BOARD OF REGENTS
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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
May 22, 2017 • 10:10 am

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

I. Call to Order

II. Roll Call

III. Academic Programs

A. Program Proposals
   1. PBC/ Invasive Cardiovascular Technology – NSU
   2. PBC/ Magnetic Resonance Imaging – NSU
   3. MS/ Informatics – ULL

B. Reconfiguration: BS/Instrumentation & Control Systems Engineering Technology (from BS/Electrical Engineering Technology) – LA Tech

IV. AY2017-18 Master Course Articulation Matrix & Common Course Catalog

V. Proposed CoE: Cyber Technology Center for Workforce Excellence – BPCC

VI. Consent Agenda

A. 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: Thomas Henning, Chair; Robert Levy, Vice Chair; Claudia Adley; Marty Chabert; Benson Kinney; Collis Temple III; Jacqueline Wyatt; LCTCS, LSU, SU, UL System Representatives.

AGENDA ITEM III A 1

PROPOSED NEW ACADEMIC PROGRAM

NORTHWESTERN STATE UNIVERSITY

POST-BACCALAUREATE CERTIFICATE in INVASIVE CARDIOVASCULAR TECHNOLOGY

BACKGROUND INFORMATION

Northwestern State University (NSU) requests Board of Regents' approval to offer a Post-Baccalaureate Certificate (PBC) in Invasive Cardiovascular Technology. The proposal was approved by the Board of Supervisors of the University of Louisiana System during their meeting in April 2017

STAFF SUMMARY

1. Description and Need

NSU's proposed online PBC in Invasive Cardiovascular Technology is designed for individuals who have earned a baccalaureate degree in an allied health field and are seeking to obtain advanced-level certification in cardiac invasive technology. Specifically, the 12-credit hour certificate will prepare graduates to assist in the performance of invasive testing procedures, which provide critical data used in the detection and treatment of diseases of the heart and circulatory system. The curriculum will address the competent use of specific high-technology equipment, normal and abnormal cardiovascular anatomy and pathophysiology, hemodynamic monitoring, radiation safety, and patient care techniques

There is a widespread demand for competent, credentialed invasive cardiovascular technologists. The Bureau of Labor Statistics (BLS) predicts a 24% increase in invasive cardiovascular technology jobs between 2014 and 2024. Assuming the 24% job growth as projected by the BLS, over 12,000 new positions will be needed nationwide, with Louisiana requiring an additional 212 cardiovascular technologists by 2024. Although there are *currently* no national requirements for a certification in invasive cardiovascular technology, many health care facilities are requiring that their interventional staff hold a national certification. The proposed PBC will provide the necessary education pathway for graduates to take the advanced certification exams offered by the American Registry of Radiologic Technologists (AART) and Cardiovascular Credentialing International (CCI) and become certified. There is no other PBC offered by public institutions in Louisiana that focuses on Invasive Cardiovascular Technology

2. Students

The PBC will be attractive to students who have earned a healthcare degree currently offered by NSU through the School of Allied Health. In addition, because of the online nature of the program, the campus anticipates the PBC program will draw students from across the State and the nation. The projected enrollment for the inaugural year is five students, with that number increasing to 20 students by YR 5 of program implementation.

3. Faculty, Resources, Administration

Faculty from the School of Allied Health will deliver all courses required of the proposed PBC and will provide oversight. An existing faculty member (with 16 years of experience in cardiovascular technology) and one new, qualified adjunct faculty member will be needed. No additional facilities, equipment, or library resources will be required.

4. Budget

Because an appropriate faculty member is already in place and engaged in cardiovascular technology, additional cost for program implementation will be minimal. The University anticipates the total cost of the program will be offset by tuition and fees generated by students that enroll in the proposed PBC.

STAFF ANALYSIS

The proposed online PBC in Invasive Cardiovascular Technology program will provide the educational foundations for health care professionals who are seeking advanced level certification in invasive cardiovascular technologyThe cost associated with the development and implementation of the proposed program is minimal and will be offset by tuition and fees

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the Post Baccalaureate in Invasive Cardiovascular Technology (CIP 51.0901) at Northwestern State University.

AGENDA ITEM III A 2

PROPOSED NEW ACADEMIC PROGRAM

NORTHWESTERN STATE UNIVERSITY

POST-BACCALAUREATE CERTIFICATE in MAGNETIC RESONANCE IMAGING

BACKGROUND INFORMATION

Northwestern State University is seeking Board of Regents' approval to offer a Post-Baccalaureate Certificate (PBC) in Magnetic Resonance Imaging (MRI). The proposal was approved by the Board of Supervisors of the University of Louisiana System during their meeting in April 2017.

STAFF SUMMARY

1. Description and Need

NSU seeks to establish an online PBC in Magnetic Resonance Imaging (MRI). The proposed program is designed to provide registered radiologic technologists, who desire to expand their knowledge and skills in the field of radiology, with the necessary competencies to become practicing MRI technologists. Specifically, the PBC will provide students who have earned their baccalaureate degree in a related field and hold certification by the American Registry of Radiologic Technologists (ARRT), Nuclear Medicine Technology Certification Board, or American Registry for Diagnostic Medical Sonography. The certification may be in radiography, radiation therapy, nuclear medicine, or sonography, an education pathway to MRI certification.

