>	3	MATH 135	Pre Calculus I
		3	MATH 140	Pre Calculus II
	<b>Sciences</b> <i>(9 semester hours)</i>	4	BIOL 108	General Biology
		4	BIOL 109	General Biology
		4	PHYS 141	Elements of Physics
	<b>Social Studies</b> <i>(6 semester hours)</i>	3	ECON 200	Principles of Economics
		3	POLS 200	American Government
	<b>Arts</b> <i>(3 semester hours)</i>	3	ARTS 200	Understanding the Arts
<b>Humanities</b> <i>(9 hours)</i>	3	HIST 104	American History	
	3	HIST 105	American History	
	3	PHIL 200/210	Philosophy/Logic	

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## BACCALAUREATE DEGREE WITH A MINOR IN EDUCATION PROGRAM OFFICIAL PLAN (SECONDARY EDUCATION - GRADES 6-12) (CONT'D)

<b>Name of University:</b>	<b>Southern University – Baton Rouge</b>
<b>Primary Area of Certification (e.g., Biology – Cont'd):</b>	<b>Biology: Pathway to Secondary Education Certification</b>

*Directions: Please list the course hours, prefixes, numbers, and titles that have been approved by your university for the Baccalaureate Degree with a Minor in Education – Grades 6-12.*

	Program Requirements	Semester Hours Required	Course Prefixes And Numbers	Course Titles
<b>MINOR IN EDUCATION</b> <i>(15 hours)</i>	<b>Knowledge of the Learner and Learning Environment with an Emphasis on Secondary School Students</b> <i>(15 semester hours)</i>  <i>(Adolescent development or psychology; educational psychology; the learner with special needs; classroom organization and management; and multicultural education.)</i>	3	BHVS 220	Educational Psychology for Teachers
		3	BHVS 240	Adolescent Psychology for Teachers
		3	SPED 299	Survey of Students with Disabilities
		3	CRIR 328	Classroom Management
		3	CRIR 323	Multicultural Education
	<b>Methodology and Teaching</b> <i>(18 semester hours)</i>  <i>Teaching Methodology</i> <i>(6 semester hours)</i>  <i>Reading</i> <i>(3 semester hours)</i>  <i>Student Teaching</i> <i>(9 semester hours)</i>	3	CRIN 420	Techniques of Teaching Biological and Physical Sciences
		3	CRIN 324	Secondary Methods
		3	CRIN 495	Teaching Reading in Secondary Schools
		9	CRIN 447	Student Teaching

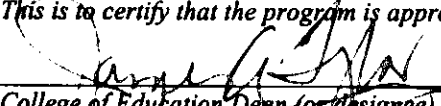
# BACCALAUREATE DEGREE WITH A MINOR IN EDUCATION PROGRAM OFFICIAL PLAN (SECONDARY EDUCATION - GRADES 6-12) (CONT'D)

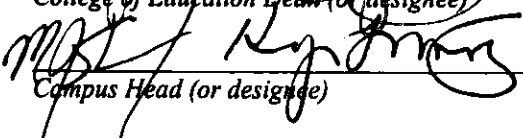
<b>Name of University:</b>	<b>Southern University – Baton Rouge</b>
<b>Focus Area – Content Area - Major (e.g., Biology – Grades 6-12)</b>	<b>Biology: Pathway to Secondary Education Certification</b>

Program Requirements	Semester Hours Required	Course Prefixes And Numbers	Course Titles
<b>FOCUS AREA - CONTENT AREA (MAJOR)</b>  <i>(Note: Students should complete a minimum of 31 semester hours when completing the credit hours in this section and the credit hours in the General Education Section for their specific area of certification. As an example, a teacher candidate could complete 6 semester hours of English in the General Education section and 25 semester hours of English in this section for a total of 31 semester hours.)</i>  <i>(NOTE: Programs for social studies certification may require 50 or more semester hours.)</i>	4	<b>BIOL 201</b>	<b>Zoology</b>
	4	<b>BIOL 209</b>	<b>General Botany</b>
	4	<b>BIOL 310</b>	<b>Morphology of Vascular Plants</b>
	4	<b>BIOL 232</b>	<b>General Microbiology</b>
	4	<b>BIOL 350</b>	<b>Genetics</b>
	4	<b>BIOL 404</b>	<b>Ecology</b>
	4	<b>PHYS 142</b>	<b>Elements of Physics</b>
	4	<b>BIOL 409</b>	<b>Biostatistics</b>
<b>FLEXIBLE HOURS FOR THE UNIVERSITY'S USE</b>	3	<b>CRIN 211</b>	<b>Principles of Education</b>
	3	<b>ENGL 203</b>	<b>African American Literature</b>
	3	<b>CRIN 402</b>	<b>Evaluation Procedures</b>
	3	<b>CRIN 212</b>	<b>Education Computer Lit.</b>
	2	<b>CRIN 205</b>	<b>Seminar in Education</b>
<b>TOTAL HOURS (124 or more semester hours)</b>	<b>121</b>		

**APPROVAL:**

*This is to certify that the program is approved:*

  
 \_\_\_\_\_  
 College of Education Dean (or designee)

  
 \_\_\_\_\_  
 Campus Head (or designee)

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Board of Regents Designee

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Louisiana Department of Education Designee

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Date

## BACCALAUREATE DEGREE WITH A MINOR IN EDUCATION PROGRAM OFFICIAL PLAN (SECONDARY EDUCATION - GRADES 6-12)

Name of University:	Southern University - Baton Rouge
Primary Area of Certification (e.g., Biology):	Spanish: Pathway to Secondary Education Certification

Directions: Please list the course hours, prefixes, numbers, and titles that have been approved by your university for the Baccalaureate Degree in Secondary Education - Grades 6-12.

Program Requirements	Semester Hours Required	Course Prefixes And Numbers	Course Titles	
<b>GENERAL EDUCATION</b>	English (6 semester hours)	3	ENGL 110	English Composition I
		3	ENGL 111	English Composition II
	Mathematics (6 semester hours)	3	MATH 130	College Mathematics I
		3	MATH 131	College Mathematics II
	Sciences (9 semester hours)	4	BIOL 104/106	General Biology Lecture
		4	BIOL 105/107	General Biology Lecture
		4	PHYS 101/102	Physical Science
	Social Studies (6 semester hours)	3	ECON 200	Principles of Economics
		3	POLS 200	American Government
	Arts (3 semester hours)	3	ARTS 200	Understanding the Arts
Humanities (9 hours)	3	HIST 104	American History	
	3	HIST 105	American History	
	3	PHIL 200/210	Philosophy/Logic	

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## BACCALAUREATE DEGREE WITH A MINOR IN EDUCATION PROGRAM OFFICIAL PLAN (SECONDARY EDUCATION - GRADES 6-12) (CONT'D)

Name of University:	Southern University – Baton
Primary Area of Certification (e.g., <i>Biology – Cont'd</i> ):	Spanish: Pathway to Secondary Education Certification

*Directions:* Please list the course hours, prefixes, numbers, and titles that have been approved by your university for the Baccalaureate Degree with a Minor in Education – Grades 6-12.

Program Requirements	Semester Hours Required	Course Prefixes And Numbers	Course Titles	
<b>MINOR IN EDUCATION</b> <i>(15 hours)</i>  <b>Knowledge of the Learner and Learning Environment with an Emphasis on Secondary School Students</b> <i>(15 semester hours)</i>  <i>(Adolescent development or psychology; educational psychology; the learner with special needs; classroom organization and management; and multicultural education.)</i>	3	BHVS 220	Educational Psychology for Teachers	
	3	BHVS 240	Adolescent Psychology for Teachers	
	3	SPED 299	Survey of Students with Disabilities	
	3	CRIR 328	Classroom Management	
	3	CRIR 323	Multicultural Education	
	<b>Methodology and Teaching</b> <i>(18 semester hours)</i>  <i>Teaching Methodology</i> <i>(6 semester hours)</i>  <i>Reading</i> <i>(3 semester hours)</i>  <i>Student Teaching</i> <i>(9 semester hours)</i>	3	CRIN 427	Methods and Materials in Teaching Foreign Languages
		3	SPAN 460	Second Language Methodology
		3	CRIN 495	Teaching Reading in Secondary Schools
		9	CRIN 447	Student Teaching

## BACCALAUREATE DEGREE WITH A MINOR IN EDUCATION PROGRAM OFFICIAL PLAN (SECONDARY EDUCATION - GRADES 6-12) (CONT'D)

<b>Name of University:</b>	<b>Southern University – Baton Rouge</b>
<b>Focus Area – Content Area - Major (e.g., Biology – Grades 6-12)</b>	<b>Spanish: Pathway to Secondary Education Certification</b>

Program Requirements	Semester Hours Required	Course Prefixes And Numbers	Course Titles
<b>FOCUS AREA - CONTENT AREA (MAJOR)</b>  <i>(Note: Students should complete a minimum of 31 semester hours when completing the credit hours in this section and the credit hours in the General Education Section for their specific area of certification. As an example, a teacher candidate could complete 6 semester hours of English in the General Education section and 25 semester hours of English in this section for a total of 31 semester hours.)</i>  <i>(NOTE: Programs for social studies certification may require 50 or more semester hours.)</i>	3	SPAN 200	Intermediate Spanish
	3	SPAN 201	Intermediate Spanish
	3	SPAN 219	Intermediate Spanish Conversation
	3	SPAN 255	Introduction to Hispanic Literature
	3	SPAN 300	Advanced Spanish
	3	SPAN 302/303	Spanish Civilization or Spanish American Civilization
	3	SPAN 304/305	Introduction to Spanish Literature
	3	SPAN 306/307	Introduction Spanish American Literature
	3	SPAN 202	Spanish Phonetics
	3	SPAN 403	Applied Spanish Linguistics
	3	SPAN	Spanish Elective
	3	SPAN 400	Advanced Spanish Composition & Conversation
<b>FLEXIBLE HOURS FOR THE UNIVERSITY'S USE</b>	3	CRIN 211	Principles of Education
	3	CRIN 402	Evaluation Procedures
	3	ENGL 203	African American Literature
<b>TOTAL HOURS (124 or more semester hours)</b>	120		

**APPROVAL:**

*This is to certify that the program is approved:*

\_\_\_\_\_  
College of Education Dean (or designee)

\_\_\_\_\_  
Campus Head (or designee)

\_\_\_\_\_  
Board of Regents Designee

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## BACCALAUREATE DEGREE WITH A MINOR IN EDUCATION PROGRAM OFFICIAL PLAN (SECONDARY EDUCATION - GRADES 6-12)

Name of University:	Southern University – Baton Rouge
Primary Area of Certification (e.g., Biology):	Physics: Pathway to Secondary Education Certification

Directions: Please list the course hours, prefixes, numbers, and titles that have been approved by your university for the Baccalaureate Degree in Secondary Education – Grades 6-12.

