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AGENDA
BOARD of REGENTS, COMMITTEE as a WHOLE
(Academic & Student Affairs Items)

October 26, 2017

Sowela TCC -- Regional Training Center -- Lake Charles, LA

VI. Reports and Recommendations

C. Academic & Student Affairs

1. Academic Programs

- a. Letters of Intent
 - i. BAS / Professional Supervision – Nicholls
 - ii. MS / Child Life – SLU
- b. Academic Proposal
 - i. BGS / General Studies – GSU

2. Proposed New Center/Institute

- a. Center for Brain Health – LSUHSC-S
- b. Ethics Institute – LSU

3. Dual Enrollment Policy Update

4. Consent Agenda

- a. Routine Staff Reports
 - i. Staff Approvals
 - ii. Progress Reports for Conditionally Approved Programs/Units
 - iii. Letters of Intent/Proposals in the Queue

5. Other Business

AGENDA ITEM VI C 1a i
LETTER of INTENT
NICHOLLS STATE UNIVERSITY
BACHELOR of APPLIED SCIENCE in PROFESSIONAL SUPERVISION

BACKGROUND INFORMATION

Nicholls State University requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Applied Science (BAS) in Professional Supervision. The Board of Supervisors of the University of Louisiana System approved the Letter of Intent in June 2017; the BoR received and circulated it to statewide Chief Academic Officers for review and feedback.

STAFF SUMMARY

1. Description

Recognizing the need for supervisors and managers in a variety of technical disciplines, Nicholls State University is seeking authorization to develop a proposal for a BAS in Professional Supervision. The intended program would provide a path to the bachelor's degree for adult learners who have earned an Associate of Applied Science (AAS) degree (or who have earned hours toward the degree) and desire to pursue a leadership role within their technical field. This "completer" degree would be suited for working adults who need to obtain an undergraduate degree to progress in the workforce. The intended 120-credit hour program would incorporate the general education core plus 30-credit hours of technical/occupational coursework, which can be drawn from the AAS degree. The degree requirements would include additional foundation courses, 30-credit hours of upper-level core supervisory and management courses, and 12-credit hours of approved electives. The intended curriculum included very little training in supervision coursework at the senior level, staff believe that the intended curriculum for junior- and senior-level coursework should be more prescribed in the proposal.

2. Need

Consistent with national trends, Nicholls has seen an increase in the number of adult learners with technical training who are seeking to advance their skills and broaden their career opportunities. Recognizing that time constraints facing adult learners who work, have family responsibilities, and are trying to upgrade their skills, the intended program will offer flexibility in both the curriculum and course delivery (online and face-to-face delivery). Nicholls is located near a number of community colleges where students have completed or earned credit toward an AAS degree, diploma, or certificate; the intended program provides a logical pathway for graduates. Although Nicholls currently offers a strong Bachelor of Interdisciplinary Studies program, there still remains a need for a program that is tailored to students who have a developed skillset through their technical training and career experiences, but seek advancement in supervisory positions. In recognition of prior education and experience, the proposed BAS would be able to incorporate up to 30 hours of vocational or technical education.

3. Students

The BAS in Professional Supervision is designed to offer a career pathway for students who have earned an AAS degree or credits toward the degree. Because supervisory positions are not limited to a defined occupation or industry, the University anticipates the intended program will attract students from a variety of disciplines. The campus intends to partner with surrounding community colleges (Fletcher, Delgado, Nunez, and River Parishes) to provide graduates and current students of those institutions an educational opportunity that is specifically designed for advancing their careers into areas of supervision. Nicholls anticipates that the intended program would initially enroll 10 majors in the first year and increase to 40 students by year five of implementation.

4. Faculty, Resources & Budget

The intended program will be housed in the Department of Interdisciplinary Studies. Because the intended program will consist of courses currently taught at the University, few resources would be needed to fuel the

development and implementation. As the program matures, however, the University anticipates the intended program will require additional adjunct faculty resources, and possibly an additional full-time faculty member in general business. Projected costs will be offset by tuition and fees.

