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**AGENDA**  
**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**  
**August 26, 2015 • 10:15 am**

Louisiana Purchase Room, W.C.C. Claiborne Building, Baton Rouge, LA

**I. Call to Order**

**II. Roll Call**

**III. Academic Programs**

- A. Letters of Intent
  - 1. MS in Agricultural and Extension Education – LSU
  - 2. Doctor of Design in Cultural Preservation – LSU
- B. Program Proposals
  - 1. AAS in Instrumentation & Control – Delgado
  - 2. BAS in Resource Management – Northwestern
  - 3. PBC in Mortgage Analytics – ULM
- C. Consolidation: Food Science and Human Ecology (Nutrition) MS & PhD Programs -- LSU
- D. Termination of the BSN (Nursing) at Grambling

**IV. Policy Revisions**

- A. AA Policy 2.11: Approved Academic Terms and Degree Designations
- B. AA Policy 2.21: Uniformed Service Mobilization

**V. Consent Agenda**

- A. Reauthorization of Existing Research Centers/Institutes
  - 1. Merritt C. Becker, Jr. University of New Orleans Transportation Institute - UNO
  - 2. Ernest J. Gaines Center - ULL
- B. Routine Staff Reports
  - 1. Staff Approval of Routine Academic Requests
  - 2. Progress Reports for Conditionally Approved Programs/Units
  - 3. Past Due Reports
  - 4. Letters of Intent/Proposals in the Queue

**VI. Other Business**

**VII. Adjournment**

*Committee Members: Joseph Farr, Chair; Joel Dupré, Vice Chair; Mark Abraham, Claudia Adley, Marty Chabert, Robert Levy, Collis Temple III, Joe Wiley; LCTCS, LSU, SU, UL System Representatives.*

**AGENDA ITEM III A 1**  
**LETTER of INTENT**  
**LOUISIANA STATE UNIVERSITY**  
**MASTER OF SCIENCE IN AGRICULTURAL AND EXTENSION EDUCATION**

**BACKGROUND INFORMATION**

Louisiana State University (LSU) requests Board of Regents' approval of a Letter of Intent (LoI) to create a Master of Science in Agricultural and Extension Education (AEE). The LoI was approved by the LSU Board of Supervisors in June 2015.

Until 2012, when the School of Human Resource Education & Workforce Development (SHREWD) joined several other schools to form the College of Human Sciences & Education, the College of Agriculture (COA) housed all agricultural and extension education programs. With the reorganization, all coursework and degrees associated with SHREWD, with the exception of the undergraduate agricultural education degree program, moved to the newly formed College. In September 2015 the Board of Regents approved the creation of the Department of Agricultural and Extension Education and Evaluation (AEEE) within the COA. The purpose of the AEEE Department is to prepare and support highly-qualified agricultural and extension professionals to teach, lead and serve youth and adults.

**STAFF SUMMARY**

**1. Description**

The proposed MS in AEE will provide advanced discovery, knowledge and research in areas deemed critical for the success and advancement in careers such as: agricultural education; Cooperative Extension Service; agricultural professions in business, industry and government; and in other non-profit agencies. The proposed 30-36 credit hour graduate program will offer thesis and non-thesis paths, with both requiring the same 18-hour core block of courses. Students will be instructed on topics such as history and philosophy of agriculture and extension education; design and delivery of formal and informal programs; program evaluation; conduct of social science research; and influence of behavior change in society. Students in the proposed graduate program will choose from five focal areas: general extension education; agricultural education; program evaluation; youth development; and international agriculture. All of the required courses and many of the electives will be offered on site and via compressed video or online.

Currently LSU offers an MS in Human Resource Education (HRE) with an Adult, Extension and Agricultural Education concentration through SHREWD. The proposed MS in AEE will be created by extracting the Extension and Agricultural Education components from the existing MS in HRE to realign them with the AEEE Department (and faculty) which focuses specifically on agricultural and extension professionals. Since the agricultural and extension education coursework is now primarily offered through the COA and the faculty are primarily housed there as well, creation of an MS program will maintain progression and consistency in the education pathways and in the advancement of knowledge through research.

**2. Need**

Agriculture is a key industry in Louisiana, and there is documented need for qualified individuals (teachers, extension educators) to teach others about agricultural processes. The Occupational Outlook Handbook predicts that the need for career and technical educators such as high school agriculture teachers will grow by about 9% between 2012 and 2022. Currently, Louisiana has approximately 200 extension educators at the parish level and another 60 extension faculty member with statewide responsibilities. According to the Bureau of Labor Statistics, the number of postsecondary agriculture and extension education positions is projected to increase nearly 20% by 2022. A program like the one proposed by LSU would help to meet the demand and provide a graduate education opportunity for teachers and extension agents.

The proposed MS in AEE would be the only such program in Louisiana targeting agriculture and extension education professionals. Many students seeking an MS degree in agriculture or extension education are currently pursuing degrees either online at institutions out of state (e.g., University of Arkansas - MS in

Agricultural and Extension Education; North Carolina State - Master of Agriculture and Extension Education; Texas A&M - Agricultural Development Master Program; Mississippi State - MS in Workforce Education Leadership) or in other disciplines in-state that are not as relevant to their profession. While there are public institutions of higher education in Louisiana with undergraduate degree programs in agriculture (McNeese, LA Tech, SUBR, etc.), currently none offers a graduate degree in agricultural and extension education. The development of this program will afford prospective students the opportunity to pursue the desired education from LSU, which has a rich heritage of providing high-quality education and research experiences in agriculture and extension. This degree program will also produce innovative discovery and development research as students seek to find answers to questions of interest to the profession.

### **3. Students**

Prospective students will include extension agents needing graduate coursework for promotion purposes, individuals interested in pursuing a career in post-secondary positions such technical schools and community colleges or as instructors in adult and business education programs, and high school agriculture teachers who wish to pursue an advanced degree for professional advancement. LSU anticipates that the proposed program will initially enroll 10-15 students, with that number increasing to 20 students annually for subsequent years.

### **4. Faculty, Resources & Administration**

The proposed program will be housed within the Department of Agricultural and Extension Education and Evaluation within the College of Agriculture. Implementation of the program will not have any significant impact on the current administrative structure of the institution. Existing faculty (six with graduate faculty appointments) will provide sufficient instructional support and advise students in the conduct of research. In addition, appropriate infrastructure and facilities are in place for program implementation. The majority of the courses required of the proposed program are already offered by the institution.

### **5. Budget**

Implementation and sustainability of the program will come at no additional cost to the institution since the proposed graduate program will be created from an area of concentration within the existing MS in HRE. As previously mentioned, current AEEE faculty are in place and ready to teach courses required for the proposed degree and to guide students in their research.

## **STAFF ANALYSIS**

The proposed program is one that will further the mission of LSU as a Land-Grant institution by allowing students with undergraduate degrees, current agricultural education teachers, extension agents, and others working in professional agriculture-related fields to advance the profession and increase their knowledge for the benefit of others. The proposed MS program will be unique in the State and provide an educational opportunity currently not available. The program can be offered at no additional cost since creation of the degree results from extracting an existing area of concentration into a stand-alone degree.

## **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend approval of the Letter of Intent to develop a proposal for a Master of Science in Agricultural and Extension Education (CIP Code 01.0801) at Louisiana State University.***

**AGENDA ITEM III A 2**  
**LETTER of INTENT**  
**LOUISIANA STATE UNIVERSITY**  
**DOCTOR OF DESIGN IN CULTURAL PRESERVATION**

**BACKGROUND INFORMATION**

Louisiana State University (LSU) requests Board of Regents' approval of a Letter of Intent (LoI) to create a Doctor of Design (DDes) in Cultural Preservation. The LoI was approved by the LSU Board of Supervisors in March 2015 with submission of the LoI to Regents' staff in June 2015.

**STAFF SUMMARY**

**1. Description**

The DDes is a professional doctoral degree aimed at working design professionals who wish to conduct multidisciplinary research encompassing a broad range and combination of theoretical, applied and technological topics representing applied design investigation. The emphasis of a DDes is on creating practical work that has research value, i.e., that reveals or demonstrates new insights into design practices, processes, or traditions. The intended DDes in Cultural Presentation would serve professionals-in-practice for whom additional academic exposure and interdisciplinary, research-based study is a desirable professional goal, as well as those who aspire to academic careers in the arts and professional disciplines (architecture, interior design, and landscape architecture).

The 60 credit hour program would consist of two years of course work (research methodology and specific area focus courses, electives, limited independent topical courses) followed by one year of research and thesis writing. The proposed program is intended to serve a market of interdisciplinary professionals by building on the strengths of existing faculty; it will integrate expertise from across the university to address contemporary issues in design, policy, production and preservation. The following four concentrations would engage a full range of cultural traditions and new opportunities for invention, growth and scholarship:

*Art, Architecture, Interior Design and Landscape Architecture* – Studies in the production and history of art, architecture, interiors, and landscapes at all scales will explore specific artists and designers, objects, materials and theories of production and representation without limitation on time period or location. Global in scope and comprehensive in its coverage from the ancient world to the present, this concentration will encourage exploration through different lenses of environmental consideration, geographical location, national and international movements, and corresponding examples from related cultures.

*Environmental Policy* – Builds on students' previous academic training and professional practice experience in the design and planning disciplines (architecture, landscape architecture, urban design, regional planning) by expanding into investigations of policy and technical expertise in environmental sciences (marine biology, ecology, coastal studies, geology); social sciences (geography, sociology, anthropology, economics); and law and public policy. By broadening students' knowledge, this concentration would extend the education and insight of design professionals by familiarizing them with policy, procedures and practices of public and private management systems.

*Fabricative Cultures* – Focuses on the use of prototyping, manufacture, and realization of large-scale artifacts (sculpture, landscapes, buildings and building components) as research to expand the frontier of digital design practices. The concentration is intended to serve digital designers (architects, landscape architects, graphic designers, industrial designers, and artists) who are committed to advancing design as a tool for analyzing, understanding, and improving the built environment.

*Museum Studies* – Taking advantage of the many pedagogical and professional opportunities offered through the existence of the LSU Museum of Art, the museum studies concentration addresses the role of museums in contemporary society through the vital components of preservation, conservation, presentation, and study of cultural artifacts. This focus will combine the academic study of art history with training in the administration, conservation, and interpretation skills required for a career in the museum field.

