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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
April 22, 2015 • 8:50 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: Birth to Kindergarten Programs – Statewide Initiative
- B. Program Proposal: Master of Digital Media Arts & Engineering – LSU A&M

IV. Center of Excellence. Neuroscience Center of Research Excellence - LSUHSCNO

V. 2014-15 Academic Program Review

VI. Consent Agenda

- A. Research Centers/Institutes: Precision Agriculture and Unmanned Aircraft Systems
Research and Applications Center – ULM (Full Approval)
- B. Routine Staff Reports
 - 1. Staff Approval of Routine Academic Requests
 - 2. Progress Reports for Conditionally Approved Programs/Units
 - 3. Past Due Reports
 - 4. Letters of Intent/Proposals in the Queue

VII. Other Business

- A. Co-Requisite Delivery Pilot

VIII. Adjournment

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

**AGENDA ITEM III A
LETTER of INTENT
STATEWIDE INITIATIVE
BIRTH TO KINDERGARTEN EDUCATION PROGRAMS**

BACKGROUND INFORMATION

The Board of Regents (BoR) has created a Birth to Kindergarten Statewide Curriculum Committee that is working to develop transferable courses for a statewide curriculum that could be used for certificates and degrees to meet new Board of Elementary and Secondary Education (BESE) licensure requirements for early childcare teachers. Many campuses have identified faculty to participate on the Committee. A Letter of Intent (LoI) has been developed through the Committee and, at this time, BoR approval of this statewide initiative concept is requested. With the Board’s approval, the committee will develop a statewide curriculum and proposal, and campuses can determine if they wish to be included in order to offer the birth to kindergarten certificates and/or degrees.

STAFF SUMMARY

1. Description

The concept of a birth to kindergarten statewide curriculum involving collaboration across multiple state agencies, colleges, and universities has undergone several phases of development over the last three years to address an emerging workforce need for qualified early childcare teachers. This has become an immediate workforce need due to new BESE policies that are now undergoing Notice of Intent.

The purpose of the birth to kindergarten initiative is to create and implement a statewide postsecondary curriculum that provides clear paths for childcare teachers to expand their knowledge, skills, and credentials as they work with young children in early learning and development settings. The objectives are two-fold: (1) to establish career paths for early childcare teachers (birth to kindergarten) that are clearly aligned with state and national early childhood education standards for children; and (2) to establish a statewide curriculum for birth to kindergarten that allows early childcare teachers/teacher candidates to stack credentials and easily transfer college credits while deepening their knowledge/skills and advancing their careers.

A core set of ten birth to kindergarten courses will be integrated into a statewide curriculum at two-year and four-year public institutions. As candidates complete the ten birth to kindergarten courses, basic general education courses, and upper level birth to kindergarten courses, they will earn the following credentials and degrees.

Birth to Kindergarten Stackable Credentials

BoR Degree Designations	Degree Subject Areas (Major)	Early Childhood Credit Hours	General Education Credit Hours	Other Credit Hours
Technical Competency Area (TCA)	Child Development Credential	9 (Courses 1-3)	0	0
Certificate of Technical Studies (CTS)	Birth to Kindergarten Assistant	30 (Courses 1-10)	0	0
Associate of Science (AS)	Birth to Kindergarten Associate	30 (Courses 1-10)	30	0
Bachelor of Science (BS)	Birth to Kindergarten Education <i>Concentration: Birth to Kindergarten Teacher</i>	66 (Courses 1-10 plus additional courses)	39 (3 additional GenEd)	15 (5 courses)

2. Need

The statewide curriculum will address new requirements established in response to *Act 3: Louisiana Early Childhood Education* of the 2012 Regular Legislative Session and incorporate the extensive amount of work that occurred during the last three years as two-year college faculty, university faculty, state agency staff, early childcare teachers, early childcare administrators, and early childhood advocates met and discussed ways to best address early childhood education in the BrightStart Early Childhood Professional Learning and Matriculation Task Force. *Act 3* called for a comprehensive and integrated delivery system for early childhood care and education to ensure opportunity for every child to enter kindergarten healthy and ready to learn. To address *Act 3*, the Louisiana Department of Education (LDOE) crafted an Early Childhood Policy Blueprint that outlines next steps for fully unifying Louisiana's early childhood systems. Actions taken by LDOE resulted in BESE approving a new Early Childhood Ancillary Teaching Certificate for Notice of Intent which requires that lead childcare teachers obtain a Child Development Associate (CDA) credential if they work in licensed, publicly-funded childcare programs starting in 2019. In addition, BESE approved for Notice of Intent a new Birth to Kindergarten field of study and teaching certificate.

Due to the number of childcare centers and workers in Louisiana, this is a curriculum that needs to be offered in communities across the state. Currently there are 1,700 licensed childcare centers in Louisiana, of which approximately 1,000 receive public funding and/or participate in the quality rating system for childcare centers. As part of their licensing requirements, these 1,000 facilities would be required to ensure that all of their lead teachers have a Louisiana Early Childhood Ancillary Teaching Certificate by 2019. The LDOE estimates that 6,000 teachers will need to complete the new Ancillary Certification over a three year period between 2016 and 2019, when the new BESE policy becomes effective. Due to the high turnover rate of teachers in childcare centers, it is anticipated that the need for birth to kindergarten courses will remain steady after 2019 since new teachers will be required to have an Early Childhood Ancillary Certificate, at a minimum.

3. Cost

The new birth to kindergarten courses for the certificates and associate degree will replace the existing *Care and Development of Young Children* courses and associate degrees currently offered. In addition, it is anticipated that the new birth to kindergarten courses and baccalaureate degrees will replace the *Teacher Education, Grades PK-3* baccalaureate degrees. Existing early childhood faculty should possess the necessary expertise to teach the birth to kindergarten courses. For campuses that do not have the instructional staff to offer all ten birth to kindergarten courses, online courses will be delivered and candidates will be able to meet their degree requirements online. As a result, campuses that offer the proposed statewide curriculum will be able to do so at minimal cost.

STAFF ANALYSIS

The proposed initiative, which will include a statewide curriculum for stackable Birth to Kindergarten credentials, is being pursued in response to new BESE licensure requirements for early childcare teachers. A Birth to Kindergarten Statewide Curriculum Development Committee (composed of faculty from colleges and universities as well as professionals from state agencies and early childhood advocates and educators) developed the proposed curriculum and degrees. Taking a statewide approach to this endeavor allows for efficiencies while ensuring transferability among campuses.

STAFF RECOMMENDATION

The staff recommends that the Board of Regents grant approval of the Letter of Intent to develop a proposal for a Birth to Kindergarten teacher education program that will include a statewide curriculum and stackable credentials.

AGENDA ITEM III B
PROPOSED NEW ACADEMIC PROGRAM
LOUISIANA STATE UNIVERSITY
MASTER OF DIGITAL MEDIA ARTS & ENGINEERING

BACKGROUND INFORMATION

Louisiana State University and A&M College (LSU) requests Board of Regents' (BoR) approval to offer a Master of Digital Media Arts and Engineering (MDMAE). The Letter of Intent was approved by the BoR in May 2014 and the proposal was approved by the Board of Supervisors of the LSU System in December 2014. In accordance with Academic Affairs Policy 2.05, the proposal was reviewed by Mr. Drew Davidson, Director, Entertainment Technology Center, Carnegie Mellon University.

STAFF SUMMARY

1. Description

The proposed MDMAE is a 45-credit hour professional, applied project-based degree designed to graduate students capable of leadership, creativity, technical prowess and design excellence in the field of digital media. 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 studio courses; and 18 credit hours will feature industry-specific training organized into foundational courses. 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 9 credit hours will consist of electives that permit students to focus on their chosen area of specialization and develop broader theoretical and practical expertise.

2. Need

With over 44 institutions offering masters degrees in digital media throughout the United States, Louisiana is in need of such an offering to nurture and grow the local industry. There are currently no graduate programs in the state to support this field, which has been identified as a key industry for Louisiana. 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 thrive in this highly competitive sector. A master's program allows for the creation of a more mature, job-ready, and leadership-capable workforce. The MDMAE will aid students in developing much needed soft skills: teamwork, group problem solving, team management, project management, and client management that are largely absent in undergraduate degrees and in great demand by industry.

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 continues to position itself to aggressively grow this sector with tax incentives and start-up assistance. While the State has made great 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 program has been developed in conjunction with the Baton Rouge Area Foundation and other entities in an effort to ensure that the state can provide Louisiana professionals with a skill set conducive to digital media and software development. To properly prime the pipeline for future growth in Louisiana will require training to provide talent that is expertly skilled and able to handle the challenges of industry. Despite the importance of digital media in the economic development priorities for Louisiana, there are no graduate programs offered in the state like the one proposed by LSU.

