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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
June 29, 2016 • 9:00 am

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. BS in Chemistry – LSUA
   2. PhD in Biological Engineering -- LSU

B. New Academic Program: PBC / Sustainability – SLU

IV. AY2016-17 Master Course Articulation Matrix & Common Course Catalog

V. Academic Program Review – Viability Thresholds

VI. Consent Agenda

A. Continued Approval, Center for Advanced Manufacturing & Technology – Delgado

B. Program Termination: PBC / Music Education-Kodáy Studies -- McNeese

C. Routine Staff Reports
   1. Staff Approvals
   2. Progress Reports for Conditionally Approved Programs/Units
   3. Letters of Intent/Proposals in the Queue

VII. Other Business

VIII. Adjournment

Committee Members: Joseph Farr, Chair; Robert Levy, Vice Chair; Claudia Adley;Marty Chabert; Thomas Henning; Collis Temple III; LCTCS, LSU, SU, UL System Representatives.

AGENDA ITEM III A 1

LETTER of INTENT

LOUSIANA STATE UNIVERSITY in ALEXANDRIA

BACHELOR of SCIENCE in CHEMISTRY

BACKGROUND INFORMATION

LSU Alexandria (LSUA) requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Science (BS) in Chemistry. The LoI was approved by the LSU Board of Supervisors in September 2015 and circulated to statewide Chief Academic Officers for review, after which the campus has been working with Regents' staff to address questions raised.

STAFF SUMMARY

1. Description

LSUA's intends to design a BS in Chemistry that will meet the needs of students with a variety of career goals, including entrance into the central or south Louisiana chemical industry, becoming local high school chemistry teachers, or pursuing graduate or professional studies in areas such as chemistry, pharmacy or medicine. Chemistry foundation courses are major components of several of the academic programs offered by LSUA, including biology, pharmacy technician, clinical and medical laboratory sciences, and nursing. In addition, the institution currently offers both a minor and a concentration (under the General Studies degree) in chemistry, for which many of the courses required for a chemistry degree have already been created. As student learning outcomes for the intended program, the graduate would:

- Have a solid understanding of foundational chemical principles;
- Know how to work effectively in a laboratory; and
- Be able to apply chemical principles to real world situations.

It is expected that graduates from a proposed BS in Chemistry would be well prepared for positions in product development or as high school teachers, as well as in marketing and sales or in management in area businesses and plants.

2. Need

The LA Workforce Commission gives its Five-Star rating to chemists; chemical technicians; and sales representatives of technical and scientific products in wholesale and manufacturing. The intended program would be the only chemistry degree program in central Louisiana, where residents interested in majoring in chemistry at a regional institution must go to Grambling, LSU Shreveport, or McNeese, or they must travel farther to attend Southeastern, SUBR, or Nicholls. While the vast majority of high school teachers in the region are educated locally, among the major barriers for educating Central Louisiana high school students in STEM areas is a dearth of qualified chemistry teachers. LSUA hopes to address that need by offering a local program.

The University included 14 letters of support with the Letter of Intent for this degree concept. The Central LA Chamber of Commerce and the Economic Development Alliance mentioned graduates being candidates to fill positions in both "the growing chemical-related industries in the region" and in the manufacturing sector, helping to build a workforce that will attract new companies to the region, and thereby improving the region's quality of life. Senior representatives from Cleco, Crest Industries, Eclectic Products, the Fabric Care Alexandria Site of P&G Manufacturing, Louisiana Elastomer, Natural Advantage, and Stella-Jones all wrote to voice their support of the program concept because, "It is challenging to find talented candidates for our technical positions because of the scarcity of local science graduates." All wrote that they would be in a much better position to recruit effectively for open positions if LSUA were to generate a pool of chemistry majors. Also in support of the LoI, the director of LSU's Cain Center noted that with access to strong chemistry teachers as a result of this program, regional high schools would be more likely to produce graduates with quality science backgrounds. Four area school boards (Avoyelles Parish, Concordia Parish, Grant Parish, and Rapides Parish) sent letters attesting to the difficulties they encounter in finding certified

chemistry teachers in central Louisiana, observing that LSUA graduates tend to stay in the area and would be in high demand. LSUA's chemistry majors could seek teacher certification via an education minor or through a post-baccalaureate certificate in secondary education after graduation.

3. Students

Although the LOI mentioned an existing chemistry minor and concentration as possible sources of majors in the proposed program, the numbers of students actually pursuing a minor or concentration have been light. Without additional incentives and support, a BS program in Chemistry would probably remain small, as they tend to be in all six of the regional universities that offer one, where 3-year averages of completers range from five (at GSU, LSUS, and Nicholls) to 11 at McNeese. The University plans to return to the companies who voiced their support of the LOI and seek concrete commitments that might help to encourage students to choose and complete the major, possibly in the form of scholarships for upper-level majors and summer internship opportunities. If the LOI is approved, the subsequent proposal would address questions of student recruitment and retention in more detail.

4. Faculty Resources & Budget

Because 14 of the courses that would be required for a chemistry major are already offered, most of the infrastructure and facilities are in place for a BS in Chemistry. LSUA recently hired an additional Assistant Professor of Chemistry to support the overall growth in enrollment and the new BS in Medical Laboratory Science, which includes 16 hours of chemistry in its curriculum due to specialized accreditation requirements. Under the curriculum described in the LOI, only three additional classes would need to be created, and the university believe the current faculty has the expertise to create and teach them. No new full- time faculty members are anticipated to offer the BS in Chemistry until the second year of implementation; adjuncts would be hired as needed. The LOI expects that revenue generated by new chemistry majors would easily cover the expense of a new faculty member, when needed.

In the LOI, LSUA recognized the need for more laboratory equipment in its instrumental analysis lab, but the institution plans to finance its expansion of laboratory equipment through collection of lab fees and through LSUA foundation funds. At its most recent board meeting, the LSUA Foundation earmarked $25,000 of a recent $6.6 million Mulder gift for chemistry lab equipment. The LOI also refers to a $50K BoR Enhancement grant for physical chemistry lab equipment that a professor won last year. The proposal, if prepared, will elaborate on program expenses and resources.

STAFF ANALYSIS

Although the proposed curriculum would provide students with a foundation in the basic areas of general, organic, analytical and physical chemistry and biochemistry, a review of undergraduate chemistry curricula indicated that some additional chemistry coursework will be necessary to provide students with a comparably rigorous undergraduate experience. While all BS Chemistry programs are not required to meet the guidelines provided by the American Chemical Society (ACS), the ACS guidelines provide a framework to help ensure that graduates will have the intellectual, experimental, and communication skills necessary to become scientific professionals. Staff has spoken to LSUA about strengthening its proposed curriculum to ensure that students graduating with the degree would be competitive in their field. A full program proposal should describe the makeup and involvement of an advisory team that helps strengthen the curriculum, a clear indication of how the campus will generate enough majors and enrollments to offer the additional upper level courses and achieve viability, indications of concrete commitment of interest and support from the community, and a detailed discussion or resources and budget.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the Letter of Intent to develop a full proposal for a Bachelor's of Science in Chemistry at Louisiana State University Alexandria, addressing items and concerns raised throughout the summary and analysis.