As an advanced academic degree, the proposed DDes will generate graduates to fill upper-level supervisory, administrative, and academic positions in Louisiana and throughout the US that require high levels of professional expertise, technical knowledge, and cultural awareness.

## **2. Need**

While the DDes degree has a 20-year history among professionals seeking to broaden their sphere of expertise and credentialing, there is a growing academic market for this type of degree. The master's degree has traditionally served as the "terminal professional degree" for studio art and design disciplines (architecture, landscape architecture), with DDes degrees as a more academic option in these areas. The proposed DDes arises from the confluence of current professional trends, educational conditions, and the College of Art & Design's interest in leveraging existing resources into new opportunities.

At present, doctoral-level research and writing on cultural issues in Louisiana is defined primarily by studies in geography, anthropology, English, or history, with little focus on the built environment and even less attention given to the overlap of these subject areas with the professional scopes of architecture, landscape architecture, art history, and material studies. In light of the fact that Louisiana's Department of Cultural, Recreation and Tourism identifies cultural resources as an aspect of economic development, the proposed program will highlight ways in which the study, preservation, and enhancement of cultural initiatives benefit from the use of the research resources at LSU.

## **3. Students**

The primary market for the proposed degree will be practicing professionals seeking either further expertise in aspects of their field of practice or expansion of their professional capabilities into emerging and related areas. It will also be attractive to those individuals who wish to pursue a career in academia. The University projects an enrollment of four students per year for the first several years with a residence of three years.

## **4. Faculty, Resources & Administration**

The proposed program will be housed within the College of Art & Design. Program implementation would not have any significant impact on the current administrative structure of the institution. Existing studio, seminar, and classroom spaces and related equipment are adequate to meet anticipated need. Instructional support will be provided by 13 existing faculty members within the College who have PhD qualifications representing targeted curriculum areas of concentration (seven in art/LSU Museum of Art, three in architecture, two in landscape architecture and one in digital arts).

## **5. Budget**

The goal of the proposed program for the first five years is to be cost-neutral. During this time period, no new faculty members or facilities are required, and adequate graduate assistantships exist. Increasing the College's academic offerings through the proposed program will provide additional incentives for engagement and financial participation by alumni and friends through new opportunities for support such as scholarships and assistantships, named lectureships and professorships, and enhancement to facilities and equipment.

### **STAFF ANALYSIS**

By capitalizing upon existing interdisciplinary resources within the College of Art & Design, LSU can offer a unique and innovative advanced practice degree with no additional resources required. Graduates of the proposed program will be prepared to fill leadership positions in numerous professional and academic fields related to the cultural economy and thereby make significant contributions to the advancement of cultural preservation in Louisiana and throughout the country.

### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend approval of the Letter of Intent to develop a proposal for a Doctor of Design in Cultural Preservation (CIP Code 30.000) at Louisiana State University.***

# AGENDA ITEM III B 1

## PROPOSED NEW ACADEMIC PROGRAM

### DELGADO COMMUNITY COLLEGE

#### ASSOCIATE of APPLIED SCIENCE in INSTRUMENTATION & CONTROL

#### BACKGROUND INFORMATION

Delgado Community College requests approval to establish an Associate of Applied Science (AAS) in Instrumentation and Control (CIP Code 150404). The proposed degree program was approved by the LCTCS Board of Supervisors in May 2015 and forwarded to the Board of Regents in June.

#### STAFF SUMMARY

##### 1. Description

The objective of the proposed 67 credit hour AAS is to prepare graduates to apply basic engineering principles and technical skills in support of engineers engaged in developing control and measurement systems and procedures. The curriculum includes instruction in instrumentation design and maintenance, calibration, production testing and scheduling, automated equipment functions, applications to specific industrial tasks, and reporting. The graduate would be able to apply critical thinking to solve problems related to the process equipment, instruments, systems, and operations within manufacturing industries.

The program is designed to prepare individuals to enter the employment market as process control and instrumentation operators; graduates will have the background and entry-level technical skill for instrumentation operations as diverse as distillation, fired boilers, refrigeration, cooling towers and reactors as they are used in chemical, oil and gas, water, waste management, and food production processing.

##### 2. Need

Demand by oil and gas companies for responsive workforce training programs is increasing, driven by worldwide growth in production as well as the retirement of the industry's experienced workers, rapid technological progress in exploration and production, and growth of comprehensive regulatory compliance requirements. The proposed program was developed in response to the much anticipated workforce transition known in the industry as *The Big Crew Change*. The sophisticated instrumentation, digital interfaces, and multi-functional pressure transducers of today require seven to ten years of on-the-job training for high school graduates to become technically competent production workers; companies – particularly in deepwater oil and gas production – need pre-qualified, pre-skilled replacement workers. Discussions with business and industry partners (including ExxonMobil, Chevron, BP, and Daybrook Fisheries) have identified the need for individuals who understand both the foundations of instrumentation and how their work impacts and sustains the processes of a company as a whole.

At present, related associate degree (AAS) programs in Industrial Instrumentation Technology are offered at La Delta, Northwest La, River Parishes, South Central La, and Sowela technical and community colleges. All are viable, producing an average number of graduates ranging from 8 (RPCC) to 85 (Sowela) between 2011-12 and 2013-14. This would be Delgado's first program offering focused on developing and maintaining measurement and control systems. The College's Advisory Committee supports the creation of the program, assisted in development of the curriculum, and has expressed interest in supporting the program through internship/externship experiences, evaluation of program effectiveness, and hiring its graduates. Several members provided letters of support of the program proposal.

##### 3. Students

The proposed AAS will be a limited enrollment program in that students must be eligible for college-level English and mathematics prior to entry as majors. Students will complete a separate application for screening and placement due to space limitations in externship sites and the types of learning activities (e.g., plant work) that the curriculum will encompass. This will ensure that there is adequate capacity in learning activities to accommodate all students and allow them to progress in a timely manner. The

Advisory Committee has pledged support of the program with assistance in marketing and recruitment. The College anticipates 15-20 new students to enroll each year and projects a 70-80 percent completion rate, expecting 8 graduates by the second year of implementation.

#### **4. Faculty, Resources & Administration**

The proposed program will be administered by the Division of Business and Technology. A professional engineer on the faculty will serve as the department head/program coordinator. All (ten) instrumentation courses in the major will be new to Delgado; the College is finalizing a partnership with Nunez Community College to share faculty resources and expertise for the delivery of three to four industrial technology courses as adjuncts, by cross-enrollment, or through a collaborative academic agreement. As enrollment expands, it will be necessary for Delgado to increase faculty capacity with additional full-time and adjunct faculty members to teach and to serve as practical/internship preceptors.

Library holdings will require augmentation to initiate and sustain the proposed program. The proposal included a listing of print resources scheduled for purchase prior to the enrollment of the first cohort, with \$17.5K in anticipated expenditures for print and electronic resources over the first five years.

A 905 square foot facility has been identified and assigned for the proposed new program. Through various grant initiatives, the College has been able to acquire equipment and furnishings for the program, including training simulators and educational models, and a Sivad/Amatrol Process Control System with temperature and analytical process control learning systems.

#### **5. Accreditation**

The curriculum was designed with attention to accreditation requirements. Upon BoR approval, Delgado will begin the notification and application for accreditation for the proposed AAS through the Association of Technology, Management and Applied Engineering (ATMAE). Full accreditation is anticipated after the first class graduates and the College can demonstrate success in retention, job placement, and attainment of student learning outcomes.

#### **6. Budget**

Estimated cost of the proposed program for the first four years is associated with the acquisition of equipment, operating services and supplies, accreditation fees and faculty and support salaries (ranging from \$47K to \$100K per year). Startup funding through the Workforce Training Rapid Response Fund (\$300K) provided the necessary equipment, and tuition and fees should cover other program costs.

### **STAFF ANALYSIS**

Delgado is preparing to offer a new degree program that would contribute to immediate and long-term local and regional economic development, connecting with existing and emerging industries. The proposed AAS in Instrumentation and Control is a technical workforce program with an active, engaged advisory board. Seven industries provided letters of support for the college's responsiveness to the increased energy production efforts in southeastern Louisiana and the program's potential to foster greater working relationships between the College and its business and industry partners. The program will expand public education and training opportunities in the Greater New Orleans metropolitan area into the manufacturing and processing arena. Equipment purchases have been made; Delgado will be able to begin offering program courses in Spring or Fall, 2016.

### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend conditional approval for the Associate of Applied Science in Instrumentation and Control (CIP 150404) at Delgado Community College, to be implemented in 2016. By June 1, 2017, the institution will provide an update on enrollment, completion, and progress toward accreditation.***

**AGENDA ITEM III B 2**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**NORTHWESTERN STATE UNIVERSITY**  
**BACHELOR OF APPLIED SCIENCE in RESOURCE MANAGEMENT**

**BACKGROUND INFORMATION**

Northwestern State University (NSU) requests Board of Regents' approval to offer a Bachelor of Applied Science (BAS) in Resource Management. The Letter of Intent was approved by the BoR in September 2014; approval of the program proposal was granted by the UL Board of Supervisors in June 2015.

**STAFF SUMMARY**

**1. Description**

The proposed BAS in Resource Management is designed as a path for Louisiana residents to complete a baccalaureate degree after they have earned an associate degree and had some workforce experience. This "completer" degree is ideally suited for working adult learners who need to obtain another undergraduate degree to progress in the workforce. The 60-hour curriculum requires the completion of 21 hours of upper-level core courses (Ethics in the Workplace; Technical Composition; Business, Educational, and Professional Speaking; Psychology in Business and Industry; Multimedia Communication and Presentation; Marketing; and Management) and 39 hours of upper-level coursework in one of the following concentration areas: Human Resource Management, Public Safety Management, and Industrial Technology/Manufacturing Management with appropriate electives. The curriculum is designed to provide a flexible upper-level course pattern to ensure that students are allowed to obtain the coursework necessary for the management of resources in their respective occupations. Courses will be offered online in 8- and 16-week formats in order to better serve working adult learners.

**2. Need**

For several years Northwestern has been working closely with LCTCS administrators at both the system and campus levels who have indicated the need for a BAS degree program which would help many of their graduates complete a baccalaureate. Additionally, staff from the Louisiana Department of Economic Development have echoed a need for the proposed degree and shared input in its development, as have leaders from business and industry around the state. Because the proposed BAS provides coursework in the management of people, resources, and processes, this degree will provide working individuals with the opportunity for career advancement in their field of work. It will also provide an avenue to increase the educational attainment of the state's adult population.

