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**AGENDA**  
**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**September 27, 2017 • 9:10 a.m.**

**Louisiana Purchase Room**

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

**I. Call to Order**

**II. Roll Call**

**III. Academic Programs**

- A. Letter of Intent
  - 1. MS/Industrial Chemistry – ULL
- B. Academic Proposals
  - 1. New Programs
    - a. BS/Criminal Justice – Nicholls
    - b. GC/Supply Chain Management – SUBR
  - 2. Redesigned Programs
    - a. AS/Computer Science – SUSLA
    - b. BS/Unmanned Aircraft Systems Management – ULM
    - c. GC/Therapeutic Recreation – SUBR
  - 3. Reconsideration of a Terminated Program
    - a. BS/Finance – SUBR

**IV. Centers of Excellence**

- A. Request for Reauthorization: Culinary Workforce Center of Excellence – Delgado

**V. Governor's Military & Veteran Friendly Campuses**

**VI. Consent Agenda**

- A. AA Policy 2.14 Revisions: *2017 Guidelines for Teacher Preparation*
- B. Routine Staff Reports
  - 1. Staff Approvals
  - 2. Progress Reports for Conditionally Approved Programs/Units
  - 3. Letters of Intent/Proposals in the Queue

**VII. Other Business**

**VIII. Adjournment**

Committee Members: *Thomas Henning, Chair; Robert Levy, Vice Chair; Claudia Adley; Marty Chabert; Collis Temple III; Adarian Williams, Jacqueline Wyatt; LCTCS, LSU, SU, UL System Representatives.*

**AGENDA ITEM III A 1**  
**LETTER of INTENT**  
**UNIVERSITY OF LOUISIANA at LAFAYETTE**  
**MASTER of SCIENCE IN INDUSTRIAL CHEMISTRY**

**BACKGROUND INFORMATION**

The University of Louisiana, Lafayette (ULL) requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Master of Science in Industrial Chemistry. The Board of Supervisors of the University of Louisiana System approved the Letter of Intent in June 2017; the BoR received and circulated it to statewide Chief Academic Officers for review and feedback.

**STAFF SUMMARY**

**1. Description and Need**

Industrial Chemistry is a branch of chemistry that applies physical and chemical processes to the commercial production of chemicals. ULL's intended MS in Industrial Chemistry program distinguishes itself from "pure" chemistry programs by its scalability and consideration of environmental and economic impacts. Also, the intended program's emphasis on the development of new products and production methods rather than the implementation and optimization of existing ones differentiates it from "pure" chemical engineering programs. Following the completion of the 15-credit hour core, the graduate student (with the help of an advisor) will have the flexibility, through choice electives, to craft a degree program that best suits the student's educational interests and aspirations. Elective course choices include selections in Chemistry, Chemical Engineering, Environmental Impacts, or Business Management. Although the business management courses do not appear to have a clear relation to Industrial Chemistry, their inclusion reflects an emerging trend in the sciences – where a combination of science coursework and professional skills courses (e.g., management, marketing, and communications) are included in the degree program to advance the graduate's competencies.

The intended program's concept is strengthened by the geographic location of the University: it is located amidst a hotbed of chemical industry and growth. There are over 50 companies that focus on chemical manufacturing and compounding that are located in the Lafayette region and its vicinity. Additionally, as numerous petrochemical and liquefied natural gas projects come online in south Louisiana, the need for qualified industrial chemists will increase. Industrial chemists can make use of their broad understanding of chemistry and environmental sustainability in polymer manufacturing, petrochemical processing, manufacturing industries, and food science. As noted in the strong letters of support, (Lafayette Economic Development Authority, Ecoserv, OneAcadiana, and Advanced Applied Research) the proposed program, which has incorporated industry relevant training into course design and included industry internship opportunities, is needed. Although, there are two MS Chemistry programs in the State (LSU and UNO), ULL's focus on the commercial production of chemical products and their economic and environmental impact has the potential to make a unique contribution to Louisiana.

**2. Students**

The University anticipates that the degree will primarily attract ULL graduates who hold a bachelor's degree in Chemistry, Chemical Engineering, or Petroleum Engineering. Collectively, these baccalaureate programs produce 149 graduates annually. The University also plans to recruit graduate students for the proposed program statewide and nationally. Projected enrollment for Year 1 is five students with that number increasing to 25 by Year 5.

**3. Faculty, Resources & Budget**

Currently, ULL has faculty with active research agendas (strong scholarship and grant productivity) that can support the intended program. Because the MS program will require the development of new courses, the proposal should address the teaching loads and identify faculty resources to ensure that their research agendas will not be compromised by the program. The LoI states that funding for four graduate

assistantships will be requested by the Department to help buffer the cost associated with tuition and fees, with additional research assistantships to be funded by faculty research grants and industrial sponsors. The University anticipates that as the program matures and faculty research expands, more external funding will be secured. No additional laboratory space will be required for program implementation; however, additional office space for graduate research assistants and teaching assistants will be required. The proposal should indicate whether or not student support funds and office space have been committed

### **STAFF ANALYSIS**

The intended MS in Industrial Chemistry has potential to provide students with professional preparation to become skilled workers to satisfy the growing demand for graduate-level industrial chemists in the State of Louisiana. ULL's geographic position will provide an opportunity to forge strong ties with local industries, which will likely become places of future employment for their graduates. The full program proposal should include a clear curriculum map of the elective course choice tracks a student could pursue; a clear indication of what faculty resources are needed to support the proposed program; and how the program will provide relevant research experience to its graduate students.

### **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the Letter of Intent to develop a full proposal for a Master's of Science in Industrial Chemistry at the University of Louisiana at Lafayette.***

**AGENDA ITEM III B 1a**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**NICHOLLS STATE UNIVERSITY**  
**BACHELOR of SCIENCE in CRIMINAL JUSTICE**

**BACKGROUND INFORMATION**

Nicholls State University requests Board of Regents' approval to offer a Bachelor of Science (BS) in Criminal Justice (CJ). The BOR approved the Letter of Intent in April 2017; the proposal has been endorsed by the ULS Board of Supervisors and was sent to the BoR in August 2017 for review.

**STAFF SUMMARY**

**1. Description & Need**

The field of criminal justice refers to the system of law enforcement, courts, and corrections, including governmental institutions that aim to uphold social control, lessen the occurrence of crime, and implement consequences for those who violate laws. As today's criminal justice challenges become more diverse and complex, academic programs in criminal justice must be responsive in their instruction and research. Nicholls' proposed BS in Criminal Justice program is designed to address the growing national emphasis on coastal enforcement and security: offshore platform security, naval intelligence, and coast guard operations. The proposed program will include the traditional criminal justice coursework and a 21-credit hour concentration in Coastal Enforcement and Security. The University's geographic location, near Port Fourchon, the largest Deepwater port in the Gulf of Mexico, is well-positioned to provide students with immersive experiences through (1) internships at institutions and agencies; and (2) access to local and regional professionals who can provide real-world experiences in the classroom as guest lecturers and course instructors.

A criminal justice program is not new to the University. From 1975-2009, the campus offered a successful AS/CJ, where it averaged 21 completers annually before it was cancelled to transfer to Fletcher TCC. To gauge student interest, the University administered a survey to area law enforcement personnel and current CJ majors at Fletcher. Survey results indicated substantial interest in the intended program: 90 percent of the 165 people who responded indicated that if the degree were offered by Nicholls, they would enroll. Though the program will be open to all students, it is specifically designed to attract transfer students who hold an associate's degree from a regionally accredited institution. Students who hold an AS in Criminal Justice would enter the BS program in their junior year and complete four semesters (60 hours) of 300- and 400-level coursework for the degree. For those students who have earned an Associate's degree in a discipline other than criminal justice, introductory criminal justice coursework will be required. Presently, there are six BS/Criminal Justice programs in the State (LSUA, McNeese, NSULA, SUBR, SUNO, or ULM) that collectively average over 340 graduates annually. However, Nicholls' emphasis on coastal environment and security differentiates the proposed program from the programs currently offered.

**2. Students**

Nicholls anticipates that the proposed program will be attractive to individuals from various backgrounds, including: (1) AS graduates in criminal justice, (2) un-degreed law enforcement professionals from the communities serviced by Nicholls; (3) employees seeking to change careers; and (4) high school graduates interested in the professional field. Consistent with the University's prior learning assessment initiative, students with professional experience in specific fields may be awarded advance credit. Nicholls anticipates that the proposed program will initially enroll 30 students with a projected incoming class of 55 students by Year 5.

