REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING A GRADUATE CERTIFICATE

Department/School: Education
Name of Curriculum/Major: Urban and Community Education

Date: 10/21/16
Degree: GC

ATTACH JUSTIFICATION for all actions: Use separate sheet.
ATTACH RESPONSE or LETTER OF SUPPORT from any departments/schools affected [i.e. any department/school whose course(s) are to be added/dropped or any programs that seem duplicative.]

(See instructions and sample layout attached.)

**ACTION (check appropriate box):**

( ) ADDING: The entire new General Catalog certificate description and expanded certificate outline must be typed on plain sheets and attached to Form G. Attach the Board of Regents Certificate Proposal to this form as well.

( ) CHANGING: Regardless of whether the entire certificate is to be changed or only parts, the present and proposed General Catalog certificate description should be attached on separate pages. On the Present certificate description, use strikeout to identify deletions and on the Proposed certificate description, highlight areas to identify additions. Additionally, include the expanded certificate outline found in the departmental handbook and attach on separate pages.

( ) SUSPENDING: Provide a formal memo and an adequate explanation for suspending the certificate on plain sheets and attach.

( ) DROPPING: Provide a formal memo and an adequate explanation for dropping the certificate on plain sheets and attach.

**CERTIFICATE**

<table>
<thead>
<tr>
<th>Present</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total semester hours in current certificate:</td>
<td>Total semester hours in proposed certificate: 18</td>
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</table>

Proposal Routing Procedure in accordance with **PS-45**

**Departmental C&C Approval Date**

2-25-16

**College C&C Approval Date**

3-1-16

**Graduate Council Approval Date**

See attached

**Graduate Council Approval Date**

6/8/16

**Graduate Dean Signature**

(DATE)

**Office of Academic Affairs Approval**

(DATE)

**Office of Academic Affairs Approval**

(DATE)
DATE:       June 08, 2016
TO:         Matthew Lee
            Vice Provost for Academic Programs and Support Services
FROM:       Michelle Massé
            Dean of the Graduate School
RE:         Graduate Council Approval for a Certificate in Urban and Community Education

Dear Vice-Provost Lee,

At its March 16, 2016 meeting, the Graduate Council discussed and voted upon the proposals submitted by the College of Human Sciences and Education for a Certificate in Urban and Community Education. The discussion and vote were positive, with no suggestion for any changes to the proposals.

I agree with this decision and support our having begun the process of obtaining approvals from our governing boards.

Sincerely,

Michelle A. Massé
Dean of the Graduate School

John Hopkins
Chair of Course and Curricula Committee

Matt Lee
Vice Provost for Academic Programs and Support Services, Academic Affairs
Routing Sheet for New Graduate Certificates -- LSU A&M

Proposals for new graduate certificates must be submitted using the Louisiana Board of Regents template (http://regents.louisiana.gov/wp-content/uploads/2014/05/AA2.05-Proposed-New-Acad-Certificate-Program.doc), obtain faculty and administrative approvals, and have clear and concise answers to required questions found in the six numbered sections.

Check List (New Graduate Certificate proposals should be submitted to the Graduate School at least two weeks prior to the scheduled Graduate Council meeting. Proposals must be accompanied by a memo indicating the lead department and the faculty advisor of the certificate program. The faculty advisor should be present at the Graduate Council meeting to present certificate proposal and answer any questions that may arise.)

- **Campus**: Louisiana State University and A&M College (LSU)
- **Program**: formal title and CIP Code, search at https://nces.ed.gov/ipeds/cipcode
- **Institutional Contact**: Matthew Lee, Ph.D., Vice Provost for Academic Programs and Support Services; mlee@lsu.edu, 225-578-6610. A secondary contact from the lead department needs to be included in this section.
- **1. Description**: The description should include the courses and curricula; whether certificates will be offered exclusively on-campus or online; or whether the intent is to allow new students to apply in both areas.
- **2. Need**: justification for program at LSU and identification of similar programs in the state
- **3. Students**: describe the types of likely students, projected and justify enrollment numbers
- **4. Accreditation**: not applicable unless a profession standard or license is anticipated upon completion of the certificate; then describe the standard or license
- **5. Faculty**: how will the program be managed, with existing faculty and staff, what academic unit or interdepartmental committee will provide oversight, are any additional personnel, facilities, or other resources required
- **6. Costs**: in most cases, the following statement should be used – “The proposed Graduate Certificate will utilize existing faculty and facilities. The certificate program consists of courses currently taught at LSU that have the capacity to expand for the new certificate program. The Graduate School will assume administrative responsibilities. Because no additional resources will be required to implement the certificate program, nor will new income be allocated directly to departments, we have not included the "Summary of Estimated Additional Costs/Income for Proposed Certificate" budget sheet.”
- **Primary Administrator for Proposed Certificate**: Certificate programs are managed by faculty committees appointed by the departmental chair where curricula are largely within a single academic program, appointed by the college dean where curricula are largely within a single college, or appointed by the graduate school dean where curricula are spread across multiple colleges. The faculty advisory committee for each certificate program is responsible for assuring regular course offerings, evaluation of courses and curriculum, admission to and awarding of certificates, and an annual assessment of student learning outcomes.
- **New Programs**: As new certificates programs are developed they need to have approval by a faculty committee, department chair(s), college dean(s), and the Faculty Senate
Course and Curricula Committee before submission to the Graduate Council. Following approval by the Graduate Council, proposals are routed for approvals by the Dean of the Graduate School, Provost, Board of Supervisors, and Board of Regents.