Louisiana currently offers only one applied baccalaureate degree, the BAS in Allied Health, which is also offered by Northwestern. The BAS in Allied Health has proven to be ideal degree for meeting the needs of the health care workforce, providing an excellent opportunity for individuals who possess associate degrees to advance their careers. Based on its experience with the BAS in Allied Health and the institution's strong background in distance education, Northwestern is well positioned to offer the proposed BASRM degree.

**3. Students**

The proposed program will appeal to working adults who have earned an associate degree and wish to continue their education without returning to school on site. Enrollment is estimated to commence with 15 students and grow to 60 students by the end of Year Five. Completers are estimated at 40 in Year Three and could be as high as 55 by the end of Year Five.

**4. Faculty, Resources & Administration**

The proposed interdisciplinary and interdepartmental program will be supervised by the Dean of Arts and Sciences. Implementation will not have any significant impact on the current administrative structure of the

institution. Present library holdings, facilities, faculty and other resources are adequate to support the proposed program.

#### **5. Budget**

Little additional expense will be required for implementation and sustainability of the proposed program since the curriculum is composed of existing courses that have capacity to enroll additional students and current faculty will be able to meet instructional needs. The campus anticipates a cost of \$8K per year for marketing and supplies, which would be offset by tuition revenue.

#### **STAFF ANALYSIS**

The proposed BAS in Resource Management has the potential to have a direct positive impact on Louisiana with minimal additional cost to the institution for implementation. The online program will provide an avenue through which working adults could further their education to improve knowledge and skills as well as to advance in their careers without having to interrupt their employment or move near the campus. While improving their quality of life, these individuals will contribute to economic development for the state.

#### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend conditional approval of a Bachelor of Applied Science in Resource Management (CIP Code 30.9999) at Northwestern State University. A progress report on program implementation is due by June 1, 2017.***

**AGENDA ITEM III B 3**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**UNIVERSITY OF LOUISIANA AT MONROE**  
**POST-BACCALAUREATE CERTIFICATE in MORTGAGE ANALYTICS**

**BACKGROUND INFORMATION**

The University of Louisiana at Monroe (ULM) is seeking Board of Regents' approval to offer a Post-Baccalaureate Certificate (PBC) in Mortgage Analytics. The proposal was approved by the UL System Board of Supervisors at their meeting in June 2015.

**STAFF SUMMARY**

**1. Description & Need**

The proposed PBC in Mortgage Analytics has been designed by the University's College of Business and Social Sciences in cooperation with J.P. Morgan Chase, one of the largest employers in Northeast Louisiana. Initial discussions focused on Chase's challenges in recruiting qualified individuals for positions requiring analytical skills, such as business analysts. From these discussions, the concept of the PBC was created. The 19 credit hour PBC (comprised of courses in Introduction to Mortgage Analytics, Spreadsheet Applications, Risk Management, Performance Management, Notarial Law, Real Estate Law, and Business Law) will prepare individuals who do not currently possess the minimum educational qualifications or skills required to pursue careers in high demand occupations related to financial services, specifically in the area of mortgage analytics. All courses required in the proposed PBC will be delivered onsite at Chase's Monroe location, open to both employees and non-Chase employees. ULM currently offers four of the required courses, with two of them offered online; the three new courses will be developed by ULM faculty and delivered when appropriate.

The proposed program strives to meet the educational requirements for individuals interested in transition into mortgage analytics-related occupations. The program is intended to support the overall educational mission of ULM by:

- Helping meet the regional workforce needs for skilled financial services professionals;
- Meeting the entry-level educational requirements for individuals with unrelated degrees pursuing financial processing and services-related positions; and
- Supporting the professional development of individuals who seek to obtain a formal educational credential in the financial services field.

**2. Students**

Chase conducted an internal survey of its employees to determine interest in the proposed program. Of the 749 respondents, 718 indicated they would be interested in completing some of the courses and, of those, 393 employees (over 50%) indicated they would be interested in completing the proposed PBC. Chase is willing to allow use of its tuition reimbursement program to pay for its employees to pursue the PBC and has submitted a grant proposal to the Incumbent Worker Training Program for funding as well. The University projects an initial enrollment of 30 students with that number increasing to 100 by year five of program implementation. By the end of the second year, ULM expects the program to have 15 graduates, growing to as many as 50 graduates in year five.

**3. Faculty, Resources & Administration**

The proposed PBC will be delivered by the School of Accounting, Financial and Information Services within the College of Business and Social Sciences. Implementation will not impact the present administrative structure of the University or the College. Existing faculty will be used, along with a few selected adjunct professionals who meet the specific requirements for delivering some of the required courses. No additional facilities, equipment or library resources will be needed.

#### **4. Accreditation**

Business and accounting programs offered by ULM are accredited by the Association to Advance Collegiate Schools of Business (AACSB-International); accreditation for PBCs is not offered by this specialized accrediting agency.

#### **5. Budget**

Other than minimal resources to hire adjuncts, as needed (YR1: \$10K, YR2: \$20K, YR3: \$30K and YR4: \$40k), no significant additional costs are expected for the creation and delivery of the proposed PBC. No additional state appropriations are required as revenue generated from the delivery of the proposed program should cover anticipated expenses associated with program delivery.

### **STAFF ANALYSIS**

As with the PBCs in Accounting and Computer Information Systems that were recently approved by the Board, the PBC in Mortgage Analytics will assist in meeting needs of the financial services industry in the region serviced by ULM. More specifically, the proposed PBC will help Chase and other financial institutions retain existing employees, provide existing employees opportunities for career and salary growth, and provide an educational pathway for future employees to prepare for positions within their organizations. The proposed certificate program can be offered at minimal cost which would be offset by tuition.

### **STAFF RECOMMENDATION**

***The staff recommends that the Committee recommend approval of the Post-Baccalaureate Certificate in Mortgage Analytics (CIP Code 52.0899) at the University of Louisiana at Monroe.***

**AGENDA ITEM III C**  
**PROPOSED CONSOLIDATION of ACADEMIC PROGRAMS**

**LOUISIANA STATE UNIVERSITY**

**MS/PhD FOOD SCIENCE and MS/PhD HUMAN ECOLOGY (NUTRITION) to  
MS/PhD NUTRITION AND FOOD SCIENCES**

**BACKGROUND INFORMATION**

Louisiana State University (LSU) requests Board of Regents' approval to create a new Master of Science (MS) and a Doctor of Philosophy (PhD) in Nutrition and Food Sciences through the consolidation of the existing MS and PhD degrees in Food Science and in Human Ecology (Division of Human Nutrition and Food). The LSU Board of Supervisors approved the proposals in June 2015.

**STAFF SUMMARY**

**Description**

The proposed MS and PhD in Nutrition and Food Sciences would be housed in the recently established *School of Nutrition and Food Sciences*, created through a campus-wide reorganization effort that eliminated the School of Human Ecology, merged Nutrition with Food Science, and created the Department of Textiles, Apparel Design and Merchandising. The *human nutrition* and *molecular nutrition* concentrations of the Human Ecology degrees will be incorporated into the proposed new, consolidated degrees, as will the *food science and technology* and *food & bioprocessing systems* concentrations from the existing Food Science degrees. Because the existing degrees have a common foundation, merging the degrees will provide more broad training to graduates, preparing them to fill a number of professional-level positions.

The minimum requirement for the MS/Nutrition and Food Sciences is 30 hours of graduate credit: a 15-hour core that includes six credits for thesis research, and 15 hours of concentration courses or electives. The minimum requirement for the PhD is 57 semester hours of graduate credit: a 19-hour core that includes 9 credits of dissertation research and five credits that match the Master's core; and 35 hours of concentration courses or electives, which must include the courses required for the MS degree in either concentration. Time to completion is estimated to be 1.5 to 2 years for the MS and 3-4 years for the PhD, depending on the thesis or research topic chosen and the strength of science training in the entering student's background.

The existing degrees in Food Science are strong producers, averaging 8.3 (masters) and 3.7 (doctorate) completers over the last three years. The Human Ecology program has produced six masters and 1 doctorate with the nutrition concentration over the last three years. The nearest related program is the MS/Nutrition & Dietetics, offered by LA Tech and averaging 12 completers per year. LSU does offer a BS degree in Nutrition and Food Sciences which focuses more on the dietetic aspects of the major and is thus identified under CIP 301901; its three-year average is 45 graduates per year.

**STAFF ANALYSIS**

The proposed consolidation and its corresponding curriculum revisions will enrich both programs and continue the availability of graduate study in nutrition at LSU. Faculty will be moved into the new degrees and the majority of course offerings are revised or existing courses, so there will be no additional costs associated with the consolidation.

**STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend approval of the new (consolidations) MS and PhD in Nutrition and Food Sciences (CIP 011001) and corresponding termination of the MS and PhD in Food Science (CIP 011001) at Louisiana State University.***

**AGENDA ITEM III D**  
**PROPOSED PROGRAM TERMINATION**  
**GRAMBLING STATE UNIVERSITY**  
**BACHELOR OF SCIENCE IN NURSING**

**BACKGROUND INFORMATION**

Board of Regents staff seek approval to adjust the curriculum inventory (CRIN) to terminate the Bachelor of Science in Nursing (BSN) program at Grambling State University, in accordance with the involuntary termination order issued by the Louisiana State Board of Nursing (LSBN) on 11 June 2015.

**STAFF SUMMARY**

The National Council Licensure Examination (NCLEX) tests the knowledge, skills and abilities essential for the safe and effective practice of nursing at the entry level. It is required by boards of nursing in each state for licensing (permission to practice) after graduation from a school of nursing. LSBN regulations require that nursing education programs in Louisiana maintain a first-time pass rate of at least 80 percent on the NCLEX-RN licensure exam. Schools that fail to achieve the required pass rate are placed on conditional approval for no more than three consecutive years, after which a program may not admit any students into the nursing sequence until the board has determined that all standards have been met.

