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

**23 May 2018 • 10:15 a.m.**

**Louisiana Purchase Room**

W.C.C. Claiborne Building, Baton Rouge, LA

**I. Call to Order**

**II. Roll Call**

**III. Academic Programs**

**A. Letters of Intent**

1. BS / Accounting – LSUA
2. BS / Kinesiology – LSUA
3. Master of Engineering in Systems Engineering (MESE) – UNO
4. Master of Music Education (MME) – ULM
5. MS / Cyber Security & Operations – UNO

**B. Academic Proposals**

1. AAS / Criminal Justice – LDCC
2. AAS / Medical Laboratory Technician – FTCC
3. GC / Business Administration – LA Tech

**IV. AA 2.22 Revision - Alternate Dual Enrollment Eligibility Instrument**

**V. Consent Agenda**

**A. Program Changes/Restructuring**

1. AGS – SOWELA
2. MS & PhD / Leadership & Human Resource Development – LSU

**B. Statewide Master Articulation Matrix, 2018-19**

**C. Routine Staff Reports**

1. Staff Approvals
2. Progress Reports for Conditionally Approved Programs/Units
3. Letters of Intent/Proposals in the Queue

**VI. Other Business**

**VII. Adjournment**

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

**AGENDA ITEM III A 1**  
**LETTER of INTENT**  
**LOUISIANA STATE UNIVERSITY, ALEXANDRIA**  
**BACHELOR of SCIENCE in ACCOUNTING**

**BACKGROUND INFORMATION**

LSU Alexandria requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Science in Accounting. The LoI was approved by the LSU Board of Supervisors at its February 2018 meeting and sent to the BoR for review and consideration. BoR staff and the campus Provost have been working through responses to questions raised by statewide Chief Academic Officers in the preliminary review.

**STAFF SUMMARY**

**1. Description**

LSUA hopes to develop and offer a 120-hour BS/Accounting degree that will include the 39-credit General Education core, a 30-credit general business core that ensures that students have a broad base of knowledge in key business subjects (basic accounting, economics, finance, management, and marketing), 12-credits of technical writing, business electives including calculus, and 39-credit hours of upper-level accounting and business law courses.

Upon completion of the degree, graduates would be prepared with the knowledge and competencies needed to work as accountants in a variety of business or governmental/non-profit settings in Central Louisiana and beyond, and they will also have completed the minimum accounting, general business, and business law courses required to sit for the CPA exam.

**2. Need**

According to occupational forecasts, accountants and auditors are in five-star occupational fields and enjoy good employment outlooks and wages in the area labor markets. While there are 12 bachelor degree programs in accounting in the state, there are none in the central Louisiana parishes where many of LSUA's prospective students live except Northwestern's BS/Accounting, which can be completed online. The addition of an accounting degree at LSUA will help ensure accessibility for regional students and provide a much-needed supply of trained accountants for area businesses and organizations, thus facilitating the growth and economic well-being of Central Louisiana.

**3. Students**

There is a clear interest among current LSUA students in the study of accounting. Students in the existing BS/Business Administration (BADM) may take a series of upper-level electives across a range of business subjects or choose from among six concentrations. Though the majority of the 439 BADM majors in Fall 2017 are not enrolled in a specific concentration, 53% of the 103 who *did* choose a concentration are in Accounting; and 33% (15) of the 46 BADM graduates in 2016-17 were accounting students. Though the existing concentration includes 8-10 accounting courses, which technically meets the minimum requirements for graduates to be eligible to take the CPA exam, both current students and prospective employers have repeatedly requested that LSUA add an accounting degree to its program inventory in order to expand on students' depth of knowledge and understanding in accounting. The campus expects that the proposed accounting degree would be a strong program in both enrollment and graduate productivity because of the attraction for students who might otherwise leave the region to seek the degree elsewhere.

**4. Faculty, Resources & Accreditation**

Of the eight current faculty teaching in the business administration program, three have backgrounds in accounting including the full-time department chair, an instructor of accounting, and another adjunct who is a CPA. Of the 15 (minimum) accounting and business law courses that make up the major, 13 already

exist in the catalog and 11 are regularly taught. LSUA is committed to hiring two additional faculty with doctorates to meet the staffing requirements of a stand-alone accounting degree. Toward that end, the institution is actively engaged in seeking financial support and assistance from business leaders in the region who have expressed strong support for the addition of the accounting degree.

LSUA has recognized that its future growth depends not on the prospect of increased state support, but on successful recruitment and enrollment initiatives. As a result, the University has experienced significant growth over the last several years, with the department of Business Administration consistently graduating the largest number of baccalaureate-level degree-seeking students at the institution. One contributor to the enrollment growth has been the generosity of alumni and residents through the LSUA Foundation, which manages 123 academic scholarships for both new freshmen and transfer students. The foundation has recently committed to also providing additional funding for continuing students. The University believes that as a result of increased self-generated revenue and financial support from local business leaders, it will be able to hire the additional faculty members it will need for the intended degree in accounting.

The BS/Business Administration was approved in August 2007, only four years after LSUA was formally approved by the BoR and SACSCOC as a 4-year degree granting institution, and it produced its first seven business graduates in 2008-09. BoR policy (AA 2.13) requires that all 4-year university business programs be accredited, but it was not until 2016 that LSUA became a candidate for accreditation by the Accreditation Council for Business Schools & Programs (ACBSP) as an interim step to full accreditation by the Association to Advance Collegiate Schools of Business (AACSB), as the BoR policy requires. The campus is on track, now, for an ACBSP on-site visit in Spring 2019 and expects to achieve that accreditation in June 2019. The University will then build on that foundation to work toward the BoR required AACSB accreditation with a target of June 2022. LSUA is working to strengthen its Department of Business Administration in a variety of ways, including faculty hires, course development, and business partnerships, to achieve and maintain accreditation as it looks to respond to the needs of the region.

### **STAFF ANALYSIS**

LSUA asks to develop an undergraduate program in Accounting, breaking out a successful concentration in the BS/Business Administration degree into a standalone program to better meet the interests of current and prospective students and the needs of area businesses. Many of the required classes are already in place and offered as part of the existing program. Staff believe that the intended program development has merit and potential, but that Regents' accreditation requirement, at least with the ACBSP as the preliminary step, should be achieved by the 10-year-old business program before it is officially expanded with a complementary degree offering.

### **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Board of Regents grant approval of the Letter of Intent to develop a proposal for a Bachelor of Science in Accounting at LSU Alexandria, to be submitted after a successful ACBSP accreditation site visit for its existing Business Administration program.***

**AGENDA ITEM III A 2**  
**LETTER of INTENT**  
**LOUISIANA STATE UNIVERSITY, ALEXANDRIA**  
**BACHELOR of SCIENCE in KINESIOLOGY**

**BACKGROUND INFORMATION**

LSU Alexandria requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Science in Kinesiology. The LoI was approved by the LSU Board of Supervisors in its March 2018 meeting and sent to the BoR for review and consideration.

**STAFF SUMMARY**

**1. Description**

One of the strongest of ten concentrations within the Bachelor of General Studies at LSUA, in terms of student interest and completion, has been the 27-hour concentration in Kinesiology. The University seeks approval to expand it into a full bachelor's degree through which students would acquire a more complete and structured foundation in the discipline, better accommodating their educational goals and placing them in a better position for employment or further study in the field. The intended 120-credit degree would include a 41-credit General Education component and a 25-credit kinesiology core, after which a major could choose from among three concentrations ranging from 33-42 credit hours:

- Health & Fitness Studies: the science behind physical fitness, with the skills needed to implement effective fitness programs and/or meet admission requirements for professional schools.
- Health & Physical Education (H&PE): coursework leading to state certification as physical education teachers and/or coaches.
- Sports Management & Administration: management and leadership skills needed to develop and operate sports organizations and athletic programs.

Campuses reviewing the LoI warned of concern about the intended Health & Fitness Studies concentration's lack of prerequisite classes for admission to professional program like physical or occupational therapy, such as chemistry, physics, and human anatomy & physiology. Likewise, for prospective kinesiology graduates to become clinical specialists or personal trainers, the concentration should include the courses required to qualify for advanced certification such as the American College of Sports Medicine Clinical Exercise Physiologist certification (ACSM CEP). These concerns could be remedied by adding a few more specific course requirements to the concentration, which would also further differentiate it from the program's H&PE concentration for PE teachers and coaches.

**2. Need**

Growing problems of obesity, Type II diabetes, and other chronic diseases in Louisiana have led to increasing interest among the population in achieving healthier lifestyles and seeking professional help in doing so. Kinesiology graduates from LSUA would have numerous employment opportunities in the region in a variety of fields including education, community recreation, healthcare facilities and fitness clubs, and business, and thus have a positive impact on both the health and economic outcomes of Central Louisiana. A letter of support from the Regional Administrator for the LA Office of Public Health noted, "There is a direct correlation between incomes, education level, social status and health outcomes. Consequently, anything that can be done to increase the supply of educated adults must have a positive effect on health outcomes." In addition, the University considers that expanding its array of degree programs will more fully meet the needs of the community it serves, especially in areas for which a strong interest in the major has been demonstrated.

