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Secretary

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P. O. Box 3677
Baton Rouge, LA 70821-3677
Phone (225) 342-4253, FAX (225) 342-9318
www.regents.la.gov

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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

September 26, 2018 • 10:45 a.m.

Louisiana Purchase Room

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

I. Call to Order

II. Roll Call

III. Consent Agenda

- A. Reauthorization of Previously Approved Centers and Institutes
 - 1. Early Intervention Institute – LSU HSC-NO
 - 2. Greater New Orleans Center for Information Assurance – UNO
- B. Routine Staff Reports
 - 1. Staff Approvals
 - 2. Progress Reports for Conditionally Approved Programs/Units
 - 3. Letters of Intent/Proposals in the Queue

IV. Academic Programs

- A. Letters of Intent
 - 1. PhD Rehabilitation Sciences – LSUHSC S
- B. Academic Program Proposals
 - 1. AAS Vehicle Maintenance & Repair Technologies – BRCC

V. Governor's Military & Veteran Friendly Campuses

VI. Other Business

VII. Adjournment

Committee Members: *Marty Chabert, Chair; Blake David, Vice Chair; Claudia Adley; Anthony Kenney, Wilbert Pryor; Collis Temple III; Jacqueline Wyatt; LCTCS, LSU, SU, UL System Representatives.*

AGENDA ITEM III A 1
REQUEST FOR REAUTHORIZATION OF A PREVIOUSLY APPROVED
RESEARCH UNIT

LSU HEALTH SCIENCES CENTER NEW ORLEANS
EARLY INTERVENTION INSTITUTE

BACKGROUND INFORMATION

LSU Health Sciences Center in New Orleans (LSU HSC-NO) is requesting reauthorization of the Early Intervention Institute. The Institute was first granted full approval by the Board of Regents in December 1998. Additional authorization was most recently granted for a five-year period by the Board of Regents in August 2013, and the current request for reauthorization was approved by the LSU Board of Supervisors at its June 2018 meeting.

STAFF SUMMARY

1. Description and Need

The Early Intervention Institute (EII), housed within the Human Development Center (HDC), conducts applied research, provides interdisciplinary training and professional development, and engages in community service projects in the area of the care of children with developmental disabilities. The EII's administrative home, the HDC is a federally designated University Center of Excellence in Developmental Disabilities (UCEDD) with the core functions of interdisciplinary training, community service, research and evaluation, and dissemination of information related to individuals with disabilities and families throughout the lifespan. The EII serves as a venue for achieving the core functions of the HDC and is instrumental in meeting the Maternal Child Health goals established for UCEDD programs by providing training to maternal and child health professionals and to families.

The EII provides professional development and training in an area that continues to see a shortage of professionals trained in evidence-based best practices in the care of children with developmental disabilities. The faculty and staff of the Institute also provide expertise and solutions in a variety of settings including on boards and commissions, within early childhood organizations, and through close working relationships with governmental, professional, advocacy, and service provider organizations throughout the State and nation. The EII also allows the HDC to meet its obligations under federal law relative to young children with disabilities so that the HDC may continue leveraging federal funding for a wide range of services and programs that serve the needs of children with disabilities and their families.

2. Activities

The EII has several ongoing projects as well as some new initiatives since the Institute's last reauthorization. Since 2015, the EII, with the HDC, has been operating with a \$3.4 million per year Early Head Start Child Care Partnership grant that is designed to build the capacity of partnering community child care providers and includes high quality child care and comprehensive services such as health screenings and parenting education to 210 economically disadvantaged families. Faculty from the HDC and EII have operated the federal Department of Health and Human Services (DHHS) Maternal and Child Health (MCH) Bureau-funded Louisiana Leadership Education in Neurodevelopment and related Disabilities (LEND) program since 2016. LEND supports future MCH leaders and professionals including graduate students, family members, and individuals with disabilities from diverse backgrounds. In 2016, the EII re-established the university-based model inclusive childcare center called the *HDC Early Learning Center* (previously known as *Tiger Tots* before it was closed due to Hurricane Katrina) where students from area colleges can engage in supervised early childhood field experiences. Last year, the EII started *Little Bitty Learning*, a program providing nutrition and obesity prevention education and activities to families with young children enrolled in public child care programs.

