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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
May 21, 2014 • 10:45 a.m.

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

- I. Call to Order**
- II. Roll Call**
- III. Academic Programs**
 - A. Letter of Intent
 1. MS in Digital Media Arts and Engineering - LSU
 - B. Proposed New Programs
 1. AAS in Science Laboratory Technology – DCC
 2. AS in Energy & Chemical Process Technology -- SLCC
 3. PBC in Accounting – ULL
 4. GC in Business Administration – ULL
 5. GC in Professional Writing - ULL
 - C. Termination Requests
 1. AAS in Business Office Administration - CATC
- IV. Proposed AY 2014-15 Master Course Articulation Matrix and Louisiana Common Course Catalog**
- V. Consent Agenda**
 - A. Reauthorization of Existing Research Centers/Institutes
 1. Reilly Center for Media & Public Affairs - LSU
 2. Epilepsy Center - LSUHSCNO
 - B. Routine Staff Reports
 1. Staff Approval of Routine Academic Requests
 2. Progress Reports for Conditionally Approved Programs/Units
 3. Letters of Intent/Proposals in the Queue
- VI. Other Business**
- VII. Adjournment**

Committee Members: Mark Abraham, Chair; Charlotte Bollinger, Vice Chair; Joel Dupré, Pamela Egan, Robert Levy, Albert Sam, Joe Wiley; *System Representatives - LCTCS, LSU, SU, UL.*

AGENDA ITEM III A 1
LETTER of INTENT
LOUISIANA STATE UNIVERSITY
MASTER OF SCIENCE IN DIGITAL MEDIA ARTS & ENGINEERING

BACKGROUND INFORMATION

Louisiana State University (LSU) requests Board of Regents' approval for a Letter of Intent (LoI) to create a Master of Science in Digital Media Arts and Engineering. The LoI was approved by the Board of Supervisors of the LSU System in December 2013. Based on questions raised by Regents' staff, a revised proposal was submitted in early April 2014.

STAFF SUMMARY

1. Description

The proposed program is a professional, applied, 39-credit hour, project-based Master of Science degree program. It will employ a practice-driven approach to produce professional outcomes designed to meet industry needs, initially targeting interactive web, hand-held, video game, visual effects, and 3D animation companies. This new program will feature a combination of traditional graduate classes with hands-on studio work that simulates industry project practices. A 3-credit internship midway through the program will allow students to gain valuable industry experience and aid them in focusing their final year of studies; 15 credit hours will be in team-based productions; and 12 credit hours will feature industry-specific training. These courses will be taught by a combination of tenure-track faculty alongside non-tenure track faculty with experience in the interactive video game, animation and visual effects industries. The final nine credit hours will consist of electives offered through the art, engineering or audio departments.

2. Need

Though more than 370 institutions offer digital media undergraduate programs and more than 44 institutions offer digital media master degree programs in the country, Louisiana is in need of an offering to support its burgeoning local industry. There are currently no postgraduate programs in the state to support this field. Companies such as Gameloft, Electronic Arts, Moonbot, and Pixel Magic that have started operations in the state require a highly trained and motivated workforce to continue to grow and succeed in this highly competitive sector.

The entertainment software industry workforce employs more than 120,000 people across the country with an average salary for direct employees of \$90,000. Louisiana has and continues to position itself to aggressively grow this sector with tax incentives and start-up assistance. While the State has made vital strides in creating a pro-business environment, creating and growing a highly qualified workforce that is competitive at a national level is a top issue. The proposed MS is being created in an effort to ensure that Louisiana can provide professionals living in the state with a skill set conducive to digital media and software development. To properly prime the pipeline for future growth in Louisiana will require greater training to provide talent that is expertly skilled and able to handle the challenges of the industry.

3. Students

Since the launch of the undergraduate digital media (DM) minors in Arts and Technology (DMART in the School of Art, and DMTEC in the College of Engineering) in 2010, the university has had numerous requests for a graduate program in digital media. Enrollment has doubled within the minor programs over the last two years, encouraging LSU to move forward with the development of the proposed graduate degree. There are currently 66 students enrolled in the two minors, and further growth is anticipated as the proposed graduate program is developed. As of fall 2013, there have been 19 graduates from the DM minor programs.

The university anticipates an initial enrollment of eight students with that number growing to 40 by year five. Year two should produce the first cohort of completers (eight) with a projected number of 20 completers at

the end of year five. In keeping with the times and remaining competitive in a professional market, it is important that the University meet the needs and demands of the region and offer a program that will not only respond to student interests and complement one of the focus areas of research for the Center for Computation & Technology (CCT), but will also be beneficial to the economic development of the University and State by offering the workforce training currently in demand.

4. Faculty, Resources & Administration

The intended MS in Digital Media Arts & Engineering will be housed in the College of Engineering. Program implementation would not have any significant impact on the administrative structure of the institution. Facilities are adequate to sustain the program: space in CCT's new home, the Digital Media Center, has already been allocated for initiatives associated with the proposed program. Most of the software licenses are already in place and small capital expenses will be required for hardware and software. Existing faculty in the undergraduate DM minors will provide instruction with the expectation that two additional professionals in residence will be required to cover the studio classes. LSU plans to explore the possibility of collaborating with faculty from other Louisiana institutions with undergraduate programs in digital media (ULL, UNO and LSUS) to offer courses remotely.

5. Budget

The goal of the institution is for program implementation to be cost neutral. LSU has been authorized by the Louisiana Legislature (Act 426) to assess a digital media program fee for students enrolled in graduate and professional degree programs in digital media in the amount of \$2,500 per semester. Program costs and the size of the student body will be managed closely to ensure that the institution maximizes the resources available and maintains cost neutrality.