Program Requirements	Semester Hours Required	Course Prefixes And Numbers	Course Titles	
GENERAL EDUCATION	English (6 semester hours)	3	ENGL 110	English Composition I
		3	ENGL 111	English Composition II
	Mathematics (6 semester hours)	4	MATH 264	Calculus I
		4	MATH 265	Calculus II
	Sciences (9 semester hours)	3	BIOL 104	General Biology Lecture
		3	BIOL 105	General Biology Lecture
		4	PHYS 141	Elements of Physics
	Social Studies (6 semester hours)	3	ECON 200	Principles of Economics
		3	POLS 200	American Government
	Arts (3 semester hours)	3	ARTS 200	Understanding the Arts
	Humanities (9 hours)	3	HIST 104	American History
3		HIST 105	American History	
3		PHIL 200/210	Philosophy/Logic	

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## BACCALAUREATE DEGREE WITH A MINOR IN EDUCATION PROGRAM OFFICIAL PLAN (SECONDARY EDUCATION - GRADES 6-12) (CONT'D)

<b>Name of University:</b>	Southern University – Baton Rouge
<b>Primary Area of Certification (e.g., Biology – Cont'd):</b>	Physics: Pathway to Secondary Education Certification

**Directions:** Please list the course hours, prefixes, numbers, and titles that have been approved by your university for the Baccalaureate Degree with a Minor in Education – Grades 6-12.

Program Requirements	Semester Hours Required	Course Prefixes And Numbers	Course Titles	
<b>MINOR IN EDUCATION</b> <i>(15 hours)</i>				
	<b>Knowledge of the Learner and Learning Environment with an Emphasis on Secondary School Students</b> <i>(15 semester hours)</i>	3	BHVS 220	Educational Psychology for Teachers
	<i>(Adolescent development or psychology; educational psychology; the learner with special needs; classroom organization and management; and multicultural education.)</i>	3	BHVS 240	Adolescent Psychology for Teachers
		3	SPED 299	Survey of Students with Disabilities
		3	CRIR 328	Classroom Management
		3	CRIR 323	Multicultural Education
	<b>Methodology and Teaching</b> <i>(18 semester hours)</i>	3	CRIN 420	Techniques of Teaching Biological and Physical Sciences
	<i>Teaching Methodology</i> <i>(6 semester hours)</i>	3	CRIN 324	Secondary Schools Methods and Materials
	<i>Reading</i> <i>(3 semester hours)</i>	3	CRIN 495	Teaching Reading in Secondary Schools
	<i>Student Teaching</i> <i>(9 semester hours)</i>	9	CRIN 447	Student Teaching

# BACCALAUREATE DEGREE WITH A MINOR IN EDUCATION PROGRAM OFFICIAL PLAN (SECONDARY EDUCATION - GRADES 6-12) (CONT'D)

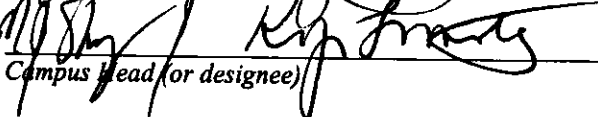
<b>Name of University:</b>	Southern University – Baton Rouge
<b>Focus Area – Content Area - Major (e.g., Biology – Grades 6-12)</b>	Physics: Pathway to Secondary Education Certification

Program Requirements	Semester Hours Required	Course Prefixes And Numbers	Course Titles
<b>FOCUS AREA - CONTENT AREA (MAJOR)</b>  <i>(Note: Students should complete a minimum of 31 semester hours when completing the credit hours in this section and the credit hours in the General Education Section for their specific area of certification. As an example, a teacher candidate could complete 6 semester hours of English in the General Education section and 25 semester hours of English in this section for a total of 31 semester hours.)</i>  <i>(NOTE: Programs for social studies certification may require 50 or more semester hours.)</i>	4	PHYS 142	Elements of Physics
	3	PHYS 145	Discovery of Physics
	5	PHYS 221	General Physics I
	5	PHYS 222	General Physics II
	5	PHYS 251	Intermediate Physics I
	3	PHYS 341	Experimental Physics I
	3	PHYS 271	Modern Physics
	5	PHYS 252	Intermediate Physics II
<b>FLEXIBLE HOURS FOR THE UNIVERSITY'S USE</b>	4	MATH 265	Calculus II
	3	CRIN 211	Principles of Education
	3	CRIN 402	Evaluation Procedures
	3	ENGL 203	African American Literature
<b>TOTAL HOURS</b> (124 or more semester hours)	121		

**APPROVAL:**

*This is to certify that the program is approved:*

  
 College of Education Dean (or designee)

  
 Campus Head (or designee)

Board of Regents Designee

Louisiana Department of Education Designee

7/1/10  
 Date

7/6/10 / 7.7.10  
 Date

Date

Date

# BACCALAUREATE DEGREE WITH A MINOR IN EDUCATION PROGRAM OFFICIAL PLAN (SECONDARY EDUCATION - GRADES 6-12)

Name of University:	Southern University - Baton Rouge
Primary Area of Certification (e.g., Biology):	Math: Pathway to Secondary Education Certification

Directions: Please list the course hours, prefixes, numbers, and titles that have been approved by your university for the Baccalaureate Degree in Secondary Education - Grades 6-12.

Program Requirements	Semester Hours Required	Course Prefixes And Numbers	Course Titles
<b>GENERAL EDUCATION</b>	English (6 semester hours)	3 ENGL 110	English Composition I
		3 ENGL 111	English Composition II
	Mathematics (6 semester hours)	3 MATH 135	Pre Calculus I
		3 MATH 140	Pre Calculus II
	Sciences (9 semester hours)	4 BIOL 104/106	General Biology
		4 BIOL 105/107	General Biology
		4 PHYS 101/102	Physical Science
	Social Studies (6 semester hours)	3 ECON 200	Principles of Economics
		3 POLS 200	American Government
	Arts (3 semester hours)	3 ARTS 200	Understanding the Arts
Humanities (9 hours)	3 HIST 104	American History	
	3 HIST 105	American History	
	3 PHIL 200/210	Philosophy/Logic	

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ACADEMIC AFFAIRS

## BACCALAUREATE DEGREE WITH A MINOR IN EDUCATION PROGRAM OFFICIAL PLAN (SECONDARY EDUCATION - GRADES 6-12) (CONT'D)

Name of University:	Southern University – Baton Rouge
Primary Area of Certification (e.g., <i>Biology – Cont'd</i> ):	Math: Pathway to Secondary Education Certification

*Directions: Please list the course hours, prefixes, numbers, and titles that have been approved by your university for the Baccalaureate Degree with a Minor in Education – Grades 6-12.*

Program Requirements	Semester Hours Required	Course Prefixes And Numbers	Course Titles
<b>MINOR IN EDUCATION</b> <i>(15 hours)</i>	3	BHVS 220	Educational Psychology for Teachers
	3	BHVS 240	Adolescent Psychology for Teachers
	3	SPED 299	Survey of Students with Disabilities
	3	CRIR 328	Classroom Management
	3	CRIR 323	Multicultural Education
<b>Methodology and Teaching</b> <i>(18 semester hours)</i>  <i>Teaching Methodology</i> <i>(6 semester hours)</i>  <i>Reading</i> <i>(3 semester hours)</i>  <i>Student Teaching</i> <i>(9 semester hours)</i>	3	CRIN 425	Teaching Mathematics in Secondary Schools
	3	CRIN 324	Secondary Methods
	3	CRIN 495	Teaching Reading in Secondary Schools
	9	CRIN 447	Student Teaching

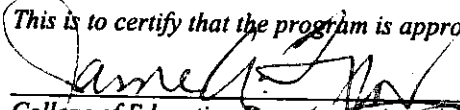
# BACCALAUREATE DEGREE WITH A MINOR IN EDUCATION PROGRAM OFFICIAL PLAN (SECONDARY EDUCATION - GRADES 6-12) (CONT'D)

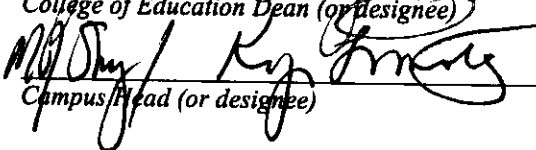
<b>Name of University:</b>	Southern University –Baton Rouge
<b>Focus Area – Content Area - Major (e.g., Biology – Grades 6-12)</b>	Math: Pathway to Secondary Education Certification

Program Requirements	Semester Hours Required	Course Prefixes And Numbers	Course Titles
<b>FOCUS AREA - CONTENT AREA (MAJOR)</b>  <i>(Note: Students should complete a minimum of 31 semester hours when completing the credit hours in this section and the credit hours in the General Education Section for their specific area of certification. As an example, a teacher candidate could complete 6 semester hours of English in the General Education section and 25 semester hours of English in this section for a total of 31 semester hours.)</i>  <i>(NOTE: Programs for social studies certification may require 50 or more semester hours.)</i>	3	MATH 233	Linear Algebra
	3	MATH 250	Topics in Geometry
	3	MATH 276	Statistics for Science Engineering
	3	MATH 330	Modern Algebra
	3	MATH 379	Discrete Mathematics
	3	MATH 401	History of Mathematics
	3	MATH 482	Geometry
	3	MATH 483	Principles of Analysis
	4	MATH 264	Calculus I
	4	MATH 265	Calculus II
4	MATH 364	Calculus III	
<b>FLEXIBLE HOURS FOR THE UNIVERSITY'S USE</b>	3 3 3	CRIN 211 ENGL 203 CRIN 402	Principles of Education African American Literature Evaluation Procedures
<b>TOTAL HOURS (124 or more semester hours)</b>	<b>120</b>		

**APPROVAL:**

*This is to certify that the program is approved:*

  
 College of Education Dean (or designee)

  
 Campus Head (or designee)

\_\_\_\_\_  
 Board of Regents Designee

\_\_\_\_\_  
 Louisiana Department of Education Designee

7/1/10  
 Date

7/6/10 / 7.7.10  
 Date

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 Date

\_\_\_\_\_  
 Date

# BACCALAUREATE DEGREE WITH A MINOR IN EDUCATION PROGRAM OFFICIAL PLAN (SECONDARY EDUCATION - GRADES 6-12)

Name of University:	Southern University - Baton Rouge
Primary Area of Certification (e.g., Biology):	Chemistry: Pathway to Secondary Education Certification

Directions: Please list the course hours, prefixes, numbers, and titles that have been approved by your university for the Baccalaureate Degree in Secondary Education - Grades 6-12.