**3. Faculty, Administration & Budget**

Existing infrastructure and facilities are in place for program implementation. In addition to existing faculty lines that support associated programs (e.g., sociology, government, history, psychology, and general education), one new faculty line will be needed to support the proposed program. The proposed Criminal Justice program would be housed in the Department of Government and Social Sciences, in the College of

Arts and Sciences. Tuition and fees would offset the anticipated cost of the proposed program (Year 1: \$66K and Years 2-4: \$77K annually).

### **STAFF ANALYSIS**

Nicholls' proposed Criminal Justice program blends core criminal justice instruction with specialized instruction in law enforcement and security issues associated with wetlands, coastal, and maritime concerns. While other programs in criminal justice are currently offered by public institutions, the one proposed by Nicholls has a focus on law enforcement and security issues associated with communities and industries both along and near the Louisiana Gulf Coast that makes it a unique educational opportunity for the South Central region. Tuition and fees will offset the projected cost of the proposed program.

### **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the proposed Bachelor of Science in Criminal Justice (CIP 43.0104) at Nicholls State University. A progress report shall be due December 1, 2019.***

**AGENDA ITEM III B 1b**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**SOUTHERN UNIVERSITY BATON ROUGE**  
**GRADUATE CERTIFICATE in SUPPLY CHAIN MANAGEMENT**

**BACKGROUND INFORMATION**

Southern University at Baton Rouge (SUBR) is seeking Board of Regents' approval to offer a Graduate Certificate (GC) in Supply Chain Management (SCM). The proposal was approved by the Southern University Board of Supervisors at their July 2016 meeting, but the campus has been working with Regents' staff to address questions raised.

**STAFF SUMMARY**

**1. Description & Need**

Management of the supply chain – which involves synchronizing the flow of materials, products and information – has become increasingly complex as advancements in information technology reshape manufacturing, transportation, inventory control, and customer relationships. SUBR's proposed program in Supply Chain Management (SCM) will provide students with core supply chain concepts and competencies in strategy and practices, design, implementation, operations, and inventory control, enabling graduates to effectively manage global supply chains. The proposed 15-credit hour curriculum and associated learning outcomes are aligned with the American Production and Inventory Control Society (APICS) competencies and certification, to provide industry relevance and to align with workforce needs. Students who complete the proposed GC will be prepared to pass the professional certification exam to be a Certified Supply Chain Professional (CSCP). While award of the certificate will not be contingent on APICS certification, completers will have acquired the necessary content and will be advised to pursue the CSCP certification, which will greatly increase their marketability for obtaining competitive positions in the workforce.

The demand for supply chain professionals is expected to continue to grow as supply chain logistics increasingly play a key role in the transportation and distribution of goods from supplier to consumer. The proposed graduate certificate supports workforce projections by providing individuals with valuable skills that can be used to help businesses optimize efficiency and productivity. The certificate will be particularly valuable for careers in global manufacturing firms (in production, purchasing, quality control, distribution and supply chain management), in service firms (in general operations management and logistics/supply chain management), and in consulting firms as business process and quality improvement consultants.

**2. Students**

This graduate certificate is intended to attract graduates of Business, Computer Science, or Engineering undergraduate/graduate programs, who wish to supplement their degrees with focused, graduate-level courses in SCM. SUBR expects to enroll as many as 10 students in the first year, increasing to 30 students by year five.

**3. Faculty, Administration & Budget**

SUBR has existing resources to fuel this new program offering, since the basic courses already exist for a concentration within the MS in Business Administration. Thus, no additional faculty, facilities, equipment or library resources will be required. The proposed program will be housed in the College of Business and administered by the Department of Management and Marketing. Existing university funds will be utilized for graduate course development and additional faculty certification training during the first year of implementation. In addition, the revenue generated from tuition and fees will be used to fund faculty travel to attend training for continuous curriculum development/innovation, professional conferences, and other professional development expenses.

### **STAFF ANALYSIS**

The proposed program envisioned by SUBR will be appealing to graduates working in business/production fields (e.g., from Business Administration, Computer Science and Engineering programs) who seek the specialization that a graduate certificate in Supply Chain Management affords. The program will align its coursework with the American Production and Inventory Control Society (APICS), with the goal of preparing students to pass the professional certification exam in Certified Supply Chain Professional (CSCP). Because of existing, related resources, the program can be offered at no cost to the institution.

### **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the Graduate Certificate in Supply Chain Management (CIP 52.0203) at Southern University in Baton Rouge.***

**AGENDA ITEM III B 2a**  
**PROPOSED ACADEMIC PROGRAM REVISION**  
**SOUTHERN UNIVERSITY in SHREVEPORT**  
**ASSOCIATE of SCIENCE in COMPUTER SCIENCE**

**BACKGROUND INFORMATION**

Southern University in Shreveport (SUSLA) requests Board of Regents' approval to redesign the curriculum for the Associate of Science in Computer Science (AS/CS) program. The program was identified during the program/low-completer review in April 2017 as requiring revisions or termination.

**STAFF SUMMARY**

**1. Program History and Revisions**

The AS/Computer Science program was designed to prepare students for transfer into a baccalaureate program or to enter the workforce as computer programmers or technicians. SUSLA has been teaching computer science courses, but offers them as part of the AS degree and also as a Computer Science concentration (18-credit hours) within the Associate of General Studies (AGS). As noted in the table below, the AGS averages 71 graduates per year, while the AS/CS averages only five graduates. Identified as a low-completer as the faculty were working on a program revision, the campus was given the summer to either redesign or lose the program. The requested changes begin with the elimination of the Computer Science concentration under the AGS program and the intention to: actively guide and advise students into the AS/CS degree, advertise the program opportunities, and develop online CS classes.

The revised 60-credit hour curriculum includes a 13-credit hour core, consisting of Calculus 1, Structured Programming, Intro to C++ Programming, and Data Structures. Beyond the core and 28 credits of General Education, students may choose to pursue a concentration in either Scientific or Business Computing. The concentrations are a blend of required courses relevant to the topical area (e.g., Python and Discrete Structures for the student interested in scientific or engineering settings, or Business Applications and Java for those pursuing the business track). Each concentration includes space for approved electives, allowing the student to tailor the degree to his or her interests and aspirations.

SUSLA currently offers certificates in Computer Information Systems, Computer Networking Technology, and Web Development, which an AS/CS student could work on concurrently with the degree, so that upon graduation s/he would have a solid foundation in scientific or business programming applications and also training and experience in a focused, related technical area. The certificates (two Certificates of Applied Science, and one Certificate of Technical Studies) have also been low-performers, but should benefit from the increased advising along with the elimination of the Computer Science concentration in the AGS.

CIP	Degr	Degree Subject	Cmpl 16-17	Cmpl 15-16	Cmpl 14-15	3yr Avg
110701	AS	COMPUTER SCIENCE	5	1	9	5
110401	CAS	COMPUTER INFORMATION SYSTEMS	0	0	0	0
110801	CAS	WEB DEVELOPMENT	1	1	0	1
110901	CTS	COMPUTER NETWORKING TECHNOLOGY	0	0	0	0
240102	AGS	GENERAL STUDIES	71	70	71	71

**2. Faculty Resources & Budget**

No new full-time faculty or other resources will be needed to implement the program revisions because the courses were already offered by members of the Computer Science Department and the Division of Business, Science, Technology, Engineering and Mathematics. Continuation of the program with the described design revisions should have little or no negative impact on the budget; it should strengthen the number of graduates and successful transfers.



## **STAFF ANALYSIS**

SUSLA's proposed AS in Computer Science program will offer concentrations in either Scientific or Business Computing, allowing students to choose a track that aligns with their career interests and aspirations. Regardless of the track, the degree can be stacked with a technical or applied certificate in the following program areas: Web Development, Computer Information Systems, and Computer Networking. SUSLA's proposed revisions make use of existing courses and faculty, so cost there is no cost for implementation.

## **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Board of Regents grant approval of the revised Associate of Science in Computer Science (CIP 11.0701) at Southern University in Shreveport. A progress report shall be due by December 29, 2018.***

**AGENDA ITEM III B 2b**  
**PROPOSED ACADEMIC PROGRAM REVISION**  
**UNIVERSITY of LOUISIANA, MONROE**  
**BACHELOR of SCIENCE, UNMANNED AIRCRAFT SYSTEMS MANAGEMENT**

**BACKGROUND INFORMATION**

The University of Louisiana, Monroe (ULM) requests Board of Regents' approval to offer a Bachelor of Science in Unmanned Aircraft Systems Management to replace the BS/Aviation program that was identified as a low-completer program by the Regents at the April 2017 meeting. The proposed program, a revision of the existing aviation degree, includes a focus on unmanned aircraft systems (UAS, previously a concentration within the BS/Aviation) and prepares students to become competent aviation professionals ready to assume leadership positions in various aviation management careers.