AGENDA ITEM III A 2

LETTER of INTENT

LOUSIANA STATE UNIVERSITY and A&M COLLEGE

DOCTOR OF PHILOSOPHY IN BIOLOGICAL ENGINEERING

BACKGROUND INFORMATION

LSU A&M (LSU) requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a PhD in Biological Engineering (BE). The LoI was approved by the LSU Board of Supervisors in January and received by the BoR in mid-February, 2016. The campus has been working with Regents' staff to address questions raised.

STAFF SUMMARY

1. Description and Need

Biological engineering involves the application of concepts and methods of biology (and secondarily of physics, chemistry, mathematics, and computer science) to solve real-world problems related to life sciences using engineering's analytical methodologies and its traditional sensitivity to the cost and practicality of the solutions it develops. Research in this field is typically of an applied nature centering around molecular biology and biomedical engineering to study applications of organisms and to create biotechnology toward solutions to environmental, processing, agricultural, and health-related challenges. Employment opportunities can be found in medical and health-related work, agriculture, coastal and environmental engineering, and in academia. Biological engineering is the newest "fundamental" engineering field, and much of its landscape remains uncharted. Postgraduate study in biological engineering will allow for unprecedented opportunities to bring innovative approaches to solving societal problems.

LSU has a strong Biological & Agricultural Engineering (BAE) program in place at the undergraduate and master's level with three-year averages of 38 BSBE and 7 MSBAE graduates. Currently, without a specific PhD program, graduates seeking further study at LSU pursue a Biological Engineering concentration under the PhD in Engineering Science (ES) program. LSU's PhD/ES averages 7 graduates per year with 2-3 of them following the Biological Engineering concentration, primarily on grant funding, in the areas of agricultural, bioenvironmental, healthcare, bioprocess, and biotech engineering. The development of this program will allow those students to pursue a named PhD in their area of interest and would help attract additional candidates to the field.

Although LA Tech offers a similar PhD in Biomedical Engineering, the two fields are not synonymous. Biomedical engineers are more specifically focused on applying biological and other sciences toward medical innovations, whereas biological engineers focus more on applying engineering principles to biology – but not necessarily for medical uses. The intended PhD is wider-reaching in scope, primarily concentrating in the areas of bioenvironmental engineering, value-added processing, aquaculture, bioprocessing, precision agriculture, irrigation, sugar cane production and processing, and biofuels, extending into coastal sustainability, sustainable housing, disaster mitigation, and flood elevations, in addition to biomedical questions. Due to the broader scope of research, the proposed PhD is not considered a duplication.

The proposed program will require 42 credit hours of non-research course work beyond the bachelor's degree, with at least 21 of those credits at the 7000-level (including the required Graduate Seminar in Biological Engineering), a minimum of 12 credits in BE, at least 6 credits of research (BE 9000), and an approved dissertation. An individualized program of study will be developed for each student in consultation with the student's committee and major professor.

3. Students

LSU anticipates that 10 students will enroll initially, with up to 20 students in the following academic years. These projections are based on the current BSBE and MSBAE students as well as those in other

programs such as chemical engineering, food science, materials, mechanical engineering, renewable natural resources, chemistry, and biological sciences. As mentioned previously, LSU does have a pipeline for students to continue their studies through the broader PhD-ES program (which had 53 majors in Fall 2015), but many students desire the opportunity to earn a terminal degree in the important and emerging field of biological engineering.

4. Faculty Resources & Budget

The program will be administered through the Department of Biological and Agricultural Engineering (BAE), within the College of Engineering. Because the BAE program is already producing (advising and supporting) students in the PhD-ES program, this program should nearly be resource neutral. Two faculty hires are in process to provide instructional support. More faculty lines may be necessary as the proposed program experiences expected growth. It should be noted that the estimated revenue from tuition and fees, federal and state grants, and state appropriations (e.g., WISE funds) are expected to exceed the annual cost of the PhD-BE program in each of the four years projected.

STAFF ANALYSIS

The doctoral program envisioned by LSU will appeal to students in several fields in addition to those already studying biological and agricultural engineering. The intended program is a good fit with the university's A&M mission, has a proven track record of student interest, and can be offered at minimal cost to the institution as it is essentially a 'breakaway' from the existing PhD in Engineering Science.

STAFF RECOMMENDATION

The staff recommends that the Academic & Student Affairs Committee recommend approval of the Letter of Intent to develop a full proposal for a PhD in Biological Engineering (CIP 14.4501) at Louisiana State University.

AGENDA ITEM III B

PROPOSED NEW ACADEMIC PROGRAM

SOUTHEASTERN LOUISIANA UNIVERSITY

POST-BACCALAUREATE CERTIFICATE in SUSTAINABILITY

BACKGROUND INFORMATION

Southeastern Louisiana University (SLU) is seeking Board of Regents' approval to offer a Post-Baccalaureate Certificate (PBC) in Sustainability. The proposal was approved by the UL Board of Supervisors at their meeting in April 2016.

STAFF SUMMARY

1. Description & Need

Environmental sustainability is crucial to the survival of life, including human social and economic systems. The proposed PBC in Sustainability will focus on environmental endurance, support and maintenance (sustainability) and the associate human and economic implications of environmental protection and change. The curriculum will consist of a three-course, nine-credit core that addresses the three pillars of sustainability—planet, people, and profit—or the ecological, sociological, and economic aspects, after which students may choose two courses (6-8 hours) from an array of related Biology, Communication, Economics, Health Studies, or Sociology course options. The curriculum fits well within the IPEDS CIP description as of sustainability studies: "a program that focuses on the concept of sustainability from an interdisciplinary perspective. Includes instruction in sustainable development, environmental policies, ethics, ecology, landscape architecture, city and regional planning, economics, natural resources, sociology, and anthropology.

The topic of sustainability is fast becoming one of the most pressing and far-reaching issues of modern times, impacting discussions on energy, food and water supply, housing, health care, the environment, and economic development. As an indication of the relevance, Regional Economic Development agencies have targeted sectors with direct relationships to sustainability, e.g., *Emerging Environmental* as one of six growth sectors by GNO Inc; *technical research and consulting in … environmental services* as one of five targeted sectors by the Baton Rouge Area Chamber. A search on "Environmental" with a Bachelors' degree in the Louisiana Star Jobs site yields 171 four to five-star job statewide with 53 in the NOLA region and 57 in the Baton Rouge area. Five Louisiana universities offer related baccalaureate degrees and the Association for the Advancement of Sustainability in Higher Education (AASHE) lists 39 certificate programs (both baccalaureate and graduate) in the U.S., but none are in this state. The knowledge and experiences acquired through the proposed PBC will allow students to enrich their existing careers by incorporating the foundational principles of sustainability into their work.