STAFF ANALYSIS

The intended BAS in Professional Supervision program envisioned by Nicholls would offer students a broad-based degree program to prepare for career opportunities and advancement in a wide spectrum of managerial and administrative positions. The graduate of the intended Bachelor of Applied Science in Professional Supervision will not only have the theoretical knowledge, but the practical skills to succeed in a supervisory role in a variety of industries. Projected expenses associated with program implementation will largely be offset by tuition and fees. A full program proposal should include a clear curriculum map of the major (professional supervision) and upper-level courses required; the Lol included only one required senior-level course: a choice of either a senior seminar or a special topics course in leadership. In addition, the proposal must include a clear description of student eligibility requirements. The Lol describes a degree for “adult learners who have earned credits toward an associate degree to matriculate into a baccalaureate program”, but it does not specify the number of types of credits that would qualify, e.g., could an entering freshman pursue this degree; could the associate degree (or accumulated hours) be in any subject area; do the 30-credit hours brought into the program have to be related to one technical area? Staff would like to see proposed catalog text to understand how the program would be described to prospective students.

STAFF RECOMMENDATION

The Senior Staff recommends that the Board of Regents approve the Letter of Intent to develop a full proposal for a Bachelor of Applied Science in Professional Supervision at Nicholls State University.

AGENDA ITEM VI C 1a ii
LETTER of INTENT
SOUTHEASTERN LOUISIANA UNIVERSITY
MASTER of SCIENCE IN CHILD LIFE

BACKGROUND INFORMATION

Southeastern Louisiana University (SLU) requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Master of Science in Child Life. The Board of Supervisors of the University of Louisiana System approved the Letter of Intent in August 2017; the BoR received and circulated it to statewide Chief Academic Officers for review and feedback.

STAFF SUMMARY

1. Description and Need

Southeastern University's intended Master of Science in Child Life (MSCL) will provide graduate-level academic training for students seeking to become advanced practitioners in Child Life. Child life specialists are trained allied health professionals who help facilitate adaptive coping through developmentally appropriate preparation for medical intervention, education regarding pediatric illness, therapeutic play, and self-expressive activities. Southeastern currently offers a Child Life concentration in its BS in Family and Consumer Sciences. Presently, students who hold a bachelor's degree (in any field of study) are eligible to sit for the certification exam. However, recently, the Association for Child Life Professional (ACLP) announced that effective 2022, students must hold a graduate degree with a concentration in Child Life to sit for the national Child Life Professional Certification Exam. By 2025, the Association will require that the candidate hold a master's degree in Child Life to become a Certified Child Life Specialist.

Adhering to the standards set forth by ACLP, the program will offer students two tracks: a BS to MS accelerated program track or a traditional track. The *BS to MS track* (120 hours of undergraduate coursework and 33 hours of graduate coursework) is designed for undergraduate students majoring in Family and Consumer Sciences, with a concentration Child Life, who wishes to pursue an advanced credential. Students who enter the program as freshmen would be able to complete the requirements for the BS degree in three years, and would enroll in graduate course work in their fourth year. Students who earned a bachelor's degree in a different area would pursue *the traditional track* and would be required to complete 48 hours of coursework. Both tracks would require a 120-hour practicum, and a 600-hour internship. Located near several pediatric health care facilities that span from New Orleans to Baton Rouge), the University can offer students access to valuable practicum and internship experiences.

Nationwide, there are only eight universities that offer a Master's degree in Child Life. There are 18 institutions that offer a graduate degree with a concentration in Child Life; however, those programs will need to transition to an MS in Child Life. Southeastern and Louisiana Tech are the only two public universities in the State that offer an undergraduate area of study in Child Life. If approved, Southeastern would be the only university in Louisiana to offer an MS in Child Life.

2. Students

As mentioned, SLU currently offers Child Life as a concentration under its BS in Family and Consumer Sciences program. The University approved the concentration in Child Life in June 2015. Since then, 40 students have selected Child Life as their area of concentration. The University anticipates an initial fall enrollment of 25 students in Y1, increasing to 75 students by Y5. Because the degree would be offered 100% online, it could potentially attract students nationally and internationally.

3. Faculty, Resources & Budget

The program would be housed in the Department of Health and Human Sciences, which resides in the College of Nursing and Health Sciences. Costs associated with program implementation includes the hiring of adjunct faculty along with the hiring of an additional full-time instructor. Existing faculty, courses, and office

administration will be used for program support as well. Because the program will be offered 100% online, classroom space will not be need.

STAFF ANALYSIS

Southeastern Louisiana University's intended MS in Child Life will provide students with academic and applied training in child life and prepare individuals to pass the national Child Life Council (CLC) professional certification examination in order to undertake a career as a child life specialist in hospital and community health care environments. If approved, the MS in Child Life will be the first Master's-level program in the State, but staff anticipate a similar request from LA Tech in the future.