Grambling has three nursing programs on the CRIN: a BS/Nursing; MS/Nursing; and a Family Nurse Practitioner certificate (PMC). The BSN, established in 1984, has a five-year average of 83 graduates. Over the last 11 years, the NCLEX pass rates of the graduating class have ranged from a high of 90.63% to a low of 42.5%, missing the 80% minimum eight times. During the same period, the program has maintained accreditation by the National League for Nursing Accrediting Commission, as required by Board of Regents policy. The BSN was last accredited in 2012, though a follow-up report addressing two standards (Faculty and Staff; and Outcomes) was required in Fall 2014, when accreditation was affirmed through 2020.

Grambling's BSN program was placed on conditional approval status by the LSBN for non-compliance with the NCLEX-RN passage rate requirements in 2010 (79.61% passed), 2011 (69.12% passed), and 2012 (65.66% passed). The 2013 pass rate, released after completion of the calendar year, was 63.64%. In February, 2014, the university was ordered by LSBN not to admit any new students to the nursing program and to show cause as to why it should be allowed to continue operating. Throughout 2014, the Board barred new admissions while it continued to monitor the NCLEX-RN pass rates, verified at the February, 2015, meeting to be 75.44%. In April, the university was again ordered to show cause as to why it should be allowed to continue the nursing program, and in June, 2015, the LSBN ordered the GSU School of Nursing to initiate involuntary termination of the BSN degree, notify all students and accrediting agencies of the Board's action, and provide assistance to students needing to transfer to other nursing education programs. Grambling has been working closely with the College of Nursing at Northwestern to absorb the students and prepare them for graduation.

**STAFF ANALYSIS**

In accordance with the LSBN's order of involuntary termination, Grambling State University may not continue to offer its undergraduate nursing program. Nine public BSN programs remain available to serve students' educational needs, including those at NSU, ULM, LSUA, and SUBR (for students seeking an HBCU experience), and La Tech, NSU, SUSLA, BPCC, LDCC and LSUA currently offer ASN programs in the general geographic area. LSBN noted that its rules do not prohibit Grambling from applying to start an undergraduate nursing program in the future, but that it would have to follow the same procedures as any new program applicant, including demonstrating feasibility and need.

**STAFF RECOMMENDATION**

***The staff recommends that the Committee recommend approval of the termination of the Bachelor of Science in Nursing (CIP 513801) at Grambling State University.***

**NOTES – NCLEX Pass Rates (from LSBN Annual Reports):**

YEAR	GSU		SUBR	ULM	NSU	LSUHSC-NO
2004	23/28	82.1	90.7	79.7	94.4 (90)	92.2
2005	28/44	63.64	76.47	91.78	85.84 (113)	94.62
2006	17/40	42.5	73.3	88.5	90.4 (115)	88.9
2007	42/56	75	84.13	95.31 (64)	91.3 (115)	85.63
2008	58/64	90.63	94.12	98.59 (71)	92.44 (119)	82.31
2009	83/100	83	92.85	97.22	97.94 (97)	95.23
2010	82/103	79.61	91.53	96.74	95.33 (107)	96.57
2011	47/68	69.12	86.49	90.59	96.84 (95)	98.31
2012	65/99	65.66	93.18	97.4 (77)	94.53 (128)	98.10
2013	42/66	63.64	81.25	94.12 (51)	90.07 (141)	95.43
2014	43/57	75.44	72.73	93.06 (72)	90.71 (140)	96.61

**AGENDA ITEM IV A**  
**PROPOSED POLICY UPDATE: Academic Affairs 2.11**  
**Approved Academic Terms & Degree Designations**

**BACKGROUND INFORMATION**

Academic Affairs Policy 2.11, *Approved Academic Terms and Degree Designations*, deals with the use of standardized terms and degree designations, consistent with the Board of Regents' Curriculum Inventory (CRIN), in institutions' catalogs, diplomas, commencement programs, transcripts, and other official documents relating to academic program offerings. It requires that postsecondary catalogs and bulletins list and advertise only degree titles of academic programs that are approved by the Board of Regents and listed on the CRIN. The policy lists standard and alternate degree designations that might be authorized in the CRIN. Since its inception, AA 2.11 has specified that diplomas may list the authorized degree designation, only, saving degree titles, majors, minors and other details for the transcript.

**STAFF SUMMARY**

When AA 2.11 was revised in August, 2013, to update and clarify the text, it maintained the provision restricting the text on diplomas for earned credentials to the appropriate degree designation, only. The degree designation on the CRIN is the formal name of the degree/credential which the institution is regionally or professionally accredited to award, e.g., a Bachelor of Arts, or a Bachelor of Science. Courses making up the major, e.g., in political science or in biology, contribute to the makeup of the major but are not the formal name of the credential. In contrast, the Bachelor of Science in Nursing (BSN) is a formal designation of the professionally accredited program and is typically listed on diplomas as such.

The diploma is a public ceremonial symbol of a degree or credential awarded, while the transcript is the official, permanent record of the student's course of study and academic endeavors and achievements. Though it is technically correct to list only the name of the awarded degree on the diploma and to provide curriculum details (e.g., major, minors, concentrations) on the transcript, it has increasingly been a source of discontent at graduation day among graduates and their families who want to see more information reflected on the diplomas they intend to display.

The revised policy allows the institution the option of including the name of the approved degree subject area (major) below the degree designation on diplomas for earned degrees and credentials. Both must be listed on the diploma as they are approved by the Board of Regents and found in the CRIN. As has traditionally been the case, superior academic achievement or honors may also be reflected on the diploma, at the institution's discretion. The proposed policy revisions have been reviewed by campus and system Chief Academic Officers; it is attached to the staff summary, with the principal revisions highlighted on page A2.

**STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend approval of the proposed update to Academic Affairs 2.11 policy on Approved Academic Terms and Degree Designations.***

## ACADEMIC AFFAIRS POLICY 2.11 APPROVED ACADEMIC TERMS AND DEGREE DESIGNATIONS

### USE of STANDARDIZED ACADEMIC TERMS

The Board of Regents requires colleges, universities, and professional schools to use academic terms and degree designations that are consistent with the Curriculum Inventory of Degree and Certificate Programs (CRIN).

For the purpose of identifying, advertising, and awarding of **both undergraduate and graduate credentials**, the following terms shall be used for diplomas, transcripts, catalogs, and all publications by public campuses and systems. A degree, technical diploma or certificate is an award conferred on a student by a college, university or professional school upon completion of a unified program of study including a grouping of campus-approved courses and requirements (e.g., minimum GPA). All levels of award are referenced in the aggregate as 'Degrees' in the CRIN.

- A **Degree Title** is the complete label of a Degree Program, consisting of a Degree Designation (e.g., Associate of Science) and the Degree Subject Area (e.g., Biology). It is listed in the Regents' Inventory under the categories "Degree Level" and "Degree Description/Option" (e.g., Associate of Science in Biology).
  - The **Degree Designation** for each authorized program at public institutions of higher education is listed in the Board of Regents' Inventory of Degree and Certificate Programs. Some professional programs include the name of the general subject area as part of the Degree Designation (e.g., Bachelor of Architecture, Master of Social Work) and are listed on the CRIN as approved by the Board of Regents. (A list of authorized designations is attached.)
  - A **Degree Subject Area** is the primary discipline which constitutes the focus of a program of study listed in the Board of Regents' Curriculum Inventory. The Degree Subject Area is the same as the Major (e.g., Biology; History; Sociology).
- A **Curriculum** is a listing of requirements for a degree or credential: required and elective courses, required program activities, and assessments.

For the purpose of identifying, advertising, and awarding of undergraduate degrees, the following terms shall be used for diplomas, transcripts, catalogs, and other publications by public campuses and systems.

- A **Major** is that part of a Degree Program which consists of a specified group of courses in a particular discipline(s) or field(s). The name of the Major is consistent with the Degree Subject Area on the CRIN. A Major usually consists of 25% or more of total hours required in an undergraduate curriculum. Establishment of a Major requires prior approval by the Board of Regents.
- A **Minor** is that part of a Degree Program which consists of a specified group of courses in a particular discipline or field, consisting usually of 15% or more of total hours required in an undergraduate curriculum. Minors may be instituted without prior approval by the Board of Regents.
- A **Concentration** is an alternative track of courses within a Major or Option, accounting for at least 30% of the Major requirements. Concentrations may be instituted without prior approval by the Board of Regents. Example: a concentration in molecular biology within a biology major.
- An **Option** is an alternative track of courses within a Major, accounting for 50% to 80% of the Major requirements. Establishment of an Option requires prior approval by the Board of Regents; options are listed on the CRIN.

For consistency and clarity the terms "Emphasis," "Track," "Specialization," or any word other than those listed above describing the sub-unit of an undergraduate Major may not be used on diplomas, transcripts, or in catalogs.

WORDING of CATALOGS, DIPLOMAS, COMMENCEMENT PROGRAMS, TRANSCRIPTS and Other Official Documents

- University/College **Catalogs or Bulletins** shall list and advertise only Degree Titles of academic programs approved by the Board of Regents. Separate curricula may be given only for approved degree titles; minors, concentrations, etc. not listed in the Board of Regents' Curriculum Inventory (CRIN) may be described in the text or footnote. These limitations shall also apply to any official advertisements for academic programs.
- Higher education **Diplomas** for earned degrees shall list and advertise the BoR-approved Degree Designation, as listed on the CRIN. **Diplomas may include the name of the approved Degree Subject Area (Major) below the designation**, and they may indicate superior academic achievement for outstanding grade point average and/or completion of an approved honors curriculum. Diplomas shall not include the name of the Minor, the Option, the Concentration, or any other descriptive term, except when such terms are included in the CRIN.
  - Certificate and Technical Diploma programs, both undergraduate and graduate, may include the full Degree Title (designation and subject) on the diploma or certificate of award.
- **For undergraduate degrees, all higher education Commencement Programs shall list the appropriate Degree Designation and may indicate the approved Degree Subject Area (Major)**, superior academic achievement for outstanding grade point average and/or completion of an approved honors curriculum. Commencement Programs shall not include the name of the Minor, the Option, the Concentration, or any other descriptive term, except when such terms are included in the CRIN.
- For graduate degrees, **Commencement Programs** may also include the Degree Subject Area, the title of the approved thesis and/or dissertation, the name of the major professor, and the name of the awarding department.
- Student **Transcripts** may also list Degree Titles, Majors, Minors, Options, and/or Concentrations. These terms shall not be used to suggest augmentation of a given academic program distinct from the approved Degree Title.

## Degree (and Non-Degree) Designations

Public colleges and universities shall identify degree programs on diplomas and commencement programs by the approved Degree Designation. Additional program information (e.g., degree titles, major, minor, concentration) is included on the student transcript.