2. Students

Due to the broad nature of the subject and the multiple avenues available, student interest is expected to come from individuals with a variety of backgrounds, especially business or education. The certificate will be publicized within other colleges at Southeastern and marketed to alumni, area employers, and professional associations. With a projected start date in Fall 2016, anticipating that many of the PBC students will also be employed off campus, the University expects to see completers in the second year, rising to 16-20 per year by year three, depending on the effectiveness of the program marketing.

3. Faculty, Resources & Administration

While the program will formally reside within the College of Science and Technology, academic and administrative coordination will be shared by that unit plus the College of Art, Humanities & Social Sciences and the College of Business. All courses in the proposed PBC are also incorporated into existing degree programs, and they are typically offered in regular classroom or laboratory settings.

4. Budget

No new additional resources will be required for implementation and sustainability of the proposed PBC in Sustainability. The curriculum is composed of existing courses that are offered on a regular basis, with sufficient faculty in place to provide instruction and support. Projected enrollment should not necessitate the hiring of additional faculty; rather, it would be a source of additional operating revenue.

STAFF ANALYSIS

The proposed PBC will provide students with coursework that will enable them to expand their understanding of environmental issues and add value to their undergraduate education and background. Based on the popularity of similar programs throughout the country (e.g., in institutions such as Wellesley College, Temple University, Coastal Carolina University, and University of Utah), the demonstrated interest and relevance in Louisiana, and the lack of any existing PBCs of this kind in the state, the University is expected a strong response to this certificate opportunity.

STAFF RECOMMENDATION

The staff recommends that the Committee recommend approval of the Post-Baccalaureate Certificate in Sustainability (30.3301) at Southeastern Louisiana University.

AGENDA ITEM IV

PROPOSED AY 2016-17 MASTER COURSE ARTICULATION MATRIX AND LOUISIANA COMMON COURSE CATALOG

STAFF SUMMARY

Since 2003, the Board of Regents has posted the *Master Course Articulation Matrix* on its website to reflect course equivalencies among Louisiana's public postsecondary institutions. Courses on the matrix remain primarily in the General Education core subject areas with additional listings in natural sciences, and business. Each year, under the leadership of the institution's Chief Articulation Officer, campus faculty review the listings for updates and revisions, and throughout the spring semester the changes are submitted to Regents' staff to be reflected in the Matrix.

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 Master Course Articulation Matrix has evolved into a two-part resource. The *2016-17 Louisiana Common Course Catalog (LCCC)* includes the statewide rubric, common course number, and basic descriptions of common content to be covered for each course on the matrix so that a student who transfers with a course from one institution should be able to succeed in a follow-on course at another. The *Master Course Articulation Matrix* lists the common course numbers and titles in the first columns (along the left side) and the institutions' matching courses, with campus abbreviations along the top. The institutions are arranged alphabetically within system, with LCTCS and LSU on the front or the page, and SUS and ULS on the back.

The revised matrix accurately reflects the current statewide articulation of academic courses offered by at least five public postsecondary institutions. The 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* with its interactive query function.

STAFF ANALYSIS

The approval process began early this spring when the Chief Articulation Officers, with faculty input, began reviewing the matrix and the statewide common course descriptors. Each institution submitted its changes (e.g., new courses to be added, changed course numbers, or revisions when courses are dropped from the campus catalog) throughout the semester.

The updated Matrix and LCCC were sent to the system Chief Academic Officers of the four management boards in early May for administrative approval, and they are presented to the Board of Regents for information and approval of their continued use. Attached are sample pages of the LCCC and the Matrix, both of this can be easily accessed on the BoR website through the *Data and Publications* tab; *Quick Links*; or *Divisions* [choose *Academic Affairs*]: " Master Course Articulation Matrix."

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

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic and Student Affairs Committee recommend approval of the Academic Year 2016-17 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 to expand the Matrix and the Common Course Catalog throughout the year.

LOUISIANA STATEWIDE COMMON COURSE CATALOG

A Work in Progress
May 2016

Academic Year 2016-17

(sample)

LIST OF COMMON COURSES

Statewide Rubric	Statewide Common Course Descriptor (*minimum*)
CACC	**ACCOUNTING**
CACC 2113	**Introduction to Financial Accounting** Introduction to accounting and financial reporting concepts and the significance of financial accounting information in decision-making. Emphasis on the accounting cycle; assets, liabilities, and stockholders' equity; and preparation of financial statements.
CACC 2213	**Introduction to Managerial Accounting** Introduction to managerial accounting theory, tools and concepts, with emphasis on the techniques used to provide information for internal management decisions.
CACC 2313	**Principles of Accounting I** Principles, techniques, and tools of accounting. Includes principles of collecting, summarizing, and reporting financial information for sole proprietorships.
CACC 2323	**Principles of Accounting II** Partnerships, corporations, and analysis of financial statements.
CACC 2413	**Computerized Accounting** Basic accounting principles using a computerized accounting package.
CACC 2513	**Payroll** Accounting principles and procedures relating to payroll accounting.
CACC 2613	**Tax Accounting/Individual** Personal income tax preparation: current internal revenue act and its application to the federal income tax for individuals.
CACC 2713	**Intermediate Accounting I (Lower Level)** A continuation of accounting theory and concepts, concentrating on the 'asset' side of the balance sheet: time value of money; property plant and equipment.
CACC 3113	**Cost Accounting (Upper Level)** Costs concepts, behaviors, and techniques, and the uses and limitations of cost data in planning and control.
CACC 3213	**Tax I (Upper Level)** Federal income tax principles and concepts with emphasis on individual income taxation and basic business transactions.
CACC 3223	**Tax II (Upper Level)** Federal tax accounting for partnerships and corporations.
CACC 3313	**Auditing (Upper Level)** Theory and procedures of (external) financial statement auditing including ethics and auditing standards generally accepted in the US
CATR	**ANTHROPOLOGY**
CATR 1013	**Introduction to Anthropology** Overview of cultural, linguistic, biological and archeological sub-fields, including theory, evidence, and applied perspectives.
CATR 2013	**Cultural Anthropology** Perspectives on cultural diversity and comparative cross-cultural analysis of social, political and economic organization, language, and religion.
CATR 2023	**Biological Anthropology** Introduction to human evolution, variation, adaptation, primatology, paleoanthroplogy, and related topics.
CAST	**ASTRONOMY**
CAST 1103	**Astronomy/The Solar System** Introduction to the astronomy of the solar system
CAST 1113	**Astronomy/Stars & Galaxies** Introduction to the astronomy of stars and galaxies.
CARB	**ARABIC**
CARB 1013, 1014	**Elementary Arabic I (3-4 Cr Hrs)** Basic lexicon and structure of Arabic; emphasis on the four basic skills (listening, speaking, reading, and writing) and exploration of Arab cultures. Beginning course: no previous knowledge of Arabic expected or required.

