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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
August 24, 2016 • 10:15 am

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

I. Call to Order

II. Roll Call

III. New Academic Programs

- A. AAS/Helicopter Aviation -- SLCC
- B. BS/Applied Microbiology – NSU
- C. PBC/Accounting Technology – ULM
- D. GC/Orientation & Mobility, and
GC/Rehabilitation Teaching for the Blind -- La Tech

IV. AY2016-17 Military & Veteran Friendly Campus Designation

V. Consent Agenda

- A. Reauthorization: Horace C. Hearne, Jr. Institute for Theoretical Physics -- LSU
- B. Campus Restructuring: Academic Stabilization Initiative -- SUBR
- C. Routine Staff Reports
 - 1. Staff Approvals
 - 2. Letters of Intent/Proposals in the Queue

VI. Other Business

VII. Adjournment

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

AGENDA ITEM III A
PROPOSED NEW ACADEMIC PROGRAM
SOUTH LOUISIANA COMMUNITY COLLEGE
ASSOCIATE OF APPLIED SCIENCE IN HELICOPTER AVIATION

BACKGROUND INFORMATION

South Louisiana Community College (SLCC) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Helicopter Aviation. The original program proposal was received from the Louisiana Community and Technical College System in June 2014, but was pulled from the queue in June 2015 after a year of no response to staff questions. The campus emailed a revised proposal to BoR staff in February 2016, at which time staff questioned issues of process and duplication with the existing program at BRCC. LCTCS endorsed its return to consideration in late April; the duplication issue was resolved with a letter to the Board of Supervisors (which will meet in September) requesting authorization for termination and teach-out of the BRCC helicopter pilot degree and certificate programs.

STAFF SUMMARY

1. Description & Need

The proposed 75-hour AAS/Helicopter Aviation complements SLCC's existing AAS/Aviation Maintenance Technology program and is designed to provide students an opportunity to earn a degree in rotorcraft aviation leading to certification as a helicopter pilot. The program will be located near the SLCC New Iberia campus within facilities that border the Acadiana Regional Airport. It will be operated by SLCC with consultancy services provided by personnel of the Bristow Academy, a component of Bristow, the world's leading provider of helicopter services. Program graduates will have completed 15 hours of general education and 60 hours of helicopter aviation training, gaining embedded incremental FAA certifications with Rotorcraft Category and Helicopter Class Ratings along the way: Private Pilot Certificate, Instrument Rating, Commercial Pilot Certificate, Flight Instructor Certificate, and Flight Instructor Instrument Rating.

LA Economic Development (LED), the FAA's Aerospace Forecast, and the US Bureau of Labor Statistics all forecast an expansion in business aviation demand over the next decade, driven by a growing US and world economy, especially in the turbo jet and rotorcraft markets. Adding a flight training program to SLCC's airframe and power plant (A&P) program would help provide a cadre of aviation professionals and spur the growth of this key industry in an already established hub – the Acadiana region. Due in large part to its offshore oil and gas industry, Acadiana is already home to a significant aviation (particularly rotorcraft) industry. SLCC has been working closely with several major aviation companies (Bristow, Bell Helicopter, Acadian Companies, and PHI) in developing this initiative toward eventual development of a school of aviation to address the significant demand. BRCC's recent (August) decision to cancel its Helicopter Pilot Operations program would leave a void that SLCC's proposed program is poised to fill: offering a collegiate flight training program at a reasonable rate (in comparison to the private companies), and a training source for the large veteran population qualifying for Post 9-11 GI Bill benefits.

2. Students

The source of students for the proposed program will be high school graduates and military veterans who have separated from the armed services. SLCC acquired the flight facility with an existing 35 students in training and a waitlist for future classes. Until the associate degree is fully approved, the college will continue to provide noncredit training so that students may secure each appropriate FAA certification. Entering cohorts to the two-year program will be 12 students each fall and spring with an expected 80% completion rate. Admission requirements will include: Class 1 or Class 2 FAA medical; FAA Student Pilot Certificate; an entrance exam (ACT or Accuplacer); and completion of any required remediation.

In May, SLCC had approximately 20 noncredit students pursuing helicopter certifications at the proposed program's price, with another 8 expressing interest in enrollment. In addition, there is high interest among veterans who will be eligible for VA benefits once the credit program is approved and implemented. (SLCC will comply with the VA "85/15" rule by continuing to attract privately funded student pilots.)

3. Faculty, Resources & Administration

The helicopter aviation program will be jointly aligned, administratively, under the Division of STEM, Transportation & Energy and the Executive Director of Primary Partnerships, as a specialist school with an appointed Director of Aviation. The program will be supervised by the Dean of the Division. Implementation of the proposed program will not alter the administrative structure of the institution.

Earlier this year, SLCC purchased the helicopter aviation operations from Bristow, Inc., and began teaching noncredit pilot operations in preparation for this program. The College now owns and operates 11 Sikorsky CBi helicopters, leases two Robinson 22 helicopters, and employs FAA Certified A&P mechanics to maintain the aircraft as well as FAA certified Flight Instructors. It has the tools and hangar space required to maintain the fleet, as well as access to 14 public airports to execute all facets of flight training. The ground instruction facility provides offices, classrooms, pilot briefing rooms, and dedicated maintenance work areas. The proposal states that SLCC “has already acquired all the required physical facilities and specialist resources to house and conduct this ...training.”

Industry partners have demonstrated their support of this endeavor through over \$1Million in donations in cash, technology, personnel, construction materials, facility modifications, or tangible property. For example, Bristow Inc, alone, has contributed three 300-CBi Schweizer helicopters and over \$8.8K in consulting services and personnel support for obtaining FAA licensure. The Acadiana Regional Airport and Iberia Parish government each donated \$150K to support the hangar and airport needs, and PHI and Bell Helicopter have provided equipment, tools, and a training helicopter.