Long-term and ongoing activities of the EII include several graduate student lectures, training and field-experiences for medical students, informational sessions with parent and advocacy organizations, and an Autism Spectrum Disorders Interdisciplinary Diagnostic Clinic that provides high quality diagnostic services for families as well as training opportunities for current and future professionals.

The Institute's plans for the next five years include several projects geared toward education and community service. The HDC and EII faculty plan to implement an interdisciplinary feeding clinic to provide training for students and professionals on evidence-based practices to improve feeding and nutritional status for children with disabilities. EII faculty and staff are also developing an interdisciplinary play-based assessment and demonstration clinic that will include professionals from behavioral and developmental pediatrics as well as several other medical sub-specialties. The first annual Inclusive Childcare Outcomes Network (iCON) Training & Tech Assistance event is scheduled for 2019. The iCON is designed to build the capacity of MCH professionals to support children and families in developing and thriving in inclusive settings and activities. EII staff, in collaboration with Louisiana Title V and Louisiana Department of Education staff, have submitted applications for funding to support a statewide Developmental Screening & Surveillance Initiative that will address the requirements of the Child Care Development Block Grant, as well as Title V and LEND performance measures.

3. Resources and Administration

The administrative structure of EII has remained the same since inception. Today EII employs 15 full time faculty and staff, and 4 additional part time or contracted staff. This staffing is similar to pre-Katrina numbers before the HDC facilities were destroyed. The new HDC building has been completed since the 2013 reauthorization allowing the re-opening of the early-child care center and growth in HDC and EII activities.

4. Budget

The EII's primary sources of funding include DHHS Head Start funding (currently \$3.4 million per year, expected to increase to \$4 million per year in FY19-20), DHHS funding for the LEND program (\$444K per year), and revenue from the HDC Early Learning Center (approximately \$350K per year) and the institute's various clinics (expected to be \$4.2K for FY19-20 increasing annually). The EII's revenue and along with support from the HDC are sufficient for the institute's operations and planned activities.

STAFF ANALYSIS

The EII, under the direction and support of the HDC, provides vital services and support (e.g., childcare, health care support, and quality of life education and training) to Louisiana families with children who have developmental disabilities. The Institute provides valuable training opportunities not only for students at the LSU HSC-NO, but also for students at other area institutions, current and future professionals who serve the needs of children with developmental disabilities, and the families of children who need these services. The institute continues to grow and attract significant external funding for its important research, activities, and services.

STAFF RECOMMENDATION

Senior staff recommend that the Academic and Student Affairs Committee recommend full continued authorization of the Early Intervention Institute (EII) at LSU Health Sciences Center New Orleans for a five year period with a request for reauthorization due by July 1, 2023.

AGENDA ITEM III A 2
REQUEST FOR REAUTHORIZATION OF A PREVIOUSLY APPROVED
RESEARCH UNIT
UNIVERSITY of NEW ORLEANS
GREATER NEW ORLEANS CENTER for INFORMATION ASSURANCE

BACKGROUND INFORMATION

The University of New Orleans (UNO) is requesting reauthorization of the Greater New Orleans Center for Information Assurance (GNOCIA), and to rename the Center as the University of New Orleans Cyber Center (UNOCC). GNOCIA was originally authorized in August 2009 with progress reports submitted in 2010 and 2013. The Center was granted full 5-year authorization by the Board of Regents in August 2013, and the University of Louisiana System sent approval of the reauthorization and renaming request in August 2018 for Board of Regents consideration.

STAFF SUMMARY

1. Description and Need

The GNOCIA was established to create advanced research and educational opportunities in cyber security for students at UNO. The requested name change to University of New Orleans Cyber Center (UNOCC) will better align the Center's title with its mission and prevalent terminology in the field of cyber security. The Center serves as the focal point at UNO for cyber security research and development funding from federal and State agencies and private industry, and provides an environment for research and teaching. The Center builds practical tools to enhance real-world cyber security, operations, and forensic capabilities.

Cyber security is among the highest national priorities and is increasingly viewed as critical to both national defense and the daily operation of business and government, as well as to the normal functioning of civil society at large. Through practical research activities and training of students and professionals, the Center is poised to support the cyber security needs of the region and the State. The central purpose of the Center is to support the growth of a highly competent cybersecurity workforce. A substantial number of critical infrastructure installations (such as ports, refineries, pipelines, and power plants) are located in the New Orleans/Baton Rouge region. These are an increasingly common target of cyberattacks, with potentially major implications for the safety and wellbeing of Louisiana residents, and appropriately growing cyber workforce needs. Students and professionals trained through the work of the Center are prepared to meet those needs.