STAFF RECOMMENDATION

The Senior Staff recommends that the Board of Regents approve of the Letter of Intent to develop a full proposal for a Master's of Science in Child Life at Southeastern University.

AGENDA ITEM VI C 1b i
PROPOSED NEW ACADEMIC PROGRAM
GRAMBLING STATE UNIVERSITY
BACHELOR of GENERAL STUDIES

BACKGROUND INFORMATION

Grambling State University (GSU) requests Board of Regents' approval to offer a Bachelor of General Studies (BGS). The BOR approved the University's Letter of Intent in March 2017; the proposal has been endorsed by the ULS Board of Supervisors and was sent to the BoR in May 2017 for review and consideration.

STAFF SUMMARY

1. Description & Need

Grambling State University's proposed Bachelor of General Studies (BGS) program is designed to provide an interdisciplinary degree that will allow students, with the assistance of an advisor, to create an educational experience that aligns with their educational interests and professional aspirations. The proposed curriculum bridges two disciplines by requiring students to either complete two 27-credit hour concentrations, or a concentration plus an 18-hour minor. The 120-credit hour curriculum framework combines structure and flexibility by specifying a range of courses that may be selected to fulfill the requirements:

- 41 hours General Education & First Year Experience courses
- 27 hours Focused Area of Concentration
- 21 hours Upper level Enrichment Courses to expand and strengthen the concentration
- 31 hours 2nd Concentration or Minor, plus Electives

Four concentrations would be included with initial BGS implementation: Humanities and Culture (literature, history, African-American culture, and humanities); Gender, Race and Intersectionality (sociology, political science, history and social science as it relates to gender and race relations); Juvenile Behavioral Studies (juvenile aspects of social work, sociology, and criminal justice); and Gerontology (the physical, mental, political, and societal impact of the aging population on the community and public policy). GSU's proposed BGS starts with fewer concentrations than most BGS programs, and focuses its program on more specialized content areas. Additional concentrations and enrichment course collections (e.g., in education, general business, natural sciences, etc.) will be developed over time as the program matures.

The proposed BGS program will allow a student to actively participate in designing a degree to match personal interests. It will also offer a path to completion for students who have accumulated college credits in several explorations of majors, but have not achieved a four-year degree. There is a demonstrated correlation between higher education, employment status and income level: university graduates perform better in the job market than those with only a high school or two-year degree. By providing a clear path to degree completion, the proposed BGS will help GSU retain and graduate more students. Further, by offering more broad categories of learning as an alternative to disciplinary specialization, the BGS will produce graduates who with broad skills and understanding who are well prepared for the evolving demands of the 21st century workplace.

2. Students

The University projects an enrollment of 15 in Year One of implementation, with that number increasing to 95 by Year Five. In Fall 2016, there were 213 'undecided' majors, compared to the 146 'undecided' students in Fall 2014: the number has increased as enrollment has increased. The proposed BGS will likely attract many of those students, who will be given an opportunity to explore their varied interests and still be making progress toward completing a degree. In addition, the BGS framework with combined structure and flexibility will appeal to students whose interests extend beyond a single major and who may already be far down one or two particular pathways and need to make a change in direction in order to graduate. With the

advising and guided pathways inherent in such a program, students who complete the degree under the initial concentrations will be equipped with a broad background in liberal arts or social sciences and prepared for the workforce or for further studies in graduate and professional schools.

3. Faculty, Administration & Budget

No new faculty will be needed to initiate this program. The proposed BGS will be housed in the Department of History within the College of Arts and Sciences. The Chair of the History Department will manage the proposed program until such time that enrollment might necessitate a coordinator to help facilitate advising and oversight. All courses required of the proposed degree are already offered by the institution and sufficient faculty and infrastructure are in place. As a result, the program can be offered at little or no additional cost to the institution.

STAFF ANALYSIS

The proposed BGS is consistent with established norms for degrees of this type and is an important offering for a public university. With approval and implementation, all 14 public universities will have either a Bachelor of General Studies or of Interdisciplinary Studies on their degree inventories. Among the many similar programs, Grambling's curriculum differentiates itself through the specificity of its innovative, concentrations and their focus on current social trends. Depending on the path chosen, the BGS can be an ideal preparation for careers in general and operational management, social services, administrative or customer services, or the tourism industry.