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. Student enrollment in the undergraduate DM minors quadrupled in its second year,

increased by 35% in its third year and 42% in its fourth year. There are currently 94 students enrolled in the two minors, and further growth is anticipated as the proposed graduate program is developed. The MDMAE will be of great interest to those pursuing the DM minors as well as individuals in related technical fields (Computer Science, Computer Engineering and Electrical Engineering) and in the Arts. With the rapid evolution of the digital field, the proposed program will provide a re-training opportunity for an adult professional population in this growing field.

The university anticipates an initial enrollment of eight students with that number growing to 35 by year four. Year two should produce the first cohort of completers (eight) with a projection of 15 completers at the end of year four. To remain 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 be beneficial to the economic development of the University and State by offering the workforce training currently in demand, but will also complement one of the focus areas of research for the Center for Computation & Technology (CCT).

4. Faculty, Resources & Administration

The intended MDMAE 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 MDMAE. Most of the software licenses are already in place although capital expenses will be required for hardware and software. Existing faculty will provide instruction with the expectation that additional hires will be needed for program implementation and sustainability.

5. Budget

The cost of the proposed program for the first four years will consist of faculty salaries, capital expenditures and graduate assistantships. The University will fund the MDMAE through program-generated income. LSU has been authorized by the Louisiana Legislature (Act 426 of the 2013 Regular Session) to assess a digital media 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.

Year	Faculty		Sources of Expenses			Annual Total Expenses	Sources of Revenue			Annual Total Revenue
	Full-time	Part-time	AY Salaries	Graduate Assistantships	Capital Expenditures		# of students	Tuition	Fees	
1	2	0	\$150,000	\$ 8,640	\$ 14,000	\$172,640	13	\$108,215	\$ 65,000	\$173,215
2	2	1	\$166,200	\$19,440	\$ 85,000	\$270,640	18	\$163,927	\$110,000	\$273,927
3	3	1	\$231,000	\$27,000	\$140,000	\$398,000	25	\$251,458	\$150,000	\$401,458
4	4	1	\$352,000	\$37,800	\$162,000	\$551,800	35	\$386,242	\$212,500	\$598,742

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 a key industry 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. The external consultant found the proposed program to have a solid foundation, with good due diligence on how the field looks to develop.

STAFF RECOMMENDATION

The staff recommends that the Committee recommend conditional approval of a Master of Digital Media Arts and Engineering (CIP Code 50.0102) at Louisiana State University. A progress report on program implementation shall be submitted by September 1, 2016.

BoR AGENDA ITEM IV
CENTER of RESEARCH EXCELLENCE
LSU HEALTH SCIENCES CENTER in NEW ORLEANS
NEUROSCIENCE CENTER of EXCELLENCE

BACKGROUND INFORMATION

The Neuroscience Center of Excellence at the LSU Health Sciences Center in New Orleans (LSUHSC-NO) was established by the Board of Regents in 1989 and has been a driving force behind the development of the neurosciences at the Health Sciences Center, in New Orleans, and in the State of Louisiana. LSUHSC-NO requests continued designation as a Center of (Research) Excellence, per AA Policy 2.05A. The proposal was approved by the LSU Board of Supervisors at its December 2014 meeting.

STAFF SUMMARY

Description

The primary goal of the Neuroscience Center is research: fostering and conducting high caliber science to advance the understanding of brain function and to discover the underlying mechanisms of brain and retinal diseases and behavioral disorders. Its 19 faculty teams focus their creativity on molecular, cellular, developmental, and functional neuroscience that contribute to understanding and conquering diseases of the nervous system. A major role of the Center has been to mentor the development of neuroscientists and clinician-neuroscientists through a combination of fundamental and translational research. Its members practice an integrated approach, studying the nervous system at all levels of analysis, linking specific molecules, cells and neural circuits with mental processes, vision, audition and cognition. In addition, the Center actively trains undergraduate and graduate students and post-doctoral fellows for medical research in academic, government, and industry settings. The Center brings great value to the LSUHSC and the community through training and research excellence that heightens the intellectual atmosphere and transmits current discoveries for the benefit of all.

Activities

The Neuroscience Center of Excellence has demonstrated performance excellence through its impact on research and training in the institution, the major grants it has garnered, and its ability to compete for additional federal grants, and the provision of cutting edge clinical trials and services to the community. The many examples and contributions of the Center include the following:

- Its innovative approach to mentoring junior faculty resulted in competitively obtaining funds for three 5-year awards for a *Centers of Biomedical Research Excellence* grant (2002-2017) from the National Institutes of Health – the first COBRE in Louisiana became a model for the development of subsequent COBRES.
- Innovation and mentoring extend to the Interdisciplinary Neuroscience Graduate Program, the Summer Undergraduate Neuroscience (SUN) Program, and the Medical student's Outstanding Opportunities in Neuroscience (MOON) Program. The SUN mentors top Louisiana undergraduate students through hands-on laboratory research, lectures, and seminars conducted by Neuroscience Center faculty and students, while the MOON aims to initiate the nurturing of future medical scientists among current LSU medical students through a summer immersion in an intensive hands-on research project.
- The weekly *Research in Progress* series provides 30-minute presentations to students, fellows, and Primary Investigators at the Center on a current project in the laboratory or a prospective grant application. It offers members and affiliates opportunities to assess their research progress through a "local peer review." The presenting scientist clarifies and defends a research hypothesis, and the audience is educated with on-going research.
- The Center offers seminar programs and lectureships, hosting renowned scientists who present their work to the LSUHSC community. It also hosts annual lectures for the public focused on brain

and nervous system disorders during *Brain Awareness Week*. Volunteers from the Center and Tulane conduct the “Your Sensational Brain” outreach at the Children’s Resource Center to introduce children aged 5-12 years to fun, interesting facts about the brain. These and other community activities were recognized and appreciated by community leaders in letters of support.

- Research leading to new knowledge about the molecular and cellular basis of Alzheimer’s, pain, Parkinson’s, stroke, traumatic brain and spinal cord injury, epilepsy, depression, schizophrenia, and blinding eye diseases contributes to the understanding of pathophysiology and to the development of therapeutic approaches to slowing down the progression or halting the consequences of these diseases.

Resources and Administration

The Neuroscience Center of Excellence was originally authorized in 1989 upon the recommendation of an advisory committee for its creation and the appointment of Dr. Nicolas Bazan as the founding director. Dr. Bazan continues to direct Center activities, hosting faculty from several research and clinical departments in addition to the Center members, who hold joint appointments in clinical or basic science departments through the LSHUSC-NO system. A \$13.8M federal grant in the early 1990s funded construction and major equipment for the Center’s labs on the 8th and 9th floors of the Lions Building; its opening in 1996 allowed the recruitment of promising investigators and further established an environment of research excellence.

The Center is truly a collegial, community effort. Center faculty make up the Internal Advisory Committee (IAC) to monitor mentorship effectiveness, evaluate technological opportunities, and review usage and effectiveness of Core Facilities and services. Several nationally-recognized institutions are represented on the External Advisory Committee (EAC) to provide an outsider perspective, assess the implementation and operations, and advise the director. Finally, the Community Advisory Committee (CAC), with business and community leaders from greater New Orleans, advises the director on raising awareness of the Center’s activities in New Orleans and across the state.

External Support

The Neuroscience Center of Excellence was funded in FY2014-15 with \$7,106,095 in total revenue. Approximately half of the funding is from state/institutional sources, and the remaining is self-generated through grants, contracts, and private gifts. Projections in the coming years include a steady increase of NIH and NSF grants (\$6.5M) and contract/agreements (\$500K) in 2015-16 and beyond.

STAFF ANALYSIS

Since its initial designation as a Center of Excellence in 1989, the Neuroscience Center of Excellence at the LSUHSC-NO has been a leader in the development and expansion of research programs in neuroscience research and education, particularly through its fostering of new research efforts and mentoring the development of independent, competitive scientists at the Health Sciences Center. The Center’s work has received national recognition, significantly contributing to the goals and mission of the LSU Health Science Center in New Orleans; it meets the qualifications for designation as a Center of Research Excellence under BoR AcAf Policy 2.05A.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of designation of the Neuroscience Center of Excellence at the LSU Health Sciences Center in New Orleans as a Center of Research Excellence under BoR/AA Policy 2.05A, through May 2020.

AGENDA ITEM V

2014-15 ACADEMIC PROGRAM REVIEW

BACKGROUND INFORMATION

Proposed new academic programs are carefully reviewed to evaluate state and regional needs, curriculum design, and resource requirements. There must be evidence of local student and prospective employer demand as well as an expectation that the new program would become self-sustaining after a reasonable implementation period. The statewide program review repeats that analysis of existing programs to assess whether they should be maintained in the curriculum inventory, e.g., whether program continuation is justified based on costs, productivity, and relevance to student or campus progression. The statewide review is conducted every other year to provide time for actions triggered by the current review to have an impact on program productivity. As part of the process, Regents staff identify programs for which a response is required, triggered primarily by the number of awards conferred over the last three years:

<u>Degree Level</u>	<u>Productivity Threshold</u>
Undergraduate Programs	24 (avg. 8/year)
Master/Post-Master/Specialist	15 (avg. 5/year)
Professional/Doctoral/Post-Doctoral	6 (avg. 2/year)

Institutions are encouraged to take the opportunity to organize or restructure based on a self-evaluation of their entire academic program inventory. The process provides opportunity and incentive for a fresh look at the institution's program offerings in light of its own fiscal realities.

