

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

April 24, 2025

Item D.2. **Grambling State University's** request for approval to offer a Bachelor of Science in Public Health.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval to offer a Bachelor of Science in Public Health (BS PUBH). This 120-credit hour undergraduate program will accomplish the following:

- Prepare competent individuals for the public health workforce, with a concentration in community education and promotion;
- Create a foundation for graduate level education in public health (i.e., Master's in Public Health);
- Increase the number of public health professionals who are equipped with the knowledge and decision-making skills to manage the healthcare needs of various communities;
- Increase the diversity of the public health workforce; and
- Provide students with the knowledge and skills to work in areas such as social services, non-for-profit agencies, governmental organizations, international health services programs, and in agencies with priorities in health education and health promotion.

For decades there has been a shortage of healthcare workers throughout the nation and, according to the Louisiana Department of Health (LDH), there is a critical shortage of the healthcare workforce within the state. The proposed BS PUBH program will serve to help supply well-educated professionals to satisfy the need or gap in the healthcare labor market. The proposed program can serve as an alternative program for those who desire to obtain a degree in a health-related field. The curriculum, designed by nursing faculty, alumni, community members, Advisory Committee members of the School of Nursing, includes the same general education courses as students enrolled in the pre-nursing program. This will allow for students who desire a BSN degree, but are unable to obtain a seat in the professional nursing program (either due to being unsuccessful on the nursing admissions exam or they do not meet all admission requirements), to enroll in the BS PUBH seamlessly.

The University anticipates an initial enrollment of 80 students, with that number expanding to 406 students by YR4. A pipeline will be created to recruit students who are freshmen and others who have not declared a major, and students from community colleges. In addition, there might be students from other majors, such as nursing, biology and social work, who might find the

proposed BS PUBH more suitable. The addition of the proposed program will complement existing programs within the School of Nursing and enhance GSU's overall academic offerings. Such a program will also expand the educational opportunity in the public-health space, adding to programs currently offered by LSU-Shreveport and LSUHSC-New Orleans.

Program implementation will require one new full-time faculty line as well as the hiring of an administrative assistant; existing faculty are sufficient for instructional support. Cost of the proposed program will be offset by tuition and fees. Letters of support were provided by the City of Grambling, Bienville Public Library, Green Heart Education, Ochsner LSU Health Shreveport – Monroe Medical Center, State Senator Jay Luneau, Greater North Louisiana Community Development Corporation, and the National Alliance on Mental Illness-Ruston. All recognize the fact that graduates of the proposed program will help alleviate the shortage of healthcare professionals in the North and Central Louisiana communities which will produce better health outcomes for residents of these communities.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University's request to offer a Bachelor of Science in Public Health.



Office of the President

April 3, 2025

**MEMORANDUM TO THE BOARD OF SUPERVISORS OF
THE UNIVERSITY OF LOUISIANA SYSTEM**

**SUBJECT: REQUEST FOR APPROVAL OF ACADEMIC DEGREE
PROGRAMS PROPOSALS**

Grambling State University (GSU) respectfully requests approval of two Academic Degree Program Proposals to offer a Bachelor of Science (B.S.) degree in Public Health and the Master of Science (M.S.) in Sustainability.

The B.S. in Public Health degree program is designed to prepare graduates to be contemporary and visionary leaders in community health education and promotion. Program graduates will be able to address persistent challenges related to chronic and infectious diseases, the social determinants of health, and research and disease prevention.

The M.S. in Sustainability program is designed to prepare graduates to be the next generation of leaders in the field of sustainability that will be able to address persistent challenges such as weather events, biodiversity loss, and limitations related to energy sources. Graduates will be equipped with skills that will support good health and well-being, clean water and sanitation, affordable and clean energy, and sustainable communities.

Your favorable consideration of this request is greatly appreciated.

Sincerely,

A handwritten signature in blue ink that reads "Martin Lemelle, Jr.".

Martin Lemelle, Jr., D.B.A.
President

ML:lm1

Attachment



BOARD of REGENTS
LOUISIANA

Academic Degree Program Proposal Form

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

A. Overview

Institution Name: Grambling State University		Designation (flagship, statewide, regional, HBCU, 2-year): HBCU		
College/School/Division: College of Professional Studies/School of Nursing		Academic Department: Nursing		
Degree Designation ^a : Bachelors of Science BS PUBH	Proposed Degree Name: Public Health-Community Health Education & Promotion	CIP Code: 51.2207	Credit Hrs ^b : 120	Contact Hrs: 1920 + 96 hours for practicum = 2016
Planned Implementation Semester/Term & Year: Fall 2026		Was this program listed in the most recent Three-year Academic Plan? [X] Yes [] No		

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

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

^c If applicable.

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

Grambling State University (GSU) is a public university that awards degrees at the bachelor's, master's, and doctoral levels. Students at GSU receive a comprehensive and diverse education. Graduates of GSU often further their education at top-level institutions, become accomplished professionals, become entrepreneurs, and are sought by global employers.

Grambling State University is proposing to establish new Bachelor's degree program in public health (BS PUBH) which will focus on community health education and promotion. The program will prepare graduates to be contemporary and visionary leaders in the field of public health education and promotion. The graduates from the Bachelor's degree in Public Health will be able to address persistent challenges related to chronic and infectious diseases, the social determinants of health, and research and disease prevention.

A unique component of the BS PUBH is that students enrolled in the pre-professional program will take the same general education courses as students enrolled in the pre-nursing program. Once the general education courses have been completed and if the student desires to change their major to nursing, they will be able to take the admission examination and apply for the professional nursing program which leads to the Bachelor of Science in Nursing (BSN) degree. If a student who is enrolled in the pre-nursing program desires to change their major to public health, since they have taken the appropriate general education courses as a pre-nursing student, there can be an effortless change of their major to public health.

Students who desire a BSN degree but are unable to obtain a seat in the professional nursing program, either due to being unsuccessful on the nursing admission exam or they do not meet all the admission criteria, are able to enroll in the BS PUBH program. The proposed BS PUBH program will offer an opportunity for students to continue their education without a major threat of financial bankruptcy.

The proposed BS PUBH program is aligned with the mission, vision, and values of the American Public Health Association (APHA) to promote quality public health practice, judicial health policy development, and to promote optimal health and well-being for all individuals. The values of the APHA include the assurance that communities receive equitable attention through the development of programs and educational endeavors that focus on wellness and disease prevention.

The proposed BS PUBH program is in alignment with the university's mission. The proposed BS PUBH program will be a unit within the School of Nursing. Faculty in the School of Nursing have a commitment to providing quality health education and promoting wellness. Faculty in the School of Nursing engage in projects that promote health and well-being in various communities. For example, faculty in the School of Nursing provide health screenings and education at health fairs, and on a mobile van for their "Nursing Outreach Mobile Initiative" (NOMI) in surrounding communities. Nursing faculty regularly speak at seminars and conferences on issues such as mental health and wellness, social determinants of health, health disparities, chronic diseases, current research in the field, and sexually transmitted infections.

Graduates from the proposed program will be able to do the following:

- Apply critical thinking skills in the analysis of relevant public health data
- Implement community health education strategies that promote wellness
- Collaborate with other health professionals to support programs for disease prevention

The program will accomplish the following:

- Prepare competent individuals for the public health workforce, with a concentration in community health education and promotion
- Create a foundation for graduate level education in public health (i. e. Master's in Public Health)
- Increase the number of public health professionals who are equipped with the knowledge and decision-making skills to manage the health care needs of various communities

- Increase the diversity of the public health workforce
- Provide students with the knowledge and skills to work in areas such as social services, not-for-profit agencies, governmental organizations, international health services programs, and in agencies with priorities in health education and health promotion.

2. Describe specialized accreditation requirements associated with the program if applicable (refer to Board of Regents [A.A. Policy 2.13: Program Accreditation](#)). If not required, describe whether the institution will seek any voluntary accreditation or certification for the program.

There are no specialized accreditation requirements associated with the program. However, the Council on Education for Public Health (CEPH) offers an accreditation process that is voluntary. The goal is to seek CEPH accreditation within five years of implementation of the BS PUBH.

3. Specify **SACSCOC** or other accreditation organization requirements. Mark all that apply.

☐ Substantive change requiring notification only

☒ Substantive change requiring approval prior to implementation

☐ Level Change

☐ None

4. Has the program been designed to align with any Board of Regents or other statewide initiatives? Check all that apply.

☒ MJ Foster Promise Program

☐ Cyber-security Initiatives

☒ Louisiana Transfer Pathways

☐ Other: _____

5. If this proposal is for a Master's or Doctoral program, provide a list below (name, institution, email address, brief summary of qualifications) for at least three external review candidates. Reviewers should be active or retired full time faculty member from an accredited institution; have experience developing and/or administering a program like the proposed program; and should not have direct affiliation with a Louisiana institution.