LOUISIANA BOARD OF REGENTS[1]
MASTER COURSE ARTICULATION MATRIX[2]

ACADEMIC YEAR 2016-2017

Preface

Numerous course transfer equivalency agreements exist among Louisiana's public postsecondary institutions. The prerogative for accepting a course for degree, general education, or elective credit belongs to the institution to which a student intends to transfer (the "receiving institution"). Students are therefore urged to contact the receiving institution for definitive answers to the following questions:

- whether the course will count toward a particular major, and under what conditions (e.g., if a letter grade of "C" or better is required for degree credit);
- whether and under what category the course will satisfy the receiving institution's general education requirements;
- any other articulation agreements that may exist between campuses.

Faculty, deans, and department heads worked together to establish the common course content included in the *Louisiana Course Catalog* descriptions and a Common Course number for the courses listed on this matrix. (www.regents.la.gov; *Data & Publications*; *Master Course Articulation Matrix*) For questions about course articulation, contact the campus Transfer Liaison identified on the campus' transfer/articulation web. (Follow the link under 'Schools Participating' on the Louisiana Transfer site, www.LaTransferDegree.com.)

Courses

The leftmost columns of the matrix shows a list of courses by their Common Numbers and Titles. They are grouped alphabetically, by common subject categories, e.g.: Accounting; Biological Sciences; Chemistry; English; History; Mathematics; and Psychology. Each additional column shows the course at a particular institution. Matching courses listed in the rows will be accepted in transfer, as indicated.

- Students are encouraged to complete course sequences *before* transferring, whenever a major requires a sequence (e.g., foreign language, lecture & lab, etc).
- When a campus lists a course number on the matrix as ***, it will credit the course in transfer 'by title' – it does not offer an equivalent course.
- A course entered as --- indicates that the campus offers that course at a different credit value than the row indicates, e.g., calculus for 4-credits rather than 5-credits. Contact the institution about the transfer, e.g., the option of a departmental exam for full credit when transferring with a lower-credit course.
- Courses that do not appear on the matrix may still be accepted for credit! Students are urged to ask the receiving institution about other options.

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[1] *The Board of Regents does not decide course equivalencies, but coordinates, monitors, and publishes the broadest areas of agreement relative to specific courses offered by the state's public institutions of higher education. This matrix is approved as a work in progress, to be expanded throughout AY 2016-17.*

[2] *Courses in the matrix have been evaluated by appropriate faculty at the institutions and are considered equivalent to each other and will be accepted for credit.*

MASTER COURSE ARTICULATION MATRIX – AY 2016-17 (June 2016)

Common Course Number	Common Course Title	BPCC	BRCC	CLTCC	DCC	FTCC	LDCC	NCC	NTCC	RPCC	SLCC	STCC	LSU A&M	LSUA	LSUE	LSUS
Accounting																
CACC 2113	Introduction to Financial Accounting	ACCT 205	ACCT 2113	ACCT ***	ACCT 205	ACCT 2100	ACCT 201	ACCT 2400	ACCT ***	ACCT 2010	ACCT 2102	ACCT 2030	ACCT 2001	ACCT 2001	ACCT 2001	ACCT 205
CACC 2213	Introduction to Managerial Accounting	ACCT 206	ACCT 2213	ACCT ***	ACCT 211	ACCT 2110	ACCT 202	ACCT 2150	ACCT ***	ACCT 2020	ACCT 2120	ACCT 2040	ACCT 2101	ACCT 2101	ACCT 2101	ACCT 206
CACC 2313	Principles of Accounting I	ACCT ***	ACCT 2313	ACCT ***	ACCT 201	ACCT ***	ACCT ***	ACCT 2010	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***
CACC 2323	Principles of Accounting II	ACCT ***	ACCT 2323	ACCT ***	ACCT 202	ACCT ***	ACCT ***	ACCT 2020	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***
CACC 2413	Computerized Accounting	ACCT 212	ACCT 2413	ACCT ***	ACCT 221 or 222	ACCT 2500	ACCT ***	ACCT 2100	ACCT ***	ACCT 1500	ACCT 2115	ACCT 1210 or 1510	ACCT ***	ACCT ***	ACCT 2105	ACCT ***
CACC 2513	Payroll	ACCT 218	ACCT 2513	ACCT ***	ACCT 218	ACCT 2250	ACCT ***	ACCT ***	ACCT ***	ACCT 1250	ACCT 2110	ACCT 1250	ACCT ***	ACCT ***	ACCT ***	ACCT ***
CACC 2613	Tax Accounting/Individual	ACCT 210	ACCT 2613	ACCT ***	ACCT 214	ACCT 2700	ACCT 214	ACCT 2200	ACCT ***	ACCT ***	ACCT ***	ACCT 1150	ACCT ***	ACCT ***	ACCT 2030	ACCT ***
CACC 2713	Intermediate Accounting I (Lower Level)	ACCT ***	ACCT ***	ACCT ***	ACCT 212	ACCT 2300	ACCT ***	ACCT ***	ACCT ***	ACCT 2210	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***
CACC 3113	Cost Accounting (Upper Level)	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 3121	ACCT 3121	ACCT ***	ACCT 330
CACC 3213	Tax I (Upper Level)	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 3221	ACCT 3221	ACCT ***	ACCT 320
CACC 3223	Tax II (Upper Level)	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 4221	ACCT 4221	ACCT ***	ACCT ***
CACC 3313	Auditing (Upper Level)	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 3222	ACCT 4123	ACCT ***	ACCT 440
Anthropology																
CATR 1013	Introduction to Anthropology	ANTH ***	ANTH 1013	ANTH ***	ANTH ***	ANTH ***	ANTH ***	ANTH 1100	ANTH ***	ANTH 1003	ANTH ***	ANTH ***	ANTH ***	ANTH 1001	ANTH 1003	ANTH ***
CATR 2013	Cultural Anthroplogy	ANTH 202	ANTH 2013	ANTH 1030	ANTH 160	ANTH ***	ANTH ***	ANTH ***	ANTH ***	ANTH ***	ANTH ***	ANTH 2010	ANTH 1003	ANTH 1003	ANTH ***	ANTH ***
CATR 2023	Biological Anthropology	ANTH 201	ANTH ***	ANTH ***	ANTH 165	ANTH ***	ANTH ***	ANTH ***	ANTH ***	ANTH ***	ANTH ***	ANTH ***	ANTH 1001	ANTH ***	ANTH ***	ANTH ***
Astronomy																
CAST 1103	Astronomy/The Solar	PHSC 110	ASTR 1103	ASTR ***	SCIE 111	PHYS ***	PHSC 110	PHYS ***	ASTR ***	ASTR ***	PHYS 1060	PHSC 1500	ASTR 1101	PHSC ***	ASTR 1101	ASTR 105