Campus reviews of the LoI noted that although there are several individual programs already offered throughout the state in the areas of kinesiology, health and fitness, sport management, and H&PE, the curricular model LSUA plans to employ is smart for an institution of its size.

### **3. Students**

Student interest in this area of study is very clear: with 109 students currently enrolled in the existing concentration, Kinesiology far exceeds the second largest BGS concentration (in Humanities, with 18 students). In 2017, the number of BGS graduates in kinesiology exceeded any of the other nine BGS concentration choices (with 12 of 22 BGS graduates in Spring, and 10 of 21 in Fall 2018), also surpassing the number of graduates in several stand-alone baccalaureate programs at the institution. Development of a more comprehensive, stand-alone Kinesiology degree program with opportunities to specialize in different aspects of the field should be well-received among current and prospective students.

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

Because of the existing kinesiology concentration, the University currently offers most of the courses that would be required for the intended degree, taught by four existing full-time and part-time faculty. Based on expected enrollment, one additional full-time faculty member will be needed by the second year of program implementation. The institution anticipates that the cost of the additional faculty will be covered by the increase in tuition and fees. The H&PE (teacher certification) concentration would have to be approved by the LA Department of Education (LDE) and achieve the proper accreditation.

### **STAFF ANALYSIS**

LSUA asks to develop an undergraduate program in Kinesiology, breaking out a successful concentration in the BGS/General Studies degree into a standalone program to better meet the interests of the students and the community. The campus must remain aware that the intended concentration component in Health & Physical Education will have to go through separate review and approval by the LDE before it can be offered as a route to teacher certification, but Staff will work with the campus on that process. Many of the required classes are already in place and offered as part of the existing concentration. Offering a named degree in Kinesiology could have a positive impact on the region through student recruitment and graduate employment.

### **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Board of Regents grant approval of the Letter of Intent to develop a proposal for a Bachelor of Science in Kinesiology at LSU Alexandria.***

**AGENDA ITEM III A 3**  
**LETTER of INTENT**  
**UNIVERSITY of NEW ORLEANS**  
**MASTER of ENGINEERING in SYSTEMS ENGINEERING**  
**BACKGROUND INFORMATION**

The University of New Orleans (UNO) requests Board of Regents' approval of a Letter of Intent (LoI) to create a Master of Engineering in Systems Engineering (MESE). The LoI was approved by the Board of Supervisors of the University of Louisiana System in December 2017, received by BoR, and sent to the statewide Chief Academic Officers for review and feedback. The University responded to subsequent requests for information.

**STAFF SUMMARY**

**1. Description and Need**

UNO is requesting approval to develop a proposal for a Master of Engineering in Systems Engineering (MESE). A systems engineering program prepares individuals to apply mathematical and scientific principles to the design, development and operational evaluation of total systems solutions to a wide variety of engineering problems, including the integration of human, physical, energy, communications, management, and information requirements, along with the application of requisite analytical methods to specific situations. It is based on the application of "systems thinking" or a "systems approach" to breaking down a complex system into its appropriate number of components and determining the optimal interactions among those components, integrating knowledge from different engineering disciplines into the design and management of complex systems at different stages of their development. A systems engineer oversees both the engineering and the business/management aspects of a project, making sure that all parts properly work together. The goal is to consider all aspects of a complex system and their roles during the system's life cycle, from inception through development and retirement, including the project's cost, schedules and associated social issues in addition to the interplay of the traditional engineering fields.

The intended curriculum will be designed to provide students with a blend of engineering, technology and management training. Upon completion of the program, graduates will be able to address systems integration, life cycle issues, and systems-thinking at the system and enterprise levels, in a market where globalization, quality, complexity and productivity are the business drivers. Systems engineering expertise is sought by industries as diverse as healthcare, defense, communications, aerospace, government, transportation, and finance.

**2. Students**

The campus anticipates that the proposed MESE program will be attractive to early and mid-career engineers who will use the graduate program as a way to not only expand their knowledge base but also to fill the industry gap. Students will already have a bachelor's degree in one of the traditional engineering disciplines. UNO plans to form collaborations with five to six industry and/or government partners in order to leverage the intended MESE program as a tool to improve business productivity, while using the partnerships to both help grow program enrollment and sustain the initiative. The program will also appeal to current UNO undergraduates who come from various engineering or related disciplines. The University anticipates an initial enrollment of 25-35 students and expects that number to increase annually. Because the program will be offered fully online, the campus anticipates that it will be attractive to students across the nation. ULL offers a PhD/Systems Engineering for students who wish to continue their education in the field or who seek a more research-based program.

**3. Faculty, Administration, Budget**

The intended MESE program will complement and enhance existing curricula in the College of Engineering. In addition to one faculty member who holds both MS and PhD degrees in Systems Science,

UNO has identified several faculty in the College of Engineering, College of Sciences, and College of Business Administration with expertise in Systems Engineering or related fields who could participate in offering courses for the intended program as well as advise students and conduct research in this field of study. The University anticipates that costs associated with the program would be offset by increased tuition and fee revenue.

### **STAFF ANALYSIS**

UNO's intended Master of Engineering in Systems Engineering program is designed to educate systems engineers within Louisiana who are specifically trained to address the complexities of large engineering systems as wide ranging as deep-water drilling, automotive design and manufacturing, hospital intensive care systems, as well as city planning, including improving levy systems and modernizing the electric grid. The proposal should include a description of the resources (e.g., existing and additional faculty expertise, graduate assistantships, and internship or project direction) that will be needed to support the program, and a description of the proposed online curriculum and new course offerings that will be developed for this program.

### **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 of Engineering in Systems Engineering at the University of New Orleans.***

**AGENDA ITEM III A 4**  
**LETTER of INTENT**  
**UNIVERSITY of LOUISIANA, MONROE**  
**MASTER of MUSIC EDUCATION**

**BACKGROUND INFORMATION**

The University of Louisiana, Monroe (ULM) requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Master of Music Education (MME). The LoI was approved by the ULS Board of Supervisors in February 2018 and circulated to statewide Chief Academic Officers for review.

**STAFF SUMMARY**

**1. Description**

ULM would like to develop a summer-only Master of Music Education program to provide an opportunity for music teachers and band/choral directors employed at the secondary and community college levels to develop deeper content knowledge, improve pedagogical skills, and advance their leadership abilities. Envisioned as a three-summer master's program, the curriculum will focus on advanced concepts in music teacher preparation and delivery of instruction. It will offer two curricular paths that branch off from a common core of courses: Choral/General Music, and Instrumental. Course rotations will be planned to facilitate completion of the degree within three summer sessions on campus.

The intended 36-hour degree curriculum is aligned with the requirements outlined by the National Association of Schools of Music (NASM) accreditor. In either concentration or focal area, students will complete a common core of courses within a degree plan that includes 21 credit hours within a Major Area (choral/general music, or instrumental), 10 credit hours in Other Music Study, and 5 credits for electives. At the completion of all coursework, each student must pass a comprehensive examination to graduate, and each will have completed an independent scholarly study in lieu of a thesis, directed by a major professor. Instruction will take place on campus, face-to-face, as the preferred method of teacher instruction includes opportunities to practice with live subjects.

**2. Need**

Music teachers frequently find it helpful and necessary to renew, refine, and discover new techniques for their classrooms. The non-traditional approach to program design will support access for professional improvement and advancement for teachers throughout the state. The intended degree will be sharply focused on preparing master teachers and professional leaders – teachers with a firm grasp of pedagogy, familiarity and understanding of current practices. Although eight universities offered MME programs at one time, seven of them were terminated between 1979 (SLU) and 1994 (LSU and ULM), with McNeese cancelling the last one in 2009. To provide music education, three of the five active Masters in Music programs include concentrations in Music Education, but none are as focused on the teacher as the intended program will be.

**3. Students**

The intended MME will be offered as a summer-only program so that teachers can continue in their current positions and progress toward earning the Master's degree. Course rotations have been planned so that a student may enter the program during any summer session, complete 12 credit hours from the offerings each summer, and graduate after the third summer of attendance, having completed all course requirements and exams. Over 20 choir and band directors from around Louisiana have indicated an interest in pursuing the MME degree at ULM, and several submitted letters of interest and support. The LoI projects an enrollment of five new students each year, but the response could be greater. ULM's director of the School of Visual & Performing Arts reported that "The mere fact that we are designing this degree has drawn inquiry from all over the South."



#### **4. Faculty Resources & Budget**

ULM expects that the MME could be implemented with existing faculty and would require few additional expenditures beyond what would be covered by tuition. The graduate music courses offered within the Master of Music (terminated in 2010) had never been removed from the books and became an asset as the MME was designed: the Faculty already have the bulk of the required courses in place and are working on developing the new ones needed. The intended MME will only be offered during the first Summer session, and existing faculty will be assigned and paid accordingly. To start the program, \$5K will be required to purchase books, journal subscriptions, music and other materials. The University projects that the program will be self-sustaining by the second year.