Program Requirements	Semester Hours Required	Course Prefixes And Numbers	Course Titles
<b>GENERAL EDUCATION</b>	English (6 semester hours)	3 ENGL 110	Freshman Composition I
		3 ENGL 111	Freshman Composition II
	Mathematics (6 semester hours)	3 MATH 135	Pre Calculus I
		3 MATH 140	Pre Calculus II
	Sciences (9 semester hours)	3 BIOL 104	General Biology
		3 BIOL 105	General Biology
		3 CHEM 132	General Chemistry
		1 CHEM 112	General Chemistry Lab
	Social Studies (6 semester hours)	3 ECON 200	Principles of Economics
		3 POLS 200	American Government
Arts (3 semester hours)	3 ARTS 200	Understanding the Arts	
Humanities (9 hours)	3	HIST 104	American History
	3	HIST 105	American History
	3	PHIL 200/210	Philosophy/Logic

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ACADEMIC AFFAIRS

## BACCALAUREATE DEGREE WITH A MINOR IN EDUCATION PROGRAM OFFICIAL PLAN (SECONDARY EDUCATION - GRADES 6-12) (CONT'D)

Name of University:	Southern University – Baton Rouge
Primary Area of Certification (e.g., <i>Biology – Cont'd</i> ):	Chemistry: Pathway to Secondary Education Certification

*Directions: Please list the course hours, prefixes, numbers, and titles that have been approved by your university for the Baccalaureate Degree with a Minor in Education – Grades 6-12.*

Program Requirements		Semester Hours Required	Course Prefixes And Numbers	Course Titles
<b>MINOR IN EDUCATION</b> (15 hours)	<b>Knowledge of the Learner and Learning Environment with an Emphasis on Secondary School Students</b> (15 semester hours)  (Adolescent development or psychology; educational psychology; the learner with special needs; classroom organization and management; and multicultural education.)	3	BHVS 220	Educational Psychology for Teachers
		3	BHVS 240	Adolescent Psychology for Teachers
		3	SPED 299	Survey of Students with Disabilities
		3	CRIR 328	Classroom Management
		3	CRIR 323	Multicultural Education
	<b>Methodology and Teaching</b> (18 semester hours)  <i>Teaching Methodology</i> (6 semester hours)  <i>Reading</i> (3 semester hours)  <i>Student Teaching</i> (9 semester hours)	3	CRIN 420	Techniques of Teaching Biological and Physical Sciences
		3	CRIN 324	Secondary Methods
		3	CRIN 495	Teaching Reading in Secondary Schools
		9	CRIN 447	Student Teaching

# BACCALAUREATE DEGREE WITH A MINOR IN EDUCATION PROGRAM OFFICIAL PLAN (SECONDARY EDUCATION - GRADES 6-12) (CONT'D)

<b>Name of University:</b>	Southern University – Baton Rouge
<b>Focus Area – Content Area - Major (e.g., Biology – Grades 6-12)</b>	Chemistry: Pathway to Secondary Education Certification

Program Requirements	Semester Hours Required	Course Prefixes And Numbers	Course Titles
<b>FOCUS AREA - CONTENT AREA (MAJOR)</b>  <i>(Note: Students should complete a minimum of 31 semester hours when completing the credit hours in this section and the credit hours in the General Education Section for their specific area of certification. As an example, a teacher candidate could complete 6 semester hours of English in the General Education section and 25 semester hours of English in this section for a total of 31 semester hours.)</i>  <i>(NOTE: Programs for social studies certification may require 50 or more semester hours.)</i>	3	CHEM 133	General Chemistry
	1	CHEM 113	General Chemistry Lab
	3	CHEM 230	Organic Chemistry
	3	CHEM 231	Organic Chemistry
	4	CHEM 242/243	Quantitative Analysis
	4	CHEM 312/314	Physical Chemistry
	3	CHEM 340	General Biochemistry
	1	CHEM 220	Organic Chemistry
	1	CHEM 342	General Biochemistry Lab
	2	CHEM 221	Organic Chemistry
	3	CHEM 438	Environmental Chemistry
	4	CHEM 443	Inorganic Chemistry
	4	PHYS 141/142	Elements of Physics
<b>FLEXIBLE HOURS FOR THE UNIVERSITY'S USE</b>	3	CRIN 211	Principles of Education
	3	ENGL 203	African American Literature
	3	CRIN 402	Evaluation Procedures
	3	CRIN 212	Education Computer Lit.
<b>TOTAL HOURS (124 or more semester hours)</b>	<b>121</b>		

**APPROVAL:**

This is to certify that the program is approved:

\_\_\_\_\_  
College of Education Dean (or designee)

\_\_\_\_\_  
Campus Head (or designee)

\_\_\_\_\_  
Board of Regents Designee

7/1/10  
Date

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Date

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Date

# BACCALAUREATE DEGREE WITH A MINOR IN EDUCATION PROGRAM OFFICIAL PLAN (SECONDARY EDUCATION - GRADES 6-12)

Name of University:	Southern University – Baton Rouge
Primary Area of Certification (e.g., Biology):	English: Pathway to Secondary Education Certification

Directions: Please list the course hours, prefixes, numbers, and titles that have been approved by your university for the Baccalaureate Degree in Secondary Education – Grades 6-12.

Program Requirements	Semester Hours Required	Course Prefixes And Numbers	Course Titles	
GENERAL EDUCATION	English (6 semester hours)	3	ENGL 110	Freshman Composition I
		3	ENGL 111	Freshman Composition II
	Mathematics (6 semester hours)	3	MATH 130	College Mathematics I
		3	MATH 131	College Mathematics II
	Sciences (9 semester hours)	4	BIOL 104/106	General Biology
		4	BIOL 105/107	General Biology
		4	PHYS 101/102	Physical Science
	Social Studies (6 semester hours)	3	ECON 200	Principles of Economics
		3	POLS 200	American Government
	Arts (3 semester hours)	3	ARTS 200	Understanding the Arts
Humanities (9 hours)	3	HIST 104	American History	
	3	HIST 105	American History	
	3	PHIL 200/210	Philosophy/Logic	

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ACADEMIC AFFAIRS

## BACCALAUREATE DEGREE WITH A MINOR IN EDUCATION PROGRAM OFFICIAL PLAN (SECONDARY EDUCATION - GRADES 6-12) (CONT'D)

<b>Name of University:</b>	Southern University – Baton Rouge
<b>Primary Area of Certification (e.g., Biology – Cont'd):</b>	English: Pathway to Secondary Education Certification

*Directions: Please list the course hours, prefixes, numbers, and titles that have been approved by your university for the Baccalaureate Degree with a Minor in Education – Grades 6-12.*

Program Requirements		Semester Hours Required	Course Prefixes And Numbers	Course Titles
<b>MINOR IN EDUCATION</b> (15 hours)	<b>Knowledge of the Learner and Learning Environment with an Emphasis on Secondary School Students</b> (15 semester hours)  (Adolescent development or psychology; educational psychology; the learner with special needs; classroom organization and management; and multicultural education.)	3	BHVS 220	Educational Psychology for Teachers
		3	BHVS 240	Adolescent Psychology for Teachers
		3	SPED 299	Survey of Students with Disabilities
		3	CRIR 328	Classroom Management
		3	CRIR 323	Multicultural Education
	<b>Methodology and Teaching</b> (18 semester hours)  Teaching Methodology (6 semester hours)  Reading (3 semester hours)  Student Teaching (9 semester hours)	3	CRIN 422	Methods and Materials in Secondary School English
		3	CRIN 324	Secondary School Methods and Materials
		3	CRIN 495	Teaching Reading in Secondary Schools
		9	CRIN 447	Student Teaching

# BACCALAUREATE DEGREE WITH A MINOR IN EDUCATION PROGRAM OFFICIAL PLAN (SECONDARY EDUCATION - GRADES 6-12) (CONT'D)

<b>Name of University:</b>	Southern University – Baton Rouge
<b>Focus Area – Content Area - Major (e.g., Biology – Grades 6-12)</b>	English: Pathway to Secondary Education Certification

Program Requirements	Semester Hours Required	Course Prefixes And Numbers	Course Titles
<b>FOCUS AREA - CONTENT AREA (MAJOR)</b>  <i>(Note: Students should complete a minimum of 31 semester hours when completing the credit hours in this section and the credit hours in the General Education Section for their specific area of certification. As an example, a teacher candidate could complete 6 semester hours of English in the General Education section and 25 semester hours of English in this section for a total of 31 semester hours.)</i>  <i>(NOTE: Programs for social studies certification may require 50 or more semester hours.)</i>	3	ENGL 200	Intro to Lit.
	3	ENGL 305	Applied English Grammar
	3	ENGL 308	English Lit I
	3	ENGL 309	English Lit. II
	3	ENGL 310	American Lit. I
	3	ENGL 311	American Lit. II
	3	ENGL 451	Literary Criticism
	3	ENGL 433	History of the English Language
	3	ENGL 470/471 Or 480	Chaucer /Milton or Shakespeare
	3	ENGL 313	African American Lit.
	3	ENGL 201	World Literature
	3	ENGL	English Elective
<b>FLEXIBLE HOURS FOR THE UNIVERSITY'S USE</b>	3 3 3	CRIN 211 CRIN 402 HIST 311	Principles of Education Evaluation Procedures African American History
<b>TOTAL HOURS (124 or more semester hours)</b>	<b>120</b>		

**APPROVAL:**

*This is to certify that the program is approved:*

\_\_\_\_\_  
 College of Education Dean (or designee)  
 \_\_\_\_\_  
 Campus Head (or designee)  
 \_\_\_\_\_  
 Board of Regents Designee

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 7/6/10 7.7.10  
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 Date

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(Form U - Baccalaureate - Integrated to Merged - Grades 4-8)

JUL 02 2010

**BACCALAUREATE DEGREE PROGRAM  
OFFICIAL PLAN (2009) GENERAL SPECIAL EDUCATION MILD/MODERATE: AN  
INTEGRATED TO MERGED APPROACH - GRADES 4-8)**

Name of University:	Southern University-Baton Rouge
Content Areas of Certification (e.g., Mathematics, Science, English, Language Arts)	Middle School Math and Science

Directions: Please list the course hours, prefixes, numbers, and titles that have been approved by your university for the Baccalaureate Degree - General Special Education Mild/Moderate: An Integrated to Merged Approach - Grades 4-8.