Not applicable

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

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

Grambling State University (GSU) is an HBCU that envisions, that the university will offer opportunities for a diverse population. Part of the mission of GSU is to offer opportunities, especially for minorities who have been educationally disadvantaged. The proposed Bachelor of Science in Public Health degree program is aligned with the role, scope, and mission of the university.

Grambling State University is an HBCU that was founded in 1901 by African American Farmers who wanted a quality education available for their children. The Louisiana Board of Regents recognizes Grambling as both a regional university and an HBCU. Our mission includes statements that acknowledge the fact that the university prepares graduates to (1) compete and succeed in careers related to their program of study, (2) contribute to the advancement of knowledge, and (3) to commit to improving the quality of life for others. The proposed program supports the mission of Grambling State University. The Board of Regents captures our role, scope, and mission in a document published on their webpage ([Microsoft Word - 2012 0427 - MasterPlan Revised 04-27.docx](#) [\(laregents.edu\)](#)). This document acknowledges that Grambling State University is primarily considered as a teaching institution. The Board of Regents recognizes that our degree inventory includes professional programs and programs at the master's level and doctoral level. Also recognized by the Board of Regents is the university's role as an HBCU in addressing critical workforce needs in the state of Louisiana as well as on the national level. The proposed program will produce graduates who have skills needed to address critical healthcare needs in the state.

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

Alignment with GSU's Strategic Plan

The philosophy of GSU indicates that it strives to create an environment that promotes excellence with regard to teaching, research, and service. Goal I of the current strategic plan for GSU related to the increase in student access (enrollment). THE BS PUBH will be an additional academic option, that will attract students and thus, increase enrollment. The proposed program is also aligned with Goal II: Increase opportunities for student success. The number of bachelor level degree awards is expected to increase. The Bachelor of Science in Public Health degree program is aligned with providing a quality education while fostering student success.

Alignment with Academic Program Portfolio

The proposed program is aligned with Grambling State University's Academic Portfolio. It will build on foundational skills that undergraduate programs in Nursing, Social Work and the Social Sciences provides.

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

- **Accessibility (mode of delivery, alternate course scheduling)**

The proposed program is aligned with the Louisiana's Master Plan for Higher Education. This plan includes improving the educational attainment of citizens by increasing the retention and graduation of students and targeting adults who have some college training. Cutting-edge research results generated by faculty supporting the proposed program will be infused into undergraduate curricula. Undergraduate students will have the opportunity to engage in research alongside faculty. Data shows that undergraduate students are retained and graduate when research is a part of their academic experience.

The Board of Regents' Pathway to 2030 indicates that 60% of the Louisiana residents will attain a college degree by 2030. the 2030 goal can be supported by the creation of innovative methods for degree attainment such as the creation of new programs. The BS PUBH program will be conducted in a traditional, face to face setting and can be adapted to a complete online program. The students will complete the General Education requirements of the University and the pre-requisite courses taken by students in the pre-nursing program. Completion of the first two years of the curriculum will provide students with two options for advancement in either the professional nursing or the professional public health program.

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

Use of affordable resources will occur as applicable. The aim of the institution is to reduce the financial barriers that students might incur. Prior learning assessment will be utilized using Advance Placement Exam Scores, CLEP Exam Scores as well as performance on exams designed by specific disciplines. The university will facilitate a process for tuition payment by employers that provide financial assistance for an employee to pursue a degree.

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

Partnerships with public and private entities provided useful information in the development of the proposed program. The partnerships include a Memorandum of Understanding (MOU) between Grambling State University and Louisiana Delta Community College, a MOU between Grambling State University and Louisiana Tech University, collaborative work with the Bienville Parish Public Library, The National Alliance on Mental Illness – Ruston Chapter, IBM Skills Academy, Lotus by BAE, LLC.

Louisiana Delta Community College – Grambling State University has a MOU with Louisiana Delta Community College to provide the opportunity for students to obtain a Bachelor of Science in Nursing (BSN) degree once they have completed course work that leads to an Associate of Science in Nursing (ASN) degree. The students in the proposed BS PUBH program will take the same general education courses taken by the pre-nursing students at GSU. Therefore, if a student transfers from Louisiana Delta Community College and desires to change their major from nursing, the proposed BS PUBH option is available. Students will be provided the appropriate and accurate transfer and articulation information.

Louisiana Tech University – Grambling State University has a MOU with Louisiana Tech University to establish a RN to BSN completion program. Courses taken by graduates of the Associate of Science in Nursing (ASN) program from Louisiana Tech University will be accepted toward the degree requirements for the Bachelor of Science in Nursing (BSN) program at Grambling State University. If an RN wishes to change or expand their professional practice field and they wish to move forward to graduate education in public health, they must first have a Bachelor's degree; therefore, the BS PUBH at GSU will provide an option for the nurse.

Bienville Parish Library – The emphasis of the proposed BS PUBH program is community health education and promotion. The discipline of public health prevention and surveillance of infectious diseases, but also focuses on chronic diseases such as diabetes, hypertension, and other prevalent among individuals in various communities. The Bienville Parish Library has a health fair screening and blood drive each year. A Grambling State University (GSU) School of Nursing (SON) faculty member has coordinated the activities that the graduate and undergraduate students and faculty from the SON and the School of Social Work provide for residents of local and regional communities. The health fair screening and blood drive is a prime event in which students in the BS PUBH program can collaborate with other health professionals and provide health education to the community and to promote wellness.

National Alliance on Mental Illness – The National Alliance on Mental Illness (NAMI Ruston) is a 38-year old nonprofit organization comprised of public officials, professionals, community leaders and residents, university faculty and students, families, and friends. NAMI is the largest national grassroots organization. The goal of the organization is to support and improve the quality of life for people affected by mental illness. The Healthy People 2030 goals for the nation focus on the prevention, assessment, screening, and treatment of people with mental health disorders for which millions are affected. Students enrolled in the proposed BS PUBH will have the opportunity to impact individuals at the level of community assessment, mental health screening, preventative education, and will be able to collaborate with others involved in the promotion of mental wellness.

Lotus by BAE – The purpose of Lotus by BAE is to promote self-care, provide education on menstrual product use, menstrual hygiene practices, and mental health management during menstruation. There are some mental health issues related to menstruation that affect individuals, families, and communities. The Louisiana Health Department Office of Public Health indicated behavioral health as a public health priority. Students enrolled in the proposed BS PUBH can work in partnership with the educational platform of Lotus by BAE to improve the quality of life of those affected by conditions that impact mental wellness.

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

The BS PUBH has a four-credit hour course which is an experiential internship (PUBH 425). PUBH 425, Fundamentals of Program Planning & Evaluation, requires 96 hours of experiential work-based learning.

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

The proposed program can serve as an alternative program for those who desire to obtain education in a health-related field. In 2023, 4.3% to 29.5% of persons employed in the healthcare field were from minority groups compared to 60-85% from the majority population (U. S. Bureau of Labor Statistics (January, 2023). Grambling State University is an institution of higher learning that is committed to providing educational service to adult learners from all minority groups in the American society. The implementation of the BS PUBH will allow more professionals from minority groups to be added to the healthcare workforce and will serve to close the gap between education of minority health professionals and their service to underserved communities.

Students enrolled in the BS PUBH program will complete the same general education courses as pre-nursing students. The general education course completion will allow the BS PUBH students to either progress and attain a Bachelor's degree in public health or they may choose to change their major to nursing. A change of major to nursing and successful completion of the nursing requirements, will lead to the Bachelor of Science in Nursing degree, and they can then take the national examination to become a registered nurse. Once the student receives the Bachelor of Science in Nursing degree they can apply to schools that have graduate degree programs in Nursing, that lead to the Master of Science in Nursing degree.

Graduates of the proposed BS PUBH program can also choose to apply to graduate school to obtain a Master's in Public Health degree (MPH), even though most MPH programs do not require a Bachelor's in Public Health degree as an admission requirement. Louisiana State University has a Master's in Public Health program. The graduates of the BS PUBH program also have the option to obtain a doctorate in public health degree.

Once a person obtains a Bachelor's degree, whether in nursing or public health, graduate level education is available to them. The curriculum for the proposed BS PUBH degree will provide students with a foundational and broad set of competencies that will prepare them for graduate education and jobs that address public health issues at the local, regional, state, and federal level for various communities, including those who have been underserved.

Need

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

There has been a paradigm shift in the function of the public health professional which not only requires knowledge and skills related to infectious diseases but also chronic diseases. Some of the leading causes of death among Louisiana residents are heart disease, cancer, COVID-19, accidents, stroke, and diabetes (CDC, February 2023). Community health professionals are needed to educate populations and communities with regard to chronic diseases. An effective public health workforce should be diverse and be reflective of the population and communities being served (CDC, 2023).

