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**AGENDA**  
**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**  
**September 22, 2016 • 9:45 am**

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

**I. Call to Order**

**II. Roll Call**

**III. Academic Programs**

- A. BSW / Social Work – LSU
- B. DDes / Cultural Preservation – LSU

**IV. Consent Agenda**

- A. Previously Approved Centers and Institutes
  - 1. Full Approval: Leadership Development Institute, LSU
  - 2. Continued Authorization: Institute for Public Health & Justice, LSU
- B. Program Termination: AAS / Helicopter Operations -- BRCC
- C. Routine Staff Reports
  - 1. Staff Approvals
  - 2. Progress Reports for Conditionally Approved Programs/Units
  - 3. Letters of Intent/Proposals in the Queue

**V. Other Business**

**VI. Adjournment**

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

**AGENDA ITEM III A**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**LOUISIANA STATE UNIVERSITY and A&M COLLEGE**  
**BACHELOR OF SOCIAL WORK**

**BACKGROUND INFORMATION**

Louisiana State University (LSU) requests Board of Regents' approval to offer a Bachelor of Social Work (BSW). The Letter of Intent was approved by the BoR in October 2015; the proposal was approved by the LSU Board of Supervisors in June 2016 and forwarded for review.

**STAFF SUMMARY**

**1. Description**

LSU's proposed BSW will produce Registered Social Workers (RSW): generalist practitioners to serve vulnerable and oppressed populations and advocate for social change. The BSW-level training emphasizes the development of social work case management skills, i.e., service skills that span social systems, including supportive counseling with individuals and families, knowledge of community resources for referral and support, community-level organizational activities, and the implementation and administration of policies, programs, and client-centered services.

The basic structure of the proposed BSW program is guided by the accreditation requirements of the Council on Social Work Education (CSWE). The 120-credit curriculum is built upon a foundation of general education and liberal arts coursework in the first two years, after which the student is admitted to the major and immersed in SW courses and approved electives, culminating with a field practicum/internship and integrative seminar. The proposed BSW will build on LSU's existing Social Work minor, which averages 48 students and 24 graduates per year. The BSW courses will have a strong emphasis on research to provide undergraduate students with research knowledge that can be transmitted and applied in local communities throughout the State. The Social Work faculty will integrate their existing research projects into courses and engage students in a research-informed practice.

LSU's long-standing MSW and PhD in Social Work will offer its undergraduate students a seamless pipeline to pursue their graduate studies. Students in the proposed BSW will be taught by the same faculty who support the existing graduate programs; outstanding BSW students may receive the equivalent of one year academic credit in an MSW program, cutting their time to completion of the MSW in half.

**2. Need**

Many comparisons show that Louisiana as a state faces greater social challenges than its neighbors. Our State has higher poverty rates, higher numbers of high school dropouts, more youths living in residential placement facilities, and higher rates of adult incarceration than the national averages. Bachelor's-level social workers possess the necessary skills to address these issues. The Louisiana Workforce Commission (2014) rated several social work occupations at the second highest level – four stars – including: child, family and school social workers; health care social workers; mental health and substance abuse workers; and eligibility interviewers. Although there are six public colleges currently offering a BSW degree (GSU, NSU, SLU, SUBR, SUNO, and ULM) which collectively produced 195 graduates in 2015-16, there continues to be a shortage of entry-level social workers at the RSW level to meet community needs.

**3. Students**

Response to the SW minor suggests that there is sizeable interest among current LSU students for undergraduate social work classes. Surveys conducted during the Fall 2014 showed substantial support: students in allied discipline majors (e.g., psychology and sociology) were surveyed, along with those enrolled in the undergraduate social work courses offered that semester, to ascertain interest in an undergraduate social work major. Over half of those who responded indicated that they would prefer to

pursue a degree in social work instead of their current major or would change their major to social work if the degree were offered, and nearly all thought the degree should be offered. In addition to LSU students, the BSW program should attract students who wish to pursue a BSW at a large, public research university. During program design, SW faculty met with BRCC staff and adjusted the planned curriculum to create a seamless transition through the AALT. Students will be admitted to the program at their junior year. Through active recruitment at area community colleges and its extensive connections with Social Service Agencies throughout the state, LSU anticipates that the proposed program will admit 25 students each year in the first two years, doubling to 50 for years three and four, and increasing to 75 incoming students in year five of implementation, by which time the program should be producing 50 graduates per year.

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

Because LSU currently offers a minor in Social Work, a BS in Child and Family Studies, and an MSW and PhD in Social Work, there are many existing resources to fuel this new program. The proposed program will be administered in College of Human Sciences and Education within the School of Social Work. The 11 new courses in the curriculum have been fully developed and approved by the appropriate University channels, ready for implementation upon approval by the Board of Regents. Existing faculty that currently support the graduate programs will be able to teach the required BSW courses in the first two years and with the help of adjunct faculty in the following three years. Two additional faculty members and graduate assistants are anticipated for years 4 and 5, if enrollment increases as expected.