4. Accreditation

The College has secured the services of a specialist consultant from the Bristow training facility to assist in course roll out and maintenance of all FAA requirements. Upon approval, SLCC will file a prospectus to seek SACSCOC approval for implementation, apply for FAA Part 141 Provisional status, and seek Part 141 status throughout implementation. After completing one full cycle and graduating at least one class, the College will pursue accreditation by the Aviation Accreditation Board International (AABI), the industry accepted accreditation organization for collegiate flight training programs. First program enrollments should begin in January 2017.

5. Budget

SLCC expects that there will be minimal additional costs associated with this program during its first five years since it already owns the training equipment, hangar and maintenance facilities which will bring in additional revenue from outside clients through flight rental, simulator training, and maintenance services as an authorized service center for Sikorsky and Robinson aircraft. The program budget includes \$100K per year in Rapid Response grant funding awarded through the LCTCS. Regular tuition and fees will be charged for each course according to LCTCS and SLCC policy, and additional course fees will be assessed for the five flight and simulator courses. The program's price (including ~\$83.5K in flight fees) reflects the inherent costs of operating and maintaining helicopters while providing safe, efficient and superior pilot training.

STAFF ANALYSIS

The program proposed by SLCC is one that will provide an educational opportunity that will clearly address workforce need. The College has invested in the required infrastructure and is currently successfully offering flight instruction on a noncredit basis. It has hired qualified faculty and fully understands FAA and VA requirements to maintain a quality training resource for the state of Louisiana.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic and Student Affairs Committee recommend conditional approval of the Associate of Applied Science in Helicopter Aviation (CIP Code 49.0102) at South Louisiana Community College. An update on program implementation, to include enrollment, completers, status with the VA and FAA, and efforts toward AABI accreditation, shall be due by January 5, 2018.

AGENDA ITEM III B
PROPOSED NEW ACADEMIC PROGRAM
NORTHWESTERN STATE UNIVERSITY
BACHELOR of SCIENCE in APPLIED MICROBIOLOGY

BACKGROUND INFORMATION

Northwestern State University (NSU) requests Board of Regents' approval to offer a Bachelor of Science (BS) in Applied Microbiology. The Letter of Intent (LOI) was approved by the BoR in March 2016 and the proposal was approved by the Board of Supervisors of the University of Louisiana System in June 2016 and forwarded for review.

STAFF SUMMARY

1. Description

NSU's proposed BS in Applied Microbiology will prepare its graduates to focus on problems relating to microorganisms, the environment, and the application of scientific solutions to solve real-world challenges. The program's built-in flexibility will prepare students to work in the public or private sectors of environmental compliance, water and air quality, food safety, public health, organic farming/gardening, homeland security. Alternatively, they will be prepared to further their education in professional or graduate schools. In addition, unlike conventional teaching approaches, the proposed program will emphasize the applied element of the curriculum by having students engage in research and practice through internships and real-world applications. Graduates of this degree program will be prepared to assess and respond to emerging microbiological crisis situations and to ultimately influence public policy related to such environmental events.

The primary objective of the proposed program is to offer an assortment of microbiology courses that focus on developing an appreciation for both regulatory and industrial environmental concerns. This goal will be accomplished by focusing on the following four objectives:

1. Educate students on environmental microbiology issues including how microorganisms both positively and negatively affect biomes;
2. Deliver a flexible curriculum allowing for the exploration of various facets of microbiology;
3. Cultivate the synthesis skills that students need to develop and implement a scientific strategy to address a specific microbial issue and the ability to effectively communicate that plan in both oral and written form; and
4. Prepare graduates to enter the workforce or continue their education in professional or graduate school.

All majors in the proposed 120-hour baccalaureate degree would share a 41-credit hour core before breaking into a concentration in either *Environmental & Applied Microbiology* or *Medical & Health Professions*. Outside of the prescribed courses, the intended curriculum would allow for flexibility through a series of electives in related STEM and environmental fields, with which students could craft a degree (under the guidance of an academic advisor) that best suits their educational needs and career aspirations.

2. Need

Within the past 20 years, a wide array of viral and bacterial microorganisms have emerged, many of which have mutated to be resistant to treatment methods for which medical and environmental agencies have had to adapt their strategies to respond. They need educated staff with a deep enough understanding of microbiology principles to develop creative responses to ongoing breaches in food safety and water treatment, for example. It is not surprising that the demand for microbiologists continues to increase as the aforementioned problems and the industries related to solving them grow. The US Bureau of Labor Statistics predicts up to a 19% increase in the field due to growth of the biotechnology industry and growing

environmental concerns. In Louisiana, LSU offers the one undergraduate degree program specifically focused on microbiology; it generates an average of 17 graduates annually. Other campuses, including NSU, teach microbiology under the Biology or Biological Sciences umbrella, but students who want to truly focus on microbiology must go to LSU or wait for graduate school.

3. Students

The BS/Applied Microbiology program is intended to appeal to students focused on particular career paths. Many of the students pursuing concentrations in biomedical, clinical laboratory science, and natural science within NSU's very successful BS/Biology (averaging 63 graduates per year) have expressed interest in the more focused microbiology emphasis. Those in the biomedical concentration, typically planning to enter professional schools, have expressed the greatest interest in the proposed degree, though a clinical lab technician (which is essentially a microbiologist) would tend to find a "microbiology" degree as more reflective of their knowledge and training. For these students, the Medical & Health Profession concentration would be appealing, while those in the existing Natural Science concentration who hope to pursue governmental work in wildlife resource management or ecology would be at an advantage with this degree and a concentration in Environmental & Applied Microbiology.

4. Faculty, Resources & Administration

Program implementation would not have a significant impact on the administrative structure of the institution. Facilities are adequate to sustain the program: space in Bienvenu Hall and a portion of Kyser Hall has already been allocated for initiatives associated with the proposed program. Because this program will be under the general umbrella of Biology, existing faculty will provide instruction; this proposed degree will not require the hiring of any new faculty in the immediate or near future.