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MASTER COURSE ARTICULATION MATRIX – AY 2016-17 (June 2016)

Common Course Number	Common Course Title	GSU	LA Tech	McNeese	Nicholls	NSU	SLU	ULL	ULM	UNO	SU A&M	SUNO	SUSLA
Accounting													
CACC 2113	Introduction to Financial Accounting	ACCT 201	ACCT 201	ACCT 208	ACCT 205	ACCT 2000	ACCT 200	ACCT 201	ACCT 2012/ 2030	ACCT 2100	ACCT ***	ACCT 201	ACCT 200
CACC 2213	Introduction to Managerial Accounting	ACCT 202	ACCT 202	ACCT 241	ACCT 206	ACCT 2010	ACCT 225	ACCT 202	ACCT 2013/ 2020	ACCT 2130	ACCT ***	ACCT 202	ACCT 201
CACC 2313	Principles of Accounting I	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 200	ACCT ***	ACCT ***
CACC 2323	Principles of Accounting II	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 201	ACCT ***	ACCT ***
CACC 2413	Computerized Accounting	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 1040	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 220
CACC 2513	Payroll	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***
CACC 2613	Tax Accounting/Individual	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 262
CACC 2713	Intermediate Accounting I (Lower Level)	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 250
CACC 3113	Cost Accounting (Upper Level)	ACCT 305	ACCT 308	ACCT 311	ACCT 306	ACCT 3080	ACCT 331	ACCT 305	ACCT 3020	ACCT 3131	ACCT ***	ACCT 320	ACCT ***
CACC 3213	Tax I (Upper Level)	ACCT ***	ACCT 307	ACCT 317	ACCT 407	ACCT 3060	ACCT 341	ACCT 420	ACCT 3030	ACCT 3152	ACCT ***	ACCT 410	ACCT ***
CACC 3223	Tax II (Upper Level)	ACCT 304	ACCT 406	ACCT 319	ACCT 408	ACCT 4140	ACCT 442	ACCT 421	ACCT 4031	ACCT 4152	ACCT ***	ACCT ***	ACCT ***
CACC 3313	Auditing (Upper Level)	ACCT 400	ACCT 413	ACCT 415	ACCT 403	ACCT 4080	ACCT 407	ACCT 409	ACCT 4020	ACCT 3161	ACCT ***	ACCT ***	ACCT ***
Anthropology													
CATR 1013	Introduction to Anthropology	SOC 200	SOC 205	ANTH ***	SOCI ***	ANTH 1510	ANTH ***	ANTH 100	ANTS ***	ANTH 1010	SOCL ***	ANTH ***	ANTH ***
CATR 2013	Cultural Anthroplogy	SOC 200	SOC ***	ANTH 201	SOCI ***	ANTH 2010	ANTH 101	ANTH 201	ANTS ***	ANTH 2052	SOCL ***	ANTH ***	ANTH ***
CATR 2023	Biological Anthropology	SOC ***	SOC ***	ANTH 202	SOCI ***	ANTH ***	ANTH 110	ANTH 202	ANTG ***	ANTH 2051	SOCL ***	ANTH ***	ANTH ***
Astronomy													
CAST 1103	Astronomy/The Solar	PHYS 120	PHYS 220	PHSC 102	ASTR 101	PHYS 1120	ESSC ***	PHYS 160	PHYS 2001	PHYS 1005	PHYS 206	PHYS ***	PHYS ***

AGENDA ITEM V

ACADEMIC PROGRAM REVIEW

Elevate Louisiana: The New Reality for Higher Education
Low-Completer Thresholds

BACKGROUND INFORMATION

One of the proposed actions under the *Elevate Louisiana* response to the new reality for higher education in Louisiana is to "Revise Regents' Policy on Low-Completer Review to Elevate the Threshold for Review." The review is an opportunity to ensure that programs are (a) strategically connected to state and student needs and priorities; and (b) sustainable under current and anticipated fiscal constraints.

The Board of Regents manages the public academic program inventory with the goal of providing needed education and training opportunities while avoiding unnecessary duplication and increasing effectiveness. It does this primarily through the approval of all new degree programs and monitoring productivity standards. Proposed new academic programs are carefully reviewed to assess their relevance and utility to state and regional needs, strength of curriculum design, and plan for implementation and support. There must be evidence of local student and prospective employer demand as well as recognition of the program's resource requirements and a plan to meet them.

Given the dynamic nature of higher education financing, it is imperative that the curriculum inventory (CRIN) be reviewed periodically to assess its continued relevance and identify possibilities for refocusing limited campus and faculty resources into more productive areas. The Regents' statewide program review repeats the basic analysis of existing programs to assess whether they should be maintained in the CRIN, e.g., whether program continuation is justified based on access, costs, productivity, state or regional needs, provision of a service function, or centrality to the institution's mission. The CRIN is a living document, requiring continual vigilance as programs are created, revised, terminated, and recreated to meet the changing needs and interests of the workforce and general population.

Since 2009, the statewide review has been conducted every other year to keep the CRIN 'fresh' and to monitor the impact of actions proposed and taken. Any program on the CRIN is subject to review, but Regents' staff identify programs for which a response from the institution is required, triggered primarily by viability thresholds: the average number of awards conferred over the last three years. Programs are set aside if they are new or they were previously excluded, i.e., if the circumstances for exclusion are still in effect. Since 1994, CRIN program reviews have been triggered by the same viability thresholds.

Degree Level	Productivity Threshold	
Undergraduate Programs (Associate/Bachelor)	Average	8
Master/Post-Master/Specialist	Average	5
Professional/Doctoral/Post-Doctoral	Average	2

The process provides opportunity and incentive for a fresh look at program offerings in light of current realities. Once flagged for review, institutions propose an action, which may include one of the following:

1- Termination – Program is cancelled on the CRIN, with a teach-out period for students currently enrolled, and no new majors admitted
2- Consolidation – Curricula are merged into programs as concentrations or new degrees.
3- Redesign – Changes are made to remediate low productivity, e.g., through curriculum revision, expanded course offerings, additional student support, or other enhancements.
4- Justification/No Further Action – Usually a unique program offering that meets a specific, defined need; may also be a subset of a strong program, as in a master's degree beneath a strong doctoral program.

Louisiana's approach to program review and viability/screening thresholds is similar to, and often more stringent than, its neighbors. Several states consider both number of majors and completers. Examples of completer targets in other states are listed below.