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

Faculty have been engaged with alumni regarding the BS PUBH program and the feedback has been positive. The alumni were encouraged that GSU would be adding another health major to be incorporated in the School of Nursing. One alumnus who is employed by the Public Health Service provided information that was considered in the development of the proposed program. Another alumnus, who lives in Texas, expressed excitement for the program since public health is one of her passionate areas, and she pledged her support.

Discussions among nursing faculty, alumni, community members, Advisory Committee members of the School of Nursing, facilitated in the design of the proposed curriculum. Discussions took place with some non-nursing GSU faculty and how a BS PUBH program could serve to meet the needs of learners in other disciplines (i. e. Mass Communication). Conversations took place at professional meetings among colleagues from other institutions: their feedback was considered in the design of the proposed program.

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

The primary service area is north Louisiana. The BS PUBH program will be positioned to attract individuals from communities throughout the region, the state, and neighboring states such as Arkansas, Mississippi, and Texas.

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

According to the Louisiana State Office of Rural Health there is limited access to healthcare providers to address the health disparities. Community health leaders are needed to improve the health of Louisiana residents, especially in rural communities.

Many students have expressed interest in the proposed BS PUBH program. A needs assessment for interest in the proposed program was administered to faculty, staff, students, alumni, and others. There were a total of 208 respondents, of which 148 responses were from students (71.2%). Of the 148 student respondents, 133 (63.94%) were undergraduate students, 15 (7.21%) were graduate students, 27 (12.98%) were faculty members, 22 (10.58%) were staff members, nine were alumni (n = 9/4.33%), and other (n = 2/0.96%).

To the question on the needs assessment, "What is your level of interest in the BS in Public Health program at GSU?", 91% (n = 201) of those who responded indicated that the interest level was "Interested" (n = 38/15.92%), "Somewhat Interested" (n = 32/18.91%), and "Very Interested" (n = 113/56.22%); there were 18 (8.96%) persons who selected "Not Interested". Two hundred and two persons responded to the question "Do you feel that a BS in public health would be beneficial to the residents of Louisiana and the surrounding areas?" Of the 202 respondents 199 (98.51%) answered yes and three (1.49%) answered no.

Letters of Support

Letters of Support have been received from the following individuals and are provided in **Appendix B**.

Alvin R. Bradley, Sr. MPA, M.Ed.

Mayor of City of Grambling
127 King Street – P. O. Box 109
Grambling, Louisiana 71245

Bertresea A. Evans, MSN, APRN, FNP-C, PMHNP-BC

Lotus by BAE, LLC
Email: info@lotusbybae.com
Website: www.thelotuselite.com

Susie Graham Assistant Director

Bienville Parish Library
2768 Maple Street
Arcadia, Louisiana 71001

Dr. Dagne D. Hill

Department Head
Department of Biology
Grambling State University
GSU Box 4211
Grambling, Louisiana 71245

Ms. Natalie Kelley BSN, RN

CEO Green Heart Education
greenheartedu@gmail.com

Beverly Vonshea Lewis, MPA, BSN, RN

Director of Economic Development/Community Initiatives
Ochsner LSU Health Shreveport – Monroe Medical Center
4864 Jackson Street
Monroe, Louisiana 71202

W. Jay Luneau

State Senator, District 29
1010 Main Street
Pineville, Louisiana 71360

Dr. Herbert Simmons, Jr. (Retired Professor, Grambling State University)
Greater North Louisiana Community Development Corporation
P. O. Box 460
Jonesboro, Louisiana 71251

Obadiah J.K. Simmons, Jr., Ph.D.

Interim Dean, COE & Head/Director & Associate Professor
(Dr.) Eddie G. Robinson, Sr. Endowed Professor
Grambling State University
Department of Kinesiology, Sport & Leisure Studies
P. O. Box 4244
Grambling, Louisiana 71245

Dr. Jerrilene Washington Ed.D.

Executive Director, NAMI Ruston
Post Office Box 1585
Ruston, Louisiana 71270
washington.jerrilene1922@gmail.com

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

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

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

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

☐ Service Area Data ☐ State Data ☒ National Data

Related Occupation	LWC Star Rating	Current Employment [Enter Year]	Projected Employment [Enter Year]	# Change	% Change	Average Annual Openings	Average Salary
Health Specialties Teachers, Postsecondary	5	2020	2030	58,900	24.3	30,800	\$100,000
Medical & Health Services Manager	5	2020	2030	139,600	32.3	51,800	\$104,830
Occupational Health and Safety Specialists	5	2020	2030	6,800	6.9	7,800	\$76,570
Registered Nurses (graduates of the BS PUBH can apply to a nursing program that will apply their pre-nursing courses toward an Associate or Baccalaureate degree)	5	2020	2030	276,700	9.0	194,500	\$81,220
Environmental Science and Protection Technicians, including Health	4	2020	2030	3,600	10.5	4,700	\$48,380
Health Educators (Specialists)	4	2020	2030	7,600	12.4	7,400	\$59,990
Social Science Research Assistants	4	2020	2030	3,400	8.4	5,400	\$50,470

Sustainability

The BS PUBH program will open the door for its' graduates to apply for graduate education and can be a pipeline for students to enroll in the Sustainability degree program that is being developed at Grambling State University, if it is approved. The area of sustainability is set to grow rapidly over the next decade. According to the National Center for O*NET Development (2024), specialists in sustainability require education or training. Respondents on a survey with regard to the education of employees hired in sustainability positions indicated that education at the Bachelor's level (52%), Master's level (39%), or some college or no degree (4%) is required (National Center for O*NET Development, 2024).

Registered Nurses

The U. S. Bureau of Labor Statistics (2024) indicated that between 2023-2033 there will be a need for nearly 195,000 nurses each year, which is a six percent (6%) projection in growth. Currently, there is a shortage of full-time registered nurses that is estimated to be 78,610. In 2030 the shortage of full-time registered nurses is projected to be almost 64,000. Although there is a nation-wide nursing shortage, there are 10 states with the largest projected shortage percentage in 2035, they are Washington (26%), Georgia (21%), California (18%), Oregon (16%), Michigan (15%), **Louisiana (13%)**, North Carolina (13%), New Jersey (12%), and South Carolina (11%) (National Center for Health Workforce Analysis, 2022).

According to the American Association of Colleges of Nursing ([AACN], 2024), the nursing shortage is expected to worsen as older nurses retire. As people age, generally they experience more health problems and as a result, more nurses will be needed to meet the growing demands for care. Reasons for the shortage of nurses is multifactorial. Nursing schools are challenged because of their limited capacity for students in the program, there challenges related to limited facilities for clinical experiences, and there is a shortage of nursing faculty, all of which exacerbates the nursing shortage (AACN, 2024). Since the public health students will take the same prerequisite courses as the students taking courses outlined in the pre-nursing curriculum, they can change their major to nursing. If a student graduates with a BS PUBH degree, they can apply to a program of nursing (e. g. GSU's BSN program, an Associate degree program, or another Bachelor's degree program), and upon graduation can take the national examination to become a registered nurse, which will help to close the gap between the supply and demand for nurses.

Summary

Graduates of the BS PUBH program will be prepared with the knowledge to be competent in such skills as strategic planning, systems thinking, effective communication, and strong decision-making skills that are needed for policy development. The knowledge and skills obtained by learners in the proposed BS PUBH will prepare them for graduate education in public health. There is a growing demand for competent leaders in health care. The proposed BS PUBH program will serve to help supply well-educated professionals to satisfy the need or gap in the healthcare labor market.

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

Institution	Program (degree and title)	No. Graduates in past year
Louisiana State University – Shreveport	1. Bachelor of Science in Public Health 2. Master of Science in Public Health	2023 – BS -0 2023 – MPH – 31
Louisiana State University Health Sciences Center (LSU Health) – New Orleans	Bachelor of Science in Public Health	2023 – BS – 4

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

According to the U. S. Bureau of Labor Statistics (January, 2023), the knowledge, skills, and capabilities of community and public health workers has been underutilized. In 2023, the average annual percentage of African Americans employed in health services, excluding hospitals, was 4.3%-29.5%, compared to the percentage of Whites employed in health services which was 60.0-85.2%. Grambling State University was founded to ensure quality education for African Americans. The BS PUBH at GSU will allow provision for minority students to take advantage of employment opportunities in health care.

For decades there has been a shortage of healthcare workers throughout the nation and according to the Louisiana Department of Health (LDH), there is a critical shortage of the healthcare workforce within the state. A chief goal of public health is to ensure that everyone has access to quality care by well-educated and competent healthcare professionals. According to the National Center for O*NET Development (2025), it is projected that the need for healthcare workers is expected to increase more rapidly than usual (by 6%) over the next several years (2023-2033), with more than 100,000 job opportunities for healthcare workers.