#### **5. Budget**

As mentioned previously, two new faculty lines will be needed as the proposed program experiences expected growth; part-time adjunct instructors and two graduate assistants are also anticipated. Operating expenses to include accreditation, marketing, travel and supplies will be incurred as well. LSU forecasts total operating expenses in YR1 to total \$24K, with that amount increasing to \$106K in YR4. The estimated revenue from tuition and fees generated by the BSW program will exceed the projected cost of the program in each of the first five years.

### **STAFF ANALYSIS**

The proposed program is one that will help address the need for more trained, Registered Social Workers in Louisiana as well as the internal demand for such a degree at LSU, where student interest in a BSW program is strong. The proposed BSW will both complement and benefit from the strength and productivity of the existing graduate programs in social work offered by LSU as it prepares highly competent, effective and ethical social work professionals to serve their communities. Projected expenses associated with program implementation will be off-set by tuition and fees.

### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend conditional approval of the Bachelor of Social Work (CIP 44.0701) at Louisiana State University. A progress report on program implementation shall be submitted by February 1, 2018.***

**AGENDA ITEM III B**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**LOUISIANA STATE UNIVERSITY**  
**DOCTOR OF DESIGN IN CULTURAL PRESERVATION**

**BACKGROUND INFORMATION**

Louisiana State University (LSU) requests Board of Regents' approval to create a Doctor of Design (DDes) degree in Cultural Preservation. The proposal was approved by the LSU Board of Supervisors in June 2016 and reviewed by Dr Vini Nathan, Dean of the Auburn University College of Architecture, Design & Construction, and Dr. Ruth Tofle, Department Chair & Professor, Architectural Studies, University of Missouri. The evaluation report was received on 30 August.

**STAFF SUMMARY**

**1. Description**

The proposed DDes is a professional doctoral degree that will give practicing design professionals an opportunity to blend interests in design and the studio arts with scholarship, either to gain further expertise in aspects of their field of practice or to expand their professional capacities into new, emerging and related fields. Graduates will find work in the increasingly interrelated array of professional fields, governmental agencies, businesses, and academic disciplines. The DDes would serve a market of interdisciplinary professionals by building on the strengths of existing faculty in the College of Art & Design and across the University, integrating expertise to address contemporary issues in design, policy, production and preservation. The *Cultural Preservation* applied doctoral degree would incorporate practice and research concerned not only with saving the old but also with innovation, e.g., the growth of historic preservation in architecture as a discipline. It will include four choices for specialization:

History and Theory of Material Culture – studies in the production and history of art, architecture, interiors, and representation, with explorations through different lenses of environmental consideration, geographical location, national/international movement, and corresponding examples from related cultures.

Environmental Policy – investigations of policy and technical expertise arising from environmental and social sciences, law, and public policy to build on previous academic training and professional practice experience in the design and planning disciplines (architecture, landscape architecture, urban design, regional planning).

Fabricative Materials & Technology – inquiry and exploration through digital design as a research tool contributing to the analysis, understanding, and improvement of the built environment at new levels of scale and complexity, with an experimental design project that develops new methods, material systems or technologies in digital design and fabrication through production of a large-scale artifact and a critical thesis.

Museum Studies – combined academic study of art history with training in administration, conservation, and interpretation skills needed for museum studies through a blend of managerial, presentation and technical skills. The specialization will combine the academic study of art history with training in the administration, conservation, and interpretation skills required in museum work.

The proposed 60-credit program encompasses six semesters of study and 45 hours of new course offerings specific to the curriculum and its advanced nature, over 50 percent of which would be devoted to individual, supervised research requiring students to work one-on-one with faculty. Students would share a common core of seminars on Cultural Preservation and research methods. The curriculum for each specialization includes allied subjects and special requirements to ensure cross-disciplinary study.

As an advanced academic degree, the proposed DDes will generate graduates to fill upper-level supervisory, administrative, and academic positions in Louisiana and throughout the US that require high levels of professional expertise, technical knowledge, and cultural awareness. The reviewers noted that, "The proposal is compelling in bridging collaborative scholarship in diverse fields and making mutually beneficial linkages to benefit the campus and state by addressing cultural preservation. [It] speaks to an LSU advantage and articulates coherence as a scholarly endeavor to fill the niche of Design in Cultural Preservation."

## **2. Need**

The DDes degree has a 20-year history among professionals seeking to broaden their sphere of expertise and credentialing, and there is a growing academic market for this type of degree. The master's degree has traditionally served as the "terminal professional degree" for studio art and design disciplines (architecture, landscape architecture), with DDes degrees as a more academic option in these areas. The proposed DDes arises from the confluence of current professional trends, educational conditions, and the College of Art & Design's interest in leveraging existing resources into new opportunities. In light of the Louisiana Department of Cultural, Recreation and Tourism's identification of cultural resources as an aspect of economic development, the proposed program will highlight ways in which the study, preservation, and enhancement of cultural initiatives benefit from the use of the research resources at LSU. The four focus areas will lead to direct expertise within three of the six areas identified by the State's cultural economy initiatives.