**STAFF SUMMARY**

**1. Description**

Since 1939, when ULM trained WWII pilots through the Civilian Pilot Training Program, the University has been involved in aviation. In 1967, ULM offered the first bachelor's degree in aviation. The proposed degree continues a tradition of continuous improvement and innovation by shifting the focus of the aviation program to UAS operations and management, including an analytical foundation to interpret data collected through the use of UASs. The program would continue to provide a solid foundation in both business and aviation to create a variety of career opportunities for students. The 120-credit hour curriculum would be similar to the previous degree in that it includes the basics of ground school and general business. However, it will require the five UAS courses that were previously optional and include courses on airport administration and commercial ground instruction, dropping the required courses in aircraft engines and air traffic administration (which students may pick up within the three electives). The business component will help students with the management aspects of the industrial and entrepreneurial use of drones. The proposed revision simply refocuses the BS/Aviation degree by shifting requirements of existing aviation courses.

**2. Need**

ULM's program revision provides an opportunity to be on the forefront of the emerging demand for well-qualified employees who understand how to make use of UAS technology. The University developed the first UAS credential in 2013 with a Post-Baccalaureate Certificate (PBC) in UAS Management; this would be the first UAS-oriented degree in the State. Given its location and proximity to possible UAS application areas, particularly agricultural enterprises, the refocused aviation program will help to: meet the expected demand for UAS pilots in the aviation industry; provide an alternative educational path for individuals seeking new occupational options; and create entrepreneurial opportunities for the commercial application of UAS technology. Recent changes by the FAA provided more flexibility for commercial applications of the use of drones. ULM's program will prepare students to pass the FAA Part 107 exam to qualify legally to fly UASs for commercial purposes.

**3. Students**

Students will most likely be recruited from two sources: those currently enrolled in the BS/Aviation who have shown a strong interest in the UAS classes; and students with an entrepreneurial mindset who have an interest in UASs. Marketing and recruitment will be aided by the recent successful placements of graduates in the UAS field, and by the faculty's relationships within several industries that have led to internship and employment opportunities. As a result, the University anticipates increased enrollment over the next five years and a clear increase in productivity within the next three years. (The BS/Aviation has averaged seven completers over the last five years.)

**4. Faculty Resources & Budget**

The proposed revision will not require additional funds as it is a matter of modifying the focus of an existing

program. Current faculty are qualified and sufficient in number, so no new faculty or courses will be needed to implement the changes and initiate the program. ULM owns a fleet of UASs, purchased with private donations and grants.

### **STAFF ANALYSIS**

The proposed BS in Unmanned Aircraft Systems Management program takes advantage of existing expertise in an emerging field of the business of drones to repackage a long-standing aviation training program into one that could be on the cutting edge of new enterprise applications. The refocus will cost the University next to nothing because the faculty, UAS fleet, and courses are already in place; however, it has the potential to revitalize the aviation program at ULM.

### **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Board of Regents grant conditional approval of the Bachelor of Science in Unmanned Aircraft Systems Management (CIP 49.0199) at the University of Louisiana, Monroe, and termination of the Bachelor of Science in Aviation (CIP 49.0102). A progress report on the new program implementation shall be due by June 1, 2019.***

**AGENDA ITEM III B 2c**  
**PROPOSED ACADEMIC PROGRAM REVISION**  
**SOUTHERN UNIVERSITY and A&M**  
**GRADUATE CERTIFICATE in THERAPEUTIC RECREATION**

**BACKGROUND INFORMATION**

Southern University A&M (SUBR) requests Board of Regents' approval to offer a Graduate Certificate (GC) in Therapeutic Recreation to replace the MS/Therapeutic Recreation program that was identified as a low completer by the Regents at the April 2017 meeting. The proposed certificate, a subset of the struggling graduate degree, includes the courses required for certification as a Therapeutic Recreation Therapist. With BoR approval, the MS/Therapeutic Recreation would be terminated.

**STAFF SUMMARY**

**1. Description & Need**

Therapeutic Recreation, the discipline practiced in the profession of Recreational Therapy (RT), is a skilled therapy that provides active treatment. An allied health profession, RT uses a systematic process of recreation and other activity-based interventions to address the assessed needs of individuals with mental, emotional, or social disabilities as a path to psychological and physical health, recovery, and well-being. The therapy is designed to restore, remediate and rehabilitate a person's level of functioning and independence in life activities, and it may include interventions from creative arts, to adaptive sports, stress management, or Tai Chi. Recreational therapists tend to be on staff in hospitals, skilled nursing care facilities, government/public programs, and assisted living facilities.

Title 48 of the Louisiana Administrative Code (Public Health – General) mandates that therapeutic recreation activities in licensed hospitals be clinically supervised and provided by individuals with a degree in therapeutic recreation therapy or who are certified in accordance with the National Council for Therapeutic Recreation Certification (NCTRC) requirements. Certification (CTRS) can be achieved by completion of a bachelor's degree in Therapeutic Recreation with at least 560 hours in a supervised internship, and passing the NCTRC certification exam. Alternatively, one with an earned bachelor's in any field may be certified upon completion of at least 18 hours of specific RT coursework, 1-5 years of full-time paid work experience under the supervision of a CTRS, and passage of the NCTRC certification exam.

The proposed 18-credit GC would provide the required RT coursework for the alternate certification path. In addition to the six graduate courses, students must also have completed (i.e., have transcribed credit for) the following undergraduate courses which are required for certification: Abnormal Psychology; Anatomy/Physiology; and Developmental Psychology (or Human Growth/Development Across the Lifespan). With the GC and employment history of full-time therapeutic recreation experience, graduates would be qualified and eligible to sit for the certification exam and acquire the CTRS credential.

**3. Students**

SUBR has offered a BS/Therapeutic Recreation & Leisure Studies and an MS/Therapeutic Recreation since 1994. The undergraduate degree tends to serve over 125 students in any given year and has averaged 18 graduates in the last three years. The master's program had 13 enrollments in Fall 2015 and averages about 3 graduates. Converting the degree to a GC and marketing it as a path to certification may generate more interest among prospective students seeking a new or expanded career opportunity.

**4. Faculty Resources & Budget**

No new full-time faculty will be needed to initiate the program because the courses required for the certificate were already offered within the MS degree which will be terminated. The program will be administered by the Department of Therapeutic Recreation & Leisure Studies in the College of Nursing and Allied Health.

### **STAFF ANALYSIS**

The proposed GC in Therapeutic Recreation program is a reasonable solution to the non-viable graduate program: providing a streamlined path to certification for students who already have a bachelor's degree or who seek continuing education credits. The GC plan of study has been reviewed by the NCTRC, and their recommendations regarding course titles have been followed. BoR staff urges the University not to add any required or supportive courses to the GC beyond those specifically required by the NCTRC for certification.

### **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Board of Regents grant approval of the Graduate Certificate in Therapeutic Recreation (CIP 51.2309) at Southern University A&M, and termination of the Master of Science in Therapeutic Recreation. A progress report shall be due by December 29, 2018.***

**AGENDA ITEM III B 3a**  
**RECONSIDERATION of a TERMINATED ACADEMIC PROGRAM**  
**SOUTHERN UNIVERSITY A&M (SUBR)**  
**BACHELOR of SCIENCE in FINANCE**

**BACKGROUND INFORMATION**

The BS/Finance program at SUBR was terminated by the Board of Regents at the April 2017 meeting as part of the low-completer review, based on its three- and four-year averages of five completers per year. The program has consistently had the lowest productivity in the State, even when compared to similar sized, upper-level cohorts. The staff recommendation, approved by the Board, was to terminate the BS/Finance and restructure the Business Management degree to add a finance concentration under the general business umbrella. In accordance with AA 2.10, *Reconsideration of Terminated Academic Programs*, the College of Business Dean submitted an appeal to SUBR on 26 May. The University/System forwarded the appeal to BoR staff on 7 August. This was well beyond the 90-day window in the policy, but staff acknowledges the college's early and timely attempt to appeal. Staff met with college and department representatives (Dean Andrews, Department Chair Ghebreyesuson, and Provost Young) on 16 August to discuss the request for reconsideration.

**STAFF SUMMARY**

**1. Description & Need**

Counting SUBR's terminated program, there are ten BS/Finance programs offered across the State as one of the elements of the study of Business, along with Accounting, Management, Marketing, and General Business. Combined, they award an average of 37 Finance degrees per year; regional universities average 17 graduates; and SUBR averages five.