STAFF ANALYSIS

The proposed program concept is designed to meet the needs of the growing digital media and software development industry. Such a program is essential for Louisiana to grow its own talent, stay competitive in the global marketplace, and enjoy continued growth in a sector that has been identified as one of the key industries by Louisiana Economic Development. The program will expand LSU's efforts in the field of digital media and software development which already includes the Center for Computational Technology and two strong undergraduate Digital Media minors.

STAFF RECOMMENDATION

The staff recommends that the Committee recommend approval of the Letter of Intent to develop a proposal for a Master of Science in Digital Media Arts and Engineering (CIP Code 50.0102) at Louisiana State University.

AGENDA ITEM III B 1
PROPOSED NEW ACADEMIC PROGRAM
DELGADO COMMUNITY COLLEGE
ASSOCIATE of APPLIED SCIENCE in SCIENCE LABORATORY
TECHNOLOGY

BACKGROUND INFORMATION

Delgado Community College (DCC) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Science Laboratory Technology. The program proposal was approved by the Board of Supervisors of the LCTCS at its April 2014 meeting.

STAFF SUMMARY

1. Description & Need

The proposed program is designed to provide students with the necessary skills and techniques for standard science laboratory work. The curriculum addresses fundamental principles of the biological and physical sciences, emphasizing analytical laboratory techniques and applications specifically in the realms of chemistry and biology. Students in this program would experience a variety of laboratory testing techniques and know how to set up and operate several types of tools and electronic analysis equipment; they would be prepared for employment in chemical, biological, and associated laboratory settings. The program's 19-hour core introduces students to basic chemistry, biochemistry, biology, cell biology concepts, labs, and an internship, after which they may choose to concentrate in chemistry (e.g., instrumental analysis and environmental science) or biology (e.g., microbiology and genetics).

Science technology is a diverse and growing field. No other public or private institutions in Louisiana currently offer programs designed to prepare students for employment as laboratory technicians. Most universities offer undergraduate and graduate degrees in science designed to produce graduates who will take leadership roles in biomedical and chemical technology fields; graduates of this proposed program would be the fully trained and qualified laboratory technician members of the research team. The applied science and practical, hands-on laboratory experience that make up this program will address the critical need for skilled technicians in the academic, private, and government sectors of science technology, bridging the gap between the theoretical knowledge taught in most STEM programs and the practical experience of seasoned laboratory technicians.

2. Students

The proposed AAS will be attractive to students who were previously preparing for admission to limited enrollment and highly competitive nursing and allied health programs. It could also appeal to students currently enrolled in the AS/Louisiana Transfer with its comprehensive, technical curriculum, though many of the new courses will address upper level content and may not be directly transferable. Delgado plans to advertise the program opportunity to regional high school and college populations and partner with high schools that have strong science, technology, engineering and mathematics (STEM) and health careers programs in place (e.g., Warren Easton and McDonough #35). Anticipated enrollment is 20-30 new majors per year, with completers reaching viability targets (≥ 8) by 2015-16, the second year.

3. Faculty, Resources & Administration

The proposal identified nine current full-time and part-time faculty members who would be most directly involved in the proposed program. The curriculum design includes 26 new highly technical STEM lecture and lab courses, including cell biology, biochemistry, polymer chemistry, and biotechnology. The College feels that it has adequate classrooms and laboratories due to a recent post-Katrina repair, expansion and upgrade of science facilities, and the budget projects that enrollments will cover instructional expenses.

STAFF ANALYSIS

Delgado's proposed program is one that will allow a student to receive comprehensive technical training in biology or chemical concepts and laboratory technology, the lack of which has been identified as a major impediment to growth in the bio-innovation and health services industry in the greater New Orleans area. The planned curriculum has been enthusiastically embraced in letters of support from research departments in such entities as Ochsner, Tulane School of Medicine, Bio-Rad Laboratories, Inc., and Xavier University, whose writer noted, after hiring two research assistants from a similar program in Texas, that "an associate degree specifically focused on the technical skills required of a research assistant produced research assistants with the skills necessary for them to go directly into the laboratory with little additional training. I would gladly hire another technician produced in a similar program."

Delgado has a strong faculty and good facilities. If approved, the plan is to begin advertising the program in Fall, 2014, with the expectation that it will primarily attract students already in the pipeline at first. The proposed new courses still to be developed should be ready for Spring 2015. The College maintains that the proposed degree program will not require any additional special instructional resources. The enrollment and completer projections are probably overly optimistic given the complex STEM concepts and skills included in the curriculum, but the program could be very beneficial to its prospective students and the workforce if it succeeds.

Graduates of this degree program could transfer into a variety of baccalaureate programs, but the intent is to prepare students for immediate entrance into the workforce upon completion. The faculty will monitor program graduates carefully and has written into the program's unit assessment plan that if, after two completion cycles, as many as 30% of graduates transfer to universities for related degree programs, they will consider adding the required general education courses and seeking re-designation of the program as an associate of science.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the full board grant conditional approval of the Associate of Applied Science in Science Laboratory Technology (CIP Code 41.0000) at Delgado Community College. An update on program implementation, to include enrollment and completer data, shall be submitted by July 1, 2015.

AGENDA ITEM III B 2
PROPOSED NEW ACADEMIC PROGRAM
SOUTH LOUISIANA COMMUNITY COLLEGE
ASSOCIATE of SCIENCE in ENERGY & CHEMICAL PROCESS
TECHNOLOGY

BACKGROUND INFORMATION

South Louisiana Community College (SLCC) requests Board of Regents' approval to offer an Associate of Science (AS) in Energy & Chemical Process Technology (ECPT). The program proposal was approved by the Board of Supervisors of the LCTCS at its March 2014 meeting.

