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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
February 27, 2019 • 9:15 a.m.
Pennington Biomedical Research Conference Center, Baton Rouge, LA

I.   Call to Order

II. Roll Call

III. Consent Agenda

    A. Continued Authorization of Existing Centers and Institutes

        1. Center for Advanced Manufacturing and Technology – Delgado

    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. MS / Sport Management - LSU

        2. Doctor of Nursing Practice (DNP) -- McNeese

    B. Program Proposals

        1. AAS / Computing and Information Systems – BRCC

        2. MS / Child & Family Studies – LSU

V.   Proposed Undergraduate Certificate (Change to AA Policy 2.15)

VI. Academic Centers and Institutes

    A. Center for Collaborative Knowledge – LSU

    B. Proposed CRE, Cardiovascular Diseases and Sciences – LSUHSC-S

VII. Other Business

VIII. Adjournment

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

AGENDA ITEM III A

REQUEST FOR CONTINUED APPROVAL

DELGADO COMMUNITY COLLEGE
CENTER for ADVANCED MANUFACTURING & TECHNOLOGY

BACKGROUND INFORMATION

Delgado Community College is requesting continued approval of the Center for Advanced Manufacturing and Technology. The Center was granted conditional approval by the Board of Regents in March 2015 and renewed in May 2016. A request for continued designation as a Center was received from the LCTCS on 9 May 2016.

STAFF SUMMARY

1. **Description**

The Advanced Manufacturing & Technology Center's primary purpose is to train students in high-growth, high-demand and high-wage occupations with a focus on machining, robotics, mechatronics, CNC operations and advanced manufacturing. The Center supports incumbent worker training and specialized training needs through partnerships with business and industry. It also collaborates with area high schools to support efforts to build a seamless pathway from high school to community college.

The Center maintains close partnerships with entities including: the West Bank Industrial Association, Plaquemines Association of Business & Industry, New Orleans Business Alliance, LED FastStart, MEPOL, Monsanto Inc, Bollinger Shipyards, Laitram LLC, Cornerstone Chemical, Textron Marine & Land Systems, St Charles Parish Dept.of Public Works, IGP Methanol, ARC ROCK, Phillips 22, and Chevron, all of whom are vested in its success. The new Advanced Manufacturing Center building opened at the Delgado River City site in August 2018. The Center's completion has allowed Delgado to: increase course sections offered each semester; consolidate related programs and reduce duplication of program offerings among the campuses; increase training opportunities for business and industry partners; and create new programs in the added space.

2. **Program Development and Activities**

With completion of the Advanced Manufacturing facility, Center personnel are nearing completion of several new training programs that will address regional and occupational needs. In the course of the 2019 spring and summer semesters, programs may be launched in Industrial/Marine Electrical and (noncredit) Marine Diesel Repair; CNC Plasma Cutting and Robotic Welding to support advanced welding trades; and Mechatronics and Robotics & Automation Systems skills to support advanced manufacturing processes. The Center is committed to providing industrial/maritime targeted, high-skilled training to increase and maintain Louisiana's industrial and maritime workforce with industry-driven curriculum and proven instructional strategies. In response to regional expansion of plants and the increased need for qualified craft workers, the Center helps to promote education and training:

- Hosted over 800 high school students in an annual 2-day Technical Skills Expo event that demonstrates advanced manufacturing skills and discusses requirements necessary to work at different facilities.

- Collaborated with the Jefferson Parish Economic Development Commission to participate in the annual Workforce 2.0 event which connects business owners and hiring managers to create a pipeline of skilled workers;

- Trained and certified eight instructors in providing OSHA 10 and OSHA 30 courses so that craft skill students can obtain their OSHA 10 certification while progressing through training – the Center will also provide OSHA workshops to industry partners and community members as needed;

- Continues the Saturday Welding Upgrade training for industry partners and community members, with 177 completers, to date;

- Developed a customized Aluminum Welding Training program for Textron Marine & Land Systems, successfully training 15 employees and offering the same opportunities to potential employees;
- Developed training programs for the Sewerage & Water Board of New Orleans (targeting welding, electrical, and precision machining, as well as water and wastewater treatment functions), St Charles Parish Dept. of Public Works (millwright training), and Entergy (lineman workers training);
- In collaboration with the Hispanic Chamber, developed a Hispanic Welding Program that simultaneously offers welding and ESL instruction – 29 students (two cohorts) have successfully completed the program so far, and OSHA-ESL instruction will soon be added.

