Louisiana Board of Regents

Academic Program Review Report

April 2011

This report, provided to the Governor and Legislature, is a summary of the Board of Regents' academic programming policies aimed to increase efficiencies and provide specifics about the process for approving new programs and reviewing existing programs.

OVERVIEW

Academic program review has been a core function of the Board of Regents since those duties were provided in the 1974 Louisiana Constitution. The Board of Regents is constitutionally charged with the following powers, duties, and responsibilities relating to degree programs of public institutions of postsecondary education (Louisiana Constitution Article VIII, Section 5 [D]);

(1) to revise or eliminate an existing degree program, department of instruction, division, or similar subdivision, and

(2) to approve, disapprove, or modify a proposed degree program, department of instruction, division, or similar subdivision.

(As a point of information, the Louisiana Community and Technical College System has constitutional authority over its non-academic programs.)

In fulfilling its constitutional duties, the Board of Regents coordinates institutional academic programming with the overall needs of the state. Through the years, Regents developed policies to evaluate proposals for new academic programs. In addition, Regents developed and implemented a systematic review of low-producing academic programs in order to make determinations about program viability and continuation. As budget constraints limited funding to postsecondary education, Regents instituted a moratorium on new program approvals not deemed essential to immediate academic or workforce needs and enhanced the process for review of low-producing programs.

Regents has also been working with the systems and institutions to examine and institute other methods to gain additional efficiencies and improve student success. Some examples of these methods include standardizing required credits for degrees to 120 hours for the baccalaureate and 60 hours for the associate degree, encouraging tougher course withdrawal policies, and incentivizing timely degree completion.

ACADEMIC PROGRAM REVIEW

The primary purposes of academic program review are to:

- maintain and enhance the quality of instruction, research, and public service conducted at Louisiana institutions;
- respond to existing and emerging social, cultural, technological, scientific, and economic needs (including addressing the needs of business/industry);
- provide to citizens a variety of high-quality opportunities for intellectual growth; and,
- help ensure that the state and institutional resources are used effectively and efficiently.

Board of Regents' Academic Affairs policies 2.02- 2.10 outline the processes followed in adding or removing programs for the state curriculum inventory. These policies, attached as Appendix A, can also be viewed at: http://regents.louisiana.gov/index.cfm?md=pagebuilder&tmp=home&pid=96.

New Academic Programs

The Board of Regents coordinates the development of new academic programs. The process for reviewing projected new academic programs is listed in the Academic Affairs policies 2.04, 2.05 and 2.09. As described therein, the factors that are considered in assessing a proposed academic program include, but are not limited to the following:

- the need for the program;
- the role and scope of the institution;
- program duplication with programs at other institutions;
- program design, including curriculum and support;
- program funding and institutional resources dedicated to its success; and,
- requirements for accreditation.

The policies set specific timelines for actions by both the institution and Regents and describe the information needed for Regents' consideration of new programs, as well as the process for responding to the findings of Regents. Regents' staff routinely communicates with both system and institutional staff throughout the process in accordance with Academic Affairs Policy 2.03 which states:

> The Board of Regents will keep institutions fully appraised of decisions pertaining to programs or requests they have submitted. Institutional representatives will be invited to participate in the meetings of the Academic and Student Affairs Committee and the Board of Regents when their proposals are considered....

It should be noted that the Board of Regents has had a moratorium on new academic programs since January, 2009. The moratorium is in response to the budget crisis. Exceptions to the moratorium are allowed for programs deemed essential to the workforce demands of the state and/or region, or the mission of the academy. (See Appendix B.)

Existing Academic Programs
The process for reviewing existing academic programs is listed in Academic Affairs policies 2.06-2.08 and 2.10. In reviewing existing academic programs, the Board of Regents provides to each system/campus a list of degree programs (six-digit Classification of Instructional Program [CIP] code level) targeted for examination. Regents periodically conducts a "Low-Completer Review" of programs which, during a specified period of time, had fewer graduates than the review's designated degree productivity threshold. Below are the thresholds being used as of January, 2011 which are based on three-year averages of completers:

Degree Level	Productivity Level
Associate/Baccalaureate	24 (Avg. 8/year)
Post-Baccalaureate/Master/Post-Master/Specialist	15 (Avg. 5/year)
Professional/Doctoral/Post-Doctoral	6 (Avg. 2/year)

While the reviews of academic programs begin with the list based on the established degree production criteria, it is recognized that the number of degrees awarded in a particular program is not the sole measure of an academic unit's productivity. A campus conducts self-reviews of academic programs identified as low-completer and proposes that programs be terminated, consolidated or continued. In its self-review of the program, the institution considers items such as graduate placement, uniqueness in the state and regional inventory, relevance to workforce needs, faculty strength and productivity, and other information presented in the campus' report and plan.

If the institution determines the program should be consolidated or continued, it provides additional quantitative and qualitative data to Regents for consideration. Regents takes formal action based on the information reported and allows for representatives of the system and/or institution to speak on the proposed action. Careful collection and analysis of data by the Regents and the institutions is essential to the process working properly, as well as is clear communication between the Regents, the respective system, and impacted institution.

- **Historical Program Review Process and Recent Outcomes**

Historically, statewide reviews of the curriculum inventory were conducted every five to ten years. The degree production threshold criteria used in the past to determine low-completer programs was based on a five-year average and were as follows:

Degree Level	Productivity Level
Associate/Baccalaureate/Post-Bachelors	40 (Avg. 8/year)
Master/Post-Master/Specialist	25 (Avg. 5/year)
Professional/Doctoral/Post-Doctoral	10 (Avg. 2/year)

The combination of declining state revenue and decreases in state funding for public postsecondary education has generated a need to evaluate programs more often. Thus, in Academic Year (AY) 2008-2009 and 2009-10 there were 3 low-completer reviews conducted. As a result, 283 programs were

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identified as low-completers, 118 programs were terminated, and 20 new programs were created through revision and/or consolidations. (See Appendices C& D for information on the specific actions taken on low-completer reviews initiated in 2009.)

- **Enhanced Academic Review Process**

As the funding for postsecondary education has constricted even further, Regents revised and immediately implemented changes to the academic review process in January, 2011. The primary purposes of academic review remain in effect but more directly addresses considerations of unnecessary duplication, particularly in regard to those programs identified as low-completer. As noted earlier, the thresholds used to identify low-completer programs are more stringent because they are now based on a three-year average.

Campus Response

As in previous years, the Board of Regents provided to each system/campus a list of degree programs (six-digit CIP code level) under consideration. Campuses reviewed each program and reported back on each by using Regents' report templates (see Appendix E). The report templates were developed to ensure that pertinent issues are addressed for each proposed action in a consistent manner.

The following lists the actions which may be proposed and the type of information that may be submitted in the campus response:
- o *Request for Termination*
  - Current student enrollment
  - Phase-out (teach-out and/or transfer) plan
  - Fiscal impact/opportunities for reinvestment
- o *Appeal for Consolidation*
  - Rationale and plan for implementation of the consolidation
  - Proposed curriculum
  - Student enrollment and completer data
  - Student impact
  - Fiscal impact/opportunities for reinvestment
- o *Appeal for Continuation*
  - Enrollment/faculty/space/facilities
  - Projected enrollment/completers
  - Contribution to the state's economy
  - Uniqueness/relevance to region/area
  - Accreditation
  - Placement of graduates/licensure passage rates;
  - Other measures of productivity
  - Duplication, if applicable

Campus reports are reviewed and submitted to Regents by the respective management board.

Timeline

The first review using the new process was initiated in January, 2011. The first phase includes reviewing identified low-completer programs and is expected to be completed when the Regents officially take action at their scheduled Board meeting in April, 2011.

On January 28, 2011, after months of informal conversations with staff of both the institutions and their management boards, Regents formally notified the systems (see Appendix F) of a total of 435 programs (out of a total of 1,555 at the associate level and above) identified as low-completers. The following is the breakdown for the number of programs identified in each system:

201	University of Louisiana System;
111	Louisiana State University System;
71	Louisiana Community & Technical College System; and,
52	Southern System.

As shown below, the majority of the programs under consideration are at the baccalaureate level. Among the baccalaureate programs, 153 specific teacher education majors were included in the review as possible low-completers. A complete listing of programs is attached in Appendix G.

435 Academic Programs Under Review in 2011
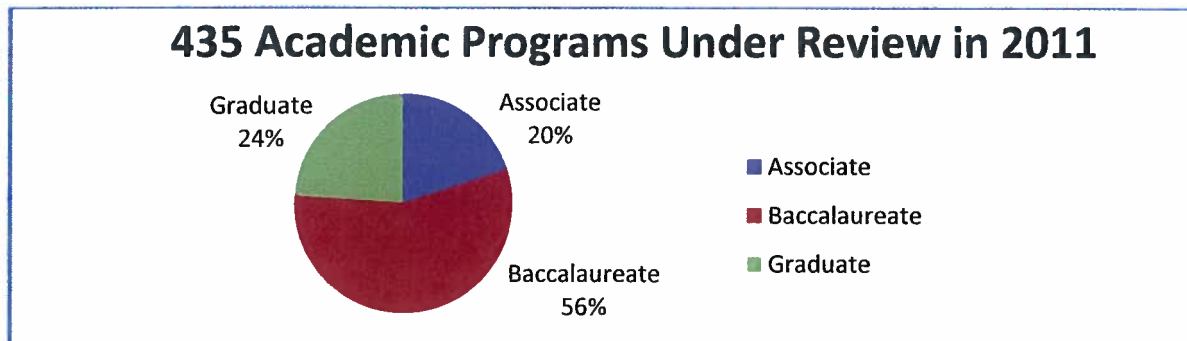
The following outlines the timeline and responsibilities used in the 2011 process:
- January
  - o Board of Regents identified low-completer programs and compiled a list and scheduled for institution response and reporting.
  - o List of low-completer programs and process documentation transmitted to systems and campuses.
- February – March
  - o Systems responded back to Regents' staff regarding self-reviews of low-completer programs by specified date at the end of February.
  - o Regents' staff evaluated responses.
- April
  - o By mid April, Regents' staff is to evaluate responses and follow-up with systems and/or campuses as necessary.
  - o At its April meeting, the staff will present the final report to the Board of Regents. During this meeting, the institutions and their respective systems will have the opportunity to publically comment on the impacted programs. Formal action by the Board is expected.

If an institution wishes to appeal the final decision of Regents, the appeal must be received by Regents within 90 days of formal Board action. Upon receipt of an appeal, Regents will place the appeal on the agenda of an upcoming scheduled meeting and notify the institution and its management board within 30 days of the meeting as specified in Academic Affairs Policy 2.10 (Appendix A).

Once the Board of Regents acts in April, the program review focus will turn to a second phase. The second phase will examine program duplication and additional opportunities for consolidation, the sharing of resources/facilities within specified regions and the review of institutional role, scope and mission.

APPENDICES

A. Board of Regents' Academic Affairs Policies 2.02 – 2.10

B. Board of Regents' Moratorium on New Academic Programs

C. September 2009 Review of Hurricane-Impacted Campuses:
List of Programs and Actions Taken

D. October 2009 Review of Conditionally Maintained Programs:
List of Programs and Actions Taken

E. Campus Report Templates for 2011 Review

F. 2011 Correspondence on Academic Program Review

G. 2011 Academic Program Review:
List of Programs Under Review

APPENDIX A

Board of Regents' Academic Affairs Policies 2.02 – 2.10

POLICIES & PROCEDURES

WWW.REGENTS.LOUISIANA.GOV

Board of Regents | State of Louisiana

ACADEMIC AFFAIRS POLICY 2.02
ADEQUACY OF INFORMATION IN CAMPUS/SYSTEM REQUESTS

The Board of Regents will return without action any request which fails to satisfy the Board's or its staff's needs for relevant information. Specific categories of inadequacy will be cited when a request is returned for lack of information. Such action is not to be considered disapproval, and any requests so returned may be resubmitted in accordance with the regulations governing them.