2. Activities

One of the Center's primary focus areas is on teaching and training. A 2014 \$1.2million NSF award has supported research focused on applying research findings to develop advanced infrastructure supporting cyber security education. Center faculty are actively engaged in developing an advanced curriculum for modern cyber security education, a project that is supported with over \$1million from the NSA cyber education program. In 2014 UNO was selected as one of eight pilot sites for the NSA/NSF Generation Cyber (GenCyber) initiative to bring cyber security to K-12 education in order to build the educational pipeline for the next generation of cyber security workforce, and the Center hosted its fifth consecutive two-week camp for high school teachers this past June. The Center is in the early stages of starting a \$195K Board of Regents-funded workforce enhancement project.

In addition to the focus on applied research in teaching and training, the Center provides funding for UNO students in cyber security. On average, research funding by Center faculty supports between 12 and 15 graduate and undergraduate assistants annually. The majority of funded students who have graduated have become successful cybersecurity professionals in private industry or government agencies, and have remained within the State building Louisiana's cyber security workforce. Others have joined federal

agencies that are at the forefront of defending the nation in the cyber domain. In 2018, two of the Center's students were awarded the highly competitive Department of Defense (DoD) Cybersecurity Scholarships, which cover all educational expenses, and provide stipends of 25-30k per year, and lead to DoD employment.

Finally, as a result of fifteen years of continuous work at the Center, UNO has been designated by NSA/DHS as a Center of Academic Excellence in Cyber Defense Research (CAE-R), and as a Center of Academic Excellence in Cyber Operations (CAE-CO). The latter is a particular point of distinction as only 20 universities have achieved this designation nationwide, and UNO is the only designee in Louisiana. The Center's capabilities will be critical for the obtaining the upcoming new designation category of CAE in Advanced Cyber Operations in order to further enhance its reputation and national profile.

3. Resources and Administration

Since the last reauthorization of the Center in 2013, affiliated faculty have won over 20 major external R&D grants with a grand total of \$4.37M. Faculty members have helped secure over \$800k in equipment funding, primarily from federal and industry grants.

The administrative structure of the Center has not changed since inception. The GNOCIA is housed in the Department of Computer Science, and the Center's director reports to the department chair and to the Dean of the College of Sciences. The Center has seven affiliated faculty and instructors, and UNO is currently searching for two additional computer science tenure track faculty in the area of cyber security with targeted hire dates of spring 2019. The Center also includes a research software engineer, one full time administrative coordinator, and additional staff support from the College of Business and the College of Sciences. The Center built and continues to maintain facilities to support its mission including: two dedicated teaching labs with 50 total workstations; a dedicated cyber-physical (CyPhy) lab for research in industrial control system security and forensics, a general research lab and mini network operations center for meetings, training and participation in cyber security competitions; a dedicated cluster of high performance networking equipment for research and development in cyber security working with the new UNOS CyberRange facility; and twenty dedicated student research workstations.

4. Budget

The Center continues to support its activities primarily with external funds from several sources including federal (e.g., the Department of Defense and NSF), state (e.g., Louisiana Department of Wildlife and Fisheries), and private companies. Secured and planned for revenue for the next three years exceeds \$1 million per year, which will support faculty and staff salaries and graduate student support, as well as travel, supplies, equipment, and various other operational and research expenses.

STAFF ANALYSIS

The GNOCIA, renamed as UNOCC, has proven success in securing external funding, supporting the Information Assurance concentration in UNO's Computer Science program, and providing important research and student training for UNO students and the State. Based on the Center's success in attracting faculty and external funding, staff expect the Center to have continued success going forward.

STAFF RECOMMENDATION

Senior staff recommend that the Academic and Student Affairs Committee recommend that the Greater New Orleans Center for Information Assurance (GNOCIA) be renamed the University of New Orleans Cyber Center (UNOCC) at the University of New Orleans, and that the Center be granted continued authorization for a period of five years with a request for reauthorization due by July 1, 2023.