The Center's credit programs are gaining in productivity as Delgado works to reestablish its technical education offerings, particularly in CIP 46XX and 48XX skills (electrician, welding) most directly related to advanced manufacturing work. Training is offered in several campuses within the college.

CIP	Degr	Subject Area	2017-18	2016-17	2015-16	3Yr Avg	Enrl F17
150303	AS	ELECTRICAL-ELECT. ENGINEER TECH.	9	13	10	11	165
150401	AAS	ELECTRONICS SERVICE TECHNOLOGY	7	9	7	8	35
151301	CTS	COMPUTER AIDED DESIGN & DRAFTING	20	26	14	20	59
	AAS	COMPUTER AIDED DESIGN & DRAFTING	9	18	22	16	
460302	CTS	ELECTRICIAN:RESIDENTIAL	56	71	53	60	8
		ELECTRICIAN:SMALL INDUSTRIAL	6	13	3	7	
		ELECTRICIAN:COMMERCIAL	21	21	19	20	25
470303	CTS	INDUSTRIAL MAINTENANCE TECHNOL	-	-	-	-	3
480501	CTS	PRECISION MACHINING	2	10	16	9	7
480508	CTS	GAS TUNGSTEN ARC WELDING (GTAW)	8	14	5	9	94
		SHEILDED METAL ARC WELDING (SMAW)	13	15	14	14	
		FLUX CORED & GAS METAL ARC WELDER	5	15	5	8	
520203	CTS	LOGISTICS TECHNOLOGY	2	4	6	4	4
		Grand Total	158	229	174	187	400

3. External Support

Since 2017, the Center has received $550K in Rapid Response funds and a $16K grant from the Gene Haas Foundation to provide scholarships and help obtain the National Institute for Metalworking Skills (NIMS) certification for its Computer Numerical Control (CNC)/Machining program. The College received an extension until 2021 from the US Navy to use remaining funds ($2M at the end of Fall 2019) from a $10M grant. The grant is the primary source of funding for Center operations, program development, and purchasing state-of-the-art equipment and materials to outfit the building.

STAFF ANALYSIS

The Center for Advanced Manufacturing Technology is establishing strong partnerships and opportunities for collaboration among educators and industry as it works to implement and expand craft and technical training in response to the need for highly skilled workers in the greater New Orleans metropolitan area. Its novel approach to outreach has led to targeting and serving the fishing community in the off-season and adding ESL to welding for the Hispanic community to help provide workplace alternatives. Sufficient funding is in place to support the Center's goals and objectives.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic and Student Affairs Committee recommend continued approval of the Center for Advanced Manufacturing & Technology at Delgado Community College. A request for continued approval will be due by July 1, 2023.

AGENDA ITEM III B 1

ROUTINE ACADEMIC REQUESTS

Staff Approvals

Institution	Request
La Tech	Request to reorganize the School of Performing Arts into the <u>Division of Performing Arts</u>, housing the School of Music and the School of Theatre, in response to an accreditation request giving an individual oversight over the Music program, separate from Theater. **Approved**.
McNeese	Request to offer the MEd / Curriculum & Instruction (CIP 13.0301) 100% online for all concentrations except Secondary Education, which will remain a hybrid program. **Approved**.
Nicholls	Request to eliminate the University College as an academic administrative unit, and rename the residual functions (i.e., advising, dual enrollment, testing center, tutoring) as <u>The Academic Services Center</u> to reflect the purpose of the unit. **Approved**.
Nicholls	Reorganization request to move the Chef Jon Folse Culinary Institute and the Dept of Allied Health Sciences (AHS) out of the College of Nursing & Allied Health to form a stand-alone institute (reporting to the Provost), a new AHS department in the College of Arts & Sciences, and a College of Nursing to house the baccalaureate and master's degree programs in Nursing. **Approved**.
Nunez	Request to change the name and CIP of the AAS/Industrial Technology (15.0612) to AAS/Process Technology (15.0699) to reflect the collaborative program review and standardization with BRCC, LDCC, RPCC and SOWELA, and its endorsement by the North American Process Technology Alliance. **Approved**. Along with the renamed AAS, the supporting CTS and TD will be added to the CRIN.