5. Budget

The intended program could be fully developed and implemented with little additional cost to the University. Nearly half of the existing departmental faculty hold microbiology-related degrees; therefore no additional faculty or facilities are required to support this new program. In addition, adjunct faculty who may be hired to teach new specialty courses would be paid through the departmental funds for adjunct and extra services. The majority of needed revenue will be generated through tuition and fees.

STAFF ANALYSIS

The undergraduate program envisioned by NSU will appeal to students in the biological sciences who seek the specialization that a microbiology degree affords, along with the focus and connections afforded by the concentrations. The program can be offered at minimal cost to the institution while offering a choice for undergraduate study in microbiology at a regional institution, to pair with LSU's more research-oriented approach.

STAFF RECOMMENDATION

The staff recommends that the Committee recommend conditional approval of a Bachelor of Science in Applied Microbiology (CIP 26.0502) at Northwestern State University. A progress report on program implementation shall be submitted by January 5, 2018.

AGENDA ITEM III C
PROPOSED NEW ACADEMIC PROGRAM
UNIVERSITY of LOUISIANA, MONROE
POST-BACCALAUREATE CERTIFICATE in ACCOUNTING TECHNOLOGY

BACKGROUND INFORMATION

University of Louisiana, Monroe (ULM) is seeking Board of Regents' approval to offer a Post-Baccalaureate Certificate (PBC) in Accounting Technology. The proposal was approved by the UL Board of Supervisors at their meeting in June 2016.

STAFF SUMMARY

1. Description & Need

ULM's proposed online PBC in Accounting Technology is designed for individuals who have earned a baccalaureate degree in a discipline other than accounting and are seeking a functional competency in accounting, the use of spreadsheet applications, and basic business programming. The 21-credit certificate will prepare individuals for positions in which these basic skills are needed to succeed or to advance. The curriculum, composed of five accounting courses and two computer application courses, will help address the regional and statewide demand for professionals in accounting and information technology, two areas identified among the Tier-1 priority fields of 5-star jobs by the Louisiana Workforce Commission. A unique feature of the proposed PBC is a requirement for students to earn industry certification in an accounting-related technology (e.g., Microsoft certification in *Excel* or *QuickBooks*) that is most appropriate for the student's skill set and anticipated career path. The certification choice must be approved by the faculty, but it may be in a program or level that is tailored to the individual workplace needs.

2. Students

It is expected that this program would be most attractive to individuals who are currently in the workforce, with the majority coming from business backgrounds and seeking to further their careers in their current work environment, but it would also be useful to students from non-business backgrounds as the demand and opportunities for those with accounting and IT skills become more evident to them. ULM hopes to achieve viability (at least 10 completers) by the second year of implementation.

3. Faculty, Resources & Administration

The online certificate will be administered through the Accounting Program, housed in the School of Accounting, Financial and Information Services. All required courses currently exist in Accounting and Computer Information Systems degrees and PBCs. ULM does not anticipate needing any additional full-time faculty but is prepared to hire adjuncts, if needed, to offer additional sections as the program grows.

4. Budget

The University anticipates minimal additional costs to develop and implement this program. Costs related to development of online delivery mechanisms for five existing courses (estimated at roughly \$3.4K per course) will be a one-time investment and the courses will be made available to all students. Additional costs may be incurred for adjunct faculty as the program grows. Revenue generated through tuition and fees will be more than adequate to offset the additional expenses.

STAFF ANALYSIS

The proposed PBC will fill a unique niche, combining knowledge and skills foundation in accounting with a systems foundation in computer technology, making it attractive to individuals whose job/career can benefit from their acquiring skills in both areas. The addition of required industry certification as a component of the program is lagniappe and ensures that students completing the rigorous 21-hour certificate will also have demonstrated mastery of at least one accounting-related program or application.

STAFF RECOMMENDATION

The staff recommends that the Committee recommend approval of the Post-Baccalaureate Certificate in Accounting Technology (52.0302) at University of Louisiana, Monroe.

ULM – Current Related Program Offerings

CIP		Degr	Degree Subject	Cmpl 14-15	Cmpl 13-14	Cmpl 12-13	3yr Avg
520201	ULM	BBA	BUSINESS ADMINISTRATION MANAGEMENT	38 20	32 32	32 27	34 26
520213	ULM	BA	ORGANIZATIONAL LEADERSHIP	3	0	0	n/a
520301	ULM	BBA	ACCOUNTING	12	21	33	22
		PBC	ACCOUNTING	7	0	0	n/a
520801	ULM	BBA	FINANCE	11	10	12	11
520899	ULM	PBC	MORTGAGE ANALYTICS	0	0	0	0
521201	ULM	BBA	COMPUTER INFORMATION SYSTEMS	10	12	9	10
		PBC	COMPUTER INFORMATION SYSTEMS	4	0	0	n/a
521401	ULM	BBA	MARKETING	12	15	23	17
521701	ULM	BBA	RISK MANAGEMENT & INSURANCE	6	9	7	7
522001	ULM	BSCM	CONSTRUCTION MANAGEMENT	18	22	30	23
Total				141	153	173	156

AGENDA ITEM III D
PROPOSED NEW ACADEMIC PROGRAMS
LOUISIANA TECH UNIVERSITY
GRADUATE CERTIFICATE (GC) in ORIENTATION & MOBILITY
and GC in REHABILITATION TEACHING for the BLIND

BACKGROUND INFORMATION

Louisiana Tech University is seeking Board of Regents' approval to offer Graduate Certificates (GCs) in Orientation & Mobility and in Rehabilitation Teaching for the Blind. The two proposals were approved by the UL Board of Supervisors at the meeting in June 2016 and forwarded to the Regents for consideration.