Program Requirements		Credit Hours Required	Course Prefixes And Numbers	Course Titles
General Education	English (12 credit hours)	3 3 3 3	*ENGL 110 *ENGL 111 *ENGL 201 *ENGL 305	English Composition English Composition World Literature Applied English Grammar
	Mathematics (12 credit hours)	3 3 3 3	*MATH 130 *MATH 131 *MATH 204 *MATH 205	College Mathematics I College Mathematics II Concepts of Elementary Math Informal Geometry
	Science (15 credit hours)	3 1 3 1 4 3	*BIOL 104 *BIOL 106 *BIOL 105 *BIOL 107 *PHYS 101/102 *CHEM 132	Biology Lecture Biology Lab Biology Lecture Biology Lab Physical Science General Chemistry
	Social Studies (12 credit hours)	3 3 3 3	*HIST 104 and *HIST 105 *HIST 230 *GEOG 221	American History American History Louisiana History Principles of Geography
	Arts (3 credit hours)	3	*ARTS 200	Understanding the Arts
	Knowledge of the Learner & Learning Environment (Child Development/Psychology; Adolescent Psychology, Educational Psychology; The Learner with Special Needs, Classroom Organization and Management; and Multicultural Education) (15 credit hours)	3 3 3 3	*BHVS 220 *BHVS 240 *SPED 299 *CRIN 323	Educational Psychology for Classroom Teachers Adolescent Psychology Survey of Students with Disabilities Multicultural Education

**BACCALAUREATE DEGREE PROGRAM  
OFFICIAL PLAN (GENERAL SPECIAL EDUCATION MILD/MODERATE: AN  
INTEGRATED TO MERGED APPROACH – GRADES 1-5) (CONT'D.)**

Program Requirements		Credit Hours Required	Course Prefixes And Numbers	Course Titles
Focus Area	Special Education Focus Area (A total of 21 credit hours of special education coursework)	3	*SPED 301	Characteristics of Learners with Mild/Moderate Disabilities
		3	*SPED 306	Understanding and Interpreting Assessment Data for Instructional Planning
		3	*SPED 405	Teaching Core Content to Students with Special Needs in Elementary and Middle School Inclusive Classrooms
		3	*SPED 406	Reading in the Content Areas for Elementary and Middle School Students with Mild/Moderate Disabilities
		3	*SPED 408	Classroom Management for Students with and without Disabilities
		3	*SPED 410	Principles of Teaching and Learning in Elementary and Middle School Classrooms
		3	*SPED 418	Teaching Pre-vocational Skills to Mild/Moderate Learners
One Middle School Content Focus Area (Total of 21 credit hours in one of the following content areas: English, Mathematics, Science, or Social Studies) (Note: General Education coursework may be used to create the 21 credit hours)	4	*PHYS 201	Earth Science	
	3	*MATH 233	Linear Algebra	
	4	*MATH 264	Calculus I	
Methodology and Teaching	Reading and Literacy Content/ Methodology (6 credit hours)	3	*CRIN 347	Middle School Reading Methods Diagnosis and Correction of Reading Difficulties
		3	*CRIN 349	
	Teaching Methodology and Strategies (6 credit hours)	3	*CRIN 345	Middle School Mathematics Methods
		3	*CRIN 346	Middle School Science Methods
	Student Teaching (9 credit hours)	9	*CRIN 445	Middle School Student Teaching Student Teaching Seminar
		0	*CRIN 449	
Flexible Hours for the University's Use (3-6 credit hours)		2	*CRIN 205	Seminar in Education
		3	*CRIN 211	Principles of Education
		2	*HLTH 110	Principles of Health or 2 PHED activity course
<b>TOTAL HOURS (123 credit hours)</b>		<b>126</b>		

**APPROVAL:**

*This is to certify that the program is approved:*

\_\_\_\_\_  
College of Education Dean (or designee)

\_\_\_\_\_  
Campus Head (or designee)

\_\_\_\_\_  
Board of Regents Designee

\_\_\_\_\_  
Louisiana Department of Education Designee

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Date

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Date

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Date

**RECEIVED BACCALAUREATE DEGREE PROGRAM**  
**OFFICIAL PLAN (GENERAL SPECIAL EDUCATION MILD/MODERATE: AN**  
**INTEGRATED TO MERGED APPROACH – GRADES 1-5)**

JUL 02 2010

Name of University: Southern University-Baton Rouge

ACADEMIC AFFAIRS

Directions: Please list the course hours, prefixes, numbers, and titles that have been approved by your university for the Baccalaureate Degree – General Special Education Mild/Moderate: An Integrated to Merged Approach – Grades 1-5.

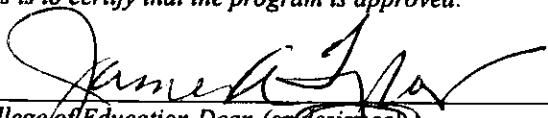
Program Requirements		Credit Hours Required	Course Prefixes And Numbers	Course Titles
General Education	English (12 credit hours)	3 3 3 3	*ENGL 110 *ENGL 111 *ENGL 201 *ENGL 203	English Composition English Composition World Literature Introduction to African American Literature
	Mathematics (12 credit hours)	3 3 3 3	*MATH 130 *MATH 131 *MATH 204 *MATH 205	College Mathematics I College Mathematics II Concepts of Elementary Mathematics Informal Geometry
	Science (15 credit hours)	3 1 3 1 4 3	*BIOL 104 *BIOL 106 *BIOL 105 *BIOL107 *PHYS 101 *CHEM 128	General Biology Lecture General Biology Laboratory General Biology Lecture General Biology Laboratory Physical Science General Chemistry
	Social Studies (12 credit hours)	3 3 3 3	*HIST 104 *HIST 105 *GEOG 221 *SOCL 210	American History American History Principles of Geography Introduction to Sociology
	Arts (3 credit hours)	3	*MUSC 327	Fundamentals of Music
Knowledge of the Learner & Learning Environment (Child Development/Psychology; Adolescent Psychology, Educational Psychology; The Learner with Special Needs, Classroom Organization and Management; and Multicultural Education) (15 credit hours)		3 3 3 3	*BHVS 220 *BHVS 230 *SPED 299 *CRIN 323	Educational Psychology for Classroom Teachers Child Psychology for Classroom Teachers Survey of Students with Disabilities Multicultural Education

**BACCALAUREATE DEGREE PROGRAM**  
**OFFICIAL PLAN (GENERAL SPECIAL EDUCATION MILD/MODERATE: AN**  
**INTEGRATED TO MERGED APPROACH – GRADES 1-5) (CONT'D.)**

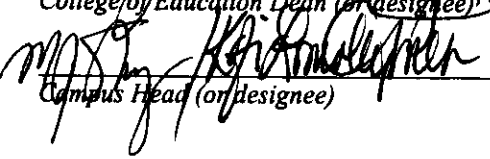
Program Requirements		Credit Hours Required	Course Prefixes And Numbers	Course Titles
<b>Special Education Focus Area</b> ( <i>A total of 21 credit hours of special education coursework</i> )		3	*SPED 301	<b>Characteristics of Learners with Mild/Moderate Disabilities</b> <b>Understanding and Interpreting Assessment Data for Instructional Planning</b> <b>Teaching Core Content to Students with Special Needs in Elementary and Middle School Inclusive Classrooms</b> <b>Reading in the Content Areas for Elementary and Middle School Students with Mild/Moderate Disabilities</b> <b>Classroom Management for Students with and without Disabilities</b> <b>Principles of Teaching and Learning in Elementary and Middle School Classrooms</b> <b>Teaching Pre-vocational Skills to Mild/Moderate Learners</b>
		3	*SPED 306	
		3	*SPED 405	
		3	*SPED 406	
		3	*SPED 408	
		3	*SPED 410	
		3	*SPED 418	
<b>Methodology and Teaching</b>	<b>Reading and Literacy Content/ Methodology</b> ( <i>12 credit hours</i> )	3	*CRIN 331	<b>Elementary Language Arts Methods</b> <b>Elementary Reading Methods</b> <b>Practicum in Reading</b> <b>Diagnosis and Correction of Reading Difficulties</b>
		3	*CRIN 337	
		3	*CRIN 353	
		3	*CRIN 349	
	<b>Math Content/ Methodology</b> ( <i>6 credit hours</i> )	3	*CRIR 335	<b>Elementary Mathematics Methods</b> <b>Mathematics for Early Childhood and Elementary Teachers</b>
		3	*CRIN 329	
	<b>Teaching Methodology and Strategies</b> ( <i>Science and Social Studies must be addressed</i> ) ( <i>6 credit hours</i> )	3	*CRIN 330	<b>Elementary Social Studies Methods</b> <b>Elementary Science Methods</b>
		3	*CRIN 336	
<b>Student Teaching</b> ( <i>9 credit hours</i> )	9	*CRIN 443	<b>Elementary Student Teaching</b> <b>Student Teaching Seminar</b>	
	0	*CRIN 449		
<b>Flexible Hours for the University's Use</b> ( <i>3 credit hours</i> )		2	*CRIN 205	<b>Seminar in Education</b> <b>Principles of Education</b> <b>Methods of Elementary and Secondary Physical Ed.</b> <b>Principles of Health or 2 PHED activity courses</b> <b>Techniques of Speech</b>
		3	*CRIN 211	
		3	*PHED 443	
		2	*HLTH 110	
		3	*SPTH 210	
<b>TOTAL HOURS</b> ( <i>126 credit hours</i> )		127		

**APPROVAL:**

*This is to certify that the program is approved:*

  
\_\_\_\_\_  
College of Education Dean (or designee)

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Campus Head (or designee)

7/6/10 / 7/8/10  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Board of Regents Designee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Louisiana Department of Education Designee

\_\_\_\_\_  
Date



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

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

July 8, 2010

To: Ronald Mason, Jr., President, Southern University System  
 From: Kofi Lomotey, Chancellor  
 Re: Request for action items related to termination, merger, and realignment of programs to be added to July 23, 2010, Board of Supervisors' meeting agenda [Revised]

Southern University and A&M College respectfully requests its Proposed Plan for Terminations, Mergers and Re-Alignments of Academic Programs (AY 2011-2012) be placed on the agenda of the July 23, 2010, meeting of the Board of Supervisors for appropriate action. Our recommendations are summarized in the four grouping below as well as in the attached table.