STATE		ASSOCIATE	BACHELOR'S	MASTER'S	DOCTORATE
ARKANSAS,	3yr avg	4-6	4 in STEM; else 6	4	2
ILLINOIS,	3yr avg	12	9	5	2
FLORIDA,	5yr avg	-	6	4	3
GEORGIA,	3yr avg	15	10	5	-
LOUISIANA,	**3yr avg**	**8**	**8**	**5**	**2**
MARYLAND		5	5	2	1
MISSISSIPPI,	3yr avg	-	5	3	1.7
S CAROLINA	5yr avg	-	8 (previously 5)	3	2

The viability thresholds are used as minimum productivity targets to trigger the program review. Enrollment and completion data could be early indicators of low productivity, but further scrutiny of other information (e.g., retention, persistence, student success) may lead to the program being considered viable. Staff will include/exclude programs based on relevant factors, and institutions may submit any additional programs for review at any time as part of their work in campus resource management. Based solely on the current completer data (and including recently approved programs or circumstances such as unique relevance, or a master's under a strong doctorate) changes in the viability thresholds would impact the number of programs flagged in the initial screening for review in the following ways.

Degree Level	Completer Threshold	Impact	Number Flagged
Undergraduate	Current = 8	165	165
	9 (+ 1)	+ 18	183
	10 (+ 2)	+ 24 (+42)	207
Master's	Current = 5	80	80
	6 (+ 1)	+ 16	96
	7 (+ 2)	+ 20 (+36)	116
Doctorate	Current = 2	23	23
	3 (+ 1)	+ 11	34
	4 (+ 2)	+ 13 (+24)	47

To put the numbers in context, the number of programs picked up in a regular review hover around 175~250. In 2014-15, 177 programs reviewed, of which 112 (63%) were maintained; 56 (32%) were terminated; and 9 (5%) were consolidated. Using currently available data, application of the thresholds would trigger 268 programs by current thresholds, 313 with +1 across the board, and 370 with +2.

STAFF ANALYSIS

The new reality for higher education in Louisiana has postsecondary education doing less with less and the BoR working to preserve access to undergraduate education, re-evaluating access to graduate education, and concentrating resources into the more productive program areas to respond to local/regional workforce needs. Science, engineering, technology, and mathematics (STEM) degrees are constantly in high demand, more directly related to the research and industry needs, and harder to achieve. In previous reviews, campuses have successfully argued for exceptions for STEM programs that were flagged for review. To recognize the challenges inherent in maintaining STEM offerings, it is prudent to hold the STEM programs at the current thresholds while increasing all others by 20 percent.

The biennial program review will begin this Fall, as soon as the campus' 2015-16 completer data has been received and updated on the CRIN. The inventory will be screened to identify programs at or below the viability thresholds, and campuses will be invited to respond with proposed actions and justifications for those programs plus any others identified for review. Staff will make recommendations to the Board by April, 2017.

STAFF RECOMMENDATION

Senior Staff recommend that for the 2016-17 statewide review, the following viability thresholds be used to trigger review of a degree program within 4-6 years of implementation: average graduates for Undergraduate Degrees = 10 (STEM, 8); Masters = 6 (STEM, 5); Specialist & Doctorate = 2.5 (STEM, 2).

AGENDA ITEM VI A

REQUEST FOR CONTINUED APPROVAL

DELGADO COMMUNITY COLLEGE
CENTER for ADVANCED MANUFACTURING & TECHNOLOGY

BACKGROUND INFORMATION

Delgado Community College is requesting continued approval of the Center for Advanced Manufacturing and Technology. The Center was granted conditional approval by the Board of Regents in March 2015. A request for continued designation as a Center was received from the LCTCS on 9 May 2016.

STAFF SUMMARY

1. Description & Need

The Center for Advanced Manufacturing & Technology was established to develop demand-driven workforce training that aligns to industry needs. It does this by maintaining close partnerships with GNO Inc, the LA Workforce Commission, Workforce Investment Boards, New Orleans Business Alliance, LED FastStart, Bollinger Shipyards, Laitram LLC, Conrnerstone Chemical, Lockheed Martin, Truner Industries, and Shell Oil, all of whom are vested in its success. In return, the Center offers high demand training in a state-of-the-art environment, as well as continuing education courses related in industry-based certifications (IBCs), professional development, and safety. In addition, over the last year it has been expanding its articulation agreements with local universities toward baccalaureate studies in engineering and applied science, e.g., in the areas of Industrial Technology, Manufacturing Engineering, and Naval Architecture/Marine Engineering.

2. Program Development and Activities

The number of industry based credentials awarded

- Created an Industry Advisory Council (IAC), comprised of professionals from the skilled craft and advanced manufacturing industries along with Delgado faculty and staff, to assist with reviewing and updating program curricula. The IAC is very active, meeting on a monthly basis to review curricula, validate competencies and outcomes, and provide insight into industry trends and employment opportunities for Delgado students. The Center maintains a strong relationship with current members and continues to recruit new members from the businesses and industries represented in its program offerings.
- Awarded 870 industry-based credentials in 2015-16 non-credit and credit programs in National Center for Construction Education & Research areas (NCCER – 11 credential types, 766 awards) and the Occupational Safety & Health Administration (OSHA – 1 credential, 104 awarded), a 28% increase over 2014-15.
- In response to the growing Hispanic population, Delgado is developing a Bilingual Welding Program, set to begin in July 2016 with a team-teaching approach to welding training and ESL coursework through which individuals may earn a welding IBC while also improving their English speaking and reading skills.
- The Center is developing a Marine Electrical program consisting of three US Coast Guard-approved courses. By December 2016, all mariners working as Chief or Second Engineer Officer on vessels powered by main propulsion machinery of 3,000 kW/4,000 HP or more will be required to have the certification this program will provide.
- Increased the number of non-credit offerings in the skilled crafts areas. Partnerships with employers and community-based organizations have led to offerings of CORE Plus training (an expansion of the NCCER Core to include OSHA 10) to outlying parts of Region 1, and to 45 students for the Louis Armstrong New Orleans International Airport. The Center offers welding upgrade training on Saturdays, an Electrical Journeyman Exam Prep course, and OSHA 10 and OSHA 30 workshops to provide opportunities for incumbent workers to upgrade their skills.

The Center's credit programs are progressing. The skill programs most directly related to advanced manufacturing work of the Center, e.g., in CIP 46xx and 48xx, are growing at a measured pace as Delgado works to reestablish its technical education offerings. Training is offered in several campuses within the college. With the Advisory Council's support, a recently offered Advanced Manufacturing job fair was deemed a success for outreach and distribution of information to current and prospective students about employment opportunities in these areas.