In April 2017, SUBR (as well as ULL and ULM) received an allocation of \$460K from the LA Department of Insurance to increase opportunities for the development of careers in Insurance. With the investment, the College of Business and the Department of Accounting, Finance & Economics have taken specific actions toward enhancing the Insurance concentration and strengthening the Finance program:

- Established 20-\$1K scholarships to be awarded, starting in Fall 2017, to Finance majors pursuing the insurance concentration.
- Developed a \$260K Endowed Scholarship Fund for students in Finance, enrolled in the insurance concentration; with .05 annual interest income, it will produce at least six \$2K scholarships.
- Dedicated \$60K for program development, targeted for student recruitment, retention and placement, student and faculty development, and grant proposal development; ramped up recruitment efforts by contacting and visiting area high schools to generate interest in SUBR's College of Business and opportunities stemming from a degree in Finance.
- Developed a new BUSP 100 course, *Intro to Business & Entrepreneurship from a Global Perspective*, as a survey course to introduce freshmen to the various majors and potential within the College of Business.
- Negotiated with Morgan Stanley, Merrill Lynch, and the Department of Insurance to line up summer internship opportunities for Finance majors.

The University's argument for reinstating the program is based on several actions taken this year to improve campus and departmental productivity, including:

- New faculty hires to strengthen the mathematics department, focusing on adding faculty with high school teaching experience who can help build student strength in foundation mathematics required for the 15 hours of Math in the BS/Finance curriculum: College Algebra; Applied Calculus; Business Statistics I & II; and Quantitative Analysis in Business.

- Investment of Title III funds on academic skills centers in each college to readily provide students with academic support when and as they need it.
- Investment in faculty professional development to strengthen teaching and to build a responsive, customer-service orientation across campus.

## 2. Students

The University reported 22 upper level (UL = junior and senior-level) Finance majors in Fall 2015 and graduated 7, for a completer ratio (Graduates/UL) of 32%. The universities nearest in class size were LSUS (23 UL majors, 43% completer ratio), and Nicholls (29 UL majors; 69% completer ratio). SLU and UNO had a similar ratio (33% and 34%), but produced 28 and 37 Finance graduates. SUBR's Finance program has been struggling.

### Undergraduate Finance Degree Productivity.

University	Degr	Subject	Cmpl 16-17	Cmpl 15-16	Cmpl 14-15	Cmpl 13-14	Cmpl: 3yr Avg (2013-15)	F15 Upper Lvl Enr	F15 Total Enr	2015-16 Ratios:	
										Cmpl/UL	Cmpl/All
La Tech	BS	FINANCE	36	38	32	24	31	91	158	42%	24%
LSU	BS	FINANCE	172	125	128	125	126	329	645	38%	19%
LSUS	BSBA	FINANCE	7	10	15	10	12	23	33	43%	30%
McNeese	BS	FINANCE	29	22	20	26	23	59	106	37%	21%
Nicholls	BS	FINANCE	17	20	19	10	16	29	51	69%	39%
SLU	BS	FINANCE	30	28	39	32	33	85	151	33%	19%
SUBR	BS	FINANCE	7	7	7	0	5	22	49	32%	14%
ULL	BSBA	FINANCE	77	80	75	68	74	176	281	45%	28%
ULM	BBA	FINANCE	10	14	11	10	12	33	54	42%	26%
UNO	BS	FINANCE	49	37	36	45	39	110	167	34%	22%

Shaded = regional universities. 2017 Low-completer review was based on 3-year average completers for 2013-14, 2014-15, 2015-16 (the *Cmpl: 3yr Avg* column). Viability threshold = 10 completers (average).

### STAFF ANALYSIS

Program productivity fluctuates at every campus, but SUBR's BS/Finance program was terminated in April 2017 because the number of completers has been consistently below the viability threshold (of 8-10) for several consecutive years. Ironically, at the same time as the program review recommendations were brought to the Board of Regents, the University was receiving an investment in the degree program that has the clear potential to lead to growth through recruitment and retention efforts. In addition, the department has made efforts to strengthen the degree by providing internship opportunities. The College of Business noted that it now has the funding and is building momentum to sustain the degree, if the program is reinstated. Its self-imposed target is to build a pipeline of 20-25 new majors each year and to graduate 14-16 students. It will take some time to get to that level of productivity, but within three years it should be clear whether the changes are working or the program should be cancelled altogether.

### STAFF RECOMMENDATION

***The Senior Staff recommend that the Academic and Student Affairs Committee recommend approval to reinstate the Bachelor of Science in Finance (CIP 52.0801) at Southern University A&M, with a progress report due in September, 2018.***

**BoR AGENDA ITEM IV A**  
**REAUTHORIZATION of a CENTER for WORKFORCE EXCELLENCE**  
**DELGADO COMMUNITY COLLEGE**  
**CULINARY CWE**

**BACKGROUND INFORMATION**

The Culinary Center for Workforce Excellence (DCCWE) at Delgado Community College was conditionally approved by the Board of Regents in April 2014 based on the strength and quality of its Culinary program, its long history of productivity and community engagement, and its recognized partnership with industry, specifically the New Orleans Culinary and Hospitality Institute (NOCHI) to provide top quality education and training in the culinary arts. By June 2015 the anticipated partnership had not materialized, but it was approved for continued designation as a CWE for another 1.5 years based on curriculum renovations and expectations of growth in productivity and outreach. The request for reauthorization was sent in December 2016, followed by an expanded narrative in April 2017, and indication of a revised request to be created over the summer. In June, LCTCS requested an extension to August/September for the new reauthorization proposal; as of 20 September 2017 there has been no additional information received.

**STAFF SUMMARY**

Delgado was designated as a Center for Workforce Excellence in 2014 based on the long-standing productivity and contributions to the Culinary Arts in New Orleans, and on its partnership with NOCHI to create a world-class culinary center in the former ArtWorks Building in New Orleans, for which Delgado was to be a key educational provider. Unfortunately, the NOCHI collaboration agreement fell through and there has been a consistent decrease in productivity in all three CTS offerings (Pastry Arts, Line Cook, and Culinary Management) as well as in the AAS/Culinary Arts. Among the ten public postsecondary institutions with culinary arts programs, Delgado's is currently sixth in 3-year average awards with 24, quite a distance from BRCC (121), Sowela (83), and Nicholls (66).

- Although the culinary arts program was ranked 15<sup>th</sup> in the nation by Best Choice Schools, it lags behind newer programs which have experienced the same state funding losses yet maintained productivity. Delgado's award numbers have fallen from 44 in AY 2013-14 (with 26 AAS graduates) to 22 total awards in AY 2016-17 (with 17 in the AAS), surpassed by BRCC (80), Nicholls (71), Sowela (64), SLCC (34) and BPCC (30).
- One of the characteristics of a CWE is industry partnership and support. Between July 2015 and December 2016, the CWE received \$18,162 in private donations to help support the programs, including two donations totalling \$14K from the New Orleans Wine & Food Experience.
- In the last year, the culinary program has continued to seek innovative approaches to training effectiveness. The revised, streamlined curriculum went into effect in Fall 2016. One of its objectives is to make scheduling more flexible to students and less rigid in course offerings, with relaxed pre-requisites. Though initial feedback is positive, it is too soon to determine its impact.
- Delgado's culinary faculty and students remain engaged with the community through various culinary events in the Greater New Orleans Region, which supports the mission of a community college. Although there do not appear to be any new or expanded collaborations, examples of the program's outreach and responsiveness to service opportunities include:
  - volunteering as judges for the National Restaurant Association's ProStart Louisiana Competition (high school culinary);
  - hosting the Shell Motiva Health Cooking Competition for the second year, providing the facility, expertise in planning and conducting the event, and assistance with setup and organization;
  - providing volunteers for event functions and assistance to short-handed teams in the *Hogs*



*for the Cause* benefit targeting pediatric brain cancer; and

- o manning a serving station for the New Orleans chapter of the American Culinary Federation gala honoring the Best Chefs of Louisiana, for which a DCC culinary faculty member has been honored for the past two years.

The DCCWE is the primary provider of culinary arts graduates in the food service industry in the Greater New Orleans region and the only American Culinary Federation Accredited Chef Apprenticeship Program in the state of Louisiana.

### **STAFF ANALYSIS**

The request for continuation included a focus on the Hospitality Management program for the first time, but staff questioned how or why hospitality management should be incorporated in a Culinary CWE while culinary enrollments and completers have experienced a substantial dip since the last reauthorization. The response was that the Center would prepare a workforce with training in “Front of the House” management training, such as hotel, restaurant, banquet, or convention services managers, and “Back of the House” training of chefs, cooks, and kitchen managers. It is a reasonable argument, but it is not consistent with the stated purpose or title of the current Culinary Center for Workforce Excellence, nor is Delgado currently a leader in hospitality management programming.