The proposed 12-credit hour curriculum will include instruction in sectional anatomy, MRI physics and image acquisition, components of modern day MRI scanners, and safety considerations within this specialized field. The online nature of this program will be particularly valuable to students who intend to maintain employment while they navigate the PBC curriculum and work to simultaneously satisfy the clinical competency component of certification (which is required by AART). Completion of the certificate program will provide the educational requirements students need to take the AART's MRI exam and will fulfill radiologic technologists' continuing education requirements. While the Joint Commission (the accrediting body for healthcare organizations and programs) does not currently require advanced-level certification for the MRI technicians, recent discussions among healthcare professionals and ARRT indicate that advanced level credentialing will soon be considered a term of employment. In anticipation of that requirement, NSU's radiologic sciences faculty developed this PBC program concept. To date, there are no other MRI programs in the State of Louisiana.

2. Students

The proposed PBC will be attractive to individuals working in the field of radiography who have an interest in seeking additional certification in MRI. The campus anticipates that students will be largely drawn from NSU's existing BS in Radiologic Sciences (which averages 38 completers a year). In addition, because the program will be offered online, it will be attractive to students across the State and nationwide. Enrollment projections have at least 5 students in the first semester of implementation and 20 students by Year 5.

3. Faculty, Resources, Administration

The School of Allied Health, housed in the College of Nursing, will oversee the PBC in MRI. An existing faculty member and one new, qualified adjunct faculty member will provide instructional support; no additional facilities, equipment, or library resources will be required to offer this certificate. The cost associated with the development and implementation of the proposed program is minimal. The University

anticipates the total cost of the program will be $6K annually, which will be offset by tuition and fees generated by students that enroll in the proposed PBC.

STAFF ANALYSIS

The proposed PBC will expand opportunities for individuals who hold a baccalaureate degree in a radiologic science field and desire to pursue advanced level certification in MRI. The online nature of the program allows for flexibility for students to maintain employment while they navigate the curriculum and simultaneously satisfy the clinical requirements necessary to become certified. The cost associated with the development and implementation of the proposed program is minimal and will be offset by tuition and fees.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic & Student Affairs Committee recommend approval of the Post Baccalaureate in Magnetic Resonance Imaging (CIP 51.0920) at Northwestern State University.

AGENDA ITEM III A 3
PROPOSED NEW ACADEMIC PROGRAM
UNIVERSITY OF LOUISIANA at LAFAYETTE
MASTER OF SCIENCE in INFORMATICS

BACKGROUND INFORMATION

The University of Louisiana at Lafayette (ULL) requests Board of Regents' approval to create a Master of Science (MS) in Informatics. A draft of the proposal received a favorable review from Dr. Il –Yeol Song, Professor, Drexel University, in his evaluation report submitted in July 2016. The final proposal was approved by the LSU Board of Supervisors in May 2017.

STAFF SUMMARY

1. Description

An academic program in Informatics focuses on the study and practice of creating, storing and finding, manipulating and sharing information for problem solving and decision making, i.e., working with 'big data' to parse it into information. ULL's proposed MS in Informatics will educate graduate students in the use of the scientific method for the application of computing and information technologies, including the design, maintenance, and adaptation of information systems as it relates to human needs and context. As such, this Master's degree program would support advanced-level research in the information sciences and Information Technology (IT). Specifically, graduates will be trained in the IT aspect of *enterprise computing*, which includes the analytics, reporting, database management, networking, Web infrastructure, and other application software systems and business processes that span the entire organization.

The proposed degree will be available to students with or without an undergraduate degree in a related field by including a two-course foundation introduction to informatics and to database and network systems. Beyond the 18-credit hour require core, ULL's proposed 33-credit hour program is sufficiently generalized to allow graduates to draw on the scientific method to solve applied computing problems in a variety of disciplines (e.g., health, business, education), giving students multiple career paths to innovation that touches on the technological, social, and scientific impact of information technology. As an example, an informatics graduate might design or evaluate healthcare systems to improve patient outcomes. Students may follow either a thesis or non-thesis option. The two curricula are largely identical, except that students pursuing the thesis option will enroll in six thesis hours while those pursing the non-thesis option will be required to complete an approved 3-hour special project and a 3-hour capstone. Students completing the proposed program will be well prepared to pursue one or more of the following:

- A doctoral program in fields such as Informatics, Information Systems or Information Technology;
- A upper/middle management position (e.g., Technology Manager, Chief Information Officer); or
- A mid-career professional advancement.

2. Need

The 21st century economy necessitates direct support of computing and IT needs, irrespective of the industry or market space within which an organization operates. According to Louisiana Economic Development (LED), the State's traditional and emerging industries continue to grow, requiring computer and information technology solutions developed and deployed by Informatics professionals to grow along with them. These industries are as diverse as: aerospace, agribusiness, automotive, energy, entertainment and game design, manufacturing, process industries, software development, and water management. Additionally, several key technology companies have recently located and/or established facilities in Louisiana, including IBM, CenturyLink, CGI, Enquero, and Perficient. If approved, the proposed program would directly support the computing and information technology needs and requirements of the major industries in the Acadiana region as well as across the State. Letters of support submitted by many of these companies echo the need for the proposed program since it will offer courses aligned with industry needs, incorporate industry-relevant technologies and software development methodologies into course design, and provide for industry-based internships and capstone opportunities.

There are several Masters-level degree programs in the area of Computer and Information Sciences that are aligned with particular areas of computer science, information systems, and computing technology. In contrast to the existing programs, the degree program proposed by ULL is a multi-disciplinary field of science that involves the study and use of computational thinking as applied to user-centered structure, behavior, and interactions of natural and artificial systems (technics) that store, process, and communicate information.