CIP	Degr	Degree Subject	*Thru Mar, 2015-16*	2014 -15	2013 -14	2012 -13	3-Yr Avg	Enrl F15
150303	AS	ELECTRICAL-ELECT. ENGINEER TECH.	*4*	15	12	9	12	196
150401	AAS	ELECTRONICS SERVICE TECHNOLOGY	*4*	9	8	9	9	51
151301	AAS	COMPUTER AIDED DESIGN AND DRAFTING	*9*	26	15	22	21	90
	CTS	COMPUTER AIDED DESIGN AND DRAFTING	*6*	36	57	21	38	37
460302	CTS	ELECTRICIAN:COMMERCIAL	*7*	14	3	0	6	36
	CTS	ELECTRICIAN:SMALL INDUSTRIAL	*2*	0	0	0	0	16
470303	CTS	INDUSTRIAL MAINTENANCE TECHNOLOGY	*0*	0	0	0	0	4
480501	CTS	PRECISION MACHINING	*7*	2	0	0	1	27
480508	CTS	FLUX CORED & GAS METAL ARC WELDER	*2*	0	0	0	0	27
	CTS	GAS TUNGSTEN ARC WELDING(GTAW)	*3*	2	1	0	1	41
	CTS	SHEILDED METAL ARC WELDING(SMAW)	*5*	1	1	2	1	33
520203	CTS	LOGISTICS TECHNOLOGY	*2*	2	0	0	1	7
Grand Total			*44*	**107**	**97**	**63**	**89**	**565**

3. External Support

Since the initial designation as a Center in February 2015, an additional $300K of Rapid Response funds were awarded to be used toward welding programming. Also, the City of New Orleans, through the Department of Labor Workforce Innovation Fund, received a $2.5M grant for advanced manufacturing and listed Delgado as the sole training provider in the grant proposal. Implementation is in the beginning stages, and the College has been meeting with the Mayor's team to discuss recruitment, curriculum, and the training plan. The GE Foundation awarded Delgado $1.5M to develop an advanced manufacturing and water management program to train 135 incumbent workers and job seekers over the next three years in water infrastructure skills with the Sewerage & Water Board of New Orleans's facility maintenance division. The training programs will include NCCER Core Plus, Electrical, Welding and Precisions Machining, leading to nationally recognized NCCER IBCs and OSHA 10 certification.

STAFF ANALYSIS

The Center for Advanced Manufacturing Technology is a model of partnership and collaboration among educators and industry as it works to implement and expand craft and technical training in response to the need for highly skilled workers in the greater New Orleans metropolitan area. Sufficient funding is in place to support the Center's goals and objectives.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic and Student Affairs Committee recommend continued approval of the Center For Advanced Manufacturing & Technology at Delgado Community College. A request for continued approval will be due by June 1, 2018.

AGENDA ITEM VI B

TERMINATION REQUEST

MCNEESE STATE UNIVERSITY

PBC – MUSIC EDUCATION – KODÁLY STUDIES

BACKGROUND INFORMATION

McNeese State University requests Board of Regents' approval to terminate its Post-Baccalaureate Certificate (PBC) program in Music Education-Kodály Studies. The termination request was approved by the UL Board of Supervisors at its April 2016 meeting.

STAFF SUMMARY

The Board of Regents approved McNeese's request to establish the PBC in Kodály Studies in April, 2008, as a professional development opportunity for music educators. (The Kodály method, developed by Zoltán Kodály, is a performance-based music education approach to teaching children to love and play music.) Developed in response to Senate Bill 299 (2007), which mandated a visual arts and performing arts curriculum in grades K-8, the PBC was developed to offer advanced educational training through which master teachers completing the Kodály certificate program would be capable of providing professional development and training to in-class teachers and novice music teachers in the field. Unfortunately, there have been no completers in the program and currently are no enrollments.

The termination of the PBC will have no impact on other academic programs in the department, college, or university. McNeese will continue to offer the Bachelor of Music with concentrations in Performance and in Education.

STAFF ANALYSIS

While the PBC program was well-intended, the lack of student interest has caused it to be unsustainable.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic and Student Affairs Committee recommend approval of the termination of the Post-Baccalaureate Certificate in Music Education-Kodály Studies (13.1312) currently on the curriculum inventory for McNeese State University.

AGENDA ITEM VI C 1

ROUTINE ACADEMIC REQUESTS

Staff Approvals

Institution	Request
McNeese	Request to change the name of the College of Science to the College of Science and Agriculture, and to rename the Harold and Pearl Dripps Department of Agricultural Science to the Harold and Pearl Dripps School of Agricultural Sciences to recognize the growing importance of academic programs in agriculture at McNeese -- **Approved**
NSULA	Request to offer all of the required courses and enough of the elective choices for the BA / History (CIP 540101) through online technologies so that students will be able to complete the degree completely online within 4-6 years -- **Approved**.
ULL	Request to terminate the Health Informatics Center of Acadiana – **Approved**.
UNO	Request to change the name of the MFA / Drama and Communications (50.0501) to MFA / Film and Theatre, with two concentrations: Film Production, and Theatre Production -- **Approved**.
UNO	Request to merge the History and Philosophy departments to create the Department of History & Philosophy to realize administrative efficiencies and improve coordination of the academic offerings of the two areas – **Approved**.
UNO	Request to merge three departments (Curriculum & Instruction; Habilitative Services; and Special Education) into a new Department of Curriculum, Instruction and Special Education (CISE) to improve coordination and administrative cost effectiveness – **Approved**
UNO	Request to realign the Center for Hazards Assessment, Response & Technology (CHART), moving it from the Department of Sociology to the Department of Planning & Urban Studies to better match its applied work and research to the departmental mission – **Approved**.