#### **STAFF ANALYSIS**

The primary goal of this degree plan is to create Master Teachers and Leaders for music education. There is a strong indication of student interest in an on-campus Master of Music Education which, by its title and CIP classification draws a clear designation as a degree designed for teacher preparation, and the planned high level synthesis-analysis-synthesis model and integrated research courses will both inform students' thinking and pedagogy and give them ample background should they choose to pursue a PhD or Doctor of Musical Arts (DMA). News of the degree being contemplated and designed has generated significant interest from all over the South; it could become a valuable summer resource for the institution and the State. The proposal should address any arrangements planned for temporary housing for students, to encourage enrollment from outside of the immediate area.

#### **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 of Music Education at the University of Louisiana, Monroe.***

**AGENDA ITEM III A 5**  
**LETTER of INTENT**  
**UNIVERSITY OF NEW ORLEANS**  
**MASTER of SCIENCE in CYBER SECURITY & OPERATIONS**  
**BACKGROUND INFORMATION**

The University of New Orleans (UNO) requests Board of Regents' approval of a Letter of Intent (LoI) to create a Master of Science in Cyber Security & Operations. The LoI was approved by the Board of Supervisors of the University of Louisiana System in February 2018, received by BoR, and sent to the statewide Chief Academic Officers for review and feedback.

**STAFF SUMMARY**

**1. Description and Need**

UNO proposes to develop a Master of Science in Cyber Security and Operations, leveraging over a decade of experience in cybersecurity education and research that led to its designation by the National Security Agency (NSA) as both a *Center of Academic Excellence (CAE) in Cyber Operations* and a *CAE in Research*, granted to institutions with research programs and active course offerings dedicated to cyber defense. The intended MS is a natural progression of UNO's existing concentrations in Information Assurance in its Computer Science programs at both the undergraduate and graduate levels, in which faculty and students tackle challenging research programs such as reverse engineering malicious software, developing better digital forensics tools, and creating new strategies to battle computer viruses. The new degree would complement the Computer Science program, providing further specialization for graduate students who are explicitly interested in cybersecurity.

The structure and content of the intended graduate program will be modelled on leading Cybersecurity programs at Carnegie-Mellon and Georgia Tech, with slight modifications to take advantage of UNO's particular strengths in information assurance and cyber operations. All students would complete 30 or more credit hours, including five Cybersecurity Core courses (from a choice of 9) and five to six additional options grouped as Core, Supporting, or Breadth courses. The degree plan would include a thesis option for research-oriented students. Graduates will have acquired practical, in-demand skills and advanced understanding of the modern, fast-evolving cyber threat environment.

Cybersecurity-related jobs are among the fastest growing occupations in the state. The intended MS program will help to fulfill the demand. Moreover, a successful MS program in cybersecurity has the potential to attract new businesses to Louisiana's growing tech industry.

**2. Students**

The campus expects to target two main streams of potential students: alumni of traditional Computer Science (CS) programs; and professionals with non-CS degrees who are currently working in cybersecurity or seeking a career change. (For the latter, the program includes three pre-requisites that candidates with non-CS backgrounds could take to begin their studies.) Unlike traditional CS graduate programs which emphasize the development of advanced programming skills, the emphasis of the intended degree will be on building a deep understanding of the operational cyber threat environment and the security needs of the modern IT enterprise. The new program will provide a natural next step for alumni of the existing BS/CS with the Information Assurance concentration who seek either advanced professional placement or a bridge to the PhD in Applied and Engineering Science.

**3. Faculty, Administration, Budget**

Course descriptions for the intended curriculum have already been developed, and 17 of the 25 courses are already published in the departmental inventory with most currently available within the existing Computer Science curriculum. The program would be run by the Department of Computer Science, sharing existing faculty resources in a tight integration with the existing CS graduate and undergraduate courses. UNO plans

to hire one new tenure-track faculty member to help ensure that core courses are regularly offered. Budget projections indicate that the program would be sustainable with an enrollment of ten students. The University anticipates that costs for the new hire would be compensated with the expected enrollment of 12 new students in the first year of implementation.

### **STAFF ANALYSIS**

UNO's intended Master of Science in Cyber Security Operations would be designed to leverage existing faculty expertise to expand the *Information Assurance* concentrations in the graduate and undergraduate Computer Science degree programs into an opportunity that will be relevant to a wider professional audience, including mid-career individuals seeking systemic training in cybersecurity. The curriculum will be designed to align with the emerging national standards for the cybersecurity workforce, based on the National Initiative for Cybersecurity Education's *Cybersecurity Workforce Framework* developed by the National Institute of Standards and Technology (NIST).

### **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 of Science in Cyber Security & Operations at the University of New Orleans.***

**AGENDA ITEM III B 1**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**LOUISIANA DELTA COMMUNITY COLLEGE**  
**ASSOCIATE OF APPLIED SCIENCE IN CRIMINAL JUSTICE**

**BACKGROUND INFORMATION**

Louisiana Delta Community College (LDCC) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Criminal Justice (CJ). The program proposal was approved by the Board of Supervisors of the Louisiana Community and Technical College System at their March 2018 meeting and forwarded to Regents' staff for review.

**STAFF SUMMARY**

**1. Description & Need**

When local law enforcement and corrections agencies (e.g., the Monroe Police Department and Ouachita Parish Sheriff's Office) voiced concerns about constant turnover and the lack of a quality workforce, LDCC designed a program to provide direct workforce support to agencies and opportunities to those who want to begin or further their careers in criminal justice areas. The proposed AAS degree in Criminal Justice consists of 60 credit hours of general education and criminal justice courses. The degree plan, modeled after the existing programs at BRCC and BPCC, introduces the three major components of the criminal justice system: police, courts, and corrections. The coursework will be relevant to law enforcement personnel and to students interested in workforce training for related support fields. With implementation of this program, LDCC will join the other ten 2-year institutions offering a criminal justice associate degree.

To become a Louisiana State Trooper, one must have at least one of the following: two years of experience as a law enforcement officer; completion of at least 60 postsecondary semester hours of education; a combination of academic or law enforcement experience; or military or government service. LDCC's proposed curriculum will provide students with both focused criminal justice training and the minimum educational requirement for state law enforcement employment.

**2. Students**

There are 20 students currently enrolled in the AA/Louisiana Transfer (AALT) program with a concentration in Criminal Justice. These students will be prepared to transfer directly into a bachelor's degree nearby at ULM, Grambling, or any of the 11 public universities offering undergraduate CJ degrees. A criminal justice foundation is also relevant for those interested in sociology, criminology, or pre-law. For those seeking access to employment opportunities, educational incentive pay, or a terminal workforce training credential, the proposed AAS will be a valuable addition to the college's inventory of offerings. Five of LDCC's current AALT majors have already expressed an interest in changing majors to the AAS as soon as it is available. LDCC intends to publicize it as a new major degree program and expects enrollment to begin with 10-15 students and increase by 20 percent annually over the first five years.

**3. Faculty, Resources & Administration**

The proposed AAS will be administered by the Liberal Arts department, which also manages the Louisiana Transfer Criminal Justice concentration. The proposed program will utilize existing instructors in the AAS/Forensic Science & Technology and the AALT/CJ programs. Sufficient classroom space is in place, as well as compressed video capabilities to deliver instruction to satellite campuses.

**4. Budget**

As the majority of the necessary courses in Criminal Justice are already in place and currently offered, no additional costs are anticipated with the addition of the proposed AAS.

### **STAFF ANALYSIS**

The program proposed by LDCC is one that will address workforce needs and provide an educational opportunity for individuals in the northeast area of the state. This is a program that can be offered at no additional cost to the institution. Efforts have been made to ensure that the AAS will grow and prosper on the campus. Among them are initial conversations between LDCC and ULM CJ principles about developing collaborative certification programs and course articulation.

### **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic and Student Affairs Committee recommend conditional approval of the proposed Associate of Applied Science in Criminal Justice (CIP Code 43.0104) at Louisiana Delta Community College. An update on program implementation will be due by 1 June 2019.***

**AGENDA ITEM III B 2**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**FLETCHER TECHNICAL COMMUNITY COLLEGE**  
**ASSOCIATE of APPLIED SCIENCE in MEDICAL LAB TECHNICIAN**

**BACKGROUND INFORMATION**

Fletcher Technical Community College (FTCC) is seeking BoR approval to offer an Associate of Applied Science (AAS) in Medical Laboratory Technician (MLT). The proposal was approved by the LCTCS Board of Supervisors during their meeting in January 2018 and forwarded to the BoR in February 2018. Staff have been working with the College to answer questions about the proposed program.

**STAFF SUMMARY**

**1. Description and Need**

Medical Lab Technicians are employed in hospital labs, clinics, doctors' offices, blood banks, and research and commercial laboratories to perform diagnostic tests on body fluids, tissues, and cells to help physicians detect, diagnose, and treat disease. Fletcher's proposed program design has students successfully completing six of the eight courses in the General Education (GenEd) core during the first year, including College Algebra, Chemistry, and an Anatomy & Physiology lecture and lab to qualify for admission to the clinical portion of the degree. During this second year, students progress through a one-year immersion in MLT courses and internships. This two-part approach should reduce the time for program completion and more rapidly increase the available pool of qualified MLTs for the community. Upon completion of the GenEd core and the first MLT course (Laboratory Procedures), students will earn a CTS/Medical Lab Assistant and will be qualified to sit for the Medical Laboratory Assistant Certification exam, if they wish. Upon completion of the AAS degree program, students may sit for the MLT Certification exam.