3. Students

ULL's related baccalaureate degrees in Informatics and Computer Science programs (which average 60 graduates per year) are promising predictors for viability and growth of the proposed program. In addition, a survey conducted in February 2015 of senior undergraduate students majoring in Informatics yielded 22 responses. Of the respondents, 20 (91%) indicated an interest in pursuing a program like the one proposed. Alumni of the undergraduate program would also have interest in the proposed MS in Informatics. In addition, a recruitment strategy comprised of three key components has been established to draw student enrollment: (1) establishing pipelines through partnerships with other state, national, and international institutions; (2) implementing an aggressive traditional recruitment campaign; and (3) launching a non-traditional marketing campaign that utilizes social media. The University projects an enrollment of 10 students in Year One, increasing to 28 by Year Five.

4. Faculty, Resources & Administration

The proposed program will be housed within the Ray P. Authement College of Sciences. Program implementation would not have any significant impact on the current administrative structure of the institution. Existing infrastructure, library holdings, and related equipment are adequate to meet anticipated need. Sufficient faculty are in place to provide instructional support.

5. Budget

The proposed MS in Informatics can be fully implemented with little new costs to ULL as there will be no new additional funds required for supplies, operating expenses or travel. Cost incurred for graduate assistantships and adjunct faculty represent a minimal but necessary investment and will be matched by industry-supported internships and offset by tuition revenue.

STAFF ANALYSIS

The proposed program will address the current and expected demand for well-prepared computing and information technology professionals across the State. It can be fully implemented with little cost to ULL as there will be no new additional funds required for supplies, operating expenses, or travel.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic and Student Affairs Committee recommend conditional approval of the Master of Science in Informatics (CIP 11.0104) at University of Louisiana at Lafayette. A progress report on program implementation shall be due by September 1, 2018.

AGENDA ITEM III B

PROPOSED PROGRAM RECONFIGURATION

LOUISIANA TECH UNIVERSITY

New **BS/Instrumentation & Control Systems Engineering Tech (ICET)**
From **BS/Electrical Engineering Technology (ELET)**

BACKGROUND INFORMATION

Louisiana Tech University is seeking Board of Regents' approval to offer a BS/Instrumentation & Control Systems Engineering Technology (ICET) through a reconfiguration of the existing BS/Electrical Engineering Technology (ELET), terminating the original degree. The proposal was approved by the UL Board of Supervisors in April 2017 and forwarded to the Board of Regents.

STAFF SUMMARY

1. Description & Need

The proposed BS/Instrumentation & Control Systems Engineering Technology (ICET) was developed as an updated replacement of the existing Electrical Engineering Technology (ELET) program that has been offered at Tech since 1973. Taking advantage of evolving faculty expertise to address shifts in industrial workforce needs, this degree would teach majors the technical and managerial skills needed to enter careers in design, manufacturing, marketing, operations, and maintenance in the fields of measurement, control, robotics, and automation engineering technology. Many of the industrial processes that were historically controlled by human operators are now controlled by Programmable Logic Controllers (PLC). Several two-year programs prepare *technicians* in this field, but no university specifically focuses on preparing *technologists* who have the practical skills of measurement and controller technology along with deeper exposure to the theory behind the systems, understanding the processes themselves. Graduates will be qualified to take on the design and specification of control systems, and then to manage their installation and operation.

The proposed curriculum will align with accreditation requirements for similarly named programs, as specified by ABET. It will incorporate 70% of courses that currently exist in the current ELET program, as modified for the ICET focus, as well as the College's successful curricula in the freshman engineering and computer science programs. Some new upper-level courses will be rolled out as the freshman class progresses through the curriculum.

2. Students

Over the last year, current and prospective ELET students introduced to the proposed program concept during advising sessions have had overwhelmingly positive reactions. Students are particularly interested in the clear career path after graduation: working with PLCs in industrial settings. The BS/ICET will lead to work in a high-demand technical field without requiring the heavy math requirements that one encounters in engineering. The department anticipates that initially about half of the majors will come to Tech specifically to follow this major, and about half will choose the program after deciding that other majors (likely engineering) do not fit them well. Enrollment will probably grow to around 100 majors over the first five years because of the broader attractiveness of the program, compared to the ELET program, and will include some transfers from other majors. The University expects to see graduates by Year 3. The ELET program had 79 majors in Fall 2015, 49 of them at the upper-level, with a three-year average of 20 graduates. The University expects to see 20 graduates in the revised program by Year 5.

3. Faculty, Resources and Administration

It is a particularly opportune time to make the transition from the current ELET to the proposed ICET program. The proposed curriculum will draw from existing faculty in the College of Engineering & Science, including the two dedicated positions in the current ELET area, for which searches are ongoing, and

mechanical engineering faculty who will provide support for the addition of mechanics, fluids, and thermal systems courses in the new curriculum. Replacement hires will be sought with backgrounds to directly complement the program and industrial experience in the use of related technologies. Faculty teaching in this program will be hired at the Lecturer or Instructor rank, as their education and experience warrant, and will be nearly exclusively dedicated to teaching. The college will meet and seek accreditation under the engineering technology criteria (ETAC) of ABET in 2020, when the first graduates are expected and all of the ABET accredited programs within the college will undergo re-accreditation (or initial) review.