Delgado has a long and proud history in the culinary arts, but the anticipated opportunities for which CWE the designation was originally awarded in 2014 have not come to fruition. Per AA 2.05A, a CWE is established with private sector support to be responsive to real-time market needs and provide a leveraged return on the institution's and community's investment. It provides significant opportunities to establish greater efficiencies for the postsecondary education system, the institution, and its partners by focusing investment and state-of-the-art training around a workforce theme in a centralized location. It focuses on an area of workforce training in which the institution, in partnership with business and industry, excels, generating public and private investment, attracting talent, and creating an energized, entrepreneurial environment that prepares students to enter or advance in the workforce. Staff believe that the culinary program does produce excellent chefs and culinary artists, but it does not warrant the Center of Excellence title at this time.

### **STAFF RECOMMENDATION**

**The Senior Staff recommends that the Academic & Student Affairs Committee recommend suspension of the designation of the Culinary Center for Workforce Excellence at Delgado Community College until the college applies for reauthorization with evidence of excellence in (1) enrollments, completers, and contribution to the workforce in all of its culinary programming, and (2) private sector support and investment of time and resources to rejuvenate the culinary program.**

**BoR AGENDA ITEM IV**  
**REAUTHORIZATION of a CENTER for WORKFORCE EXCELLENCE**  
**DELGADO COMMUNITY COLLEGE**  
**CULINARY CWE**

**BACKGROUND INFORMATION**

The Culinary Center for Workforce Excellence (DCCWE) at Delgado Community College was conditionally approved by the Board of Regents in April 2014 based on its recognized partnership with industry to provide top quality education and training in the culinary arts. A report and proposal for continued designation as a Center for Workforce Excellence was forwarded by the LCTCS in June 2015.

**STAFF SUMMARY**

**Description**

Delgado Community College plays a pivotal role in providing training for chefs and food service production workers for the Greater New Orleans region, for which it has been designated as a Center for Workforce Excellence. The program had been approached by the New Orleans Culinary and Hospitality Institute (NOCHI) to assume an anchoring position in a planned Culinary Arts Center to be built in a reclaimed and renovated ArtWorks building. The project, funded by NOCHI and matching state funds, will help make the city a destination point for culinary education as well as production and enjoyment once the transformation is complete. It will also provide Delgado with much-needed space and equipment to expand the culinary arts program. The projections for renovation and occupation of the building in the original proposal were overly optimistic (Fall 2015), but the culinary program continues to thrive—with 22 associate degree graduates in 2013-14—and is evolving to be more responsive to the needs of the food service community and the schedules and goals of its students.

**Activities**

During the past year as a designated Culinary CWE, Delgado has been continuously enhancing and expanding the culinary program.

- The current Culinary Arts curriculum is being revised to reduce the number of credit hours, streamline the courses and concentrations, place more emphasis on hands-on instruction, and offer block scheduling which will reduce the time to degree. The plan is to schedule classes so that students can complete at least two classes every four to five weeks, attend full-time and work shifts opposite their class schedule, and be available on weekends when food industry labor is most in demand.
- The faculty are designing non-credit foodservice training programs that emphasize essential job skills training for students who are not currently pursuing an academic degree but who have the potential to become successful cooks and chefs. The courses will be designed to allow students to later enroll in the credit program using prior learning assessments.
- One hundred percent of the current culinary arts apprenticeship students are employed by local industry in their field.
- Two additional faculty members (for a total of four) received Approved Certification Evaluator (ACE) status from the American Culinary Federation (ACF). Chef Joseph St. Paul was honored by the New Orleans chapter of the ACF at the New Orleans Best Chefs Celebration.
- The DCCWE is the primary provider of culinary arts graduates in the food service industry in the Greater New Orleans region and the only American Culinary Federation Accredited Chef Apprenticeship Program in the state of Louisiana.

## Attachment – 17 June 2015 Agenda Item: Reauthorization of Conditional Designation

### **Resources and Administration**

A cooperative endeavor agreement is currently in negotiation between Delgado and NOCHI to operate the state of the art culinary school along with other NOCHI educational endeavors in the former ArtWorks building. The new space will one day significantly expand the college's capacity to offer programs, courses and training; at present, foodservice designers and a local architect firm have begun initial assessment and design for the renovations.

### **External Support and Collaboration**

The DCCWE maintains an active role in community life, having participated in community events over the last year that included: Youth Services Bureau Chef Soiree; St. Louis Cathedral's St. Joseph Alter; volunteer judges for the National Restaurant Association ProStart Louisiana Competition; ACF Best Chefs of Louisiana benefit for Children's Hospital. In return, the professional community has supported the Center through gifts over the past year such as \$5,000 in scholarship funds from the New Orleans Chapter of the American Culinary Federation (April 2015), and an additional \$3,500 from the New Orleans Wine and Food Experience (July 2014).

The Center's advisory board is made up of five executive chefs, presidents, and owners plus one current student member. The board meets periodically to discuss current operations and activities, generate and evaluate ideas for future development, and provide an industry perspective on how to better meet their needs as employers.

### **STAFF ANALYSIS**

Delgado was designated a Center for Workforce Excellence in 2014 based on the strength and quality of its Culinary program, its long history of productivity and community engagement, and its collaboration with NOCHI to create a world-class culinary center in the former ArtWorks Building. In the last year, the culinary program has continued to expand its outreach and program productivity, demonstrating collaboration with and responsiveness to industry needs and innovative approaches to training effectiveness. Given the clear industry need in the greater New Orleans area, experienced advisory board, curriculum innovations being designed to increase workforce relevance, Delgado continues to qualify for CWE designation. The original proposal in 2014 projected occupation of the dedicated NOCHI building by Fall 2015; staff believes it would be good to track progress until its installation in the new Culinary Center of Excellence is fully realized.

### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend approval of continued designation of the Culinary Center for Workforce Excellence at Delgado Community College, with a report on progress of the CCWE building renovations and a proposal for continued designation as a CWE due by 1 December 2016.***

**BoR AGENDA ITEM IV**  
**PROPOSED NEW CENTER for WORKFORCE EXCELLENCE**  
**DELGADO COMMUNITY COLLEGE**  
**CULINARY CENTER for WORKFORCE EXCELLENCE**

**BACKGROUND INFORMATION**

Delgado Community College (DCC) requests Board of Regents' approval of a Culinary Center for Workforce Excellence. A *Center for Workforce Excellence (CWE)* partners with business and industry to provide top quality education and training programs to meet defined workforce training needs. The Culinary proposal was approved by the LCTCS Board of Supervisors at its March 2014 meeting.

**STAFF SUMMARY**

**Description**

Delgado's culinary arts program has been recognized for decades as a hallmark of the College and the primary provider of culinary graduates employed in the food service industry in the Greater New Orleans region. It offers the only chef apprenticeship program in Louisiana accredited by the American Culinary Federation (ACF) and is the only program designated as *Exemplary* by the ACF Educational Foundation. One hundred percent of all completers of the college's Associate of Applied Science (AAS) in Culinary Arts or three Certificates of Technical Studies (CTS) offerings – line cook; culinary management; and pastry arts – are employed while in school or upon graduation. All associate degree graduates have passed the ACF's written and practical certification exams, with over 90 percent passing on the first attempt. Culinary Arts offerings have limited enrollment due to space and facility constraints, but 182 students were enrolled in the 2013-14 academic year, and the AAS enjoys a 5-year average of 15 graduates per year.

The core of operations for the proposed Delgado Culinary Center for Workforce Excellence (DCCWE) would be housed at the former ArtWorks Building, secured and renovated through contributions from the New Orleans Culinary and Hospitality Institute (NOCHI) and matching state funds. The new location will significantly expand the capacity and allow the College to offer programs, courses and training to address market needs for executive sous chef and above, noncredit professional development, noncredit leisure learning, and expanded hospitality-related offerings. With its enhanced capacity, state-of-the-art facility and collaboration with local and area providers, the Center will be able to respond quickly to food and hospitality industry training needs.

**Need and Benefits**

The Culinary Arts program has been a contributing partner in the economic impact and high profile nature of the restaurant and tourism industries in the City of New Orleans. Through the DCCWE, Delgado will be able to quickly respond to industry needs through established degree and certificate programs, certification-based curricula, and corporate training that can be customized to meet the needs for specific skill sets, career goals, or establishments. It will prepare students for careers ranging from entry-level positions (e.g., prep cook or line cook) to higher-level positions as far as executive chef.

Delgado's Culinary Arts and Hospitality Management Department has experienced steady increases in degree-seeking enrollment for the past several years in spite of very little marketing of the program. Currently only a small increase in enrollment can be accommodated due to available teaching and kitchen space, and the college must turn away potential students seeking to upgrade specific skills through a certificate program. With the expanded space in a new facility, the DCCWE will provide specialized areas for hands-on education and training to serve multiple facets of the food service industries. The new facility is conveniently located in relative proximity to the Central Business District, Warehouse District, Convention Center, casinos, and more – and is also easily accessible via public transportation from multiple areas of the city.