The reviewers noted that there is a definite demand for advanced professional development at the doctoral level in the academy, as represented by the number of open positions worldwide with doctoral qualifications. While they agreed that the proposal makes a strong case for the demand for doctoral level work in Cultural Preservation in the four specializations in the State of Louisiana, they urged consideration of the comparative advantages of a PhD vs a DDes, especially given the level of research the program entails. LSU has modeled the proposed degree on the existing Doctor of Musical Arts (DMA) offered by the College of Music and Dramatic Arts and plans. The faculty argue that there is no consensus among design educators as to which degree should be considered the 'gold standard' but that, given current resources, LSU and the State may be better served by starting off with this program and its four areas of focus, and possibly to advance into the PhD in a specialized but related area if there is future demand.

## **3. Students**

The primary market for the proposed degree will be practicing professionals who have been working in design offices for 5-10 years and seek either further expertise in aspects of their field of practice or expansion of their professional capabilities into emerging and related areas. It will also be attractive to individuals who wish to pursue a career in the academy. The target audience will be seasoned professionals with masters' degrees who are interested in opportunities to teach as a way to 'test the waters' for a potential career shift and are thus prepared to leave active practice to explore this option. Likewise, the practice of returning for advanced academic work after having professional experience will be the norm among those interested in the DDes degree. The University projects an enrollment of four students per year for the first several years, with graduation of the first cohort within four years of inception. By the end of year five, LSU will expect to have admitted 20 students and to have graduated eight.

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

The proposed program will be housed within the College of Art & Design. Program implementation would not have any significant impact on the current administrative structure of the institution. Existing studio, seminar, and classroom spaces and related equipment are adequate to meet anticipated need. No new full-time faculty would be required: existing faculty, with anticipated hires to fill current vacancies, represent the broad multi-disciplinary backgrounds and professional interests necessary to initiate and sustain the DDes program through its first five years. The College has placed the DDes program as a top strategic priority and anticipates that its debut will generate renewed incentives for alumni engagement and support.

### **STAFF ANALYSIS**

This innovative advanced practice degree capitalizes upon existing interdisciplinary resources within the College of Art & Design, requiring no immediate resources. Graduates of the proposed program will be prepared to fill leadership positions in numerous professional and academic fields related to the cultural economy and thereby make significant contributions to the advancement of cultural preservation in Louisiana and throughout the country. If approved, the degree would be launched in Fall 2017.

### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend conditional approval of the Doctor of Design in Cultural Preservation (CIP 30.0000) at Louisiana State University. A progress report shall be submitted by February 1, 2018.***

**AGENDA ITEM IV A 1**  
**REQUEST FOR FULL APPROVAL**  
**LOUISIANA STATE UNIVERSITY AND A&M COLLEGE**  
**LEADERSHIP DEVELOPMENT INSTITUTE**

**BACKGROUND INFORMATION**

Louisiana State University and A&M College (LSU) is requesting full approval of the Leadership Development Institute (LDI). The request was approved by the LSU Board of Supervisors at the September, 2016 meeting. The Institute was granted conditional approval by the Regents in August, 2014.

**STAFF SUMMARY**

**1. Description and Need**

LSU's Leadership Development Institute (LDI) is an umbrella organization to promote interdisciplinary education and training to develop leadership competencies and to foster collaborative research on leadership development. As organizations and economies become more complex and dynamic, strong leadership grows in strategic importance, yet only 30% of Americans think their leaders are doing a good job (according to the 2012 National Leadership Index published by Harvard's JFK School of Government). Strong, effective leaders in all types of organizations and communities are fundamental to enhancing economic development in Louisiana. The LDI aspires to be the innovative frontrunner in student leadership education, building the knowledge, skills, and ways of thinking that enable them to become global citizens and positive change agents. Through innovative outreach programming and strategic partnerships with business and community organizations, the Institute provides a science-based focus on developing effective leaders. By focusing on leadership *development* rather than leadership *studies*, it fills a unique niche: few institutes exist nationally which focus on the science of the leadership development processes.