AGENDA ITEM III B 2

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS/UNITS

Initial Approval	Program	Staff Analysis	Staff Recommendation for Board Action
06.2017	**Bossier Parish CC** **AAS Systems Administration** CIP 11.1001 Implemented Fall 2017. Current progress report received 12.18.2018. Supplemental information received 1.8.2019.	Program enrolled 11 students in its first year and expects its first graduates next year. Program's goal is workforce ready, but BPCC is also working on transfer agreements with LA Tech and LSU-S for those who wish to continue on with the BS. Program will seek accreditation in 2020.	Receive and accept the progress report. A subsequent report is due 1.1.2020.
12.2016	**LSU Alexandria** **BS Health Professions** CIP 51.9999 Implemented Fall 2017. Current progress report received 1.14.2019.	Program has grown from 7 students in its first semester to 26 currently enrolled, and had its first graduate Fall 2018 with 7 more expected this spring. The program will seek CAAHEP accreditation for the Cardiovascular Tech concentration expected by November 2020.	Receive and accept the progress report. A subsequent report is due 6.1.2020.
02.2017	**LSU A&M** **BS Entrepreneurship** CIP 52.0701 Implemented Fall 2017. Current progress report received 1.24.2019.	Unexpected faculty turnover has been a challenge, but new faculty have been hired and more will be hired in the coming year to support BS program, minor, and other activities. Program graduated 2 this past year, with 8 expected next year. Current enrollment is 11.	Receive and accept the progress report. A subsequent report is due 2.1.2020.
09.2016	**LSU A&M** **Bachelor of Social Work (BSW)** CIP 44.0701 Implemented Fall 2018. Current progress report received 1.8.2019.	Implementation was delayed to ensure program accreditation for first cohort of graduates in Spring 2020, which is expected to be 19 students. Enrollment is currently 35 with an additional 31 expected for next year.	Receive and accept the progress report. A subsequent report is due 7.1.2020.
09.2016	**LSU A&M** **Doctor of Design Cultural Preservation** CIP 30.0000 Implemented Fall 2017. Current progress report received 1.7.2019.	Total program enrollment is currently 15 (most part time) with the first 2 full time students expected to graduate in May 2020. Evening courses have been offered to accommodate part time students, and private donations to the program provide funding for one full time student per year, with plans to increase efforts to secure student support.	Receive and accept the progress report. A subsequent report is due 7.1.2020.
03.2012	**LSU A&M** **MS Coastal & Ecological Engineering** CIP 14.2401 Implemented Fall 2012. Current progress report received 11.30.2018. Supplemental information received 1.9.2019.	Program enrollment and graduation rates have declined due to recent increases in requirements for non-engineering undergraduates (set by Louisiana Association of Professional Engineers and Land Surveyors) entering the program, as well as faculty turnover leading to a decline in available student funding. A plan is in place to encourage faculty outside the department to fund students in the program and to fill vacant faculty positions in the department.	Receive and accept the progress report. A subsequent report is due 1.1.2020.
08.2016	**Northwestern State U** **BS Applied Microbiology** CIP 26.0502 Implemented Spring 2017. Current progress report received 1.9.2019.	Under-utilized space in Kyser Hall was re-purposed for the program nearly tripling the program's lab space. The program's original coordinator retired, but future hires are planned to aid program growth. Current enrollment is 17, with the first 2 graduates of the program expected in the spring.	Receive and accept the progress report. A subsequent report is due 6.1.2020.