STAFF RECOMMENDATION

The Senior Staff recommends that the Board of Regents grant conditional approval of the proposed Bachelor General Studies (CIP 42.0102) at Grambling State University. A progress report shall be due October 1, 2019.

AGENDA ITEM VI C 2a
REQUEST FOR ONE-YEAR CONDITIONAL APPROVAL
LOUISIANA STATE UNIVERSITY HEALTH SCIENCES CENTER in SHREVEPORT
CENTER FOR BRAIN HEALTH

BACKGROUND INFORMATION

Louisiana State University Health Sciences Center, Shreveport (LSUHSC-S) is requesting one-year conditional approval of the Brain Health Center. The request was approved by the LSU Board of Supervisors at their September 2017 meeting.

STAFF SUMMARY

1. Description and Need

A growing understanding of neuroscience and neuroplasticity has translated into advancements in research that maximize and extend brain performance, increase brain resilience, and improve brain function regeneration. Although once confined to stroke or spinal cord injury, *brain health research* is now a critical part of treatment for a host of brain disorders, including autism, multiple sclerosis, Parkinson's disease, and traumatic brain injury. While existing neuroscience resources and technology are extensive, the research efforts and treatment have been fragmented. Recognizing that a multidisciplinary, integrated approach is needed to truly advance the neuroscience clinical and research community, the LSUHSC-S proposes to create a Center for Brain Health (CBH). The Center will leverage its existing resources and bring together clinicians, educators, and researchers from across disciplines to foster translational projects that improve both basic science and clinical care research.

If approved, the proposed CBH would have the capacity to meet several unmet needs. It would create a research environment to foster translational projects, positioning its researchers to compete for federal and corporate funding. Also, because medical marijuana is a new pharmacotherapeutic concept in Louisiana, the CBH will facilitate research that could directly investigate the impact of the statewide use of marijuana for medicinal purposes. Third, the CBH space would provide a setting to bring physicians and scientists from multiple disciplines together to collaborate for the common purpose of advancing brain health. Finally, the Center will stimulate intellectual property development and technology transfer.

2. Initiatives and Objectives

The primary goals of the proposed Center include: (1) establishing an integrated core of clinicians and researchers focused on brain injury and disease; and (2) promoting research and education in brain disorders. To accomplish these goals, the Center plans to adopt some of the following activities:

- Create an infrastructure for research and funding opportunities in allied health. The CBH will create a research infrastructure that will provide comprehensive support for experimental design, protocol development, IRB approval and documentation, grant management, data management and analysis, and manuscript preparation and submission. In addition, the CBH will provide support and training to prospective investigators by hosting workshops that target applications to specific funding agencies, in which guest speakers from these agencies will discuss the process for reviewing and processing grant applications.
- Enhance the education and training for medical students, graduate students, and postdoctoral fellows. The Center will expand and update neuroscience education by creating/revising courses to address deficiencies on key brain health topics, such as: learning and memory, speech and language, decision-making and motivation, computational neuroscience, perception, and emotion. In addition, the establishment of the Center would also lead to medical and neurorehabilitation fellowship opportunities for its postdoctoral students.
- Establish a platform to increase communication with the campus and local community. The CBH will develop a website that offers e-health services to its patients, including educational materials, appointment scheduling for patients, and action steps to recovery. In addition, the Center will

establish education and awareness outreach programs that support students from secondary and postsecondary education as well as the general public.

3. Resources and Administration

Under the Direction of Dr. Elizabeth Disbrow, Director, the proposed Center will be housed in the former Christus Schumpert Cancer Treatment Center at Margaret Place, which was recently donated to a local non-profit for the purpose of supporting the LSUHSC-S. The two-story facility includes approximately 25 clinical exam rooms, 27 staff offices, and space for equipment and resources (including infusion chairs, nursing stations, patient waiting areas, a pharmacy, conference rooms, and work stations). The Center will have an internal board that will be comprised of scientists from various disciplines. In addition, Dr. Disbrow will work with an Advisory Board that includes external members, as well as the *Under Group* that will be tasked with outreach and needs assessment related to various center activities.