Students will be taught procedures and techniques in modules. Pre-analytical components of lab services will be included in the didactic portion of the courses for each specific area, including chemistry, immunology, hematology, microbiology, immunohematology, and urine and body fluid analysis. The analytical phase will be included in the hands-on laboratory experiences, and post analytical components will be learned during the preceptorship portion at the end of the course. Students will therefore learn the information, practice in a supervised lab setting, and finally put it all together in a work environment.

The Oschner Health System recently acquired two local hospitals in the Terrebonne/Lafourche parish region, which Fletcher serves. Both facilities have expressed the need for MLTs. In addition, the Cardiovascular Institute of the South in Houma, and the Thibodaux Regional Medical Center (both of which have their own full-functioning labs) have voiced a need for MLTs to support their growing patient population and both have offered to provide clinical sites for students.

**2. Students**

The proposed MLT degree should be attractive to incumbent, entry-level laboratory employees who need the necessary technical skills to be eligible for an upward move to a full laboratory technician position. Likewise, the program will be marketed to job seekers with degrees in biology and chemistry who are interested in moving into the lab technician field. Fletcher expects that when the program is available, the clear need for trained laboratory technicians among the area medical facilities will help attract and retain 20-30 students in the program each year.

**4. Faculty, Resources & Administration**

Fletcher will hire adjunct faculty for MLT courses who have demonstrated experience in each of the specialty course offerings. The program will be administered under the direction of the Nursing and Allied

Health Department to ensure consistency and rigor. To meet accreditation requirements, the College will hire a program director to oversee both the existing phlebotomy program and the proposed MLT program. The campus has a phlebotomy lab that will be available to MLT students for onsite lab experience prior to student clinicals, as well as access to multiple hospital labs near the FTCC campus and in the Greater New Orleans area. The campus currently has a clinical facility contract with all Ochsner facilities in the southern region, including St Anne in Raceland, and Chabert in Houma where students will be provided clinical experience in Ochsner facilities lab space. In addition, there are MLT clinical affiliation agreements in place with University Hospital, OMEGA Laboratories, and Ochsner Health Care Systems.

The College has received a \$175.66K grant from The Greater New Orleans Foundation for 2017-18 to support the development and implementation of the MLT program as a partnership with LCMC Health, the Ochsner Health System, and Fletcher for the purpose of training jobseekers interested in laboratory pathways and preparing them for national certifications in phlebotomy, as lab assistants, and as medical lab technicians. The *MLT Ready* partnership's goal is, "providing education and training to incumbent workers and jobseekers in the laboratory field, readying them for a career within the high demand field of laboratory sciences." In addition to working directly with Ochsner's MLT facility to develop the curriculum, a 19-member advisory committee has assisted in program development.

## **5. Accreditation**

Upon BoR approval, the College will seek accreditation through the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) striving to achieve accreditation by Spring 2019, which would be prior to the first cohort's completion, allowing graduates to complete an accredited program and be eligible sit for the American Society for Clinical Pathology (ASCP) exam.

### **STAFF ANALYSIS**

Although there are four similar associate degree programs on the CRIN for this program area, including AASs at Delgado and at South Louisiana (averaging 9 to 12 completers per year), the medical community's request coupled with active financial, clinical, and professional support to assist Fletcher in establishing this degree is a testament to the area's interest. Grant funding will provide support during program implementation, and arrangements for access to professional laboratories and clinical opportunities will keep program costs affordable.

### **STAFF RECOMMENDATION**

***The Senior Staff recommend that the Academic and Student Affairs Committee recommend conditional approval of the Associate of Applied Science in Medical Laboratory Technician (CIP 51.1004) at Fletcher Technical Community College, with a progress report on program implementation due on 1 June 2019.***

**AGENDA ITEM III B 3**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**LOUISIANA TECH UNIVERSITY**  
**GRADUATE CERTIFICATE in BUSINESS ADMINISTRATION**  
**BACKGROUND INFORMATION**

Louisiana Tech University (LA Tech) requests Board of Regents' approval to offer a Graduate Certificate (GC) in Business Administration. The Board of Supervisors of the University of Louisiana System approved the request in April 2018 for BoR consideration.

**STAFF SUMMARY**

**1. Description and Need**

LA Tech seeks authorization to offer a 12-credit hour Graduate Certificate in Business Administration to provide foundational graduate education for students seeking to improve their skill set, advance their careers, and increase their marketability while also considering continuation into an MBA program. Students enrolled in the certificate program will choose any four of the seven LA Tech MBA core courses: Accounting Analysis for Decision Making; Financial Management; Global Perspectives in Management; Information Resource Management; Managerial Economics; Marketing Management; or Organizational Behavior. To earn the certificate, the successful candidate must earn a GPA of at least 3.0. Those with at least a 3.2 GPA will be eligible for a waiver of the GMAT requirement for admission to the full MBA program at Tech. As such, the GC is designed to provide a pathway into the MBA program.

**2. Students**

The proposed GC/Business Administration will appeal to both traditional and non-traditional students, with or without a business background. Anyone with a baccalaureate degree from a regionally accredited institution who has taken the required course prerequisites and been admitted as a post-baccalaureate student may enroll in the proposed GC program. For those with degrees outside of business, LA Tech's online, self-paced PBC/Business Foundations allows students to choose any four of eight courses, including the three MBA (and proposed GC) prerequisites: Foundations in Accounting; Principles of Microeconomics; and Foundations of Business Finance. The continuing business education provided by the GC will contribute to the enhancement of the region's managerial workforce, helping employees meet their organizations' needs while continuing to work at their jobs. Completing the GC will be a professional accomplishment for career advancement and an incentive to continue into the MBA program. LA Tech is planning for as many as 50 students to enroll in the first year, with expectations of an additional 25 per year for the first several years.

**3. Faculty, Resources & Budget**

Since the proposed program builds upon existing faculty resources and core MBA courses that currently have excess capacity, there would be no need for additional faculty or improvement to infrastructure in the first years of implementation. Outside of overload classes (extra class offerings to accommodate new/additional students) valued at \$4.5K/class and covered by the additional tuition and fees, the University does not anticipate additional costs to offer the program.

**STAFF ANALYSIS**

Staff supports the proposed, embedded GC/Business Administration that will allow students to gain a richer understanding of core business concepts by completing four of the seven core courses required in the MBA program while also lowering a barrier to students who would benefit from enrolling in the full MBA program.

**STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic & Student Affairs Committee recommend conditional approval of the Graduate Certificate in Business Administration (CIP 52.0201) at Louisiana Tech University, with a progress report due by 1 October 2019.***



# AGENDA ITEM IV

## REVISION to AA 2.22 / DUAL ENROLLMENT ELIGIBILITY

### ALTERNATE ELIGIBILITY INSTRUMENT

#### BACKGROUND INFORMATION

Academic Affairs Policy 2.22, *Minimum Requirements for Dual Enrollment*, provides for a college or university to propose an alternate placement system on the principle that students must meet at least the same level of academic achievement or readiness as would have been defined by equivalent scores on the ACT. On behalf of University View Academy, a Louisiana-based K-12 online charter school that Northwestern State University serves, NSU has submitted a proposal, with corresponding research data, to use *Measures of Academic Progress* (MAP) scores in lieu of the instruments described in AA 2.22.

#### STAFF SUMMARY

University View Academy, Louisiana's high performing K-12 virtual charter school, uses the Northwest Evaluation Association's (NWEA's) *MAP Growth* assessments to measure student learning through high school until they take the ACT/SAT for college admission. NWEA is a research-based, not-for-profit organization that, for 40 years, has developed PreK-12 assessments and professional learning tools to help advance learning. NWEA assessment tools are used by educators in 145 countries, including the United States. Northwestern, with its eNSU electronic campus, seeks to partner with University View Academy to provide dual enrollment opportunities to its statewide student body.

To support its request for using the MAP assessments as alternatives to Aspire, Pre-ACT or Pre-SAT for dual enrollment eligibility, NSU sent information on MAP programs and a 2012 College Readiness Linking Study report by NWEA that examined the predictive relationships between MAP Assessments in reading, language usage, and mathematics to the college-readiness benchmarks of Explore, Plan, and ACT. The objectives were to find cut scores that correspond with published benchmarks, and to estimate the likelihood of meeting the designated readiness benchmark, given a MAP score.

Based on the documentation presented, BoR Staff agree that the following MAP scores could be used as alternate minimum eligibility indicators for dual enrollment for students who have not yet taken the ACT in high school:

MAP Language Usage	245
MAP Mathematics	265 (270 recommended for College Algebra)
MAP "Composite"	490 (Sum of Language Usage + Mathematics scores)

As the NWEA's sample for analysis contained matched scores from 26,000 students from 140 schools in three states, it would be reasonable to add the MAP scores to the AA 2.22 table of Minimum Dual Enrollment/Placement Scores allowing other institutions in the state to accept MAP scores for dual enrollment eligibility. A draft, revised Placement Table is attached with the recommended minimum placement scores highlighted in red.