STAFF SUMMARY

1. Description & Need

The Institute on Blindness at LA Tech, a department within the College of Education, has been a leader in professional development and research in the area of blindness education and rehabilitation since 2001. In partnership with the Louisiana Center for the Blind, Tech offers graduate level education programs to produce qualified teachers and cane-travel instructors. The University proposes to offer two 12-hour certificates geared toward helping teachers of visually impaired children and adults learn to live independently. The courses in the GCs are currently offered as part of concentrations within the MA in Counselling and Guidance, but they will be particularly useful to teachers and/or professionals with a core understanding about education and rehabilitation who need this specialized training in order to teach more effectively. Each GC includes an Introduction to Orientation and Mobility (O&M) course and an Internship.

- Orientation & Mobility: teaching the blind or visually impaired to navigate their environment safely and effectively. The curriculum includes an Advanced O&M course and a 6-credit Internship.
- Rehabilitation Teaching: involves teaching daily living skills for living independently. The certificate includes Braille, Advanced Rehabilitative Systems, and a 3-credit Internship.

2. Students

Blindness, by its nature, is a low incidence disability; consequently, fewer individuals seek degrees in this field than in traditional education programs. Yet, the need is great because visual impairment strikes across demographics and students need to be served. Tech has provided this coursework to current teachers for five years, one at a time, with up to three in the past year. The GCs may have low completion rates, but they will serve a need and result in a graduate credential for those who complete them.

3. Faculty, Resources & Administration

Because the coursework is the same as that already offered in concentration sequences of the Master of Arts, the university does not anticipate a need for additional faculty, facilities or other resources. It will have a minimal impact on the institution's budget except by way of the additional enrollments it will attract. Tech graduates with the related concentrations earn National O&M Certification or National Certification in Rehabilitation Teaching for the Blind through the National Blindness Professional Certification Board. Graduates of the proposed GC programs will be similarly credentialed as the coursework is already sanctioned by the accrediting body.

STAFF ANALYSIS

The proposed Graduate Certificate expands opportunities for individuals to acquire skills that will make them more effective in teaching blind and visually impaired youth and adults to move and function independently so that they may better learn and live in a sighted world.

STAFF RECOMMENDATION

The Senior Staff recommends approval of the Graduate Certificates in Orientation & Mobility and in Rehabilitation Teaching for the Blind (CIP 13.1009) at Louisiana Tech University.

AGENDA ITEM IV

Designation as a *Governor's Military & Veteran Friendly Campus*

BACKGROUND INFORMATION

[Act 232](#) of the 2015 Legislative Session enacted R.S. 17:3138.5 to address the need for comprehensive, statewide support to aid military veterans in their transition from military service to enrollment in postsecondary education. Targeting the need for faculty and staff awareness of “veterans’ culture” and for orientation and mentoring programs designed specifically for veterans, the law required the Board of Regents (BoR) to establish a process for designating an institution as a *Governor's Military and Veteran Friendly Campus* (GMVFC, or Friendly Campus), beginning in Fall 2015. It specified nine criteria for the designation—five that are mandatory, and at least three of four additional criteria. With advice from the Statewide Articulation and Transfer Council and Faculty General Education Committee (SATC-GE), the Board developed an application process for institutions interested in receiving the designation, and 28 of the 29 public postsecondary institutions were submitted to the Governor last fall for initial designation.

The same law specifies that the designation is to be applied on an annual basis, with an institution’s renewal application to include a report containing several prescribed data elements from the previous year pertaining to veterans’ participation in campus offerings. The due date for new or renewal applications was established to be 15 July of each year, starting in 2016.

STAFF SUMMARY

For initial designation in Fall 2015, an institution had to have at least three criteria actively in place: two of the five Mandatory; and one of the three Additional Criteria. For those not yet in place, the application had to include a reasonably detailed plan to fully implement all eight minimum requirements by Fall 2016.

Those seeking new or continued designation for the 2016-17 academic year had to demonstrate that all requirements are in place for Fall 2016. The law specifies a series of data elements that must be included in the annual reports. The 2016-17 report templates were discussed with the SATC-GE and distributed to the campus Chief Academic Officers in April. (A sample is attached to this report.) All of the initial Friendly Campuses applied for continued designation *except* SUBR and SUNO, both of which cited costs (e.g., of full implementation in tracking the data elements) as the primary reason for stopping out this year.

Southern University in Shreveport (SUSLA) submitted an application for initial GMVFC designation.

BoR staff reviewed each application to determine whether the institution met the requirements for initial or continued designation as a Friendly Campus, with a particular focus on the specific data required in RS 17:3138.5: (1) the number granted application fee waivers; (2) the number who attended the specialized orientation program and a description of the orientation program; (3) the number who participated in the priority class registration; and (4) the number of students who benefitted from articulation & transfer process, the number of credits accepted through it, and a list of the courses credited. As anticipated, not every campus was able to adjust their student record systems quickly enough to identify veterans (or spouses of veterans) and provide all of the data required for the 2015-16 year, but all seeking continued designation do have processes in place for full implementation and reporting this fall. The most common reporting issue involved the transfer/articulation data for both veterans and their spouses (Mandatory Requirements, #4). This is the only provision that also includes the veteran’s spouse, a student classification that is particularly unique, and it requires a listing of transfer courses that, for some institutions, runs into the thousands. After sending many reports back to the campuses for revisions, staff decided to accept partial data for this first year of implementation, only.

Mandatory Criteria:

1. Waive Application Fees for Veterans. Among the participating institutions, 1,568 application fee waivers were reported. In 2015, the LCTCS Board voted to no longer charge an application fee at any of its member institutions, giving schools a year to fully implement the change. Some colleges eliminated the application fee during the 2015-16 academic year, but they will be waived for all LCTCS students (veteran or civilian) as of the Fall 2016 semester.
2. Veterans’ Orientation. Several campuses have developed on-line orientation programs for veterans, usually in addition to the regular orientation session for entering students. Some began

offering special sessions in the Spring semester, but all have them in place for the Fall semester. Institutions reported 398 students participating in the special sessions in AY 2015-16.