This year, 179 programs were included in the review. For each program, the campus prepared a proposition and justification to either continue, consolidate, or terminate the program. Staff considered campus requests in light of the statewide inventory and both duplication and access issues from both a statewide and regional perspective, depending on the program and its relationship to other majors. Consideration was also given to current and projected trends in enrollment and productivity, and to the institution's explanation of and interventions to improve the current status.

STAFF SUMMARY

Recommended actions for each of the 179 programs in the 2014-15 academic program review are listed in the attachment, sorted by system, institution, and program identifier (CIP). Brief notes on the rationale for the decision are included with each program entry. Recommendations are summarized as follows:

CONTINUE -- 112 Programs

Programs under review were recommended to be continued (maintained) based on the campus' input and staff judgment of the probability of growth based on one or more factors, including: an indication of positive change in productivity; initiatives initiated since the last review to increase productivity; the program's history and the explanation of the current decline; or the program following or contributing to another productive credential. (For example, an AAS program with a strong Technical Diploma (TD) is usually recommended for continuation because the degree is only 15 hours of General Education coursework beyond the TD; a Master's program with a strong Doctorate will usually be continued because the courses ordinarily apply to both). In addition, STEM program recommendations were weighted with a lowered completer breakpoint (6 for undergraduate; 4 for graduate) along with course contributions to related programs, faculty strength and workforce indicators. Finally, several campuses are struggling to maintain faculty in program areas, restricting course offerings and rotations so that even with substantial enrollment, the number of completers has reduced. A number of *Continue* recommendations are considered conditional and the programs will be watched for improvement over the next two years. The review will be repeated in 2016-17, and programs below the completer threshold will be asked to submit new evidence of change and/or rationale for continuation.

CONSOLIDATE – 9 Programs

Consolidated programs are being changed to incorporate or to combine with other majors as new degree programs with a shared core and multiple concentrations. In most cases, the old program(s) will be cancelled (terminated) on the CRIN, and students currently enrolled as majors will be given the choice of completing the original major or transferring to the new curriculum. In the next statewide program review, the viability measure of the consolidated programs will be the sum of completers in the new program plus those still in the pipelines of the component parts. Six consolidation requests were in Teacher Education, moving from specific to general degree programs; three cannot be completed until the LA Department of Education approves the new curriculum plan. The remaining three consolidations will merge into strong degree programs as new concentrations.

TERMINATE – 58 Programs

These programs will be terminated (cancelled) in the statewide curriculum inventory, effective May 2015. The majority of the terminated program recommendations have little or no enrollment and limited completer history; some terminations were driven by loss of faculty, budgetary concerns, and campus priorities in allocating limited resources. Over a third of the terminations are certificates in Teacher Education which were established to coincide with additional teacher certification but did not generate the expected levels of student interest. Students who are declared majors in a program being terminated will be given an appropriate time to complete the degree or transfer to another program.

STAFF RECOMMENDATION

The staff recommends that the Committee recommend that the full board approve the recommendations relative to 179 academic programs included in the attachment to this review, including:

- ***Continuation of 112 programs, with enrollment/completer updates at staff request;***
- ***Termination of 58 programs;***
- ***Consolidation of 6-9 programs, with the cancellation and revision of programs in the Curriculum Inventory, as warranted.***

The statewide Academic Program Review should be repeated in 2016-17, after the 2015-16 completer reports are finalized.

CIP	Degr	Degree Subject	3Yr Avg Cmpl	13-14 Cmpl	F13 Enrl	Inst Req	BoR Rec	Notes
LCTCS								
BPCC	151001	AAS CONSTRUCTION & TECHNOLOGY MGT	5.7	2	21	C	C	Aimed at constructn professionals, not craft. Expect strong cmpl in 2016-17.
DCC	150201	AAS CIVIL & CONSTRUCTN APPL ENGR TECH	3.3	6	104	C	C	Consolidation of 2 degrees in 2011 - still rebuilding.
DCC	510905	PAC NUCLEAR MEDICINE TECHNOLOGY	6.7	6	36	C	C	Unique in the State; very limited enrmt; 100% grad & licensure pass rates. 6.7.7.0.
DCC	510907	PAC RADIATION THERAPY	3.7	5	89	C	C	Very limited enrmt; 100% grad & licensure rates; unique in the State. 5.6.0.5.0.
LDCC	111001	AAS ICT: COMPUTER/NETWORKING SUPPORT	5.7	4	44	C	C	Good TD (11-8-10-9) - keep
LDCC	130101	AS TEACHING (Gr 1-5)	2.0	3	128	T	T	Low completers. LDCC will work w ULM to dvlp a pathway for stu interested in Educ.
NUNEZ	130101	AS TEACHING (Gr 1-5)	6.7	10	41	C	C	One of the stronger ASTs in the state; good Praxis pass rates.
NUNEZ	220302	AA PARALEGAL STUDIES	6.3	3	47	C	C	3-8-8-3-5; 47enr; faculty transition; prgm has settled & expects to recover.
RPCC	130101	AS TEACHING (Gr 1-5)	5.7	4	56	C	C	Campus needs to strengthen GenEd content so more students pass Praxis: on 37% pass rate.
RPCC	151301	AAS DRAFTING & DESIGN TECHNOLOGY	6.3	5	45	C	C	Program redesign in 2013-14; already seeing renewed interest.
RPCC	520401	AAS BUSINESS OFFICE ADMINISTRATION	3.0	2	73	C	C	Program redesign may generate interest; TD is also weak -- watch 1 more cycle.
SLCC	130101	AS TEACHING (Gr 1-5)	0.0	0	67	T	T	Plenty of majors, but no completers.
SLCC	513401	AAS MIDWIFERY	1.0	3	26	C	T	Fac issues: no accreditatn; no faculty; no students or projections.
SOWELA	240102	AGS GENERAL STUDIES	1.0	1	270	C	C	Common declared major while seeking transfer to university.
SOWELA	470608	AAS AVIATION MAINTENANCE TECHNOLOGY	3.3	3	37	C	C	(3.6.1.4.0) 2013 prgm revisns allow more efficient AMT progrssn; expecting incr cmpl.
LSU System								
LSUA	190709	AS CARE & DEVELOPMENT/YOUNG CHILDREN	3.3	4	11	C	T	Lo-cmpl AS at a University; statewide prgrm being dvlpd for Birth-Kindergarten.
LSUA	270101	BS MATHEMATICS	3.7	7	35	C	C	(7-3-1-5-3) Recent growth in interest -- watch for one more cycle.
LSUE	150799	CTS ENVIRONMEN HEALTH & SAFETY TECHNOL	0.3	0	2	T	T	Obsolete curric; no grads since 2012-13.
LSUE	150799	CTS TOTAL QUALITY MANAGEMENT	0.0	0	0	T	T	Obsolete curric; no majors in past 3 years.
LSUE	150799	TD QUALITY ENVY HEALTH & SAFETY LEADERS	0.0	0	1	T	T	Obsolete curric; no grads since 2012-13.
LSUE	430106	CTS EVIDENCE RECOVERY TECHNOLOGY	2.7	2	5	T	T	Campus request.
LSUE	430106	TD CRIME SCENE MANAGEMENT	0.3	0	0	T	T	Campus request.
LSUE	430201	CTS FIRE SERVICE TECHNOLOGY	0.0	0	0	C	C	New program F/2014; grads coming soon.
LSUE	430202	CTS HOMELAND SECURITY & EMERGENCY MGT	0.0	0	0	T	T	Campus request.
LSUE	510706	TD MEDICAL/HEALTH SERVICES LEADERSHIP	0.0	0	1	T	T	Campus request.
LSUE	510707	CTS MEDICAL REC & HEALTH INFO TECHN	0.3	0	4	T	T	Campus request.
LSUE	510713	CTS MEDICAL CODING & BILLING	0.0	0	0	C	C	Impl began F/2014 - too soon for data.
LSUE	520399	CTS ACCOUNTING & FINANCIAL MANAGEMENT	0.0	0	0	T	T	Institution's request - no interest.
LSUE	520901	CTS HOSPITALITY & TOURISM MANAGEMENT	0.0	0	1	T	T	Institution's request - no interest.
LSUE	521001	CTS HUMAN RESOURCES MANAGEMENT	0.0	0	0	C	C	New/revised CTS to begin implementation Fall/2015: HR entry level skills.
LSUHSC NO	513803	MN NURSING-ADULT HEALTH & ILLNESS	1.3	0	7	T	T	Phased out: replaced by DNP.
LSUHSC NO	513806	MN NEONATAL NURSE PRACTITIONER	2.0	3	11	T	T	Phased out: replaced by DNP.