STAFF SUMMARY

1. Description & Need

SLCC is proposing a 60-hour multidisciplinary curriculum blending chemistry, physics, biology, engineering science, and mathematics with skills needed for applications in the industrial processing of alternative energy and chemicals. The program is designed in response to the State's current boom in the energy and chemical industries, providing graduates with foundational knowledge for process management, control and operations. In particular, the degree focuses on preparing and positioning graduates for employment in the developing alternate energy job sector as well as the more established conventional fuels, water and wastewater treatment, industrial food processing, environmental compliance, power production, and chemical production industries which share common skill sets (process technology) at the technician and process operator levels.

The College received three Rapid Response Grants specifically to develop the related technical diploma (TD) in Energy and Chemical Process Operations and prepare an Alternative Energy Laboratory and educational process facility to meet the economic development needs of the energy and chemical industries. UL Lafayette, in partnership with CLECO and the LA Department of Natural Resources, has constructed a new state-of-the-art Alternative Energy Development Facility right outside of the SLCC's Acadian campus in Crowley, LA. SLCC and UL Lafayette have developed a partnership to take advantage of the educational opportunities afforded by the facility, allowing SLCC students access to real-world, hands-on experience. The proposed program provides a framework to educate process monitors, operators, and technicians in both traditional and non-traditional energy and chemical processing. Graduates could continue their education toward a bachelor's degree in engineering or in engineering technology.

2. Students

The associate degree builds on an existing TD in Alternate Energy and Chemical Process Operations that was initiated in Fall 2103 with the enrollment of seven majors, all of whom have expressed an intent to continue in the AS degree upon approval. SLCC recently restructured staffing at extension sites, with campus directors who are responsible for working with program coordinators for recruiting efforts within the community. The main source of students will be recent high school graduates and adults from the Acadiana area who are interested in the new and cutting-edge alternative energy industry. This will be the first associate degree program to be offered at the SLCC Acadia campus in Crowley and should attract students interested in STEM-related fields but unwilling or unable to leave Acadia Parish to begin. The proposal projects that 21 majors will be enrolled by 2015-16, with program viability (at least 8 graduates) in the same year.

3. Faculty, Resources & Administration

An experienced faculty member with eight years of experience teaching environmental and alternative energy-related courses at UL Lafayette has been hired by SLCC to teach the ECPT courses, of which there are nine in the curriculum, including the internship. Dr. Benson's position was included in the Rapid Response grant that led to the original technical diploma program; at the conclusion of the grant, her

salary will be covered by the College in the 2015-16 budget. The program will be offered through the Department of Science Technology Engineering and Math. Through the LOUIS Library Network, and under a memorandum of agreement with UL Lafayette, SLCC has immediate access to required library reference materials. The faculty are developing a library resource request list, and the College understands that additional library expenditures will be necessary during the first five years of the program. No new equipment or facilities are needed at this time; Rapid Response Grant funds were used to prepare a chemical and energy processing laboratory, computer lab and classroom for the existing TD/ECPT program. The program would be included in the ATMAE accreditation review package that SLCC is planning for 2015 submission so that it may be accredited with related programs at the campus.

STAFF ANALYSIS

SLCC's proposed Associate of Science program is a natural extension of a recently implemented technical diploma in the same area and will lead to either direct employment or transfer into bachelor of engineering or engineering technology programs at neighboring UL Lafayette, Southeastern, or McNeese. The list of process industries in Louisiana is extensive, including petrochemical, energy, and environmental treatment; petroleum and natural gas; pharmaceutical manufacturing; agriculture and wood products; and related service industries like water management and renewable energy production from waste streams. The multidisciplinary nature of the proposed process technology program will educate students in the application of STEM concepts, preparing them to supply industry with first-level managers and process operators.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the full board grant conditional approval of the Associate of Science in Energy and Chemical Processing Technology (CIP Code 15.0503) at South Louisiana Community College. An update on program implementation, to include enrollment and completer data, shall be submitted by July 1, 2015.

AGENDA ITEM III B 3
PROPOSED NEW ACADEMIC PROGRAM
UNIVERSITY OF LOUISIANA AT LAFAYETTE
POST-BACCALAUREATE CERTIFICATE IN ACCOUNTING

BACKGROUND INFORMATION

The University of Louisiana at Lafayette (ULL) is seeking Board of Regents' approval to offer a Post-Baccalaureate Certificate in Accounting (PBCA). The proposal was approved by the UL System Board of Supervisors at their meeting in April 2014.

STAFF SUMMARY

1. Description

The proposed PBC in Accounting, composed of 27 credit hours, is designed for individuals who have earned a baccalaureate degree in a discipline other than accounting and who are seeking functional competency in the accounting field. The proposed PBCA program strives to prepare individuals for employment in the numerous accounting and accounting-related positions in the Acadiana region and simultaneously meet the specific accounting requirements needed to sit for the Certified Public Accountants (CPA) examination in Louisiana. The PBCA would be offered in a traditional classroom format.

2. Need

The PBCA is being proposed as a solution to a market need for well-trained employees who have accounting skills as identified by the local business community. External stakeholders in the Acadiana region, particularly those in public accounting, have frequently expressed a need to increase the supply of employees with expanded skill sets and with an increased readiness to sit for the CPA Exam by having already completed the required 150 hours of coursework. Statewide, the Occupational Supply Demand System projects an employment growth for accountants and auditors of 12.3% from 2008 to 2018 with an annual average wage of \$57,000. Specific to the region serviced by ULL, the Louisiana Workforce Commission projects 60 annual job openings for accountants and auditors for the foreseeable future. The level of economic activity in the region is expected to sustain and enhance the current demand for the proposed program and its graduates.