4. Budget

No additional costs are required to initiate this program since the existing ELET program would be terminated and replaced by the proposed revision; existing faculty are able to provide the required instructional support, and a recently hired new faculty member will help support program and course development. As the existing ELET program is taught out, faculty assignments will shift to the new ICET program. Future upgrades and enhancements will be supported by the transition of budget funds from ELET to the ICET and through competing for grant support from State and Federal agencies.

STAFF ANALYSIS

The proposed new/revised program can be initiated and sustained with the current faculty and by filling existing openings. It will benefit from the collaboration between engineering and science faculty that has led to significant curricular reform at LA Tech, particularly in the engineering freshman year experience. With its specific focus on preparing technologists, the new Instrumentation & Control Systems Engineering Technology may better serve prospective students and graduates. Its inclusion of courses in mechanics, fluids, and thermal systems, in response to industry recommendations, will prepare graduates to perform design and troubleshooting tasks that would be difficult for individuals with a less integrated background.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the reconfiguration of the existing BS/Electrical Engineering Technology (CIP 15.0303) into a BS/Instrumentation & Control Systems Engineering Technology (CIP 15.0406) at Louisiana Tech University. A progress report will be due on 1 September 2019.

AGENDA ITEM IV

PROPOSED AY 2017-18 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 changes are submitted to Regents' staff throughout the spring semester 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.

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 Common Course Catalog provide a valuable and necessary service to students, advisors, 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 2017-18 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 2017

Academic Year 2017-18
(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**

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

ACADEMIC YEAR 2017-2018

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.

[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 2017-18.*

[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 2017-18 (May 2017)

Common Course Number	Common Course Title	BPCC	BRCC	CLTCC	DCC	FTCC	LDCC	NCC	NTCC	RPCC	SLCC	STCC	LSU A&M	LSUA	LSUE	LSUS
Biological Sciences																
CBIO 1011	General Biology I Lab	BLGY 105L	BIOL1011	BIOL ***	BIOL 107	BIOL 101L	BIOL 103	BIOL 1070	BIOL ***	BIOL 1010L	BIOL 1001	BIOL 1011	BIOL ***	BIOL 1003	BIOL 1003	BIOS 101L
CBIO 1013	General Biology I	BLGY 105	BIOL1013	BIOL 1010	BIOL 101	BIOL 1010	BIOL 101	BIOL 1060	BIOL 1010	BIOL 1010	BIOL 1000	BIOL 1010	BIOL 1001	BIOL 1001	BIOL 1001	BIOS 101
CBIO 1021	General Biology II Lab	BLGY 106L	BIOL1021	BIOL ***	BIOL 108	BIOL 102L	BIOL ***	BIOL 1090	BIOL ***	BIOL 1020L	BIOL 1003	BIOL 1021	BIOL ***	BIOL 1004	BIOL ***	BIOS ***
CBIO 1022	General Biology Lab (I + II)	BLGY 105L & 106L	BIOL 1011 & 1021	BIOL ***	BIOL 107 & 108	BIOL 101L & 1020L	BIOL 103 & BIOL ***	BIOL 1070 & 1090	BIOL ***	BIOL 1010L & 1020L	BIOL 1001 & 1003	BIOL 1011 & 1021	BIOL 1005	BIOL 1003 & 1004	BIOL 1005	BIOS 101L & BIOL ***
CBIO 1023	General Biology II	BLGY 106	BIOL 1023	BIOL 1020	BIOL 102	BIOL 1020	BIOL 102	BIOL 1080	BIOL 1020	BIOL 1020	BIOL 1002	BIOL 1020	BIOL 1002	BIOL 1002	BIOL 1002	BIOS 104/5/