#### STAFF RECOMMENDATION

***The Senior Staff recommends that the Academic & Student Affairs Committee approve the MAP Language Usage (245), Mathematics (265), and Sum/Composite (490) scores as alternative minimum scores to be added to the AA Policy 2.22 table for dual enrollment into college-level courses.***



**Academic Affairs Policy 2.22**  
**2018-2019 Minimum Dual Enrollment/Placement Scores**  
**[Recommended Changes are in Red]**

Alternative minimum scores are offered below for college-level enrollment. Postsecondary institutions may set higher scores for placement in particular courses or for high school enrollment in college courses.

<b>Academic Courses (on the Master Articulation Matrix)</b>		
	<b>ENGLISH</b>	<b>MATHEMATICS*</b>
<b>For students with ACT or SAT scores.</b> (May use alternate measures for ACT/SAT score earned before 10 <sup>th</sup> grade.)		
ACT (≥19 Composite Score)	18	19
SAT (≥980 Total Score)	25 WL	500
<b>For students who have taken the ACT/SAT after the 9<sup>th</sup> grade</b> (with a Composite Score ≥19) and seek an alternate measure in English or Math.		
ACCUPLACER	86 Sent Structure	65 (Elem Alg) 40 (Col-Lvl Math)
* For College Algebra: ≥ 70 Accuplacer College-Level Math is recommended.		
<b>For students who have not yet taken the ACT/SAT in high school.**</b>		
ASPIRE (≥430 Composite Score)	433	431
<b>MAP (≥490 Language+Math Scores)</b>	<b>245</b>	<b>265</b>
Pre-ACT (≥19 Composite Score)	18	19
Pre-SAT (≥980 Total Score)	25WL	500
EOC	English II: 740	Algebra I: 760, or Geometry: 750
* For College Algebra, >20 ACT, 435 Aspire, <b>270 MAP</b> , 22 Pre-ACT Math, 770 Algebra I EOC, or 760 Geometry EOC is recommended. ** ACT confirms that ASPIRE and Pre-ACT are predictive measures to aid in focusing HS instruction and <u>do not</u> replace ACT. If a student has taken the ACT or SAT in HS, the ACT/SAT score must be used as the placement measure.		

In lieu of the instruments listed above, a college or university may propose its own alternate placement system, but such a system must be validated on the principle that students shall meet, at a minimum, the same level of academic achievement as would have been defined by equivalent scores on the ACT. Proposals for alternate placement systems, with corresponding data, must be presented to the BoR Office of Academic and Student Affairs for approval by the Board of Regents.

**AGENDA ITEM V A 1**  
**PROGRAM/LOW-COMPLETER REVIEW: RESTRUCTURING**  
**SOWELA TECHNICAL COMMUNITY COLLEGE**  
**ASSOCIATE of GENERAL STUDIES**

**BACKGROUND INFORMATION**

During the 2016-17 Program/Low-Completer Review, the Associate of General Studies (AGS) program at SOWELA was identified as problematic for the dichotomy of its high number of majors (400+) and low number of completers (averaging 2). Staff recommendation, adopted by the Board in April 2017, was for the College to develop and implement concentrations and an advising plan by April 2018, or terminate the degree program. SOWELA submitted a response and report on 16 March 2018.

**STAFF SUMMARY**

Prior to the 2017-18 program review, the number of AGS majors had been skewed as the program was being used as a holding spot while undeclared majors determined their area of interest or awaited acceptance into other programs or institutions. Over the last year, the College has restructured the advising, communications, and tracking systems, particularly focusing on the AGS and its complementary 30-hour Certificate of General Studies. Likewise, the curriculum was revised to allow for an 18-credit hour concentration and 15 credits (five courses) from either of the three concentration course lists. In addition, the faculty created a pre-Nursing designation as a major or area of interest, which accommodated over 200 students who had previously been categorized in AGS.

Students at SOWELA had found that the AGS is a good alternative to the Louisiana Transfer (LT) degrees because the curriculum flexibility allows them to more closely match the curriculum requirements in the university to which they intend to transfer. In addition, gaps in the current course offerings at the College have made it difficult for students to complete the required number of concentration courses in the LT templates. The latter issue is being addressed as Faculty have developed six new courses in the arts and science categories of the LT requirements during the Spring/2018 semester to be added to the campus' 2018-19 course file and to the Master Articulation Matrix to address these gaps. The campus is also seeking additional adjunct faculty to teach French and Spanish language courses, which will further expand the availability of required courses for students.

**STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic & Student Affairs Committee accept the AGS Low Completer Report from Sowela Technical Community College and continue to monitor the program's productivity as the revisions are implemented.***

**AGENDA ITEM V A 2**  
**PROGRAM CHANGES: NAME, CLASSIFICATION**  
**LOUISIANA STATE UNIVERSITY**  
**MS & PhD LEADERSHIP & HUMAN RESOURCE DEVELOPMENT (52.1005)**  
**From HUMAN RESOURCE EDUCATION (13.1201)**

**BACKGROUND INFORMATION**

LSU requests a name and classification change of its MS and PhD/Human Resource Education (CIP 13.1201) to MS and PhD/Leadership & Human Resource Development (CIP 52.1005) to reflect the intentional evolution of the School of Leadership & Human Resource Development (changed from "School of Human Resource Education & Workforce Development" in August 2017) and its programs. The name of the bachelor's degree was changed in January 2018, but CIP changes were held until both the undergraduate and graduate programs could be changed at once.

**STAFF SUMMARY**

When LSU's graduate programs in Human Resource Education were added to the Curriculum Inventory (CRIN) in 1985, the classification code (CIP) for adult and continuing education reflected the focus of the school. However, since then the school has shifted away from its original 1936 School of Vocational Education's focus on vocational education teacher training to its current focus on the advancement of organizations and communities through the development of leadership and human resource capabilities. This new focus is consistent with the changing needs of Louisiana communities and businesses, the decline in high school voc-ed programs, and the rising interest in effective human resource development, which has led to the School becoming the hub for leadership and leadership development scholarship on the LSU campus.

Name and classification changes for the degree programs offered by the School of Leadership & Human Resource Development will reflect the emerging focus on leadership within a human resource development framework. The Leadership Development Institute (LDI – fully approved by the BoR in September 2016) resides in the School and serves as an umbrella organization to promote interdisciplinary education and training for developing leadership competencies. In the last five years, in addition to experiencing nearly complete turnover in faculty, the School has substantially modified its academic programs through both courses and curricula to better align them with current leadership and human resource development educational best practices. Among the newer faculty are two with terminal degrees in Industrial/Organizational Psychology, four with strong backgrounds in human resource development, and two with expertise in leadership and leadership development. Likewise, a broad array of leadership courses at the graduate and undergraduate levels have been developed and incorporated into the degree programs. The 18-hour undergraduate leadership development minor is currently the largest undergraduate minor on the LSU campus.

The undergraduate and graduate programs purposefully target key human resource development (HRD) competencies and expose students to topics focusing exclusively on the functions that fall under the purview of HRD. Going well beyond adult and continuing education (CIP 13.1201), the degrees fully address human resource planning and the three core functions of HRD: training and development; organization development; and career development. The requested changes in name and classification would more clearly reflect the academic content and direction of the three degree programs.

**STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic & Student Affairs Committee approve the requested name and program classification changes of the BS, MS and PhD / Leadership and Human Resource Development (CIP 52.1005) at Louisiana State University, terminating the previous BS, MS, PhD / Human Resource Education (CIP 13.1201).***

## AGENDA ITEM V B

### AY 2018-19 MASTER COURSE ARTICULATION MATRIX and LOUISIANA COMMON COURSE CATALOG

#### STAFF SUMMARY

The *Master Course Articulation Matrix* (Matrix) was developed by the Board of Regents in 2003 as a resource for students who plan to transfer between public postsecondary institutions in Louisiana, and as a reference to aid institutions in awarding appropriate course credit to transfer students. The Matrix is a comprehensive list of course equivalencies among public postsecondary institutions, primarily courses in the General Education core subject areas with additional listings in natural sciences and business. During the spring semester of each year, under the leadership of the institution's Chief Articulation Officer, campus faculty review the course listings and provide updates and revisions to Regents' staff.

In response to ACT 356 (2009), which required implementation of a statewide common course numbering system "to facilitate program planning and the transfer of students and course credits between and among institutions," the *Louisiana Common Course Catalog* (LCCC) was developed. The LCCC includes a statewide rubric, common course numbers, and basic descriptions of common content to be covered for each course on the Matrix. The common course descriptions, developed and reviewed by faculty from throughout the state, is intended to ensure that a student who transfers with a course from one institution will be able to succeed in a subsequent course at another. The Matrix lists the common course numbers and titles in the first column (along the left side) next to each institution's corresponding equivalent course numbers (sample attached).

The 2018-19 Matrix accurately reflects the current statewide articulation of those academic courses offered by at least five public postsecondary institutions. The Matrix will be posted on the Regents' web site as a spreadsheet so that columns can be manipulated for better utility.