WWW.REGENTS.LOUISIANA.GOV
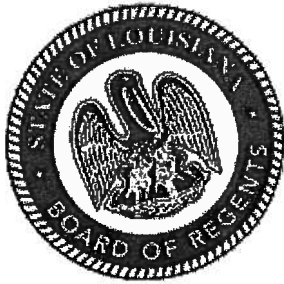
ACADEMIC AFFAIRS POLICY 2.03
STAFF INFORMATION TO INSTITUTIONS

The Board of Regents will keep institutions fully appraised of decisions pertaining to programs or requests they have submitted. Institutional representatives will be invited to participate in the meetings of the Academic and Student Affairs Committee and the Board of Regents when their proposals are considered. Actions of the Regents are electronically reported to the various management boards of higher education, who are responsible for relaying this information to all affected campuses.

WWW.REGENTS.LOUISIANA.GOV
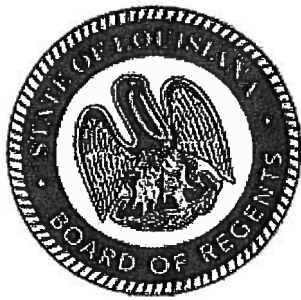
ACADEMIC AFFAIRS POLICY 2.04
LETTERS OF INTENT FOR PROJECTED NEW ACADEMIC
PROGRAMS

Letters of Intent serve two related purposes. They allow the Board of Regents to decide whether campuses should continue to plan for the development of new academic programs and to coordinate statewide the development of new academic programs. Accordingly, colleges and universities shall transmit Letters of Intent to the Deputy or Associate Commissioner for Academic Affairs for all new programs to be proposed, with the exception of proposed undergraduate programs below the baccalaureate level.

Procedures and time lines for Letters of Intent are as follows:

A Letter of Intent may be filed at any time.

A separate document must be prepared for each projected program.

Letters of Intent will be scheduled for consideration by the Board of Regents within ninety days (90) after receipt of documentation.

A full program proposal may be submitted ninety (90) days after a Letter of Intent has been approved by the Board of Regents.

Letters of Intent are valid for three years after approval by the Board of Regents. Upon expiration of this time period, a new Letter of Intent must be submitted.

The following factors will be considered in assessing Letters of Intent:

The program must be within the role and scope of the institution.

The program must not be needlessly duplicative of those at other institutions of higher education.

The program shall be consistent with the mandates of the desegregation Settlement Agreement.

The program shall adhere to specific criteria for funding (see PART H).

Specifically, each Letter of Intent shall address the following:

Part A: Description

Include the Title and CIP Code of degree or certificate contemplated.

Briefly describe the nature and objectives of the projected program.

Part B: Need

Please indicate if the projected program, or a similar one, been offered at the institution previously?
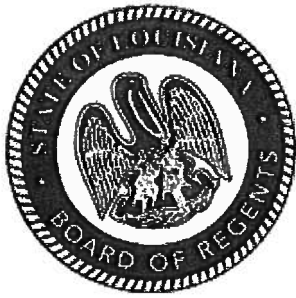
ACADEMIC AFFAIRS POLICY 2.05
REVIEW OF PROPOSALS FOR NEW ACADEMIC PROGRAMS/UNITS

A. Proposed Programs

Proposals for new academic programs should follow the criteria outlined in the Guidelines: Proposal for a New Academic Program. Proposals for certificate and associate programs may be submitted at any time for consideration by the Board of Regents; baccalaureate level programs and above must adhere to policies regarding Letters of Intent (see Academic Affairs Policy 2.04). Proposals for certificate, associate, and most baccalaureate programs will be scheduled for consideration by the Regents within ninety days after receipt of the proposals.

Proposals for highly technical and/or selective baccalaureate and all graduate-level programs require review by external consultants. In order to plan for these reviews, a university/college which anticipates submission of a proposal during an upcoming fiscal year should inform the Board of Regents of their desire to do so by the preceding May 1st. In order to ensure that the proposal will be reviewed during the upcoming fiscal year, it is required that copies of the proposal, with approval from the respective management board, be received in the Division of Academic Affairs of the Board of Regents by November 1 of that fiscal year. A typical schedule for such a review would be as follows:

> May 1, 2010 - College or university informs the Board of Regents that it intends to submit a proposal for a new graduate program during FY 2009-2010.
>
> November 1, 2010 - College or university submits proposal for new graduate program. This proposal must have already received prior approval by the respective management board.
>
> November 2010 - June 1, 2011 - External consultants engaged by the Board of Regents conduct an on-site review of he proposed graduate program.

Subject to timely receipt of the consultants' report, these proposals shall be scheduled for consideration by the Board within six months of completion of the consultants' on-site visit.

Guidelines and Forms for the Proposal of a New Academic Program

For the Proposal of a New Academic Program

Request Form

Board of Regents | State of Louisiana

Budget Form

Guidelines for Academic Program Evaluation

For Program Evaluators (Microsoft Word)

B. Proposed Units

Proposals for new academic administrative and research units should follow the criteria outlined in *Guidelines and Forms for the (Re)authorization of an Academic/Research Unit (Centers and Institutes).*

Guidelines and Forms for the (Re)authorization of an Academic/ Research Unit (Centers and Institutes)

For the Proposal of a New Center, Institute, or Other Similar Academic/Research Unit

Form A

Form B

Form C

Budget Form - XLS | Doc

Moratorium on the Consideration of Proposed New Academic Programs and Research Units (September 2010)

WWW.REGENTS.LOUISIANA.GOV

GUIDELINES FOR THE PROPOSAL OF A NEW ACADEMIC PROGRAM

General Information

1. A separate proposal must be prepared for each projected program (Policy 2.05).

2. A new program or elimination or revision of an existing program cannot be publicized or implemented prior to approval by the Board of Regents. A new program is defined as a new major which leads to a certificate or a degree at a level or in a field not heretofore offered by the institution. A new program may involve the addition of courses to an existing degree program or it may consist entirely of existing courses packaged in a manner which constitutes a new major. Institutions should discuss planned curricular revisions with the Academic Affairs staff to determine the appropriate Guidelines and procedures to use in requesting Board of Regents Approval.

3. Proposals must be approved by the institution's management board before submission to the Board of Regents (Policy 2.08).

4. A Proposal may be submitted ninety (90) days after the Letter of Intent has been approved by the Board of Regents (Policy 2.04). A Letter of Intent is valid for three years after approval by the Board of Regents. After three years, a new Letter of Intent must be submitted (Policy 2.04). Letters of Intent are required for each baccalaureate, master's specialist, and doctoral program.

5. A Proposal must contain adequate information (Policy 2.02).

6. A request for a program (Letter of Intent or Proposal) that was disapproved cannot be resubmitted for one calendar year (2.09) after the request was denied by the Board of Regents.

7. Factors that will be considered in assessing a proposed academic program include, but are not limited to the following (Policy 2.04):

   a. Need for the program;
   b. The role and scope of the institution;
   c. Program duplication (existing programs at other institutions);
   d. Mandates of the Desegregation Agreement;
   e. Funding;
   f. Resources; and
   g. Criteria of the appropriate accreditation agency (if applicable).

Board of Regents | State of Louisiana

Proposal Format

1. Description

    a. Give title, nature and objective of the proposal program.

    b. Degree or certificate contemplated.

    c. List and describe course offerings to comprise the program, indicating new courses by an asterisk (*). Indicate the terms during which existing courses were last offered.

    d. Outline the curriculum for the proposed program, in sequence or term-by-term. Include any other new courses not covered in the curriculum that will be offered in the new program as electives.

    e. Indicate any special requirements. If a graduate degree is contemplated, indicate if a thesis or dissertation is required and if not, what is substituted.

    f. Furnish documentation of the approval of the proposed program by the institution's Governing Board.

2. Need

    a. Has the proposed program, or a similar one, been offered at the institution previously? (If the answer to this question is yes, give reasons for the termination of the earlier program.)

    b. List similar programs offered at other institutions (public and private) in Louisiana. If a graduate program is requested, indicate similar programs in neighboring states.

    c. If similar programs exist in Louisiana, why is an additional program needed? Indicate manpower needs, including interest on the part of industry, academia, governmental agencies, or other institutions.

    d. If a graduate program is requested, indicate:

        i. State, regional, and national need in the field for more graduates. Cite any pertinent studies or national and state trends.

        ii. Are there possibilities for cooperative programs?

    e. If this program is approved, will its approval result in the termination of phasing out of existing programs? That is, could this program be considered a replacement program?

3. Students

    a. Project the enrollment and estimate the number of graduates expected for the proposed program for the first five years by level of student and with a justification for the projections.

    b. Indicate the source of students from existing programs or students who might not otherwise be attracted to the institution.

    c. What preparation will be necessary for student to enter the program?

    d. Provide enrollment data for closely related programs currently offered at the institution. If the proposed program is an expansion of an existing program, give the past four years' enrollments in existing programs by level, and number of degrees granted.

    e. If a graduate program is requested, indicate sources of financial support for students.

4. Faculty

a. List the present faculty members who will be most directly involved in the proposed program. Indicate for each faculty member: his name; date of appointment; present rank; degrees (by field) and the institutions granting them; present credits, contact hours, and student credit hours produced; and other assignments.

b. Calculate the present student-faculty ratio in the subject matter field or department in which the proposed program will be offered. The basis for this calculation should be full-time equivalent students and faculty and should be computed based on all students taught rather than the student majors or other related groupings.

c. Project the number of new faculty members needed to initiate the proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty, explain how this will be done.

d. Explain if recruiting new faculty members will require an unusual outlay of funds or unique techniques. For example, will a special chair of instruction be required to attract a nationally recognized person?

e. Describe involvement of faculty, present and projected, in research, extension and other activities and the relationship of these activities to the teaching load.

f. If a graduate program is requested, indicate:

   i. For present faculty, areas of specialized competence related to the new program. (List publications and their nature as well as direction of theses and dissertations.)

   ii. For proposed new faculty, qualifications and/or strengths needed.

5. Library and Other Special Resources

a. Are present library holdings in related fields adequate to initiate the proposed program?

b. Will the library holdings need to be expanded and improved to meet program needs of the program in the first five years? If so, what types will be needed: books, periodicals, reference books, primary source materials, etc.?

c. Do other institutions have library resources being used or available to faculty and students for the proposed program?

d. Indicate or estimate total expenditure for the last two completed fiscal years in library acquisitions for the subject matter fields or departments in which the proposed program will be offered, or which are related to it.

e. Project library expenditures needed for the first five years of the proposed program.

f. What additional special resources, other than library holdings, will be needed?

g. If a graduate program is requested, indicate:

   i. Special library resources needed to offer a program of quality.

   ii. How do library resources deemed desirable compare to other institutions with similar programs that are high quality? Cite specific comparisons of other institutions.

6. Facilities and Equipment

a. Describe existing facilities (classrooms, laboratories, offices, etc.) available for the proposed program.

b. Describe present utilization of these facilities where facilities are assigned to the department.

c. Indicate the need for new facilities, such as special buildings, laboratories, minor construction, remodeling, and fixed equipment. If special facilities and equipment will be needed, estimate cost and indicate proposed sources for financing.

Board of Regents | State of Louisiana

7. Administration

a. In what department, division, school, college, or other designation will the proposed program be administered? Explain if the program is interdisciplinary and/or inter-departmental.

b. Indicate if the proposed program will affect the present administrative structure of the institution.

c. Described any special departmental strengths and/or weaknesses and how the proposed program will affect them.

8. Accreditation

a. Is the program eligible to be accredited? If so, give the name(s) of the accrediting agency(ies), requirements for accreditation, and how the criteria will be achieved.

b. Delineate the initial costs of accreditation and subsequent annual cost.

c. If a doctoral program is requested, describe the use of consultants in developing the proposed program and include a copy of their report as an appendix to the proposal. The use of consultants to assist in the development of such proposal is highly recommended, if not imperative.