4. Budget

The projected funding for the first two years consists of several pledged funding streams \$25K from the Department of Neurology and \$11K from the School of Allied Health, within the LSUHSC-S; \$15K from the Beaird Foundation; and \$1.2K from the Society of Neuroscience. The campus has applied for an additional \$55K from the Walmart Foundation to develop a stroke prevention program and Center publicity campaign in Y1, and for \$67.75K from the Community Foundation of NW LA for operational costs, teambuilding, and outreach in Y2. The \$50.2K estimated start-up costs for the first two years are covered by the revenues and pledges in hand and will provide administrative support, publicity and outreach events, and initial projects and workshops.

STAFF ANALYSIS

The Center for Brain Health will provide an infrastructure for collaboration to bring together scientists and clinicians from various disciplines (biology, engineering, and medicine from molecular genetics to human brain imaging) to advance brain health research and education. To meet its primary objectives of establishing a multidisciplinary core of clinicians and researchers to focus on brain health and to promote research and education in brain health, the Center has adopted key strategies. Those strategies include providing comprehensive support for research and funding, developing social media platforms, and establishing education and awareness programs that support the community.

STAFF RECOMMENDATION

The Senior Staff recommends that the Board of Regents grant one-year conditional approval of the Center for Brain Health at Louisiana State University Health Sciences Center at Shreveport, with a progress report for continued authorization due by 1 December 2019.

AGENDA ITEM VI C 2b
REQUEST FOR ONE-YEAR CONDITIONAL APPROVAL
LOUISIANA STATE UNIVERSITY
LSU ETHICS INSTITUTE

BACKGROUND INFORMATION

Louisiana State University is requesting one-year conditional approval of the LSU Ethics Institute. The request was approved by the LSU Board of Supervisors at their September 2017 meeting; and forwarded to the BoR for review.

STAFF SUMMARY

1. Description and Need

Widespread ethical lapses of leaders in government, business and other professions prompt demands for better moral education and training. Concurrently, the intricacies of public life - the scale and range of problems and the variety of knowledge required to deal with them - make ethical issues more complex. The LSU Ethics Institute is designed with a mission to promote ethical literacy and ethical leadership, building the foundation to drive principled decision-making throughout LSU and the broader community. Although ethics is an applied theoretical construct that is relevant to every discipline and required of many, the LSU Ethics Institute will initially focus on medical, business, and legal ethics as priority areas, given student demand and accreditation mandates in those areas, but the intended courses and faculty-led conversations will be ideally suited to any student in any degree program. Aligned with the mission of the University, the Institute's goals will rest on the three pillars: research and discovery, teaching and learning, and outreach and engagement.

- **Research and Discovery.** The proposed Institute will contribute to the University's research mission by assisting faculty who study ethics and ethical decision-making through competitive grants. The Office of Research and Economic Development (ORED) will partner with the Ethics Institute to provide ethical training that is required of all participants in federally-funded projects as well as other externally supported grants and contracts.
- **Teaching and Learning.** The proposed Institute will contribute to the University's teaching mission by serving as the intellectual hub for faculty to collaboratively develop curricular programming. The Institute would provide support for faculty who seek to revise their curriculum to infuse ethics throughout the classroom experience. It would organize workshops by faculty or invited speakers to engage student leaders and organizations in ethical decision-making opportunities.
- **Outreach and Engagement.** The proposed Institute will support the University's commitment to outreach by informing and facilitating discussions with corporate and business partners on ethical decision-making. The Institute will create interdisciplinary teams to create solutions to ethical dilemmas, and provide workshop opportunities to increase participants' knowledge of the effects and/or impact of ethical and unethical behavior on achieving strategic goals.

2. Initiatives and Objectives

The goals of the proposed Institute are consistent with the role, scope, and mission of LSU. Specific objectives of the proposed Institute are as follows:

- Support of ethics courses required by accrediting bodies and preferred by many degree programs;
- Support for scholarly research by the faculty engaged in the curriculum;
- Promotion of ethical student behavior via programming delivered to student organizations, student government, and student athletes;
- Provision of ethical training to faculty and staff, required by funding agencies; and

- Partnership with business and community groups to support ethical training of employees and local citizens.

3. Resources and Administration

The Institute will be overseen by the Dean of the College of Humanities and Social Sciences, Dr. Stacia Haynie, and will be primarily managed by Dr. Charles Pence, Assistant Professor of Philosophy, and Dr. Cecil Eubanks, Professor of Political Science. An internal advisory board will be assembled with representation from the College of Agriculture, the College of Coast and Environment, the College of Engineering, the College of Human and Science Education, the College of Science, the E.J. Ourso College of Business, the Manship School of Mass Communication, and the Paul M. Herbert Law Center. The advisory board will also include a representative from a corporate partner, military science, and LSU Athletics. The LSU Ethics Institute will initially be housed in the College of Humanities and Social Sciences; however, the plans are being made to respond to the Institute's anticipated expansion.