The standard Degree (and Non-Degree) Designations found on the Curriculum Inventory (CRIN) include:

- AA – Associate of Arts
- AAS -- Associate of Applied Science
- AS – Associate of Science
- BA – Bachelor of Arts
- BS – Bachelor of Science
- CAS – Certificate of Applied Science
- CTS – Certificate of Technical Studies
- EdD – Doctor of Education
- GC – Graduate Certificate
- MA – Master of Arts
- MS – Master of Science
- PAC – Post-Associate Certificate
- PBC – Post-Baccalaureate Certificate
- PhD – Doctor of Philosophy
- PMC – Post-Master’s Certificate
- PPC – Post-Professional Certificate
- TD – Technical Diploma

More specific Degree Designations are primarily related to the Classification of the Instructional Program (CIP) Code of the program and are driven by such considerations as program design, common practice, and professional accreditation. The CIP and Designation are assigned to a program as part of the program/proposal review process and are posted on the CRIN.

CIP Category	Alternate Designations Used in the CRIN (in addition to the standard designations)
03	BSF, MSF – Bachelor (Master) of Science in Forestry
04	BAR, MArch – Bachelor (Master) of Architecture BID or BFA – Bachelor of Interior Design or Bachelor of Fine Arts BLA, MLA – Bachelor (Master) of Landscape Architecture MURP – Master of Urban and Regional Planning
09	BAMC, MMC – Bachelor of Arts in (Master of) Mass Communication
11	MSSS – Master of Science in Systems Science
13	AS T – Associate of Science in Teaching (CIP 130101) BME – Bachelor of Music Education EDS – Education Specialist MAT – Master of Arts in Teaching MEd – Master of Education
14	BSBE – Bachelor of Science in Biomedical Engineering BSCHE/MSCHE – Bachelor (Master) of Science in Chemical Engineering BSCE, MSCE – Bachelor (Master) of Science in Civil (or Computer) Engineering BSCM, MSCM – Bachelor (Master) of Science in Construction Management BSEE/MSEE – Bachelor of Science in Electrical Engineering BSEVE – Bachelor of Science in Environmental Engineering BSIE/MSIE – Bachelor of Science in Industrial Engineering BSME, MSME – Bachelor (Master) of Science in Mechanical Engineering BSPE, MSPE – Bachelor (Master) of Science in Petroleum Engineering ME – Master of Engineering

	MSBAE - Master of Science in Biological & Agricultural Engineering MSE – Master of Science in Engineering MSES – Master of Science in Engineering Science MSMSE – Master of Science in Microsystems Engineering
15	BSCET – Bachelor of Science in Construction Engineering Technology BSEET – Bachelor of Science in Electrical Engineering Technology BSIT – Bachelor of Science in Industrial Technology MSETM – Master of Science in Engineering Technology Management
22	JD – Juris Doctorate JD/GDCL – Juris Doctorate & Graduate Diploma in Comparative Law LLM – Master of Law
24	AALT, ASLT – Associate of Arts (or Science), Louisiana Transfer BALA, MALA – Bachelor (Master) of Arts in Liberal Arts CGS, AGS, BGS – Certificate/Associate/Bachelor of General Studies
25	MLIS – Master of Library and Information Science
27	MAS – Master of Applied Statistics
30	BIS – Bachelor of Interdisciplinary Studies MNS – Master of Natural Sciences
40	BSG – Bachelor of Science in Geology
42	SSP – Specialist in School Psychology
43	ASCJ – Associate of Science in Criminal Justice BCJ, MCJ – Bachelor (Master) of Criminal Justice
44	BSW, MSW – Bachelor (Master) of Social Work MPA – Master of Public Administration
50	BFA, MFA – Bachelor (Master) of Fine Arts (also found in CIP 231302) BM, BMUS, MM, MMUS – Bachelor (Master) of Music BOID – Bachelor of Industrial Design DMA – Doctor of Musical Arts
51	AD – Associate Degree ASN, BSN, MSN – Associate (Bachelor, Master) of Science in Nursing AuD – Doctor of Audiology BAS – Bachelor of Applied Science DDS – Doctor of Dentistry DNP – Doctor of Nursing Practice DNS – Doctor of Nursing Science DPT – Doctor of Physical Therapy DVM – Doctor of Veterinary Medicine MCD – Master of Communication Disorders MD – Doctor of Medicine MHA – Master of Health Administration MHI – Master of Healthcare Informatics MHS – Master of Health Sciences MN – Master of Nursing MOT – Master of Occupational Therapy MPAS – Master of Physician Assistant Studies MPH – Master of Public Health MSD – Master of Science in Dentistry MSN – Master of Science in Nursing PharmD – Doctor of Pharmacy
52	BBA, MBA, DBA – Bachelor (Master, Doctor) of Business Administration BSBA – Bachelor of Science in Business Administration BSCM, MSCM – Bachelor (Master) of Science in Construction Management MPAC – Master of Professional Accountancy

**AGENDA ITEM IV B**  
**PROPOSED NEW POLICY: Academic Affairs 2.21**  
**Uniformed Service Mobilization**

**BACKGROUND INFORMATION**

In February, 1991, as the offensive combat of Desert Storm drew to a close, the Board of Regents approved Learning Technology Policy 2.3.1, *National Guard Mobilization*, to establish minimum guidelines to aid student soldiers and airmen who had been activated and deployed as they faced the transition back into the classroom. That same year, RS 29:420 was passed to ensure that no student member of the nation's uniformed services should have his or her postsecondary education unnecessarily disrupted because of being called to service. The law required that policies be developed jointly by the BoR and the management boards to address academic matters resulting from mobilization or activation, seeking protection for minimum disruption of education through provisions for academic credits, grades, time frames for resumption of academic work, status upon reenrollment, etc. The policy was revised several times between 1991 and 2007. In 2008, the Commissioner and System Presidents issued a *Statement Regarding Louisiana National Guard Mobilization* in response to Hurricane Gustav, with a second in 2012 in response to Hurricane Isaac.

Act 232 (2015) requires that campuses designated as a *Governor's Military and Veteran Friendly Campus* establish deployment and readmission policies providing for the prompt readmission with the same academic status that they had when last attended or admitted. Systems and campuses have policies in place based on the original LT 2.3.1 and revised through the years. The proposed *Uniformed Service Mobilization* policy, AcAf 2.21, reflects the updated provisions and has been reviewed by statewide chief academic affairs officers. If approved, it will be posted on the web with Academic Affairs policies for easy accessibility by students and others who need it.

**STAFF SUMMARY**

The proposed policy provides guidelines to minimize the disruptive effects of an unforeseen call to service (mobilization or activation) on student guard and reserve personnel during a semester or term. It provides for their withdrawal from or continuation in individual courses, depending on the student's choice, the educational soundness of continuation, and on the timing of the mobilization during the term. Withdrawal includes a 100 percent refund of course-related tuition and fees and a pro-rated refund of room and board. The policy also includes guidelines for the students' reenrollment within a year of completion of their involuntary term of active service, with the campus striving to accommodate the student's return to the original program and catalog. Finally, institutions are instructed to allow spouses and dependents of students living in married student housing to continue renting those quarters, if they wish, until the student reenrolls or within six months after completion of the mobilization, whichever comes first.

To qualify for the provisions of the policy, students must present official military orders indicating their mobilization or activation. They are urged to contact the office of the dean of their college, the office of Student Aid, and LOSFA, as applicable. The policy provides for parents, guardians, or spouse of the student to follow through if time constraints (urgency of the call-up) do not allow the student to take care of business before leaving the campus.

**STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend approval of the proposed Academic Affairs 2.21 policy on Uniformed Service Mobilization.***

**(Draft)**

## ACADEMIC AFFAIRS POLICY 2.21 UNIFORMED SERVICE MOBILIZATION

Louisiana public higher education recognizes that many students serve our country in the reserve forces of the U.S. Armed Services and in the Louisiana National Guard, and that these students are subject to unforeseen mobilization/activation in response to local, regional, national, or international emergency situations. It is the policy of Louisiana public higher education to minimize the effects of this disruption as much as possible.

In order to qualify under the provisions of this policy, students must present to the registrar or other appropriate college/university official a copy of military orders indicating their mobilization or activation. Students should contact the office of the dean of their college as soon as they are notified of the call up. The dean's office will inform them of the procedures to be followed. If, due to time constraints between the time of notification and the time of actual mobilization or activation, the students cannot present their orders as required, the parents, guardians, or spouse of the student may do so.

### I. Awarding of Academic Credit/Grades

- A. Students in the uniformed services who are mobilized/activated during a semester or term will be given the option of either: (1) complete withdrawal from the college or university for the semester; or (2) withdrawal from or continuation in individual courses within the college or university upon a determination that institution guidelines are met and that it is educationally sound to allow such continuation. Students who choose to remain enrolled in some or all courses should be provided reasonable support to ensure that the pursuit of education is disrupted to the minimum extent possible and that no undue penalties are assessed due to a military call to service.
- B. Course Withdrawals. When mobilization/activation occurs *prior* to the college or university census date, mobilized students who withdraw will incur no penalty or grade in any course. Those who withdraw from all courses will be given a complete withdrawal from the college or university (with 100 percent refund of tuition and fees which have been paid, including student insurance and other non-refundable fees). *After the census date*, mobilized students who withdraw from a course shall receive a grade of "W" in the course and 100 percent refund of course-related tuition and fees which have been paid, *excluding* student insurance fees and other non-refundable fees. When possible, transcripts should be annotated to reflect that the resignation is the result of activation for military duty. Room and board payments will be refunded on a prorated basis, regardless of the date of involuntary mobilization/activation.
- C. Continued Enrollment After Involuntary Mobilization/Activation. Students may choose to remain enrolled in individual courses upon a determination that it is educationally sound to allow such continuation and with the concurrence of the instructor and dean (or equivalent), as required by college or university guidelines. For courses in which enrollment is continued, institution policies should address, at a minimum, and dependent upon the date of involuntary mobilization, provisions for students to request: (a) a grade of incomplete; (b) a final grade based upon course work prior to the date of mobilization; or (c) an early final examination in order that the instructor can determine a final course grade. Those students who receive incomplete grades shall have no longer than one year after conclusion of the involuntary term of active duty to meet with university officials and work out a timetable for removing the incomplete grades.