AGENDA ITEM VI C 2

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
05.2011	Baton Rouge Community College **AAS/Paralegal Studies** (22.0302) Conditional approval granted on 05.26.2011 with an annual progress reports requested by May 1, 2016, received 04.20.2016.	BRCC will apply for ABA Approval in Fall 2016, expecting review, site visit and approval by 2017-18. Interest is strong, with 88 majors in Fall 2015, and the 3-year completer average is 10 (with 12 reported in 2014-15).	Receive and accept the progress report. No further reporting is necessary based on program productivity.
02.2015	Baton Rouge Community College **AS Computer Science** (11.0701) Conditional approval was granted on 02.23.2015 with a progress report requested by June 1, 2016, received 05.24.2016.	There are no completers of this restructured program at this time, but there were 164 majors in Spring 2015. Graduates will be reflected in AY 2016-2017. BRCC's program follows the ABET-CAC standards for accreditation. The program has 3 full time faculty and up to 5 adjuncts.	Receive and accept the progress report. A subsequent report is requested by 06.01.2017.
06.2011	Bossier Parish Comm. College **AAS in Industrial Technology** (15.0612) Conditional approval was granted on 06.23.2011 with a progress report requested by June 1, 2016.	A third concentration (Adv Manufacturing & Mechatronics) was added in Spring 2016; the first two were accredited by ATMAE in Dec 2015. Enrollment is strong (68 majors in Spr 2016), and the 3-year completer average is 16 (with 22 in 2014-15).	Receive and accept the progress report. No further reporting is necessary based on program productivity.
05.2014	Delgado Community College **AAS in Science Laboratory Technology** (41.0000) Conditional approval was granted on 05.21.2014 with a progress report requested by June 1, 2016, received 05.21.2014.	Implementation began in Fall 2015. The 6 students in the original cohort should graduate in Fall 2017; 24 additional students have declared the major and are completing prerequisite coursework. The program has been a successful recipient of grant funding, with donations in excess of $10,00 from Ochsner.	Receive and accept the progress report. A subsequent report is requested by 06.01.2017.
03.2013	LSU Shreveport **BFA in Digital Media** (50.0102) Conditional approval granted on 03.20.2013 with a progress report requested by June 1, 2016, received 05.25.2016.	Increasing numbers of students choose the BFA due to focused advising and revised curriculum. Two additional faculty lines have been allocated for the fall semester. There were 69 majors in Fall 2015 and 20 graduates lined up for 2015-16; 14 graduated in 2014-15.	Receive and accept the progress report. No further reporting is necessary based on program productivity.
08.2014	McNeese State University **BS Health Systems Mgt**. (51.2211) Conditional approval was granted on 08.27.2014 with a progress report requested by June 1, 2016, received 05.12.2016.	McNeese and SLU collaborate to offer the BS in Health Systems Mgt. Program enrollment at both institutions is strong and sharing of faculty resources to teach online courses online is working well. Spring 2017 could potentially see 1 McNeese and 1 SLU graduate.	Receive and accept the progress report. A subsequent report is requested by 06.01.2017.
01.2013	McNeese State University **MS in Criminal Justice** (43.0104) Conditional approval was granted on 01.23.2013 with a progress report requested by June 2, 2016, received 05.12.2016.	The program launched in Fall 2013 with an initial cohort of 12: 4 students completed in F2015 with 4 more in Spring 2016. Current enrollment is 26, with 7 applicants for Summer and 9 for Fall 2016 admission.	Receive and accept the progress report. A subsequent report is requested by 06.01.2017.
12.2013	Northwestern State University **Doctor of Nursing Practice** (51.3818) Conditional approval was granted on 12.05.2013 with a progress report requested by June 1, 2016, received 05.31.16.	In Nov 2015, a CCNE team found NSU's program to be compliant with all standards and commended the DNP program evaluation plan as a model report. 15 enrolled in the first cohort in 2015; 13 graduates are anticipated in Aug 2016.	Receive and accept the progress report. A subsequent report is requested by 06.01.2017.

06.2014	South LA Community College **AAS in Application Software Development** (11.0201) Conditional approval was granted on 06.25.2014 with a progress report requested by June 1, 2016, received 06.02.16.	8 students enrolled when the program opened in Fall 2014, increasing to 29 in Fall 2015. This year, 3 AAS & 3 CTS were awarded in the 2-yr program. Area expansion of software development firms should lead to program expansion to meet the demand.	Receive and accept the progress report. A subsequent report is requested by 07.01.2017.
08.2014	Southeastern Louisiana University **BS in Hlth Systems Management** (51.2211) Conditional approval was granted on 08.27.2014 with a progress report requested by July 1, 2016, received 05.20.2016.	After receiving all requisite approvals, program implementation began on 06.03.2015. By Spring 2016 there were 48 majors. A full-time faculty was hired in January 2016 to coordinate the program.	Receive and accept the progress report. A subsequent report is requested by 07.01.2017.
09.2012	Southern University and A&M **BS/MS in Mathematics & Physics** (27.0199) Conditional approval granted on 09.27.2012 with a progress report requested by May 1, 2016, received 05.26.2016.	Both programs have grown in majors, with 5 MS and 3 BS graduates in 2014-15. Of the 42 undergraduate majors enrolled in F2015, 21 are seniors. SUBR believes that completer numbers will continue to grow.	Receive and accept the progress report. A subsequent report is requested by 05.01.2017.
06.2011	Southern University Shreveport **CAS in Medical Coding Specialist** (51.0707) Conditional approval was granted on 06.23.2011 with a progress report requested by June 1, 2016, received 05.24.2016.	100% of the students who have successfully completed the Medical Coding Specialist Certificate program since its launch in 2011 have opted to matriculate into the Health Information Technology program. Both the CAS and AAS have a 3-year average of 12 completers.	Receive and accept the progress report. <u>No further reporting is necessary</u> based on program productivity.
04.2012	University of LA at Lafayette **BA in Music** (50.0901) Conditional approval was granted on 04.25.2012 with a progress report requested by June 1, 2016, received 05.04.2016.	Enrollment for the BA in Music began with 46 students with implementation in Fall 2013, and 90 in Spring 2016. The first 9 graduates completed this year. The degree offers concentrations in Music Business and Traditional Music – unique to public university programs in the state.	Receive and accept the progress report. A subsequent report is requested by 06.01.2017.

AGENDA ITEM VI C 3

LETTERS of INTENT/PROPOSALS in the QUEUE

Forwarded to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	LSU	BA - Screen Arts	05.19.15	05.28.15 distributed to CAOs for input with responses received by 06.26.15. 06.29.15 questions sent to campus. 07.14.15 campus informed staff a response to questions would be forthcoming. 11.10.15 Campus reaffirmed commitment to the LOI with response to be submitted.
	Nicholls	BS - Criminal Justice	10.29.15	10.30.15 – preliminary questions to campus: LOI will circulate after additional info is recv'd. Revised LOI received 01.11.16 and was circulated to CAOs; 03.10.16 BoR email to campus re continuation of consideration; awaiting response.
	Nicholls	BS – Computing Technologies	12.14.15	12.17.15 circulated to CAOs with input received by 01.19.16. Questions sent to campus 01.28.16; awaiting response.
	LSUHSC-NO	BS in Public Health	02.12.16	02.16.16 circulated to CAOs with input requested by 03.11.16; questions sent to campus 04.19.16; awaiting response.
	ULM	BA in Dance	03.17.16	03.24.16 circulated to CAOs with input requested by 04.22.16. Under staff review.
	ULM	BS in Chemistry	03.17.16	03.24.16 circulated to CAOs with input requested by 04.22.16. Under staff review.
	LSUA	BA in Religious Studies	03.24.16	03.24.16 circulated to CAOs with input requested by 04.22.16. Under staff review.
Program Proposals	BRCC	AAS - Midwifery	07.31.15	On hold for discussion with the campus: cost, faculty, licensure, accreditation.