While similar programs exist in the state (a PBC in Accounting at ULM; a PBC in Accounting for Financial Analysis at McNeese; a noncredit Certificate in Accounting at LSU Continuing Education), the programs are primarily designed to meet the needs of students in that region. The proposed PBCA program at ULL is designed to focus on the educational needs of students and prospective employers in Acadiana and South Louisiana.

3. Students

Currently, the Department of Accounting at ULL has approximately 12 students with earned non-accounting undergraduate degrees who are pursuing accounting classes to qualify to sit for the CPA exam. These students, as well other individuals who plan to do the same thing, would earn the PBCA upon completion of the requisite courses should the proposed program be approved. The University projects an initial enrollment of 12 students with that number increasing to 25 by year five of program implementation. By the end of the second year, ULL expects the program to have six graduates, with 15 by year five.

4. Faculty, Resources & Administration

The proposed PBCA will be housed and administered in the Department of Accounting within the B.I. Moody III College of Business Administration. The implementation of the proposed program will not impact the present administrative structure of the University or the College. ULL has sufficient technology, facilities and existing library holdings to support the proposed program. All of the courses required of the proposed

PBCA are existing courses, and there is excess capacity in the upper-level accounting courses to absorb any additional students. As a result, no additional faculty will be needed.

5. Accreditation

While both the Department of Accounting and the B.I. Moody III College of Business Administration are accredited by the Association to Advance Collegiate Schools of Business (AACSB-International), accreditation for PBCs is not offered by this specialized accrediting agency.

6. Budget

There will be no cost associated with implementation of the proposed PBCA since required courses are already offered by ULL and sufficient faculty are in place to provide appropriate instructional support.

STAFF ANALYSIS

ULL is proposing a certificate program that would address regional workforce needs. In addition, the proposed PBCA will enhance opportunities for students to succeed in the accounting profession and provide an alternative route to becoming eligible to sit for the CPA Exam. The proposed certificate program can be offered at no cost to the institution and has the potential to generate additional revenue.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the Board of Regents grant approval of the Post-Baccalaureate Certificate in Accounting (CIP Code 52.0301) at the University of Louisiana at Lafayette, with implementation for Fall, 2014.

AGENDA ITEM III B 4
PROPOSED NEW ACADEMIC PROGRAM
UNIVERSITY OF LOUISIANA AT LAFAYETTE
GRADUATE CERTIFICATE IN BUSINESS ADMINISTRATION

BACKGROUND INFORMATION

The University of Louisiana at Lafayette (ULL) is seeking Board of Regents' approval to offer a Graduate Certificate (GC) in Business Administration. The proposal was approved by the UL System Board of Supervisors at their meeting in April 2014.

STAFF SUMMARY

1. Description

The proposed fully online GC in Business Administration program is a 15-credit hour academic offering that is designed for students who have already completed a recognized baccalaureate degree. Courses required of the proposed GC program (Survey of Accounting, Survey of Economics and Finance, Survey of Management and Management Information Systems, Survey of Marketing and the Legal Environment of Business, and Survey of Statistics and Operations Management) are currently offered as MBA foundation courses on campus for students admitted to the MBA program who do not have an undergraduate business degree. Offering these existing courses online and as a certificate program will expand the University's student base by targeting individuals with an undergraduate degree in a non-business area who:

- are interested in gaining knowledge and competencies in business fundamentals;
- would like to develop skills to operate more effectively in business organizations, to meet the demands of new careers in management, or to advance their professional goals or careers;
- would like to take some graduate-level business courses without having to commit to pursuing an MBA; or
- are interested in pursuing an MBA degree.

Additionally, this proposed certificate program will provide an avenue for students who are admitted into ULL's MBA program, but do not have an undergraduate degree in business, to complete the prerequisites for the MBA core courses online. Graduate school admission will be required to enroll in this proposed certificate program.

2. Need

The proposed online GC fits within ULL's mission by meeting the needs of an underserved population within the Acadiana region, specifically working adults in various industry settings who are in need of additional knowledge in business but cannot make the long-term commitment to complete an MBA. This online program will provide preparation in business to workers in industries such as healthcare, education, and public administration that are important to the economic development of the University's service area. Additionally, in an area that is consistently highly ranked in business climate and entrepreneurial activity, this proposed GC will enable small business owners and entrepreneurs to complete or enhance their essential business skills in a manner that is less demanding on their time and financial resources than a traditional academic program.

The only other GC program similar to what is being proposed is at McNeese State University which offers a GC in Business Administration. However, the GC program offered by McNeese is not a fully online program and, consequently, will not serve the same population as the program being proposed by ULL. If approved, this proposed program will be the only fully online GC in Business Administration in Louisiana.

3. Students

The University projects an initial enrollment of 30 students with that number increasing to 40 by year five. It is anticipated that the first set of completers (20) will be at the end of year one, with 30 students completing the proposed GC in year five. The initial estimates of student enrollment are based on the average annual number of students enrolled in the MBA foundation courses at ULL.

4. Faculty, Resources & Administration

The proposed GC will be housed in the B.I. Moody III College of Business Administration and will be interdisciplinary in nature, encompassing every department within the College. The Associate Dean and Director of Graduate Programs (who directs the MBA program) will administer the proposed program. The program will be guided by the College of Business Administration Advisory Board and facilitated by the College's distance learning program coordinator. Implementation of the proposed program will not impact the present administrative structure of the University or the College. All courses required of the proposed program are already offered and supported by existing faculty. As a result, no new faculty will be necessary to initiate the proposed certificate program. ULL has sufficient technology, facilities and existing library holdings to support the proposed program.