9. Related Fields

a. Indicate subject matter fields at the institution which are related to, or will support, the proposed program.

b. Evaluate the supporting fields and indicate if they need improvement. If so, indicate the extent of improvement needed and cost.

10. Costs

a. Estimate costs of the proposed program for the first four years. Indicate any amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any). Indicate if federal or other sources of funds are available. Are there prospects for increased income from students recruited specifically to this program who otherwise would not have enrolled?

b. Indicate departmental costs:

   i. Show departmental operating expenditures for the last two completed fiscal years for departments involved in or related to the proposed program.

   ii. How will the proposed program affect the allocation of these funds?

c. Indicate if additional funds for research will be needed to support the proposed program.

d. Provide estimates of additional cost on the attached form.

LOUISIANA BOARD OF REGENTS

GUIDELINES: REQUEST FOR AUTHORITY TO OFFER A NEW PROGRAM*

SUBMIT FIVE (5) COPIES AND ONE (1) DISK (WORDPERFECT OR WORD)

Name of Institution Submitting Proposal	_____

Specific Degree to be Awarded Upon Completion	_____

CIP Taxonomy *(From Program Classification Structure)*	_____

Date to be Initiated	_____

Name of Department or Academic Subdivision
    Responsible for the Program	_____

Name, Rank, and Title of Individual Primarily
    Responsible for Administering the Program	_____

Date Approved by Governing Board	_____

Date Received by Louisiana Board of Regents	_____

Academic Affairs Committee Review	_____

Board Action (Nature of Action)**	_____

Date of Board Action	_____

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*   Information requested in these guidelines which has already been provided in the related Letter of Intent need not be presented again, unless the data given in the letter of intent has changed in the interim period between submittal of the letter and submittal of the full proposal.

**   Prior to final action by the Board of Regents, no institution shall initiate or publicize a new program

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

Institution: **Date:**

Unit:

FTE = Full Time Equivalent (use the institution's standard definition and provide that definition)

	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
	AMOUNT	FTE	AMOUNT	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	$		$		$		$	
Graduate Assistants								
Support Personnel								
Fellowships & Scholarships								
SUB-TOTAL	$		$		$		$	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	$		$		$		$	
Equipment								
Travel								
Supplies								
SUB-TOTAL	$		$		$		$	
GRAND TOTAL	$		$		$		$	
Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations	$		$		$		$	
Federal Grants/Contracts								
State Grants/Contracts								
Private Grants/Contracts								
Other (specify)								
TOTAL	$		$		$		$	

LOUISIANA BOARD OF REGENTS
Division of Academic Affairs

Guidelines for Academic Program Evaluation

Please respond and comment as fully as you can. If evaluating a proposal by mail, do not answer questions that require on-site observation.

A. Program Design

1. To what extent does the proposed breadth of course offerings represent a broad, well-integrated knowledge of the discipline?

2. If the program is interdisciplinary, to what extent is it coherent as a program?

3. How well does this program take into account the way the discipline or field is moving?

4. How well do the requirements (curriculum, thesis) suit the program? Are they appropriate for a program of high quality?

5. If the proposed degree is mainly for transfer purposes, have transfer/articulation agreements with proximate institutions been established adequately?

6. How do the program's history and/or design reflect upon its viability and growth?

7. For an **existing** program: What has been the evaluation of the program over recent years? Has it been extensive and critical enough to maintain standards or improvement?

8. Does the program use alternate, creative forms of delivery (i.e., distance learning technologies)? Please address the utility of online and/or interactive video approaches in offering educational opportunities in the proposed program.

B.   Need

1.   To what extent do the region, state, or nation need students in this discipline, at this level, at this time?

2.   To what extent is this program likely to address these needs effectively?

C.   Students

1.   How realistic are enrollment projections?

2.   Is there an adequate supply of qualified students in the area? Is there enough financial support to attract able students in competition with other institutions?

3.   What specific attention is being given to recruiting minority and female students? Are there special funds available for such students? What success has there been in these efforts?

4.   If the program has a special interest in developing the academically disadvantaged through provisional admissions or other methods, are the ultimate standards for measuring the performance of such students equal to the normal standards? How soon are unsuccessful students removed from the program?

For an existing program:

5.   Is the rate of progress of students to their degree satisfactory? If not, why not? Is the rate of attrition too great? If so, what is its cause?

6.   How well do the students interact with and stimulate each other intellectually?

7.   Are students provided with enough and supervised teaching experience? Do their teaching assignments contribute effectively toward their mastery of the field?

8.   Does the record of employment placement of graduates correspond to the institutional objectives and type of program? If not, what are the differences?

9.   What is the level of performance required in courses, and on qualifying and candidacy exams? What is the caliber of theses (by each area) completed during the past five years?

D.   Faculty

1.   To what extent is the faculty's knowledge and understanding of their areas thorough and up-to-date? Can they cover the proposed range of courses now,

adequately?

2. What is the caliber of its research and publication? How important to the field is the work being done?

3. Is the faculty generally recognized nationally, by appointment to national honorary bodies, committee work, editorial service, or by other recognition?

4. Are they enthusiastically involved in their work? Do they project their enthusiasm?

5. What is the caliber of their teaching? Is excellence in teaching a major consideration in decisions about salary, promotion, and tenure?

6. How do the students rate the faculty as teachers, advisors, and research leaders?

7. Is adequate faculty guidance available for students with regard to employment possibilities and opportunities? If not, why is it lacking?

8. What is your evaluation of tenure and recruitment practices?

9. Has the department been successful in its faculty recruitment and retention goals?

E. Resources

1. To what extent are present library holdings adequate to initiate the proposed program?

2. What are the limitations of the library holdings in each sub-discipline in which graduate seminars or degree options are offered and theses directed?

3. Are plans to improve the library's holdings adequate and realistic?

4. To what extent are facilities and services adequate for the purposes of the program? If not, what particular inadequacies do you detect?

5. Are facilities and services adequate for the future plans of the department?

F. Administration

1. Is the proposed administrative structure appropriate? Are there any obvious advantages or disadvantages to this proposed structure?

G. Accreditation

1.   Is information on specialized, programmatic accreditation presented? Per Academic Affairs Policy 2.13 *Program Accreditation*, are Regents' accreditation requirements addressed (if applicable)?

H.   Related Fields

1.   Does the program have sufficient support from related fields or programs? If not, indicate to what extent sufficient support is needed.

I.   Costs

1.   Is the proposed budget sufficient to launch a quality program?

2.   Is the amount of financial support available sufficient to sustain the program at high quality?

3.   Is it likely that adequate financial support will continue to be available to the program from external sources?

4.   Is institutional support firmly enough committed for the program to continue at high quality?

J.   General Assessment, Comments, and Suggestions

1.   Is the program realistic?

2.   What are this program's notable strong and weak points?

3.   Please make any comments regarding aspects of the program not covered in this review which you think should be described.

GUIDELINES FOR (RE)AUTHORIZATION OF AN ACADEMIC/RESEARCH UNIT

These guidelines pertain to proposals for new centers, institutes, and other similar academic/ research units (both intra- and inter-institutional) that are organized and structured around a broad-ranging, interdisciplinary **research** effort. Additionally, these guidelines apply to units seeking re-authorization for continued approval by the Board of Regents.

Proposed units which are projected to serve a purely administrative **service** function unrelated to any academic or research purpose do not need to seek Board of Regents' approval. Questions as to whether a proposed unit is or is not considered academic/research in function should be discussed with the Staff of the Board of Regents/Academic Affairs.

The following definitions shall apply:

Center

> The primary purpose of a Center is to **conduct research**, but closely related academic or public service activities may also be included. A center typically resides within an existing academic unit (college, department) and reports to the head of that unit, but may cross college lines and report to a senior academic officer. A center is not directly involved in the offering of courses for credit or degree programs. A center may also serve as a formalized link between the academic community and the professional community. A center should also facilitate efforts of the institution to attract external funding for related research.

Institute

> The primary purpose of an Institute is to **conduct research and offer associated instruction**, but closely related academic or public service activities may also be included. An institute is typically an autonomous unit which reports directly to an academic dean or chief academic/research officer. An institute may serve as a formalized link between the academic community and the professional community. An institute may independently offer courses for credit and/or degree programs. An institute should also facilitate efforts of the institution to attract external funding for related research.

Procedures

Procedures for application of a new research unit shall vary depending upon the **funding source(s):**

A. Conditional (One-Year) Approval (Complete "Form A")

Research units which are funded initially with: a) only state/institutional revenues; and b) a combination of state and external / "non-state" monies may request <u>conditional approval</u> for up to one year. For the purposes of these Guidelines only, external / "non-state" funds shall include monies obtained through matching commitments from internal reallocations, federal grant/governmental agencies and departments, private business and industry, private non-profit agencies, and Regents' Sponsored Programs (Support Fund, CITAL, Health Excellence, etc.). If upon expiration of the period of <u>conditional approval</u>, the affected institution decides to seek <u>full approval</u>, then that institution will be required to submit a request for <u>full approval</u> (see <u>Form B</u>, including comprehensive budgets for each year that approval is being sought). If an institution fails to submit the required full proposal by the date specified, the conditionally approved unit shall cease to exist. Under special circumstances, an extension of the period of conditional, one-year approval may be considered (the Board of Regents will consider extensions of this nature only once).

B. Full Approval (Complete "Form B")

Research units which are funded entirely with external / "non-state" monies may request approval for up to five years. For the purposes of these Guidelines only, external / "non-state" funds shall include monies obtained through matching commitments from internal reallocations, federal grant/governmental agencies and departments, private business and industry, private non-profit agencies, and Regents' Sponsored Programs (Support Fund, CITAL, Health Excellence, etc.). If upon expiration of the period of full approval, the affected institution decides to seek a longer period of <u>full approval</u>, then that institution will be required to submit a request for <u>continued full approval</u> (see <u>Form C</u>, including comprehensive budgets for each year that approval is being sought). If an institution fails to submit the required, continuation request by the date specified, the unit shall cease to exist.

C. Continued Full Approval Units (Complete "Form C")

Research units which have previously been granted <u>full approval</u> by the Board of Regents and wish to continue operations/activities beyond its original term of approval must submit a request for <u>continued approval</u> (see <u>Form C</u>, including comprehensive budgets for each year that additional approval is being sought).

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LOUISIANA BOARD OF REGENTS

Form A

*Request for Conditional (One-Year) Approval of a New
Academic/Research Unit*

**PLEASE SUBMIT TWO (2) COPIES AND ONE ELECTRONIC COPY (Email
attachment, Word or Word Perfect Document -- no PDFs please) including:**

1. **Name of Institution**

2. **Name of Proposed Unit**

3. **Name and Title of Administrator (including relevant contact information --
   email, phone, etc.)**

4. **Department or Academic Unit Responsible for the Unit**

5. **Date to Be Implemented**

6. **Date Approved by Management Board**

FORM A – PROPOSAL FORMAT

Part I – Description

A.   Provide a description and set of objectives for the proposed unit.

B.   Correlate objectives of the proposed unit with the role, scope, and mission of the institution.

Part II – Need

A.   Provide a rationale of need for the proposed unit.

Part III – Faculty

A.   List the primary faculty members who will work directly within the proposed new unit. Please provide vitae (the abbreviated vita form required for Support Fund Initiative proposals is acceptable).

Part IV – Facilities and Equipment

A.   Briefly describe existing facilities (classrooms, laboratories, offices, etc.) available for the proposed unit.

Part V – Administration

A.   Provide an administrative structure for the proposed unit, including reporting lines. A flow chart or diagram may be included.

B.   Will the proposed unit significantly affect the present administrative structure of the campus? If so, explain.

Part VI – Budget

A.   Please provide a projected one-year budget, including sources and amounts of funding/revenue and costs/expenditures on the budget form (separate attachment).