## Attachment -- 23 April 2104 Agenda Item: Initial Designation

Projected annual openings (growth and replacement) for executive chefs, head cooks, first-line supervisors and managers of food preparation, and restaurant and cafeteria cooks is at 430 for the New Orleans regional market area. The DCCWE will provide the resources and capacity to better serve the needs of the Greater New Orleans workforce by supplying a larger number of trained, skilled workers to the culinary industry. Programs envisioned for further development include a post-associate certificate for the executive chef to include higher level supervisory, financial, technical and leadership skills for the executive chef position; customized skills training; and other programs to be developed in response to emerging industry demands.

### **External Support and Collaboration**

Delgado has always had positive relationships with local business leaders, but development of the DCCWE has led to even closer collaborations with NOCHI, whose members have purchased the building for \$6.2 million and contributed \$1.227 million as the 12 percent private match (for Act 360) toward the \$10 million renovation of the NOCHI (ArtWorks) building and establishment of the DCCWE. New and longstanding partnerships with the most prominent business leaders in the restaurant and hospitality industry have resulted in their strong representation on the proposed Center's Advisory Board. Upon approval, the Center will hire a Director of Marketing and Fundraising whose role will be to manage development and increase the market share, but in the near future the DCCWE anticipates receiving a donation of equipment of significant value from the North American Association of Food Equipment Manufacturers (NAFEM). In addition, the College has identified the DCCWE as an institutional priority; all revenues generated will be reinvested into the program's growth. The fiscal impact will be offset by the projected tuition and fee revenue from increased enrollment.

Delgado, UNO and Tulane University have a memorandum of understanding (MOU) to explore, with the City of New Orleans and other entities, development of the New Orleans Culinary and Hospitality Institute. The institutions agreed to expand partnership opportunities for the development of enterprises within such an institute, including curricular and service opportunities for members' students and faculty. Under a cooperative endeavor agreement, NOCHI acquired the building to support training and education in the culinary arts and hospitality industry at all levels, with the proposed DCCWE playing an integral, "hub" role. The new institute, located in the heart of New Orleans, has a 45K to 50K square foot footprint and could easily become a nationally-recognized, flagship educational facility in New Orleans, the "cradle of cuisine."

Delgado and Nicholls State University have signed an MOU marking their partnership and commitment to maximizing the collaboration between their two culinary arts programs to further the branding of South Louisiana as a destination for culinary education. Delgado's program provides the technical skills to enter the culinary and hospitality workforce, while Nicholls, with the state's only BS degree in Culinary Arts, builds on those skills and adds business and restaurant management.

### **STAFF ANALYSIS**

Delgado is asking to establish a Culinary Center for Workforce Excellence based on the strength and quality of its Culinary Arts program, its level of growth and productivity, and its position as a center of education and training in culinary arts. The Center would begin phased implementation in the new facility as early as this summer, with Fall 2015 as the target date for full occupation of the NOCHI building as a Culinary Center of Workforce Excellence. Given the need, industry support and commitment, experienced advisory board, facilities, and workforce relevance, the staff believe that Delgado qualifies for an opportunity to establish the center to recognize and promote its success.

### **STAFF RECOMMENDATION**

***The staff recommends that the Board of Regents grant conditional approval of the proposed Culinary Center for Workforce Excellence at Delgado Community College, with a report and proposal for continued designation as a Center for Workforce Excellence due by 1 June 2015.***

## AGENDA ITEM V

### 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 mandatory, and at least three of four additional required criteria.

With advice from the Statewide Articulation and Transfer Council and Faculty General Education Committee (SATC-GE), the BoR developed an application process for institutions interested in receiving the designation. 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. After that first year, those seeking new or renewed designation have had to demonstrate that all requirements are in place. Any campus that fails to maintain Friendly Campus status must complete the application for initial designation if or when they choose to seek it again. In Fall 2015, 28 of the 29 public postsecondary institutions were submitted to the Governor for initial designation.

The same law specifies that the designation is to be renewed on an annual basis, with an institution’s renewal application to include a report containing a series of 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. The AY 2017-18 report templates were revised to more clearly indicate the data specifically required in law for Friendly Campus continued designation within items 1-4 of the mandatory criteria.

In Fall 2016, SUSLA sought initial designation and SUBR and SUNO chose to bypass continuation, noting that they fully respect their military veteran students and continued to assist and support their transition efforts. For AY 2017-2018, all of the 2016-17 Friendly Campuses applied for continued designation, with SUBR and SUNO re-applying for initial designation. Two campuses—RPCC and SUSLA—have been asked to submit the additional, required documentation of their eligibility and may be brought for ratification in the October meeting.

#### STAFF SUMMARY

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; (3) the number who participated in the priority class registration; and (4) the number of students who benefitted from the articulation & transfer process, including the number of credits accepted and a list of the courses credited. Most campuses have been able to adjust their student record systems and establish business processes to identify veterans (and spouses/dependents of veterans) and provide all of the data required for the 2016-2017 year. The most common reporting issue involved the transfer/articulation data (Requirement #4). This is the only provision that also includes the veteran’s spouse, a student classification that is particularly unique, and which requires a listing of transfer courses that runs into the thousands for some institutions.

#### Mandatory Criteria for Continued Designation as a GMVFC:

1. Waive Application Fees for Veterans. Among the participating institutions, 2,229 application fee waivers were reported. As the LCTCS Board had voted in 2015 to no longer charge an application fee at any of its member institutions, application fees were waived for all LCTCS students, whether or not they were identified as veterans.
2. Veterans’ Orientation. Several campuses have developed on-line orientation programs for veterans, usually in addition to the regular orientation session for entering students. Institutions reported 1,694

students participating in the special sessions in AY 2016-17, up from 398 in AY 2016-17. The floods of August 2016 occurred at the beginning of the orientation period and caused postponement or cancellation of many activities. Affected institutions reported that they connected with new, veteran students later in that Fall or subsequent Spring semester.

3. Priority Class Scheduling. Institutions reported that 4,553 veteran students participated in priority scheduling for the fall, winter, spring, or summer semesters/terms of AY 2016-17, up from 3,737 the previous year. Although SUBR is still unable to identify veterans' records for priority scheduling, the University did provide individual counseling and scheduling with the VA coordinator.
4. Military Articulation & Transfer Process. Outside of the specific attention to the 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. In AY 2016-17, 13,396 veterans were identified as transferring 107,257 credit hours, and their 12,114 spouses/dependents transferred 73,512 credits. This was a noticeable increase from the 44,134 total transfer credits reported the previous year. The System breakdown of total transfer and articulation reported for veterans and their spouses/dependents is shown below:

	Veterans	Transfer Credits	Spouse/Dep	Transfer Credits	Total Credits
LCTCS	8,936	56,394	8,557	55,366	111,760
LSU	975	6,866	2,597	7,319	14,185
SUS	314	8,503	74	93	8,596
ULS	3,171	35,494	886	10,743	45,237

The reporting requirements for this element continue to be the most challenging component since implementation in 2015. It is the only element that requires a campus to identify and flag the spouses of veterans, expanded by BoR and SATC to optionally include spouses/dependents to avoid the complications of defining qualifying spousal status. The element includes a count of credit hours accepted in transfer, and a list of the courses credited—a complex data collection with which several of the GMVFCs still struggle.

### 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 system, and none identified and flagged spouses/dependents – a requirement for Friendly Campus status. The past three years have shown gains by the institutions in each of the mandatory criteria in both the number of students served and the number of program offerings targeting Veteran students.

Based upon the applications received, staff have determined that the 27 institutions listed below meet the requirements specified in RS 17:3138.5 for designation as a "Governor's Military and Veteran Friendly Campus" for the 2017-2018 academic year.

### STAFF RECOMMENDATION

***The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval to forward the following 27 institutions 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***

*(Continued Designation, GMVFC)*

- ***Delgado Community College***
- ***Fletcher Technical Community College***
- ***Louisiana Delta Community College***
- ***Northshore Technical Community College***
- ***Northwest Louisiana Technical College***
- ***Nunez 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 (Reinstatement):**

- ***Southern University A&M***
- ***Southern University, New Orleans***



**Louisiana Board of Regents**  
**APPLICATION for DESIGNATION as a**  
**GOVERNOR'S MILITARY & VETERAN FRIENDLY CAMPUS (GMVFC)**

**\*\* Due: July 15, 2017\*\***

**CRITERIA [[ACT 232](#), 2015 Legislative Session]**

**Initial Designation as a *GMVFC***

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, and 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.

-- 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.

**Continuation as a *GMVFC***

The application for renewal is due to the BoR each year by 15 July. The application must include a report of data from the previous year (AY 2016-17).

1. 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.