	CIP	Degr	Degree Subject	3Yr Avg Cmpl	13-14 Cmpl	F13 Enrl	Inst Req	BoR Rec	Notes
LSUHSC NO	513811	MN	PUBLIC & COMMUNITY HEALTH NURSING	1.3	0	0	T	T	Phased out: replaced by DNP.
LSUS	130401	PMC	SCHOOL TURNAROUND SPECIALIST	0.0		0	T	T	No enrollment, and no qualified faculty remain to teach in this program.
LSUS	131101	M ED	SCHOOL COUNSELING	0.0		0	T	T	Cannot hire faculty; stopped admitting students.
LSUS	131302	BA	ART EDUCATION GR K-12	0.7	2	8	T	T	Low interest due to limited job opportunities in the region.
LSUS	400501	BS	CHEMISTRY	3.0	4	70	C	C	W/ Biochem Sci (C&T, 2011) = 16-11-10-10-5 cmpl.
Southern System									
SUBR	131001	M ED	SPECIAL EDUCATION	4.7	6	2	T	T	No enrmt; last stu completed in Summer 2014.
SUBR	131202	BS	ELEM ED & SPEC ED M/MOD GR 1-5	0.7	2		C	C	EI&SpEd tchrs are needed; does SUBR have the faculty to teach the SpEd component?
SUBR	260101	MS	BIOLOGY	4.7	7	11	C	C	Program is rebuilding; watch for one cycle for continued recovery (7-3-4-3-5).
SUBR	400501	BS	CHEMISTRY	6.0	4	74	C	C	Expect incr w/ weekly prep sessions to prepare for comprehensive exam.
SUBR	513818	DNP	NURSING PRACTICE	0.0	0 = 3	5	C	C	3 graduates to date; univ needs to fix reporting errors (Inst/R to BoR/IS).
SUNO	131202	BS	ELEMENTARY EDUCATION GR 1-5	9.7 ?	12 ?	198	C	C	Campus must strengthen GenEd content, Praxis pass rates. Need annual follow-up reporting.
SUNO	230101	BA	ENGLISH	4.7	7	36	C	C	Good enrmt; starting to turn around and produce graduates.
SUNO	270101	BS	MATHEMATICS	4.0	8	48	C	C	(8-2-2-0) Course revisions as co-requisites; prgm starting to show strength.
SUNO	511501	BS	ADDICTV BHVRS COUNSLNG & PREVENTN	7.3	6	36	C	C	Fac limits, req classes offered on strict sched (~1/yr). Nontraditional stu; unique prgm.
SUNO	540101	BA	HISTORY	7.0	6	17	C	C	Loss of faculty; recruiting replacements; plan in place. (6-8-7-5-3)
SUSLA	100203	CTS	MUSIC TECHNOLOGY	2.3	1	10	C	T	Can't afford to equip a lab to accept >10 stu/yr; 1 fac; 1-3-3-0-2 cmpl history
SUSLA	110701	AS	COMPUTER SCIENCE	6.3	8	45	C	C	8-3-8-2-8 cycle cmpl; disturbing drop in majors from 45 F13 to only 32 F14: Watch one more cycle.
SUSLA	120504	CTS	FOOD AND BEVERAGE MANAGEMENT	2.3	1	9	C	T	Not enough interest; on books since 2004; 1-4-2-0-0 cmpl; only 8 majors
SUSLA	190604	CTS	EVENT MANAGEMENT	1.3	1	0	C	T	No enr; low need and interest; on books since 2008.
SUSLA	260101	AS	BIOLOGY	3.7	4	47	C	C	New structured advisement; Summer Research prgm; watch for incr in graduates.
SUSLA	430201	CTS	FIRE SERVICE MANAGEMENT	0.0	0	0	-	T	No cmpl since 2010-11.
SUSLA	510909	AAS	SURGICAL TECHNOLOGY	0.0	0	33	C	C	Changed frm AS to AAS in 2010; AS cmpl = 15-5-11-12-9. Lic pass rate imprvd frm 40-89%.
SUSLA	511004	AAS	MEDICAL LABORATORY TECHNICIAN	3.7	1	29	C	C	Retentn issues: acad, ch majors, fin aid. Focus on stu support. (Cmpl 1-10 since start).
SUSLA	511012	CAS	STERILE PROCESSING TECHNICIAN	2.7	8	4	C	C	New prgm; recent change from CAS to CTS. 8 grads in first class (2013).
SUSLA	520201	CTS	BUSINESS MANAGEMENT	0.7	0	9	C	T	On CRIN since 2008; no new cmpltirs projected till 2015-16. Viable AS/Bus Mgt.
SUSLA	520901	CTS	HOSPITALITY OPERATIONS	3.3	2	8	C	T	Relevance/utility of CTS? Strong degrees on the CRIN; only 6 majors (F14); added in 2004.
UL System									
GSU	130401	M ED	EDUCATIONAL LEADERSHIP	3.3	4	5	C	C	Only 1 FT Faculty; low enrmt & dropping completers (4.3.3.12.9); plan; watch one more cycle.
GSU	131001	M ED	SPECIAL EDUCATION	0.7	2	2	C	C	Needed prgm; enr & completers may remain low; unique approach.
GSU	131202	BS	ELEM ED & SPEC ED M/MOD GR 1-5	0.0	0	5	C	C	Needed prgm; univ needs to strengthen GenEd courses to increase Praxis I pass rates.
GSU	131202	BS	ELEMENTARY EDUCATION GR 1-5	5.0	10	78	C	C	Univ needs a plan to strengthen GenEd courses in Math & Engl to increase Praxis I pass rates.
GSU	131205	BS	SECONDARY EDUCATION & TEACHING	0.0	0	4	C	C	Will incorporate more teaching areas thru consolidation.