4. Budget

The projected first year expenses of the Institute include a \$5K stipend to support each of the two directors as well as \$15.5K to support graduate students, totaling an estimated \$40K. The cost of the graduate assistants and faculty stipends will be covered by the College in the initial year, but the Ethics Institute will be funded through external grant, foundation, and private philanthropic dollars. College staff will support the Institute in securing research funding and driving philanthropic support. The campus anticipates securing initial support of \$95,000 in the first year or two of fund-raising. The initiatives noted above are scalable as funding is secured and expanded. At full funding, the budget would support a full-time faculty director, full-time staff member, graduate student, a speaker series, annual awards to students whose ethical conduct was exemplary, undergraduate scholarships, and affiliated faculty research and the provision of workshops and training by affiliate faculty.

STAFF ANALYSIS

The establishment of the LSU Ethics Institute will help equip for teachers, scholars, and leaders with the skills necessary to address questions of moral choice across many of the professions and in public life more generally. Through its research, teaching and community outreach, the institute will support the development of ethical behavior essential for a strong democratic society, commerce, and general civic engagement.

STAFF RECOMMENDATION

The Senior Staff recommends that the Board of Regents grant one-year conditional approval of the LSU Ethics Institute at Louisiana State University A&M, with a progress report and request for continued authorization due by 1 December 2019.

AGENDA ITEM VI C 3

AcAf 2.22 – Minimum Requirements for Dual Enrollment Policy Update

BACKGROUND INFORMATION

As dual enrollment programs continue to expand nationwide, the need for guidelines to ensure a seamless bridge between secondary and postsecondary education becomes more apparent. Concerns around lack of uniformity in course content and rigor, access and eligibility, faculty qualifications, and cost and funding models are consistently raised, not only in Louisiana but across the nation. In August 2017, LA Board of Regents staff proposed a statewide policy (AcAf 2.22, *Minimum Requirements for HS Dual Enrollment in College Classes*) to address the issues of rigor, eligibility, and instruction. The Board voted to postpone a vote on the policy for 60 days (or until the October meeting) to allow time for further consideration of the minimum eligibility requirements for high school students to enroll in courses listed on the Master Course Articulation Matrix, i.e., those considered academic in nature (vs. technical or work skills) and transferrable to any public postsecondary institution in Louisiana.

In keeping with the key goal of creating a seamless transition from secondary to postsecondary education for students by providing eligible students the opportunity to earn up to 30 credit hours while in high school (HS), AcAf 2.22 sought to ensure that students would be college-ready in both math and English before enrolling in any academic college-level course listed on the Master Articulation Matrix. The August draft policy required that HS students in need of remediation in mathematics or English/writing complete all required remediation before enrolling in *any* course on the Articulation Matrix, i.e., they must achieve or exceed an ACT (or equivalent) Composite score of 19, with subscores of 19 (Math) and 18 (English). In addition, dual enrollment students enrolling in academic courses must have and maintain a cumulative HS GPA of at least 2.5 (2.75, effective Fall 2019), verified by the high school, to initiate or continue dual enrollment. For technical/work skills courses not on the Matrix, the minimum criteria were an ACT (or equivalent) Composite of 15 or a WorkKeys Silver certificate.

Since the August BoR meeting, the College and Career Readiness Commission has met twice to discuss dual enrollment. In the second meeting, BoR staff described the contextual framework of the policy and intended revisions to the draft in the area of student eligibility for academic courses. The changes were favorably received, but the commission requested time and access to more data before making its recommendation on the policy.

BoR Draft Dual Enrollment Policy – Revised Student Eligibility

While the intention of the dual enrollment policy is to promote college and career readiness, BoR staff recognize that under the original proposal, the eligibility requirements would create initial barriers to access for some students. BoR staff is re-conceptualizing AcAF 2.22 policy to require that HS students who meet other readiness indicators but are in need of remediation, based on ACT/equivalent scores in either mathematics or English (reading/writing), must be making progress to address necessary remediation to enroll in any courses on the Articulation Matrix. In concept, the section may be revised to provide that:

- Students with <18 in ACT English may be allowed to enroll in mathematics courses for DE, if they concurrently address their reading/writing deficiencies; and
- Students with <19 in ACT Math may be allowed to enroll in English, foreign language, history, or introductory social science, humanities, or arts survey courses for DE, if they concurrently address their mathematics deficiencies.
- Because it is important that DE students graduate college-ready, before enrolling in any course on the Master Articulation Matrix in the Spring semester/term of the Senior Year, a student must be able to demonstrate college readiness in both English and mathematics.