AGENDA ITEM III B 1
ROUTINE ACADEMIC REQUESTS
 Staff Approvals

Institution	Request
LSU	Request to offer the BS/Construction Management (CIP 52.2001) 100% online while also maintaining the on-campus BSCM; logistical support and an operational framework will be provided by LSU Online. <u>Approved</u>
LSU	Request to change the name of the School of Library and Information Science to the School of Information Studies based on updated mission and changes in the field. <u>Approved</u>
UL Monroe	Request to offer a 21-credit, online Post-Baccalaureate Certificate (PBC) for the <i>non-degree Practitioner Teacher Program</i> alternative path to certification in <u>Elementary (Grades 1-5)</u> (CIP13.1202), approved by BESE in June 2018. <u>Approved</u>
UL Monroe	Request to offer a 21-credit, online PBC for the <i>non-degree Practitioner Teacher Program</i> alternative path to certification in <u>Secondary Education (Grades 6-12)</u> (CIP13.1205), approved by BESE in June 2018. <u>Approved</u>

AGENDA ITEM III B 2

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Regular progress reports are required for all conditionally approved academic programs. A program is fully approved once it demonstrates viability based on BoR minimum completer thresholds for at least two years, as well as factors such as strong enrollment, accreditation status, licensure passage rates, and other relevant indicators of the program's potential for long term success.

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
08.2013	BRCC AAS in Paramedic (CIP 51.0904) Conditional approval granted with annual progress reports requested. A progress report was received 8.29.2018.	The program's 3-year average graduation rate is 4 per year with 3 reported for this past year, and 7 expected for next year. The paramedic CTS and AAS achieved initial CAAHEP CoAEMSP accreditation in January 2018.	Receive and accept the report. A subsequent report is due on 9.1.2019.
05.2015	BRCC AS in Surgical Technology (CIP 51.0909) Conditional approval granted with annual progress reports requested. A progress report was received 8.29.2018.	The program reported 9 graduates this past spring, an increase from the previous two years, and 11 students are enrolled for F18. CAAHEP accreditation, transferred from Our Lady of the Lake's program to BRCC in 2014, has been maintained through annual reports since then, with no reports of deficiencies.	Receive and accept the report. A subsequent report is due on 9.1.2019.
03.2017	LSU A&M PBC Library Science (CIP 25.0301) Conditional approval granted, with annual progress reports requested. The first report was received on 8.13.2018.	To date there have been 0 applicants for the certificate, possibly due to a lack of marketing. The campus intends to more aggressively promote the certificate opportunity this fall through Career Services and academic advisors in the humanities and social sciences.	Receive and accept the report. A subsequent report is due on 8.1.2019.
05.2013	LSU – Shreveport EdD in Leadership Studies (CIP 25.0213) Conditional approval granted with annual progress reports requested. A progress report was received 8.9.2018.	The program has now had three years with graduates from the program with a total of 8 since 2016 and at least 3 more expected during AY18/19. Since creation, the program has moved to the newly created Leadership Studies Department, and is working toward creating a 100% online option.	Receive and accept the report. A subsequent report is due on 8.1.2019.
12.2015	Northwestern State U AS in Engineering Technology (CIP 150000) Conditional approval granted with annual progress reports requested, starting in June/2017. Recent report was received 8.22.2018.	Program implementation is ongoing, with several of the second-year courses to be offered for the first time in Fall 2018. The degree has three concentrations: Electronics, Industrial, and Advanced Manufacturing. Currently (Fall 2018) there are 23 majors enrolled.	Receive and accept the report. A subsequent report is due on 9.1.2019.
08.2013	ULL MS in Accounting (CIP 52.0301) Conditional approval granted with annual progress reports requested. Report was received 6.27.2018	After an AY17/18 accreditation assessment, a course covering IT and Data Analytics has been added to the curriculum along with other curricular revisions based on Grad School policy. Program had 3 graduates in AY17/18 and expects at least 8 for AY18/19. Applications were slightly down, but enrollment has remained steady.	Receive and accept the report. A subsequent report is due on 8.1.2019