5. Accreditation

While the B.I. Moody III College of Business Administration is accredited by the Association to Advance Collegiate Schools of Business (AACSB-International), as are the degree programs offered by the College, accreditation for GCs is not offered through this specialized accrediting agency.

6. Budget

There will be no cost associated with implementation of the proposed GC since required courses are already offered by ULL and sufficient faculty are in place to provide appropriate instructional support.

STAFF ANALYSIS

The GC proposed by UL Lafayette is one that will assist individuals in gaining access to essential business knowledge in content areas (i.e., economics, finance, general management, etc.) which will provide the background necessary for a new career or for career advancement. In addition, the proposed program will provide individuals who hold a non-business degree with the necessary foundation to pursue additional graduate studies in business. Since courses required of the proposed program are already offered and supported by existing faculty, there will be no cost for program implementation.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the Board of Regents grant approval of the Graduate Certificate in Business Administration (CIP Code 52.0201) at the University of Louisiana at Lafayette, with implementation for Fall, 2014.

AGENDA ITEM III B 5
PROPOSED NEW ACADEMIC PROGRAM
UNIVERSITY OF LOUISIANA AT LAFAYETTE
GRADUATE CERTIFICATE IN PROFESSIONAL WRITING

BACKGROUND INFORMATION

The University of Louisiana at Lafayette (ULL) is seeking Board of Regents' approval to offer a Graduate Certificate (GC) in Professional Writing. The proposal was approved by the UL System Board of Supervisors at their meeting in April 2014.

STAFF SUMMARY

1. Description

The 15-credit hour certificate, which will be offered in an online format, is designed to teach students advanced skills in writing, editing, document design, research, analysis, and multimedia. The proposed program will primarily target working professionals who want to improve their communication skills and, in doing so, increase their value to their employers. In addition, the proposed program will attract post-baccalaureate students who desire a professional writing credential in order to be hired as a professional or technical writer or editor or for positions in business and government that require skills in writing, editing and collaborating with or overseeing employees creating documents.

The proposed GC will consist of nine credit hours of required coursework; a three-credit hour internship experience; and an elective approved by the student's advisor. Because the program was designed for professionals from a wide range of backgrounds, it will admit post-baccalaureate students, regardless of major, who meet the University's Graduate School admission requirements.

2. Need

Graduate professional writing certificate programs, especially those online, are in high demand in the United States as employers increasingly search for employees who can communicate effectively to internal and external audiences in print, online, and in social media. The Bureau of Labor Statistics' *Occupational Outlook Handbook* estimates that in 2010, the number of jobs nationwide in technical writing was 49,500, with a ten-year job outlook of 17% growth. The national projections for growth in this sector are reflected at the state-level as well. The Louisiana Workforce Commission's projections show that jobs in this sector are expected to grow in the next decade and at a higher rate than the average across all fields. In addition, studies show that professionals in a wide range of fields average anywhere from 10% to 40% of their time at work writing and collaborating to plan and write documents. The proposed GC will provide individuals with the skill sets necessary to be more effective writers.

The only similar program currently offered in Louisiana public institutions is the GC in Technical Writing and Communication at Louisiana Tech. LA Tech's GC focuses on technical writing and communication whereas the focus of ULL's proposed program will take a broader view toward writing in the workplace. ULL's GC in Professional Writing will draw on the English Department's interest in creative writing and film-making as well as professional writing and rhetoric, making it unique. The proposed certificate's internship component will require faculty and students to develop close associations with employers in the Acadiana region (e.g., oil, health care, the arts) and the certificate program, as a result, will naturally emphasize the kinds of professional writing that are most needed and desired in South Louisiana.

3. Students

The University has a significant population of English majors and others interested in writing as a profession who are looking for further training and an additional credential. Enrollment will also come from those not already enrolled at the University who will find the proposed GC to be an appealing means of acquiring further credentials and training in writing, with ready access to the program because of the online

format. The expectation is for an initial enrollment of six students, increasing to 38 by year five. The University anticipates five completers at the end of year one and 34 by the end of year five.

4. Faculty, Resources & Administration

The proposed GC will be administered by the Department of English within the College of Liberal Arts. No changes to the current administrative structure will occur due to program implementation; the English Department Head and English Graduate Coordinator will oversee the proposed program. Existing library resources will be sufficient for program implementation. Because all courses will be offered online, there will be no need for classroom or laboratory space. The English Department plans to hire one new assistant professor specializing in professional writing, using one of its existing open lines. The additional hire will be sufficient for the Department to offer the additional course sections and to provide the mentoring and advising of students required by the certificate program.

5. Budget

The main cost of the proposed GC in Professional Writing will be the hiring of one additional faculty member as noted above (estimated salary is \$50K plus benefits per year). Other costs will be minimal (new computers and software, training for online teaching certification, faculty development), and the University will provide these resources when necessary.

STAFF ANALYSIS

The online GC program proposed by ULL will provide individuals with the opportunity to advance their communication skills and earn a professional writing credential. Working professionals find that certificates give them an advantage in pay and promotion, while job seekers use a certificate to make them more competitive on the job market. Since courses required of the proposed program are already offered, program implementation can occur at minimal cost to the institution.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the Board of Regents grant approval of the Graduate Certificate in Professional Writing (CIP Code 23.1303) at the University of Louisiana at Lafayette, with implementation for Fall, 2014.