08.2016	**South Louisiana CC** **AAS Helicopter Aviation** CIP 49.0101 Implemented Fall 2017. Current progress report received 12.20.2018.	Program graduated its first 4 students this past fall and has 13 students currently enrolled. The program is in full compliance with FAA requirements, and will not seek further accreditation. Instructor turnover is high, as expected, because once instructors reach 1000 hours, they are eligible for hire in industry.	Receive and accept the progress report. A subsequent report is due 1.1.2020.
05.2013	**Southern A&M** **BM Music** CIP 50.0903 Implemented Fall 2013. Current progress report received 9.14.2018. Supplemental information received 11.30.2018. Meeting to discuss 1.25.2019.	Issues of student funding and student success have hindered program growth and graduation rates. BoR staff requested a plan to address specific problem areas.	Receive and accept the progress report. A subsequent report is due 2.1.2020.
09.2012	**Southern A&M** **BS and MS Math & Physics** CIP 27.0199 Implemented Fall 2012. Current progress report received 9.17.2018. Supplemental information received 11.30.2018.	Lack of full time faculty and over dependence on adjuncts has hindered program growth and student success. A full time faculty member will be hired for fall 2019, and broader marketing efforts are being implemented in area high schools.	Receive and accept the progress report. A subsequent report is due 2.1.2020.
09.2017	**Southern A&M** **GC Therapeutic Recreation** CIP 51.2309 Implementation delayed until Fall 2019. Current progress report received 11.30.2018.	Program implementation delayed due to delay in teach out of terminated MS in Therapeutic Recreation. Students will be admitted to program beginning Summer 2019 and will begin program in Fall 2019.	Receive and accept the progress report. A subsequent report is due 1.1.2020.
04.2017	**Southern University Shreveport** **AS Computer Science** CIP 11.0701 Implemented Fall 2017. Current progress report received 1.10.2019.	Program graduated 6 students last year and expects 7 this year. Program plans to increase recruitment efforts in regional high schools and through dual enrollment program. Articulation agreements with area universities will allow 2+2 transfer for students to encourage program completion for those who intend to complete BS program.	Receive and accept the progress report. A subsequent report is due 1.1.2020.
06.2015	**SOWELA TCC** **AAS Chemical Lab Technology** CIP 41.0301 Implemented Fall 2016. Progress report received 11.19.2018, and updated version received 1.7.2019.	Program had its first 6 graduates last year, all of whom have been employment in the field. Plans to achieve Association of Technology, Management, and Applied Engineering accreditation are in progress with a site visit planned for 2021.	Receive and accept the progress report. A subsequent report is due 1.1.2020.
12.2016	**UL Lafayette** **MS Environmental Resource Science** CIP 03.0199 Implemented Fall 2017. Current progress report received 1.23.2019.	Two faculty searches for Environmental Sciences are underway with expected hires this spring. The program has 11 students currently enrolled, 4 are funded through the program, and the first 7 graduates are expected this spring.	Receive and accept the progress report. A subsequent report is due 6.1.2020.

AGENDA ITEM III B 3
LETTERS of INTENT/PROPOSALS in the QUEUE
Submitted to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	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; 12.06 suggested meeting to discuss the program concept/plan, or tabling the request; 1.22.19 – Met with campus representatives about program concerns; campus will submit revised LoI.
	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, responses received 9.14; 10.8 ongoing concerns discussed with campus, waiting for written response; 12.20 responses received; continued discussion on need for an additional/separate IE-focused degree; under staff review.
	SLU	BS – Integrated Science & Technology	08.23.18	8.30.18 - circulated to CAOs for input; responses due 9.27.18; 1.3.2019 - sent CAO and staff concerns to campus, awaiting response.
	ULM	BA – Music	10.29.18	11.8.2018 – circulated to CAOs for input, responses due 12.6.2018; 2.7.2019 – sent concerns to campus about unnecessary duplication; under staff review.
	SLU	MS – Population Health Mgt	12.11.18	1.25.2019 – circulated to CAOs for input, responses due 2.22.2019.
Proposals	FTCC	AAS – Care & Development of Young Children	10.04.18	11.16.18 – Staff & campus discussions on program detail and need; awaiting revised proposal.
	NWLTC	AAS – Health Information Technology	11.20.18	01.31.19 – requested proposal amendment addressing accreditation requirements for curriculum and faculty, program rigor.
	NSU	BS – Resource Management (conversion from BAS)	10.29.18	11.28.18 – emailed questions about program purpose and design, for faculty/dept. input; awaiting response.

AGENDA ITEM IV A 1
LETTER of INTENT

LOUISIANA STATE UNIVERSITY and A&M COLLEGE
MASTER of SCIENCE in SPORT MANAGEMENT

BACKGROUND INFORMATION

Louisiana State University and A&M College (LSU) requests Board of Regents approval of a Letter of Intent (LoI) to create a proposal for a Master of Science in Sport Management. The LoI was approved by the LSU Board of Supervisors in November 2018 and forwarded to the Board of Regents for consideration.