1. We request approval of the Board of Supervisors to submit seven applications to the Board of Regents and to the Board of Elementary and Secondary Education. These seven items are each marked by an asterisk (\*). Approving these items will provide students with the option to complete teacher certification requirements in the College of Education while simultaneously completing baccalaureate degree programs in specific content area disciplines. The corresponding BA degree programs in the College of Education will be terminated. There will be no adverse impact on students or faculty. The forms needed to implement these actions have been forwarded to the President to be signed. The seven items are:

Baccalaureate degree with a minor in education program official plan (Secondary Education – Grades 6-12) **French**: Pathway to Secondary Education Certification

Baccalaureate degree with a minor in education program official plan (Secondary Education – Grades 6-12) **Biology**: Pathway to Secondary Education Certification

Baccalaureate degree with a minor in education program official plan (Secondary Education – Grades 6-12) **Spanish**: Pathway to Secondary Certification

Baccalaureate degree with a minor in education program official plan (Secondary Education – Grades 6-12) **Physics**: Pathway to Secondary Certification

Baccalaureate degree with a minor in education program official plan (Secondary Education – Grades 6-12) **Math**: Pathway to Secondary Certification

Baccalaureate degree with a minor in education program official plan (Secondary Education – Grades 6-12) **English**: Pathway to Secondary Certification

Baccalaureate degree with a minor in education program official plan (Secondary Education – Grades 6-12) **Chemistry: Pathway to Secondary Certification**

2. We request the approval of the Board of Supervisors to submit applications to the Board of Regents and the Board of Elementary and Secondary Education to integrate to merge the baccalaureate degree programs in Special Education, Elementary Education (Grades 1-5), and Middle School Education (Grades 4-8). This will result in two new degree programs. The forms needed to implement these actions have been forwarded to the President to be signed. These actions are combined as a single Special Education item and marked by a double asterisk (\*\*):

- Baccalaureate degree program official plan (General Special Education Mild/Moderate: An Integrated to Merged Approach – Grades 1-5); and
- Baccalaureate degree program official plan (General Special Education Mild/Moderate: An Integrated to Merged Approach – Grades 4-8) Content area: Middle School Math and Science.

3. We request the:

- a. Termination of the Bachelor of Science (BS) in Agricultural Economics. The Board of Regents planned to terminate the degree program because of its low completion rates. The College of Agricultural, Family & Consumer Sciences proposed offering Agricultural Economics as a concentration in the Soil Science degree program. The Board of Regents accepted this recommendation.
- b. Termination of the Bachelor of Architecture (BAR) degree. We seek approval of the recommendation to close the program at this time because one academic year's notice must be provided to tenured faculty when a program is slated for closure. In effect, the University would need to provide such notification no later than the first week of August 2010 in order to terminate a program in AY 2011-2012. We are discussing options for maintaining this degree program with the School of Architecture and with some of the alumni of the program. Should other options be deemed viable, we can pursue them. However, should no other options prove viable, we would lose the option to terminate the program if we fail to provide the required notice to the tenured faculty.
- c. Consolidation of the Master of Science in Chemistry and the Master of Science in Environmental Science to form a single Master of Science degree in Chemistry. The two existing programs were under threat of closure due to low completion rates. The Board of Regents recommended the merger.
- d. Merging the Master of Education degree in Elementary Education and the Master of Education degree in Secondary Education. The result will be a single Master of Education degree in Curriculum and Instruction within the College of Education.
- e. Placing the responsibility for graduate program coordination with department chairpersons. Some department chairs already coordinate graduate programs in their respective departments. Some coordinators are compensated and some are not. A higher stipend for department chairs who coordinate graduate programs is recommended.

4. Five items in our Proposed Plan for Terminations, Mergers and Re-Alignments of Academic Programs (AY 2011-2012) were approved during the Board of Supervisors' June 30, 2010, meeting. These items are marked with a triple asterisk (\*\*\*)

**Southern University and A&M College – Baton Rouge REVISED 7-12-2010**

**Proposed Plan for Terminations, Mergers and Re-Alignments of Academic Programs (AY 2011-2012)**

<b>Program</b>	<b>CIP</b>	<b>Recommendation</b>	<b>Impact</b>	<b>Estimated Savings</b>	<b>Comments</b>
Agricultural Economics (BS)	10103	Terminate as degree program and offer as concentration in Soil Science.	18 students enrolled in program will be enrolled in Agricultural Economics as a concentration in Agricultural Sciences (Soil Science)	None	Program avg. 6.7 completers over last 3 years. Board of Regents recommended termination; opted change of status to concentration.
Architecture (BAR)	40201	Terminate degree and close School of Architecture	83 students enrolled in program (F 09) 131 students enrolled (F 08) Salaries: Dean (\$97,500) Asst. Prof. (\$60,287) Asst. Prof. (\$60,287) Asst. Prof. (\$49,087) Unranked Fac. (\$61,340) Assoc. Prof. (\$60,886) Computer Lab. Tech. (\$41,500) Lab. Asst: Mat. & Const. (\$57,456) Shop Manager (\$23,120) Admin. Asst. 2 (\$26,624) Admin. Coord. 4 (\$41,017) Admin. Coord. 2 (\$24,814)	Salaries \$603,918 w/Fringe \$766,976	Program avg. 9.3 completers over last 3 years.
***Art Education (K-12) (BS)	131302	Terminate (Action approved by SUS BoS 6/30/10)	None: 0 students enrolled in program	None	Program avg. 0 completers over last 3 years.

<b>Program</b>	<b>CIP</b>	<b>Recommendation</b>	<b>Impact</b>	<b>Estimated Savings</b>	<b>Comments</b>
***Agricultural Ed. (6-12) (BS)	131301	Terminate (Action approved by SUS BoS 6/30/10)	None: 0 students enrolled in program	None	Program avg. 0 completers over last 3 years
*French Ed. (6-12) (BA)	131325	Terminate (Action requested for 7/23/10 SUS BoS agenda)	None: 0 students enrolled in program	None	Program avg. 0 completers over last 3 years. Will become concentration in Foreign Languages. Students will complete BA in French in Dept. of Foreign Languages and complete teacher certification in College of Education.
*Spanish Ed. (6-12) (BA)	131330	Terminate (Action requested for 7/23/10 SUS BoS agenda)	None: 0 students enrolled in program	None	Program avg. 0 completers over last 3 years. Will become concentration in Foreign Languages. Students will complete BA in Spanish in Dept. of Foreign Languages and complete teacher certification in College of Education.
***Gen. Science Ed. (6-12) (BS)	131316	Terminate (Action approved by SUS BoS 6/30/10)	19 students enrolled in program.	None	Program avg. 1 completer over last 3 years.

<b>Program</b>	<b>CIP</b>	<b>Recommendation</b>	<b>Impact</b>	<b>Estimated Savings</b>	<b>Comments</b>
**Special Education (BA)	131001	Integrated to merge w/ Elem. Ed (1-5) & Middle Sch. Ed. (4-8)  (Action requested for 7/23/10 SUS BoS agenda)	18 students enrolled in program. Special Education will be an undergraduate concentration.	None	Program avg. 2 completers over last 3 years.
***Computer Science Ed. (BS)	131321	Integrate to merge as teacher certification only option with Computer Science (B.S.)  (Action approved by SUS BoS 6/30/10)	0 students enrolled in program	None	Program avg. 0 completers over last 3 years. Program Review & Evaluation Task Force recommends all secondary education programs be deleted from the inventory and that College of Education offer BS or BA degree in Secondary Education w/certification in respective disciplines.

<b>Program</b>	<b>CIP</b>	<b>Recommendation</b>	<b>Impact</b>	<b>Estimated Savings</b>	<b>Comments</b>
*Biology Education (6-12) (BS)	131322	Integrate to merge to create certification only option with Biology (B.S.)  (Action requested for 7/23/10 SUS BoS agenda)	0 students enrolled in program	None	Program avg. 0 completers over last 3 years. Program Review & Evaluation Task Force recommends all secondary education programs be deleted from the inventory and that College of Education offer BS or BA degree in Secondary Education w/certification in respective disciplines.
*English Education (6-12) (BA)	131305	Integrate to merge to create certification only option with English (BA)  (Action requested for 7/23/10 SUS BoS agenda)	40 students enrolled in program. Creates additional options for students in both programs.	None	Program avg. 5 completers over last 3 years. Program Review & Evaluation Task Force recommends all secondary education programs be deleted from the inventory and that College of Education offer BS or BA degree in Secondary Education w/certification in respective disciplines.

<b>Program</b>	<b>CIP</b>	<b>Recommendation</b>	<b>Impact</b>	<b>Estimated Savings</b>	<b>Comments</b>
*Math Education (6-12) (BS)	131311	Integrate to merge to create certification only option with Mathematics  (Action requested for 7/23/10 SUS BoS agenda)	20 students enrolled in program. Creates additional options for students in both programs.	None	Program avg. 1.33 completers over last 3 years. Program Review & Evaluation Task Force recommends all secondary education programs be deleted from the inventory and that College of Education offer BS or BA degree in Secondary Education w/certification in respective disciplines.
*Physics Educ. (6-12) (BS)	131329	Integrate to merge to create certification only option with Physics  (Action requested for 7/23/10 SUS BoS agenda)	3 students enrolled in program. Creates additional options for students in both programs.	None	Program avg. 0 completers over last 3 years. Program Review & Evaluation Task Force recommends all secondary education programs be deleted from the inventory and that College of Education offer BS or BA degree in Secondary Education w/certification in respective disciplines.

<b>Program</b>	<b>CIP</b>	<b>Recommendation</b>	<b>Impact</b>	<b>Estimated Savings</b>	<b>Comments</b>
*Chemistry Ed. (6-12) (BS)	131323	Integrate to merge to create certification only option with Chemistry  (Action requested for 7/23/10 SUS BoS agenda)	3 students enrolled in program. Creates additional options for students in both programs.	None	Program avg. 0 completers over last 3 years. Program Review & Evaluation Task Force recommends all secondary education programs be deleted from the inventory and that College of Education offer BS or BA degree in Secondary Education w/certification in respective disciplines.
***Early Childhood Ed. (PK-3) (BS)	131210	Terminate (Action approved by SUS BoS 6/30/10)	15 students enrolled in Fall 2008 1 Professor (\$67,741) 1 adjunct (\$2500)	\$2,500. The Professor will likely teach in another area in the Dept. of Curriculum & Instruction	Program avg. 0.67 graduates over last 3 years. Program Review & Evaluation Task Force recommends termination of program.