3. Priority Class Scheduling. Institutions reported that 3,737 veteran students participated in priority scheduling for the fall, spring, and/or summer semesters, depending on when the process was in place. Numbers could be duplicated if the priority access was available in multiple semesters. SUSLA, new to the Friendly Campus designation, will have the priority scheduling in place this fall for the Spring 2017 semester registration.
4. Military Articulation & Transfer Process. Outside of the specific attention to recognition of military education, training or experience, the requirements for the military articulation and transfer process mirror the services sought for every transfer student, i.e., assisting students in pursuing their educational goals by providing expedited transcript analysis, prior learning assessment, advising and testing. All GMVFCs will identify and report the required transfer data in the coming year. Among those that were able to identify and quantify transfer courses in 2015-16 for veterans and spouse/dependents of veterans, 44,134 transferred courses were reported, with several campuses unable to identify veteran (or spouse) transfers until the spring, summer, or the upcoming fall semester. (The reported transfers included this breakdown by system: LCTCS→ 28,122; LSU→ 3,868; 36→ SUS (SUSLA); and ULS→ 12,108.)
The reporting requirements for this element turned out to be the most complicated and least understood this year; they will be clarified for the 2017 reports for continued designation, to include: number of students, number of courses and total credits accepted in transfer, and comprehensive lists of transfer courses for each GMVFC.
5. Deployment/Readmission Policy. Most campuses referenced BoR AA 2.21 (Uniformed Service Mobilization) as the policy they follow, though some also provided references to campus catalogs that included summaries of the policy provisions (e.g., Northshore, p20 in the 2015-16 catalog; Northwestern State on the web at <https://www.nsula.edu/registrar/veterans-affairs/>).

Additional Criteria (must have at least 3):

- A. Course/Section Designed For & Exclusively Available to Veterans. The majority of courses offered or planned that were “designed for and exclusively available to veterans” were sections of freshman foundations/university preparation/career preparation classes, though some campuses have scheduled special sections of general education history courses for the coming semester.
- B. Free Tutoring for Veterans. Most campuses reported that free tutoring is available to all students, including veterans. Some were able to quantify veteran participation (e.g., Delgado reported 91 veterans seeking tutoring over the year; LSU reported 117 veterans using the service in 851 visits; McNeese reported 193 veterans using tutoring services) which are available to all students at no charge.
- C. Veterans' Career Placement Workshop. All campuses provide Career/Placement workshops throughout the year and made particular efforts to notify and invite veterans via targeted fliers and emails. Student response to veteran-specific sessions has been sparse, but several additional campuses plan to offer special workshops, starting this Fall.
- D. Host an ROTC Program. Seven campuses reported hosting at least one ROTC detachment, sometimes in conjunction with another institution. Combined, the programs reached 441 students in the Spring semester: 297 Army ROTC cadets, with 130 on contract and 30 commissioned over the year; 123 USAF cadets, with 45 on contract and 13 commissioned; and 21 Navy cadets, with 20 on contract and 5 commissioned.

STAFF ANALYSIS

The bulk of the workload demands on the part of campuses seeking the GMVFC designation has involved revising student record systems and devising means to count and track the many elements needed to meet the annual reporting requirements. Though every campus has a Veterans Affairs function to assist eligible students with enrollment verifications and related support for benefits such as the G.I. Bill or survivors' benefits, few were set up to flag all veterans throughout the records system and none identified and flagged spouses/dependents – a requirement for Friendly Campus status. For this reason, designation for the 2015-16 academic year was allowed based on a detailed plan for implementation, with the

understanding that by 15 July, all requirements had to be in place or ready for implementation in the Fall 2016 semester, after which all data elements will be required for continuation. Also driven by the reporting requirements and costs of full implementation, SUBR and SUNO both decided to bypass continuation of the Friendly Campus designation though they fully respect their military veteran students and continue to work to provide support to aid in their transition from military to civilian service.

Changes in Campus Reporting. The 2016-17 report templates will be revised to more clearly indicate the data specifically required in law for Friendly Campus designation within items 1-4 of the mandatory criteria. It will continue to ask for enrollment and commissioning data for ROTC programs, but quantification in other areas will be optional as long as the campus' narrative describes how the criterion is being met.

Based on the initial implementation guidelines established for 2015-16 and upon the applications received, staff have determined that the 27 institutions listed below meet the requirements specified in RS 17:3138.5 for renewed or initial designation as a "Governor's Military and Veteran Friendly Campus" for the 2106-17 academic year.

STAFF RECOMMENDATION

The Senior Staff recommends that the Committee recommend approval to forward the following 27 institutions' applications to the governor with an endorsement as having met requirements to receive designation of Governor's Military & Veteran Friendly Campus:

Continued Designation:

- ***Baton Rouge Community College***
- ***Bossier Parish Community College***
- ***Central Louisiana Technical Community College***
- ***Delgado Community College***
- ***Fletcher Technical Community College***
- ***Louisiana Delta Community College***
- ***Northshore Technical Community College***
- ***Northwest Louisiana Technical College***
- ***Nunez Community College***
- ***River Parishes Community College***
- ***South Central Louisiana Technical College***
- ***South Louisiana Community College***
- ***Sowela Technical Community College***

- ***LSU A&M***
- ***LSU Alexandria***
- ***LSU Eunice***
- ***LSU Shreveport***

- ***Grambling State University***
- ***Louisiana Tech University***
- ***McNeese State University***
- ***Nicholls State University***
- ***Northwestern State University***
- ***Southeastern Louisiana University***
- ***University of Louisiana, Lafayette***
- ***University of Louisiana, Monroe***
- ***University of New Orleans***

Initial Designation:

- ***Southern University in Shreveport***

Louisiana Board of Regents
APPLICATION for INITIAL or CONTINUED DESIGNATION as a
GOVERNOR'S MILITARY & VETERAN FRIENDLY CAMPUS

**** Due: 15 July ****

Campus:	Date:
Primary Contact Person (& Contact Info) for this application:	