AGENDA ITEM III C 1
PROPOSED TERMINATION
CAPITAL AREA TECHNICAL COLLEGE
AAS in Business Office Administration

BACKGROUND INFORMATION

Capital Area Technical College (CATC) requests approval to terminate the Associate of Applied Science (AAS) in Business Office Administration, along with the four supporting CTS and TD credentials. The requested termination was approved by the Board of Supervisors of the LCTCS at the April 2014 meeting.

STAFF SUMMARY

This termination request is primarily designed to clean up the curriculum inventory (CRIN) and reflect program evolution. The Business Office Technology program has been revised to focus more on Office Administration (the area's new name). The following programs are no longer admitting students or offered in the revised curriculum:

CTS	Accounting Office Assistant
CTS	Medical Office Specialist
CTS	Medical Records/Billing Specialist
TD	Business Office Technology
AAS	Business Office Administration

The related programs that will remain active in the CRIN include:

CTS	Office Assistant
CTS	Office Clerk
TD	Office Administration

The AAS has been a weak program with only four graduates over the last three years, and it will not be replaced. The remaining certificate and diploma programs incorporate the related or relevant content from those being cancelled

STAFF ANALYSIS

The request for termination is administrative cleanup and should have little or no impact on other academic programs in the department or college or on student access to workforce training.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of the termination of the AAS in Business Office Administration (CIP 52.0401) and related certificate and diploma programs currently offered by Capital Area Technical College.

AGENDA ITEM IV

PROPOSED AY 2014-15 MASTER COURSE ARTICULATION MATRIX AND LOUISIANA COMMON COURSE CATALOG

STAFF SUMMARY

Since 2003, the Board of Regents has made available to the public via its website the Master Course Articulation Matrix that reflects course equivalencies among postsecondary institutions of higher education. Courses on the matrix have typically been in the areas of General Education, Science, and Business. Each year, faculties on the respective campuses, under the leadership of the Chief Articulation Officer, review the matrix for revisions. Historically, the review process began when the Articulation Officers had their annual fall meeting, and institutions proposed changes to the matrix based on their review. In response to ACT 356 (2009), which required implementation of a statewide common course numbering system "to facilitate program planning and the transfer of students and course credits between and among institutions," the traditional review process had to be modified. With the goal of establishing statewide common course descriptors for courses to be included on the matrix, Board of Regents staff brought together faculty representatives, by major functional area, from all of the public colleges and universities starting in the fall of 2011 to discuss this initiative. The Faculty worked to establish common course content to be covered for each course included on the matrix; the common descriptors, along with statewide course rubrics and titles, are reflected in the *2014-15 Louisiana Common Course Catalog*.

The revised matrix accurately reflects the current statewide articulation of specified courses, offered by at least five public institutions of higher education. This matrix will be posted on the Regents' web site, as a pdf document and as a spreadsheet, and it will be available on the statewide Louisiana Transfer site (www.latransferdegree.org) as a *Transfer Course Guide* through a the interactive query function that makes it easier for people to use.

STAFF ANALYSIS

The approval process began when the Chief Articulation Officers, with faculty input, endorsed the matrix and the statewide common course descriptors. This approval process involved an in-depth review of the matrix as well as unanimous agreement on common course content of the courses included on the Matrix. Courses in the areas of physical sciences, biological sciences, foreign languages, English, mathematics, social sciences, humanities and business have been addressed and are reflected on the revised matrix and in the catalog.

The matrix and the catalog, in their current form, were sent to the system Chief Academic Officers of the four management boards for administrative approval. Ultimately, the Board of Regents must approve the Matrix prior to its release to the public, hopefully in time for new students to schedule classes the 2014-2015 academic year. Attachments A and B present the catalog and the matrix.

The matrix and the catalog provide a valuable and necessary service to students and faculty across the state. It is recognized that such efforts need to continue in order to refine and expand these tools.

As such, staff tenders the following recommendation:

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee grant approval of the proposed Academic Year 2014-15 Master Course Articulation Matrix and the Louisiana Common Course Catalog, and authorize Board of Regents staff to continue to work with the colleges and universities in order to expand the Matrix and the Louisiana Common Course Catalog throughout the year.

AGENDA ITEM V A 1
REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT
LOUISIANA STATE UNIVERSITY
REILLY CENTER FOR MEDIA AND PUBLIC AFFAIRS

BACKGROUND INFORMATION

Louisiana State University (LSU) is requesting reauthorization of the Reilly Center for Media and Public Affairs. The Center was initially approved in 1999. Reauthorization was subsequently granted in 2004 and 2009. LSU now requests reauthorization of the Reilly Center through June 2019. This request was approved by the LSU Board of Supervisors at their May 2014 meeting.

STAFF SUMMARY

1. Description

The Reilly Center for Media and Public Affairs is an integral part of the Manship School of Mass Communication at LSU. The Reilly Center generates research and programs about mass communication and its multi-faceted relationships with social, economic, and political issues. It is the only center in the country that focuses its research, programming, and education on the study of the relationship between media and public affairs. The Reilly Center is partnership-driven, action-oriented, and dedicated to serving as a gateway for collaborative research on contemporary issues for the public good. The Center's interdisciplinary environment brings together faculty from a range of fields including mass communication, political science, history and law. It deploys the diverse intellectual assets of scholars from Louisiana and across the nation to elevate public disclosure, increase civic participation, and advance public policy relevant to governance at the state and national levels.

2. Activities

The Reilly Center has provided a spirited and diverse program of scholarly and professional work that has positioned LSU as a national leader in the field of media and politics. Noted below are a few highlights of Center activities.