Students may concurrently address deficiencies in several ways, e.g., by enrolling in a HS transition course or developmental course in the subject area, continuing to complete core classes, participating in online subject area reviews before re-taking the assessment, etc.

Search for Alternative Measurement Options for DE

Current placement guidelines are based primarily on ACT or SAT subscores in English and Mathematics, but also recognize the ACT Aspire or Pre-ACT assessments as alternatives until the student has actually taken the college-level exams. In previous years, BoR and, later, the LA Department of Education funded administration of the ACT PLAN test for all public school 10th grade students as a learning indicator, teaching tool, and De readiness measure, but when ACT replaced PLAN with Aspire or Pre-ACT, the choice of administration was given to the parish school systems. As a result, several schools have chosen not to provide it to students, asking, instead, for additional readiness options.

BoR staff are currently engaged in research with LSU faculty on End-of-Course (EOC) exams as predictors of ACT subscores, based on EOC and ACT data from 2012-13 to 2015-16. Relevant EOC exams are only available for Algebra 1, Geometry, and English II at this time. The analysis might lead to an additional indicator that would appropriately be included as a Dual Enrollment eligibility measure. Staff expect to receive the report in November and will decide whether and how it should be incorporated into the proposed policy.

Admission & Placement Review

Ongoing discussions on minimum eligibility standards for current high school students' enrollment in college courses (e.g., before having completed the Core) have naturally led to consideration of minimum standards for Freshman admission to universities, and to the minimum requirements for placement in any introductory college-level English and math course.

STAFF RECOMMENDATION

The Senior Staff recommends that the Board of Regents postpone consideration of Academic Affairs Policy 2.22 – Minimum Requirements for Dual Enrollment so that staff may develop a package addressing the proposed dual enrollment policy in the context of regular admission and placement at the 11 December meeting.

AGENDA ITEM VI C 4a i
ROUTINE ACADEMIC REQUESTS
 Staff Approvals

Institution	Request
LSUA	Request to establish a <u>Department of Criminal Justice</u> and a <u>Department of Psychology</u> , and to change the name of the Dept of Behavioral & Social Sciences to <u>Dept of History & Political Science</u> within the College of Arts & Sciences. – <u>Approved.</u>
SUSLA	Request to add a <u>TD/Emergency Medical Technician-Paramedic</u> (CIP 51.0904) to its CTS/EMT-Basic offering; campus must seek and achieve CAHEEP: EMT/Paramedic accreditation. – <u>Approved.</u>
ULL	Request to change the name of the BS/H&PE/Kinesiology Gr K-12 (CIP 13.1314) back to <u>BS/Kinesiology</u> , as it was named in 2002, with the H&PE certification remaining embedded as a concentration path. – <u>Approved.</u>
ULM	Request to change the CIP on the new <u>BS/Unmanned Aircraft Systems Management</u> from 49.0199 to <u>49.0101</u> as a better fit to the program design. – <u>Approved.</u>
UNO	Request to change the name & CIP of the PhD/Applied Biopsychology and Developmental Psychology (42.9999) to <u>PhD/Applied Psychology (42.2913)</u> – <u>Approved.</u>
UNO	Request to change the name & CIP of the MS/Financial Economics (52.0601) to <u>MS/Finance (52.0801)</u> – <u>Approved.</u>