Approvals: administrative signatures affirm policies of PS 45, section III are followed

\[\text{Signature}\]

\[\text{Signature}\]

Department Chair(s)

Date

\[2.25.2014\]

College Dean(s)

Date

\[3.1.2016\]

Dean of Graduate School

Date
# ACADEMIC AFFAIRS TRACKING DATABASE

This database contains information about academic programs, research units, and various administrative requests that have come before the Academic & Student Affairs Committee of the Board of Regents after. The purpose of this database is to inform viewers of the status of institutional requests and reporting requirements related to them; it is not the official record of Board actions.

<table>
<thead>
<tr>
<th>Request Type</th>
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<th>Action Date</th>
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<td>Stephenson Department of Entrepreneurship and Information Systems</td>
<td>1/1/2017</td>
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<tr>
<td>New Acad. Program</td>
<td>L.S.U. A&amp;M College</td>
<td>PBC in Library Science</td>
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<td>Urban and Community Education</td>
<td>6/21/2017</td>
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<td>MS, PhD Agricultural &amp; Extension Education</td>
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<td>L.S.U. A&amp;M College</td>
<td>GC in Teaching Health Professions</td>
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<td>L.S.U. A&amp;M College</td>
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**Details**

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<tbody>
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<td>Academic Program Review</td>
<td>Urban and Community Education</td>
<td>Action Date</td>
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<tr>
<td>Approval</td>
<td>The Board granted approval of the Graduate Certificate in Urban and Community Education (CIP 13 0410) at Louisiana State University.</td>
<td>6/21/2017</td>
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<td>Institution</td>
<td>L.S.U. A&amp;M College</td>
<td></td>
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</table>
DATE: June 6, 2017

TO: Claire Norris
Assistant Commissioner for Academic Affairs

Karen Denby
Associate Commissioner for Academic Affairs

FROM: Matt Lee
Vice Provost for Academic Programs and Support Services

RE: Clarification on Urban and Community Education Graduate Certificate Proposal

Thank you for responding to the proposed graduate certificate in Urban and Community Education. We have touched base with the program leads and have some answers to the questions sent by Claire Norris on April 20, 2017.

1. As stated in the proposal, "Students will be prevented from taking more than one-half of their coursework in 4000-level courses..." It seems that allowing up to 50% of undergraduate coursework (9-credit hours) for a graduate certificate would impact program rigor. Traditionally, no more than 20% (e.g., 2 courses in a 30-hour program; 1 course in an 18-credit hour program) of graduate and undergraduate curricula overlap. For those courses that do overlap at the 4XXX-level, the expectations of those courses are different (greater) for graduate students than undergraduate students. Would this be the case?

The LSU Graduate School policy on graduate certificate credit states that at least one-half of the minimum required coursework in the student’s certificate program must be in courses at or above the 7000-level. The proposed curriculum is therefore in compliance with our own university policies. Additionally, 4000-level courses are designated for advanced undergraduate students and students in graduate or professional schools. The 4000-level courses included in this program will require different expectations for undergraduate and graduate students, which will be noted in the course syllabus. We have decided to eliminate SOCL 4461 and 4701 from the list of elective courses to choose from, which would further limit the 4000-level options.

2. We also noted that the required research and sociology/human resource education courses could be either at the 7000-level (SocI) or the 4000-level (ELRC). The differences in these course descriptions and learning objectives are quite large. For example, the course descriptions for the 7000-level research course indicates that students learn to perform
graduate-level research (i.e., inferential statistics), while the 4000-level research course implies that students simply "become intelligent consumers of research". Please explain.

The scope of knowledge and expertise expected through completion of the certificate is more closely aligned with the latter description, "becoming an intelligent consumer of research". Hence, we will require ELRC 4249 and remove SOCL 7201.

3. Since students would be allowed to take 9-credit hours at the 4000-level, could hours be carried over from their undergraduate program?

All courses will be completed while enrolled at the graduate level, and there will be no carry over from undergraduate studies.

4. Student enrollment projections appear to be quite ambitious (FY17 - 48.5; FY18 - 57.5; FY19 - 66.5; FY20 - 75.5; FY21 - 84.5), especially since many of LSU's recently approved GCs have not had the enrollment/completor success anticipated. Please address.

Our projections were based on the enrollment pattern of our recently introduced School of Education's Higher Education and Educational Leadership online programs. The programs launched in 2013 with an average of 8 students. Over the course of 4 years, they currently enroll an average of 54 students (Higher Ed: 63 & Ed Leadership: 45). Additionally, this program has potentially international reach given its direct connection to LSU's Curriculum Theory Project (CTP) http://www.lsu.edu/chse/education/research and outreach/curriculum theory project/curriculumtheoryproject.php. If the BOR finds these projections to be too ambitious, we will gladly decrease them (FY18 - 30; FY19 - 50; FY20 - 60; FY21 -70).