- Under its John Breaux Symposium, the Center has conducted 12 symposia, with nationally and internationally recognized scholars and experts, exploring contemporary issues. Symposia have resulted in several nationally distributed reports and books.
- The Reilly Center, in partnership with LSU Press, established an endowment for and launched the Media & Public Affairs Book Series. The only series of its kind in the country, it examines the questions and issues at the heart of American democracy.
- The Reilly Center has and will continue to conduct the annual Louisiana Survey for policy makers and state leaders as well as surveys for the Office of the Governor, Committee of 100, Department of Health and Hospitals, Department of Labor, and other like entities.
- In 2012, the Reilly Center launched the Academy of Applied Politics (AAP), an eight-week program that offers public affairs campaign training to citizens of Louisiana.

During the next four years, the Reilly Center plans to launch the Lamar Visiting Scholars Program, to promote innovative thinking about the nexus of media and politics, as well as a new research and programming initiative through the Press Law & Democracy Project.

3. Resources and Administration

The Reilly Center is led by a director, who also serves as a mass communication faculty member within the Manship School. In addition to five faculty fellow, the Reilly Center provides support for five Manship School graduate assistantships. Students who hold these positions work as research assistants for faculty, help

conduct research or assist with Reilly Center activities. The Center has one partial support staff position, shared with the Manship School's administration.

In June 2008, the Reilly Center's Public Policy Research Lab expanded into a freestanding building on campus called the Manship Research Facility. This facility offers two call centers with 52 computer-assisted telephone interviewing workstations, mail survey and web survey capacity. Also housed in the Manship Research Facility is the Media Effects Lab which consists of 16 advanced computer workstations able to monitor heart rate, eye movement, blood pressure, and other physiological measures for products, media messages and advertising.

4. Budget

The main revenue source of the Center is from line item funding (which was approved by the State Legislature in FY 2001-2002) with the secondary source being private funding. As a public/private partnership, the Reilly Center is ambitious and proactive in its private fund raising efforts; funding from the State helps leverage critical private dollars. These two sources of funding are sufficient to support Center initiatives.

STAFF ANALYSIS

The Reilly Center has provided scholarly and professional work that has positioned LSU as one of the national leaders in the field of media and politics. The Center's assets and capabilities have assisted in attracting quality junior faculty as well as in recruiting stellar doctoral students for LSU's PhD in Mass Communication and Public Affairs. Based on initiatives that have been achieved to date and those planned for the future, the Reilly Center is well poised to further enhance its reputation in the field of media and politics. Such a reputation, along with research and programming conducted by the Center, positively impacts not only LSU but the State.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the Board of Regents grant reauthorization of the Reilly Center for Media and Public Policy at LSU for a period of five years, effective immediately.

AGENDA ITEM V A 2
REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT
LSU HEALTH SCIENCES CENTER - NEW ORLEANS
THE EPILEPSY CENTER

BACKGROUND INFORMATION

LSU Health Sciences Center - New Orleans (LSUHSC-NO) is requesting reauthorization of The Epilepsy Center for a period of five years. The Board of Regents (BoR) granted one-year conditional approval of the Center in October 2002 and in October 2003 granted continued approval through October 2004. On August 1, 2005, a proposal was submitted to the BoR for continued authorization of the Center for a five year period; however, due to events related to Hurricane Katrina, action was deferred pending reestablishment of the Center's clinical and research activities. In 2008, the Epilepsy Center was approved by the BoR through September 30, 2013. LSUHSC-NO now requests reauthorization of the Center through June 2019. This request was approved by the LSU Board of Supervisors at their May 2014 meeting.

STAFF SUMMARY

1. Description

The LSUHSC Epilepsy Center was established to meet the clinical care and research needs of the approximately 5% of Louisiana citizens who experience seizures or epilepsy, recognizing that nearly 50% of people with epilepsy do not respond adequately to first-line medication treatment. The major goals of the center are: diagnosis and treatment, research, and education. The major objectives of the Center are:

1. Provide a 4th Level Comprehensive Epilepsy Center (the highest level of service as defined by the National Association of Epilepsy Centers) with focused efforts on research, teaching and state-of-the-art medical and surgical treatment of epilepsy and seizure disorders for citizens in the State of Louisiana.
2. Encourage academic and clinical research through industry-sponsored trials, investigator-initiated studies and collaborative research relationships in neuroscience, pharmacotherapy, neurosurgery, cognitive neuroimaging, physiological signal processing and mathematics.
3. Provide epilepsy education for medical care providers, students, residents and the citizens of Louisiana to improve the quality of care offered to persons suffering from epilepsy and the quality of life of epilepsy patients and caregivers.

2. Activities

The LSUHSC Epilepsy Center is a multi-disciplinary, comprehensive center that provides state-of-the-art clinical care, research and outreach to adults and children with epilepsy. Various activities of the Center include, but are not limited to, the following:

- Provided routine and specialized studies (EEG, Neuroimaging, Detailed Analysis of Neuroimaging Studies, Functional MRI and Functional Brain Mapping, Neuropsychological Testing and Psychiatric Services) to assist in the diagnosis and treatment of epilepsy.
- Conducted 26 National Institutes of Health (NIH) or industry-sponsored clinical device and medical trials, as well as 14 center-sponsored or LSUHSC-sponsored studies in the areas of medical devices, cognitive neuroimaging, outcome analysis, seizure prediction, diagnostic analysis and epilepsy evaluation from 2003–2013.
- Selected (one of only 15 sites) to participate in the Responsive Neurostimulator System (RNS) System Feasibility Clinical Investigation testing the safety and effectiveness of the device.
- Spearheaded efforts with the Louisiana Epilepsy Foundation to improve and increase outpatient services for indigent patients.