05.2017	<p>ULL MS in Informatics (CIP 11.0104) Conditional approval granted with annual progress reports requested. A progress report was received 8.27.2018.</p>	<p>Since BoR approval, the program's courses have been approved and added to the catalog, with four new courses offered for the inaugural cohort in SP18. Marketing has included a new website and advertising. Initial enrollment exceeded the projection of 10 with 17 students enrolled Sp18, and 22 enrolled for F18.</p>	<p>Receive and accept the report. A subsequent report is due on 9.1.2019.</p>
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AGENDA ITEM III B 3
LETTERS of INTENT/PROPOSALS in the QUEUE
Forwarded to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	UNO	BS – Construction Management	04.23.18	04.23-05.17.18 – circulated to CAOs for input; 06.04 questioned need based on LWC projections; 06.13 rcv'd data from GNO Inc; 06.23 LSU data – stu records/career cntr/advisory council; 07.24 rcv'd revised Lol; 07.25 ongoing questions of need, unnecessary duplication; 08.03 suggested mtg to discuss, awaiting response.
	UNO	PhD – Justice Studies	06.25.18	06.29– 07.27.18 circulated to CAOs; 08.01 questions sent to campus; 08.01 received initial response; 08.03 suggested mtg to discuss, awaiting response.
	LSU	BA – Integrative Arts	07.02.18	07.02-07.30.18 circulated to CAOs for input; 08.09 sent questions to campus, awaiting response.
	LSU	MS – Healthcare Systems Engineering	07.02.18	07.02- 08.03.18 circulated to CAOs for input; 08.09 sent questions to campus; 08.13 campus responses received; 09.11 additional questions submitted to campus, awaiting response.
	UNO	BS – Professional Pilot	08.23.18	8.30.18 - circulated to CAOs for input; responses due 9.27.18
	ULL	MS – Athletic Training	08.23.18	8.30.18 - circulated to CAOs for input; responses due 9.27.18
	SLU	BS – Integrated Science & Technology	08.23.18	8.30.18 - circulated to CAOs for input; responses due 9.27.18
Proposals	SUSLA	AA – Communication Studies (previously AAS in Media Communication)	05.15.18	6.1.18 – Teleconference to discuss revisiting proposal to narrow the focus to faculty strengths and local needs; 8.6.18 – feedback sent to campus on revised proposal, awaiting response.
	SUSLA	AS – Teaching (Gr 1-5)	05.15.18	06.01.18 -- campus encouraged to explore teacher-ed paths; 07.27 campus reaching out to neighboring universities to discuss; statewide AS/ Teaching transfer agreement under revision based on new DOE teacher ed requirements. Campus will submit new proposal after AST agreement revisions are complete.

AGENDA ITEM IV A 1
LETTER of INTENT
LSU HEALTH SCIENCES CENTER - SHREVEPORT
PHD in REHABILITATION SCIENCES

BACKGROUND INFORMATION

Louisiana State University Health Sciences Center - Shreveport (LSU HSC-S) requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a PhD in Rehabilitation Sciences. The Louisiana State University Board of Supervisors approved the Letter of Intent in June 2018; the BoR staff received and circulated it to statewide Chief Academic Officers for review and feedback and has been working with the campus to address concerns raised during the review process.

STAFF SUMMARY

1. Description and Need

Rehabilitation sciences is an interdisciplinary allied health field focused on the study of human function and disability, and on the restoration of human functional capacity. The objective of the PhD program is to train and develop academic scholars who will be directly employable as post-doc fellows or assistant professors in graduate and undergraduate programs in the rehabilitation sciences. Rehabilitation sciences is considered to be an interdisciplinary field, and in addition to training in the rehabilitation fields, programs often include expertise in other fields such as engineering. Based on the expertise of existing faculty, the program will initially include four concentrations: Movement Science and Engineering, Speech and Language Pathology, Neurorehabilitation, and Human Development and Pediatrics.

The planned program was developed in response to a state and national shortage of qualified faculty to teach in the increasingly high demand allied health fields such as occupational therapy, physical therapy, speech-language pathology, and others. The Commission on Accreditation in Physical Therapy Education recently reported that 5% of current faculty positions are vacant, and the American Occupational Therapy Association reported in 2017 that more than half of the faculty in the field are over 50, and that 35% of faculty indicate intentions to retire within the next ten years. The Association for Academic Healthcare Centers reports that administrators from allied health institutions around the country confirm these shortages. Additionally, as these fields continue to move toward doctoral level training as the entry level degree required, practitioners in these fields are in high demand. The Bureau of Labor Statistics projects that growth in these fields far exceeds the average for all other occupations as is the case with many fields in healthcare. Finally, accreditation standards in these fields require a doctoral degree for all instructors in graduate level instruction making graduates of this program qualified to meet these standards for their future employers in academia.