5. We understand that the proposed GC will draw from existing faculty, facilities and courses; and will, therefore, have no associated cost. However, it would be helpful to understand the revenue side of the program (i.e., tuition and fees). Please provide that information.

Program costs are as follows:

Resident with 9 hours a semester:
FY18: $5,692 (tuition and fees)

Thanks for taking the time to review and provide feedback on the proposal. If you have any further questions or concerns, please feel free to contact me at mlee@lsu.edu or 225-578-5841.
PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM  
(CAS, PAC, PBC, GC, PMC, PPC)

Date:

<table>
<thead>
<tr>
<th>Campus:</th>
<th>Program: CIP, Certificate Designation, Title</th>
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</thead>
<tbody>
<tr>
<td>Louisiana State University &amp; A&amp;M College</td>
<td>CIP: 13.0410 Graduate Certificate in Urban and Community Education (GC)</td>
</tr>
<tr>
<td></td>
<td>Effective Date: Fall 2017</td>
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</tbody>
</table>

Institutional Contact Person & Contact Info (if clarification is needed)
F. Neil Matthews  
Director, School of Education in the College of Human Sciences and Education  
fnathen1@lsu.edu  
225-578-9135

1. Certificate Description

Describe the program concept: purpose and objectives; proposed curriculum; mode of delivery (on-site/hybrid/on-line). Indicate which courses are new; describe plan for rolling out new courses.

Louisiana State University (LSU) requests approval to establish a Graduate Certificate in Urban and Community Education, which will be offered by the School of Education in the College of Human Sciences and Education.

This proposed graduate certificate program will afford participants with a deep understanding of urban residents’ experiences of education and community outreach for the purpose of equipping them with critical skills for creating strong partnerships between schools, families, businesses, governmental entities, and communities. Through a dedicated focus on education policy; the history of urban education; current trends in school reform theory, practice, and data-driven decision-making; and program development, participants will earn an applied academic credential focused on school and community engagement in urban settings. This training will be particularly useful for career enhancement opportunities in non-profit organizations, governmental relations, and administration of public entities, as well as enhancing grant-writing activities and the development of applied research agendas.

The certificate will be available to students enrolled at LSU and to non-traditional students desiring additional training working with community organizations in urban education settings.

This program will utilize courses across three departments/schools, the Department of Sociology, School of Human Resource Education, and School of Education. All courses are already offered at LSU A&M. Comprised of four core (required) courses and two elective courses, this 18-hour curriculum is described as follows:

**Table 1. Required Courses for the Certificate Program. Each course is (3) credit hours.**

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<thead>
<tr>
<th>Topic</th>
<th>Number</th>
<th>Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructing teachers and administrators to become</td>
<td>ELRC 4249</td>
<td>Understanding and Applying Research in Education/Research Methods</td>
<td>Fall, Spring, Summer</td>
</tr>
<tr>
<td>intelligent consumers of research.</td>
<td></td>
<td>in Sociology</td>
<td></td>
</tr>
<tr>
<td>Means for strengthening an understanding of curriculum</td>
<td>EDCI 7901</td>
<td>Curriculum Theory</td>
<td>Spring</td>
</tr>
<tr>
<td>broadly conceived in relation to social, racial, political</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and economic influences on education.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban Education and Culturally Relevant Pedagogy</td>
<td>EDCI 7903</td>
<td>Curriculum Planning</td>
<td>Fall</td>
</tr>
<tr>
<td>Class and rank structure in society; determinants of</td>
<td>SOCL 4331 or</td>
<td>Social Stratification/Current Problems in HRE/Advanced Adult Learning</td>
<td>Fall</td>
</tr>
<tr>
<td>social class, mobility and changes in class position</td>
<td>HRE 7801 or</td>
<td>and Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HRE 7025</td>
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<td></td>
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<tr>
<td>See below for possible courses</td>
<td>Elective</td>
<td></td>
<td>Fall, Spring, Summer</td>
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<tr>
<td>See below for possible courses</td>
<td>Elective</td>
<td></td>
<td>Fall, Spring, Summer</td>
</tr>
</tbody>
</table>
**Required Courses (12 hours)**

*Designates online

**Research (3)**
*ERLC 4249 (3) Understanding and Applying Research in Education. Instructing teachers and administrators to become intelligent consumers of research.

**Education (6)**
*EDCI 7901 (3) Curriculum Theory. Means for strengthening an understanding of curriculum broadly conceived in relation to social, racial, political and economic influences on education. Links between past and current conceptions of curriculum in relation to social justice are developed.

AND
*EDCI 7903 (3) Curriculum Planning: Urban Education and Culturally Relevant Pedagogy

**Sociology/Human Resource Education (3)**
*HRE 7025 (3) Advanced Adult Learning Theory and Practice. Advanced study of adult learning theory and research; emphasis on learning theory and research in adult learning with implications for adult learning practice.