Checklist

STATUS		CRITERIA
In Place	Planned	
MANDATORY. [Must have ALL implemented by Fall 2016.]		
		1- Waive Application Fees for veterans. Process in place to verify veteran status and waive or refund admission application fee. Be able to track numbers of waivers granted.
		2- Veterans' Orientation. Offer special orientation program or session to provide detailed information on available programs, services, and accommodations for veterans. It could be an online program, but campus must be able to track number of veterans attending.
		3- Priority Class Scheduling. Offer priority scheduling for veterans that is either (a) at least a day prior to general undergraduate class registration, or (b) at least as early as athletes, disability services, honors college, and spring invitational (early freshman orientation) students. Be able to track veterans using the priority access.
		4- Military Articulation & Transfer Process. Adopt and fully implement process to recognize & align military education, training and experience with appropriate coursework. Be able to track number and rubric/subject of courses transferred or credited.
		5- Deployment/Readmission Policy. Campus policy and process providing for prompt readmission of veterans whose enrollment was interrupted by mobilization or active duty.
Must Have At Least 3 of the Following in Place.		
		A- Course Designed For & Exclusively Available to Veterans. Offer at least one <u>credit-bearing</u> course/section <u>each semester</u> that is <i>specifically designed for and exclusively available to veterans</i> . The course must be in History, Political Science, English, Mathematics, or an introduction to the college experience, including transition, leveraging benefits, and disability issues. Describe the course.
		B- Free Tutoring for Veterans. Describe free tutoring services offered and made available to veterans, including how they know about it, and what measures of participation are in place.
		C- Veterans' Career Placement Workshop. Host workshop for veterans at least twice a year to provide instruction regarding career opportunities, interviewing skills, resume writing, and networking. Need not be exclusive to veterans, but invitations and content must clearly target veteran participation.
		D- Host an ROTC Program. Describe the campus- hosted ROTC program(s), e.g., branch; office space; class offerings; enrollment in the last three semesters/terms; number of students on contract; name/contact of detachment commander(s).

NOTICE: Annual Renewal Application /Report Must Include (by law):

- a. # granted application fee waivers/refunds/credit
- b. # attending special orientation program (& description of the program)
- c. # using priority class registration
- d. # using military articulation & transfer process:
 - ✓ # credit hours accepted through transfer process
 - ✓ List of courses credited

Louisiana Board of Regents
Military & Veteran Friendly Campus Designation – Application Detail

Referencing the checklist description, summarize the process *in place* and report participation. If *planned*, outline expected approach and identify target implementation date, responsible office, and planned measurements to report participation. All required criteria must be in place by Fall 2016; renewal report is due 15 July.

Submit to LA Board of Regents: Karen.denby@regents.la.gov (225-342-4253).

**** Mandatory (1-5): ****

1. Waive Application Fees for veterans.

Fee Waivers per 2015-16 Semester/Term.

Veterans Granted Admission Application Fee Waives.

	Semester/Term	Veterans
2015	Fall	
	Winter	
2016	Spring	
	Summer	
TOTAL, AY15-16		

NARRATIVE: Process.

2. Veterans' Orientation

Attendance per 2015-16 Semester/Term.

	Semester/Term	Total
2015	Fall	
	Winter	
2016	Spring	
	Summer	
TOTAL, AY15-16		

NARRATIVE: Program Description.

3. Priority Class Scheduling

Veterans Using Priority Registration per 2015-16 Semester/Term.

	Semester/Term	Veterans
2015	Fall	
	Winter	
2016	Spring	
	Summer	
TOTAL, AY15-16		

NARRATIVE: Comments/Observations.

4. Military Articulation & Transfer Process

Courses Accepted in Transfer – for Veterans, and for Spouses

	Semester/Term	Veterans	Spouse &/or Dependents
2015	Fall		
	Winter		
2016	Spring		
	Summer		
TOTAL, AY15-16			

****ATTACH List of Courses credited in transfer ****

NARRATIVE: Explanation and Observations.

5. Deployment/Readmission Policy

AcAf 2.21 or System/Campus policy

Attach copy, or provide web reference.

**** Must have at least 3 of the following Additional Criteria: ****

A. Course Designed For & Exclusively Available to Veterans

Course Identifier & Title; Schedule of Offerings

-
-

Veterans enrolling in special course offering.

	Course	Veterans Enrolled	Total Enrolled
Fall 2015			
Win/Spr 2016			

NARRATIVE: Course description, student response (enrollments, completions).

B. Free Tutoring for Veterans.

Veterans Using Free Tutoring per 2015-16 Semester/Term.

	Semester/Term	Veterans
2015	Fall	
	Winter	
2016	Spring	
	Summer	
TOTAL, AY15-16		

NARRATIVE/Notes: Other measures of participation.

C. Veterans' Career Placement Workshop.

Veterans Attending Workshops, and Dates Offered in 2015-16.

	Semester/Term	Veterans
2015	Fall	
	Winter	
2016	Spring	
	Summer	
TOTAL, AY15-16		

NARRATIVE: include description of how invitations & content target Veterans.

D. Host an ROTC Program.

BRANCH	Headcount →	Total Enrolled	Contract Students	Commissioned
	Fall 2015			
	Spring 2016			
	Fall 2015			
	Spring 2016			

NARRATIVE/Notes:

CERTIFICATIONS:

Provost/Chief Academic Officer

Date

Management Board/System Office

Date

Designation/Continuation as a Governor's Military & Veteran Friendly Campus Application Process

To be designated as a *Governor's Military & Veteran Friendly Campus*, an applicant institution must be able to demonstrate or affirm that it currently meets the 5 Mandatory criteria listed below, at least 3 required Additional criteria. Institutions must have a method in place to identify and verify military members/ veterans and their spouses (or dependents, which would include the spouse) in the student record system.