**2. Activities and Accomplishments**

In its first two years, the LDI has accomplished much to get organized and begin its outreach. Plans for a 300-person conference in November, including media and corporate sponsorship are on track to host: *She Geaux: Inward, Outward, Onward: Women in Leadership*. In addition:

- Baton Rouge Choice Collaborative (April 2015) and Baton Rouge Hope Zone Collaborative Series (July 2016), conferences to connect multisector businesses, nonprofits, and government agencies that are in or support at-risk neighborhoods;
- Professional Network Leadership among STEM Educators workshop delivered to participants at the LA Math & Science Teacher Institute (May 2015);
- Invited talk on strategic leadership, delivered to the Baton Rouge Junior League (Sept 2015);
- Presentation at the regional conference of the Association for Talen Development about LDI services and partnership opportunities (Oct 2015);
- Workforce Development Summer Fellows Program workshop delivered to LSU Online fellows (May 2016);
- Wellness Ambassador summer youth program to develop career readiness among at-risk youth, delivered in coordination with the US Dept of Justice Byrne Criminal Justice Initiative and in partnership with the Office of the Mayor-President in Baton Rouge (Summer 2016 (& 2017).

**3. Resources and Administration**

The Institute is a research, education, and outreach initiative within the College of Human Science & Education's School of Human Resource Education & Workforce Development (SHREWD). An Executive Board has been established and has held a series of bi-monthly meetings to advance the early development of the Institute. Formation of an Advisory Board is proceeding according to a strategy and

timeline developed by the Executive Board; under development and currently has four membership commitments. A Director of the LDI assumed duties in August, 2016, and 11 faculty members are directly involved with the LDI's work. The website is active: [www.lsu.edu/chse/chrewd/research/institutes.php](http://www.lsu.edu/chse/chrewd/research/institutes.php). For the teaching and research functions and in many other ways, the LDI operates as a virtual institute without walls, taking advantage of a variety of web-based technologies for interdisciplinary collaboration and outreach.

#### **4. Budget**

Although profit-generation was not a key driver of LDI's early implementation efforts, its activities through July 2016 are associated with the accrual of approximately \$47.3K in sponsored funding from the US Dept of Housing and Urban Development, the US Dept of Justice Byrne Criminal Justice Initiative, the Mary Ethel Baxter Lipscomb Memorial Endowment, and a competitive E-Learning Innovation Award from the Board of Regents. In addition, the November conference will be a for-profit endeavor, and the *Women in Leadership Career Orientation* workshop planned for Spring 2017 will eventually be modified for delivery as a fundraising effort, open to participants from outside of the LSU community.

The College and School provide over half of the funding for the Institute, covering the Director's (half-time) position and a 20-hour per week graduate assistant supported through departmental funds through this year. The new Director brought with her a \$50K NSF grant in August and will be focusing on strategic planning and fund raising efforts. The majority of future funding will be generated by external grants; both the School and the College have pledged to contribute 10% of their portion of the indirect costs (48%) to the LDI budget, with remaining grant funds used to administer the research and development efforts indicated in the funded proposal.

#### **STAFF ANALYSIS**

Though there are other leadership development programs and workshops for students in the state, none focus on the comprehensive teaching, research, and outreach components of LSU's Leadership Development Institute. Its plans for community service include customized leadership development programs for specific organizations and communities and evaluation of potential leadership candidates; its research will address unanswered questions about what really works in leadership development; and its teaching will bring the research into practice. Full approval for a period of three years will allow the Institute to firmly establish a funding base sufficient to support its initiatives.

#### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend full approval of the Leadership Development Institute at Louisiana State University, with a report and request for reauthorization due on 1 December 2019.***

**AGENDA ITEM IV A 2**  
**REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT**  
**LSU HEALTH SCIENCES CENTER – NEW ORLEANS**  
**INSTITUTE FOR PUBLIC HEALTH AND JUSTICE**

**BACKGROUND INFORMATION**

The LSU Health Sciences Center–New Orleans (LSUHSC-NO) is requesting reauthorization of the Institute for Public Health and Justice (IPHJ). The Institute was granted conditional approval by the Board of Regents for a period of two years in April, 2011, with continued authorization for three years approved in October, 2013. The LSU Board of Supervisors approved the report and request at the September, 2016 meeting.

**STAFF SUMMARY**

**1. Description**

The IPHJ is a policy, research, training, and technical assistance enterprise positioned at the intersection of behavioral health policy/practice and the justice system in Louisiana. The Institute seeks to bridge the divide between what we know about prevention and treatment of behavioral health conditions and the negative impacts on communities, victims, offenders, and the overall justice system. It links graduate and professional education to the world of practice, infusing each with the knowledge and experience to ensure that services remain relevant and effective, and that the academy is informed by the practical wisdom of skilled practitioners. IPHJ's methodology of connecting local leaders with their peers throughout the State, and expanding those collaborations to include leading scientists and researchers, has led to practical solutions in parishes and state agencies and yielded visibly positive impacts on the lives of Louisiana citizens and the agencies that serve them.