**\*\* For Item d, include counts & courses for veterans' spouses/dependents.\*\***
2. 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.

**AGENDA ITEM VI A**  
**AA POLICY 2.14 REVISIONS:**  
**2017 GUIDELINES FOR TEACHER PREPARATION**

**BACKGROUND INFORMATION**

Board of Regents' staff requests Board of Regents' approval of revisions to the guidelines for Academic Affairs Policy 2.14, *Teacher Preparation Education*, to address changes that are occurring as new options are available for national program accreditation through the Council for the Accreditation of Educator Preparation (CAEP) and as new BESE policies are adopted.

**STAFF SUMMARY**

**1. Description & Need**

*Guidelines for the Board of Regents Teacher Preparation Approval and Evaluation System* currently exist for the implementation of BoR Academic Affairs Policy 2.14 – Teacher Preparation Education. Within the guidelines, 12 requirements have been identified for the approval of Teacher Preparation Programs. One of the requirements pertains to all public universities possessing national program accreditation. Presently, all universities must undergo Program Review with National Recognition by specialized professional associations for national program accreditation by CAEP. A new Program Review with Feedback option is now available and recommended for alternate and certificate programs. In addition, waivers are now available for certification programs that have fewer than 10 teacher candidates over three cycles of reporting data. During the last six months, College/School of Education deans/directors have discussed and supported the idea of incorporating the new Program Review with Feedback option and waiver into the BoR guidelines. In addition, all university and system Chief Academic Officers have reviewed the proposed changes and have expressed support.

**STAFF ANALYSIS**

The BoR staff agree that the following revisions should be made to the guidelines for Academic Affairs Policy 2.14: *Teacher Preparation Education*.

- All undergraduate degree and advanced degree pathways are required to undergo Program Review with National Recognition, and all alternate pathways and BoR certificate programs may undergo Program Review with Feedback for CAEP national program accreditation.
- Waivers for Program Review with National Recognition will be granted to universities if the programs: 1) do not have required state licensure tests; 2) are new programs that have not been in existence long enough to produce an annual cohort of completers; and 3) have licensure program areas with under 10 candidates over three cycles of data reported.
- Editing changes will be made to the *Guidelines for the Board of Regents Teacher Preparation Approval and Evaluation System* to align the language with new BESE policies.

**STAFF RECOMMENDATION**

**The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the proposed revisions to the guidelines for Academic Affairs Policy 2.14: Teacher Preparation Education.**

**AGENDA ITEM VI B1**  
**ROUTINE ACADEMIC REQUESTS**  
 Staff Approvals

Institution	Request
LSUA	Designation of two 21-hour PBCs for <i>Add-On Certification</i> (vs Certification-Only, Alternate Path Program, as indicated in August 2017 request & approval): -- PBC / Adapted Physical Education (CIP 13.1099); -- PBC / Significant Disabilities, Gr 1-12 (CIP 13.1006). – <b><u>Approved.</u></b>
LSUA	Request to offer the BS/Health Professions, concentration in Medical Imaging (CIP 51.999) and the BSN/Nursing, RN-BSN (51.3801) 100% Online – <b><u>Approved.</u></b>
ULL	Request to change the CIP for the GC/Instructional Coach from 13.9999 to <u>13.1399</u> , as a more appropriate CIP Code, and the subject name to <u>GC/Instructional Coaching</u> to maintain consistency in the CRIN – <b><u>Approved.</u></b>
ULL	Request to terminate the GC/Non-Public Schools Administration (CIP 13.0401) due to lack of student interest, faculty retirement, and lack of a matching certification for non-public school administration; the program has been dormant since 2012-13, when 8 students completed it. – <b><u>Approved.</u></b>

## AGENDA ITEM VI B 2

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

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
05.2015	Baton Rouge CC <b>AS in Surgical Technology</b> (51.0909) Conditional approval was granted on 05.27.2015, with a progress report requested by 09.01.2017.	Six of the eight students admitted to the program in Summer 2016 graduated in May 2017; 13 students were admitted in Spring 2017 and are expected to complete in May 2018. CAAHEO, the accreditor, approved the transfer from OLOL to BRCC with continuing accreditation until 2023. The most recent accreditation report was submitted on 04.28.17; BRCC anticipates full acceptance upon review.	Receive and accept the progress report. A subsequent report is requested by 09.01.2018.
08.2013	Baton Rouge CC <b>AAS in Paramedic</b> (51.0904) Conditional approval was granted on 08.21.2013, with a progress report requested by 09.01.2017.	BRCC has developed a PLA pathway for licensed paramedics to earn the AAS after completing GenEd requirements – one of the four 2016-17 completers earned the AAS via the new pathway. Since inception, 21 students have graduated from the program.	Receive and accept the progress report. A subsequent report is requested by 09.01.2018.
03.2013	Central LA Technical CC <b>AAS in Criminal Justice</b> (43.0104) Conditional approval was granted on 03.20.2013, with a progress report requested by 06.01.2017.	LCTCS's plan to realign its campuses was approved by the Board on March 8, 2017. As a result of the campus realignment, the Criminal Justice program will be absorbed by Sowela TCC. With the campus & program transfer (by 1 July 2018), the CLTCC AAS/CJ program will be terminated.	By July 1, 2018, the CLTCC program will be absorbed by Sowela & removed from the CRIN. Update on realignments requested by 06.01.2018.
12.2013	Central LA Technical CC <b>AGS (Associate of General Studies)</b> (24.0102) Conditional approval was granted on 12.05.2013, with a progress report requested by 07.01.2017.	CLTCC has not implemented this program. The campus concedes it cannot offer any non-vocational program due to requirements from its institutional accreditor. Will consider offering the AGS after SACSCOC accreditation. Campus has placed program on the "inactive list."	<u>Terminate the inactive program on the CRIN;</u> campus may submit new AGS proposal upon SACSCOC accreditation.
08.2015	Delgado CC <b>AAS in Instrumentation and Control</b> (15.0404) Conditional approval was granted on 08.26.2015, with a progress report requested by 06.01.17.	Though it was approved by Regents in 2015, the program has not been implemented due to accreditation requirements. The program achieved SACSCOC approval in July 2017. The campus anticipates the program will be available to students in Spring 2018.	Accept the progress report. A subsequent report is requested by 07.01.2018.
08.2015	Fletcher TCC <b>AAS in Business Administration</b> (52.0101) Conditional approval was granted on 10.28.2015, with a progress report requested by 06.01.2017.	Although the program was approved in October 2015, the college did not receive SACSCOC approval until May 2016, so no students were allowed to enroll until Fall 2016. Student interest is evident based on the number of majors: F/16 = 37; SP/17 = 46; and F/17 = 129.	Accept the progress report. A subsequent report is requested by 07.01.2018.

04.2013	Grambling State University <b>BS in Child Development and Early Literacy (Prenatal-PreK3)</b> (19.0799) Conditional approval was granted on 04.25.2013, with a progress report requested by 09.01.2017.	Since inception, the program has demonstrated growth in majors and completers. The program has graduated 27 students over the last 3 years. Additionally, the campus reports that all 8 of its 2016-17 graduates are employed or enrolled in graduate school.	Receive and accept the progress report. A subsequent report is requested by 09.01.2018.
06.2015	LSU A&M <b>GC Analytics</b> (52.1301) Conditional approval was granted on 06.17.15, with a progress report due on 10.01.17.	The online program was implemented Fall 2016, with four completers reported in 2016-17 year. The campus anticipates enrollment to grow as it continues to increase its efforts in marketing the program.	Accept the progress report. A subsequent report is requested by 10.01.2018.
06.2015	LSU A&M <b>GC Records and Information Management</b> (25.0103) Conditional approval was granted on 06.17.15, with a progress report due 10.01.17.	Although the certificate program was approved in June 2015, students were not admitted to the program until Spring 2017. To date, there are 12 students enrolled, with one student expected to graduate in Fall 2017.	Accept the progress report. A subsequent report is requested by 10.01.2018.
06.2015	LSU A&M <b>GC Strategic Communication</b> (09.0999) Conditional approval was granted on 06.17.15, with a progress report due by 10.01.17.	Since program approval, 3 students were awarded graduate certificates (1-2016; 2-2017). The program just recruited four students to be enrolled in the Fall 2017 cohort.	Accept the progress report. A subsequent report is requested by 10.01.2018.
06.2015	LSU A&M <b>GC School Librarianship</b> (25.0102) Conditional approval was granted on 06.17.15, with a progress report due on 10.01.17.	The GC allows teachers certified by the State to complete 6 courses that fulfill the LDoE requirements for add-on certification as School Librarians. To date, there are 12 students enrolled, with two students expected to complete in Fall 2017.	Accept the progress report. A subsequent report is requested by 10.01.2018.
06.2015	LSU A&M <b>GC Mathematics for Advanced Secondary Instruction</b> (27.0101) Conditional approval was granted on 06.17.15, with a progress report due on 10.01.17.	Since initial implementation, students have continued to enroll in the courses required for the certificate. 18 students entered the program, including 5 secondary school teachers, 9 teachers in LSU's MNS program, and 6 teachers enrolled in the project but not in a graduate track. There have been no completers, to date.	Accept the progress report. A subsequent report is requested by 10.01.2018.
06.2015	LSU A&M <b>GC Applied Depositional Geosystems</b> (40.0603) Conditional approval was granted on 06.17.15 with a progress requested by 10.01.17.	Three students are currently enrolled in the ADG program, while concurrently enrolled as MS students in the department. Two students have graduated from the program.	Accept the progress report. A subsequent report is requested by 10.01.2018.
04.2013	LSU Alexandria <b>BS in Elder Care Administration</b> (51.0718) Conditional approval was granted on 04.25.2013, with a progress report requested by 09.01.2017.	Since inception, the program has produced 9 graduates, with 100% job placement. LSUA is seeking program accreditation from the National Association of Long-Term Care Administrator Boards. Initial self-study document for accreditation will be submitted in Spring 2017.	Accept the progress report. A subsequent report is requested by 07.01.2018.
12.2009	Northshore Technical CC <b>AAS/Journeyman Industrial</b> (46.0000) Conditional approval was granted on 12.02.2009, with a progress report requested by 06.01.2017.	There have been 0 graduates of the AAS. The campus intends to close this program, once COE reaffirmation is approved next month. All courses in this program will move to non-credit. Campus has begun the process of terminating the program.	Terminate the program upon receipt of the formal request, or report on delay by 01.01.2018.