CBIO 1031	General Biology I Lab (Science Majors)	BLGY 101L	BIOL1031	BIOL ***	BIOL 143	BIOL ***	BIOL 203	BIOL 1110	BIOL 1015	BIOL 1203	BIOL 1011	BIOL ***	BIOL 1208	BIOL ***	BIOL 1207 / 1208	BIOS 120L
CBIO 1033	General Biology I (Science Majors)	BLGY 101	BIOL1033	BIOL ***	BIOL 141	BIOL ***	BIOL 201	BIOL 1100	BIOL 1100	BIOL 1201	BIOL 1010 & 1015	BIOL ***	BIOL 1201	BIOL ***	BIOL 1201	BIOS 120
CBIO 1034	General Biology I (Science Majors) Lec + Lab	BLGY 101 & 101L	BIOL 1033 & 1031	BIOL ***	BIOL 141 & 143	BIOL ***	BIOL 201 & 203	BIOL 1100 & 1110	BIOL ***	BIOL 1201 & 1203	BIOL 1010 & 1011	BIOL ***	BIOL 1201 & 1208	BIOL 1201	BIOL 1201 & 1207/1208	BIOS 120 & 120L
CBIO 1041	General Biology II Lab (Science Majors)	BLGY 102L	BIOL 1041	BIOL ***	BIOL 144	BIOL ***	BIOL 204	BIOL 1210	BIOL 1025	BIOL 1204	BIOL 1021	BIOL ***	BIOL 1209	BIOL ***	BIOL 1209	BIOL 110L
CBIO 1043	General Biology II (Science Majors)	BLGY 102	BIOL 1043	BIOL ***	BIOL 142	BIOL 1200	BIOL 202	BIOL 1200	BIOL 1200	BIOL 1202	BIOL 1020	BIOL ***	BIOL 1202	BIOL ***	BIOL 1202	BIOS 110
CBIO 1044	General Biology II (Sci Majors) Lec + Lab	BLGY 102 & 102L	BIOL 1043 & 1041	BIOL ***	BIOL 142 & 144	BIOL ***	BIOL 202 & 204	BIOL 1200 & 1210	BIOL ***	BIOL 1202 & 1204	BIOL 1020 & 1021	BIOL ***	BIOL 1202 & 1209	BIOL 1202	BIOL 1202 + 1209 or BIOL 1503	BIOL 110 & 110L
CBIO 2101	General Microbiology Lab	BLGY ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL 2110L	BIOL ***	BIOL ***	BIOL 1012	BIOL ***	BIOL ***	BIOS ***
CBIO 2103	General Microbiology	BLGY ***	BIOL ***	BIOL ***	BIOL 211	BIOL ***	BIOL ***	BIOL 2000	BIOL ***	BIOL 2110	BIOL ***	BIOL ***	BIOL 1011	BIOL ***	BIOL ***	BIOS ***
CBIO 2104	General Microbiology Lec + Lab	BLGY ***	BIOL 2104	BIOL ***	BIOL 211 & BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL 2110 & 2110L	BIOL ***	BIOL ***	BIOL 1011 & 1012	BIOL ***	BIOL ***	BIOS ***
CBIOL 2111	Microbiology Lab for Nursing/Allied Health	BLGY 202L	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL 2111	BIOL ***	BIOL ***	BIOL 1012	BIOS ***
CBIO 2113	Microbiology for Nursing & Allied Health	BLGY 202	BIOL ***	BIOL ***	BIOL ***	BIOL 2030	BIOL 115	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL 2113	BIOL ***	BIOL ***	BIOL 1011	BIOS ***
CBIOL 2114	Microbiology for Nursing & Allied Health Lec + Lab	BLGY 202 & 202L	BIOL ***	BIOL ***	BIOL ***	BIOL 2030 & BIOL ***	BIOL 115 & BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL 2111 & 2113	BIOL ***	BIOL ***	BIOL 1011 & 1012	BIOS ***
CBIO 2121	General Microbiology Lab (Science Majors)	BLGY 206L	BIOL ***	BIOL ***	BIOL 212	BIOL ***	BIOL 211	BIOL 2010	BIOL ***	BIOL 2110L	BIOL 2101	BIOL 2101	BIOL ***	BIOL ***	BIOL ***	BIOL ***
CBIO 2123	General Microbiology (Science Majors)	BLGY 206	BIOL ***	BIOL ***	BIOL 210	BIOL ***	BIOL 210	BIOL 2000	BIOL ***	BIOL 2110	BIOL 2100	BIOL 2103	BIOL ***	BIOL ***	BIOL ***	BIOL ***
CBIO 2124	General Microbiology (Sci Majors) Lec + Lab	BLGY 206 & 206L	BIOL 2124	BIOL ***	BIOL 210 & 212	BIOL ***	BIOL 210 & 211	BIOL 2000 & 2010	BIOL ***	BIOL 2110 & 2110L	BIOL 2100 & 2101	BIOL 2104	BIOL 2051	BIOL 2051	BIOL 2051	BIOL ***
CBIO 2131	Cell Biology Lab	BLGY ***	BIOL***	BIOL ***	BIOL 266	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOS ***
CBIO 2133	Cell Biology	BLGY ***	BIOL***	BIOL ***	BIOL 265	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOS ***
CBIO 2134	Cell Biology Lec + Lab	BLGY ***	BIOL***	BIOL ***	BIOL 265 & 266	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL ***	BIOL 2151	BIOS ***
CBIO 2211	Human Anatomy and Physiology I Lab	BLGY 230L	BIOL ***	BIOL ***	BIOL 253	BIOL 1150	BIOL 223	BIOL 2310	BIOL 2215	BIOL 2500L	BIOL 2023	BIOL 2251	BIOL ***	BIOL ***	BIOL ***	BIOS 284L