**2. Activities and Accomplishments**

Act 3 of the 2013 Legislative Session designated IPHJ as the primary research entity and advisor to the legislature on matters related to youth in the criminal justice system and youth behavioral needs. Over the course of the past three years, the IPHJ has undertaken many initiatives, including but not limited to:

- Produced a comprehensive study of 17-year-olds in Louisiana's adult justice system which, with the testimony that followed, was cited as the catalyst for informing and educating government and justice stakeholders for the passage of Act 501 (2016 session) calling to raise the age of juvenile jurisdiction to include 17-year-olds by 2018;
- Provided invited congressional testimony in 2015 on the Social Ecology of Youth Violence in a briefing for the US House of Representatives' Youth Violence Committee in Washington, DC;
- Recognized nationally and internationally through invited symposia and peer-reviewed literature for methods to help accelerate the growth of evidence-based community programming as a diversion mechanism for law enforcement and an alternative to incarceration for courts,
- Through the efforts of the IPHJ and its state and local partners, Louisiana was cited (in 2012 and 2014) in national independent research by the Association for the Advancement of Evidence-Based Practice as one of the top three states in advancing evidence-based programming for juvenile justice involved youth and their families; and
- Since 2011 -- authored and co-authored over 32 published works and technical reports; facilitated two national meetings, one policy academy, and nine statewide professional meetings; produced five national webinars and/or multimedia information sharing tools; and helped to advance the fields of both behavioral health and justice-related issues.

**3. Resources and Administration**

The IPHJ operates fiscally and administratively from the LSUHSC-NO School of Public Health as a research and service program, with the IPHJ Director reporting directly to the Dean. The team is supported



by an informal advisory board of national and local experts. Funding has been ongoing through grants and contracts since its inception, when its sole source of funding was the MacArthur Foundation. The Institute currently holds several grants and contracts that partially cover faculty salaries and graduate assistant stipends, including a \$250K national evaluation contract currently being executed with the Moyer Foundation.

#### **4. Budget**

The IPHJ's funding has been ongoing through grants and outside support, with over \$1.27M secured in the first five years. New grants and contracts have diversified its funding sources significantly since its inception, with its main source of support was from the John D. and Catherine T. MacArthur Foundation in a grant specifically meant to bridge to longer term financial support of the Institute. Although the faculty member and administrators associated with the Institute are currently employed by the LSUHSC-NO, all future personnel will be hired and funded through its existing and future externally-generated budget. The operation of IPHJ does not pose any additional fiscal impact on the LSUHSC-NO: it has external revenue to cover 87% of the current year budget and pending revenue (outstanding grant proposals) that would far exceed its current costs.

#### **STAFF ANALYSIS**

The staff recognizes the role the Institute plays in juvenile justice reform and how the declared initiatives of the Institute mesh with the role, scope and mission of the LSHSC-NO School of Public Health. The IPHJ has demonstrated its ability to bring in sufficient financial support to cover expenditures. It is a vibrant and publically visible epicenter for justice and behavioral health work, a valuable asset to both the System and the State.

#### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend full reauthorization of the Institute for Public Health and Justice at the LSU Health Sciences Center in New Orleans for a period of five years, with a report and request for reauthorization due 1 December 2021.***

**AGENDA ITEM IV B**  
**TERMINATION REQUEST**  
**BATON ROUGE COMMUNITY COLLEGE**  
**Helicopter Flight Operations Program**

**BACKGROUND INFORMATION**

Baton Rouge Community College requests approval to discontinue offering courses and programs related to Helicopter Flight Training. The requested terminations were approved by the Board of Supervisors of the Louisiana Community and Technical College System in August 2016.

**STAFF SUMMARY**

BRCC's Helicopter Aviation program, initially approved in March 2013, was popular with veterans, who consistently represented the majority of students enrolled each semester. This put the College out of compliance with the Veterans' Affairs' 85:15 percent enrollment requirement for VA-eligible students. As a result, the Veterans Administration ruled in Fall 2015 that no new VA-eligible students who would be relying on VA educational benefits could be enrolled in the program. Currently enrolled VA-eligible students have been allowed to complete the program, but without the option of enrolling veterans, the primary population the program had served, the program cannot survive.

BRCC's Transportation Technology Division has shifted its aviation focus from Helicopter Flight Training to Aviation Maintenance, and the College has discontinued offering courses and programs related to Helicopter Flight Training. BRCC has established teach-out plans for currently enrolled students, and new enrollments for the program have ceased. BRCC has also notified the third party training provider and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) of its decision to terminate the following programs, upon Regents' approval:

- Helicopter Flight Operations, AAS (49.0101)
- Helicopter Commercial Pilot, CTS (49.0199)
- Helicopter Instrument Pilot, CTS (49.0199)
- Helicopter Flight Instructor, CTS (49.0108)

**STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend approval of the termination of the following programs: AAS, Helicopter Flight Operations (CIP 49.0101); CTS, Helicopter Commercial Pilot, and CTS, Helicopter Instrument Pilot (CIP 49.0199); and CTS, Helicopter Flight Instructor (CIP 49.0108).***