	CIP	Degr	Degree Subject	3Yr Avg Cmpl	13-14 Cmpl	F13 Enrl	Inst Req	BoR Rec	Notes
GSU	131205	MAT	SEC ED & SPEC ED M/MOD GR 6-12	0.0	0	4	C	C	Needed prgm; productivity will remain low.
GSU	131305	BA	ENGLISH ED & SPEC ED M/MOD GR 6-12	0.0	0	6	C+T	CT	Consolidate into 131205 -BS/Postsecondary Ed as concentration.
GSU	131311	BS	MATH ED & SPEC ED M/MOD GR 6-12	0.0	0	8	C+T	CT	Consolidate into 131205 -BS/Postsecondary Ed as concentration.
GSU	131318	BA	SOC STUD ED & SPEC ED M/MOD GR 6-12	0.0	0	10	C+T	CT	Consolidate into 131205 -BS/Postsecondary Ed as concentration.
GSU	270199	BS	MATHEMATICS & PHYSICS (270101+400801)	5.6	2	18	C	C	New consolidated prgm, impl F/2012; should show compl growth in 2015-16.
GSU	400501	BS	CHEMISTRY	4.3	0	43	C	C	Changes underway to incr compl; strong ACS suprt; watch for one more cycle for recovery: 0-6-7-7-6.
GSU	451001	BA	POLITICAL SCIENCE	5.3	4	36	C	C	Falling interest; other Polisci options at LSUS, ULM, La Tech; counting pipeline of canx pre-law option, meets viability (8-11-16-10-17), but watch 1 more cycle: cancel if no signif growth.
GSU	500901	BA	MUSIC	1.3	3	35	C	C	Counting all pipeline grads in this consolidated degr, cempl = 18-12-4-7
GSU	513805	PMC	FAMILY NURSE PRACTITIONER	2.0	4	3	C	C	Courses are subset of MSN/FNP, so continued at no cost for MSN stu seeking FNP area.
GSU	520601	BS	ECONOMICS	6.3	5	18	C	C	Steady decline in grads (5-7-7-9-9-) but curric revisms may impact. Watch 1 more cycle.
McNs	130401	ED S	EDUCATIONAL LEADERSHIP	1.3	0	12	C	C	Rebuilding; watch for surge in graduates by next review.
McNs	131205	BS	SECONDARY EDUCATION & TEACHING	0.3	1	16	CT	CT	131205 will break up into conc in related majors. LDE must approve Official Plans.
McNs	141901	GC	PUMP RELIABILITY ENGINEERING	0.0	0	0	T	T	No enr; industry sponsor did not follow thru due to change in prsnl.
McNs	141901	PBC	PUMP RELIABILITY ENGINEERING	0.0	0	0	T	T	No enr; industry sponsor did not follow thru due to change in prsnl.
McNs	160101	BA	FOREIGN LANGUAGES	5.7	8	19	CT	CT	160101 → 230101 BA/English ?? (it works - lang & lit).
McNs	270101	BS	MATHEMATICAL SCIENCES	5.0	7	46	C	C	Merged prgm (Ma, Phys, MaEd); stu in pipeline graduate in old majors (8-9-17)
McNs	301901	BS	NUTRITION AND FOOD SCIENCES	2.3	5	36	CT	CT	301901 → 010000/AgrSci as Concentratn, maintaining accrued for grads to apply to a dietetic intrnshp prgm.
McNs	500903	BM	MUSIC	4.3	6	83	C	C	Counting consolidated grades = 12-15-5-5-9 (10.7 avg).
McNs	510913	BS	ATHLETIC TRAINING	5.7	5	66	CT	CT	510913 → 310505 (HHP) as new Conc: Sports Medicine. (existing: Ex Sci, Spr&Wellns Mgt).
McNs	513802	PBC	NURSING CASE MANAGEMENT	0.0	0	0	T	T	Institution's request: stu seeking NC courses (ContEd) rather than credit program.
McNs	513805	PMC	FAMILY NURSE PRACTITIONER	1.0	3	3	T	T	Institution's request: lack of student interest; MSN/FNP option remains.
McNs	513810	PMC	PSYCHIATRIC MENTAL HLTH NP	0.3	1	0	C	C	Courses are in other grad. curric, so continued at no cost for MSN stu seeking PNP area.
McNs	520201	GC	BUSINESS ADMINISTRATION	0.3	1	0	C	C	New prgm (062013); now has 14 enrld.
Nichls	131202	MAT	ELEMENTARY EDUCATION GR 1-5	3.0	9	23	C	C	Relatively new program; enrmt growth is promising for increased completers soon.
Nichls	131203	MAT	MIDDLE SCHOOL EDUCATION GR 4-8	2.7	5	8	C	C	Relatively new program; enrmt growth is promising for increased completers soon.
Nichls	131205	BS	SECONDARY EDUCATION & TEACHING	2.7	8	94	C	C	Recently consolidated; enrmt shows promise.
Nichls	131206	MAT	MULTIPLE LEVELS GR K-12	0.7	1	4	C	C	Campus needs to clarify its program offerings, especially related to this degree.
Nichls	131314	BS	HUMAN PERFORMANCE EDUCATION	7.7	7	52	C	C	Good enrmt now; some enrmt loss when continuation was in question, but recovering.
Nichls	261302	MS	MARINE AND ENVIRONMENTAL BIOLOGY	4.7	3	23	C	C	Recovering w/ faculty transim (retire/hire); strong history: 3-5-6-8-12; 23 majors F13.
Nichls	270101	BS	MATHEMATICS	3.0	5	73	C	C	Counting merged MaEd, cempl = 6-3-4; ok in proportion to enrmt; serves cmty/region.
Nichls	400501	BS	CHEMISTRY	5.3	5	58	C	C	Budget cuts & incr class sizes hurt. Dvlping new conc choices; watch one ore cycle for recovery.
Nichls	500901	BA	MUSIC	3.7	4	41	C	C	Counting BME (consolidatn), cempl = 6-9-5-5-6; will begin seeing imprv grad rates.

	CIP	Degr	Degree Subject	3Yr Avg Cmpl	13-14 Cmpl	F13 Enrl	Inst Req	BoR Rec	Notes
Nichls	513805	PMC	FAMILY NURSE PRACTITIONER	0.0	0	0	T	T	Not offering the PMC.
Nichls	513810	PMC	PSYCHIATRIC MENTAL HLTH NP	0.0	0	0	T	T	Not offering the PMC.
NSULA	131202	MAT	ELEM ED & SPEC ED M/MOD GR 1-5	2.3	4	22	C	C	Online prgm; new in 2011 - should be viable next year.
NSULA	131203	MAT	MID SCH ED & SPEC ED M/MOD GR 4-8	1.0	2	6	C	C	Online prgm; new in 2011 - may stay low in completers, but a needed certification.
NSULA	131205	BS	SECONDARY EDUCATION & TEACHING	3.3	5	114	C	C	Recently consolidated. Counting pipeline for teachout: 9-16-10-12-12
NSULA	131205	MAT	SEC ED & SPEC ED M/MOD GR 6-12	0.7	2	8	C	C	Much needed prgm, hard to attract stu.
NSULA	131210	BS	EARLY CHILDHOOD ED GR PK-3	7.3	6	114	C	C	Needed prgm; campus focusing on better marketing & advising.
NSULA	131299	M ED	EARLY CHILDHOOD EDUCATION	4.3	3	10	C	C	Needed prgm 100% online; unique offering; completers may be on 2-yr cycles.
NSULA	131312	BME	MUSIC ED-VOCAL GR K-12	2.0	1	19	C	C	Needed prgm; w/ better advising, stu may schedule courses & finish more efficiently.
NSULA	131312	BME	MUSIC ED-VOCAL/INSTRUMENT GR K-12	0.0	0	19	C	C	Needed prgm; w/ better advising, stu may schedule courses & finish more efficiently.
NSULA	131314	BS	HEALTH & PHYS ED GR K-12	5.0	3	50	C	C	Budget cuts led to faculty losses. Definite need in the area for prgm graduates; increasing mktg.
NSULA	131401	PBC	ENGLISH AS A SECOND LANGUAGE	0.0	0	0	C	C	Newly implemented in 2103, currently 10 enrld - watch one more cycle.
NSULA	270101	BS	MATHEMATICS	4.7	4	24	C	C	(4-6-4-4-5) Expect 9 grads 2014-15. Prgm serves the inst thru GenEd.
NSULA	309999	BS	UNIFIED PUBLIC SAFETY ADMINISTRATIO	3.7	4	30	C	C	Hit hard by budget cuts, fac moves. Unique prgm; beginning to turn around.
NSULA	400101	BS	PHYSICAL SCIENCE	0.0	0	10	C	C	New in 2011, consol Chem & Phys - slowly taking hold; zero cost to continue. Watch for one more cycle.
SLU	131001	PBC	SpEd MM for Elementary Ed, Gr 1-5	0.0	0	0	T	T	No demand, even w/ cert endorsements.
SLU	131001	PBC	SpEd MM for Middle Sch, Gr 4-8	0.0	0	0	T	T	No demand, even w/ cert endorsements.
SLU	131001	PBC	SpEd MM for Secondary Ed, Gr 6-12	0.0	0	0	T	T	No demand, even w/ cert endorsements.
SLU	131004	PBC	Gifted Education	0.0	0	0	T	T	No demand, even w/ cert endorsements.
SLU	131015	PBC	SpEd- Early Interventn: Birth to 5	0.0	0	0	T	T	No demand, even w/ cert endorsements.
SLU	131203	BS	MID SCH ED & SPEC ED M/MOD GR 4-8	0.3	0	11	C	C	Needed prgm; hard to recruit stu; numbers may stay low, but valued.
SLU	131205	PBC	SecEd, Gr 6-12	0.0	0	0	T	T	No demand, even w/ cert endorsements.
SLU	131206	PBC	Mult Levels, Gr K-12	0.0	0	0	T	T	No demand, even w/ cert endorsements.
SLU	131210	PBC	Early Ch Educ, Gr PK-3	0.0	0	0	T	T	No demand, even w/ cert endorsements.
SLU	131315	PBC	Reading Specialist	0.0	0	0	T	T	No demand, even w/ cert endorsements.
SLU	131315	PBC	READING SPECIALIST	0.0	0	0	T	T	No demand among students.
SLU	131401	PBC	Engl as Second Language	0.0	0	0	T	T	No demand, even w/ cert endorsements.
SLU	131401	PBC	ENGLISH AS A SECOND LANGUAGE	0.0	0	0	T	T	No demand among students.
SLU	400801	BS	PHYSICS	4.3	4	91	C	C	(4-5-4-2-2) ; 91 majors in F13: attritn after soph - transfer into engr prgms; wrking on phys/engr dual degr w/ LSU.
SLU	513805	PMC	FAMILY NURSE PRACTITIONER	2.7	3	1	C	C	8 cmpl since began in Spr 2013; univ needs to fix reporting errors (Inst/IR to BoR/IS).
SLU	513810	PMC	PSYCHIATRIC MENTAL HLTH NP	0.0	0	0	C	C	New: 1st Cohort (or 2) began in F/2014; univ wants to keep the offering open.
SLU	513818	DNP	NURSING PRACTICE	0.0	0	21	C	C	New: began in F/2012; expect 8 graduates in Spr 2015.