LOUISIANA BOARD OF REGENTS

Form B

Request for Full Approval of a Conditionally Approved Center, Institute, and/or Similar Academic/Research Unit

PLEASE SUBMIT TWO (2) COPIES AND ONE ELECTRONIC COPY (Email attachment, Word or Word Perfect Document – no PDFs please) including:

1. **Name of Institution**

2. **Name of Proposed Unit**

3. **Name and Title of Administrator (including relevant contact information – email, phone, etc.)**

4. **Department or Academic Unit Responsible for the Unit**

5. **Date to Be Implemented**

6. **Date Approved by Management Board**

FORM B – PROPOSAL FORMAT

Part I – Description

A.   Provide a description and set of objectives for the proposed unit.

B.   Correlate objectives of the proposed unit with the role, scope, and mission of the institution.

Part II – Need

A.   Provide a rationale of need for the proposed unit.

B.   Does a similar or closely-related unit exist at any other state university/college? If so, what are the distinguishing characteristics of the proposed unit, compared to the existing unit? What, if any, level of coordination and/or cooperation is anticipated between these units?

Part III – Faculty

A.   List the primary faculty members who will work directly within the proposed new unit. Please provide vitae (the abbreviated vita form required for Support Fund Initiative proposals is acceptable).

B.   Describe involvement of faculty, present and projected, in research, extension, and other activities and the relationship of these activities to unit operations. Please include the percentage of time to be allocated for each affected faculty member by assignment category.

Part IV – Facilities and Equipment

A.   Briefly describe existing facilities (classrooms, laboratories, offices, etc.) available for the proposed unit.

B.   Indicate the need for new facilities, such as special buildings, laboratories, minor construction, remodeling, and fixed equipment. If special facilities and equipment will be needed, estimate costs and indicate proposed sources of funding – these figures should be included in the budget as well.

Part V – Administration

A.   Provide an administrative structure for the proposed unit, including reporting lines. A flow chart or diagram may be included.

B.   Will the proposed unit significantly affect the present administrative structure of the campus? If so, explain.

Part VI – Budget

A.   Please provide a comprehensive, projected budget for each year that approval is being sought. Include sources and amounts of funding/revenue and costs/expenditures on the budget form (separate attachment).

LOUISIANA BOARD OF REGENTS

Form C

Request for Continued Approval of Existing Center, Institute, and /or Similar Academic/Research Unit

PLEASE SUBMIT TWO (2) COPIES AND ONE ELECTRONIC COPY (Email attachment, Word or Word Perfect Document – no PDFs please) including:

1. **Name of Institution**

2. **Name of Proposed Unit**

3. **Name and Title of Administrator (including relevant contact information – email, phone, etc.)**

4. **Department or Academic Unit Responsible for the Unit**

5. **Date to Be Implemented**

6. **Date Approved by Management Board**

FORM C – PROPOSAL FORMAT

Part I – Description and Need

A.   Provide an abbreviated description of the unit including evidence of on-going need.

Part II – Activities

A.   List on-going and proposed activities of the unit, including significant accomplishments to-date.

Part III – Faculty, Facilities and Equipment, and Administration

A.   Submit any changes in personnel (faculty and staff), administrative structure, or significant changes to facilities and equipment.

Part IV – Budget

A.   Please provide a comprehensive, projected budget for each year that approval is being sought. Include sources and amounts of funding/revenue and costs/expenditures on the budget form (separate attachment).

LOUISIANA BOARD OF REGENTS
Center/Institute Budget Form

REVENUE (Example: State/Institutional Appropriations, State Grants, Federal Grants, etc.)	Year 1 AY (20xx-20xx)	Year 2 AY (20xx-20xx)	Year 3 AY (20xx-20xx)	Year 4 AY (20xx-20xx)	Year 5 AY (20xx-20xx)
Total Revenue					

LOUISIANA BOARD OF REGENTS
Center/Institute Budget Form

PENDING REVENUE (Example: Monies from outstanding proposals submitted for funding)	Year 1 AY (20xx-20xx)	Year 2 AY (20xx-20xx)	Year 3 AY (20xx-20xx)	Year 4 AY (20xx-20xx)	Year 5 AY (20xx-20xx)
Total Pending Revenue					

LOUISIANA BOARD OF REGENTS
Center/Institute Budget Form

ESTIMATED COSTS (Example: Administration, Faculty, and Support Salaries, Travel, Graduate Assistantships, Equipment, Supplies, Other, etc.)	Year 1 AY (20xx-20xx)	Year 2 AY (20xx-20xx)	Year 3 AY (20xx-20xx)	Year 4 AY (20xx-20xx)	Year 5 AY (20xx-20xx)
Total Costs					

ACADEMIC AFFAIRS POLICY 2.06
BOARD OF REGENTS REVIEWS OF EXISTING ACADEMIC PROGRAMS/UNITS

The Board of Regents will periodically review and evaluate program quality and productivity at all levels of higher education. Affected institutions will be required to participate in these reviews and evaluations. Interested persons will be given an opportunity to appear before the Board of Regents prior to decisions in each particular case.

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ACADEMIC AFFAIRS POLICY 2.07
RESPONSES FROM INSTITUTIONS TO CONSULTANTS REPORTS

In accordance with timetables established by the Division of Academic Affairs, Institutions and Systems shall submit formal responses to reports of consultants who review existing academic programs. These responses shall concisely state reactions to each of the weaknesses and problematic areas consultants identify in their reports. The Deputy or Associate Commissioner for Academic Affairs shall monitor consultants' reports and responses from institutions and systems to ensure that the intent of this policy is fulfilled. When the Deputy or Associate Commissioner for Academic Affairs receives responses which are incomplete, he shall direct institutions either to prepare appropriate addenda or submit revised responses.

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ACADEMIC AFFAIRS POLICY 2.08
INSTITUTIONAL REQUESTS FOR REVISION OR ELIMINATION OF EXISTING ACADEMIC PROGRAMS AND ADMINISTRATIVE UNITS

The Board of Regents encourages campuses and their management boards to initiate self-evaluation leading to the revision or elimination of existing academic programs and administrative units which are under productive or of marginal quality.

Requests for termination of existing academic programs and administrative/research units should be submitted using the attached form. Institutions should obtain approval of their management board prior to submission of the request to terminate to the Board of Regents. Requests may be submitted at any time, and a response will be given within ninety (90) days of receipt.

Requests for revision of existing academic programs and/or administrative units should be submitted in writing to the Deputy or Associate Commissioner for Academic Affairs and should outline the specifics of the change(s) along with an appropriate rationale. The Deputy or Associate Commissioner for Academic Affairs may, without Board review, approve those requests for revisions of existing academic programs and administrative units which would not affect the nature of the program or the degree being offered.

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Request to Terminate an Academic Degree Program or Administrative/Research Unit

1. Institution
2. Type of Termination (check one) _____ A. Academic Program (If A, complete *all* remaining sections) _____ B. Administrative Unit (If B, skip sections 3, 4, 5, and 6) _____ C. Research Unit – Center or Institute (If C, skip sections 3, 4, 5, and 6)
3. Degree Designation (e.g., B.A., Ph.D., etc.)
4. Title and CIP Code
5. Semester/year at which no new enrollments will be accepted
6. Semester/year at which reporting of degrees shall cease
7. Approval date for termination from management board (append any documentation to this sheet)
8. Reason for request (e.g., lack of student demand, lack of job opportunities, program duplication, funding sources no longer available, etc.)   Explanation: *In the explanation include statements which address the impact of the termination upon remaining programs/units (if applicable). For example, a request to terminate the Department of Chemistry should also include information about the academic programs in that Department – will they be maintained or terminated as well? If maintained, where will they reside? Will the department maintaining these programs be re-named? How will this further affect the administrative structure at the institution?*
9. If collaboration with other institutions is involved, identify partners. Each participating institution must submit a separate request form.
10. Program/Unit Contact (name, title, email address, telephone number)
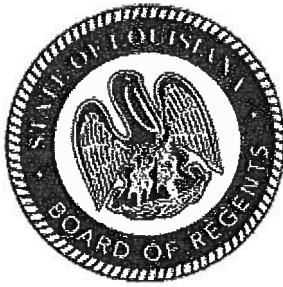
ACADEMIC AFFAIRS POLICY 2.09
RE-SUBMISSION OF DISAPPROVED LETTERS OF INTENT, PROPOSALS OR REQUESTS

If the Board of Regents disapproves a Letter of Intent, a proposal for a new academic program, or a request to revise or eliminate an existing academic program or an administrative unit, an institution should carefully weigh reasons for the disapproval prior to resubmitting the same or modified versions of the proposal or request. Since extended periods of preparation and study are required to correct deficiencies in proposals or requests found initially wanting, the Board of Regents requires the expiration of one (1) year prior to reconsidering disapproved programs or requests.

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ACADEMIC AFFAIRS POLICY 2.10
RECONSIDERATION OF TERMINATED ACADEMIC PROGRAMS

Any academic program which the Board of Regents terminates may be reconsidered under the following conditions:

The Deputy or Associate Commissioner for Academic Affairs must receive a request for reconsideration from the appropriate management board within ninety (90) days of the day on which the Board of Regents votes to terminate the program.

The Deputy or Associate Commissioner for Academic Affairs will inform the management board and the institution at least thirty (30) days prior to the date on which the Academic Affairs Committee will review the request. Relevant written materials, which the affected institution and/or management board wishes the Board of Regents to consider, must be submitted to the Deputy or Associate Commissioner for Academic Affairs at least fifteen (15) days prior to the date for the Academic Affairs Committee's review.

The Board of Regents will reconsider the status of a terminated academic programs only once. If the Board then reaffirms is decision to terminate the program, the affected institution and management board may reapply for the program in accordance with policies of the Board of Regents pertaining to the request for a new academic programs.

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APPENDIX B

Board of Regents' Moratorium on New Academic Programs

Board of Regents

MORATORIUM on the CONSIDERATION of
NEW ACADEMIC PROGRAMS and RESEARCH UNITS

The Board of Regents continues the moratorium on the consideration of proposed new academic/research programs and units at Louisiana's public colleges and universities, effective immediately (22 September 2010). This moratorium applies to all existing and anticipated proposals for new programs and units. It will remain in effect until it is lifted by Board action.

Exceptions.

Exceptions to the moratorium will be considered when the program or unit is deemed essential for the wellbeing of the state, region, or academy. For example:

1) It is critical to completing program development required for institutional accreditation.

2) It directly contributes to immediate and long-term economic development, e.g., with a clear and well-established connection with existing or emerging industry.

3) It is a technical/workforce program with evidence or an indication of regional demand, primarily to be offered at a two-year or community/technical college.

4) It is a program that is directly related to current or evolving needs within the state or region.

Considerable and definitive evidence will be required when an institution requests review of a proposed new program/unit, to include a written statement by the campus head with an endorsement by the relevant management system addressing how the new program is essential to the institution, particularly in light of severe fiscal reductions. It must include a commitment to provision of required funding, given higher education's current and anticipated budget cuts.

In cases of requested exemptions, the affected campus head and associated faculty/staff (with approval of the relevant management system) must be prepared to appear before the Board of Regents to present a detailed explanation of potential beneficial economic impact and an accompanying commitment to provision of required funding to build and sustain the program.

Letters of Intent.

Previously approved Letters of Intent currently on file will remain current for three years after the moratorium has been lifted. Institutions may continue to submit proposed Letters of Intent with the understanding that approved Letters of Intent will not become active until after the moratorium has been lifted, after which they will remain current for three years. Program proposals that do not meet the exemptions will be held, but may have to be updated or resubmitted for Board consideration.