### II. Academic Status Upon Re-enrollment. When students whose enrollment was interrupted by mobilization/activation re-enroll in the same institution within one year of completion of their involuntary term of active service, the college or university will make every possible effort to place the students back into their academic studies track as close as possible to the same place they occupied when mobilized/activated. The normal readmission application fee will be waived for these students.

- A. Reasonable attempts should be made to give preferential enrollment into high demand courses necessary for these students to continue their studies with as little interruption as possible.

- B. Time spent on active duty should not be counted in determining the catalog under which the student must meet curricular or degree requirements; involuntary mobilization/activation will not be considered a break in continuous attendance, for catalog purposes. A person who, upon being offered separation from involuntary active duty, reenlists or otherwise voluntarily extends active duty, may be considered to have broken continuous attendance.
  - C. In instances of substantial change to curricula or course inventory during the period of involuntary military service, the institution shall make reasonable accommodations with substitute courses, independent study or other appropriate means. If a student's curriculum no longer exists at the time of re-enrollment, the institution shall reasonably assist the student in changing to a new curriculum or transferring to an institution where the desired curriculum is available.
  - D. For law students, waivers will be granted as necessary for the requirements of the American Bar Association Standards.
- III. Scholarships. A student who is mobilized/activated while holding a scholarship under the control of the college or university in which the student is enrolled shall have the scholarship, or an equivalent scholarship, reinstated upon re-enrolling at the college or university after the period of involuntary active duty so long as he/she remains otherwise eligible. This provision shall lapse if the student does not re-enroll in the same college or university within one year from the time of separation from the involuntary active duty.
- IV. Books. If course textbooks are to continue being used in subsequent semesters or terms for courses from which a mobilized/activated student withdraws, colleges and universities should arrange for the purchase of these textbooks by the campus bookstore, when possible.
- V. Student Grants and Loans. Students who have been awarded grants or loans and are mobilized/activated at any time during the semester or term should be advised to consult with the Financial Aid Office of the college or university they are attending in order to obtain clarification and/or further information on the status or repayment requirements of any existing grants and loans for attending college. Students on any State aid (e.g., TOPS, GO) should be urged to contact the Louisiana Office of Student Financial Assistance before leaving the campus ([www.osfa.state.la.us](http://www.osfa.state.la.us)).
- VI. Spouses and Dependents of Mobilized/Activated Students.
- A. Insurance Coverage. When applicable, colleges and universities should work closely with spouses of students who are mobilized/activated to ensure maximum medical insurance coverage to the extent allowed by the insurer for the spouse and dependents of the student.
  - B. Housing. Spouses and dependents of students who are mobilized/activated and who live in college/university married student housing shall be allowed to continue renting or leasing these quarters. If the student does not re-enroll in the college or university within six months after the completion of the involuntary mobilization/activation period, then the spouse and dependents may be required to vacate the college/university housing.

**AGENDA ITEM V A 1**  
**REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT**  
**UNIVERSITY OF NEW ORLEANS**  
**MERRITT C. BECKER, JR. UNO TRANSPORTATION INSTITUTE (UNOTI)**

**BACKGROUND INFORMATION**

In 2001, the Board of Regents approved both the National Ports and Waterways Institute and the Merritt C. Becker Intermodal Transportation Policy and Implementation Center (ITPIC) at the University of New Orleans (UNO). In May 2010, the BoR granted approval (for a period of five years) of UNO's request to combine the two entities into the Merritt C. Becker, Jr. UNO Transportation Institute (UNOTI), which would direct all transportation research activities at the university. UNO requests reauthorization of UNOTI for a period of five years. The University of Louisiana System endorsed the reauthorization request in June 2015.

**STAFF SUMMARY**

**1. Description**

UNOTI incorporates applied and scholarly research with education and outreach initiatives to support advancement in both passenger and freight transportation systems. The Institute promotes technology transfer through strategic partnerships with the public and private sectors to advance innovative policies and practices for the users and providers of transportation. Faculty and staff associates with the Institute are recognized for their expertise in:

- Transportation Policy for Sustainability, Livability, Resiliency and Disaster Recovery
- Evacuation Planning for Carless and Vulnerable Populations
- Bicycle and Pedestrian Planning and Safety
- Transit Oriented Development
- Megaregion Research and Development
- Maritime and Port Planning
- Public Transit Planning
- Project Financing and Implementation Strategies
- Freight-based Economic Development.

The work done at the Institute continues to be integral in the post-Katrina recovery of New Orleans and vital to the overall sustainability and economic competitiveness of the state.

**2. Activities**

Over the past five years, UNOTI has increased its research productivity, facilitated important seminars and workshops on key transportation-related topics, and gained Board of Regents' approval for a new Master of Science in Transportation. Its list of projects and accomplishments is extensive, with just a sample summarized below.

- Part of UNOTI's Institutional Effectiveness Plan includes a target of annually submitting at least \$900K in freight research activities, \$1.5M in passenger research activities, \$300K for professional outreach activities and \$300K for educational activities. Since establishing this goal in 2013, the institute has met its goals each year.
- UNOTI has expanded partnerships to include over 16 other universities in collaborative research funding as part of the U.S. Department of Transportation's University Transportation Center (UTC) program.
- The Institute has collaborated with professional associations to identify relevant topics and to work in partnership with associations to identify speakers and plan events that include professional continuing maintenance accreditation.

- Since 2013, UNOTI has hosted over 30 events, including the National Evacuation Conference, lecture series events, and workshops in partnership with over a dozen government agencies and professional associations on a variety of topics related to freight and passenger transportation.
- From its designation as an Institution in 2010 through June, 2015, UNOTI has secured over \$3.6 Billion in new external cash grants. This total does not include industry cost-share commitments.
- As part of the Maritime Transportation Research & Education Center and the National Center for Strategic Transportation Policies, Investments and Decisions, UNOTI partners with 14 other universities to participate in maritime and intermodal freight research and outreach activities. Activities range from research on 'Livability and Transit-Oriented Development of Coastal and River Valley Communities' to 'Future Transportation Workforce Diversity through K-12 Outreach.'
- To educate professionals in the area of bicycle and pedestrian safety, UNOTI recently published a *Complete Streets Manual* as a statewide resource for transportation engineering, planners, public administrators and elected officials to better understand how state highways can be designed for safe walking and bicycling.

### **3. Resources and Administration**

The Institute currently has eight affiliated faculty, including the Director, John Renne. It is housed within the Department of Planning and Urban Studies, in the College of Liberal Arts. The Institute continues to occupy the same amount of space as it did when created.

### **4. Budget**

Funding of the Institute is derived from state appropriations, grants (federal and private), and return on indirect costs. Revenue and pending revenue for the next five years totals \$6M, with anticipated expenditures (core faculty, staff, etc.) being significantly lower at a five-year total of \$3.9M. UNOTI will be a productive research institute with more revenue than expenditures to support its core faculty and staff over the next five years.

## **STAFF ANALYSIS**

Regents' staff recognizes the institute's engagement and effectiveness and its success in obtaining funding to support transportation-related research and education. It is evident that UNOTI's many activities serve as a benefit to the New Orleans region, to the state, and to the university and are appropriate to the role, scope and mission of UNO.

## **STAFF RECOMMENDATION**

***The staff recommends that the Committee recommend reauthorization of the Merritt C. Becker, Jr. UNO Transportation Institute (UNOTI) at the University of New Orleans through September 1, 2020. No later than this date, a request for reauthorization of institute status is due.***

**AGENDA ITEM V A 2**  
**REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT**  
**UNIVERSITY OF LOUISIANA AT LAFAYETTE**  
**ERNEST J. GAINES CENTER**

**BACKGROUND INFORMATION**

The Ernest J. Gaines Center at the University of Louisiana at Lafayette (ULL) was granted initial, one-year approval in February 2008 with a subsequent one-year extension in March 2009. Full approval was granted to the Center in August 2010 for a period of five years. The University now seeks reauthorization of the Center with endorsement of the University of Louisiana System granted in June 2015.

**STAFF SUMMARY**

**1. Description**

The Ernest J. Gaines Center at ULL is an international center for scholarship on Ernest J. Gaines and his work and is the site of the only complete collection of Ernest J. Gaines scholarship in the world. It houses Gaines' papers including manuscripts, correspondence, reviews, notebooks, interviews, and published works. Along with these items, the Center anticipates the donation of extensive research papers, manuscripts and tape-recorded interviews of Gaines scholars.

The Center honors the work of ULL's Writer-in-Residence *Emeritus* and provides a space for scholars and students to work with the Gaines papers and manuscripts. In addition, the Center provides the opportunity for students and community members (local and national) to learn more about Gaines' work and his importance, not only to Louisiana literature, but also to American and world literature.

The Ernest J. Gaines Center also coordinates activities related to research and scholarship on the work of Ernest J. Gaines. A biennial Ernest J. Gaines Scholars Conference in 2018 at ULL will bring together major scholars for presentations and discussions, all focused on Ernest Gaines' fiction. In addition, the Center regularly hosts various speakers and scholars. Working with ULL and other community organizations such as the Lafayette Public Library, the Lafayette Parish School System, the Louisiana Endowment for the Humanities, and the Louisiana Center for the Book, the Center provides programming and opportunities for outreach to the community, with a focus on students in Louisiana high schools and universities who study the works of Ernest J. Gaines.

In summary, there are two parts to the Ernest J. Gaines Center's mission – archival (preserving Gaines papers and scholarship and assuring their accessibility to scholars) and programming (initiating and sponsoring scholarly projects and conferences on the work of Ernest J. Gaines). Both are essential to the legacy of Ernest J. Gaines.

**2. Activities**

Over the last five years the Center has accomplished many things in pursuit of its mission including, but not limited to, the following:

- Hosted its First Annual Summer Teachers' Institute over one week in June 2014 in which teachers were led in discussions of Gaines' work and introduced to highlighted items from the collection.
- Initiated the celebration of the 50<sup>th</sup> anniversary of the publication of Ernest J. Gaines' first novel, *Catherine Carmier*, in September 2014.
- Continued to acquire and process new materials for the collection; some items came from Ernest Gaines' home and others were donated.
- Established the Ernest J. Gaines Society, a literary society to promote research and scholarship on the work of Ernest J. Gaines.
- Hosted and provided guest lectures online during the academic year.