	CIP	Degr	Degree Subject	3Yr Avg Cmpl	13-14 Cmpl	F13 Enrl	Inst Req	BoR Rec	Notes
TECH	090101	MA	SPEECH (Theatre Concentratn)	4.3	5	11	C	C	5yr avg = 5.8; only Theatre grad program in NLa (LSU, UNO). Wrong Name & CIP? s/b 500501 Theatre?
TECH	131015	MAT	SPEC ED-EARLY INTERV: BIRTH-5	2.0	2	4	T	T	Low stu interest; dvlpng new conc in Med/C&I, to begin F/2015
TECH	131202	BS	ELEM ED & SPEC ED M/MOD GR 1-5	1.3	3	20	C	C	Needed prgm; will probably remain low because leads to dual cert: long curric.
TECH	131202	MAT	ELEM ED & SPEC ED M/MOD GR 1-5	1.3	3	6	C	C	Relatively new (2011); 9 stu; alt route to tchr cert - watch one more cycle.
TECH	131203	BS	MIDDLE SCHOOL EDUCATION GR 4-8	0.7	0	7	C	C	Math/Sci educ = critical need; will remain low.
TECH	131205	MAT	SEC ED & SPEC ED M/MOD GR 6-12	0.3	1	0	C	C	Needed prgm, aprvd in 2011; will be low in completers, but important credential.
TECH	131314	BS	HEALTH & PHYS ED GR K-12	5.3	1	1	C	C	W/ 131206 (canx 2014) = 9.3avg.
TECH	400801	BS	PHYSICS	5.7	9	36	C	C	9-2-6-10-2; only phys prgm in N LA; incr demand in region; focus on retentn, grad. Watch for one more cycle.
TECH	400801	MS	APPLIED PHYSICS	2.3	0	7	C	C	Advising prob: MS in passing for PhD/Engr. Begin concurrent BS/Phys MS/ApPh prgm.
TECH	500901	BA	MUSIC	4.3	8	49	C	C	Counting consolidated grads = 8-5-8-7-8. Enhanced course offerings; prrm imprvmts.
ULL	090101	BA	ORGANIZATIONAL COMMUNICATION	4.7	4	36	C	C	Rebuilding from restructuring in Spr 2011; # majors growing slowly. Watch for one more cycle.
ULL	130401	GC	NON-PUBLIC SCHOOLS: ADMINISTRATION	2.7	0	0	C	C	Prgm created at cmty request; watch one more cycle; cost is minimal.
ULL	131202	MAT	ELEM ED & SPEC ED M/MOD GR 1-5	1.3	4	13	CT	-	131202+05 → 130101 MAT? Will require LDE approval; Gr 1-5 is different frm Gr 6-12.
ULL	131205	MAT	SEC ED & SPEC ED M/MOD GR 6-12	1.3	4	11	CT	-	131202+05 → 130101 MAT? Will require LDE approval; Gr 1-5 is different frm Gr 6-12.
ULL	131206	BA	ART OR MUSIC EDUCATION GRADES K-12	1.3	2	57	C	C	Consolidated in 2011; counting all in pipeline: 14-16-10-11-7 completers.
ULL	131314	MS	KINESIOLOGY	0.3	1	22	C	C	Relatively new program; enrlmt growth is promising for increased completers soon.
ULL	160901	MA	FRENCH	4.0	1	9	C	C	MA in passing to strong PhD/050124/Francophone Studies: 5-3-3.
ULL	301201	GC	HISTORIC PRESERVATION	0.3	1	1	C	C	Prgm still new (f2013); faculty moves set it back, but has promise w/in existing res.
ULL	400801	BS	PHYSICS	1.3	1	36	C	C	Weak BS (1-2-1-5-1) & MS (4-3-3) prgms. BS must show signif imprvmt, or terminate. One more cycle to resolve.
ULL	400801	MS	PHYSICS	3.3	4	8	C	C	One more round to show signif imprvmt, or cancel both BS (1-2-1) & MS (4-3-3-4-3).
ULL	430104	MS	CRIMINAL JUSTICE	0.0	0	7	C	C	New prgm F/2013: grads soon. Dept turnover has hampered full implementatn.
ULL	510701	PMC	HEALTH ADMINISTRATION	0.7	2	4	C	C	Subset of MBA/HCA prgm: choice for stu already w/ an MBA. No cost opportunity.
ULL	513805	PMC	FAMILY NURSE PRACTITIONER	2.0	3	0	T	T	Inst request: last of student interest.
ULL	513810	PMC	PSYCHIATRIC MENTAL HLTH NP	0.0	0	0	T	T	No enrl after 1st 2 cohorts: no student interest.
ULL	513818	DNP	NURSING PRACTICE	0.0	0	12	C	C	New; expect 2 graduates in 2014-15, with up to 13 next year.
ULM	131202	BS	ELEM ED & SPEC ED M/MOD GR 1-5	0.0	0	0	T	T	More efficient faculty asgmts; stu can add SpEd cert via graduate prgms, available @ ULM.
ULM	131202	MAT	ELEM ED & SPEC ED M/MOD GR 1-5	0.0	0	0	C	C	Relatively new online program; enrlmt growth is promising for increased completers soon.
ULM	131205	BS	SECONDARY EDUCATION & TEACHING	5.3	13	99	C	C	Pipeline suggests greater completers within ~2 years.
ULM	131205	MAT	SEC ED & SPEC ED M/MOD GR 6-12	0.0	0	0	C	C	New online program; tripled enrlmt in 2015; expect completers starting 2015-16.
ULM	131305	BA	ENGLISH ED & SPEC ED M/MOD GR 6-12	0.0	0	0	T	T	Campus request - very low student interest.
ULM	131311	BS	MATH ED & SPEC ED M/MOD GR 6-12	0.0	0	0	T	T	Campus request - very low student interest.
ULM	131315	PBC	READING SPECIALIST	0.0	0	0	T	T	Campus request - no student interest.

	CIP	Degr	Degree Subject	3Yr Avg Cmpl	13-14 Cmpl	F13 Enrl	Inst Req	BoR Rec	Notes
ULM	131318	BA	SOC STUD ED & SPEC ED M/MOD GR 6-12	0.0	0	0	T	T	Campus request - no student interest.
ULM	131322	BS	BIOLOGY ED & SPEC ED M/MOD GR 6-12	0.0	0	0	T	T	Campus request - no student interest.
ULM	131323	BS	CHEM EDUC & SPEC ED M/MO GR 6-12	0.0	0	0	T	T	Campus request - very low student interest.
ULM	131401	PBC	ENGLISH AS A SECOND LANGUAGE	0.0	0	0	T	T	Campus request - no student interest.
ULM	270101	BS	MATHEMATICS	4.0	4	41	C	C	(4-7-1-3-6) Implemented support strategies for majors; adding new conc.
ULM	512206	PBC	OCCUP HEALTH, SAFETY, & TOXICOLOGY	0.0	0	0	C	C	New: prgm implementatn/enrlmt will begin in Fall/2015.
ULM	512306	MOT	OCCUPATIONAL THERAPY	0.0	0	0	C	C	New: first cohort (27) began in Fall/2013.
ULM	519999	BS	HEALTH STUDIES: HEALTH SCIENCES	6.3	3	27	C	C	One of 2 options; degree is strong in enrlmt & graduates.
ULM	520301	PBC	ACCOUNTING	0.0	1	0 = 30	C	C	Fix Reporting (Inst/IR to BoR/IS): aprvd 082012, s/b 7 cmpl in 2014-15.
ULM	521201	PBC	COMPUTER INFORMATION SYSTEMS	0.0	0	0 = 11	C	C	Fix Reporting (Inst/IR to BoR/IS): enrlmt is there; expect 5 grads spr/2015.
UNO	131202	BS	ELEM ED & SPEC ED M/MOD GR 1-5	1.3	3	11	C	C	Needed program; continue as long as the campus can support it.
UNO	131203	MAT	MID SCH ED & SPEC ED M/MOD GR 4-8	2.0	1	4	C	C	Much needed prgm, but hard to attract students.
UNO	131205	BS	SECONDARY EDUCATION & TEACHING	6.3	19	61	C	C	Recent consolidation of 6 programs; w/ teachout pipeline = 19.15.11.17.13
UNO	131205	MAT	SEC ED & SPEC ED M/MOD GR 6-12	4.0	6	18	C	C	Needed prgm, low stu interest; under review for possible terminatn, but imp to local schools.
UNO	240102	BGS	GENERAL STUDIES	6.0	2	6	T	T	Replaced by BIS.
UNO	400801	BS	PHYSICS	3.3	3	29	C	C	If MS stays strong (4-8-4), can carry BS. W/ 36 majors in F/13, only 9 upper level.
UNO	430302	GC	HAZARDS POLICY STUDIES	0.0	0	0	C	C	Began F/2013; Peoplesoft tracking issues; affiliated /w Cntr for Haz Assmt, Resp Tech.
UNO	451001	PHD	POLITICAL SCIENCE	1.3	1	29	T	T	Lo cmpl for last two reviews: 1-2-1-1-3-6; faculty must focus on BA&MA.
UNO	451201	MS	URBAN STUDIES	3.7	3	24	C	C	Addressed curric weaknesses in 2013 ,soon to see (9?) grads in new prgm.
UNO	500703	BA	ART-ART HISTORY	2.3	2	9	C	C	Option in BA/Fine Arts, along w/ Studio Arts -- strong degree w/ the pair.