2. Students

The program plans to enroll approximately 4 students per year. LSU HSC-S anticipates that many applicants to the PhD program will already have a clinical doctorate in areas such as physical therapy, speech and language pathology, or occupational therapy. Other qualified applicants may include graduates from other undergraduate or graduate programs in fields such as engineering or education who want to move into the fields of movement science or adaptive rehabilitation technologies. Approximately 33% of respondents to a survey of existing LSU HSC-S School of Allied Health Professions students and prospective students in related majors from other area colleges (LA Tech, LSU Shreveport, and Northwestern) indicated high or moderately high interest in completing a PhD in Rehabilitation Science, with most students interested in clinical leadership, and teaching and research.

3. Faculty, Resources & Budget

The program will be initiated with existing School of Allied Health Professions resources including faculty, physical space, and research equipment. Existing faculty will be given teaching stipends to teach the additional courses necessary for implementation. A full time faculty person will be added to serve as director of the program in year two. Additional tuition generated by the program is expected to cover the additional costs for implementing the program in the first five years. Tuition and fees for the program will be set based on an analysis of the current regional average for similar state-supported PhD programs in Rehabilitation Sciences.

STAFF ANALYSIS

The benefit of adding a PhD in Rehabilitation Sciences in Louisiana is clear given the shortage of practitioners and versatile qualified faculty in the allied health fields focused on rehabilitation such as occupational, physical, and speech therapy. LSU HSC-S has the existing infrastructure and faculty expertise to build a strong program in this field. A full proposal should expand on existing and required additional resources to ensure a robust program with adequate course offerings and faculty expertise available for students to graduate in a timely manner. The proposal should also provide more robust evidence of student interest in pursuing the proposed degree and their employment prospects after completion.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic & Student Affairs Committee recommend approval of the Letter of Intent to develop a full proposal for a PhD in Rehabilitation Sciences at the Louisiana State University Health Sciences Center – Shreveport.

AGENDA ITEM IV B 1
PROPOSED NEW ACADEMIC PROGRAM
BATON ROUGE COMMUNITY COLLEGE
ASSOCIATE of APPLIED SCIENCE in
VEHICLE MAINTENANCE & REPAIR TECHNOLOGIES

BACKGROUND INFORMATION

Baton Rouge Community College (BRCC) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Vehicle Maintenance & Repair Technologies. The program proposal was approved by the LCTCS Board of Supervisors at the June 2018 meeting and forwarded to BoR staff on 20 August.

STAFF SUMMARY

1. Description & Need

BRCC's proposed 60-hour AAS degree in Vehicle Maintenance & Repair Technologies will serve as an umbrella degree, similar to the AAS in Technical Studies, but incorporating new and existing technical programs offered through the Automotive Training Center component of the Center for Workforce Excellence in Transportation Technology. As such, it will combine two existing degrees as concentrations in Automotive Technology and in Diesel Heavy Truck Technology. In addition, the proposed AAS will include a new concentration in Auto Body Repair. All three concentrations in the associate degree will share General Education requirements and three major courses in the program core -- MVSF 1002/ Fundamentals of Safety; MVSF 1604/Electrical Basics; and MVSF 1703/Heating & AC Basics. Combining separate vehicle maintenance degrees into one AAS program will improve efficiency and help ensure degree program viability.

The new Auto Body Repair component was developed in direct response to regional demand for auto body repair services, which is a separate skillset from vehicle maintenance. BRCC's automotive department has completely revised the existing collision repair program to create a new CTS/Refinish Technician (19 credit hours) and a 45-credit TD/Auto Body Repair Technician which would be embedded in the proposed AAS as the third concentration. The curriculum will include technical credentials that represent increasingly sophisticated skill levels aligned with standards set by I-Car, a nationally recognized industry standard.