MASTER COURSE ARTICULATION MATRIX – AY 2017-18 (May 2017)

Common Course Number	Common Course Title	GSU	LA Tech	McNeese	Nicholls	NSU	SLU	ULL	ULM	UNO	SU A&M	SUNO	SUSLA
Biological Sciences													
CBIO 1011	General Biology I Lab	BIOL 105	BISC ***	BIOL ***	BIOL ***	SCI ***	BIOL ***	BIOL 123	BIOL ***	BIOS ***	BIOL 106	BIOL 105L	BIOL ***
CBIO 1013	General Biology I	BIOL 103	BISC 101	BIOL 105	BIOL 105	SCI 1020	GBIO 106	BIOL 121	BIOL ***	BIOS 1053	BIOL 104	BIOL 105	BIOL ***
CBIO 1021	General Biology II Lab	BIOL 106	BISC ***	BIOL ***	BIOL ***	SCI ***	BIOL ***	BIOL ***	BIOL ***	BIOS ***	BIOL 107	BIOL 106L	BIOL ***
CBIO 1022	General Biology Lab (I + II)	BIOL 105 & 106	BISC ***	BIOL ***	BIOL ***	SCI 2020 & SCI ***	BIOL ***	BIOL 123 & BIOL ***	BIOL ***	BIOS ***	BIOL 106 & 107	BIOL 105L & 106L	BIOL ***
CBIO 1023	General Biology II	BIOL 104	BISC 102	BIOL 106	BIOL 106	SCI 2020	GBIO 107	BIOL 122	BIOL ***	BIOS 1063	BIOL 105	BIOL 106	BIOL ***
CBIO 1031	General Biology I Lab (Science Majors)	BIOL 115	BISC 131	BIOL 101L	BIOL ***	BIOL 1011	BIOL 152	BIOL 112	BIOL 1021	BIOS 1081	BIOL ***	BIOL 124L	BIOL 104L
CBIO 1033	General Biology I (Science Majors)	BIOL 113	BISC 130	BIOL 101	BIOL ***	BIOL 1010	GBIO 151	BIOL 110	BIOL 1020	BIOS 1083	BIOL 108	BIOL 124	BIOL 104
CBIO 1034	General Biology I (Science Majors) Lec + Lab	BIOL 113 & 115	BISC 130 & 131	BIOL 101 & 101L	BIOL 155	BIOL 1010 & 1011	GBIO 151 & 152	BIOL 110 & 112	BIOL 1020 & 1021	BIOS 1083 & 1081	BIOL 108 & BIOL ***	BIOL 124 & 124L	BIOL 104 & 104L
CBIO 1041	General Biology II Lab (Science Majors)	BIOL 116	BISC 133	BIOL 102L	BIOL ***	BIOL 1021	BIOL 154	BIOL 113	BIOL 1023	BIOS 1071	BIOL ***	BIOL 125L	BIOL 105L
CBIO 1043	General Biology II (Science Majors)	BIOL 114	BISC 132	BIOL 102	BIOL ***	BIOL 1020	GBIO 153	BIOL 111	BIOL 1022	BIOS 1073	BIOL 109	BIOL 125	BIOL 105
CBIO 1044	General Biology II (Science Majors) Lec + Lab	BIOL 114 & 116	BISC 132 & 133	BIOL 102 & 102L	BIOL 156	BIOL 1020 & 1021	GBIO 153 & 154	BIOL 111 & 113	BIOL 1022 & 1023	BIOS 1073 & 1071	BIOL ***	BIOL 125 & 125L	BIOL 105 & 105L
CBIO 2101	General Microbiology Lab	BIOL ****	BISC ***	BIOL ***	BIOL ***	SCI ***	BIOL ***	BIOL 264	BIOL ***	BIOS ***	BIOL ***	BIOL ***	BIOL ***
CBIO 2103	General Microbiology	BIOL ****	BISC ***	BIOL ***	BIOL 205	SCI ***	GBIO ***	BIOL 261	BIOL ***	BIOS ***	BIOL ***	BIOL ***	BIOL ***
CBIO 2104	General Microbiology Lec + Lab	BIOL ****	BISC 214	BIOL ***	BIOL 205 & BIOL ***	SCI ***	GBIO *** & BIOL ***	BIOL 261 & 264	BIOL ***	BIOS ***	BIOL ***	BIOL ***	BIOL 200 & 200L
CBIOL 2111	Microbiology Lab for Nursing/Allied Health	BIOL ****	BISC ***	BIOL ***	BIOL ***	BIOL ***	MICL 224	BIOL 264	BIOL ***	BIOS ***	BIOL 231	BIOL 220L	BIOL ***
CBIO 2113	Microbiology for Nursing & Allied Health	BIOL ****	BISC ***	BIOL ***	BIOL 205	BIOL 2210	MIC 223	BIOL 261	BIOL 2016	BIOS ***	BIOL 230	BIOL 220	BIOL ***
CBIOL 2114	Microbiology for Nursing & Allied Health Lec + Lab	BIOL ****	BISC ***	BIOL 201	BIOL 205 & BIOL ***	BIOL ***	MIC 223 & 224	BIOL 261 & 264	BIOL 2016 & BIOL ***	BIOS ***	BIOL 230 & 231	BIOL 220 & 220l	BIOL ***
CBIO 2121	General Microbiology Lab (Science Majors)	BIOL ****	BISC ***	BIOL ***	BIOL 204	BIOL 2061	MICL 207	BIOL 263	BIOL 2015	BIOS 2741	BIOL ***	BIOL 217L	BIOL 200L
CBIO 2123	General Microbiology (Science Majors)	BIOL ****	BISC ***	BIOL ***	BIOL 203	BIOL 2060	MIC 205	BIOL 261	BIOL 2014	BIOS 2743	BIOL ***	BIOL 217	BIOL 200
CBIO 2124	General Microbiology (Science Majors) Lec + Lab	BIOL ***	BISC 260	BIOL 211	BIOL 203 & 204	BIOL 2060 & 2061	MIC 205 & 207	BIOL 261 & 263	BIOL 2014 and 2015	BIOS 2743 & 2741	BIOL 232	BIOL 217 & 217L	BIOL ***
CBIO 2131	Cell Biology Lab	BIOL ***	BISC ***	BIOL ***	BIOL ***	BIOL 2999	BIOL ***	BIOL 231	BIOL ***	BIOS ***	BIOL ***	BIOL ***	BIOL ***
CBIO 2133	Cell Biology	BIOL ***	BISC ***	BIOL ***	BIOL ***	BIOL ***	GBIO 200	BIOL 230	BIOL 2020	BIOS ***	BIOL ***	BIOL ***	BIOL ***
CBIO 2134	Cell Biology Lec + Lab	BIOL ***	BISC ***	BIOL ***	BIOL ***	BIOL ***	GBIO 200 & BIOL ***	BIOL 230 & 231	BIOL 2020 & BIOL ***	BIOS 2114	BIOL ***	BIOL ***	BIOL 264
CBIO 2211	Human Anatomy and Physiology I Lab	BIOL 207L	BISC 226	BIOL ***	BIOL 115	BIOL 2251	ZOOL 252	BIOL ***	BIOL 1016	BIOS 1301	BIOL ***	BIOL 273L	BIOL 220L