#### STAFF ANALYSIS

The approval process began early this spring when the Chief Articulation Officers, with faculty input, began reviewing the matrix and the statewide common course descriptors. Institutions submitted changes (e.g., new courses to be added, changed course numbers, or revisions when courses are dropped from the campus catalog) throughout the semester. Two additions proposed during the Matrix review (Greek, and Medical Terminology) will be added as soon as there is agreement on a common course description for the catalog. If an institution did not affirm its Matrix entries or provide the feedback on specific courses, the relevant courses are highlighted on the Matrix to indicate that entries are still considered tentative for that campus. BoR staff will continue to work with Chief Articulation Officers and faculty representatives from each institution to complete and refine the Matrix throughout the year.

The updated LCCC and Matrix are presented to the Board of Regents for information and approval of their continued use. Attached to this summary are sample pages of the documents, but both are available upon request, or the 2017-18 editions can be easily accessed on the BoR website through the *Quick Links* or *Divisions* tab [choose *Planning, Research, Performance & Academic Affairs*]: "[Master Course Articulation Matrix](#)."

The Matrix and LCCC provide a valuable and necessary service to students, advisors, and faculty across the state. It is recognized that such review efforts need to continue in order to refine and expand these tools.

#### STAFF RECOMMENDATION

***The Senior Staff recommends that the Academic and Student Affairs Committee recommend approval of the Academic Year 2018-19 Master Course Articulation Matrix and the Louisiana Common Course Catalog, and authorize Board of Regents staff to continue to work with the colleges and universities to expand and update the Matrix and the Common Course Catalog throughout the year.***

# LOUISIANA STATEWIDE COMMON COURSE CATALOG

A Work in Progress  
May 2018

## Academic Year 2018-19 (SAMPLE) LIST OF COMMON COURSES

Statewide Rubric	Statewide Common Course Descriptor ( <i>minimum</i> )
<b>CACC</b>	<b>ACCOUNTING</b>
CACC 2113	<b>Introduction to Financial Accounting</b> Introduction to accounting and financial reporting concepts and the significance of financial accounting information in decision-making. Emphasis on the accounting cycle; assets, liabilities, and stockholders' equity; and preparation of financial statements.
CACC 2213	<b>Introduction to Managerial Accounting</b> Introduction to managerial accounting theory, tools and concepts, with emphasis on the techniques used to provide information for internal management decisions.
CACC 2313	<b>Principles of Accounting I</b> Principles, techniques, and tools of accounting. Includes principles of collecting, summarizing, and reporting financial information for sole proprietorships.
CACC 2323	<b>Principles of Accounting II</b> Partnerships, corporations, and analysis of financial statements.
CACC 2413	<b>Computerized Accounting</b> Basic accounting principles using a computerized accounting package.
CACC 2513	<b>Payroll</b> Accounting principles and procedures relating to payroll accounting.
CACC 2613	<b>Tax Accounting/Individual</b> Personal income tax preparation: current internal revenue act and its application to the federal income tax for individuals.
CACC 2713	<b>Intermediate Accounting I (Lower Level)</b> A continuation of accounting theory and concepts, concentrating on the 'asset' side of the balance sheet: time value of money; property plant and equipment.
CACC 3113	<b>Cost Accounting (Upper Level)</b> Costs concepts, behaviors, and techniques, and the uses and limitations of cost data in planning and control.
CACC 3213	<b>Tax I (Upper Level)</b> Federal income tax principles and concepts with emphasis on individual income taxation and basic business transactions.
CACC 3223	<b>Tax II (Upper Level)</b> Federal tax accounting for partnerships and corporations.
CACC 3313	<b>Auditing (Upper Level)</b> Theory and procedures of (external) financial statement auditing including ethics and auditing standards generally accepted in the US
<b>CATR</b>	<b>ANTHROPOLOGY</b>
CATR 1013	<b>Introduction to Anthropology</b> Overview of cultural, linguistic, biological and archeological sub-fields, including theory, evidence, and applied perspectives.
CATR 2013	<b>Cultural Anthropology</b> Perspectives on cultural diversity and comparative cross-cultural analysis of social, political and economic organization, language, and religion.
CATR 2023	<b>Biological Anthropology</b> Introduction to human evolution, variation, adaptation, primatology, paleoanthropology, and related topics.
<b>CAST</b>	<b>ASTRONOMY</b>

# LOUISIANA BOARD OF REGENTS<sup>1</sup>

## MASTER COURSE ARTICULATION MATRIX<sup>2</sup>

ACADEMIC YEAR 2018-2019

### **Preface**

Numerous course transfer equivalency agreements exist among Louisiana's public postsecondary institutions. The prerogative for accepting a course for degree, general education, or elective credit belongs to the institution to which a student intends to transfer (the "receiving institution"). Students are therefore urged to contact the receiving institution for definitive answers to the following questions:

- whether the course will count toward a particular major, and under what conditions (e.g., if a letter grade of "C" or better is required for degree credit);
- whether and under what category the course will satisfy the receiving institution's general education requirements;
- any other articulation agreements that may exist between campuses.

Faculty, deans, and department heads worked together to establish the common course content included in the *Louisiana Course Catalog* descriptions and a Common Course number for the courses listed on this matrix. ([www.regents.la.gov](http://www.regents.la.gov); *Data & Publications*; *Master Course Articulation Matrix*) For questions about course articulation, contact the campus Transfer Liaison identified on the campus' transfer/articulation web. (Follow the link under 'Schools Participating' on the Louisiana Transfer site, [www.LaTransferDegree.com](http://www.LaTransferDegree.com).)

### **Courses**

The leftmost columns of the matrix shows a list of courses by their Common Numbers and Titles. They are grouped alphabetically, by common subject categories, e.g.: **Accounting; Biological Sciences; Chemistry; English; History; Mathematics; and Psychology**. Each additional column shows the course at a particular institution. Matching courses listed in the rows will be accepted in transfer, as indicated.

- Students are encouraged to complete course sequences *before* transferring, whenever a major requires a sequence (e.g., foreign language, lecture & lab, etc).
- When a campus lists a course number on the matrix as \*\*\*, it will credit the course in transfer 'by title' – it does not offer an equivalent course.
- A course entered as --- indicates that the campus offers that course at a different credit value than the row indicates, e.g., calculus for 4-credits rather than 5-credits. Contact the institution about the transfer, e.g., the option of a departmental exam for full credit when transferring with a lower-credit course.
- Courses that do not appear on the matrix may still be accepted for credit! Students are urged to ask the receiving institution about other

***NOTE: Fields (and columns) that are highlighted within the Matrix are tentative, as the institution has not yet confirmed entries for the 2018-19 matrix.***

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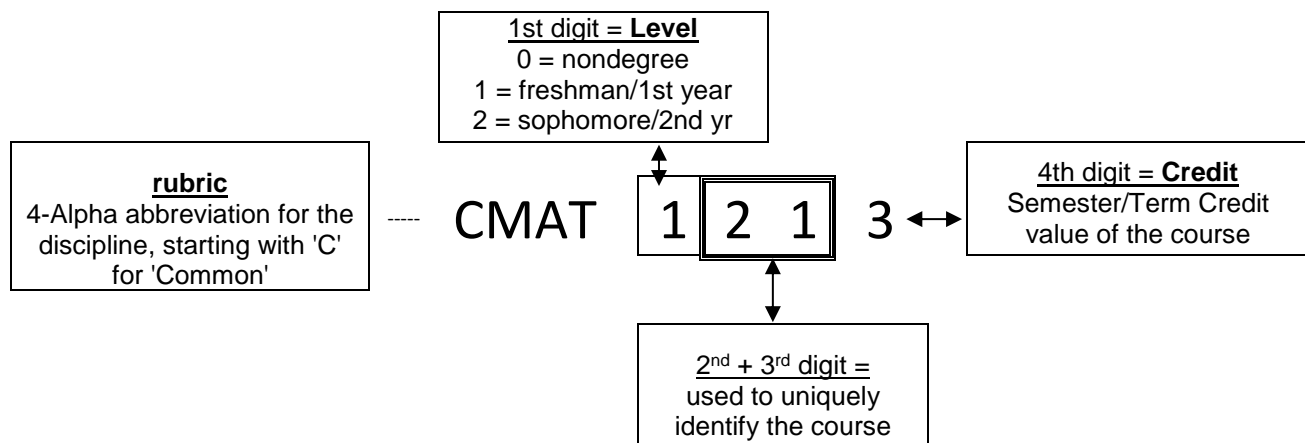
<sup>1</sup> The Board of Regents does not decide course equivalencies, but coordinates, monitors, and publishes the broadest areas of agreement relative to specific courses offered by the state's public institutions of higher education. This matrix is approved as a work in progress, to be expanded throughout AY 2018-19.

<sup>2</sup> Courses in the matrix have been evaluated by appropriate faculty at the institutions and are considered equivalent to each other and will be accepted for credit.