Health Educators

The proposed BS PUBH program will focus on community health education and promotion. Health educators are needed for community assessment, education on infectious and chronic health conditions, and for instruction related to disease prevention. The responsibility of health educators is also to design, implement, and evaluate programs, and to be advocates for equitable health policy development in order to accomplish the Healthy People 2030 goals. Some examples of health educator titles include community health consultants, health and education coordinators, health promotion specialists, certified diabetes educators, and others who promote health for the public, institutions, and organizations. Those who specialize health education collaborate with other professionals and organizations to develop, implement, and manage educational programs for individuals, groups, and communities. Students enrolled in the proposed program will take courses such as Health Promotion and Wellness (PUBH 301), Foundations of Human Disease and Prevention (PUBH 309), and Chronic and Infectious Diseases (PUBH 313), and will be well-prepared to be leaders in the area of health education.

Health Services Managers and Directors

The National Center for O*NET Development (2025) indicates that the field for medical and health services managers is set to grow swiftly and these professionals will be needed to direct, supervise, and evaluate activities of those who provide healthcare services. Medical and health services managers include health center directors, healthcare systems managers, and nursing directors and managers.

Occupational Health and Safety Specialists

The need for Occupational Health and Safety Specialists, along with Environmental Science and Protection Technicians will continue to increase to add to the healthcare workforce infrastructure. Occupational Health and Safety Specialists are needed to provide guidance and instruction to communities and institutions, create and oversee the implementation of programs for the public and employees, and to ensure adherence to standards and regulations to maintain safe work environments. Environmental Science and Protection Technicians are needed for the stability of the future healthcare workforce. Under the direction of environmental scientists or engineers, these technicians collect samples of elements such as gases, air, water, and soil, and analyze samples for pollutants: a key responsibility of these technicians is to promote environmental health in order to safeguard the public from harmful elements (National Center for O*NET Development, 2025).

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

Students who enroll in the BS PUBH program will take the same prerequisite courses as those who are enrolled in the prerequisite pre-nursing courses. Subsequently, if a student chooses to apply GSU's professional nursing program, their transcript will be evaluated and their admission to the program will be considered. If the student has fulfilled all the requirements for entry into nursing (prerequisite courses, grades, admission exam score, and any other requirements), they may be selected to enter the nursing program.

Because public health practice is an interdisciplinary practice field, students enrolled in related curricula can elect to pursue a minor in public health. The BS PUBH program can appeal to a greater group of students, with a subsequent increase in student enrollment at GSU.

Some degree programs for which students enrolled might choose public health as a minor are listed below.

1. Biological Sciences Department	Bachelor of Science Degree
2. Department of Kinesiology, Sport, and Leisure Studies	Bachelor of Science Degree (Kinesiology or Leisure Studies) Master of Science Degree (Sports Administration)
3. General Studies	Bachelor in General Studies
4. School of Social Work	Bachelor of Arts in Degree Master of Social Work Degree
5. Department of Sociology and Psychology	Bachelor of Arts Degree in Sociology
6. Department of Political Science and Public Administration	Master of Public Administration (Health Services)

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

Occupation	Occupation-specific skills & KSAs
Health Specialties Teachers, Postsecondary	<p>K – Education and Training for teaching and instruction, English Language, Biology, Psychology</p> <p>S – Instructing, Speaking, Active Learning, Active Listening</p> <p>A – Oral Expression, Written Comprehension, Oral Comprehension, Speech Clarity</p> <p>T – Computer-based training software, Electronic Mail software, Medical Software, Word processing software</p>
Medical and Health Services Manager	<p>K – Administration and Management, English Language, Customer and Personal Service</p> <p>S – Critical Thinking, Speaking, Complex Problem Solving, Judgment and Decision Making</p> <p>A – Oral Expression, Deductive Reasoning, Inductive Reasoning</p> <p>T – Analytical or scientific software, Medical software, Data base user interface and query software</p>
Occupational Health and Safety Specialists	<p>K – Education and Training, English Language, Chemistry, Law and Government</p> <p>S – Speaking Active Listening, Complex Problem Solving, Critical Thinking</p> <p>A – Deductive Reasoning, Inductive Reasoning, Problem Sensitivity, Oral Expression</p> <p>T – Compliance software, Electronic mail software, presentation software</p>
Environmental Science and Protection Technicians, including Health	<p>K – English Language, Biology, Mathematics, Chemistry</p> <p>S – Active Listening, Critical Thinking, Speaking, Science</p> <p>A – Oral Comprehension, Written Comprehension, Problem Sensitivity, Deductive Reasoning</p> <p>T – Analytical or scientific software, Electronic mail software, Geographic information system, Video creation and editing software</p>
Health Educators (Specialists)	<p>K – Customer and Personal Service, English Language, Administrative, Psychology</p> <p>S – Active Listening, Speaking, Writing, Learning Strategies</p> <p>A – Oral Expression, Oral Comprehension, Speech Clarity, Written Comprehension, Written Expression</p> <p>T – Data base user interface and query software, presentation software, Web page creation and editing software</p>
Registered Nurses	<p>K – Psychology, Medicine and Dentistry, Customer and Person Service, Administrative</p> <p>S – Social Perceptiveness, Active Listening, Coordination, Critical Thinking, Service Orientation</p> <p>A – Deductive Reasoning, Inductive Reasoning, Problem Sensitivity, Oral Comprehension, Oral Expression</p> <p>T – Cloud-based data access and sharing software, Electronic mail software, Medical software, word processing software</p>

Social Science Research Assistants	K – Computers and Electronics, Administrative, Mathematics, S – Critical Thinking, Writing, Complex Problem Solving A – Oral and Written Comprehension, Oral Expression, Information Ordering T – Analytical or scientific software, computer based training software, Graphics or photo imaging software
------------------------------------	--

C. Curriculum

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

The following are the End of Program Student Learning Outcome (EPSLOs): By the end of the program the BS PUBH student will be able to:

1. Evaluate the role of the public health professional associated with the ethical and legal practice of community health education and promotion
2. Examine research methods, conceptual, and theoretical frameworks and how they relate to public health practice
3. Apply principles of communication to address public health problems and professional development in collaboration with interdisciplinary teams
4. Evaluate principles of health education and promotion within the context of the environment and culturally diverse communities
5. Develop interventions, based on data from community assessments, to make decisions about disease prevention, health education, and health promotion for various populations
6. Utilize various technological platforms to address the health education and promotion needs of diverse populations

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

Career Ready Competencies (NACE)	Student Learning Outcomes
Critical Thinking/Problem Solving	<p>Student Learning Outcome 2. Examine research methods, conceptual, and theoretical frameworks and how they relate to public health practice.</p> <p>Student Learning Outcome 3. Apply principles of communication to address public health problems and professional development in collaboration with interdisciplinary teams.</p> <p>Student Learning Outcome 5. Develop interventions, based on data from community assessments, to make decisions about disease prevention, health education, and health promotion for various populations.</p>
Oral/Written Communications	Student Learning Outcome 3. Apply principles of communication to address public health problems and professional development in collaboration with interdisciplinary teams.
Teamwork/ Collaboration	Student Learning Outcome 3. Apply principles of communication to address public health problems and professional development in collaboration with interdisciplinary teams.
Digital Technology	Student Learning Outcome 6. Utilize various technological platforms to address the health education and promotion needs of diverse populations.
Leadership	<p>Student Learning Outcome 1. Evaluate the role of the public health professional associated with the ethical and legal practice of community health education and promotion.</p> <p>Student Learning Outcome 5. Develop interventions, based on data from community assessments, to make decisions about disease prevention, health education, and health promotion for various populations</p>
Professionalism/ Work Ethic	Student Learning Outcome 1. Evaluate the role of the public health professional associated with the ethical and legal practice of community health education and promotion
Career Management	Student Learning Outcome 3. Apply principles of communication to address to address public health problems and professional development in collaboration with interdisciplinary teams

Equity and Global/Intercultural Fluency	<p>Student Learning Outcome 1. Evaluate the role of the public health professional associated with the ethical and legal practice of community health education and promotion</p> <p>Student Learning Outcome 4. Evaluate principles of health education and promotion within the context of the environment and culturally diverse communities</p> <p>Student Learning Outcome 6. Utilize various technological platforms to address the health education and promotion needs of diverse populations</p>
Other (list others)	N/A

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

Technical Skills and KSAs	Student Learning Outcome (s)
<p>KNOWLEDGE – Education and training, English language, Law and Government</p> <p>SKILLS – Critical Thinking, Complex Problem Solving, Judgment, and Decision Making; Active Listening; Speaking; Writing; Learning Strategies; social Perceptiveness; Coordination</p> <p>ABILITIES – Oral Expression; Written Comprehension, Written Expression; Oral Comprehension; Speech Clarity; Deductive Reasoning; Inductive Reasoning; Problem Sensitivity; Information Ordering</p> <p>TECHNICAL – Electronic Mail Software; Analytical or Scientific Software; Presentation Software</p>	<p>1. Evaluate the role of the public health professional associated with the ethical and legal practice of community health education and promotion</p>
<p>KNOWLEDGE – English Language; Biology; Psychology; Education and Training; Chemistry; Mathematics; Medicine; Computers and Electronics</p> <p>SKILLS – Instructing; Speaking; Active Learning; Active Listening; Critical Thinking; Complex Problem Solving; Judgment; Decision Making; Writing</p> <p>ABILITIES – Oral Expression; Oral Comprehension; Written Expression; Written Comprehension; Speech Clarity; Deductive Reasoning; Inductive Reasoning; Problem Sensitivity; Information Ordering</p> <p>TECHNICAL –Computer-based Training Software; Analytical or Scientific Software; Medial Software; Data-base User Interface and Query Software; Compliance Software; Geographic Information System; Cloud-based</p>	<p>2. Examine research methods, conceptual, and theoretical frameworks and how they relate to public health practice</p>