CRITERIA [ACT 232, 2015 Legislative Session]

-- ALL of the following Mandatory Criteria:

1. Adopt and fully implement a process to:
 - a. Recognize & align military education/training/experience with appropriate coursework.
 - b. Provide for transfer of academic credit hours, earned by veterans and their spouses from regionally accredited institution, that are aligned w/ receiving institution's course & program requirements.
2. Offer waivers of application fees for veterans.
3. Offer special veterans orientation programs providing detailed information on available programs, services, and accommodations.
4. Maintain deployment readmission policies that provide for the prompt readmission of veterans with the same academic status that they had when last attending or admitted.
5. Offer priority class scheduling to veterans:
 - a. at least as early as honors college, athletes, disabled &/or spring invitational students, or
 - b. at least a day prior to general undergraduate class registration, if the campus does not offer other priority scheduling to any of the groups listed above.

-- AT LEAST 3 of the following Additional Criteria:

6. Offer at least one course each semester (Fall, Spring) in History, Political Science, English, or Mathematics or a Credit Course introducing the college experience, covering transition, leveraging benefits, & disability issues – either course to be **specifically designed for and exclusively available to veterans.**
7. Offer free tutoring to veterans
8. Host a workshop at least twice/year to provide instruction on career opportunities, interviewing skills, resume writing, and networking.
9. Host an ROTC program affiliated with any branch of the armed services.

Application for Renewal – Due 15 July.

1. The application for renewal is due to the BoR each year by 15 July. All criteria must be in place (or ready for implementation by Fall 2016). The application must include a report from the previous year.
2. The report must include data indicating the number of Veterans from the previous year who:
 - a. Were granted application fee waivers/refunds/credits.
 - b. Attended the special orientation program/session.
 - c. Participated in priority class registration opportunities.
 - d. Used the military articulation & transfer process, including:
 - i. Number of credit hours accepted through the transfer process, and
 - ii. List of courses credited.

If approved, BoR will grant the institution a renewed designation for a year. If denied, the BoR will provide written notice to the institution of the deficits and the institution will have up to 45 days to correct or amend its renewal application. If the institution does not submit a corrected/amended application by the deadline, or if the application does not meet the requirements as determined by the BoR, the institution will not receive the designation for that year and may reapply the following July.

RS 13:5364 defines "veteran" for purposes of this law as a *former or current member of the U.S. Armed Forces or organized militia of the several states and territories, including but not limited to a member of the Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, Air National Guard, Reserves, State Guard, or a commissioned officer of the Public Health Service, Environmental Science Services Administration, or National Oceanic and Atmospheric Administration, or its predecessor, the U.S. Coast and Geodetic Survey.*

BoR AGENDA ITEM V A
REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT
Horace C. Hearne, Jr. Institute for Theoretical Physics (LSU)

BACKGROUND INFORMATION

Louisiana State University (LSU) is requesting reauthorization of the Horace C. Hearne, Jr. Institute for Theoretical Physics. The Institute was originally granted 5-year approval by the Board of Regents in October 2006 with reauthorization granted in June 2011. The LSU Board of Supervisors approved the request at their June 3016 meeting.

STAFF SUMMARY

1. Description and Need

In 1994, Horace Hearne designated funds in his will for the endowment of two chairs in theoretical physics at LSU and requested that an Institute of Theoretical Physics be established with the two chair positions serving as anchors. The two Chairs serve as co-directors for the institute which, with 16 associated faculty, specializes in exploring interdisciplinary topics in theoretical physics in such collaborative research areas as quantum gravity, precision science, and the use of advanced quantum optics techniques for the development of gravitational wave detectors like the LIGO project.

2. Activities

To date, the Institute has produced over 274 refereed publications, attracted some of the leading relativists in the nation to LSU, and obtained extramural support at a very significant level for theoretical activities. The Institute is very visible internationally with editorships in the premier journals of the field and memberships on directive boards of the premier physics institutes in the world.

- Gravitational physics, one of the two focal areas, is one of the fastest growing research areas in physics today due to the interest of both the NSF and NASA in the detection of gravitational waves (waves in the gravitational field that are analogous to radio waves of the electromagnetic field) that can be used for a unique way to “look at” the universe. The detection effort is both Earth- and space-based. The Earth-based effort is centered in the LIGO project, for which one of the sites is in Livingston on LSU-owned land. The Hearne Institute currently has funding from NASA and NSF to study these initiatives.
- Quantum technology is an area of rapid growth in physics, stimulated by the interest of both federal organizations and industry for its wide application to the development of computers, communications systems, sensors and compact metrological devices. The Quantum Science & Technologies Group has a long history of funding from the DoD and NASA, in particular, in quantum technologies research for the development of quantum computers and quantum sensors. Members are organizing two international workshops on quantum technology at LSU.
- The Institute has pioneered the Hearne Eminent Lecture Series which has already attracted members of the National Academy of Sciences as speakers.
- The quantum group runs a weekly Quantum Krispy Kreme Seminar with local and nonlocal speakers and has just formed an Optical Society of America (OSA) student group that will run its own lectures, starting this fall with lecturers from NIST and the University of Auckland, NZ.

3. Administration & Budget

The co-directors, both Hearne Chairs, report to the Dean of the College of Science. The Institute's associated faculty are from LSU or hold adjunct appointments at LSU in closely related areas of research to those pursued by the Institute including the Colleges of Science, Humanities & Social Sciences, and Engineering; Departments of Physics & Astronomy, Mathematics, Computer Science, and Electrical Engineering; and the Center for Computation & Technologies. The Institute has funding stemming from the endowment of the two Chairs in the amount of approximately \$120K per year. These funds are already secured and are independent of success in obtaining external funding. The budget includes another \$850K

“in hand” (for a \$975K budget) for each of the next two years, primarily from federal sources such as the Air Force Office of Scientific Research, the Army Research Office, the Defense Advanced Research Projects Agency, and the National Science Foundation, in addition to graduate student support from the DoD and the Department of Commerce. Anticipated grant awards would maintain that budgeted revenue for the next five years.