OR

OR
*SOCL 4331 (3) Social Stratification. Class and rank structure in society; determinants of social class, mobility, and changes in class position of both individuals and groups; attitudinal and behavioral consequences of class position.

**Elective Courses (6 hours)**

*EDCI 7824 (3) Elementary School Curriculum. Content, organization, and evaluation of the elementary school curriculum.

*ERLC 7393 Multicultural Counseling (3) Overview of cross-cultural counseling skills and review of factors which influence the behaviors of individuals from diverse populations.

*EDCI 7921 Critical Race Theory

*ERLC 7600 Issues of Race and Gender in Higher Education

*ERLC 7601 Foundations of Higher Education

*ENG 7222 Researching Community Literacies (3).

*HRE 4025 (3) Principles of Adult Education. Nature and importance of adult education; social and psychological factors affecting adult motivation and learning; techniques for providing adult learning experiences.

*SOCL 7491 Race (3)

*SOCL 7591 Community (3)

*SW 7803 Grant and Proposal Writing for Human Service Organizations (3) Methods of accessing federal, state, and private funds; developing grant and contract proposals.

Other elective courses may be substituted by permission and with prior approval of the certificate program advisory committee.

This program will consist of traditional and online courses. A student can choose to take this certificate program on campus, online, or a combination of the two formats, depending on the courses they select. Students will be prevented from taking more than one-half of their coursework in 4000-level courses by their advisor.

2. Need

Outline how this program is deemed essential for the wellbeing of the state, region, or academy (e.g., how is it relevant, how does it contribute to economic development or relate to current/evolving needs). Identify similar programs in the state and explain why the proposed certificate is needed.

The proposed Urban & Community Education certificate program will give students a variety of skills and competencies uniquely suited to the demands of this increasingly diverse 21st century state and local job market.

Illustrations of this preparation that are directly aligned with the referenced well-being of the state, region, and academy include, but are not limited to, training in: 1) research based decision-making that links empirical data, policy analysis, and education practice in urban settings; 2) considerations of how political realities extant across the state influence the opportunities and outcomes of students educated in urban schools in the region; 3) a knowledge base regarding emerging ideas and models for organizing schools, education systems, and communities nationally; and 4) understandings of how to use basic economic theory to inform policy analysis and shape policy-related decisions. These high-demand skills are at the cutting-edge of urban politics, education, and reform and complement existing applied education, social science, professional, and community outreach work at LSU that are central to its mission.
Through this graduate certificate program, students can focus a subset of their courses on basic and applied research, professional training, community-based service, and program evaluation around pressing social issues such as poverty, education, school-to-prison pipeline, economic development, and revitalization for distressed neighborhoods and communities. The certificate curriculum is designed to be responsive to the economic, racial, ethnic, and class informed dynamics of the state uniquely tailored to service the surrounding communities and improve the lives of citizens. The certificate provides students with a particular knowledge base and skill set, not another discipline-based degree with a traditional course of study. The non-traditional (non-degree seeking) student may also desire a sampling of courses that will quickly enhance their workplace skills while allowing for an exploration of the next, best appropriate course of study for graduate school. The proposed graduate certificate in Urban and Community Education can help meet these goals.

There are no similar programs within the state of Louisiana.

Illustrations of specific job markets that this certificate program will draw students from include (but are not limited to) those associated with educational policy and urban renewal, school administrators, and federal, state, and local education departments seeking experts in school funding to monitor schools' overall progress and analyze policy decisions. Specific careers include: urban planners, education program supervisors, community outreach coordinators, facilities analysts, development officers, fiscal officers, and social policy researchers.

3. Students
Describe student interest. Project enrollment and productivity for the first 5 years; justify projections.

The student population for this proposed graduate certificate program will be drawn primarily from the education, social science, and humanities departments and professional programs at LSU, as well as non-traditional students working locally in non-profit organizations, community agencies, and public educational entities. As the capitol city, the Baton Rouge economy provides jobs for thousands of public and non-profit sector employees. Such persons are likely to be interested in the proposed program in Urban and Community Education. Further, the recent growth of charter schools and an enhanced community college system paired with an emphasis on workforce development has caused a need for a re-visioning of school-to-community relations across the region. The certificate in Urban and Community Education is uniquely suited to prepare participants to lead this re-visioning effort through training geared toward understanding how schools, community, and social organizations operate, are administered, and can be helped to thrive especially with regard to their structures, communication and social media, and economic development and revitalization.

We will base our initial program projections on similar online program offerings in the LSU College of Human Science and Education. Our Master’s degree in Education with a specialization in Higher Education Administration and the Master’s degree in Educational Leadership, when fully launched, started with an average of 17.5 students, and the 2017 enrollment average of the two programs is 46.5 students with an average growth of an additional nine students annually. At this rate, we conservatively project the enrollment for the first five years of the Graduate Certificate in Urban and Community Education below.

Additionally, we have included the referenced enrollment data for the Higher Ed and Ed Leadership programs that we based our projections on respectively.

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<thead>
<tr>
<th></th>
<th>GC in Urban &amp; Com Ed</th>
<th>MA in Arts HEA</th>
<th>MA in Ed Leadership</th>
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<tbody>
<tr>
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<tr>
<td>FY21</td>
<td>84.5</td>
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4. Accreditation
Describe plan for achieving program accreditation.