APPENDIX C

September 2009 Review of Hurricane-Impacted Campuses:
List of Programs and Actions Taken

Low-Completer Review of Hurricane Impacted Campuses Initiated in September 2009
List of Programs and Action Taken

<u>Institution/Program</u>   <u>Action Taken</u>

Louisiana State University Health Sciences Center-New Orleans
MS in Anatomy   Conditionally Maintain
PhD in Anatomy   Conditionally Maintain
MS in Microbiology   Conditionally Maintain
PhD in Microbiology   Conditionally Maintain
MS in Physiology   Conditionally Maintain
PhD in Physiology   Conditionally Maintain
MS in Pathology   Conditionally Maintain
PhD in Pathology   Conditionally Maintain
PhD in Neuroscience   Conditionally Maintain
MHS in Health Science   Terminate
MS in Oral Biology   Terminate
AS in Dental Laboratory Technology   Conditionally Maintain
BS in Dental Laboratory Technology   Terminate
COM in Oral Medicine   Terminate

Louisiana State University Health Sciences Center-Shreveport
MHS in Health Science   Conditionally Maintain
(Not a low-completer)

University of New Orleans
BA in Women's Studies   Terminate
MA in Communications   Terminate
PhD in Special Education   Conditionally Maintain
MA in English Teaching   Terminate
MAST in Science Teaching (Non-Thesis)   Terminate
MA in History Teaching   Terminate
MS in Environmental Engineering   Conditionally Maintain
PhD in Conservation Biology   Conditionally Maintain
CG in Gerontology   Conditionally Maintain
MS in Applied Physics (Thesis)   Terminate/Consolidate
MS in Applied Physics (Non-Thesis)   Terminate/Consolidate
MS in Physics   Terminate/Consolidate
MA in Geography   Conditionally Maintain

Low-Completer Review of Hurricane Impacted Campuses Initiated in September 2009
List of Programs and Action Taken

Institution/Program	Action Taken
Delgado Community College	
CTS in Horticulture	Conditionally Maintain
AAS in Horticulture Technology	Conditionally Maintain
CAS in Culinary Arts	Terminate
AAS in Civil Construction Technology	Conditionally Maintain
CTS in Safety and Health Technology (non Low-Completer)	Terminate
AAS in Safety and Health Technology	Terminate
AAS in Occupational Therapy Assisting	Conditionally Maintain
AAS in Medical Laboratory Technician	Conditionally Maintain
CTS in Ophthalmic Medical Assisting	Conditionally Maintain
AS in Dietetics Technician	
AAS in Administrative Office	Conditionally Maintain
CTS in Hospitality Management	Terminate
AAS in Construction Management Technology	Conditionally Maintain
Nunez Community College	
CAS in Computer Technology	Terminate
CAS in Heating,Ventilation, and Air Conditioning (redesign as CTS)	Terminate
AAS in Heating,Ventilation, and Air Conditioning	Terminate
AAS in Health Services Office Management	Terminate
SOWELA Technical Community College	
TD in Culinary Arts and Occupations	Conditionally Maintain
AAS in Construction Equipment Technology	Terminate
TD in Diesel Powered Equipment Technology	Terminate
TD in Machine Tool Technology	Terminate
LTC - Jefferson	
CTS - A/C and Refrigeration: Commercial Refrigeration	Terminate
TD - A/C and Refrigeration: Commercial A/C	Terminate
LTC - West Jefferson	
TD – Building Technology Specialist	Terminate
TD – Collision Repair Technology	Terminate
CTS – CRT: Basic Structural Repair	Terminate
LTC - Sullivan	
TD – Biomedical Equipment Technology	Terminate

APPENDIX D

October 2009 Review of Conditionally Maintained Programs:
List of Programs and Actions Taken

Low-Completer Review of Conditionally Maintained Programs, Initiated in October 2009
List of Programs and Action Taken

Institution/Program	Action Taken
Bossier Parish Community College	
A.A.S. in Pharmacy Assistant	Conditionally Maintain
A.A.S. in Medical Assistant	Conditionally Maintain
A.A.S. in Industrial Control Systems	Terminate
L.E. Fletcher Technical Community College	
A.A.S. in Electronics Technology	Terminate
TD - Electrician	No Action
TD - Residential Air Conditioning	No Action
TD - Accounting Technology	No Action
TD - Machine Tool Technology	No Action
TD - Welding	No Action
South Louisiana Community College	
A.A.S. in Industrial Technology	Unconditionally Maintain
A.S. in Criminal Justice	Unconditionally Maintain
A.S. in Emergency Medical Technology-Paramedic	Conditionally Maintain
Southern University and A&M College	
B.S. in Agricultural Economic	Terminate
B.S. in Finance	Conditionally Maintain
M.Ed. in Educational Leadership	Unconditionally Maintain
M.Ed. in Secondary Education	Terminate/Consolidate
M.E.D. in Elementary Education	Terminate/Consolidate
Southern University – Shreveport	
C.T.S. in Computer Network Technology	Terminate
C.T.S. in Daycare Administration	Terminate
A.A.S. in Early Childhood Education*	Terminate

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* Not a low-completer program, but must be redesigned to meet new teacher education preparation requirements.

Low-Completer Review of Conditionally Maintained Programs, Initiated in October 2009
List of Programs and Action Taken

<u>Institution/Program</u>	<u>Action Taken</u>
Southern University – Shreveport (cont.)	
A.A.S. in Funeral Services Administration	Temp Conditionally Maintain
A.A.S. in Aviation Maintenance Technology	Terminate
A.A.S. in Electronics Technology	Terminate
A.A.S. in Health Information Technology	Conditionally Maintain
A.A.S. in Criminal Justice Administration	Conditionally Maintain
Louisiana State University - Alexandria	
A.S. in Clinical Laboratory Science	Conditionally Maintain
Louisiana State University and A&M College	
Ph.D. in Agricultural Economics	Conditionally Maintain
B.S. in Food Science and Technology	Terminate/Consolidate
B.S. in Nutritional Sciences**	Terminate/Consolidate
B.S. in Forestry-Forestry Management	Temp Conditionally Maintain
B.A. in Women's and Gender Studies	Terminate
Ph.D. in Petroleum Engineering	Unconditionally Maintain
M.A. in Comparative Literature	Terminate
Ph.D. in Comparative Literature	Terminate
M.S. in Plant Health	Temp Conditionally Maintain
Ph.D. in Plant Health	Temp Conditionally Maintain
Ph.D. in Geology	Conditionally Maintain
Ph.D. in Communicative Disorders	Conditionally Maintain
M.S. in Health and Medical Physics	Conditionally Maintain
Ph.D. in Business Administration-Management	Terminate/Consolidate
Ph.D. in Business Administration-Information Systems and Decision Sciences	Terminate/Consolidate
Ph.D. in Business Administration-Marketing	Terminate/Consolidate

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**Not a low-completer program, but included as part of new consolidated B.S. program in Nutrition and Food Sciences.

Low-Completer Review of Conditionally Maintained Programs Initiated in October 2009
List of Programs and Action Taken

Institution/Program	Action Taken
Louisiana State University and A&M College	
Ph.D. in Business Administration-Finance***	Terminate/Consolidate
Ph.D. in Accounting	Temp Conditionally Maintain
M.A. in Philosophy	Conditionally Maintain
Louisiana State University – Eunice	
Certificate in Diagnostic Medical Sonography	Temp Conditionally Maintain
Louisiana State University - Shreveport	
B.S. in Community Health	Conditionally Maintain
M.S. in Computer Systems Technology	Conditionally Maintain
M.A. in Liberal Arts	Conditionally Maintain
Specialist in School Psychology	Conditionally Maintain
Louisiana Tech University	
M.S. in Applied Physics	Conditionally Maintain
M.S. in Molecular Science and Nanotechnology	Unconditionally Maintain
M.F.A. in Art	Temp Conditionally Maintain
M.S. in Engineering and Technology Management	Temp Conditionally Maintain
Nicholls State University	
B.S. in Geomatics	Conditionally Maintain
M.S. in Marine and Environmental Biology	Conditionally Maintain
University of Louisiana-Monroe	
B.S. in Atmospheric Sciences	Conditionally Maintain
M.S. in Substance Abuse Counseling	No Action
Master of Music	Terminate
Specialist in School Psychology	Terminate

*** Not a low-completer program, but included as part of new, consolidated Ph.D. in Business Administration.

**Low-Completer Review of Conditionally Maintained Programs Initiated in October 2009
List of Programs and Action Taken**

<u>**Institution/Program**</u>   <u>**Action Taken**</u>

Southeastern Louisiana University
M.A. in History   Temp Conditionally Maintain

University of Louisiana – Lafayette
B.S. in Dental Hygiene   Terminate
B.S.B.A. in Professional Land Management   Conditionally Maintain
B.S. in Geology   Conditionally Maintain
M.S. in Physics   Conditionally Maintain
Ph.D. in Cognitive Science   Temp Conditionally Maintain

APPENDIX E

Campus Report Templates for 2011 Review

Louisiana Board of Regents
2011 Academic Program/Low Completer Review
Request for <u>TERMINATION</u> of Existing Academic Program(s)

Please submit an electronic copy (email attachment, Word or Word Perfect Document preferred; signed PDF may also be attached) of the completed document to Dr. Karen Denby, Associate Commissioner for Academic Affairs, at <u>karen.denby@la.gov</u> no later than **Monday, February 28, 2011.** Early submission is welcome. All requests for terminations are to be submitted through the appropriate system office. Documentation of campus approvals should be provided.

General Information

Campus:	College/School with Program(s):
Program(s) to be Terminated (Title, CIP): - -	Date of initial Program Implementation: - -
Program Coordinator/Contact Info:	

<u>Note</u>. *BoR Program Terminations as a result of this Review will be effective <u>May/2011</u>.*

Students

Provide enrollment data for Spring/2011, *by year classification.* Use the format below for reporting enrollment data for <u>each</u> program to be terminated if more than one termination is requested.

Degree Program to be Terminated:	SPRING 2011 enrollment Data:					
	FR	SOPH	JR	SR	M/Sp	PhD

Phase-Out Plan

Describe the phase-out (teach-out and/or transfer) plan, for each program to be terminated, that minimizes time to completion. Include a projected date for close-out of activity in the terminated degree.

Fiscal Impact

Provide a five-year projection of the anticipated fiscal impact or opportunities for reinvestment, with the termination. (Explain projections, as applicable.)	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	

Other Information.

Present any other pertinent information that has not been requested.

Louisiana Board of Regents
2011 Academic Program/Low Completer Review
APPEAL for <u>CONSOLIDATION</u> of Existing Academic Program

Please submit an electronic copy (email attachment preferred; signed PDF may also be attached) of the completed document to Dr. Karen Denby, Associate Commissioner for Academic Affairs, at <u>karen.denby@la.gov</u> no later than **Monday, February 28, 2011.** Early submission is welcome. All requests for consolidations must be submitted through the appropriate system office. Documentation of campus and system final approvals of the new curriculum must be provided before the inventory addition will be presented to the Board of Regents. Upon approval of the consolidation appeal, Regents' staff will provide instructions for final consolidated curriculum approval.

General Information   **DATE:**

Campus:	College/School with Program(s):
'Old' Program(s) to be Changed (Title, CIP): - -	'New' Program Title & CIP, concentrations/minors: - - -
Program Coordinator/Contact Info:	

Description and Rationale

A. Brief description of what the consolidation would entail and a plan for implementation

B. Reasons why a consolidated program should succeed compared to the current arrangement

C. **Total credit hours in curriculum for proposed consolidated program:** _____

Outline the curriculum (*Course Rubric, Title, Credits*) for the proposed consolidated program. Indicate any new courses that will be offered in the new program.

        For Teacher Education changes/consolidations, use Official Plan Form instead of this block.

           http://regents.louisiana.gov/index.cfm?md=pagebuilder&tmp=home&pid=95

CORE	Concentration/Minor:
- -	- -
	Concentration/Minor: - -

D. Indicate any special requirements. If the consolidation involves a graduate degree, indicate if a thesis or dissertation is required or, if not, what is substituted.

Students

A. Provide <u>enrollment and completer</u> data for the last three years for <u>each</u> existing program involved in the consolidation, *by year classification*. Please use the tables below.

Existing Degree Program:	ENROLLMENT Data:		
	2007-2008	2008-2009	2009-2010

Existing Degree Program:	COMPLETER Data:		
	2007-2008	2008-2009	2009-2010

B. Explain how students currently enrolled in programs involved in the consolidation will be advised/transferred into the new program and how they may benefit from the consolidation of existing programs.