- Created (2013-14) and continued (2014-15) a high school creative writing workshop in partnership with the Lafayette Parish School System to publicize and identify potential students.
- Held an open house annually for members of the English and History Departments as well as members of the Gaines Center Board of Directors to help introduce the faculty to the research potential in the Center.
- Produced multiple exhibits throughout the library and in the Center to promote the collection.

### **3. Resources and Administration**

The Center was originally administered by a Director, a Professor of English with a split appointment between the Department and the Center. The Director was assisted by an Assistant Professor of Library Science who functioned as the archivist. With the founding director's retirement in May 2012, the two positions were merged into one position: Archivist/Director of the Ernest J. Gaines Center. The position reports to the Director of Libraries since the Center is primarily a research unit administering archival material. Since January 2011, the Center has had three graduate assistantships funded through the English Department. Along with these positions, there is an administrative assistant and two undergraduate students to assist with the day-to-day operations of the Center. There have been no significant changes to the facilities and equipment. A Board of Directors advises the Archivist/Director on policies and programming.

### **4. Budget**

Currently the activities of the Center are supported through donations, grants, royalties, and funds obtained from the University (totaling approximately \$150K annually) to support personnel, graduate assistantships, supplies, travel and maintenance of space. Sufficient funding is in place to support all Center initiatives and activities through the requested period of approval (September 1, 2020). Plans are in place to pursue additional external funding in order to provide more community programming and to expand the Center.

## **STAFF ANALYSIS**

Ernest J. Gaines is an internationally acclaimed writer. Because of Gaines' long association with ULL as Writer-in-Residence and his continuing association as Writer-in-Residence *Emeritus*, it is important for ULL to establish a permanent connection with this writer and his works. The staff commends the Center for its productivity and affirms its relevance to the University. Ample funding has been secured to afford Center operations through September 1, 2020.

## **STAFF RECOMMENDATION**

***The staff recommends that the Committee recommend reauthorization of the Ernest J. Gaines Center at the University of Louisiana at Lafayette through September 1, 2020. No later than this date, a request for reauthorization of center status is due.***

**AGENDA ITEM V B 1**  
**ROUTINE ACADEMIC REQUESTS**  
 Staff Approvals

Institution	Request
LSU	Request to change the name of the Department of Veterinary Medical Sciences (School of Veterinary Medicine) to <u>Department of Biomedical and Veterinary Medical Sciences</u> – <b>approved.</b>
LSU	Request to change the name of the MS and PhD programs in Veterinary Medical Sciences to <u>MS</u> and <u>PhD</u> in <u>Biomedical and Veterinary Medical Sciences</u> (BVMS), to more properly reflect the research and graduate training provided in the course-plan options of the degrees: Comparative Biomedical Sciences; Pathobiological Sciences; and Veterinary Clinical Sciences – <b>approved.</b>
LSU	Request to change the name of the BS in Nutritional and Food Science (CIP 301901) to <u>BS/Nutrition and Food Sciences</u> , to match the related MS and PhD programs under CIP 011001 – <b>approved.</b>
LSU	Request to change the name and CIP of the MSSS/Systems Science (CIP 110401) to <u>MS/Computer Science</u> (CIP 110701) to reflect current vernacular, program curriculum, and student interest in the Computer Science concentration – <b>approved.</b>
SLCC	Request to change the name of the AAS/Clinical Laboratory Technician (CIP 511004) to <u>AAS/Clinical Laboratory Science</u> (62 hours) – <b>approved.</b>

## AGENDA ITEM V B 2

### PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
06.2011	<p>Southern University – Shreveport <b>CAS in Medical Coding (51.0707)</b></p> <p>Conditional approval was granted in June 2011 with a request for a progress report by July 1, 2012. The report was provided in August 2012 with subsequent reports submitted in September 2013 and August 2014 per the request of the Board. When the progress report was received and accepted in August 2014; a subsequent update was requested by June 1, 2015.</p>	<p>The 2015 progress report was received by staff in late June. Enrollment data was reported as follows: 2011-12: 9; 2012-13: 16; 2013-14: 12; 2014-15: 11 and 2015-16; 10 (projected). Completer data was documented as follows: 2012-13: 8; 2013-14: 15; 2014-15: 8 and 2015-16: 10 (projected). An update on program delivery was provided relevant to distance learning technologies and pursuit of the Professional Certificate Approval Program status awarded by the American Health Information Management Association (AHIMA).</p>	<p>Receive and accept the 2015 progress report. A subsequent report is due by June 1, 2016.</p>
12.2009	<p>Northshore Technical Community College <b>AAS in Journeyman Industrial (46.0000)</b></p> <p>The AAS was granted conditional approval in December 2009 with a request for a progress report on program implementation by July 1, 2010. The campus has provided a progress report annually with the last one received and accepted in August 2014. At that time the Board requested a subsequent report by June 1, 2015.</p>	<p>The 2015 progress report was received by staff in late June. The campus reported that for the 2014-15 academic year there was an enrollment of 278 students with an expected enrollment of 250 students for the 2015-16 academic year (numbers include all programs within Journeyman Industrial). There were no AAS completers for academic year 2014-15; however, there were 11 TD and 10 CTS completers. Information was provided regarding activities of the advisory board as well as information relevant to placement of graduates and pay rates.</p>	<p>Receive and accept the 2015 progress report. A subsequent report is due by June 1, 2016.</p>
08.2014	<p>Northwest Louisiana Technical College <b>AAS in Technical Studies (47.9999)</b></p> <p>Conditional approval was granted in August 2014 with a request for a progress report due by July 1, 2015.</p>	<p>The 2015 progress report was received by staff in late June. It was reported that at this time Northwest has not enrolled any students in the program. A formal request to the Council on Occupational Education to offer the AAS was submitted; however, due to a change in process the application must be resubmitted. As soon as the corrected application receives approval, Northwest will begin to enroll students in the program.</p>	<p>Receive and accept the 2015 progress report. A subsequent report is due by June 1, 2016.</p>
05.2014	<p>Delgado Community College <b>AAS in Science Laboratory Technology (41.0000)</b></p> <p>The program was granted conditional approval in May 2014 with a request for a progress report by July 1, 2015.</p>	<p>The 2015 progress report was received by staff in late June. The College received authorization from the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) to offer the program in November 2014. The delay in approval of the program by SACSCOC resulted in a delay in program implementation and in full-scale program implementation. It was reported that sixteen (16) students declared the major as of June 2015 for the fall 2015 semester. A screening process has been developed and will offer positions to qualified students during the summer 2015 session.</p>	<p>Receive and accept the 2015 progress report. A subsequent report is due by June 1, 2016.</p>

05.2013	<p>Southern University – New Orleans <b>BS in Forensic Science (43.0106)</b></p> <p>Conditional approval was granted to the program in May 2013 with a progress report due by June 1, 2014. The request report was received in August 2014 with a subsequent report requested by June 1, 2015.</p>	<p>The 2015 progress report was received by staff in late June. Enrollment in the program for academic year 2013-14 was 27 with that number increasing to 46 for fall 2014. The campus anticipates an enrollment of 50 for academic year 2015-16. It is expected that the program will have its first set of completers (5) in academic year 2015-16.</p>	<p>Receive and accept the 2015 progress report. A subsequent report is due by June 1, 2016.</p>
08.2014	<p>Southeastern Louisiana University <b>BS in Health Systems Management (51.2211)</b></p> <p>The program was granted conditional approval in August 2014 with a request for a progress report by July 1, 2015.</p>	<p>The 2015 progress report was received by staff in early July. It was explained that approval of the substantive change was granted by SACSCOC in May 2015 and the program was then implemented on June 3, 2015. One student is currently enrolled for Summer 2015. Now that the institution received SACSCOC approval, the program will be promoted more aggressively, with an increase in enrollment consistent with proposal projections expected.</p>	<p>Receive and accept the 2015 progress report. A subsequent report is due by July 1, 2016.</p>
03.2014	<p>River Parishes Community College <b>CAS in General Industry Technician (15.0699)</b></p> <p>Conditional approval was granted to the CAS in March 2014 with a request for a progress report by July 1, 2015.</p>	<p>The 2015 progress report was received by staff in early July. Enrollment for fall 2014 was reported as 124 with enrollment for spring 2015 increasing to 246. In fall 2014, 14 students completed the CAS with 17 students completing in spring 2015.</p>	<p>Receive and accept the 2015 progress report. Due to growth of the program <u>no further reporting</u> is necessary.</p>
03.2014	<p>River Parishes Community College <b>CAS in Medical Coding Specialist (51.0707)</b></p> <p>Conditional approval was granted to the CAS in March 2014 with a request for a progress report by July 1, 2015.</p>	<p>The 2015 progress report was received by staff in early July. Enrollment was reported as follows: FL14 – 10 and SP15 – 16. There have been no completers to date. Accreditation will be sought when the agency (AHIMA) completes reevaluation of requirements to reflect the changes in coding standards.</p>	<p>Receive and accept the 2015 progress report. A subsequent report is due by July 1, 2016.</p>
06.2014	<p>South Louisiana Community College <b>AAS in Application Software Development (11.0201)</b></p> <p>Conditional approval was granted in June 2014 with a request for a progress report by June 30, 2015.</p>	<p>The 2015 progress report was received by staff in early July. The program was first offered in Fall 2014 with an enrollment of eight students. In the second semester, 11 students were enrolled with an additional four students joining the program in summer 2015. There have been no completers to date. Information about high-tech companies locating in the Lafayette area was provided and it was explained how this would positively impact student enrollment.</p>	<p>Receive and accept the 2015 progress report. A subsequent report is due by July 1, 2016.</p>
08.2014	<p>South Louisiana Community College <b>AAS in Business Administration (52.0101)</b></p> <p>In August 2014, conditional approval was granted to the program with a request for a progress report by July 1, 2015.</p>	<p>The 2015 progress report was received by staff in early July. The program was implemented in spring 2015 with an enrollment of 72 students. Enrollment has been robust and is expected to grow. There have been no completers to date.</p>	<p>Receive and accept the 2015 progress report. A subsequent report is due by July 1, 2016.</p>