There is no accreditation available in this graduate certificate program.

5. Faculty, Administration, & Other Resources
How will instructional needs be met: will additional faculty, facilities, equipment, or library resources be required? What department will deliver and oversee the proposed program?

The proposed program will be offered and administered with existing faculty resources and course offerings. Existing facilities and library resources will meet the needs of the program. An administrative committee will be formed with faculty.

LA BoR = AA 2.05 - Oct 2015
representatives from the participating units – Sociology, School of Education, and the School of Human Resource and Education to oversee this program. The committee will also include the dean of the Graduate School.

6. Cost
Summarize additional costs to offer the program. On separate budget sheet, estimate costs and revenues for the projected program for the first five years, indicating need for additional appropriations (if any).

The proposed Graduate Certificate in Urban and Community Education will utilize existing faculty, facilities, and courses. The certificate program consists of courses currently taught at LSU that have the capacity to expand for the new certificate program. Because no additional resources will be required to implement the certificate program, the “Summary of Estimated Additional Costs/Income for Proposed Certificate” budget sheet is not included.

CERTIFICATIONS:

______________________________  _______________________
Primary Administrator for Proposed Certificate  Date

______________________________  _______________________
Provost/Chief Academic Officer  Date

______________________________  _______________________
Management Board/System Office  Date Approved

LA BoR – AA 2.05 - Oct 2015
**SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE**

Institution: ___________________________ Date: ________________

Certificate Program, Unit: ___________________________

FTE = Full Time Equivalent (use the institution's standard definition and provide that definition).

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<td>AMOUNT</td>
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<tr>
<td>*Federal Grants/Contracts</td>
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</tr>
<tr>
<td>*State Grants/Contracts</td>
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<tr>
<td>*Private Grants/Contracts</td>
<td></td>
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</tr>
<tr>
<td>Expected Enrollment</td>
<td></td>
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</tr>
<tr>
<td>Tuition</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Fees</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>*Other (specify)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>TOTAL REVENUES</strong></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

* Describe/explain expected sources of funds in proposal text.
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING A GRADUATE CERTIFICATE

Department/School: Education
Name of Curriculum/Major: Early Childhood Education
Date: 10-25-16
Degree: PBC

ATTACH JUSTIFICATION for all actions: Use separate sheet. ATTACH RESPONSE or LETTER OF SUPPORT from any departments/schools affected [i.e. any department/school whose course(s) are to be added/dropped or any programs that seem duplicative.]

(See instructions and sample layout attached.)

ACTION (check appropriate box):
(x) ADDING: The entire new General Catalog certificate description and expanded certificate outline must be typed on plain sheets and attached to Form G. Attach the Board of Regents Certificate Proposal to this form as well.

( ) CHANGING: Regardless of whether the entire certificate is to be changed or only parts, the present and proposed General Catalog certificate description should be attached on separate pages. On the Present certificate description, use strikeout to identify deletions and on the Proposed certificate description, highlight areas to identify additions. Additionally, include the expanded certificate outline found in the departmental handbook and attach on separate pages.

( ) SUSPENDING: Provide a formal memo and an adequate explanation for suspending the certificate on plain sheets and attach.

( ) DROPPING: Provide a formal memo and an adequate explanation for dropping the certificate on plain sheets and attach.

CERTIFICATE

PRESENT PROPOSED

| Total semester hours in current certificate: | Total semester hours in proposed certificate: 12 |

Proposal Routing Procedure in accordance with PS-45

Departmental C&C Approval Date: 2-25-2016
Departmental Chair Signature: (DATE)
College C&C Approval Date: 3-1-2016
College Dean Signature: (DATE)

Graduate Council Approval Date: 6-8-2016
Graduate Chair Signature: (DATE)

The committees will not consider curricular proposals that have not been approved by the previous departmental/college/Grad Council curriculum committees.