01.2014	South LA CC <b>AAS in Digital Media Design</b> (11.0801) Conditional approval was granted on 01.22.2014, with a progress report requested by 07.01.2017.	Since the program's inception, the program has averaged 7 completers annually. With the hiring of a new program coordinator in Fall 16, recruitment was expanded. Campus reports a Spring 2017 enrollment of 63.	Accept the progress report. A subsequent report is requested by 07.01.2018.
05.2014	South LA CC <b>AS in Energy and Chemical Processing Technology</b> (15.0503) Conditional approval was granted on 05.21.2014, with a progress report requested by 07.01.2017.	The program has been inactive since Fall 2015. South LA Community College plans to close the program. Campus has begun the process of terminating the program.	Terminate the program upon receipt of the formal request, or report on delay by 01.01.2018.
08.2014	South LA CC <b>AAS in Business Administration</b> (52.0101) Conditional approval was granted on 08.27.2014, with a progress report requested by 07.01.2017.	Since implementation, enrollment in the program has been strong. The program averages 7 completers annually.	Accept the progress report. A subsequent report is requested by 07.01.2018.
06.2014	South LA Community College <b>AAS in Application Software Development</b> (11.0201) Conditional approval was granted on 06.25.2014, with a progress report requested, received 06.02.17.	Enrollment in the program has significantly increased from 8 students in Fall 2014 (when the program was established) to 47 in Fall 2017. This year, 4 AAS were awarded. In Nov/2016, SLCC signed a 2 +2 agreement with ULL to facilitate transfer for students seeking a BS in Informatics, upon completion of this AAS at SLCC	Accept the progress report. A subsequent report is requested by 07.01.2018.
09.2012	Southern University A&M <b>BS/MS in Mathematics &amp; Physics</b> (27.0199) Conditional approval granted on 09.27.2012, with a subsequent progress report requested by 05.01.17.	Both programs have continued to grow in enrollment, with 45 BS majors and 8 MS majors in Fall 2015. Since inception, the BS and MS programs have graduated 10 students each.	Receive and accept the progress report. A subsequent report is requested by 05.01.2018.
05.2013	Southern University, New Orleans <b>BS in Forensic Science</b> (19.0701) Conditional approval granted on 03.25.2015, with a progress report requested by 06.01.2017.	Enrollment in the program continues to increase, with 82 majors enrolled in 2016-17. The campus expects an enrollment of 90 for academic year 2017-18. To date, a total of eight students have graduated (3-2016, 5-2017) even though the degree was not implemented until 2014.	Receive and accept the progress report. A subsequent report is requested by 06.01.2018.
02.2015	Southern University, Shreveport <b>AAS in Polysomnographic Technology</b> (51.0917) Conditional approval granted on 09.27.2012, with a subsequent progress report requested by 07.01.17.	SACSCOC requested that a prospectus be submitted before approving the program. Thus, no students have been admitted to the program. The campus anticipates submission of the prospectus by December 31, 2017.	Receive and accept the progress report. A subsequent report is requested by 06.01.2018.
08.2013	University of Louisiana, Lafayette <b>MS in Accounting</b> (52.0301) Conditional approval was granted on 09.21.2013, with a progress report requested by 08.31.2017.	The program has implemented minor changes to the curriculum, including: requiring students to take a Management of IT course; and adding three hours to the curriculum. Since inception, a total of 9 students have graduated from the program.	Accept the progress report. A subsequent report is requested by 07.01.2018.

02.2015	<p>University of Louisiana, Monroe  <b>Master of Public Administration</b>  (44.0401)  Conditional approval was granted on 02.23.2015, with a progress report requested by 07.01.2017.</p>	<p>The program will be eligible to apply for accreditation in 2019. Enrollment in the program has remained stable, with 13 majors in Fall 2017. The program saw its first graduates (17 students) in Fall 2016.</p>	<p>Accept the progress report. A subsequent report is requested by 07.01.2018.</p>
08.2014	<p>University of New Orleans  <b>BS in Health Care Management</b>  (51.2211)  Conditional approval granted on 08.27.2014, with the most recent report requested by 07.01.2017.</p>	<p>The College has been approved to hire a new faculty line to help with course offerings. There are currently 24 majors, but the campus anticipates that number to grow. Given the program's short tenure (approved in 2014), no students have completed yet, but the campus expects to see its first graduates in Fall 2018.</p>	<p>Accept the report; request a subsequent implementation report by 07.01.2018.</p>
09.2015	<p>University of New Orleans  <b>MEd in Higher Education Administration</b>  (13.0406)  Conditional approval was granted on 09.24.2015, with a progress report requested by 07.01.2017.</p>	<p>Program implementation began in Spring 2016. Currently, there are 21 students enrolled. No students have completed the program; however, the campus expects to graduate 8-10 students by Spring 2018.</p>	<p>Accept the progress report. A subsequent report is requested by 07.01.2018.</p>

**AGENDA ITEM VI B3**  
**LETTERS of INTENT/PROPOSALS in the QUEUE**  
**Forwarded to BoR by Management Boards**

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
<b>Letters of Intent</b>	ULL	MAT – Elem Ed	03.01.17	April 2017 - forwarded to LDoE for review and approval (certification path); held in LDoE pending certification policy changes.
	Nicholls	BAS – Management and Supervision	06.29.17	06.30.17 circulated to CAOs, with input requested by 08.01.17. 08.08.17 questions sent to campus about program description and need.
	SUBR & GSU	PhD – Criminal Justice; PhD – Criminology & Justice Adm	07.31.17 & 08.25.17	08.02.17 advised SUS and ULS provosts of two LOIs for PhD/CJ; 09.12.17 teleconf with SUS & ULS reps, GSU & SUBR faculty on differentiating the two LOIs with argument for two new prgms; awaiting joint response.
	GSU	BS – Cyber Security	08.25.17	08.29.17 circulated to CAOs, with input requested by 09.29.17.
	NSU	MS – Computer Info Systems	08.25.17	08.29.17 circulated to CAOs, with input requested by 09.29.17.
	SLU	MS – Child Life	08.25.17	08.29.17 circulated to CAOs, with input requested by 09.29.17.

<b>Program Proposals</b>	SLCC	AA – Liberal Arts, AS – Natl Sci	11.23.16	11.30.16 – Questions sent to campus about purpose, duplication; 03.16.17 – answers received; questions continued about duplication with the AGS or AA & ASLT; awaiting response.
	GSU	BGS – General Studies	06.30.17	Under staff review.
	LSU	PhD – Biological Engineering	09.06.17	06.2016 Lol apprvd. 06.23.17 extension granted until Oct 2017 to submit proposal; 09.06.17 under staff review: contacting external reviewers.
	LSU	GC – Veterinary Medicine and Biomedical Sciences	09.06.17	Under staff Review
	LDCC	AAS – Information Tech	09.11.17	Under staff review.

<b>Centers/ Institutes</b>	LSUHSC-S	Center for Brain Health	09.11.17	Under Staff Review.
	LSU	Ethics Institute	09.11.17	Under Staff Review.