<p>Data Access and Sharing Software; Electronic Mail Software; Medical Software; Word Processing Software</p>	
<p><u>KNOWLEDGE</u> – English Language; Administration and Management; Customer Service and Personal Service; Computers and Electronics</p> <p><u>SKILLS</u> – Instructing; Speaking; Active Learning; Active Listening; Critical Thinking; Social Perceptiveness; Service Orientation</p> <p><u>ABILITIES</u> – Oral Expression, Oral Comprehensiveness, Written Expression; Written Comprehension; Speech Clarity; Problem Sensitivity</p> <p><u>TECHNICAL</u> – Computer-based Training Software; Electronic Mail Software; Word Processing Software; Analytical or Scientific Software; Data-base User Interface and Query Software; Compliance Software; Video Creation and Editing Software; Presentation Software; Web Page Creation and Editing Software; Cloud-based Data Access and Sharing Software; Graphics or Photo Imaging Software</p>	<p>3. Apply principles of communication to address public health problems and professional development in collaboration with interdisciplinary teams</p>
<p><u>KNOWLEDGE</u> – Education and Training for Teaching and Instruction; English Language; Biology; Psychology; Chemistry; Mathematics; Medicine; Law and Government; Computers and Electronics</p> <p><u>SKILLS</u> – Instructing; Speaking; Active Learning; Active Listening; Critical Thinking; Complex Problem Solving; Judgment and Decision Making; Writing Learning Strategies; Social Perceptiveness; Service Orientation; Coordination</p> <p><u>ABILITIES</u> – Deductive Reasoning; Inductive Reasoning; Problem Sensitivity; Oral Expression; Oral comprehension; Speech Clarity; Written Comprehension; Written Expression; Information Ordering</p> <p><u>TECHNICAL</u> – Computer-based Training Software; Electronic Mail Software; Medical Software; Word Processing Software; Compliance Software; Presentation Software; Cloud-based Data Access and Sharing Software; Analytical or Scientific Software; Graphics or Photo Imaging Software</p>	<p>4. Evaluate principles of health education and promotion within the context of the environments and culturally diverse communities</p>

<p>KNOWLEDGE – Education and Training for Teaching and Instruction; English Language; Biology; Psychology; Administration and Management; Customer and Personal Service; Mathematics; Chemistry; Law and Government; Computers and Electronics</p> <p>SKILLS – Instructing; Speaking; Active Learning; Active Listening; Critical Thinking; Speaking; Complex Problem Solving; Judgment and Decision Making; Social Perceptiveness; Service Orientation; Writing</p> <p>ABILITIES – Oral Expression; Oral Comprehension; Written Expression; Written Comprehension; Speech Clarity; Deductive Reasoning; Inductive Reasoning; Problem Sensitivity; Information Ordering</p> <p>TECHNICAL - Computer-based Training Software; Electronic Mail Software; Medical Software; Word Processing Software; Compliance Software; Presentation Software; Cloud-based Data Access and Sharing Software; Analytical or Scientific Software; Graphics or Photo Imaging Software</p>	<p>5. Develop interventions, based on data from community assessments, to make decisions about disease prevention, health education, and health promotion for various populations</p>
<p>KNOWLEDGE – Education and Training for Teaching and Instruction; English Language; Biology; Psychology; Chemistry; Mathematics; Medicine; Computers and Electronics; Administrative</p> <p>SKILLS – Instructing; Science; Critical Thinking; Complex Problem Solving</p> <p>TECHNICAL – Computer-based Training Software; Electronic Mail Software; Medical Software; Word Processing Software; Compliance Software; Presentation Software; Cloud-based Data Access and Sharing Software; Analytical or Scientific Software; Graphics or Photo Imaging Software</p>	<p>6. Utilize various technological platforms to address the health education and promotion needs of diverse populations</p>

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

AACU HIPs	
First Year Experience	Students will take FYE 101 & 102 which are required
Undergraduate Research	An undergraduate research course will be a required course (Research Methods)
Common Intellectual Experiences	The students will take the required general education courses for the University
Diversity/Global Learning	Students will take two, required, three-credit hour courses that address diversity and, world cultures (Perspectives in Multicultural Health; Equities and Disparities in Public Health)
Learning Communities	N/A
ePortfolios	N/A
Writing Intensive Courses	Students will take the required pre-requisite course (Eng. 207 – Introduction to Technical Writing). A required course that students will take in their senior year is Fundamentals of Program Planning & Evaluation: this is a practicum.
Service-Learning, Community-based Learning	Students will be required to completed 160 hours of service-learning activities.
Collaborative Assignments & Projects	Select courses will require students to work on collaborative assignments or projects
Internships	Students will have a field-based experiential learning internship during their last semester (PUBH 425)
Capstone Courses and Projects	N/A

22. Attach a map of the curriculum by semester for a full-time student enrolled in at least 15 units per semester. This may be structured like a program of study in the general catalog or on a curriculum guide. **(SEE APPENDIX A TABLE 1)**
- Include course prefixes, numbers, titles, and credit hour requirements. Identify courses that meet general education requirements.
 - Include alternate tracks and requirements by concentration if applicable. Identify courses that are applicable to the alternative tracks.
 - List all major course requirements. Indicate the word “new” beside new courses.
 - Indicate work-based learning experiences (such as internships, clinicals etc.) if applicable.
 - Provide a summary of how the curriculum meets the learning outcome goals described in questions 18-21.
23. Check all proposed program modes of delivery that apply:
- ☒ On campus (<50% online)
- ☐ Hybrid (51-99% online)
- ☐ 100% online
24. Describe how students will have the opportunity to receive credit for prior learning in the program’s curriculum. (see [Board of Regents Policy AA 2.23](#))

Prior learning assessment will be utilized using Advance Placement Exam Scores, CLEP Exam Scores as well as performance on exams designed by specific disciplines.

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

Open Education Resources will be incorporated into the BS PUBH program. Also, resources can be found at the institution's library so students can have access to textbooks and supplementary resources. The faculty will use open access journals to enable students to have access to scholarly material. Also, opportunities to bundle course material will be explored.

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

Applicants for admission to the Bachelor in Public Health program must:

1. Apply and be accepted as a student at Grambling State University
2. Select public health or pre-nursing as a major
3. Complete the required general education courses
4. Earn a Cumulative Grade Point Average of 2.0 or higher on a 4.0 scale
5. Provide a PDF copy of all transcripts if a transfer student
6. Complete an application for the BS PUBH program

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

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

List specific partners for each category checked above.

Partners

Bienville Parish Library
City of Grambling
Green Heart Education
Lotus by BAE
National Alliance on Mental Health
North Louisiana Community Development Corporation

Other Programs at Your Institution

Biological Sciences Department
Kinesiology Sport, and Leisure Studies
Nursing

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

A pipeline will be created to recruit students who are freshmen and others who have not declared a major, and students from community colleges. Recruitment strategies for the program will also be intended for adults who have not taken college courses or have some college credits and have not received a Bachelor's degree.

Various strategies that will be used for recruitment to the public health program include:

Flyers or Brochures: Information flyers will be developed to be distributed to public libraries, community events, and churches

Online Platforms: Social media, professional networking sites, online forums. Emails will be sent to institutions within and outside of the state ensure there is a wide scope for recruitment efforts that can reach individuals interested in higher education.

Professional Organizations: Organizations that have members with an Associate degree in another field and desire to change their career path, or have a pool of student members. Information flyers or brochures will be distributed at various professional events.

Career Fairs: Participation in career fairs will provide an informational platform about the program. Grambling State University has a Center for Career and Professional Development (CCPD) that offers resources and services to support both undergraduate and graduate students in career choices. Collaboration with the CCPD will take place to obtain recommendations on the best recruitment methods for the public health program.

Health Fairs: Participation in health fairs will create opportunities to directly engage individuals and other vendors who may be interested in public health. There is the potential for health fair vendors to share information about GSU's public health program within their circle of acquaintances.

Alumni Network: The alumni network for Grambling State University is robust. Engagement with individual alumni and alumni chapters will be accessed to disseminate information about the program.