Office of Academic Affairs Approval: (DATE)
<table>
<thead>
<tr>
<th>Request Type</th>
<th>Institution Name</th>
<th>Program/Unit Name or Request</th>
<th>Action Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Name Change</td>
<td>LSU A&amp;M College</td>
<td>Stephens Department of Entrepreneurship and Information Systems</td>
<td>7/1/2012</td>
</tr>
<tr>
<td>Select New Acad. Program</td>
<td>LSU A&amp;M College</td>
<td>PBC in Library Science</td>
<td>6/1/2018</td>
</tr>
<tr>
<td>Select Academic Program Review</td>
<td>LSU A&amp;M College</td>
<td>Urban and Community Education</td>
<td>6/21/2017</td>
</tr>
<tr>
<td>Select Letter of Intent</td>
<td>LSU A&amp;M College</td>
<td>BA in Screen Arts</td>
<td>6/21/2017</td>
</tr>
<tr>
<td>Select New Acad. Program</td>
<td>LSU A&amp;M College</td>
<td>Early Childhood Education</td>
<td>6/21/2017</td>
</tr>
<tr>
<td>Select Reconfiguration</td>
<td>LSU A&amp;M College</td>
<td>MS, PhD Agricultural &amp; Extension Education</td>
<td>2/24/2017</td>
</tr>
<tr>
<td>Select New Acad. Program</td>
<td>LSU A&amp;M College</td>
<td>BS Entrepreneurship</td>
<td>2/24/2017</td>
</tr>
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<td>Select New Acad. Program</td>
<td>LSU A&amp;M College</td>
<td>GC in Teaching Health Professions</td>
<td>2/24/2017</td>
</tr>
<tr>
<td>Select Redesignation</td>
<td>LSU A&amp;M College</td>
<td>BSCE Computer Engineering</td>
<td>11/2/2016</td>
</tr>
<tr>
<td>Select New Acad. Program</td>
<td>LSU A&amp;M College</td>
<td>PDC in Medical Physics</td>
<td>11/2/2016</td>
</tr>
<tr>
<td>Select Reconfiguration</td>
<td>LSU A&amp;M College</td>
<td>MS in Textiles, Apparel, &amp; Merchandising</td>
<td>11/2/2016</td>
</tr>
<tr>
<td>Select Reconfiguration</td>
<td>LSU A&amp;M College</td>
<td>PhD/Textiles, Apparel &amp; Merchandising</td>
<td>11/2/2016</td>
</tr>
<tr>
<td>Select New Acad. Program</td>
<td>LSU A&amp;M College</td>
<td>BSW</td>
<td>11/2/2016</td>
</tr>
<tr>
<td>Select Letter of Intent</td>
<td>LSU A&amp;M College</td>
<td>PhD, Biological Engineering (14605)</td>
<td>6/29/2016</td>
</tr>
</tbody>
</table>

Details:
- Request Type: New Acad Program
- Program/Unit Name or Request: Early Childhood Education
- BoardAction: Approval
- ActionText: The Board granted approval of the Graduate Certificate in Early Childhood Education (CIP 13.1210) at Louisiana State University.
- ActionDate: 6/21/2017
- Institution: LSU A&M College
DATE: June 08, 2016

TO: Matthew Lee
    Vice Provost for Academic Programs and Support Services

FROM: Michelle Massé
      Dean of the Graduate School

RE: Graduate Council Approval for a Certificate in Early Childhood

Dear Vice-Provost Lee,

At its March 16, 2016 meeting, the Graduate Council discussed and voted upon the proposals submitted by the College of Human Sciences and Education for a Certificate in Early Childhood. The discussion and vote were positive, with no suggestion for any changes to the proposals.

I agree with this decision and support our having begun the process of obtaining approvals from our governing boards.

Sincerely,

Michelle A. Massé
Dean of the Graduate School

John Hopkins
Chair of Course and Curricula Committee

Matt Lee
Vice Provost for Academic Programs and Support Services, Academic Affairs
Routing Sheet for New Graduate Certificates -- LSU A&M

Proposals for new graduate certificates must be submitted using the Louisiana Board of Regents template (http://regents.louisiana.gov/wp-content/uploads/2014/06/AA2.05-Proposed_New_Acad_Certificate_Program.doc), obtain faculty and administrative approvals, and have clear and concise answers to required questions found in the six numbered sections.

Check List (New Graduate Certificate proposals should be submitted to the Graduate School at least two weeks prior to the scheduled Graduate Council meeting. Proposals must be accompanied by a memo indicating the lead department and the faculty advisor of the certificate program. The faculty advisor should be present at the Graduate Council meeting to present certificate proposal and answer any questions that may arise.)

- **Campus:** Louisiana State University and A&M College (LSU)
- **Program:** formal title and CIP Code, search at https://nces.ed.gov/ipeds/cipcode
- **Institutional Contact:** Matthew Lee, Ph.D., Vice Provost for Academic Programs and Support Services; mlee@lsu.edu, 225-578-6610. A secondary contact from the lead department needs to be included in this section.
- **1. Description:** The description should include the courses and curricula; whether certificates will be offered exclusively on-campus or online; or whether the intent is to allow new students to apply in both areas.
- **2. Need:** justification for program at LSU and identification of similar programs in the state
- **3. Students:** describe the types of likely students, projected and justify enrollment numbers
- **4. Accreditation:** not applicable unless a profession standard or license is anticipated upon completion of the certificate; then describe the standard or license
- **5. Faculty:** how will the program be managed, with existing faculty and staff, what academic unit or interdepartmental committee will provide oversight, are any additional personnel, facilities, or other resources required
- **6. Costs:** in most cases, the following statement should be used – “The proposed Graduate Certificate will utilize existing faculty and facilities. The certificate program consists of courses currently taught at LSU that have the capacity to expand for the new certificate program. The Graduate School will assume administrative responsibilities. Because no additional resources will be required to implement the certificate program, nor will new income be allocated directly to departments, we have not included the “Summary of Estimated Additional Costs/Income for Proposed Certificate” budget sheet.”
- **Primary Administrator for Proposed Certificate:** Certificate programs are managed by faculty committees appointed by the departmental chair where curricula are largely within a single academic program, appointed by the college dean where curricula are largely within a single college, or appointed by the graduate school dean where curricula are spread across multiple colleges. The faculty advisory committee for each certificate program is responsible for assuring regular course offerings, evaluation of courses and curriculum, admission to and awarding of certificates, and an annual assessment of student learning outcomes.
- **New Programs:** As new certificates programs are developed they need to have approval by a faculty committee, department chair(s), college dean(s), and the Faculty Senate
Course and Curricula Committee before submission to the Graduate Council. Following approval by the Graduate Council, proposals are routed for approvals by the Dean of the Graduate School, Provost, Board of Supervisors, and Board of Regents.