<b>Program</b>	<b>CIP</b>	<b>Recommendation</b>	<b>Impact</b>	<b>Estimated Savings</b>	<b>Comments</b>
Chemistry (MS) Environmental Science (MS)	400501 400599	Consolidation of the two existing M.S. in Chemistry options (Traditional and Environmental) into a single M.S. in Chemistry program recommended by Board of Regents.	2 students enrolled in Chemistry M.S. program. 0 Students enrolled in Environmental Science M.S. program.	None	Chemistry M.S. program avg. 0.67 graduates over last 3 years. Environmental Science M.S. program avg. 0.67 graduates over last three years. Accepted Board of Regents recommendation to consolidate of the two programs. Conditional approval through AY 2011-2012, with a progress report due June 1 each year between now and then, documenting numbers of program enrollees and graduates. After the final report, due June 1, 2012, the Board of Regents will reconsider the status of this program.
Elementary Ed. (M.Ed.)	131202	Merge under Curriculum & Instruction (M.Ed.)	25 Students enrolled		Program avg. 8 completers over last 3 years.
Secondary Ed. (M.Ed.)	131205	Merge under Curriculum & Instruction (M.Ed.)	14 Students enrolled		Program avg. 3.3 completers over last 3 years.

Program	CIP	Recommendation	Impact	Estimated Savings	Comments
Graduate Programs (General)		Eliminate program coordinators and place responsibility with Department Chairpersons	Stipends paid to graduate program coordinators will be eliminated	TBD	Some department chairs already coordinate graduate programs in their respective departments. Some coordinators are compensated and some are not. A higher stipend for department chairs who coordinate graduate programs is recommended.

### **The Felton Grandison Clark Professor of Education**

**The Felton Grandison Clark Professor of Education must be eligible for an initial appointment at the rank of Professor (untenured) in the College of Education (CoE). S/He will have limited teaching responsibilities (two courses per academic year), with additional responsibilities that will include coordinating professional development and curricular development efforts in the Southern University Laboratory School (SULS) in consultation with SULS director and within the CoE under the direction of the dean of the CoE. S/He will be expected to deliver public presentations to promote the SULS and its professional development and curricular development accomplishments. Pursuant to University requirements the initial appointment shall be for three years. During the third year of his/her appointment the Felton Grandison Clark Professor of Education will be evaluated for tenure. As University officers, Felton Grandison Clark Professors are expected to contribute to the attainment of the mission of the institution and fulfill the basic responsibilities of University faculty members which include participation in the development of educational policy through active and constructive involvement in the academic affairs of their respective department, college or school.**



**SOUTHERN UNIVERSITY LAW CENTER**  
Post Office Box 9294  
Baton Rouge, Louisiana 70813-9294

Office of the Chancellor  
[225] 771-2552  
FAX: [225] 771-2474

July 13, 2010

**VIA FACSIMILE**

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

Re: SULC Endowed Professor Appointments

Dear Dr. Mason:

I am pleased to advise that a majority of the Faculty Appointments, Retention, Promotion, and Tenure Committee recently considered the below named faculty members for reappointment to previously appointed Endowed Professorships, as their three-year appointments had expired. After a careful and thorough examination of the faculty member's contribution and commitment to research and scholarship, teaching effectiveness, and service, the committee unanimously voted to recommend their reappointment to their respective professorships. I concur in these recommendations and request that their names be submitted to the Southern University Board of Supervisors for its approval and confirmation appointment.

The professors recommend for reappointment are:

1. Professor Alfreda Diamond – Justice Revius O. Ortique Endowed Professor of Law
2. Professor Michelle Ghetti – Louisiana Outside Counsel Endowed Professor of Law
3. Professor Stanley Halpin – Kendall Vick Foundation Endowed Professor of Law
4. Professor Russell Jones – Jesse N. Stone Endowed Professor of Law
5. Professor Okechukwu Oko – Dobson Hooks Endowed Professor of Law
6. Professor Evelyn Wilson – Horatio C. Thompson Endowed Professor of Law

Additionally, the committee considered two new Endowed Professorship vacancies and received

applications from Professors Donald North and Tom Richard, for the Johnnie Cochran and Clyde C. Tidwell Endowed Professorships respectively. After considering their application packets, the committee voted to recommend Professor Donald North for the Johnnie Cochran Endowed Professorship of Law and Professor Tom Richard for the Clyde C. Tidwell Professorship of Law. I likewise concur in these recommendations and request that their names also be submitted to the Board of Supervisors, along with the above named professors, for its approval and confirmation of appointment.

Thank you for your consideration and assistance and with kind regards, I am

Sincerely,



Freddie Pitcher, Jr.  
Chancellor - SULC



## SOUTHERN UNIVERSITY AND A & M COLLEGE SYSTEM

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

OFFICE OF THE  
SYSTEM VICE PRESIDENT  
FOR ACADEMIC & STUDENT AFFAIRS

225-771-3915 (TELEPHONE)  
225-771-4388 (FACSIMILE)

July 7, 2010

Ms. Evola Bates  
Chief of Staff  
Office of the President  
4<sup>th</sup> Floor, J.S. Clark Administration Building  
Baton Rouge, LA 70813

Dear Ms. Bates,

Enclosed are the items to be included in the Southern University Board of Supervisors July 2010 Board Package.

- Grants Report Summary
- Southern University A& M College Grants Report
- Southern University Agricultural Research and Extension Center
- Southern University at New Orleans Grants Report

Thank you in advance for your assistance.

Regards,

A handwritten signature in black ink, appearing to read "M. K. Turner", enclosed within a hand-drawn oval. A horizontal line extends from the right side of the oval.

Melva K. Turner, Ph.D.

"FIVE CAMPUSES, ONE VISION... GLOBAL EXCELLENCE"

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## **SOUTHERN UNIVERSITY SYSTEM**

### **Grants Report Summary**

**July 2010**

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This report includes grant proposals submitted by campuses in the Southern University System (SUS). Essentially, campus sponsored program offices operate to increase overall research efforts and to increase funding for prioritized areas of need.

The Office of Research and Strategic Initiatives at the Southern University at Baton Rouge campus has received \$1,171,738.00 in grants funding. The SU Ag Center has been awarded \$1,249,197.00 in research funding. The Southern University at New Orleans campus submitted a year in review and received funding in the amount of \$14,720,346.00.

Attached are appendices I, II, III and IV which are detailed reports from each submitting campus.

**Appendix I**  
**Southern University and A&M College Grants Report**

Southern University and A&M College  
Submitted and Funded Proposals/Contracts/Agreements for the Period of May 21 - June 30, 2010



Grant Title	Agency	Proposal Request	Amount Funded	Dept./Unit	Project Description	PI	Submission / Award Date	Award Period (if applicable)	Additional Notes
A Novel 3D Composite Laminate with SMA Z-pins for Impact Mitigation and Self Sealing in Aerospace Applications	LSU	\$38,617.00	\$38,617.00	Mechanical	Design and implement a novel technique to develop SMA z-pinned 3D composites for aerospace applications.	John, Manu	5/27/10	6/1/2010-2/28/2011	
Novel Nano-Structured Thermal Barrier Coatings	LSU	\$477,601.00	\$477,601.00	Mechanical Engineering	The goal of this research project is to develop novel thermal barrier coatings with high reflectance in the visible and infrared bands.	Mensah, Patrick	5/26/10	10/1/2009-9/30/2012	Actual award not processed until 5/26/10. Award Period modified accordingly.
Enhancement of Mechanical Engineering Curriculum with NASA Related Application: Aerodynamic Performance of Selected Airfoils using Wind Tunnel	LSU	\$10,000.00	\$10,000.00	Mechanical Engineering	This project primarily aims to fully put the wind tunnel at Southern University back into service.	Mensah, Patrick	5/24/10	5/1/2010-1/31/2011	
Classic Upward Bound	U.S. DoEd		\$625,540.00	Upward Bound		Robinson, Rhonda		6/1/2008-5/31/2012	Yearly funding (incremental). Funds not counted until received. This fiscal year is considered new funds.
Parenting Education (Jetson Center for Youth)	LA Department of Safety and Corrections		\$10,000.00	Social Work	The purpose of this contract to increase the knowledge base of Jetson Correctional Center youth in the area of responsible and effective parenting.	Williams, Margery	6/7/10	5/1/2010-8/31/2010	
First Principles Simulation the Optical Property of Ta and Y 1:1 Doped ZrO2	LSU	\$9,980.00	\$9,980.00	Computer Science	The PI's goal is to perform first principles material simulations using high performance supercomputers to simulate a potential high reflectance and stable ceramic thermal barrier.	Yang, Shizhong	3/29/10	12/15/2009-12/31/2012	
2010 National Summer Transportation Institute	U.S. Department of Transportation	\$39,391.00		Civil & Environmental Engineering	The goal of the S.U. Summer Transportation Institute (SUSTI) is to introduce and expose secondary students to the transportation field.	Carriere, Patrick	6/7/10	TBD	

Integration of Interdisciplinary Engineering Problems using a Network of Multilevel and Multi-Domain Learning Techniques	NSF	\$196,169.00		Mechanical Engineering	The objective of this exploratory project is to develop information technology based (IT-based) interdisciplinary engineering laboratory materials in the form of online experiments.	Jana, Amitava	6/3/10	TBD	
Scholarships for Disadvantaged Students	U.S. DHHS	\$0.00		Nursing	The scholarship is used to pay tuition and other educational expenses.	Rami, Janet	6/2/10	TBD	
Collaborative Research: Virtual Laboratory for Engineering and Applied Sciences Education (EASE)	NSF	\$10,000.00		Civil & Environmental Engineering	The goal of the proposed collaborative work is to improve recruitment and retention of engineering students coming from diverse populations.	Alshibli, Khalid	6/4/10	TBD	
Rehabilitation Long-Term Training on Vocational Evaluation and Work Adjustment (VEWA)	U.S. DoEd	\$500,000.00		Rehab. & Disability Studies	The project proposes to provide training in VEWA, an area of acute personnel shortage.	Kundu, Madan	6/7/10	TBD	
Rehabilitation Capacity Building Project for Underserved Populations (RCBP-UP)	U.S. DoEd	\$1,500,000.00		Rehab. & Disability Studies	This project proposes to address the absolute priority under 34 CFR 75.105(c) (3) by increasing the capacity and the participation of minority entities in programs that are funded under the act.	Kundu, Madan	6/8/10	TBD	
Integrating Networked Digital Resources in the Science and Mathematics Curriculum	NSF	\$600,000.00		Science/Mathematics Education		Diack, Moustapha	6/10/10	TBD	
STEM Curriculum Building Using Intelligent Wireless Sensors and Protocol Enhancement	Thurgood Marshall College Fund	\$78,609.00		Computer Science	This program is designed to accelerate the scientific research and careers of faculty members and students.	Salim, Md Abdus		TBD	

Funded Amount            \$3,460,367.00  
   \$1,171,738.00

P (Pending):                Awards awaiting a fully executed contract.  
TBD (To Be Determined):    Submitted proposals awaiting funding notice.