Fiscal Impact

Provide a five-year projection of the anticipated fiscal impact or opportunities for reinvestment, with consolidation. (Explain projections, as applicable.)	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	

Other Information

Present any other significantly pertinent information that has not been requested.

Program Terminations as a result of this Review and Appeal will be on the inventory, effective **May/2011**. Expected Date (Mo/Yr) for Full Approval and Implementation of the new program: _____.   *Note*. *It is expected that if a consolidation appeal is accepted by the Board of Regents any resulting new program will be fully approved (by campus, system, BoR) no later than December 2011. Should this not occur, the institution will have to submit a full proposal for the new academic program following Academic Affairs Policy 2.05.*

Louisiana Board of Regents
2011 Academic Program/Low Completer Review
APPEAL for CONTINUATION of Existing Academic Program

Please submit an electronic copy (email attachment, Word or Word Perfect Document preferred; signed PDF may also be attached) of the completed document to Dr. Karen Denby, Associate Commissioner for Academic Affairs, at karen.denby@la.gov no later than **Monday, February 28, 2011**. Early submission is welcome. All requests for continuation must be submitted through the appropriate system office. Address all 10 issues, but please limit the response to three pages or less. Recommendations to the Board of Regents will be based on this appeal, as well as consideration of the statewide inventory and relevance to institutional role and scope, particularly for graduate-level programs.

General Information   **DATE:**

Campus:	Program: Title, CIP, Degree/Certificate Awarded
Contact Person & Access Info (if clarification is needed):	

1. Brief description of the program, including enrollment by year classification, faculty support by type, space/facilities, and administrative support.

Enrollment: Declared Majors	SPRING 2011 enrollment Data:					
	FR	SOPH	JR	SR	M/Sp	PhD

Faculty Support of this Major	T	TT	FT	PT	Adjunct	Other

Space/facilities; administrative support; etc.

2. Projected enrollments (majors) and completers for the next five years with justification for such projections.

2010-11		2011-12		2012-13		2013-14		2014-15	
Enrl	Compl	Enrl	Compl	Enrl	Compl	Enrl	Compl	Enrl	Compl

Justification:

3. Contribution to economic health/development of the state.

4. Uniqueness or relevance to the region or area.

5. Institution's need to maintain this program to support other programs, or to maintain accreditation, or because of (justified, documented) anticipated cost/revenue loss with elimination (e.g., recent major investments, external funding support, tuition, etc).

6. Placement of graduates (positions held, places of employment, enrollment in graduate or baccalaureate study).

2009-10 Graduates	2008-09 Graduates

7. Passage rate of completers on licensure/certification exams or measures.

Number of Completers	Licensures/Certification Measure	Passage Rate
2009-10:		
2008-09:		
2007-08:		

8. Program quality as reflected by regional or national reputation, faculty qualifications, and the documented achievements of program graduates.

9. Other measures of program productivity other than numbers of graduates (grants, publications or other).

10. Duplication. In cases where other programs *in the statewide inventory, within the same CIP code and level*, exist, compelling evidence to warrant the continuation of the degree program at this institution. Address plans and efforts toward collaboration or sharing resources with other, similar programs in the state or region, new delivery mechanisms, etc.

Other Information
Present any other significantly pertinent information that has not been requested.

APPENDIX F

2011 Correspondence on Academic Program Review

From:	Kathy Hoyt
Sent:	Friday, January 28, 2011 12:06 PM
To:	'Joe D. May (jmay@lctcs.edu)'
Cc:	Tom Layzell; Kim Hunter-Reed (Regents); Karen Denby
Subject:	On Behalf of Board of Regents Chair Bob Levy - Academic Program Review
Attachments:	LCTCS + CC TC Prog Rev Lists - 27 Jan.xlsx; Low Compltr Revw Process-2011.docx; Form3- Continuation Appeal.docx; Form1- Termination Request.docx; Form2- Consolidation Appeal + Proposal.docx

Please allow this correspondence to serve as your official notification of the Academic Program Review approved on Thursday, January 27, by the Board of Regents. As we go forward with the task of creating a more efficient and sustainable higher education system, the Board of Regents has deemed it necessary to conduct a thorough review of the academic program inventory, focusing both on productivity and duplication. This email introduces the first phase of the Academic Program Review process that was approved by the Board of Regents. Accordingly, attached are the following relevant documents:

1. A list of degree programs within your system that have been identified as Low Completer based on designated criteria of degree production.

2. An overview of the process which: (a) defines the way in which Low Completer programs were identified; (b) establishes the strict time line for responses; and (c) calls for a self-review of each program identified as Low Completer to result in a proposed plan for termination, consolidation or continuation.

3. Forms to guide the campus' internal review and report to the Board of Regents with a request for program termination, consolidation, or continuation. (The forms will help assure you that all key factors are addressed; they will expand as you enter text or data.)

   The process document and forms are also posted on the web at:
   http://regents.louisiana.gov/index.cfm?md=pagebuilder&tmp=home&pid=272

At this time, please review with your campuses the identified Low Completer programs and the process that is to unfold over the next couple of months. Contact Dr. Karen Denby, Associate Commissioner for Academic Affairs, no later than Friday, February 4, regarding any final requests for changes to the lists.

Campus reports, which should be submitted through the system offices, are due to Dr. Denby **by Monday, February 28, 2011**. Please ensure that each identified program is appropriately addressed within the parameters specified in the attached process document. Thank you for your continued cooperation and participation in this important initiative.

From:	Kathy Hoyt
Sent:	Friday, January 28, 2011 12:02 PM
To:	'John Lombardi (lombardi@lsu.edu)'
Cc:	Tom Layzell; Kim Hunter-Reed (Regents); Karen Denby
Subject:	On Behalf of Board of Regents Chair Bob Levy - Academic Program Review
Attachments:	LSUS + Campus ProgRev Lists - 27 Jan.xlsx; Low Compltr Revw Process-2011.docx; Form1-Termination Request.docx; Form2- Consolidation Appeal + Proposal.docx; Form3-Continuation Appeal.docx

Please allow this correspondence to serve as your official notification of the Academic Program Review approved on Thursday, January 27, by the Board of Regents. As we go forward with the task of creating a more efficient and sustainable higher education system, the Board of Regents has deemed it necessary to conduct a thorough review of the academic program inventory, focusing both on productivity and duplication. This email introduces the first phase of the Academic Program Review process that was approved by the Board of Regents. Accordingly, attached are the following relevant documents:

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Campus reports, which should be submitted through the system offices, are due to Dr. Denby **by Monday, February 28, 2011**. Please ensure that each identified program is appropriately addressed within the parameters specified in the attached process document. Thank you for your continued cooperation and participation in this important initiative.

From:	Kathy Hoyt
Sent:	Friday, January 28, 2011 12:18 PM
To:	'ronald_mason@sus.edu'
Cc:	Tom Layzell; Kim Hunter-Reed (Regents); Karen Denby
Subject:	On Behalf of Board of Regents Chair Bob Levy - Academic Program Review
Attachments:	Low Compltr Revw Process-2011.docx; Form1- Termination Request.docx; Form2- Consolidation Appeal + Proposal.docx; Form3- Continuation Appeal.docx; SUS + Campus ProgRev Lists -27Jan.xlsx

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   The process document and forms are also posted on the web at:
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At this time, please review with your campuses the identified Low Completer programs and the process that is to unfold over the next couple of months. Contact Dr. Karen Denby, Associate Commissioner for Academic Affairs, no later than Friday, February 4, regarding any final requests for changes to the lists.

Campus reports, which should be submitted through the system offices, are due to Dr. Denby **by Monday, February 28, 2011**. Please ensure that each identified program is appropriately addressed within the parameters specified in the attached process document. Thank you for your continued cooperation and participation in this important initiative.

From:	Kathy Hoyt
Sent:	Friday, January 28, 2011 12:08 PM
To:	Randy Moffett
Cc:	Tom Layzell; Kim Hunter-Reed (Regents); Karen Denby
Subject:	On Behalf of Board of Regents Chair Bob Levy - Academic Program Review
Attachments:	Low Compltr Revw Process-2011.docx; Form1- Termination Request.docx; Form2-Consolidation Appeal + Proposal.docx; Form3- Continuation Appeal.docx; ULS + Campus ProgRev Lists - 27Jan.xlsx

Please allow this correspondence to serve as your official notification of the Academic Program Review approved on Thursday, January 27, by the Board of Regents. As we go forward with the task of creating a more efficient and sustainable higher education system, the Board of Regents has deemed it necessary to conduct a thorough review of the academic program inventory, focusing both on productivity and duplication. This email introduces the first phase of the Academic Program Review process that was approved by the Board of Regents. Accordingly, attached are the following relevant documents:

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At this time, please review with your campuses the identified Low Completer programs and the process that is to unfold over the next couple of months. Contact Dr. Karen Denby, Associate Commissioner for Academic Affairs, no later than Friday, February 4, regarding any final requests for changes to the lists.

Campus reports, which should be submitted through the system offices, are due to Dr. Denby **by Monday, February 28, 2011**. Please ensure that each identified program is appropriately addressed within the parameters specified in the attached process document. Thank you for your continued cooperation and participation in this important initiative.

APPENDIX G

2011 Academic Program Review:
List of Programs Under Review

ASSOCIATE & Post-Associate Degrees: 3yr Avg Completers

CIP6	CRIN Degree Subject
010601	HORTICULTURE TECHNOLOGY
030511	FOREST TECHNOLOGY
100303	GRAPHICSCOMM/DESKTOP PUBLISHING
110201	ICT: COMPUTER PROGRAMMER
110202	COMPUTER TECHNOLOGY-PROGRAM SPEC
110401	COMPUTER INFORMATION SYSTEMS
110901	ICT: COMPUTER NETWORK SPECIALIST
111001	ICT: COMPUTER/NETWORKING SUPPORT
120503	CULINARY ARTS
120503	FOODSERVICE PRODUCTION & MANAGEME
120504	CULINARY ARTS-CATERING
130101	TEACHING (Gr 1-5)
131319	OCCUPATIONAL EDUCATION
150101	ARCHITECTURAL/DESIGN CONSTRUCT TEC
150201	CIVIL CONSTRUCTION TECHNOLOGY
150401	ELECT. SERV. TECH.-BIOMED. EQUIP.
150404	INDUSTRIAL INSTRUMENT TECHNOL
151102	CIVIL, SURVEYING & MAPPING TECHNOLO
151301	DRAFT/DESIGN TECHNOLOGY
190709	CARE & DEVELOPMENT/YOUNG CHILDREN
220302	PARALEGAL STUDIES
240101	LIBERAL ARTS
240102	GENERAL STUDIES
240199	GENERAL SCIENCE
419999	SCIENCE TECHNOLOGIES
430104	CRIMINAL JUSTICE
470104	COMP ELECTRONICS TECHNOLOGY
470105	INDUSTRIAL ELECTRONICS TECHNOLOGY
470199	ELECT SERV TECH:COMP/ELECT SERV TEC
470499	BIOMEDICAL EQUIP TECHNOLOGY
470604	AUTOMOTIVE TECHNOLOGY
470608	AVIATION MAINTENANCE TECHNOLOGY
479999	TECHNICAL STUDIES-CONSTR SERV TECHN
479999	TECHNICAL STUDIES-MANUF TECHNOLOG
479999	TECHNICAL STUDIES-TRANSP TECHN
490309	NAUTICAL SCIENCE
500501	THEATRE
500602	ENTERTAINMENT TECHNOLOGIES
500702	FINE ARTS
500901	MUSIC

Column groups:

2YR & COMMUNITY COLLEGE: BPCC, BRCC, DCC, Fletcher, LDCC, Nunez, RPCC, SLCC

TECHNICAL COLLEGE: Sowela, Acadiana TC, Capital Area TC, Central LA TC, Northeast TC, Northshore TC, Northwest LA TC, South Central LA TC

| | | 2YR & COMMUNITY COLLEGE | | | | | | | | | TECHNICAL COLLEGE | | | | | | |
CIP6	CRIN Degree Subject	BPCC	BRCC	DCC	Fletcher	LDCC	Nunez	RPCC	SLCC	Sowela	Acadiana TC	Capital Area TC	Central LA TC	Northeast TC	North shore TC	Northwest LA TC	South Central LA TC
510707	HEALTH INFORMATION TECHNOLOGY	-	-	▓	-	-	-	-	-	-	-	-	-	-	-	-	-
510801	MEDICAL ASSISTANT	▓	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
510904	EMERG MEDICAL TECHN-PARAMEDIC	▓	-	▓	-	-	-	-	-	-	-	-	-	-	-	-	-
511004	MEDICAL LABORATORY TECHNICIAN	-	-	▓	-	-	-	-	-	-	-	-	-	-	-	-	-
513103	DIETETICS TECHNICIAN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
520401	OFFICE SYSTEMS TECHNOLOGY	-	-	-	▓	-	-	-	-	-	-	-	-	-	-	-	-
520901	HOSPITALITY MANAGEMENT	-	-	▓	-	-	-	-	-	-	-	-	-	-	-	-	-
Associate Programs Under Review:		5	3	14	6	2	5	2	2	5	11	4	3	1	4	3	2

Programs with Dark Shading = Address duplication within CIP (statewide).