**AGENDA ITEM IV C 1**  
**ROUTINE ACADEMIC REQUESTS**  
 Staff Approvals

<b>Institution</b>	<b>Request</b>
McNeese	To offer Post-Baccalaureate Certificates for Practitioner Teacher Certification Programs in the following content areas: <u>Elementary Education - Grades 1-5</u> (24-30 credit hours) (CIP 13.1202); <u>Middle School Education, Grades 4-8</u> (24-40 credit hours) (CIP 13.1203) in Science and Mathematics; and <u>Secondary Education - Grades 6-12</u> (24-30 credit hours) (CIP 13.1205) in Mathematics, English, Social Studies, Biology, Physics, Chemistry, General Science, French, and Spanish – <b>Approved</b> .
SLU	Request to change the name and designation of the MEd / Counselor Education to <u>MS / Counseling</u> (CIP 131101) to reflect the scope of practice with the two additional concentrations that account for 2/3 of the program's graduates (and eliminate employer confusion), and the move the degree from the College of Education to the College of Nursing & Health Sciences – <b>Approved</b> .

## AGENDA ITEM IV C 2

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

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
05.2015	Baton Rouge Community College <b>AS in Surgical Technology</b> (51.0909) Conditional approval was granted on 05.27.2015 with a progress report requested by 09.01.2016.	Campus awarded its first 5 degrees in 2015-16. CAAHEO, the accrediting agency, approved the transfer from OLOL to BRCC with continuing accreditation until 2023. Annual reports to the Accreditation Review Council have been accepted as complete.	Receive and accept the progress report. A subsequent report is requested by 09.01.2017.
08.2013	Baton Rouge Community College <b>AAS in Paramedic</b> (51.0904) Conditional approval was granted on 08.21.2013 with a progress report requested by 08.31.2016.	Campus had 8 AAS and 11 CTS completers in 2015-16. BRCC has developed a PLA pathway for licensed paramedics to earn the AAS after completing GenEd requirements – one of the 2015-16 completers earned the AAS via the new pathway.	Receive and accept the progress report. A subsequent report is requested by 09.01.2017.
03.2013	Central LA Technical CC <b>AAS in Criminal Justice</b> (43.0104) Conditional approval was granted on 03.20.2013 with a progress report requested by 06.01.2016.	Campus has awarded 5 AAS total since its inception, averaging 11 majors and 2 completers over 3 years. The campus concedes that the program is not financially viable and will be reviewed to determine changes necessary to increase enrollment, if it is to be maintained.	Accept the progress report. A subsequent report is requested by 06.01.2017, or upon program changes.
12.2013	Central LA Technical CC <b>AGS (Associate of General Studies)</b> (24.0102) Conditional approval was granted on 12.05.2013 with a progress report requested by 07.01.2016	CLTCC has not implemented this program. Campus concedes it cannot offer any non-vocational program due to requirements from its institutional accreditor. Will consider offering the AGS after SACSCOC accreditation.	Request report and update on SACSCOC accreditation efforts by 07.01.2017.
04.2013	Grambling State University <b>BS in Child Development and Early Literacy (Prenatal-PreK3)</b> (19.0799) Conditional approval was granted on 04.25.2013 with a progress report requested by 09.01.2016.	Program had an enrollment of 127 majors, and 14 degrees awarded for AY 2015-16. This number exceeded the 10 graduates projected in the initial proposal approved in 2013; growth has been steady.	Receive and accept the progress report. A subsequent report is requested by 09.01.2017.
04.2015	L.S.U. A&M <b>Master of Digital Media Arts &amp; Engineering</b> (50.0102) Conditional approval was granted on 04.22.2013 with a progress report requested by 09.01.2016.	First graduates are expected this semester (Fall 2016); program is in its 3 <sup>rd</sup> semester of implementation and has 12 majors. Advisory committee has been assembled to help vet curriculum and outcomes.	Receive and accept the progress report. A subsequent report is requested by 09.01.2017.
06.2012	L.S.U. A&M <b>MS in Construction Management</b> (52.2001) Conditional approval was granted on 06.27.2012 with a progress report requested by 09.02.2016.	Campus awarded 30 degrees in 2015-16, for a total of 44 since implementation and a 3-year average of 44. Program achieved ACEE Accreditation in July 2016, through July 2021.	Receive and accept the progress report. <u>No further reporting is necessary</u> , based on program productivity.
04.2013	L.S.U. at Alexandria <b>BS in Elder Care Administration</b> (51.0718) Conditional approval was granted on 04.25.2013 with a progress report requested by 09.01.2016.	Program reported its first 4 graduates in 2015-16, with 100% job placement. There are 29 majors in Fall/2016. Initial self-study document for accreditation will be submitted in Spring 2017.	Receive and accept the progress report. A subsequent report is requested by 09.01.2017.