If approved, by Fall 2019 the AAS degree components will be as follows:

470600	<u>AAS / Vehicle Maintenance & Repair Technologies</u>	<u>60 Credits</u>
	<u>Concentration</u> <u>Auto Body Repair</u>	
	470603 TD / Auto Body Repair Technician	45
	CTS / Refinish Technician	19
	<u>Concentration</u> <u>Automotive Technology</u>	
	470604 TD / Automotive Technician	45
	CTS / Auto Electrical Systems	19
	CTS / Auto Drivetrain Technician	16
	CTS / Auto Suspension, Steering, Brakes	16
	CTS / Auto Drivability Technician	26
	<u>Concentration</u> <u>Diesel Heavy Truck Technician</u>	
	470613 TD / Diesel Heavy Truck Technician	45
	CTS / Truck Electrical Systems	20
	CTS / Truck Drivetrain	16
	CTS / Truck Suspension, Steering, Brakes	16

2. Students

There are currently 26 students enrolled in the existing automotive and diesel programs that will become concentrations of the proposed degree. Additionally, dually enrolled high school students in any of the related courses will be provided with a natural transition to a college degree program upon completion of high school. The Auto Body Repair program will be the first active concentration in the proposed degree and will initially be offered as an evening program; the other two concentration areas would be added by fall 2019, when the existing degrees will be in teach-out mode and submitted for termination. BRCC's target is to enroll 15-20 students in each of the three concentrations each fall, and students will progress through the curriculum as a cohort. The two existing degree components produced 4 completers in the first graduating class in 2016-17; the College expects to be able to reach viability (10 graduates) in the proposed degree after three years of implementation.

3. Faculty, Resources & Administration

The new AAS program would be administered under the direction of BRCC's Vice Chancellor for Workforce Development and Dean of Technical Education, and managed by the Department Chair for Automotive Technology at BRCC's Ardendale site. Existing faculty will continue to teach the component courses with adjunct faculty hired as needed.

As noted, training leading to a Technical Diploma is already being offered by the College in all three concentration areas; the proposed AAS degree will be accomplished with the addition of a 15-credit General Education core, the enrollment for which will be absorbed by existing course offerings. There should be no financial impact in offering the degree except for a slight increase in tuition revenue.

STAFF ANALYSIS

The proposed AAS/Vehicle Maintenance & Repair Technology at the BRCC's Ardendale site will be the only comprehensive training program in the maintenance and repair of passenger vehicles and diesel trucks in the area. Combining the three technical areas into one degree should aid in program viability. With additional marketing efforts, an increase in public awareness of the site and its offerings is expected to drive an increase of enrollment and productivity.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic and Student Affairs Committee recommend conditional approval of the Associate of Applied Science in Vehicle Maintenance and Repair Technology (CIP 47.0600) at Baton Rouge Community College, with a progress report on program implementation due by February 1, 2020.

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 specifies 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. In Fall 2015, 28 of the 29 public colleges and universities were submitted to the Governor for initial designation. The 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; and 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 2018, the South Central LA Technical College was closed. For AY 2018-2019, River Parishes CC and Southern University in Shreveport did not participate in the Friendly Campus program, so 26 of the 28 public colleges and universities will be forwarded to the Governor. The 2018 application form for Renewed Designation is attached for your information.

STAFF SUMMARY

BoR staff reviewed each application to determine whether the institution meets 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 of veterans 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 (veterans and dependents) 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 2017-2018 year. As with previous reporting cycles, the most common 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 that 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, 2,068 application fee waivers were reported, a drop of 161 from the previous year. 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, regardless of whether 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 2,342 students participating in the special sessions in AY 2017-18, up from 1,694 in AY 2016-17.
3. Priority Class Scheduling. Institutions reported that 6,290 veteran students participated in priority scheduling for the fall, winter, spring, or summer semesters/terms of AY 2017-18, up from 4,553 veteran students the previous year.
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., to assist students in pursuing their educational goals by

providing expedited transcript analysis, prior learning assessment, advising and testing. In AY 2017-18, 10,554 veterans were identified as transferring 86,212 credit hours, and their 10,288 spouses/dependents transferred 62,133 credits. Friendly Campuses reported serving 20,842 veteran or dependent transfer students who transferred 148,345 credits in AY2017-18.