Approvals: administrative signatures affirm policies of PS 45, section III are followed

[Signature]

Department Chair(s)

[Signature]

College Dean(s)

[Signature]

Dean of Graduate School

Date

[Signature]

Date

[Signature]

Date

2.25.2014

3.1.2016
Hi Dr. Castrillo,

Attached please find the modified version of the GC in Early Childhood Certificate. I hope we have been responsive to the requested concerns.

Dr. DiCarlo,

I wanted to get an update on the GC in Early Childhood that was sent to our office awhile back. There were some concerns that needed to be addressed before processing any further.

The concerns were:
2. Is this a Post-baccalaureate certificate or a graduate certificate? Post-baccalaureate.
3. I see that many universities around the state offer a variety of early childhood education degrees:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULL</td>
<td>PBC and BS in Early Childhood Education</td>
</tr>
<tr>
<td>ULM</td>
<td>PBC</td>
</tr>
<tr>
<td>UNO</td>
<td>MAT</td>
</tr>
<tr>
<td>Louisiana Tech</td>
<td>BS, PBC, GC, MAT</td>
</tr>
<tr>
<td>LSUA</td>
<td>PBC</td>
</tr>
<tr>
<td>LSUS</td>
<td>BS</td>
</tr>
<tr>
<td>Northeastern</td>
<td>BS, MAT, MEd</td>
</tr>
<tr>
<td>McNeese</td>
<td>BS and PBC</td>
</tr>
<tr>
<td>Southeastern</td>
<td>BS</td>
</tr>
<tr>
<td>Southern</td>
<td>PBC</td>
</tr>
<tr>
<td>SUNO</td>
<td>BS and PBC</td>
</tr>
</tbody>
</table>

You will need to justify why LSU needs to add to this list. Since we have the new childcare center, this may be something to include. You can also add that this will be taken by students who are in the BS in PK-3 program. Include numbers of students who may be interested from
that cohort or any statistics of who would be interested in the Baton Rouge area. Since the BOR is taking a close look at similar programs, the justification should be sound.

We will use the ECE Lab preschool as a laboratory for the EC certificate program, as we do with our other programs. We do believe that undergraduates will be interested in this certificate.

4. When writing about the need for the certificate program, the proposal should show statistics on workforce outlook or the need for such a skill in the teaching profession. You can also draw on the alignment of objectives between this program and the goals and objectives of our strategic plan. How would this program contribute to the economic development of Louisiana?

Research on the economic impact of early childhood education has found that early learning initiatives would provide benefits to society of roughly $8.60 for every $1 spent, about half of which comes from increased earnings for children when they grow up (The Economics of Early Childhood Investments, 2014; https://www.whitehouse.gov/sites/default/files/docs/early_childhood_report1.pdf). This is achieved through the narrowing of the achievement gap (early childhood education increases cognitive and achievement scores by 0.35 standard deviations on average) and boosting children’s earnings later in life (increased earnings in adulthood by 1.3 to 3.5 percent). The gains in earnings over the lifetime of children who participate in high quality early childhood programs far outweigh the initial investment of early childhood programs (The Economics of Early Childhood Investments, 2014; https://www.whitehouse.gov/sites/default/files/docs/early_childhood_report1.pdf).

5. Will there be a certificate program committee or an advisory committee? Who will advise the student?

EC faculty will serve as advisors to the students in the EC certificate program.

Of course, if the plan is to take this program off the table, please let us know.

Sincerely,

LSU

Anna M. Castrillo
Assistant to the Vice Provost for Academic Programs and Support Services
Office of Academic Affairs
Louisiana State University
156 Thomas Boyd Hall, Baton Rouge, LA 70803
office 225-578-7155
acastrl@lsu.edu | lsu.edu
PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM  
(CAS, PAC, PBC, GC, PMC, PPC)

Date:

Campus: Louisiana State University & A&M College  
Program: CIP, Certificate Designation, Title: 13.1210: Graduate Certificate in Early Childhood Education

Institutional Contact Person & Contact Info (if certification is needed)
Cynthia F. DiCarlo, Early Childhood Education Program Coordinator  
123B Peabody Hall  
Baton Rouge, LA 70803  
225-578-7005  
ecdcar@lsu.edu

1. Certificate Description

Describe the program concept: purpose and objectives; proposed curriculum; mode of delivery (on-site/hybrid/on-line). Indicate which courses are new; describe plan for rolling out new courses.

Louisiana State University (LSU) requests approval to establish a Graduate Certificate in Early Childhood Education, which will be offered by the School of Education in the College of Human Sciences and Education.