BoR AGENDA ITEM V
PROPOSED NEW CENTER for WORKFORCE EXCELLENCE
BOSSIER PARISH COMMUNITY COLLEGE
CYBER TECHNOLOGY CENTER for WORKFORCE EXCELLENCE

BACKGROUND INFORMATION

Bossier Parish Community College (BPCC) requests Board of Regents approval of a Center for Workforce Excellence in Cyber Technology. In a *Center for Workforce Exce*llence (CWE), there is an expected intensity in teaching and learning that is both identified and supported by business and industry partners who work closely with the CWE so that it is poised to respond to industry's immediate and long-term needs. The Center for Workforce Excellence in Cyber Technology proposal was approved by the LCTCS Board of Supervisors at its April 2017 meeting and forwarded to BoR staff for review.

STAFF SUMMARY

Description

Designation as a Center for Workforce Excellence would recognize and acknowledge BPCC's history of excellence in academic, workforce training, and inter-agency collaboration in the area of cyber education. The College's Cyber Technology programs contain industry-driven course content that continuously evolves to keep pace with suggestions from the advisory committees and cyber business partners, supported by grants and initiatives from federal, state, and industry sponsors. In 2012, the National Security Agency (NSA) and the Department of Homeland Security named BPCC as a *National Center of Academic Excellence in Information Assurance/Cybersecurity 2-Year Education,* one of the first 13 schools awarded this honor, based on its leadership in information security education, curriculum development, and faculty training in Northwest Louisiana. BPCC is also one of a select group of community colleges nationwide to achieve all six of the Committee on National Security Systems (CNSS) standards certifications.

In April 2013, the BoR approved the AAS/Cyber Technology to add to the existing certificate programs in Information Systems Security Professionals, Senior Systems Management, and Programming for Digital Gaming. The associate degree has grown quickly from 3 graduates the first year (2013-14) to 13 (in 2014-15) and 27 in 2015-16. The degree has two concentration choices: Network Security, and Programmer Analyst. Within the cyber technology academic programs, over 14 courses are mapped to Industry Based Certification (IBC) Exams. The AAS/Computer Information Systems, also a part of the proposed CWE's academic offerings, averaged 21 graduates per year over the last five years. Articulation agreements with universities such as LSU Shreveport, NSULA, LA Tech, University of Maryland University College, and Capitol Technology University (Washington DC) make it easier for program graduates to plan their education through the bachelor's degree.

BPCC has a strong relationship with industry. The Cyber Innovation Center (CIC), located next door to the campus, primarily focuses on K-12 education but works closely with the campus. Businesses considering a move to Louisiana or fortifying their workforce often contact CIC for information, and CIC brings companies with inquiries about educational resources to BPCC. *Cyber Enterprises*, an innovative technology platform for providing educational services for business and industry, evolved from work with Rapid Response Grants to develop responsive training programs. Originally exclusively focused on serving cyber industries, it has evolved into a blend of technology and academics, playing on the strengths of the academic institution to guide any company to the appropriate pathway for the result it is seeking. Cyber Enterprises will be housed in the STEM building, as part of the proposed Center.

External Support and Collaboration

Since 2010, BPCC's Cyber Technology group has been a leader in the Cyber Security Education Consortium in Louisiana. The College has been awarded grant funding to support professional

development of faculty, professional development of students, purchases of equipment, and development and continuation of program improvements and cyber student success initiatives. Over the last six years, the proposed CWE functions have generated $10.3M in grants and pledges of grants from private, state, and national sources. These include: a $7.6M TAACCT Round 2 grant from the US Department of Labor to rapidly train students in cyber fields, incorporating remedial education within technical courses over a span from 2012-2016; a $2.5M cooperative endeavor agreement (2015-2025) with LA Economic Development (LED) and the CSRA corporation to increase student passage rates of academic cyber courses and IBCs; and a $40K JP Morgan Chase grant (2016-17) to fund the cost of IBCs with internships or externships for cyber students.

The largest tangible symbol of community and industry support for BPCC's programming is the new 80,000 square foot STEM building on the campus, scheduled for completion this year. Through close partnership with the Cyber Innovation Center (which donated the land), the state-of-the-art building will be shared by house BPCC's Cyber Enterprise, an innovation that accelerates the blending of workforce and academics.

The proposed Center's impact is extensive, particularly in its collaboration with the Cyber Innovation Center. The CIC anchors Louisiana's *Cyber Corridor* and its National Cyber Research Park which encompasses CenturyLink, LA Tech, and BPCC, "one of the nation's fastest growing community colleges." In 2013-14, BPCC worked with the CIC to serve the LA National Guard by creating a module-based cybersecurity training program, a project funded by the CIC through a $66K grant from the Goneror's Office of Homeland Security & Emergency Preparedness. In 2014, at the CIC's request, BPCC served as a resource to Zane State College (Ohio) during their exploration of developing a cyber research park system: BPCC described how the CIC and college work together to support local cyber initiatives.