The System breakdown of total transfer and articulation reported for veterans and their spouses/dependents is shown below:

2018	Veterans	Transfer Credits	Spouse/Dep	Transfer Credits
LCTCS	8,247	49,176	9,444	46,291
LSU	122	9,412	77	4,040
SUS	63	1,705	59	0
ULS	2,122	25,919	708	11,802
TOTALS	10,554	86,212	10,288	62,133

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. River Parishes CC and Southern University in in Shreveport may seek reinstatement of the GMVFC designation next year by submitting an initial application and supporting data by the 15 July 2019 deadline.

Based upon the applications received, staff have determined that the 26 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 2018-2019 academic year.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval to forward the following 26 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 CC**
- **Bossier Parish CC**
- **Central Louisiana TCC**
- **Delgado CC**
- **Fletcher TCC**
- **Louisiana Delta CC**
- **Northshore TCC**
- **Northwest Louisiana TC**
- **Nunez CC**
- **South Louisiana CC**
- **Sowela TCC**
- **LSU A&M**
- **LSU Alexandria**
- **LSU Eunice**
- **LSU Shreveport**
- **Southern University A&M**
- **Southern University, New Orleans**
- **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**

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

**** Due: 15 July 2018****

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

Continuation as a Governor's Military & Veteran Friendly Campus

<p>CRITERIA [ACT 232, 2015 Legislative Session]</p> <ol style="list-style-type: none"> 1. The application for renewal is due to the BoR each year by 15 July. The application must include a report from the previous year. 2. The report must include data indicating the number of Veterans from the previous year who: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> i. Number of credit hours accepted through the transfer process, and ii. List of courses credited. <p style="margin-left: 40px;"><i>** For Item d, include counts & courses for veterans' spouses/dependents. **</i></p> 3. If approved, BoR will grant the institution a renewed designation for a year. If denied, the BoR will provide written notice to the institution of the deficits and the institution will have up to 45 days to correct or amend its renewal application. If the institution does not submit a corrected/amended application by the deadline, or if the application does not meet the requirements as determined by the BoR, the institution will not receive the designation for that year and may reapply the following July.

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

– Renewal Application Detail –

Referencing the criteria above, report participation data and summarize the process *in place*. Submit to LA BoR: lupe.lamadrid@regents.la.gov (225-342-4253).

1. Waive Application Fees for veterans.

Fee Waivers per 2017-18 Semester/Term.		
# Veterans Granted Admission Application Fee Waivers.		
Check here if your institution does not charge an application fee: <input type="checkbox"/>		
	Semester/Term	Total # of Veterans
2017	Fall	
	Winter	
2018	Spring	
	Summer	
TOTAL, AY17-18		
NARRATIVE: In the space below, describe whether the application fee waiver process has been implemented and provide a brief summary of how it works. If not implemented at this time, describe implementation timeline.		

2. Veterans' Orientation

Attendance per 2017-18 Semester/Term.		
	Semester/Term	Total # of Veteran Attendees
2017	Fall	
	Winter	
2018	Spring	
	Summer	
TOTAL, AY17-18		

NARRATIVE: In the space below, describe orientation activities and programs.

3. Priority Class Scheduling

# Veterans Using Priority Registration per 2017-18 Semester/Term.		
	Semester/Term	Total # of Veterans with Priority Class Scheduling
2017	Fall	
	Winter	
2018	Spring	
	Summer	
TOTAL, AY17-18		

NARRATIVE: In the space below, describe the process by which Veterans are informed of priority registration and the whether the process is programmatic or manual. Comments/Observations.

4. Military Articulation & Transfer Process

Provide list of # Transfers (Students) & sum of Credit Hours in the chart below.

	Semester/Term	Veterans		Spouse &/or Dependents	
		Student Count	∑ Credit Hours	Student Count	∑ Credit Hours
2017	Fall				
	Winter				
2018	Spring				
	Summer				
TOTAL, AY17-18					

Attach a separate list of Courses Accepted in Transfer see example below – for Veterans, and Spouses
******EXAMPLE OF SPREADSHEET with list & TOTAL HOURS of courses credited in transfer ******

Students		Transfer Credit Hours
15 registrants	ENGL 101, Engl Composition I (3Cr)	45
10 registrants	HIST 204, US History I (3Cr)	30
TOTAL: 25	--	75

NARRATIVE: In the space below, provide an explanation and observations regarding effectiveness of Veteran services on your campus.

CERTIFICATIONS:

Provost/Chief Academic Officer

Date

Management Board/System Office

Date