## Louisiana Common Course Numbers (CCN)

Each course in the matrix is identified by a four-character “rubric” (a prefix/department abbreviation) and a four-digit number. Each rubric begins with “C” to signify that it is a state “Common” number, so that when they are included in campus catalogs and web sites, their meaning will be clear. Lectures and corresponding Labs will be in the same number group, differentiated by credit value.

The first digit of the course number denotes the academic level of the course; the second and third digits; and the third establish course sequencing and/or distinguish the course from others of the same level, credit value, and rubric; and fourth digits denotes the credit value of the course in semester hours.



All rubric/number course identifiers correspond to course descriptors listed in the Louisiana Statewide Common Course Catalog, published by the LA Board of Regents. The catalog contains the academic courses for which there is statewide agreement among discipline faculty representatives as to the minimum course content to be covered so that a student completing the course will be ready for the next course for which it is a prerequisite in a sequence or curriculum.

### Postsecondary Institutions represented in the Matrix

BPCC – Bossier Parish Community College  
BRCC – Baton Rouge Community College  
CLTCC – Central LA Technical Community College  
DCC – Delgado Community College  
FTCC – Fletcher Technical Community College  
LDCC – Louisiana Delta Community College  
NCC – Nunez Community College  
NTCC – Northshore Technical Community College  
RPCC – River Parishes Community College  
SLCC – South Louisiana Community College  
STCC – SOWELA Technical Community College  
LSU A&M – Louisiana State University  
LSUA – LSU Alexandria  
LSUE – LSU Eunice  
LSUS – LSU Shreveport

GSU – Grambling State University  
LA Tech – Louisiana Tech University♦  
McNeese – McNeese State University  
Nicholls – Nicholls State University  
NSU – Northwestern State University  
SLU – Southeastern Louisiana University  
ULL – University of Louisiana, Lafayette  
ULM – University of Louisiana, Monroe  
UNO – University of New Orleans  
SU A&M – Southern University (Baton Rouge)  
SUNO – Southern University New Orleans  
SUSLA – Southern University at Shreveport

♦Louisiana Tech University operates on a quarter system



MASTER COURSE ARTICULATION MATRIX - AY 2018-19 (May 2018)

Common Course Number	Common Course Title	BPCC	BRCC	CLTCC	DCC	FTCC	LDOC	NCC	NTCC	RPCC	SLOC	STCC	LSUA&M	LSUA	LSUE	LSUS
<b>Accounting</b>																
CACC 2113	Introduction to Financial Accounting	ACCT 205	ACCT 2113	ACCT ***	ACCT 205	ACCT 2100	ACCT 201	ACCT 2400	ACCT ***	ACCT 2010	ACCT 2102 or 2103	ACCT 2030	ACCT 2001	ACCT 2001	ACCT 2001	ACCT 205
CACC 2213	Introduction to Managerial Accounting	ACCT 206	ACCT 2213	ACCT ***	ACCT 211	ACCT 2110	ACCT 202	ACCT 2150	ACCT ***	ACCT 2020	ACCT 2120	ACCT 2040	ACCT 2101	ACCT 2101	ACCT 2101	ACCT 206
CACC 2313	Principles of Accounting I	ACCT ***	ACCT 2313	ACCT ***	ACCT 201	ACCT ***	ACCT ***	ACCT 2010	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***
CACC 2323	Principles of Accounting II	ACCT ***	ACCT 2323	ACCT ***	ACCT 202	ACCT ***	ACCT ***	ACCT 2020	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***
CACC 2413	Computerized Accounting	ACCT 212	ACCT 2413	ACCT ***	ACCT 221 or 222	ACCT 2500	ACCT 210	ACCT 2100	ACCT ***	ACCT 1500	ACCT 2115	ACCT 1210 or 1510	ACCT ***	ACCT ***	ACCT 2105	ACCT ***
CACC 2513	Payroll	ACCT 218	ACCT 2513	ACCT ***	ACCT 218	ACCT 2250	ACCT ***	ACCT ***	ACCT ***	ACCT 1250	ACCT 2110	ACCT 1250	ACCT ***	ACCT ***	ACCT ***	ACCT ***
CACC 2613	Tax Accounting/Individual	ACCT 210	ACCT 2613	ACCT ***	ACCT 214	ACCT 2700	ACCT 214	ACCT 2200	ACCT ***	ACCT ***	ACCT ***	ACCT 1150	ACCT ***	ACCT ***	ACCT 2030	ACCT ***
CACC 2713	Intermediate Accounting I (Lower Level)	ACCT ***	ACCT ***	ACCT ***	ACCT 212	ACCT 2300	ACCT ***	ACCT ***	ACCT ***	ACCT 2210	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***
CACC 3113	Cost Accounting (Upper Level)	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 3121	ACCT 3121	ACCT ***	ACCT 330
CACC 3213	Tax I (Upper Level)	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 3221	ACCT 3221	ACCT ***	ACCT 320
CACC 3223	Tax II (Upper Level)	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 4221	ACCT 4221	ACCT ***	ACCT 420
CACC 3313	Auditing (Upper Level)	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 3222	ACCT 4123	ACCT ***	ACCT 440
<b>Anthropology</b>																
CATR 1013	Introduction to Anthropology	ANTH ***	ANTH 1013	ANTH ***	ANTH ***	ANTH ***	ANTH ***	ANTH 1100	ANTH ***	ANTH 1003	ANTH 1010	ANTH ***	ANTH ***	ANTH 1001	ANTH 1003	ANTH ***
CATR 2013	Cultural Anthropology	ANTH 202	ANTH 2013	ANTH 1030	ANTH 160	ANTH ***	ANTH ***	ANTH ***	ANTH ***	ANTH ***	ANTH 2010	ANTH 2010	ANTH 1003	ANTH 1003	ANTH ***	ANTH ***
CATR 2023	Biological Anthropology	ANTH 201	ANTH ***	ANTH ***	ANTH 165	ANTH ***	ANTH ***	ANTH ***	ANTH ***	ANTH ***	ANTH 2020	ANTH ***	ANTH 1001	ANTH ***	ANTH ***	ANTH ***
<b>Astronomy</b>																
CAST 1103	Astronomy/The Solar System	PHSC 110	ASTR 1103	ASTR ***	SCIE 111	PHYS ***	PHYS 110	PHYS ***	ASTR ***	ASTR ***	PHYS 1060	PHSC 1500	ASTR 1101	PHSC ***	ASTR 1101	ASTR 105
CAST 1113	Astronomy/Stars & Galaxies	PHSC ***	ASTR ***	ASTR ***	SCIE 112	PHYS ***	PHSC ***	PHYS ***	ASTR ***	ASTR ***	PHYS ***	PHSC ***	ASTR 1102	PHSC ***	ASTR 1102	ASTR 106
<b>Arabic</b>																
CARB 1013 (3 H)	Elementary Arabic I (3-4 credit hours)	ARAB ***	ARAB ***	ARAB ***	ARAB ***	ARAB ***	ARAB ***	ARAB ***	ARAB ***	ARAB ***	ARAB ***	ARAB ***	---	ARAB ***	ARAB ***	ARAB ***
CARB 1014 (4 H)		ARAB ***	ARAB ***	ARAB ***	ARAB ***	ARAB ***	ARAB ***	ARAB ***	ARAB ***	ARAB ***	ARAB ***	ARAB ***	ARAB 1101	ARAB ***	ARAB ***	ARAB ***
CARB 1023 (3 H)		ARAB ***	ARAB ***	ARAB ***	ARAB ***	ARAB ***	ARAB ***	ARAB ***	ARAB ***	ARAB ***	ARAB ***	ARAB ***	---	ARAB ***	ARAB ***	ARAB ***

MASTER COURSE ARTICULATION MATRIX - AY 2018-19 (May 2018)