**Appendix II**

**Southern University Agricultural Research & Extension Center**



**SOUTHERN UNIVERSITY AGRICULTURAL RESEARCH & EXTENSION CENTER**

**Dr. Leodrey Williams, Chancellor**

**Compiled by the Office of Planning & Evaluation at SUAREC**

**Submitted and Funded Proposals/Contracts/ Agreements as of July 8, 2010**

Grant Title	Agency	Proposal Request	Amount Funded	Dept./Unit	Project Description	PI	Dates submitted	Award Dates	Additional Notes
Ultraviolet-B Radiation Protection Strategies in Selected Southern Trees	USDA-NIFA	\$299,510	\$299,510	Urban Forestry	The goal of this climate change project is to investigate the Ultra Violet-B protection strategies in selected southern trees.	Yadong Qi	2/12/2010	9/1/2010 - 8/31/2013	
Quantifying the Responses of Urban Tree Species to Elevated CO2 and Flooding	USDA-NIFA	\$299,959	\$299,947	Urban Forestry	The project will quantify the responses of urban tree species to elevated carbon dioxide and flooding.	Zhu Ning	2/12/2010	9/1/2010 - 8/31/2013	
Strategies to Improve Farm and Business Efficiency Through Integrated Communications	USDA-NIFA	\$197,152	\$185,323	Communications	The project will assist in packaging, refining and disseminating research-based information to citizens.	Bridget Udoh	2/12/2010	9/1/2010 - 8/31/2013	

Academy for the Academic Enhancement of High School Students in the Food and Agricultural Sciences	USDA-NIFA	\$199,684	\$199,684	Sustainable Agriculture	The project will cultivate life skills and build character in youth and also equip them with tools necessary to make better life and career choices.	Dawn Mellion-Patin	2/12/2010	9/1/2010 - 8/31/2013	
Preparing Families for Future Health and Wealth Challenges	USDA-NIFA	\$264,733	\$264,733	Family and Human Development	To design and develop an experiential learning curriculum that will enhance health and wellness knowledge for families.	Kasundra Cyrus	2/12/2010	9/1/2010 - 8/31/2013	Collaboration with Auburn University, Alabama
Healthier Opportunities for People through Extension (HOPE)3: Schools as "Hubs" of Community-Based, Land-Grant-led, Obesity Prevention Efforts	USDA-NIFA (AFRI)	\$279,569	Pending	Nutrition & Health	This is a six-state childhood obesity prevention initiative led by Mississippi State University	Fatemeh Malekian	7/8/2010		Collaboration with several institutions led by Mississippi State University
<b>TOTAL</b>		<b>\$1,540,607.00</b>	<b>\$1,249,197.00</b>						

**NOTE:** Effective October 1, 2009 the United States Department of Agriculture/Cooperative State Research, Education, and Extension Service (USDA/CSREES) changed its name to the United States Department of Agriculture/National Institute of Food and Agriculture (USDA/NIFA).

**Total**

Proposed Amount: **\$1,540,607.00**

Funded Amount: **\$1,249,197.00**

P: Pending N: Not Funded TBD: To Be Determined

**\*\*\*If subcontracted then please identify the lead funding agency.**

**Appendix III**  
**Southern University at New Orleans Grants Report**

Southern University at New Orleans

Dr. Victor Ukpolo, Chancellor

Office of Grants and Sponsored Programs Update

Submitted and Funded Proposals/Contracts/ Agreements as of July 1, 2009 – June 30, 2010, Year In Review

Grant Title	Agency	Proposal Amount	Amount Funded	Dept./Unit	Project Description	PI	Dates submitted	Award Dates	Additional Notes
<b>I. NEW GRANTS RECEIVED AS OF DECEMBER 1, 2009 – MARCH 31, 2010</b>									
<b>Louisiana Alliance for Minority Participants -Phase III</b>	National Science Foundation/Louisiana Board of Regents	\$45,000	\$45,000	Natural Sciences Department	To support 30 students in mentoring and tutoring in Mathematics and Physics	Joe Omojola	2005 (in fifth year)	5/5/10 *notification	Amendment 4
<b>Enhancement Program</b>	Louisiana Board of Regents	\$32,773	\$21,253	Museum Studies	To support research in artifact exhibition methods to enhance curricula, faculty and students in Museum Studies	Yu Jiang	10/24/09	4/19/10 *notification	
<b>Endowed Professorship Award</b>	Louisiana Board of Regents	\$40,000	\$40,000	Community Outreach & University Advancement/Chancellor	To establish an endowed professorship	Mary Ann Francois/ Victor Ukpolo		5.7.10	
<b>Minority Education</b>	Oak Ridge National	TBD <sup>1</sup>	TBD	Natural Science	To perform research	Illya Tietzel	12/30/09	3/8/10	

<b>Institution (MEI) Summer Faculty Research Program</b>	Laboratory			Department	concerning the discovery and characterization of nanoarchaeal systems from terrestrial and deep sea high temperature environments				
<b>Information Technology Grant</b>	CampusE AI Consortium	\$250,000 to \$1,000,000	\$1,027,500	Information Technology Center	Cost for software, hardware and services for implementation of a Portal solution with online learning, adm. computing, student serv.	Edmond Cummings		3/17/10	
<b>Louisiana Biomedical Research Network (LBRN)/Faculty Summer Research Program</b>	LSU/National Institutes of Health/National Center for Research	\$20,877	TBD	Natural Sciences Department	To support faculty summer research at LSU Health Sciences Center regarding alternatively activated macrophages for chlamydial pathogenesis.	Illya Tietzel	2/10/10	3/19/10	
<b>HBCU</b>	National	\$1,750,000,	\$1,750,000,	Natural	To strengthen	Joe	2/17/09	8/27/09	

<b>Undergraduate Program</b>	Science Foundation	\$1,448,097	\$1,448,097 for 3 years *\$482,699 this year	Science Foundation	the undergraduate recruitment and retention activities in the STEM disciplines.	Omojola			
<b>HBCU Program</b>	US Dept. of Housing and Urban Development	\$703,604	\$703,604 *\$234,535 this yer	Small Bus. Mng. & Develop. Institute/Col l. Of Business	To provide non-traditional community development technical assistance "expanding economic opportunities in the Gulf Coast Region through small business development	Cynthia Beaulieu	7/23/09	9/14/09	
<b>Student Support Services</b>	US Dept. of Education	\$498,601	\$495,879	TRIO/Student Support Services	Program to provide support services to eligible students to enhance their academic skill, and increase their retention and graduation rates.	Linda Frederick	*8/31/04	9/1/09	Extra year added by US Ed; no formal proposal submitted
<b>Talent Search</b>	US Dept. of Education	\$370,678	\$370,678	TRIO/Talent Search	To assist low income and first generation	Ruth Johnson	1/6/06	8/31/09	

					college students to continue and graduate from secondary schools and enroll in postsecondary programs.				
<b>Upward Bound</b>	US Dept. of Education	\$399,024	\$399,024	TRIO/Upward Bound	Outreach program designed to assist youths from 11 to 27 years of age in entering, continuing or resuming secondary or post-secondary educational programs.	Andrell Washington-Edwards		5/31/09	
<b>Title III HBCU Program</b>	US Dept. of Education	\$3,175,409	\$3,175,409	Title III	Strengthening HBCUs program	Brenda Jackson		9/2/09	
<b>Title III Institutional Aid</b>	US Dept. of Education	\$1,094,127	\$1,094,127	Title III	Funds under College Cost Reduction and Access Act (CCRAA) of 2007	Brenda Jackson		9/17/09	
<b>Title IV Child Welfare</b>	LA Dept. of Social Services	\$633,315	\$633,315 *\$211,105 this year	School of Social Work	To provide child welfare stipends to ten	Beverly Favre	8/4/09	7/1/09	

<b>Training</b>					MSW and three BSW students in order to encourage their practice in the field of public child welfare.				
<b>Consortium Sustaining Grant/Unsolicited Proposal Program</b>	NASA/Louisiana Space Consortium	\$10,000.00	\$10,000.00	Department of Natural Sciences/Mathematics Unit	A reliability and risk study of space systems	Joe Omojola	12/1709	12/21/09-3/31/10 *4/1/10	NASA has approved LaSACE to submit a new 5-yr proposal for 4/1/10-3/31/15
<b>Consortium Sustaining Grant/Unsolicited Proposal Program</b>	NASA/Louisiana Space Consortium	\$10,000.00	\$10,000.00	Department of Natural Sciences/Mathematics Unit	To study the gravitational changes on transposable elements of prokaryotes and eukaryotes	Illya Tietzel	12/17/09	12/18/09-3/31/10 *4/1/10	NASA has approved LaSACE to submit a new 5-yr proposal for 4/1/10-3/31/15
<b>H1N1 Vaccination</b>	SUS/Office of Public Health – Center for Community	\$4,774	\$4,774	Disabled Students	To provide financial assistance for implementing a mass vaccination campaign utilizing community partners	Yolanda Mimms	10/12/09	12/1/09	
<b>LA Youth Enhanced Services</b>	State of Louisiana Office of	\$451,920	\$451,920	School of Social Work	To provide for the continuation of	Ronald Mancoske		7/1/09	

(LAYES)	Mental Health				consultation, temporary staffing, and general support for LA-YES				
<b>US Army Medical Research Acquisition Activity</b>	US Department of Defense	\$1,264,815	\$1,264,815 **413,334 this year	Academic Affairs	To provide for bioinformatics and biotechnology research initiatives	David Adegboye		*9/2/09	
<b>Enhancement Program</b>	Louisiana Board of Regents	\$45,000	\$45,000	Management Information Systems	To develop and implement an integrated system that provides an environment for problem solving	David Alijani		7/1/09	
<b>Bienville Corridor</b>	US Department of Housing and Urban Development	\$103,000	\$103,000	Academic Affairs	To implement Bienville Corridor Project	Wesley Bishop		10/16/09	
<b>Bienville Corridor</b>	SUNO Foundation/SBA Matching Funds	\$197,329	\$197,329	Academic Affairs	To implement Bienville Corridor Project	Wesley Bishop		9/30/09	
<b>Louisiana Small Business Development</b>	University of Louisiana at	\$36,250	\$36,250	College of Business and Public Administration	To provide counseling and training to small business	Igwe Udeh		10/1/09	