STAFF ANALYSIS

The Hearne Institute has been a powerful research collaborative for ten years, expanding the body of knowledge with far reaching applications as varied as the application of quantum mechanics to the gravitational field or the use of gravitational and quantum effects to synchronize GPS satellites. The Institute is highly visible internationally and has attracted some of the leading relativists in the world to LSU – either to join the faculty or to participate in sponsored conferences and symposia. Combined income from the Hearne endowment and the high level of external funding and grant revenues covers the funding requirements for the Institute to continue its work independently of institutional support.

STAFF RECOMMENDATION

The Senior Staff recommend reauthorization of the Horace C. Hearne, Jr. Institute for Theoretical Physics for a period of five years. A request for reauthorization shall be due by August 1, 2021.

AGENDA ITEM V B
PROPOSED ACADEMIC ADMINISTRATIVE REORGANIZATION
SOUTHERN UNIVERSITY & A&M COLLEGE SYSTEM

BACKGROUND

Southern University & A&M College is proposing to restructure its academic units in an effort to reduce administrative duplication, remove barriers to collaboration and communication, and increase efficiencies and cost-savings. As illustrated below, the several current units will be renamed and restructured. The proposed structure is designed to better support the existing degree majors and general education, and to provide context for the establishment of new academic offerings.

SUBR: Academic Administrative Restructure	
<u>Current Structure</u>	<u>Proposed Structure</u>
College of Education, Arts, & Humanities	College of Humanities & Interdisciplinary Studies
Dept/Curriculum & Instruction	School of Education (<i>new</i>): Dept/Curriculum & Instruction, Dept/Educational Leadership & Policy Studies, SU Laboratory School
Dept/Educational Theory, Policy, & Practice	
SU Laboratory School	
Dept/English, World Languages & History	Dept/Languages & Literature
Dept/Visual & Performing Arts	Dept/Fine & Performing Arts
	ROTC: Navy & Army
College of Engineering & Computer Science	College of Sciences & Engineering
Dept/Civil & Environmental Engineering	Dept/Civil & Environmental Engineering
Dept/Computer Science	Dept/Computer Science
Dept/Electrical Engineering	Dept/Electrical Engineering
Dept/Mechanical Engineering	Dept/Mechanical Engineering
	Dept/Mathematics & Physics (<i>new</i>)
	Dept/Chemistry & Biological Sciences (<i>new</i>)
College of Sciences & Agriculture	College of Agriculture
	Dept/Family & Consumer Sciences
Dept/Agricultural Sciences & Urban Forestry	Dept/Agricultural Sciences
	Dept/Urban Forestry & Natural Resources
Dept/Biological Sci, Environmental Toxicology & Chemistry	
Dept/Math, Physics & Math/Sci. Educational Doctoral Prog	
College of Social & Behavioral Sciences	Nelson Mandela College of Gov. & Social Sci
Dept/Behavioral Sciences	Dept/Social & Behavioral Sciences
Dept/Social Sciences	
Nelson Mandela School of Public Policy	Dept/Public Policy & Administration
	Dept/History & Political Science
	Dept/Criminal Justice

STAFF SUMMARY

The proposed academic organization appears to be academically feasible to the University. It also appears that this merger can be accomplished with a minimum of disruption to faculty, students, & university operations, while encouraging greater academic/research collaboration across former academic structures.

STAFF RECOMMENDATION

The Senior Staff recommend approval of the proposed restructuring at SUBR.

AGENDA ITEM V C 1
ROUTINE ACADEMIC REQUESTS
 Staff Approvals

Institution	Request
NWLTC	Request to offer at least 50% of the following programs online (Hybrid), with the goal of building up to 100% of the courses for online delivery (Online): AAS/Business Office Administration; TD/Business Office Technology; CTS/Accounting Office Specialist; CTS/Information Technology Specialist; CTS/Medical Office Specialist; CTS/Office Assistant Specialist (All CIP 520401) – Approved.
UNO	Request to merge the English and Foreign Languages departments to create the <u>Department of English & Foreign Languages</u> to realize administrative efficiencies and foster greater collaboration across programs – Approved.

AGENDA ITEM V C 2
LETTERS of INTENT/PROPOSALS in the QUEUE
Forwarded to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	LSU	BA - Screen Arts	05.19.15	05.28.15 distributed to CAOs for input with responses received by 06.26.15. 06.29.15 questions sent to campus. 07.14.15 campus informed staff a response to questions would be forthcoming. 11.10.15 Campus reaffirmed commitment to the LOI with response to be submitted.
	Nicholls	BS - Criminal Justice	10.29.15	10.30.15 – preliminary questions to campus: LOI will circulate after additional info is recv'd. Revised LOI received 01.11.16 and was circulated to CAOs; 03.10.16 BoR email to campus re continuation of consideration; awaiting response.
	Nicholls	BS – Computing Technologies	12.14.15	12.17.15 circulated to CAOs with input received by 01.19.16. Questions sent to campus 01.28.16; awaiting response.
	LSUHSC-NO	BS - Public Health	02.12.16	02.16.16 circulated to CAOs with input requested by 03.11.16; questions sent to campus 04.19.16; awaiting response.
	ULM	BA - Dance	03.17.16	03.24.16 circulated to CAOs with input requested by 04.22.16. Under staff review.
	ULM	BS - Chemistry	03.17.16	03.24.16 circulated to CAOs with input requested by 04.22.16. Staff has final questions before preparing a recommendation to the BoR.
	LSUA	BA - Religious Studies	03.24.16	03.24.16 circulated to CAOs with input requested by 04.22.16. Campus is collecting information on student need.
Program Proposals	BRCC	AAS - Midwifery	07.31.15	On hold for discussion with the campus: cost, faculty, licensure, accreditation.
	McNeese	PBCs - Teacher Practitioner Cert (4)	06.27.16	06.28 – referred to Teacher Ed for LDE certification review; awaiting response.
	LSU	DDes – Cultural Preservation	06.28.16	06.28 – proposal submitted to two external, collaborative reviewers due to its interdisciplinary nature; awaiting response.
	LSU	MS/Agricultural & Extension Education	06.28.16	06.28 – requested prioritized list of recommended external reviewers; awaiting response.