3. Resources and Administration

Within the Center there is a Director and an Associate Director who are ultimately responsible for the day-to-day operations. There are seven core directors responsible for the clinical and research goals of their disciplines. The core directors guide the clinical and research achievements in their core area. Research personnel, fellows, residents and students also work to support initiatives of the Center. The Center has various outpatient clinics, labs, inpatient monitoring and surgery facilities, and research facilities located throughout the New Orleans area (e.g., Children's Hospital in New Orleans, Touro Infirmary, Interim LSU Hospital and other sites).

4. Budget

The major portion of the revenue for the Center is from contracts with the LSU Interim Hospital (which will transfer to the University Medical Center in 2015), Children's Hospital in New Orleans, and Touro Infirmary. The Department of Neurology annually provides about \$50,000 in support to the Center. In addition, for FY 2014-15, the Center anticipates receiving one-time funding of approximately \$620K from the University Medical Center in New Orleans to implement an inpatient epilepsy monitoring unit. Revenue derived from the sources noted will adequately support Center operations.

STAFF ANALYSIS

Since inception, the Center has provided comprehensive epilepsy treatment as well as enhanced access to epilepsy education for patients and physicians. It is the only tertiary care center for epilepsy in Louisiana and the Gulf Coast. The Center not only provides patient care but also provides student, residents and fellows with a multi-disciplinary approach to epilepsy medicine.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the Board of Regents grant reauthorization of The Epilepsy Center at LSUHSC-New Orleans for a period of five years, effective immediately.

AGENDA ITEM V B 1
ROUTINE ACADEMIC REQUESTS
Staff Approvals

Institution	Request
LA Tech	Request to consolidate the BA/Speech (CIP 090101) and BA/Journalism (CIP 090401) into a new degree on the curriculum inventory, BA/Communication (CIP 090100), with concentrations in Speech Communication; Journalism; or Theatre -- <u>Approved</u> .

AGENDA ITEM V B 2

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
02.2011	<p>Bossier Parish Community College</p> <p>AAS in Engineering (CIP Code 14.0101)</p> <p>Conditional approval was granted to the program in February 2011 with a request for an update on enrollment/completion data and transfer to baccalaureate engineering programs by March 2012. The report was received and accepted with a subsequent report submitted in February 2013 per the request of the Regents. An update was called for by March 1, 2014.</p>	<p>The 2014 report was received by staff in late April 2014. Enrollment in the program has grown from 62 students in fall 2011 (initial cohort) to 154 students in spring 2014. Five students have graduated from the program and transferred to LA Tech and ULL to continue for their BS in Engineering. Twenty students are expected to graduate in May 2014. An update on advisory board activities, course offerings and the status of professional accreditation was provided.</p>	<p>Receive and accept the 2014 progress report. A subsequent report and enrollment and completion data shall be due by May 1, 2015.</p>
05.2011	<p>Baton Rouge Community College</p> <p>AAS in Paralegal Studies (CIP Code 22.0302)</p> <p>Conditional approval was granted to the program in May 2011. A progress report on enrollment and completion rates, as well as accreditation status, was requested by May 2012. The institution provided such a report as requested with a subsequent report submitted in June 2013. An update was then requested by May 1, 2014.</p>	<p>The 2014 report was received by staff in early May 2014. At the time of program implementation (fall 2011), 14 students declared paralegal studies as a major with enrollment increasing to 91 for spring 2014. The first group of students (four) completed the degree in spring 2013. An additional seven students graduated in fall 2013 and it is anticipated that six will graduate in spring 2014. The program is now eligible to seek accreditation with the American Bar Association. The institution plans to begin the self-study process in fall 2014.</p>	<p>Receive and accept the 2014 progress report. A subsequent report and enrollment and completion data shall be due by May 1, 2015.</p>

AGENDA ITEM V B 3

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

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	NSU	BS – Applied Science & Technology	11.05.13	Circulated to CAOs for feedback w/ responses recv'd by 12.05.13. Questions to campus 12.10.13; response recv'd 01.09.14; additional questions to campus 02.04.14. Met with campus representative 04.23.14 to discuss issues; awaiting revised proposal.
	ULM	BA – Dance	12.17.13	12.19.13 Circulated to CAOs for feedback w/ responses recv'd by 01.27.14; questions to campus 02.03.14; response recv'd 03.17.14. Questions to campus 03.31.14; awaiting response.
	ULM	MS - Nursing, online	03.12.14	03.17.14 Circulated to CAOs w/ feedback requested by 04.04.14. Questions to campus 04.08.14; awaiting response.
	ULM	MPA – Public Administration	03.12.14	03.17.14 Circulated to CAOs w/ feedback requested by 04.04.14. Questions to campus 04.07.14; awaiting response.
	UNO	MEd – Higher Education Administration	03.12.14	03.17.14 Circulated to CAOs w/ feedback requested by 04.04.14. Questions to campus 04.08.14; awaiting response.
Program Proposals	SLCC	AAS – Application Software Dvlpt	02.20.14	Reviewed by staff. Questions to campus on 2.27.14; awaiting response.
	BRCC	AAS – Computer Science	03.18.14	Reviewed by staff. Questions to campus 03.31.14 w/ a response recv'd 04.07.14. Additional questions to campus on 04.09.14; awaiting response.
	SLCC	AAS – Energy & Chemical Processing Technology	03.20.14	Reviewed by staff. Questions to campus on 03.21.14; response recv'd 05.05.14; final question to campus on 05.06.14.

Draft Proposals, Not Yet Formally Submitted by the System/Campus for BoR Consideration

<u>Draft Proposals</u>	None at Present		
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