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

Graduates will be oriented to career services that can assist them to build their resume, prepare for job interviews, and to help them search for employment opportunities. The institution will support graduates by providing information on professional development to enhance their knowledge and skills, and provide them with information on advanced educational opportunities and available certifications within the industry. Institutional support will include identification of internships after graduation.

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

The success of program graduates will be tracked in a comprehensive manner. Prior to the completion of the degree, a survey will be given to the graduation candidates to collect updated contact information (address, phone number, email address), employment information, and whether they plan to pursue an advanced degree or certification. The survey will also include information on the candidate's belief of the level of competency they achieved for each student learning outcome. The institution will track and assess the success of program graduates at requisite intervals (6 months, 1 year, 3 years, and 5 years' post-graduation).

In addition to the surveys, follow-up communication through telephone calls will be used for select graduates. The purpose of the telephone calls will be to gather more comprehensive information and to collect qualitative data on the graduates' experiences, challenges, and achievements.

The institution may collaborate with industry partners to collect data on the employment and professional development activities of graduates from the program. The collaboration will provide a greater perspective on the success of the program graduates within the industry.

The implementation of a comprehensive assessment plan will ensure valuable input is received from the program graduates. The all-inclusive data collected through the assessment plan will be analyzed to evaluate the effectiveness of the program and determine areas for improvement.

6 Students

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

There are approximately 400 students enrolled in the pre-nursing curriculum. A survey was distributed to assess student interest in the proposed program. Responses from the survey were favorable for interest in the public health program. Some of the pre-nursing students might choose to change their major to public health, which will allow them to complete a program of study in a timely manner (they may not be able to advance to the professional component of the nursing program due to limited seating). In addition, there might be students from other majors, such as biology and social work, who wish to add a minor, and public health can be an option.

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

Institution Overall Retention Rate – Fall 2023 = $624/819 = 76.19\%$
Institution Overall Graduation Rate – Fall 2023 = $293/906 = 32.33\%$
School of Nursing Baccalaureate Retention Rate – Spring 2022-2023 = 60%
School of Nursing Baccalaureate Graduation Rate – Spring 2021-2022 = 29.4%
School of Nursing Graduate Retention Rate – 2021-2022 = 92%
School of Nursing Graduate Graduation Rate – Fall 2023 = 67%

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

	Year 1	Year 2	Year 3	Year 4
Academic Year (Summer, Fall, Spring)	2026-27	2027-28	2028-29	2029-30
Base enrollment*	50	80	136	259
Lost to Attrition (should be negative)	10	16	27	39
New to the institution	20	32	50	100
Shifted from existing programs within your institution	20	40	100	156
Total Enrollment	80	136	259	406
Graduates	0	0	64	109
Carry forward base enrollment for next year	80	136	195	297

*Total enrollment becomes the base enrollment for the following year

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

N/A

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

Adult learners and underrepresented populations will be targeted for the marketing and recruitment plan. Flyers or brochures will be distributed at job fairs, community events, health fairs, and public libraries to generate interest in the program among adult learners and underrepresented populations. Churches, church conferences and conventions, and other public events are frequented by individuals from diverse groups and can serve as a catalyst for interest in the program. Information will be posted on digital platforms such as Facebook and LinkedIn to target specific demographics that are underrepresented in higher education.

7 RESOURCES

F1. Finance

36. Attach the completed Regents budget template ([SEE APPENDIX A TABLE 2](#))

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

Student affordability has been a key consideration in the development of the BS PUBH program. The financial burden for students will be lessened by the availability of computers and appropriate software. Textbooks are costly and can be a burden for students. Open Educational Resources (OER) will be used as often as possible to reduce the financial burden for students in the program.

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

To cover the increased indirect costs associated with the proposed program, Grambling State University will seek additional funding through various means such as external partnerships and donations. Also, faculty will be encouraged to seek grant opportunities which will have a positive impact to mitigate the financial burden for students in higher education. Grambling State University will establish partnerships with external organizations, businesses, and philanthropic foundations that have an interest in public health services to provide additional financial support for indirect costs associated with the program.

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

N/A

F2. Instruction and Student Support

40. Faculty

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

It is anticipated that the Director for the program will be selected from among current faculty within the School of Nursing. There are faculty and staff members with the qualifications to teach in the BS PUBH, who are already employed by GSU, in the School of Nursing. There are faculty members with appropriate qualifications who teach in other disciplines (e. g. Biology 215 [Epidemiology], Kinesiology). Currently, there is no need to hire additional faculty.

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

There is one faculty member with a PhD in Public Health. Eligible faculty members within the School of Nursing have expressed their interest in teaching certain courses for which they already have qualifications and/or expertise. The Biology department at GSU already has persons who teach epidemiology, which is a required course for the proposed program. The department of Sports, Kinesiology, and Recreation have faculty members who are qualified to teach health promotion.

- c. Attach your SACSCOC Faculty Roster for the proposed program. (Please indicate anticipated positions that will need to be filled in the future) **(SEE APPENDIX A TABLE 3)**

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

At the start of the program there will be no need for additional staff for advising, professional development, and academic coaching. An administrative assistant may be added as a staff member. Adjunct instructors may be needed as enrollment in the program increases.

F3. Facilities

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

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

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

Space	New Space	Use Existing Space (as is)	Use Existing Space (Renovated)	Sem/Yr. of Occupancy
Dry Labs (STEM related)				
Wet Labs (STEM related)				
Dedicated Offices		X		Fall 2025
Fine Arts Spaces				
Classrooms		X		Spring 2026
Meeting Rooms		X		Spring 2026
Student Study Space				
Shared Space with other campus units		X – School of Nursing		Spring 2026
Other (Specify)				

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

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

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

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

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

N/A

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

N/A

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

There are no facility needs now or in the future related to accreditation of the program.

F4. Technology and Equipment

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

Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
Not Applicable			
Total Technology and Equipment Costs	0	0	

8 RISKS AND ASSUMPTIONS

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

Risk	Impact	Probability	Risk Mitigation Strategy
Faculty Availability	Medium	Low	use of faculty from other disciplines (i.e. kinesiology, biology)
Students	Medium	Low	- Encourage students who have already taken the pre-requisite courses to enroll in the program - Encourage students to choose public health as a minor

Appendix A

Tables

Table 1

Grambling State University BS in Public Health Curriculum

Freshman Year					
1st Semester	Hours		2nd Semester	Hours	
Eng. 101 (Freshman Composition)	3		Eng. 102 (Freshman Composition)	3	
Math 131 College Algebra	3		Hist 101 or 104	3	
Biol 207/207L (A & P /Lab)	3/1		Biol 208/208L (A & P /Lab)	3/1	
Chem 105 (Inorg/Lab) Chem 107	3/1		FYE 102 (Fr Sem)	1	
FYE 101 (Fr Sem)	1		Psy 200 (Gen Psy)	3	
NUR 125 (Comp Lit Exam)	0				
TOTAL	15		TOTAL	14	
Sophomore Year					
1 st Semester	Hours		2 nd Semester	Hours	
Eng. 200 (World Lit.)	3		FN 204 Intro to Nutrition	3	
Psy 202 (Developmental Psy)	3		NUR 225 Pathophysiology	3	
Biol 304 (Microbiology w/Lab)	4		Thea 212 Fundamentals of Public Speaking	3	
Soc 201 (Intro to Sociology)	3		Art/Music Elective	3	
Math 273 (Stats)	3		GET 300 (Rising Jr Exam)	0	
			Eng. 207 Intro to Technical Writing	3	
TOTAL	16		TOTAL	15	
Junior Year (All New Courses)					
1 st Semester	Hours		2 nd Semester	Hours	
PUBH 300 Foundations of Public Health	4		PUBH 313 Chronic and Infectious Diseases	3	
PUBH 301 Health Promotion and Wellness	3		PUBH 319 Epidemiological Principles	3	
PUBH 309 Foundations of Human Disease and Prevention	3		PUBH 320 Perspectives in Multicultural Health	3	
PUBH 310 Intro to Environ. Health and Safety	3		PUBH 321 Aging and Families	3	
PUBH 311 Issues in Public Mental Health	3		PUBH 322 Foundations of Public Health Education and Communication	4	
TOTAL	16		TOTAL	16	

Senior Year (All new Courses)					
1st Semester	Hours		2nd Semester	Hours	
PUBH 409 Health Informatics	3		PUBH 423 Equities & Disparities in Public Health	3	
PUBH 411 Community Health Assessment	3		PUBH 424 Public Health Policy	3	
PUBH 413 Legal Ethical Issues in Public Health	3		PUBH 425 Fundamentals of Program Planning & Evaluation Practicum (96 practicum hours)	4	
PUBH 421 Research Methods	3		PUBH 426 Finance & Economics in Healthcare	3	
PUBH 422 Healthcare Administration & Management	3				
TOTAL	15		TOTAL	13	

Required Hours: Public Health - 60 hours; General Education - 60 hours; TOTAL 120 hours