AGENDA ITEM VI A
REQUEST FOR FULL APPROVAL
UNIVERSITY OF LOUISIANA AT MONROE
PRECISION AGRICULTURE and UNMANNED AIRCRAFT SYSTEMS
RESEARCH and APPLICATIONS CENTER

BACKGROUND INFORMATION

The University of Louisiana at Monroe (ULM) is requesting full approval of the Precision Agriculture and Unmanned Aircraft Systems Research and Applications Center. One-year conditional approval was granted by the Board of Regents in April 2014. The request for full approval was endorsed by the University of Louisiana System in April 2015.

STAFF SUMMARY

1. Description and Need

The Precision Agriculture and Unmanned Aircraft Systems Research and Applications Center (Precision Ag Center) is a multi-disciplinary group housed at ULM. Its mission is to assist the agricultural community in the development and application of innovative methods involving the use of unmanned aircraft systems (UASs) to the betterment of the agricultural industry and citizens of Louisiana. The University is uniquely positioned to meet the needs of this community because of: its established program in UAS; the university's agribusiness program, state-of-the-art toxicology laboratory, computer science department, and complete soil analysis laboratory on campus; and an active risk management program that can address the special needs of the agricultural industry. Establishment of the Center was a giant step toward keeping up with UAS technology and providing a hub for research and UAS application for the state's agricultural community.

With the anticipated release of new Federal Aviation Administration (FAA) guidelines for the commercial use of small UASs in the near future, it is imperative that those involved in agriculture be prepared to take advantage of this cutting-edge technology. It is estimated that 80% of the commercial use of UAS will be in agriculture, with approximately a \$200 million impact in Louisiana during the first two years after the FAA eases operating restrictions on commercial use. The Center encompasses not only crop analysis by UAS using overhead photography of crops in the near-infrared, but also the addition of a concurrent soil and crop water runoff analysis that would give the complete picture of crop health and crop needs. Additional agricultural applications would be in the area of addressing UAS crop spraying as well as emerging UAS applications for cattle/livestock and timber farmers.

Specific objectives of the Precision Ag Center are as follows:

- Develop and implement a curriculum in precision agriculture methods, incorporating the use of UASs;
- Contribute to meeting the workforce demands for individuals trained in precision agriculture methods and the application of UASs to agriculture problems; and
- Develop, conduct and disseminate, in collaboration with the Louisiana agriculture community, innovative methods and applied research related to the application of UASs in precision agriculture.

2. Activities

Activities that have occurred since the Center was initially approved include, but are not limited to:

- Partnered with a local farmer to conduct pilot crop research over a field. ULM faculty and students used the UAS and its cameras to collect data throughout the growing season;
- Hosted a Research Forum (using data from the pilot study) attended by industry professionals, state and local elected officials, other academic and potential collaborators, students and ULM faculty members;
- Received a \$110,000 grant from the Delta Regional Authority to support and expand Center

activities. Funding will provide for additional UAS resources, training opportunities for the regional agriculture community, and additional research support;

- Received and maintain the FAA's Certificate of Operation to operate ULM's UAS;
- Visited with local school systems about introducing UAS and aviation to high school students; and
- Met with local business groups to discuss potential commercial applications of UAS in the agricultural industry.

3. Resources and Administration

The Center is administered in the College of Business and Social Sciences by the School of Management. A Director is charged with overseeing daily operations, and ten faculty members representing the Colleges of Health and Pharmaceutical Sciences, Business and Social Sciences, and Arts, Education and Sciences work directly within the unit. No change to the initial administrative structure has occurred or is expected.

4. Budget

Funding for the proposed Center comes from grants, private donations and institutional resources. Revenue, actual and projected, is sufficient to support Center initiatives.

STAFF ANALYSIS

The Precision Agriculture and Unmanned Aircraft Systems Research and Applications Center provides an innovative approach to a new era in precision agriculture research and UAS applications. Continuation of the Center allows ULM to keep up with UAS technology and provide an organized effort for research and UAS applications for the agricultural industry, a key industry for the State of Louisiana.

STAFF RECOMMENDATION

The staff recommends that the Committee recommend full approval to the Precision Agriculture and Unmanned Aircraft Systems Research and Applications Center at the University of Louisiana at Monroe, effective immediately.

AGENDA ITEM VI B 1
ROUTINE ACADEMIC REQUESTS
 Staff Approvals

Institution	Request
Nicholls	<p><u>Approved</u> -- Request to designate the following program as available 100% online (vs Hybrid delivery):</p> <ul style="list-style-type: none"> MEd/Educational Leadership (13.0401) BS/General Family & Consumer Sciences (19.0101) BA/English (23.0101); BA/Sociology (45.1101) BSN/Nursing (51.3801) BS/Business Administration (52.0201) BA/History (54.0101)
ULM	<p>Request to rename the BBA/Business (CIP 52.0201) to BBA/Business Administration – <u>Approved</u>.</p>

AGENDA ITEM VI B 2
PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC
PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
12.2009	<p>Northshore Technical Community College</p> <p>AAS in Veterinary Technology (51.0808)</p> <p>Conditional approval was granted to the program in December 2009 with a request for a progress report by December 1, 2010. The 2010 progress report was received and accepted in February 2011 with additional reports accepted in April 2012, June 2013 and April 2014. A subsequent report was requested by April 1, 2015.</p>	<p>The 2014 progress report was received by staff in late March. Information regarding staffing was provided. It was reported that enrollment has grown from 13 students in fall 2013 to 30 students in fall 2014. To date, there have been eight (8) completers.</p>	<p>Receive and accept the progress report. A subsequent report is requested by April 1, 2016.</p>

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

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

Past Due:			
Due Date	Institution	Program / Unit	Summary
01.31.2014	ULL	Health Informatics Center of Acadiana	The Center was granted initial approval in February 1999 with continued approval granted in January 2009. A request for reauthorization of center status was requested by January 31, 2014. Staff have been in communication with ULL; the university is aware that the Center will no longer be authorized if the request for reauthorization is not received by 1 May.
01.01.2015	SUBR	BS and MS – Mathematics and Physics	Conditional approval was granted to the programs in September 2012 with the stipulation that a progress report on program implementation be provided by October 1, 2013. Such a report was submitted in January 2014 at which time a subsequent report was requested by January 1, 2015.

AGENDA ITEM VI B 4

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

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	<i>None</i>			
Proposed Programs	SLCC	AAS – Helicopter Aviation	06.16.14	Questions to campus 06.23.14; status update from SLCC on 11.19.14 – campus working on response.
	SLCC	AS – Accounting	06.16.14	07.11.14 requested additional documentation from campus; status update on 11.19.14 – campus working on response.
	SUNO	DSW	08.28.14	09.09.14 proposal sent to external reviewer. Report received 10.09.14 and evaluated by staff. List of issues submitted to campus 10.15.14. Staff met with campus representatives (11.06.14) to discuss proposal. 12.02.14 campus submitted response to issues; under staff review while awaiting updated licensure exam pass rates.
	SUSLA	AAS – Process Technology	10.21.14	10.28.14 questions sent to campus. 11.20.14 staff discussed with campus. Response recv'd 11.25.14. Additional questions sent to campus 12.17.14; response received 01.13.15. 01.29.15 additional questions sent to campus. 04.01.15 campus representative informed staff that additional budget information will be forthcoming. 04.10.15 received revised proposal and additional information from campus; under staff review.
	BRCC	AS – Surgical Technology	12.16.14	Proposal reviewed by staff. 02.05.15 questions sent to campus; response received 03.05.15. Additional questions sent to campus 04.09.15 and 04.14.15; awaiting response.
	LSU	Graduate Certificates: School Librarianship; Mathematics in Advanced Secondary Instruction	02.02.15	Under review by BoR & DoE staff. Per campus request, a meeting took place 03.24.15 to discuss GCs. Staff awaiting revised proposals.

Designation as Center of Excellence

CWE	Nicholls	Petroleum Technology & Safety Management	08.12.14	Questions to campus 08.29.14; awaiting response.
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AGENDA ITEM VII

CO-REQUISITE DELIVERY PILOT

Update

At the February 2015 meeting, the Board of Regents granted approval for continuation of the DevEd Co-Requisite Delivery Pilot through 2015-16, with expansion of opportunity for participation to all universities. At that time, staff were still working with data and reports from previous semesters and promised to update the Board by the April meeting with specific guidelines for campus participation in 2015-16.