ACADEMIC PROGRAM/Low Completer REVIEW -- LSU SYSTEM

GRADUATE (Breakpoints = D2, M5)

CIP6	CRIN Title	Lvl	LSU A&M	UNO	LSU HSC-NO	LSU Law	LSU S	LSU HSC S
010901	ANIMAL AND DAIRY SCIENCES	Doct	▓	-	-	-	-	-
011001	FOOD SCIENCE	Mast	▓	-	-	-	-	-
011102	AGRONOMY	Mast	▓	-	-	-	-	-
030501	FORESTRY	Mast	▓	-	-	-	-	-
090101	COMMUNICATION STUDIES	Mast	▓	-	-	-	-	-
131001	SPECIAL EDUCATION	Doct	-	▓	-	-	-	-
131101	GUIDANCE	Mast	▓	-	-	-	-	-
131314	HUMAN PERFORMNC/HEALTH PROMO	Mast	-	▓	-	-	-	-
139999	EDUCATIONAL TECHNOL LEADRSHP	Mast	▓	-	-	-	-	-
141401	ENVIRONMENTAL ENGINEERING	Mast	-	▓	-	-	-	-
142501	PETROLEUM ENGINEERING	Mast	▓	-	-	-	-	-
142501	PETROLEUM ENGINEERING	Doct	▓	-	-	-	-	-
160104	COMPARATIVE LITERATURE	Doct	▓	-	-	-	-	-
160901	FRENCH	Mast	▓	-	-	-	-	-
160905	HISPANIC STUDIES	Mast	▓	-	-	-	-	-
260101	BIOLOGICAL SCIENCES	Mast	▓	▓	-	-	-	-
260202	BIOCHEMISTRY	Mast	▓	-	▓	-	-	▓
260202	BIOCHEMISTRY/MOLECULAR BIOL	Doct	-	-	▓	-	-	-
260305	PLANT HEALTH	Mast	▓	-	-	-	-	-
260305	PLANT HEALTH	Doct	▓	-	-	-	-	-
260403	ANATOMY/CELLULAR BIOL	Mast	-	-	▓	-	-	▓
260403	ANATOMY/CELLULAR BIOL	Doct	-	-	▓	-	-	▓
260503	MICROBIOLOGY/IMMUNOLOGY	Mast	-	-	▓	-	-	-
260702	ENTOMOLOGY	Mast	▓	-	-	-	-	-
260806	HUMAN GENETICS	Mast	-	-	▓	-	-	-
260901	PHYSIOLOGY/MOLECULAR & CELLULAR	Mast	-	-	▓	-	-	▓
260901	PHYSIOLOGY	Doct	-	-	▓	-	-	-
260910	PATHOLOGY	Mast	-	-	▓	-	-	-
260910	PATHOLOGY	Doct	-	-	▓	-	-	-
261001	PHARMACOLOGY	Mast	-	-	▓	-	-	▓
261001	PHARMACOLOGY/THERAPEUTICS	Doct	-	-	-	-	-	▓
310501	HUMAN PERFORMANCE/HEALTH PROM	Mast	-	▓	-	-	-	-
380101	PHILOSOPHY	Mast	▓	-	-	-	-	-
400501	CHEMISTRY	Mast	-	▓	-	-	-	-
400601	EARTH SCIENCES	Mast	-	▓	-	-	-	-
400801	APPLIED PHYSICS	Mast	-	▓	-	-	-	-
420101	PSYCHOLOGY	Mast	-	▓	-	-	-	-
450601	ECONOMICS	Mast	▓	-	-	-	-	-
450601	ECONOMICS	Doct	▓	-	-	-	-	-
450701	GEOGRAPHY	MA	▓					
451001	POLITICAL SCIENCE	Mast	-	▓	-	-	-	-
451101	SOCIOLOGY	Mast	▓	-	-	-	-	-
500501	THEATRE	Mast	▓	-	-	-	-	-
500501	THEATRE	Doct	▓	-	-	-	-	-
500702	ART - FINE ARTS / STUDIO ART	Mast	-	▓	-	-	-	-
512501	VETERINARY MEDICAL SCIENCES	Mast	▓	-	-	-	-	-
513802	NURSING ADMINISTRATION	Mast	-	-	▓	-	-	-
513803	NURSING-ADULT HEALTH & ILLNESS	Mast	-	-	▓	-	-	-
513810	PSYC./COMMUNITY MENTAL HLTH NURS	Mast	-	-	▓	-	-	-
520301	ACCOUNTING	Doct	▓	-	-	-	-	-
521301	INFO. SYSTEMS & DECISION SCIENCES	Mast	▓	-	-	-	-	-
600101	ORAL AND MAXILLOFACIAL SURGERY	PPC	-	-	▓	-	-	▓
600103	ENDODONTICS	PPC	-	-	▓	-	-	-
600107	PERIODONTICS	PPC	-	-	▓	-	-	-
Graduate Programs Under Review			27	11	17	0	0	8

Dark Shading: Address program duplication if seeking continuation.

BACCALAUREATE: Breakpoints = B8

CIP6	CRIN Degree Subject	LVL	LSU A&M	UNO	LSU HSC-NO	LSU A	LSU S	LSU HSC-S
050207	WOMEN'S AND GENDER STUDIES	Bacc	▒	-	-	-	-	-
110101	COMPUTER INFORMATION SYSTEMS	Bacc	-	-	-	-	■	-
110701	COMPUTER SCIENCE	Bacc	-	-	-	-	■	-
131203	MIDDLE SCHOOL EDUC GR 4-8	Bacc	-	■	-	-		-
131305	ENGLISH EDUC GR 6-12	Bacc	-	■	-	-	■	-
131311	MATHEMATICS EDUC GR 6-12	Bacc	-	■	-	-	■	-
131312	MUSIC ED-INSTRUMENTAL GR K-12	Bacc	-	■	-	-	-	-
131314	HEALTH & PHYS ED GR K-12	Bacc	-	■	-	-	■	-
131318	SOCIAL STUDIES ED GR 6-12	Bacc	-	■	-	-	■	-
131322	BIOLOGY EDUC GR 6-12	Bacc	-	■	-	-	■	-
131323	CHEMISTRY EDUC GR 6-12	Bacc	-	■	-	-	■	-
131329	PHYSICS EDUC GR 6-12	Bacc	-	-	-	-	■	-
131399	EARTH SCIENCE ED GR 6-12	Bacc	-	■	-	-	-	-
141401	ENVIRONMENTAL ENGINEERING	Bacc	▒	-	-	-	-	-
160501	GERMAN	Bacc	▒	-	-	-	-	-
160901	FOREIGN LANG - FRENCH	Bacc	-	■	-	-	■	-
160905	FOREIGN LANG - SPANISH	Bacc	-	■	-	-	■	-
161203	LATIN	Bacc	▒	-	-	-	-	-
260101	BIOLOGY	Bacc	-	▒	-	-	▒	-
270101	MATHEMATICS	Bacc	-	-	-	-	■	-
380101	PHILOSOPHY	Bacc	-	▒	-	-	-	-
400501	CHEMISTRY - BS	Bacc	-	▒	-	-	■	-
400501	CHEMISTRY - BA	Bacc		▒				
400601	EARTH & ENVIRONMENTAL SCIENCES	Bacc	-	■	-	-	-	-
400801	PHYSICS	Bacc	-	■	-	-	■	-
450201	ANTHROPOLOGY	Bacc	-	-	-	-	-	-
450601	ECONOMICS	Bacc	-	▒	-	-	-	-
450701	GEOGRAPHY	Bacc	-	■	-	-	■	-
500703	ART-ART HISTORY	Bacc	-	▒	-	-	-	-
510901	CARDIOPULMONARY SCIENCE	Bacc	-	-	-	-	-	■
512310	REHABILITATION SERVICES	Bacc	-	-	■	-	-	-
520601	ECONOMICS / BUS ECON	Bacc	-	■	-	-	-	-
520701	BUSINESS ENTREPRENEURSHIP	Bacc	-	■	-	-	-	-
	Bachelor-Level Programs Under Review:		4	22	1	1	15	1

ASSOCIATE: Breakpoints = A8

CIP6	CRIN Degree Subject		LSU A&M	UNO	LSU HSC-NO	LSU A	LSU S	LSU HSC-S	LSU E
110301	COMPUTER INFORMATION TECHNOLOG	Asc	-	-	-	-	-	-	■
220302	PARALEGAL STUDIES	Asc	-	-	-	-	-	-	■
430107	CRIMINAL JUSTICE	Asc	-	-	-	■	-	-	-
510603	DENTAL LABORATORY TECHNOLOGY	Asc	-	-	▒	-	-	-	-
	Associate Programs Under Review:				1	1			2

Dark Shading: Address program duplication if seeking continuation.

ACADEMIC PROGRAM/Low Completer REVIEW -- SOUTHERN SYSTEM

GRADUATE (Breakpoints = D2, M5)

CIP6	CRIN Title	Lvl	SU A&M	SUNO
030508	URBAN FORESTRY	Mast		-
30508	URBAN FORESTRY	Doct		-
130301	CURRICULUM & INSTRUCTION	Mast		-
131001	SPECIAL EDUCATION	Doct		-
260101	BIOLOGY	Mast		-
270101	MATHEMATICAS; MATH SCIENCES	Mast		-
400501	CHEMISTRY	Mast		-
400801	PHYSICS	Mast		-
513805	FAMILY NURSE PRACTITIONER	PMst		-
513821	GERONTOLOGY	Mast		-
513821	NURSING-GERONTOLOGY	PMst		-
	Graduate Programs Under Review:		11	0

BACCALAUREATE: Breakpoints = B8

CIP6	CRIN Degree Subject	LVL	SU A&M	SUNO
030508	URBAN FORESTRY	Bacc		-
90101	SPEECH, SPCH COMM	Bacc		-
131202	ELEMENTARY EDUC GR 1-5	Bacc	-	
131203	MIDDLE SCHOOL EDUC GR 4-8	Bacc		-
131210	EARLY CHILDHOOD ED GR PK-3	Bacc	-	
131305	ENGLISH EDUC GR 6-12	Bacc		-
131311	MATHEMATICS EDUC GR 6-12	Bacc		-
131312	MUSIC ED-INSTRUMENTAL GR K-12	Bacc		-
131312	MUSIC ED-VOCAL GR K-12	Bacc		-
131314	HEALTH & PHYS ED GR K-12	Bacc		-
131318	SOCIAL STUDIES ED GR 6-12	Bacc		-
131322	BIOLOGY EDUC GR 6-12	Bacc		-
131323	CHEMISTRY EDUC GR 6-12	Bacc		-
131325	FRENCH EDUC GR K-12	Bacc		-
131325	FRENCH EDUC-GR 6-12	Bacc		-
131329	PHYSICS EDUC GR 6-12	Bacc		-
131330	SPANISH EDUC GR 6-12	Bacc		-
131330	SPANISH EDUC GR K-12	Bacc		-
160901	FOREIGN LANG - FRENCH	Bacc		-
160905	FOREIGN LANG - SPANISH	Bacc		-
230101	ENGLISH	Bacc	-	
400501	CHEMISTRY	Bacc		-
400801	PHYSICS	Bacc		-
440401	PUBLIC ADMINISTRATION	Bacc	-	
451101	SOCIOLOGY	Bacc	-	
500501	THEATRE ARTS	Bacc		-
500702	ART - STUDIO/GRAPHIC/FINE	Bacc		-
500903	MUSIC	Bacc		-
510706	HEALTH INFO MGT / SYST	Bacc	-	
511501	SUBSTANCE ABUSE	Bacc	-	
520601	ECONOMICS / BUS ECON	Bacc		-
520701	BUSINESS ENTREPRENEURSHIP	Bacc	-	
540101	HISTORY	Bacc	-	
	Bachelor-Level Programs Under Review:		24	9

ASSOCIATE: Breakpoints = A8

CIP6	CRIN Degree Subject	Asc	SU A&M	SUNO	SUSLA
110701	COMPUTER SCIENCE	Asc	-	-	
150303	ELECTRONICS TECHNOLOGY	Asc	-	-	
260101	BIOLOGY	Asc	-	-	
270101	MATHEMATICS	Asc	-	-	
400501	CHEMISTRY	Asc	-	-	
510707	HEALTH INFORMATION TECHNOLOGY	Asc	-	-	
511501	HUMAN SERVICES	Asc	-	-	
	Associate Programs Under Review:		0	0	7

*Dark Shading: Address program duplication if seeking continuation.