05.2013	L.S.U. in Shreveport <b>EdD in Leadership Studies</b> (52.0213) Conditional approval was granted on 05.22.2013 with a progress report requested by 09.01.2016.	Minor changes in delivery have attracted the largest cohort ever, with an expected 23 new students this fall. Program had 47 majors in Fall/2015 and could see up to 15 graduates in 2015-16. Program is well-received and students are progressing well.	Receive and accept the progress report. A subsequent report is requested by 09.01.2017.
03.2013	Northshore Technical CC <b>AAS Technical Studies</b> (47.9999) Conditional approval granted on 03.20.2013 with a progress report requested by 06.01.2016.	Program incorporates TDs in nine areas by adding a 15-hour GenEd component. It produced 16 graduates in 20105-16, for a 3-year average of 11.	Receive and accept the progress report. <u>No further reporting is necessary</u> , based on program productivity.
12.2008	Northshore Technical CC <b>AAS Care &amp; Development of Young Children</b> (19.0709) Conditional approval was granted on 12.03.2008 with a progress report requested by 06.01.2016.	Program maintains a strong 3 year average of 17 AAS completers, with 16 AAS and 19TDs awarded in 2015-16.	Receive and accept the progress report. <u>No further reporting is necessary</u> , based on program productivity.
12.2009	Northshore Technical CC <b>AAS/Journeyman Industrial</b> (46.0000) Conditional approval was granted on 12.02.2009 with a progress report requested by 06.01.2016.	There have been 0 graduates of the AAS, but 15 completers of the covered TDs in Electrician and Pipe Trades. Value/relevance of the degree is not clear; its continuation will be considered during the fall Program Review.	Accept the progress report. A subsequent report is requested by 06.01.2017, if program is maintained.
03.2014	River Parishes CC <b>CAS Medical Coding Specialist</b> (51.0707) Conditional approval was granted on 03.26.2014 with a progress report due on 06.01.2016.	In its first year of operation, the program has awarded 4 certificates. The program fulfills requirements for transfer to 2- and 4-year programs within Louisiana. Current enrollment is 20 students.	Accept the progress report. A subsequent report is requested by 06.01.2017.
12.2013	So. Central LA Technical College <b>AAS Industrial Maintenance Technology</b> (47.03030) Conditional approval was granted on 12.05.2013 with a progress report requested by 06.01.2016.	Campus reports Fall 2015 enrollment of 48 and Spring 2016 enrollment of 39. 4 degrees were awarded for AY 2016-16; 12 students completed the supporting TD.	Accept the progress report. A subsequent report is requested by 06.01.2017.
01.2014	South LA CC <b>AAS in Digital Media Design</b> (11.0801) Conditional approval was granted on 01.22.2014 with a progress report requested by 07.01.2016.	Campus reported 25 majors and 11 AAS completers in 2015-16; 4 students completed the supporting TD.	Accept the progress report. A subsequent report is requested by 07.01.2017.
04.2014	South LA CC <b>AAS in Technical Studies</b> (47.9999) Conditional approval was granted on 04.23.2014 with a progress report requested by 07.01.2016.	Campus reported an enrollment of 7, with 1 degree awarded for AY 2015-16. The program is still in early implementation.	Accept the progress report. A subsequent report is requested by 07.01.2017.
05.2014	South LA CC <b>AS in Energy and Chemical Processing Technology</b> (15.0503) Conditional approval was granted on 05.21.2014 with a progress report requested by 07.01.2016.	Campus reports a Fall 2015 enrollment of 7, and 2 degrees awarded in the 2015-16 year. Due to cost and low enrollment, campus has placed program on inactive list and will consider termination.	Accept the progress report. Report by 06.01.2017, if program is maintained.
08.2014	South LA CC <b>AAS in Business Administration</b> (52.0101) Conditional approval was granted on 08.27.2014 with a progress report requested by 07.01.2016.	Campus reports 4 degrees awarded in AY 2014-15. This AAS is a new program; older AS (transfer) degree averages 16 graduates – both will be watched closely.	Accept the progress report. A subsequent report is requested by 07.01.2017.