Common Course Number	Common Course Title	GSU	LA Tech	McNeese	Nicholls	NSU	SLU	ULL	ULM	UND	SU&M	SUND	SUSLA
<b>Accounting</b>													
CACC 2113	Introduction to Financial Accounting	ACCT 201	ACCT 201	ACCT 208	ACCT 205	ACCT 2000	ACCT 200	ACCT 201	ACCT 201/2030	ACCT 2100	ACCT 200	ACCT 201	ACCT 200
CACC 2213	Introduction to Managerial Accounting	ACCT 202	ACCT 202	ACCT 241	ACCT 206	ACCT 2010	ACCT 225	ACCT 202	ACCT 203/2020	ACCT 2130	ACCT 201	ACCT 202	ACCT 201
CACC 2313	Principles of Accounting I	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***
CACC 2323	Principles of Accounting II	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***
CACC 2413	Computerized Accounting	ACCT***	ACCT***	ACCT***	ACCT***	ACCT 1040	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT 220
CACC 2513	Payroll	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***
CACC 2613	Tax Accounting/Individual	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT 262
CACC 2713	Intermediate Accounting I (Lower Level)	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT***	ACCT 250
CACC 3113	Cost Accounting (Upper Level)	ACCT 305	ACCT 308	ACCT 311	ACCT 306	ACCT 3080	ACCT 331	ACCT 305	ACCT 3020	ACCT 3131	ACCT***	ACCT 320	ACCT***
CACC 3213	Tax I (Upper Level)	ACCT***	ACCT 307	ACCT 317	ACCT 407	ACCT 3060	ACCT 341	ACCT 420	ACCT 3030	ACCT 3152	ACCT***	ACCT 410	ACCT***
CACC 3223	Tax II (Upper Level)	ACCT 304	ACCT 406	ACCT 319	ACCT 408	ACCT 4140	ACCT 442	ACCT 421	ACCT 4031	ACCT 4152	ACCT***	ACCT***	ACCT***
CACC 3313	Auditing (Upper Level)	ACCT 400	ACCT 413	ACCT 415	ACCT 403	ACCT 4080	ACCT 407	ACCT 409	ACCT 4020	ACCT 3161	ACCT***	ACCT***	ACCT***
<b>Anthropology</b>													
CATR 1013	Introduction to Anthropology	SOC 200	SOC 205	ANTH***	SOCI***	ANTH 1510	ANTH***	ANTH 100	ANTS***	ANTH 1010	SOCL***	ANTH***	ANTH***
CATR 2013	Cultural Anthropology	SOC 200	SOC***	ANTH 201	SOCI***	ANTH 2010	ANTH 101	ANTH 201	ANTS***	ANTH 2052	SOCL***	ANTH***	ANTH***
CATR 2023	Biological Anthropology	SOC***	SOC***	ANTH 202	SOCI*** or BIOL***	ANTH***	ANTH 110	ANTH 202	ANTG***	ANTH 2051	SOCL***	ANTH***	ANTH***
<b>Astronomy</b>													
CAST 1103	Astronomy/The Solar System	PHYS 120	PHYS 220	PHSC***	ASTR 101	PHYS 1120	ESSC***	PHYS 160	PHYS 2001	PHYS 1005	PHYS 206	PHYS***	PHYS***
CAST 1113	Astronomy/Stars & Galaxies	PHYS***	PHYS 230	PHSC***	ASTR 102	PHYS***	ESSC 102	PHYS 170	PHYS 2001	PHYS 1006	PHYS 271	PHYS***	PHYS***
<b>Arabic</b>													
CARB 1013 (3 H)	Elementary Arabic I (3-4 credit hours)	ARAB 101	ARAB***		ARAB***	FORL***	FLAN***	ARAB 101	APAB 1001	ARAB***	APAB 100	APAB***	ARAB***
CARB 1014 (4 H)		---	ARAB***		ARAB***	FORL***	FLAN***	---	---	ARAB***	---	APAB***	ARAB***
CARB 1023 (3 H)	Elementary Arabic II (3-4 credit hours)	ARAB 102	ARAB***		ARAB***	FORL***	FLAN***	ARAB 102	ARAB 1002	APAB***	APAB 101	APAB***	ARAB***

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

Institution	Request
LDCC	Request to offer versions of the <u>Associate of General Studies</u> and the <u>Certificate of General Studies</u> (CIP 24.0102) programs 100% through distance learning technologies: – <b><u>Approved.</u></b>
LSUHSC-S	Request to change the name of the BS/Medical Technology to <u>BS / Medical Laboratory Science</u> (CIP 51.1005), and the program unit from Clinical Laboratory Science Program to <u>Medical Laboratory Science Program</u> to reflect current professional nomenclature – <b><u>Approved.</u></b>
Nicholls	Request to offer the Pre-Professional concentration of the <u>BS/Health Sciences</u> (CIP 51.0000) 100% online, so that students could choose to complete the degree, with that concentration, via distance education – <b><u>Approved.</u></b>
NSU	Request to create the <u>School of Education</u> within the Gallaspy College of Education & Human Development, replacing the current Dept of Teaching, Leadership & Counseling, recognizing the scope of its programming and the Normal School legacy – <b><u>Approved.</u></b>
SLCC	Request to offer versions of the following degree programs 100% through distance learning technologies: <u>Associate of General Studies</u> (CIP 24.0102); <u>AS/Criminal Justice</u> (CIP 43.0104), and <u>AS/Business</u> (CIP 52.0101) – <b><u>Approved.</u></b>
SLCC	Request to change the name of the CTS/Clinical Lab Assistant (CIP 51.0802) and AAS/Clinical Lab Science (CIP 51.1004) to <u>CTS/Medical Laboratory Basics</u> and <u>AAS/Medical Laboratory Science</u> to reflect changes in the professional nomenclature – <b><u>Approved.</u></b>
SUBR	Request to offer specific courses outside of the Articulation Matrix [1 <i>Urban Forestry</i> ; 5 <i>AgriScience</i> ] for Dual Enrollment at Zachary HS with the clear understanding that course articulation outside of SUBR is not guaranteed – <b><u>Approved.</u></b>
SUNO	Request to suspend authorization of the DSW (CIP 44.0701), approved by the BoR in 2015, and remove it from the CRIN while the campus addresses SACSCOC concerns, until it is reauthorized by the Board in the future – <b><u>Approved.</u></b>
ULM	Request to restructure the <u>College of Health Sciences</u> by combining the schools of Undergraduate Allied Health (AH) and Graduate AH into one, so that the College will have two schools: Kitty DeGree School of Nursing; and School of Allied Health. -- <b><u>Approved.</u></b>

## AGENDA ITEM V C 2

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

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
08.2014	McNeese State Univ <b>BS, Health Systems Mgt</b> (51.2211) Conditional approval granted on 8.27.2014, with annual progress reports requested. A progress report was received from on 5.15.2018.	Online and face-to-face courses were taught by adjuncts, faculty from other departments and through cross-enrollment with Southeastern's HSM prgm. Additional 200 level courses planned for AY18/19 due to high enrollment. There were 8 graduates in AY17/18 and 49 majors are enrolled for F2018.	Receive and accept the progress report. A subsequent report is requested by June 1, 2019.
12.2009	Northshore TCC <b>AAS, Veterinary Technology</b> (51.0808) Conditional approval granted on 12.02.2009, with annual progress reports requested. A progress report was received on 02.28.2018.	35% of students from AY15-16 were among the 57 majors and 14 DE students enrolled in VetTech in AY16-17. The program produced 5 CTSs and 3 AAS graduates in 2016-17, for a 3-yr average of 7 CTS and 4 AAS completers; it was a ways to go to achieve program viability.	Receive and accept the progress report. A subsequent report is requested by March 1, 2019.
12.2016	Northwestern State Univ <b>EdD, Adult Learning &amp; Development</b> (13.1201) Conditional approval granted in 12.2016. A progress report was received on 04.17.2018.	June 2017: Substantive Change Prospectus approved by SACSCOC. 47 applied for the 20 slots in the F2018 cohort. NSU expects to begin F2018 with a total of 39 students. Course development continues on schedule. First graduates expected in 2021.	Receive and accept the progress report. A subsequent report is requested by March 1, 2019.
08.2014	Southeastern LA Univ <b>BS, Health Systems Mgt</b> (51.2211) Conditional approval granted 08.27.2014 with annual progress reports requested; SACSCOC approval 05.28.2015. Progress report received 05.15.2018.	Instruction provided by well qualified adjuncts and through cross-enrollment with McNeese's HSM prgm; new HSM tenure-track faculty member will start in Aug 2018. Currently there are 116 majors, with 1 graduate in 2016-17 and 15 in 2017-18.	Receive and accept the progress report. A subsequent report is requested by June 1, 2019.
10.2015	SOWELA TCC <b>AAS, Business Administration</b> (52.0101) Conditional approval granted 10.2015, with annual progress reports requested. A report was received on 05.08.2018.	Program implementation began in Summer 2016. By Fall 2017, there were 145 majors, with 4 graduates in the Fall and 11 expected for Spring/2018.	Receive and accept the progress report. A subsequent report is requested by June 1, 2019.
04.2012	UL Lafayette <b>BA, Music</b> (50.0901) Conditional approval granted 04.25.2009, with annual progress reports requested. A progress report was received on 5.14.2018.	Since implementation in F2013, the program has grown to a steady enrollment of 85-90 majors/year and a total of 40 graduates, to date (19 in AY17-18). The program has expanded course offerings based on student demand, secured dedicated endowed scholarships for music students, and continues to build student/industry partnerships.	Receive and accept the progress report. <u>No further reporting required.</u>

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

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
<b>Letters of Intent</b>	LSU	PhD – Industrial Engineering	02.06.18	02.12.18 circulated to CAOs, with input requested by 03.19. On 04.23, questions sent to campus regarding need, student interest – awaiting response.
	UNO	BS – Construction Management	04.23.18	04.23 – circulated to CAOs, with input requested by 05.17; under staff review.
	SLU	MS – Athletic Training	04.23.18	04.23 – circulated to CAOs, with input requested by 05.24.
<b>Program Proposals</b>	NSU	BFA – Dance	04.23.18	Under staff review.
	LSU	MS – Athletic Training	05.09.18	05.09 requested ranked list of potential reviewers; list rcv'd 05.14; staff is contacting prospective reviewers.
	SUSLA	AAS – Media Communication	05.15.18	Beginning staff review.
	SUSLA	AS – Psychology	05.15.18	Beginning staff review.
	SUSLA	AS – Teaching (Gr 1-5)	05.15.18	Beginning staff review.