<b>t Center</b>	Monroe/LA SBDC			on	owners				
<b>Student Support Services Carryover Award</b>	US Department of Education	\$499,568	\$499,568	Student Support Services	Program to provide support services to eligible students to enhance their academic skill, and increase their retention and graduation rates.	Linda Frederick		7/1/09	
<b>Bienville Corridor Match</b>	US Small Business Administration	\$197,329	\$197,329	Academic Affairs	The Martin Luther King Initiative	Wesley Bishop (Leeta Allen-Haynes)		9/30/09	
<b>Graduate Alliance for Education in Louisiana</b>	Tulane University /NSF	\$186,261	\$186,261 ~\$26,571 this year	Natural Sciences Department	To spur undergraduate performance while preparing for graduate school	Joe Omojola		1/1/10	
<b>Enhancement Program</b>	Louisiana Board of Regents	\$29,000	\$29,000	Natural Sciences Department	To support presentational technology and public speaking learning outcomes	Lora Helvie-Mason		7/1/09	
<b>Enhancement Program</b>	Louisiana Board of Regents	\$135,000	\$135,000	Natural Sciences Department	To enhance mathematics curriculum with interactive software for	Cynthia Singleton		7/1/09	

					improved learning outcomes				
<b>Title III Program</b>	US Department of Education	\$3,202,595	\$3,202,595	Title III	To strengthen HBCUs program	Brenda Jackson		7/1/09	
<b>Louisiana Child Welfare Comprehensive Workforce Project</b>	Northwestern State University of Louisiana	\$5,000	\$5,000	School of Social Work	To recruit students interested in working in public child welfare and training seminars	Beverly Favre		8/1/09	
<b>HBCU Institutional Aid (School of Social Work Building)</b>	US Department of Education	\$1,085,248	\$1,085,248	Title III	To provide funds under College Cost Reduction and Access Act of 2007	Brenda Jackson		7/1/09	
<b>Talent Search Program</b>	US Department of Education	\$370,678	\$370,678	Talent Search	To assist low income and first generation college students to continue and graduate from secondary schools and enroll in postsecondary programs.	Ruth Johnson		7/1/09	
<b>Scholarships for</b>	National Science	\$157,487	\$157,487	Natural Sciences	To provide S-STEM	Murty Kambha		7/15/09	

<b>Excellence in Natural Sciences (SENS)</b>	Foundatio n			Department	scholarships to SUNO recipients	mpati			
<b>Presidential Award for Excellence in Science, Mathematics, and Engineering (PAESME M)</b>	National Science Foundatio n	\$10,000	\$10,000	Natural Sciences Department	Award to Joe Omojola for high level of assistance and encouragement to students in STEM education	Joe Omojola		7/1/09	
<b>Technical Assistance to Small Firms Program</b>	Louisiana Departmen t of Economic Developm ent	\$225,000	\$75,000 *this year	College of Business and Public Administrati on	To provide developmental and/or technical assistance to qualified individuals or qualified businesses	Igwe Udeh		7/1/09	
<b>National Institute of Science Research Conference</b>	National Institute of Science	\$1,540	\$1,540	Natural Sciences Department	To provide registration fees for 22 Natural Sciences students to participate in the National Conference	Murty Kambha mpati		4/1/10	
<b>SELECT Program</b>	UNO/Loui siana Board of Regents	\$5,000	\$5,000	College of Education	To provide support for the evaluation component of	Deborah Darby	5/5/10	5/26/10	

					the UNO multi-campus 3-D Web Project				
<b>Child Nutrition/Summer Food Services Program</b>	Louisiana Department of Education	\$6,000	\$6,000	Talent Search	To provide payment supplements for meals provided to both Educational Talent Search and Upward Bound Program participants	Ruth Johnson	4/12/10	N/A	Verbal communication from PI
<b>Child Nutrition/Summer Food Services Program</b>	Louisiana Department of Education	\$9,514	\$9,514	Upward Bound	To provide payment supplements for meals provided to both Educational Talent Search and Upward Bound Program participants	Andrell Washington-Edwards	4/12/10	N/A	Verbal communication from PI
<b>Work and Learn</b>	Job 1	\$16,000	\$16,000	Upward Bound	To provide Upward Bound students hourly wages for summer incentives	Andrell Washington-Edwards	5/4/10	N/A	
<b>Value-Added Teacher Preparation</b>	LA Board of Regents	\$20,000	\$20,000	College of Education	To conduct action research to identify effective levers	Louise Kaltenbaugh		6/23/10	

<b>Contract</b>					for change to improve teacher preparation				

**II. PENDING GRANTS AS OF July 1, 2009 – June 30, 2010 Year In Review**

<b>EPSCoR Regional Grant Writing Workshops</b>	LA Board of Regents/National Science Foundation	\$5,000	PENDING	Grants and Sponsored Programs	To provide LA State-wide grant writing workshop for university faculty and staff and teachers	William Belisle	6/30/10		NSF/EPSCoR ending. Directed to use next EPSCoR to begin this summer
<b>Transforming Undergraduate Education in STEM (TUES)</b>	National Science Foundation	\$216,832	PENDING	Natural Sciences Department	To transform undergraduate Biology and Physiology courses to student-centered learning	Joseph Olubadewo	5/26/10	N/A	
<b>Documentary Film &amp; Radio Grant</b>	Louisiana Endowment of the Humanities	\$36,000	PENDING	Museum Studies	To create a 30 minute documentary for broadcast on public television	Nina Muller-Schwarze	4/26/10	N/A	
<b>Undergraduate Research and Mentoring</b>	UNO/National Science Foundation	\$156,000	PENDING	Natural Sciences Department	To provide an undergraduate research program designed to	Illya Tietzel	5/7/10	N/A	

<b>in the Biological Sciences</b>					increase the participation of underrepresented groups in biological sciences				
<b>J. K. Haynes Teacher Preparation Initiative</b>	Southern University System	\$9,700	PENDING	College of Education	To provide for the education and training of minority instructors and academic leaders	Mary Minter	12/18/10	N/A	
<b>Community Participation Research Targeting the Medically Underserved (R21)</b>	National Institutes of Health	\$325,984	PENDING	School of Social Work	To support research on family activation in child care for children with emotional or behavioral disorders	Ronald Mancoske	5/14/10	N/A	Re-submittal
<b>Innovation Through Institutional Integration Program</b>	National Science Foundation	\$1,212,960	PENDING	Academic Affairs	To combine, integrate and synergize three funded NSF and one DoD award projects to provide more benefits that the	David Adegboye	4/7/10	N/A	

					individual projects alone				
<b>Small Grant</b>	National Association for Peace/Anti-Violence Education	\$450	PENDING	Talent Search	Scholarships for students to attend the Peace Conference	Ruth Johnson	3/26/10	N/A	
<b>Research in Undergraduate Institutions (RUI)</b>	National Science Foundation	\$513,510	PENDING	Natural Science Department	To perform research on organic chemical transport in soils	William Belisle	3/3/10	N/A	
<b>Supplemental Funding for Summer Research</b>	National Science Foundation	\$44,499	PENDING	Natural Science Department	To perform summer research in biological and environmental sciences at Brookhaven National Laboratories with six students	Murty Kambhampati	3/3/10	N/A	
<b>Student Support Services</b>	US Dept. Of Education	\$2,447,270	PENDING	Student Support Services	To provide student academic support	Linda Fredericks	12/10/09	N/A	

					including counseling, instruction, tutoring and financial assistance				
<b>Incumbent Worker Training Program-Workforce Development Fund</b>	LA Workforce Commission	\$109,175	PENDING	Small Bus. Mng. & Develop. Institute/Col. Of Business	To provide business skill development, job creation and employee retention	Cynthia Beaulieu	1/21/10	N/A	
<b>III. SUBMITTED GRANTS (Not Funded) AS OF July 1, 2009 – June 30, 2010 Year In Review</b>									
<b>Technology Research Awards for Faculty Innovation</b>	Thurgood Marshall College Fund	\$60,000	Not Funded	General Studies	Research to develop viable innovative methods to bring proven education into the classroom	Mary Vaughn	3/24/10	N/A	Verbal communication from Dr. Vaughn 7.1.10
<b>Transportation Innovation for Research Exploration (TIRE)</b>	Louisiana Transportation Research Center	\$30,000	Not Funded	Natural Science Department	To perform research concerning numerical algorithms for bridge rigidity analysis	Tchavdar Marinov	2/26/10	N/A	
<b>Education Program</b>	Baptist Community Ministries	\$150,000	Not Funded	Small Bus. Mng. & Develop. Institute/Col. Of Business	To enhance reading, writing, math and science technology through youth	Cynthia Beaulieu	9/16/09	N/A	

					entrepreneurship				
<b>Information Integration &amp; Informatics Program</b>	National Science Foundation	\$488,788	Not Funded	Management Information Systems Department/ Coll. Of Business	A research project investigating the development of a business management paper process reduction and efficiency algorithm for small, low-budget HBCUs	Adnan Omar	12/16/09	N/A	
<b>Community-Based Participatory Research at NIMH (R21)</b>	National Institutes of Health	\$325,984	1. Confirmed Receipt by Grants.gov before deadline 2. Unretrievable by NIH 3. Not reviewed 4. Not funded	School of Social Work	To participate in community research partnerships to strengthen youth mental health services	Ronald Mancoske	10/16/09	N/A	NIH could not retrieve the proposal from Grants.gov because of a problem with SUNO's Dunn Number at D&B
<b>Pilot Funding for New Research Pfund</b>	LA Board of Regents	\$10,000	Not Funded	Natural Sciences Department	To investigate efficient numerical methods and algorithms for coefficient identification in Bernoulli-Euler beam-cable	Tchavar Marinov	10/8/09	N/A	

					equations				
<b>Pilot Funding for New Research Pfund</b>	LA Board of Regents	\$10,000	Not Funded	Natural Sciences Department	To investigate new types of multiplicative relations between Gauss sums	Heon Kim	10/8/09	N/A	
<b>HBCU Program Supplement</b>	National Science Foundation	\$19,350	Withdrawn	Natural Sciences Department	To accompany students for faculty and student research presentations at the 2009 HBCU-UP National Research Conference	Murty Kambhampati	10/6/09	N/A	Received NSF HBCU grant award; use new award supplement
<b>Innovation Through Institutional Integration Program</b>	National Science Foundation	\$1,200,000	Not Funded	Academic Affairs	To combine, integrate and synergize three funded NSF and one DoD award projects to provide more benefits that the individual projects alone	David Adegboye	8/25/09	N/A	Re-submitted April 7, 2010
Broadband Technology Opportunities Program (with SUS/ADE)	U.S. Department of Agriculture/U.S. Department	\$12.5M	Not Funded						1.No SUNO 'control' of the grant process; proposal handled by

	nt of Commerc e								ADE – an SUS-hired company 2.Received no information from SUS or ADE

**TOTALS**

Proposed Amount: \$34,591,844

Funded Amount: \$14,720,346

Pending Amount: \$5,077,376

Not Funded Amount: \$14,794,122 (includes \$12.5 M Broadband Technology proposal handled by SUS-hired company, ADE)

As of June 30, 2010, we have won 67% of the total dollars proposed.