ACADEMIC PROGRAM/Low Completer REVIEW -- UL SYSTEM

GRADUATE (Breakpoints = D2, M5)

CIP6	CRIN Title	Lvl	SLU	Nchls	ULL	McNs	ULM	La Tech	GSU	NSU
130301	CURRICULUM & INSTRUCTION	Mast	-	-	-	■	-	-	■	
130301	CURRICULUM AND INSTRUCTION	Doct	-	-	-	-	-	■		-
130401	EDUCATIONAL LEADERSHIP	Mast	-	-	-	-	-	■		-
130401	EDUCATIONAL LEADERSHIP	Spec	-	-	-	■	-	-	-	-
130401	EDUCATIONAL LEADERSHIP	Doct	-	-	-	-	■	-	■	-
131001	MILD/MODERATE SPECIAL ED GR K-12	Mast	■	-	-	-	-	-	-	-
131001	SPECIAL EDUCATION M/MOD GRADES 1-12	Mast	-	-	-	-	-	■	-	-
131004	SPECIAL ED: GIFTED	Mast	-	-	■	-	-	-	-	-
131202	ELEMENTARY EDUCATION GR 1-5	Mast	-	-	-	-	-	-	-	■
131203	MIDDLE SCHOOL EDUCATION GR 4-8	Mast	-	-	-	-	-	■	-	■
131206	MULTIPLE LEVELS GR K-12	Mast	-	-	-	-	■	-	-	
139999	DEVELOPMENTAL EDUCATION	Mast	-	-	-	-	-	-	■	-
139999	ED TECHNOL LEADERSHIP	Mast	-	-	-	-	■	-	-	-
190101	FAMILY AND CONSUMER SCIENCES	Mast	-	-	-	-	-	■	-	-
230101	ENGLISH	Mast	-	-	-	-	■	-	-	-
270199	COMMUN/TECHNIC COLLEGE MATHEMATIC	Mast	-	■	-	-	-	-	-	-
302501	COGNITIVE SCIENCE	Doct	-	-	■	-	-	-	-	-
400801	APPLIED PHYSICS	Mast	-	-	-	-	-	■	-	-
400801	PHYSICS	Mast	-	-	■	-	-	-	-	
422806	SCHOOL PSYCHOLOGY	Spec	-	-	-	-	■	-	-	-
500702	ART - FINE ARTS / STUDIO ART	Mast	-	-	-	-	-	■	-	-
510701	HEALTH ADMINISTRATION	PMst	-	-	■	-	-	-	-	-
510706	HEALTH INFORMATICS	Mast	-	-	-	-	-	■	-	-
511501	SUBSTANCE ABUSE COUNSELING	Mast	-	-	-	-	■	-	-	-
512003	PHARMACEUTICAL SCIENCES	Mast	-	-	-	-	■	-	-	-
513805	FAMILY NURSE	PMst	-	-	-	-	-	-	■	-
513805	FAMILY NURSE PRACTITIONER	PMst	-	-	-	-	-	-	■	-
513817	NURSING-NURSE EDUCATOR	Mast	-	-	-	-	-	-	■	-
	Graduate Programs Under Review:		1	1	4	2	6	9	8	2

BACCALAUREATE: Breakpoints = B8

CIP6	CRIN Degree Subject	LVL	SLU	Nchls	ULL	McNs	ULM	La Tech	GSU	NSU
030101	WILDLIFE HABITAT MANAGEMENT	Bacc	-	-	-	-	-	■	-	-
30104	ENVIRONMENTAL SCIENCE	Bacc	-	-	-	-	-	■	-	-
090101	COMMUNICATN, COMM STUD	Bacc	-	-	-	■	■	-	-	
110701	COMPUTER SCIENCE	Bacc	-	-	-	■	■	-	■	
131001	SPECIAL EDUC - MILD/MODERATE	Bacc	■	-	-	-	-	-	-	-
131012	SPEECH, LANGUAGE & HEARING THERAPY	Bacc	-	-	-	-	-	■	-	-
131202	ELED GR 1-5+SPEC ED MMGR 1-12	Bacc	-	-	-	-	-	■	-	-
131203	MIDDLE SCHOOL EDUC GR 4-8	Bacc	-	■	-	-	-	■	-	-
131210	EARLY CHILDHOOD ED GR PK-3	Bacc	-	-	-	-	-	■	-	-
131301	AGRICULTURAL EDUC GR 6-12	Bacc	-	■	■	-	-	■	-	-
131302	ART EDUC GR K-12	Bacc	■	■	■	■	■	■	■	-
131303	BUSINESS EDUC GR 6-12	Bacc	-	■	-	-	-	-	-	■
131305	ENGLISH EDUC GR 6-12	Bacc	-	■	-	■	■	■	-	
131308	FAMILY/CONSUMER SCI ED GR 6-12	Bacc	■	-	■	■	■	■	■	
131309	TECHNOL/IND ARTS ED GR 6-12	Bacc	-	■	-	-	-	-	-	
131311	MATHEMATICS EDUC GR 6-12	Bacc	■	■	■	■	■	■	-	■
131312	MUSIC ED - INSTRUMENTAL GR K-12	Bacc	■	■	■	■	■	■	■	■
131312	MUSIC ED-VOCAL GR K-12	Bacc	■	■	■	■	■	■	■	■
131312	MUSIC ED-VOCAL/INSTRUMENT GR K-12	Bacc	-	-	-	-	■	-	-	-
131314	HEALTH & PHYS ED GR K-12	Bacc	■	■	■	-	■	■	-	
131316	GENERAL SCIENCE ED GR 6-12	Bacc	-	■	■	■	■	■	-	
131318	SOCIAL STUDIES ED GR 6-12	Bacc	-	■	-	■	■	■	-	
131322	BIOLOGY EDUC GR 6-12	Bacc	■	-	■	■	■	■	-	
131323	CHEMISTRY EDUC GR 6-12	Bacc	■	-	■	■	■	■	-	-
131325	FRENCH EDUC GR 6-12	Bacc	-	-	■	■	■	■	-	■
131325	FRENCH EDUC GR 6-12	Bacc	-	-	■	-	-	-	-	

Dark Shading: Address program duplication if seeking continuation.

CIP6	CRIN Degree Subject	LVL	SLU	Nchls	ULL	McNs	ULM	La Tech	GSU	NSU
131326	GERMAN EDUC GR 6-12	Bacc	-	-		-	-	-	-	-
131329	PHYSICS EDUC GR 6-12	Bacc		-		-	-			-
131330	SPANISH EDUC GR 6-12	Bacc	-	-		-	-	-	-	-
131330	SPANISH EDUC GR K-12	Bacc		-	-			-		
131331	SPEECH EDUC GR 6-12	Bacc		-					-	
131399	EARTH SCIENCE ED GR 6-12	Bacc	-	-			-	-		-
131389	ENVIRON SCIENCE ED-GR 6-12	Bacc	-	-	-			-	-	-
139999	EDUCAL SERVICES	Bacc	-	-	-	-	-		-	-
149999	NANOSYSTEMS ENGINEERING	Bacc	-	-	-	-	-		-	-
151102	GEOMATICS	Bacc	-			-	-	-	-	-
160101	MODERN LANGUAGES	Bacc	-	-		-	-	-	-	-
160901	FOREIGN LANG - FRENCH	Bacc	-	-	-	-				-
160905	FOREIGN LANG - SPANISH	Bacc		-	-	-				-
220001	POLITICAL SCIENCE (PRE-LAW)	Bacc	-	-	-	-	-	-		-
220302	PARALEGAL STUDIES	Bacc	-	-	-	-	-	-		-
230101	ENGLISH	Bacc	-	-	-	-	-	-		-
240101	LIBERAL ARTS	Bacc		-	-	-	-	-	-	-
240101	LIBERAL STUDIES	Bacc	-	-	-		-	-	-	-
260502	MICROBIOLOGY	Bacc	-	-		-	-	-	-	-
261307	RESOURCE BIOLOGY AND BIODIVERSITY	Bacc	-	-		-	-	-	-	-
270101	MATHEMATICS	Bacc			-					
301101	GERONTOLOGICAL STUDIES	PBac	-	-	-	-		-	-	-
400401	ATMOSPHERIC SCIENCES	Bacc	-	-	-	-		-	-	-
400501	CHEMISTRY	Bacc		-		-			-	-
400801	PHYSICS	Bacc							-	-
450701	GEOGRAPHY	Bacc	-	-	-	-			-	-
450799	GEOGRAPHIC INFORMATION SCIENCE	Bacc	-	-	-	-			-	-
451001	POLITICAL SCIENCE	Bacc	-	-	-				-	-
500501	THEATRE	Bacc	-	-	-	-	-			-
500501	THEATRE ARTS	Bacc	-	-			-	-	-	-
500701	ART / VISUAL ARTS	Bacc	-	-	-	-	-		-	-
500901	MUSIC	Bacc	-		-	-			-	-
500903	APPLIED MUSIC - PERFORMANCE	Bacc	-	-	-	-	-		-	-
500903	MUSIC	Bacc	-	-	-	-			-	
500903	MUSIC PERFORMANCE	Bacc	-	-	-			-	-	-
501002	CULTURAL RESOURCE MANAGEMENT	Bacc		-	-	-	-	-	-	-
510913	ATHLETIC TRAINING	Bacc	-	-			-	-	-	-
511501	ADDICTION STUDIES	Bacc	-	-	-	-	-	-		-
519999	HEALTH STUDIES: HEALTH EDUC	Bacc		-	-	-			-	-
520601	ECONOMICS / BUS ECON	Bacc	-	-		-	-			-
540101	HISTORY	Bacc	-	-	-	-	-			-
	Bachelor-Level Programs Under Review:		19	14	23	20	24	32	22	11

ASSOCIATE: Breakpoints = 8

CIP6	CRIN Degree Subject	LVL	SLU	Nchls	ULL	McNs	ULM	La Tech	GSU	NSU
120503	CULINARY ARTS	Assc			-	-	-	-	-	-
430107	CRIMINAL JUSTICE	Assc	-	-	-	-		-	-	-
510707	HEALTH INFORMATION TECHNOLOGY	Assc	-	-	-	-		-	-	-
	Associate Programs Under Review:		-	1	-	-	1	1	-	-

*Dark Shading: Address program duplication if seeking continuation.