Table 2**SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR INTENDED PROGRAM****Institution:** Grambling State University**Date:** October 11, 2024**Degree Program, Unit:** Bachelor of Science in Public Health/School of Nursing

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty (Director)	\$92,000.00	1	\$93,840.00	1	\$95,716.80	1	\$97,631.14	1
Graduate Assistants								
Support Personnel – Administrative Assistant	\$35,000.00	1	\$35,700.00	1	\$36,414.00	1	\$37,142.28	1
Fellowships and Scholarships								
SUB-TOTAL	\$127,000.00	2	\$129,549.00	2	\$132,130.80	2	\$134,773.42	2
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$ 0		\$ 0		\$ 0		\$ 0	
Equipment	\$ 0		\$ 0		\$ 0		\$ 0	
Accreditation					\$2,500		\$3,000	
Supplies								
SUB-TOTAL	\$		\$		\$		\$	
TOTAL EXPENSES	\$ 127,000.00		\$129,549.00		\$134,630.80		\$137,773.42	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$		\$		\$		\$	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	50		90		90		90	
Tuition	\$ 1,734,300		\$ 3,121,740		\$ 3,121,740		\$ 3,121,740	
Fees								
*Other (specify)								
TOTAL REVENUES	\$ 1,734,300		\$ 3,121,740		\$ 3,121,740		\$ 3,121,740	

Total 4-year projected revenue = \$11,099,520

Table 3**SACSCOC FACULTY ROSTER for PROPOSED PROGRAM**

Degree	Specialty/Concentration	# of Faculty	Employment Status (FTE)	Needs to be Filled by:
PhD	Public Health	1	1	Director – Fall 2025
DNP,DNS, DNSc, PhD	Nursing	4	0.25	Spring 2026
PhD PH/D.Ph./DPH	Public Health or Community Health	1	0.25	Spring 2026
MPH	Public Health	1	0.25	Spring 2026

Letters of Support



CITY OF GRAMBLING

MAYOR: Alvin R. Bradley, Sr.



COUNCIL MEMBERS:

John F. Brown, Jr.

Cathy Giles

Jerry Lewis

DeVaria H. Ponton

Delores W. Smith

February 26, 2025

Greetings, Dr. Sharon H. Murff,

I wholeheartedly support the plan of Grambling State University's School of Nursing, to add a new program that leads to the degree of Bachelor of Science in Public Health (BSPH) which will focus on community health education and promotion. In the service area of North and Central Louisiana, there is a shortage of healthcare professionals. A great number of the residents in the service area live in rural communities and it is often a challenge to obtain the much-needed health education and care for the management of health problems, which in turn, can result in unfavorable health outcomes.

Graduates of the new proposed BSPH program can provide the necessary leadership that can positively impact health literacy related to chronic and infectious diseases. Consequently, an increase in health literacy has the potential to produce better health outcomes for the residents in our communities.

As a member of the Advisory Board of the School of Nursing at Grambling State University, I unreservedly support the plan for the proposed Bachelor of Science in Public Health with an emphasis on community health education and promotion. If you have any questions, please feel free to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Alvin Bradley, Sr.".

Alvin Bradley, Sr., MPA, M.Ed.

Mayor

127 King Street – P. O. Box 109
Grambling, Louisiana 71245

Phone: (318) 247-6120
Fax: (318) 247-0940

www.cityofgrambling.org

"The City of Grambling is and equal opportunity provider and employer"

June 4, 2024

Greetings,


As a School of Nursing Advisory Committee member, I express my full support for adding the Bachelor of Science in Public Health (BSPH) degree program at Grambling State University. The proposed program's focus on community health education and promotion aligns perfectly with our institution's mission and values. It represents a strategic step toward fulfilling our commitment to public health education.

The Bachelor of Science in Public Health program at Grambling State University has the potential to attract students not only from the local area but also from the region and beyond. By offering this program, we will be able to prepare a new generation of health professionals with diverse backgrounds to enter the workforce as beginning-level public health professionals. This will not only benefit our students but also contribute significantly to the health and well-being of communities near and far, making a real difference in public health outcomes.

The addition of the BSPH program will complement existing programs within the School of Nursing and enhance our overall academic offerings. It will give students unique opportunities to specialize in community health education and promotion, addressing society's critical public health issues. By launching this program, Grambling State University will further solidify its reputation as a healthcare education leader and significantly impact public health outcomes in our community and beyond.

Thank you for considering this vital initiative. I am confident that the Bachelor of Science in Public Health program at Grambling State University will be a valuable addition to our academic offerings.

Kind Regards,



Bętręsa A. Evans, MSN, ARNP, FNP-C, PMHNP-BC
Lotus By BAE, LLC, Breaking the Silence Campaign
Lotus Elite Sanitary Pads | Founder/Creator
Website: www.thelotuselite.com
Email: info@lotusbybae.com
Phone: 1.877.7LOTUS7
Cell: 972.946.4671

BIENVILLE PARISH LIBRARY

2768 MAPLE STREET, ARCADIA, LA 71001 • 318.263.7410

June 10, 2024

Re: Bachelor of Science degree in Public Health at the Grambling State University School of Nursing

To whom it may concern:

I am writing this letter to actively express my support for the addition of a Bachelor of Science in Public Health degree (BSPH) at the Grambling State University School of Nursing.

I believe this program will have the potential to provide the much-needed services of community health education and promotion not only within the local and regional areas, but far beyond as well. The ability of Grambling State University to attract potential students from various backgrounds will create a professional workforce that will reflect the diverse underserved communities they will serve.

The Bienville Parish Library sponsors and organizes a Community Health Fair each year. The students and staff of the Grambling State University School of Nursing participate each year providing the community with a variety of health-related services such as blood pressure checks and glucose testing. With the addition of the BSPH program, more students will be available to participate in our annual Health Fair and other area community-oriented events. These experiences will sharpen the students' leadership and engagement skills while providing a wealth of health information about infectious and chronic diseases to the mostly rural, impoverished residents of north central Louisiana with hopes of improving the overall health of the underserved populations.

I fully support the development of a degree of Bachelor of Science in Public Health at Grambling State University and eagerly look forward to meeting and working with its first students.

Sincerely,



Susie Graham
Assistant Director

WWW.BIENVILLELIBRARY.ORG



Department of Biological Sciences

February 25, 2025

To Whom it May Concern,

The Grambling State University School of Nursing has plans to add a new program that leads to the degree of Bachelor of Science in Public Health (BSPH) which will focus on community health education and promotion. The BSPH at Grambling can attract potential students from the local area, the region, and beyond.

I am writing this letter to express my full support for the proposed Bachelor of Science in Public Health (BSPH). The inclusion of the Biology course, BIOL 215 Introductory Epidemiology, in the program curriculum is a commendable decision. As such, I would like to emphasize the importance of the Department of Biological Sciences' full support in ensuring the availability of this course each academic year.

If you have any questions or if I can be of further assistance, please contact me at (318) 274-3739 or by email at hilld@gram.edu.

Sincerely,

Dr. Dagne D. Hill, Head
Department of Biology
GSU Box 4211
Grambling State University
Grambling, LA 71245

GSU Box 4211
Phone: (318) 274-3739
Fax: (318) 274-3741

A Constituent Member of the University of Louisiana System
An Equal Opportunity University

Natalie Kelley BSN, RN
Public Health Nurse
CEO of Green Heart Education
Lifetime Member of the National Black Nurses Association

Re: Bachelor of Science in Public Health (BSPH) program at Grambling State University

To whom it may concern:

I am writing in support of the implementation of the Bachelor of Science in Public Health (BSPH) program at Grambling State University (GSU). As an alumnus and a passionate advocate for public health, I feel that this program will be a wonderful addition to the prestige and dedication that Grambling infuses in the professionals they produce. Graduates from this program will be prepared to address concerns in population health and will add diversity and expertise to the cohort of professionals within this realm of healthcare.

The BSPH program aims to prepare a diverse cohort of health professionals who can address the unique needs of various populations. The program's emphasis on health literacy, chronic disease management, and addressing social determinants of health is particularly vital in underserved and rural communities. Given the critical shortage of healthcare professionals in these areas, this program is both timely and necessary. I am honored to offer this official letter of support to help secure the necessary approvals and resources for this program to come into fruition.

I am more than happy to provide any additional information or assist you in any way to further facilitate this process. If you have any questions, please do not hesitate to reach out to me.

Thank you for considering this request and for your continued commitment to the public health sector.