01.2014	<p>South Louisiana Community College <b>AAS in Digital Media Design (11.0801)</b></p> <p>The AAS received conditional approval in January 2014 with a progress report due by July 1, 2015.</p>	<p>The 2015 progress report was received by staff in early July. Enrollment for fall 2015 is as follows: 25 students enrolled to begin, 12 returning students to continue the second year of the program; and six students are being cross-walked from the old Graphics program to complete the new program. The campus anticipates the first six completers in December 2015.</p>	<p>Receive and accept the 2015 progress report. A subsequent report is due by July 1, 2016.</p>
05.2014	<p>South Louisiana Community College <b>AS in Energy and Chemical Processing Technology (15.0503)</b></p> <p>Conditional approval was granted to the program in May 2014 with a request for a progress report by July 1, 2015.</p>	<p>The 2015 progress report was received by staff in early July. The campus reported that six students are currently pursuing the degree. Due to various issues, the campus is in the process of determining how best to retool the program.</p>	<p>Receive and accept the 2015 progress report. A subsequent report is due by July 1, 2016.</p>
04.2014	<p>South Louisiana Community College <b>AAS in Technical Studies (47.9999)</b></p> <p>The program received conditional approval in April 2014 with a request for a progress report by July 1, 2015.</p>	<p>The 2015 progress report was received by staff in early July. The program was first offered in Fall 2014. Enrollment in the program was reported as follows: FL15 – 0; SP15 – 1 and SU15 – 2. There have been no completers to date. The campus has identified ways in which to increase enrollment.</p>	<p>Receive and accept the 2015 progress report. A subsequent report is due by July 1, 2016.</p>
04.2008	<p>Bossier Parish Community College <b>AAS in Care and Development of Young Children (19.0709)</b></p> <p>The program was granted conditional approval in April 2008 with a progress report due by August 1, 2009 and annually until programmatic accreditation has been achieved. The campus has complied with this request with the last report received and accepted in August 2014. A subsequent report was requested by August 1, 2015.</p>	<p>The 2015 progress report was received by staff in mid-July. Enrollment in the program has grown from 25 students in fall 2009 to 131 students in fall 2014. There were a total of six graduates for AY 2013-14 with 10 reported for AY 2014-15. A total of 45 students have completed the program since inception. The report contained information regarding the Louisiana Birth to Kindergarten Stackable Career Path Initiative and the way in with BPCC has been involved in the process; specified goals for the upcoming academic year; and activities of the advisory board.</p>	<p>Receive and accept the 2015 progress report. <u>No further reporting</u> is necessary based on growth of the program.</p>
08.2013	<p>University of Louisiana at Lafayette <b>MS in Accounting (52.0301)</b></p> <p>Conditional approval was granted to the program in August 2013 with a request for a progress report by August 31, 2015.</p>	<p>The 2015 progress report was received by staff in late July. The first four students were admitted to the program in fall 2014; three of those students will complete their coursework and graduate in fall 2015. At the time of this report, 25 applications were received for fall 2015. Information on instructional support was provided.</p>	<p>Receive and accept the 2015 progress report. A subsequent report is due by August 31, 2016.</p>
08.2012	<p>University of Louisiana at Lafayette <b>MS in Criminal Justice (43.01014)</b></p> <p>In August 2012, conditional approval was granted to the program with a request for an update by October 1, 2013. Per the Board's request, a subsequent report was submitted in 2014 with a follow-up report requested by September 1, 2015.</p>	<p>The 2015 progress report was received by staff in mid-August. Enrollment in the program was reported as follows: SP14 – 6; FL14 – 10 and SP15 – 11. Since approval, the program has graduated three master's students as of summer 2015. Information was provided relevant to the loss of faculty members which has impacted recruitment efforts. Short- and long-term recruitment plans were provided.</p>	<p>Receive and accept the 2015 progress report. A subsequent report is due by September 1, 2016.</p>

08.2011	<p>University of Louisiana at Lafayette  <b>BS in Health Services Administration (51.0701)</b></p> <p>The program was granted conditional approval in August 2011 with progress reports requested annually. After the last report in September 2014, a subsequent report was requested by September 1, 2015.</p>	<p>The 2015 progress report was received by staff in mid-August. In the report, enrollment was reported as follows: FL14 – 78; SP15 – 79 and FL15: 81. In Spring 2015, the institution graduated the inaugural Health Services Administration class. A total of 11 graduates have all found employment post-graduation. Industry partnerships have been created to assist with the growth of the program as well as to create internships.</p>	<p>Receive and accept the 2015 progress report. Based on stable enrollment and the number of recent graduates <u>no further reporting</u> is necessary.</p>
10.2010	<p>University of Louisiana at Lafayette  <b>BA in Moving Image Arts (50.0601)</b></p> <p>Conditional approval was granted to the program in October 2010, with progress reports submitted on an annual basis since 2012. The most recent report was received and accepted in September 2014 at which time a subsequent report was requested by September 1, 2015.</p>	<p>The 2015 progress report was received by staff in mid-August. Enrollment in the program was reported as follows: FL13 – 116; SP14 – 100; FL14 – 107; SP15 – 107 and FL15 – 107. The program has graduated a total of 37 students. A list of accomplishment was provided which indicates that the program continues to mature.</p>	<p>Receive and accept the 2015 progress report. Based on stable enrollment and the number of completers <u>no further reporting</u> is necessary.</p>
04.2013	<p>LSU – Alexandria  <b>BS in Elder Care Administration (51.0718)</b></p> <p>The program was granted conditional approval in April 2013 with a request for a progress report by June 1, 2015.</p>	<p>The 2015 progress report was received by staff in late July. Enrollment in the program has grown from 12 in Fall 2013 to 36 in Fall 2014. The institution anticipates the first three graduates of the BSECAM program in Fall 2015. An enrollment of 12 new students annually is expected by LSUA. Beginning in Fall 2015, the degree will be offered 100% online, making it accessible statewide and beyond. Information relevant to certification/licensure was provided as was an update on the pursuit of programmatic accreditation.</p>	<p>Receive and accept the 2015 progress report. A subsequent report is due by August 31, 2016.</p>
08.2014	<p>UNO  <b>BS in Health Care Management (51.2211)</b></p> <p>Conditional approval was granted to the program with a request for a progress report on program implementation by July 1, 2015.</p>	<p>The 2015 progress report was received by staff in mid-August. The report indicated that the program implementation will take place in spring 2016. A director and advisor for the program have been hired and the curriculum is going through final campus review. The campus anticipates an initial enrollment of 30 students. Regents' staff has asked for a copy of the curriculum once finalized.</p>	<p>Receive and accept the 2015 progress report. A subsequent report is due by July 1, 2016.</p>

**AGENDA ITEM V B 3**  
**PAST DUE REPORTS FOR APPROVED ACADEMIC PROGRAMS &  
RESEARCH UNITS**

Listed below are reports that have yet to be received for various academic programs and research units.

<b>Past Due:</b>			
<b>Due Date</b>	<b>Institution</b>	<b>Program / Unit</b>	<b>Summary</b>
06.01.2015	BRCC	AAS in Helicopter Pilot Operations	The program was granted conditional approval in March 2013 with a request for a progress report June 1, 2014. The report was received and accepted in the time period indicated with a request for a subsequent report by June 1, 2015.
06.01.2015	SUBR	BM in Music	The program was granted conditional approval in May 2013 with a progress report requested by June 1, 2014. The report was received and accepted in August 2014 at which time a subsequent report requested by June 1, 2015.

## AGENDA ITEM V B 4

### LETTERS of INTENT/PROPOSALS in the QUEUE Forwarded to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
<b>Letters of Intent</b>	LSU	BA - Screen Arts	05.19.15	05.28.15 distributed to CAOs for input with responses received by 06.26.15. 06.29.15 questions sent to campus. 07.14.15 campus informed staff a response to questions would be provided in Sept.
	LSU	BSW	05.19.15	05.28.15 distributed to CAOs with responses received by 06.26.15. 07.01.15 questions sent to campus with response received 08.10.15. Under staff review.
	LSUA	BS - Health Sciences	05.19.15	05.28.15 distributed to CAOs with responses received by 06.26.15. 06.29.15 questions sent to campus with response received 07.27.15. Awaiting letters of support from clinical affiliates.
	SUNO	MS – Biology	05.21.15	05.29.15 distributed to CAOs with responses received by 06.29.15. 07.10.15 questions sent to campus; awaiting response.
	SUBR	BS – Computer Science Cyber Security <u>Option</u>	05.21.15	05.29.15 distributed to CAOs with responses received by 06.29.15. 07.07.15 questions sent to campus with a response received 07.15.15. Additional issues raised by staff 07.22.15. Staff met with campus representatives 07.30 to discuss definition of option vs concentration; campus agreed to restructure all 'options' as concentrations. (Staff awaiting letter.)
	ULL	MS – Informatics	06.30.15	07.01.15 distributed to CAOs for input with responses due by 08.14.15.
	NSULA	DA – National Security Leadership	06.30.15	06.30.15 distributed to CAOs for input with responses due by 08.14.15.
	NSULA	MS – Industrial Management	06.30.15	07.01.15 distributed to CAOs for input with responses due by 08.14.15.
<b>Program Proposals</b>	SUNO	DSW	08.28.14	09.09.14 proposal sent to external reviewer. Report received 10.09.14 and evaluated by staff. List of issues submitted to campus 10.15.14. Staff met with campus representatives (11.06.14) to discuss proposal. 12.02.14 campus submitted response to issues; under staff review, with anticipation of a report and recommendation to the BoR in the September meeting.

	SUSLA	AAS – Process Technology	10.12.14	10.28.14 questions sent to campus. 11.20.14 staff discussed with campus. Response recv'd 11.25.14. Additional questions sent to campus 12.17.14; response received 01.13.15. 01.29.15 additional questions sent to campus. 04.01.15 campus representative informed staff that additional budget information will be forthcoming. 04.10.15 received revised proposal and additional information from campus; under staff review. 05.26.15 pulled item from MAY 2015 agenda since approval of program by LCA is required; campus notified of this action and requirement. The item will be considered by LCA at their August meeting.
	UNO	MEd – Higher Education Administration	04.30.15	04.30.15 staff requested list of potential external reviewers from campus; received 05.15.15. 05.18.15 proposal sent to external reviewer with report received 06.22.15. List of questions submitted to campus 06.23.15 with response received 08.18.15. Under staff review.
	LSU	GC in Climatology and Climate Change	06.22.15	07.17.15 questions sent to campus; awaiting response.
	BRCC	AAS/Midwifery	07.31.15	07.31.15 – Staff review.