STAFF ANALYSIS

BPCC is requesting to establish a Center for Workforce Excellence in Cyber Technology, leveraging the strength of its involvement leveraging workforce training and academics. One thing that makes the cyber group so innovative in workforce development is its practice of talking to the client, listening to what they need, and then figuring out how to provide it, whether it's a compressed training module, an IBC, an associate degree, or a combination of deliverables. The College's cyber group has the support and respect of neighboring universities, industry throughout the State, nearby Barksdale AFB, and the surrounding community it serves.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic & Student Affairs Committee recommend <u>conditional approval</u> of the proposed <u>Center for Workforce Excellence in Cyber Technology</u> at Bossier Parish Community College, with a report and proposal for continued designation due by 1 July 2018.

AGENDA ITEM VI A 1

ROUTINE ACADEMIC REQUESTS

Staff Approvals

Institution	Request
Delgado	Request to change the current distance education delivery designations to 100% Online: AA/Criminal Justice (CIP 430107) – from Hybrid (50-99% online); CTS/Logistics Technology (CIP 420203) – from on Site (0-49% online) – **Approved**.
FTCC	Request to offer the AS/Criminal Justice (CIP 43.0107) and the AAS/Business Administration (CIP 52.0101) and its supporting CTS/General Business 100% online through distance learning technologies – **Approved**.
LA Tech	Request to change the certification degree requirements for the MAT/Secondary Education GR 6-12 (CIP 131205) and MAT Middle School Education GR 4-8 (CIP 131203) from 39 to 33 hours, as reviewed and approved by the LA Dept of Education. -- **Approved**
LCTCS	Request to reverse the low completer/program review termination of the AAS/Industrial Maintenance Technology (CIP 47.0303) at SCLTC because the entire IMT program is slated for transfer from SCLTC to RPCC this summer and will be the centerpiece of a system-wide apprenticeship agreement with Dow Chemical; program will be watched for a productivity turnaround; progress report due 1 Dec 2018 – **Approved.**
LSUS	Request to create a new Department of Leadership Studies, in the School of Human Sciences, to facilitate faculty collaboration and coordination of the EdD/Leadership Studies and the undergraduate LEAD (Leadership Education & Development) program – **Approved.**
SLU	Request to split the Dept of Computer Science & Industrial Technology into a Dept of Computer Science (BS/Computer Sci, BS/Info Technology) and a Dept of Industrial & Engineering Technology (BS/Engr Tech, AAS & BS/Industrial Tech, BS/Occupatnl Safety, Health & Envt) in response to growth in programs and enrollments since the merger in 2005 – to make two, more manageable departments – **Approved**.
SLU	Request to split the Dept of Fine & Performing Arts into a Dept of Music & Performing Arts (BM & MMUS/Music, Minor in Dance) and a Dept of Visual Art & Design (BA/Art, Minor in Theatre, Concentration in Theatre Design) in response to accreditors' recommendations – **Approved**.
ULL	Request to terminate the Center for Moving Image Arts (by not seeking reauthorization), while maintaining the very successful BA/MIA degree – **Approved**.

AGENDA ITEM VI A 2

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
05.2014	Delgado Community College **AAS in Science Laboratory Technology** (41.0000) Conditional approval was granted on 05.21.2014 with annual progress reports requested; the last was received on 05.11.2017.	Implementation began in Fall 2015. Currently, there are 7 students in the program, the majority are on track to graduate in 2017-18. There are 39 students who have declared the major; 8 of those students have completed their prerequisite coursework and have been admitted into the program. Two more students are expected to be admitted in Fall 2017, bringing the total 2017-2018 cohort to 10 students. The program has been the successful recipient of a BoR Enhancement Grants and NSF funding.	Receive and accept the progress report. A subsequent report is requested by 05.01.2018.

AGENDA ITEM VI A 3

LETTERS of INTENT/PROPOSALS in the QUEUE

Forwarded to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	ULM	BA - Dance	03.17.16	03.24.16 circulated to CAOs. Under staff review, discussion with Provost on possible revision, 02.24.17.
	LSUA	BA - Religious Studies	03.24.16	03.24.16 circulated to CAOs. Campus sent letters of support and is collecting information on student interest.
	ULL	MAT – Elem Ed	03.01.17	03.06.17 circulated to CAOs, with input requested by 04.05.17; forwarded to LDoE for review and approval (certification path).
	LSU	BA – Screen Arts	04.28.17	05.05.17 circulated to CAOs, with input requested by 06.06.17.
	LSUHSC-S	DOT / Occupational Therapy	05.09.17	05.16.17 circulated to CAOs, with input requested by 06.19.17.
	LSU	MS – Athletic Training	05.09.17	05.16.17 circulated to CAOs, with input requested by 06.19.17.

Program Proposals	SUBR	GC - Supply Chain Mgt.	09.09.16	04.7.17 – Questions sent to campus about program/proposal details, seeking clarification.
	SUBR	ERP Systems	09.09.16	04.7.17 – Questions sent to campus about program/proposal details, seeking clarification.
	LDCC	AS – Computer Sci; AAS – CIS, Cybersecurity; AAS – Computer Tech	03.23.17	Under staff review, discussion with campus. Staff recommended consolidating the AAS in CIS and Computer Tech. Campus is working to address.
	LSU	GC – Urban and Comm Ed.	04.12.17	Under staff review; questions sent to campus. Campus is working to address.
	LSU	GC – Early Childhood Ed	04.12.17	Under staff review: referred to LDoE for review and approval (certification path).

Center of Excellence	DCC	Culinary CWE – Continued Authorization	12.05.16	12.22.16 – Staff questions on continuation report; campus is working on response; expanded narrative received on 04.05.17; under further discussion and review for June Board meeting.