The purpose of the proposed graduate certificate in early childhood education is to give practitioners (i.e., teachers, others who work with infants and toddlers) coursework that will increase their knowledge of child development and early childhood education, so that they are better prepared to employ best practices in early childhood education with their students. This hybrid program will allow students to engage in face-to-face coursework or to complete their coursework online. Students will gain practical experience by integrating course content with field-based experiences. Existing courses in the early childhood PK-3 program as well as the graduate program will be utilized in this 12-hour certificate program, which will allow participants the option of counting credits earned toward a graduate degree in curriculum and instruction, with a specialization in early childhood education. Faculty in the School of Education will utilize existing coursework, which include two core (required) courses and two elective courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 7056 Theories In Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 7054 Child Guidance and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 7059 Parent Involvement in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 7843 Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 7053 Infant Development</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 7055 Human Development</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 4600 (CFS 4600) Organization &amp; Administration of Early Childhood Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDC 4382 Critical Issues in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDC 4482 Capstone in PK3</td>
<td>3</td>
</tr>
</tbody>
</table>

(Bold courses are required. Students may choose among the others or the remaining two courses).

2. Need

Outline how this program is deemed essential for the well-being of the state, region, or academy (e.g., how is it relevant, how does it contribute to economic development or relate to current/evolving needs). Identify similar programs in the state and explain why the proposed certificate is needed.

The proposed certificate program fills a variety of needs at the state level, providing an accessible format for 1) non-certified individuals to gain foundational information needed to enter a master's degree program; 2) certified teachers wanting to add early childhood education coursework, who intend to take the early childhood Praxis test and add an early childhood endorsement to their certificate; and 3) childcare staff needing early childhood coursework, in order to meet criteria set forth by the Quality Start Child Care Rating System (QS) Model.

Research on the economic impact of early childhood education has found that early learning initiatives would provide benefits to society of roughly 58.60 for every $1 spent, about half of which comes from increased earnings for children when they grow up. This is achieved through the narrowing of the achievement gap (early childhood education increases cognitive and achievement scores by 0.35 standard deviations on average) and boosting children's earnings later in life (increased earnings in adulthood by 1.3 to 3.5 percent). The gains in earnings over the lifetime of children who participate in high quality early childhood programs far outweigh the initial investment of early childhood programs.
Currently, Louisiana Tech offers a graduate certificate in early childhood education. However, there are many local early childhood educators and workers in early childcare that would take advantage of this proposed graduate certificate as it is in close proximity. Additionally, LSU A&M has recently relaunched and renovated its early childhood education laboratory (ECE Lab School), which aligns the child care center with the early childhood program on campus. This partnership will increase opportunities to conduct research in a model demonstration school involving young children, early childhood educators, university students, and faculty researchers. The ECE Lab School aligns the preschool with the mission of the university, which is improving the quality of life across the lifespan creating continuous learning from the cradle to post-career.


3. Students

Describe student interest. Project enrollment and productivity for the first 5 years; justify projections.

The certificate program is desirable to students wanting to further their education in order to gain foundational information to enter a master's program, add a PK-3 certification, or meet child care staffing requirements within the QRS system. Faculty intend to advertise/market this Early Childhood Education certificate program through existing networks within the state, as well as through professional networks nationwide. It is anticipated that we will enroll 25 students per year. Additionally, this certificate program will be attractive to students who are in the PK-3 baccalaureate program and may segue undergraduates into graduate studies at LSU.

4. Accreditation

Describe plan for achieving program accreditation.

Presently, the PK-3 Teacher Preparation Program is aligned with the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation, and accredited by the National Council for Accreditation of Teacher Education (NCATE), and the Southern Association of Colleges and Schools (SACS). The proposed early childhood education certificate program will utilize existing courses. Assessment reporting will be done by the early childhood program faculty.

5. Faculty, Administration, & Other Resources

How will instructional needs be met? Will additional faculty, facilities, equipment, or library resources be required? What department will deliver and oversee the proposed program?

Faculty in the School of Education will utilize existing coursework and will serve as advisors for students enrolled in the certificate program. The proposed program can be offered and administered with existing faculty resources and course offerings. Existing faculty and library resources will meet the needs of the program. Cynthia DiCarlo, professor of early childhood education and executive director of the ECE Lab School, will serve as the program director, and faculty within the early childhood education program will advise students in the certificate program.

6. Cost

Summarize additional costs to offer the program. On a separate budget sheet, estimate costs and revenues for the projected program for the first five years, indicating need for additional appropriations (if any).

The proposed certificate will utilize existing faculty and facilities. The certificate program consists of courses currently taught at LSU that have the capacity to expand. The Graduate School will assume administrative responsibilities. Because no additional resources will be required to implement the certificate program, we have not included the “Summary of Estimated Additional Costs/Income for Proposed Certificate” budget sheet.

CERTIFICATIONS:

[Signature]
Primary Administrator for Proposed Certificate

[Signature]
Provost/Chief Academic Officer

[Signature]
Management Board/System Office

[Signature]
Date: 1/24/2016
[Signature]
Date: 1/15/16