AGENDA ITEM VI C 4a ii

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
04.2015	LSU A&M Master in Digital Media Arts & Engineering (MDMAE) Conditional approval was granted on 04.22.2013 with a progress report requested by 09.01.2017.	Since inception, two cohorts of students have graduated. The first cohort of 3 students graduated in Fall 2017; and the second cohort (of one student) graduated in Spring 2017. The program enrolled four students in Spring 2017, and all are on track and have completed 22% of the MDMAE coursework	Receive and accept the progress report. A subsequent report is requested by 09.01.2018.
06.2015	LSU A&M GC Community Engagement (19.0101) Conditional approval was granted on 06.17.15 with a progress report due on 10.01.17.	The GC has generated little interest and 0 completers since its inception in 2015. Staff has asked for a justification of its continuation, along with continuation of several other GCs approved in the same time period.	Continuation or termination request due by <u>1 Feb 2018</u> , or the program <u>will be terminated</u> without campus input.
09.2008	LSU A&M BS in Sport Administration (31.0504) Progress reports requested until program achieves accreditation.	The COSMA Board of Commissioners met on 09.29.2017 and approved accreditation for seven years, until September 2024. The program averages 139 graduates per year.	Receive and accept the accreditation report. <u>No additional reporting required.</u>
05.2013	LSU-Shreveport EdD in Leadership Studies (52.0213) Conditional approval was granted on 05.22.2013 with a progress report requested by 09.01.2017.	The program saw its first graduates (5 students) in the 2016-17 academic year. The campus anticipates two students to graduate in Fall 2017, and 6 students to graduate in Fall 2018.	Receive and accept the progress report. A subsequent report is requested by 09.01.2018.
04.2014	South Louisiana CC AAS in Technical Studies (47.9999) Conditional approval was granted on 04.23.2014, with a progress report requested by 07.01.2017.	Campus reported enrollment of 5, with 10 degrees awarded for AY 2016-17. Although the program is still in early implementation, the campus is working with faculty and advisors to help ensure that students are aware of the program.	Receive and accept the progress report. A subsequent report is requested by 07.01.2018.
06.2015	Sowela TCC AAS Chemical Laboratory Technology (41.0301) Conditional approval was granted on 06.17.2015 with a progress report due 10.01.2017.	The program was implemented in Fall 2016. The campus reports 19 students enrolled in the program in Fall 2016, 28 students in Spring 2017, and 43 in Fall 2017. To date, there have been no graduates; however, the campus anticipates that 15 students will complete the AAS/Chemical Laboratory Technology in the 2018-19 AY.	Receive and accept the progress report. A subsequent report is requested by 10.01.2018.

AGENDA ITEM VI C 4a iii
LETTERS of INTENT/PROPOSALS in the QUEUE
Forwarded to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	ULL	MAT – Elem Ed	03.01.17	April 2017 - forwarded to LDoE for review and approval (certification path); <u>held in LDoE pending certification policy changes.</u>
	SUBR & GSU	PhD – Criminal Justice; PhD – Criminology & Justice Adm	07.31.17 & 08.25.17	08.02.17 advised SUS and ULS provosts of two LOIs for PhD/CJ; 09.12.17 teleconf with SUS, ULS, GSU & SUBR reps; req joint resp differentiating the LOIs, w/ argument for 2 new prgms; awaiting joint response.
	GSU	BS – Cyber Security	08.25.17	08.29.17 circulated to CAOs, rep requested by 09.29.17; 10.12.17 offer to campus: w/draw Lol and start as CS conc; resp received 10.13.17; recommendation will be presented at Dec mtg.
	NSU	MS – Computer Info Systems	08.25.17	08.29.17 circulated to CAOs, with input requested by 09.29.17; 10.17.17 questions sent to campus about program concept and design.

Program Proposals	SLCC	AA – Liberal Arts, AS – Natl Sci	11.23.16	11.30.16 – Questions sent to campus about purpose, duplication; 03.16.17 – answers received; questions continued about duplication with the AGS or AA & ASLT; awaiting response. Proposal will be withdrawn, if no response by 11.17.17.
	LSU	PhD – Biological Engineering	09.06.17	06.2016 Lol apprvd. 06.23.17 extension granted until Oct 2017 to submit proposal; 10.09.17 sent to external reviewer with report requested by 11.15.17.
	LSU	GC – Veterinary Medicine & Biomedical Sciences	09.06.17	Staff met with campus, requested info re purpose, design, & curriculum; 09.26.17 campus sent detail; 10.12.17 staff voiced specific concerns w/ curric, offered alternative approach; awaiting resp.
	LDCC	AAS – Information Tech AS – Computer Science	09.11.17 10.04.17	Under staff review; programs will be presented to the BoR as a package.
	LSU	GC – Archival Studies	10.13.17	Under staff review.
	LSU	BA – Screen Arts	10.13.17	Under staff review.
	LSUA	BA – World Religions	10.13.17	Under staff review.

Centers/ Institutes	LSU	Social Research & Evaluation Center	10.13.17	Under Staff Review.
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