Sincerely,

Natalie Kelley BSN, RN

409-599-9770

greenheartedu@gmail.com

Health Professionals for Climate Change Campaign

February 28th, 2025

Sharon H. Murff PhD MSN RN, CCRN, Associate Professor of Nursing
School of Nursing
Grambling State University
P. O. Box 4272 | 1 Cole Street
Grambling, LA 71245
Phone: 318-274-3385 | Fax: 318-274-3491
murffsh@gram.edu | www.gram.edu

Re: Bachelor of Science in Public Health Degree Program

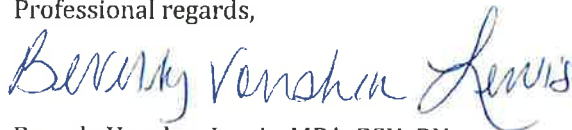
Dear Dr. Murff,

Ochsner LSU Health Shreveport – Monroe Medical Center is an advocate for health education, promotion, and professional development. We too, believe it is imperative to have a prepared workforce to address the unique needs of diverse populations, which we are fortunate to serve.

As a Registered Nurse and servant leader in the community via Ochsner LSU Health Monroe, and a member of Grambling State University School of Nursing Advisory Board, I support the addition of the Bachelor of Science in Public Health Degree Program.

Please feel free to contact me at (318) 512-2200 and/or
beverly.lewis@ochsnerlsuhs.org, if further information is needed.

Professional regards,



Beverly Vonshea Lewis, MPA, BSN, RN
Director of Economic Development/Community Initiatives
Ochsner LSU Health Shreveport – Monroe Medical Center

Ochsner Health System | LSU Health Monroe Medical Center

4864 Jackson Street • Monroe, LA 71202 • phone 318-330-7000 • fax 318-330-7591 •
ochsnerlsuhealth.org

W. JAY LUNEAU
State Senator
District 29

1010 Main Street
Pineville, LA 71360
Phone (318) 484-2288
Fax (318) 484-2287
luneauj@legisla.gov



SENATE

STATE OF LOUISIANA

COMMITTEES:

Judiciary A, Vice Chair
Health and Welfare
Revenue and Fiscal Affairs
Joint Legislative Committee on
Capital Outlay
Legislative Audit Advisory Council
Senate Select Committee on Homeland Security
Atchafalaya Basin Program Oversight
Committee

November 14, 2024

**RE: Grambling State University School of Nursing - Support Letter
Bachelor of Science in Public Health (BSPH)**

Greetings,

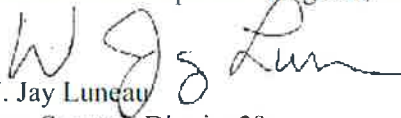
It is with great pleasure I write in support of the Grambling State University School of Nursing to add a new program that leads to a degree of Bachelor of Science in Public Health (BSPH). The BSPH at Grambling will attract potential local students and beyond with diverse backgrounds so they are able to enter the workforce as a beginning level public health professional.

Grambling State University is in my District, located in Lincoln parish which is designated as a low-income area, and the parish is considered to be a rural area, according to the Louisiana Department of Health. The constituents who live in rural areas often have less access to healthcare services which can lead to poor health outcomes. The new proposed program at Grambling will prepare students for leadership with regards to community health education and promotion, which can have a positive impact on health literacy related to chronic and infectious diseases. Increased health literacy has potential to produce better health outcomes for the residents in under served communities.

As the State Senator representing District 29, I firmly believe that the new proposed program at Grambling State University will be an excellent addition which will focus on community health education and promotion. The students will be able to make a difference in the lives of those in their community and beyond and address the unique needs of diverse populations.

I would greatly appreciate your full favorable consideration. If I can be of further assistance, please contact me.

Thank you for your kindness in this matter.
With the kindest personal regards, I remain.


W. Jay Luneau
State Senator, District 29

WJL/vm

Serving Parishes: Avoyelles, Bienville, Grant, Jackson, Lincoln, Natchitoches, Rapides, Winn

November 14, 2024

Dr. Meg Brown
Associate Dean/Professor School of Nursing
Grambling State University

Via email: brownmar@gram.edu

Re: Letter of support for GSU School of Nursing

Dear Dr. Brown:

I was both excited and elated to learn of Grambling State University's School of Nursing plans to add the degree of Bachelor of Science in Public Health (BSPH) to its program offering. Consequently, I wanted to include my name on the list of supporters welcoming, without reservation or hesitation, the addition of this degreed program.

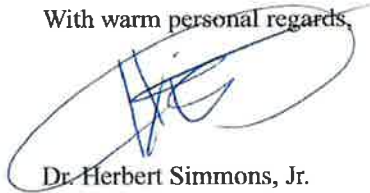
As a retired member of the Grambling State University's faculty and having served as a member of Grambling's School of Nursing Advisory Board, and as a former President of the Grambling University Faculty Senate, I am quite familiar with the extraordinary work and outstanding performance of the school of nursing and its vision to place the school of nursing on the cutting edge of Public Health Care, thus bringing about wide spread social change in impoverished areas. I applaud the school of nursing leadership for moving one step closer to making the vision a reality through the expansion of its program offerings.

Data shows that today's public health practice is expanding from that of primarily infectious diseases, to include assessment, monitoring, education, and health promotion with respect to chronic diseases. It is also noted that today's health professionals look to solve problems related to the social determinants of health. More importantly, delivery of Public Health by University Health Professionals creates and cultivates long-term person-to-person relationships with people in impoverished communities. The balm and warmth provided by this professional relationship can soothe the nerves and quiet the fears of patients as no pill or machine can do.

Consistently, we hear complaints concerning the need to improve America's health care system, a system where the poor and disadvantaged citizens in poverty-stricken areas are disproportionately denied access to equal and quality health care, especially those who are living in rural communities. Grambling's School of Nursing Bachelor of Science degree in Public Health will allow the school and its graduates to play a significant role in addressing, treating, and overcoming these lingering problems and concerns.

Please know that this letter of support and endorsement of Grambling's School of Nursing plans to add Public Health to its inventory of program offerings is unequivocal. I am convinced that when the Bachelor of Science in Public Health is added, it will be a program of excellence, a program that will not only serve a selected population or race but will become through examples, a program that will reach out to improve the quality of health care of Americans everywhere.

With warm personal regards,

A handwritten signature in blue ink, appearing to read 'H. Simmons', is enclosed within a hand-drawn oval.

Dr. Herbert Simmons, Jr.
Retired Professor, Grambling State University



Department of Kinesiology, Sport & Leisure Studies

May 2, 2024

Dr. Sharon Murff
School of Nursing
Grambling State University
GSU Box 4272
Grambling, LA 71245

RE: LETTER OF SUPPORT

Dr. Murff:

The Department of Kinesiology, Sport & Leisure Studies (KSLS) along with the College of Education (COE) at Grambling State University (GSU) is pleased to provide this Letter of Support for the planned Bachelor of Science degree in Public Health (BSPH). Preparing health professionals with diverse backgrounds to enter the workforce as a beginning level public health professional is certainly a target that is attainable particularly in the North Central Louisiana Region.

This program will have the capacity to positively impact the workforce and address the unique needs of a diverse population. It is our opinion, and we concur with the CDC's summation, that a public health workforce should be **diverse** and should reflect the **population and communities** being served. As such, I believe that the proposed degree program in Public Health will have such an impact. Rest assure that the KSLS Department and the COE will support the efforts of GSU's School of Nursing program in every respect.

Again, it is without hesitation that I provide this Letter of Support for the proposed BSPH degree program being offered by the School of Nursing at GSU.

Respectfully,

**Obadiah J.K. Simmons, Jr., Ph.D., Interim Dean, COE &
Head/Director & Associate Professor
(Dr.) Eddie G. Robinson, Sr. Endowed Professor**

c: Dr. Meg Brown, Associate Dean (School of Nursing)



November 18, 2024

Greetings, Dr. Sharon H. Murff,

The National Alliance on Mental Illness – Ruston, Louisiana, Chapter (NAMI Ruston) wholeheartedly supports the Grambling State University School of Nursing plans to add a new program that leads to the degree of Bachelor of Science in Public Health (BSPH).

In the North and Central Louisiana communities that we serve, there is a shortage of healthcare professionals. Thus, it is often difficult for individuals to get the necessary education and care to manage their chronic conditions, leading to poor health outcomes. An inclusive workforce can address the unique needs of our diverse populations.

The new proposed program at Grambling will prepare students for leadership with regard to community health education and promotion, which can have a positive impact on health literacy related to chronic and infectious diseases. Increased health literacy has the potential to produce better health outcomes for the residents in all of our underserved communities in North and Central Louisiana.

NAMI Ruston is a 38-year-old nonprofit organization of more than 230 families, friends, professionals, university students, public officials, community leaders and residents, and people living with a mental health challenge. We strive to improve the lives of families, individuals, and communities affected by mental illness.

Thus, NAMI Ruston wholeheartedly supports this Grambling State University School of Nursing plan. If you have any questions, then please contact me. Thank you.

Sincerely,

Jerrilene Washington

Jerrilene Washington, Ed.D.

Executive Director, NAMI Ruston

Post Office Box 1585, Ruston, LA 71270

(318) 247-3982 (home/office)

washington.jerrilene1922@gmail.com