05.2013	Southern University A&M <b>BM in Music</b> (50.0903) Conditional approval was granted on 05.22.2013 with a progress report requested by 06.01.2016.	Campus awarded 9 degrees in 2015-16, with a 3 year average of 7. Full-time faculty have been assigned to students to facilitate student success.	Accept the progress report. A subsequent report is requested by 06.01.2017.
05.2013	Southern University New Orleans <b>BS in Forensic Science</b> (43.0106) Conditional approval was granted on 05.22.2013 with a progress report requested by 06.01.2016.	Campus awarded first 3 degrees in 2015-16. Enrollment has increased consistently since program inception: AY 2016-17 projections are for 75 majors and 10 graduates.	Accept the progress report. A subsequent report is requested by 06.01.2017.
09.2015	Southern University New Orleans <b>DSW</b> (44.0101) Conditional approval was granted on 09.24.2015 with a progress report requested by 07.22.2016.	SUNO has not yet begun implementation: a delay in committed funds from FEMA has triggered a postponed application to SACSCOC, delaying new hires and any action to open the program.	Accept the progress report. Request a subsequent report by 07.22.2017, or upon SACSCOC response.
02.2015	Southern University Shreveport <b>AAS, Polysomnographic Technology</b> (51.0917) Conditional approval granted on 02.23.2015 with a progress report requested by 07.01.2016.	As of June 2016, program implementation has not begun, as the campus is awaiting word and approval from SACSCOC regarding the program addition.	Accept the report; request update upon SACSCOC response. A subsequent report is due by 07.01.2017.
08.2012	University of Louisiana, Lafayette <b>MS in Criminal Justice</b> (43.0104) Conditional approval was granted on 08.22.2012 with a progress report requested by 09.01.2016.	Campus awarded 7 degrees in 2015-16. New faculty hires and word of mouth from recent graduates aim to increase enrollment and improve program productivity.	Receive and accept the progress report. A subsequent report is requested by 09.01.2017.
08.2013	University of Louisiana, Lafayette <b>MS in Accounting</b> (52.0301) Conditional approval was granted on 08.21.2013 with a progress report requested by 08.31.2016.	3 students enrolled in Fall 2014 and graduated in 2015-16. Campus expects up to 6 graduates in AY 2016-17.	Accept the progress report. A subsequent report is requested by 09.01.2017.
02.2015	University of Louisiana, Monroe <b>Master of Public Administration</b> (44.0401) Conditional approval was granted on 02.23.2015 with a progress report requested by 07.01.2016.	Program has average enrollment of 31 in the 3 semesters since its inception; the 1 <sup>st</sup> degree awards could be this Fall. Campus will be eligible to apply for accreditation in 2019.	Accept the progress report. A subsequent report is requested by 07.01.2017.
08.2014	University of New Orleans <b>BS, Health Care Management</b> (51.2211) Conditional approval granted on 08.27.2014, with a second progress report requested by 07.01.2016.	Campus hired a Director/Professor and developed a new curriculum to launch the program in Spring 2015; course enrollment is strong, but only four students have declared the major as of the end of Spring 2016 semester.	Accept the report; request a subsequent implementation report by 07.01.2017.
09.2015	University of New Orleans <b>MEd in Higher Education Administration</b> (13.0406) Conditional approval was granted on 09.24.2015 with a progress report requested by 07.01.2016.	Program implementation began in Spring 2016 with 20 students enrolled in the 1 <sup>st</sup> course and 10 formally admitted to the major. Given student response and current enrollment, campus could see 10-12 graduates by Spring 2018.	Accept the progress report. A subsequent report is requested by 07.01.2017.

**AGENDA ITEM IV C 3**  
**LETTERS of INTENT/PROPOSALS in the QUEUE**  
**Forwarded to BoR by Management Boards**

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
<b>Letters of Intent</b>	LSU	BA - Screen Arts	05.19.15	05.28.15 distributed to CAOs for input with responses received by 06.26.15. 06.29.15 questions sent to campus. 07.14.15 campus informed staff a response to questions would be forthcoming. 11.10.15 Campus reaffirmed commitment to the LOI with response to be submitted. 09.14.16 Campus notified LOI will be pulled from the queue and may be resubmitted at a later time.
	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 circulated to CAOs; 03.10.16 BoR email to campus re continuation of consideration; awaiting response. 09.14.16 Campus notified LOI will be pulled from the queue and may be resubmitted at a later time.
	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. 09.14.16 Campus notified LOI will be pulled from the queue and may be resubmitted at a later time.
	LSUA	BS – Chemistry	09.30.15	10.01.15 circulated to CAOs for review with input received by 11.02.15. Questions sent to campus 12.01.15 with response received 01.13.16. Additional questions sent to campus 01.28.16; 06.28.16 campus withdrew request from BoR Agenda, possibly to be reconsidered at a later mtg.
	LSUHSC-NO	BS - 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; response received, 0913; staff review.
	ULM	BA - Dance	03.17.16	03.24.16 circulated to CAOs with input requested by 04.22.16. Under staff review.
	ULM	BS - Chemistry	03.17.16	03.24.16 circulated to CAOs with input requested by 04.22.16. Staff sent questions to the campus on 06.27.16; response expected in mid-Sept.
	LSUA	BA - Religious Studies	03.24.16	03.24.16 circulated to CAOs with input requested by 04.22.16. Campus is collecting information on student need.
<b>Program Proposals</b>	BRCC	AAS - Midwifery	07.31.15	On hold for discussion with the campus: cost, faculty, licensure, accreditation.
	LSU	MS/Agricultural & Extension Education	06.28.16	06.28 – requested prioritized list of recommended external reviewers; list received 08.26; requested faculty vitae information for reviewer 08.29; info received 09.13.16 – staff is preparing to contact reviewers.
	LSU	Post-Doctoral Cert – Medical Physics	09.12.16	09.12.16 – Questions sent to campus; awaiting response.