The BoR pilot was designed to provide focused academic support to moderately underprepared students as they learn basic, gateway course content in English composition or Mathematics. The effort seeks to determine whether campuses can demonstrate that students near the BoR policy's developmental breakpoints could succeed in gateway courses with concurrent developmental-like support, which would suggest that modifications to AcAf 2.18 (Course Placement) and classroom procedures may be in order.

Pilot programs at some campuses were more successful than others. Using the narrative reports, supplemented by telephone interviews, staff identified program characteristics that seem to be most directly related to student achievement in the degree-credit course and incorporated them in more clearly defined delivery parameters for 2015-16, summarized below and attached to this document.

Co-requisite Pilot Design & Implementation

- The president/chancellor must ensure that all instructors assigned to teach the co-requisite pilot courses (degree credit and support) receive professional development on co-requisite delivery.
- The president/chancellor must ensure that course content of the college-level and co-requisite support classes are coordinated and integrated. Co-requisite course content must be aligned and coordinated to directly support the content in the degree-credit course. Co-requisite lab courses must have instructional support to guide and assist students.
- Students with an ACT-Math subscore ≥ 17 (Compass Algebra score ≥ 31) or an ACT English subscore ≥ 16 (Compass Writing ≥ 61) may be invited to participate. Students seeking university admission may be offered provisional admission, contingent upon successful participation; they must enroll in the co-requisite course(s) during the first semester of enrollment at the institution.
- The institution must establish and enforce an attendance policy and an advising policy for students participating in the pilot courses.
- The institution must develop a contract/agreement for entering students admitted based on participation in the co-requisite pilot, to include such provisions as:
 - Attendance & participation requirements;
 - Enrollment in a second, related General Education course in the semester following completion of the co-requisite course (unless enrolled at a 2-year institution in an associate degree program that does not require an additional mathematics or English course);
 - Consequences of failure to successfully complete the co-requisite pilot course(s), e.g., through withdrawal or failing grade, especially at a university: cancellation of provisional admission except upon recommendation of the course instructor.

To ensure that the president/chancellor and chief academic officer are aware of the responsibilities and expectations for the pilot, we are requiring institutions to apply to participate. The attached documents include: Provisions for Participation; Application for Authorization to Participate; and Pilot Calendar. These have been shared with the Chief Academic Officers and will also be discussed with the Council of Enrollment Management Officers in a workshop later this week, after which final documents will be sent to the campuses for their information and action.

No Board action is required: this is an information item.

BoR Co-Requisite Delivery Pilot Study, 2015-16 Provisions for Participation

All institutions that wish to participate in the Board of Regents 2015-16 Co-Requisite Delivery Pilot must submit a signed application to the Board of Regents by 11 May, 2015. (Attached.) Students with an **ACT-Math subscore ≥ 17 (Compass Algebra score ≥ 31)** or an **ACT English subscore ≥ 16 (Compass Writing ≥ 61)** may be invited to participate; students seeking university admission may be offered provisional admission, contingent upon successful participation.

Co-requisite Pilot Design & Implementation

- The president/chancellor must ensure that all instructors assigned to teach the co-requisite pilot courses (degree credit and support) receive professional development on co-requisite delivery, to include: purpose; instructor coordination & communication; advising; student success.
- The president/chancellor must ensure that course content of the college-level and co-requisite support classes are coordinated and integrated. The co-requisite course must support a specific degree-credit course; e.g., if two Mathematics courses are offered through the pilot, each must have a matching co-requisite support offering.
- Co-requisite course content must be aligned and coordinated to directly support the content in the degree-credit course. Based on student performance, independent, self-teaching co-requisites have been among the least effective approaches throughout the pilot. Therefore, co-requisite lab courses (e.g., *MathLab*) must have instructional support to guide and assist students.
- Entering freshmen, admitted based on eligibility for the pilot, must enroll in the co-requisite course(s) during the first semester of enrollment at the institution.
- Pilot reports indicate that students that attend class are much more likely to succeed, and that frequent, 'intrusive' advising increases students' probability of success in the pilot course. Therefore, the institution must establish and enforce an attendance policy and an advising policy for students participating in the pilot courses.
- The institution must develop a contract/agreement for entering students admitted based on participation in the co-requisite pilot, to include such provisions as:
 - Attendance & participation requirements;
 - Enrollment in a second, related General Education course in the semester following completion of the co-requisite course;
 - Consequences of failure to successfully complete the co-requisite pilot course(s), e.g., through withdrawal or failing grade, especially at a university: cancellation of provisional admission except upon recommendation of the course instructor.

Pilot Co-requisite Course Report

Final reports and data must be submitted to the Board of Regents no later than **January 6 (Fall) or June 6 (Spring)**. [Direct questions to Claire.norris@regents.la.gov or Karen.denby@regents.la.gov.]

- Narrative reports must contain the following information, at a minimum:
 - Description of the pilot: course information (title, section, instructor and roster), and outcomes (class performance).
 - Summary of Student Enrollment
 - Observations, Recommendations and Changes
 - Description of instructors' professional development
 - Any necessary attachments.
- Data reports must be submitted via the File Transfer Protocol (FTP). BoR must receive delivery on or before the target date or approve a request and explanation for late arrival. Questions/concerns regarding data submission should be directed to Donald Boeckman at Donald.Boeckman@regents.la.gov or 225-342-4253.

***APPLICATION for AUTHORIZATION to PARTICIPATE in the
LOUISIANA BOARD OF REGENTS
2015-16 CO-REQUISITE DELIVERY PILOT***

With this application, the institution acknowledges the criteria for participation in the 2015-16 Co-Requisite Delivery Pilot Program and affirms its commitment to successful implementation.

Applications are due by 11 May 2015; BoR will respond by 22 May 2015.

I. **Name of Institution** _____

II. **Institution affirms the following with the initials of the President/Chancellor:**

Initial

All instructors assigned to teach the co-requisite pilot courses (degree credit and support) will receive professional development on co-requisite delivery, to include: purpose; instructor coordination & communication; advising; and student success.

Course content of the college-level and co-requisite support classes will be integrated. The co-requisite course will support a specific degree-credit course. Co-requisite lab courses will have instructional support to guide and assist students.

The pilot allows exceptions to *BoR Policy AcAf 2.18* for enrollment in a college-level mathematics or English course plus a 1-3 hour non-degree-credit co-requisite lab/recitation/support class: ACT Math ≥ 17 or Compass Algebra ≥ 31 ; ACT-Engl ≥ 16 or Compass Writing ≥ 61 .

Entering freshmen, admitted based on eligibility for and participation in the pilot, will enroll in the pilot courses during the first semester of enrollment at the institution.

The institution will establish and enforce an attendance policy and advising policy for students participating in the pilot courses.

The institution will develop a contract/agreement for entering students admitted based on participation in the co-requisite pilot, to include such provisions as: attendance/participation; required enrollment in a second, related General Education course in the semester following completion of the pilot course; consequences of failure to successfully complete the pilot courses (through withdrawal or failing grade), especially at the university, which will include cancellation of provisional admission except upon recommendation of the course instructor.

The institution will submit to the Board of Regents final reports and data no later than January 6 (fall term) and/or June 6 (winter/spring term).

SIGNATURE: _____
President/Chancellor

SIGNATURE: _____
Chief Academic Officer

Return completed application to LA Board of Regents, attn. Dr. Karen Denby, by 11 May 2015. (Option: email pdf to Karen.denby@regents.la.gov.) Report summarizing campus pilot program design (professional development; class structure; pilot policies, expected enrollment) is due by 3 August 2015.

**Louisiana Board of Regents
2015-16 Co-Requisite Delivery Pilot
Calendar**

13 April	Draft Provisions & Application to CAOs – issues? Feedback?
22 April	Presentation to BoR: Other Business (Info/Endorsement)
24 April	Presentation to & Discussion w/ CEMO: <ul style="list-style-type: none"> - Report: pilot stats & findings - Continued participation: rules, rationale
27 April	Mail to CAOs: (final) provisions & application to participate; due 11 May.
11 May	Application for 2015-16 Due, signed by President and CAO.
22 May	BoR response: accept application; formal invitation to workshop
Wk of 1 June	DevEd/Co-requisite Workshop
3 August	Campus Report -- Summary of Approach for 2015-16: <ul style="list-style-type: none"> - professional development; - structure of pilot classes; - campus' pilot policies; - expected enrollment/participation.
19 August	BoR response: accept reports or outline revisions required
1 September	Revised Program Summary Reports due, if needed.
10 September	Preliminary Enrollment Report for Fall Pilot Classes
30 November	Reminder: reports due 6 January
6 January	Pilot data reports due to Donald Boeckman; Narratives to Karen Denby.
6 February	Preliminary Enrollment Report for Spring Pilot Classes
March BOR	Recommendation to BoR: continue Pilot? Change AA 2.18?