STAFF SUMMARY

1. Description and Need

LSU currently offers a BS/Sport Administration, and a Concentration in Sport Management within the MS/Kinesiology, both fully accredited by the Commission on Sport Management Accreditation (COSMA). The two terms (sport administration and sport management) refer to largely the same practice, i.e., overseeing the elements of sport that are essential to maintaining a strong athletic organization – or the *business of sport*. As LSU described the intended program concept, sport management encompasses middle to lower authority in a sports organization that is charged with policy implementation, profit-making and oversight functions that deal with planning, organizing, leading, motivating, controlling, and coordinating. Overall, sport management operates at the functional level and focuses on managing people and their work in the sport industry. The proposed MS in Sport Management aims to prepare students to focus on the day-to-day business-oriented operations at the ground and middle levels of an organization through a critical examination of both practical and academic applications of business management principles.

Graduates of LSU's MS/Kinesiology sport management concentration have found positions in LSU's athletic department, TAF, athletic departments at other colleges and universities, as well as at professional sports organizations. They work in marketing, event management, sales, law, and accounting. Sport managers also have opportunities in community-based sports, festivals, fitness facilities, and youth sports programs around the state and the country. Demand for sport managers is increasing as a result of the continued growth and professionalization of the sport industry.

2. Students

The online and on-campus programs have seen a combined steady growth in enrollment. The online version of the MS/Kinesiology program concentration in sport management has seen significant growth since implementation in 2015, with Fall 2018 enrollment at 43. The on campus program has seen a decline in enrollment in recent years but remains robust with 28 total students enrolled for Fall 2018. Further growth is expected with the standalone degree because of increased recognition and visibility, based on employer and student demand.

3. Faculty, Resources & Budget

LSU's intent is to separate and rename the current concentration within the MS in Kinesiology, with no changes in curriculum or existing faculty and course assignments anticipated. The online version of the degree program is financially self-supported through LSU Online.

STAFF ANALYSIS

LSU's existing Master's degree in Kinesiology includes a successful concentration in Sport Management, but students and employers are increasingly requesting a standalone degree. The faculty and courses are in place to establish this degree program, and LSU's School of Kinesiology is well equipped to handle an expansion in programs. As the proposal will be submitted to an external reviewer, and to avoid confusion among current and prospective students between the expertise developed by the undergraduate Sport Administration and the proposed graduate Sport Management program, the proposal must clearly

differentiate between the two areas, and demonstrate a distinct difference in curriculum and student outcomes beyond the academic degree level. It should also identify any changes made in the current curriculum as a function of its separation from the degree in Kinesiology.

STAFF RECOMMENDATION

The Senior Staff recommends <u>approval</u> of the Letter of Intent to develop a full proposal for a <u>Master of Science in Sport Management</u> at Louisiana State University and A&M College.

AGENDA ITEM IV A 2
LETTER OF INTENT

McNEESE STATE UNIVERSITY

DOCTOR of NURSING PRACTICE

BACKGROUND INFORMATION

McNeese State University requests Board of Regents' approval of a Letter of Intent to develop a proposal for a Doctor of Nursing Practice. The Letter of Intent was approved by the Board of Supervisors of the University of Louisiana System in October 2018 and forwarded to the Board of Regents for consideration.

STAFF SUMMARY

1. Description and Need

The Doctor of Nursing Practice (DNP) program is a practice-focused (vs. research-focused) doctoral degree designed for nurses seeking to further their careers in advanced nursing practice. A practice doctorate focuses on applying academic research in practice and developing systems of care based on research utilization. The DNP offers an alternative to research-focused doctoral programs, preparing individuals at the highest level of practice through outcome-based competencies (including expert leadership) identified for the core content areas and specialized competencies targeting individual specialty areas of practice (e.g., family primary care, psych-mental health, nurse anesthesia, or gerontology).

In 2004, the American Association of Colleges of Nursing (AACN) endorsed a *Position Statement on the Practice Doctorate in Nursing* that called for moving the level of preparation necessary for advanced practice registered nursing (APRN) from the master's degree to the doctorate level. The AACN supports the DNP as the entry level for advanced nursing practice based on the increased complexity of patient care, concerns about the quality of care and patient safety, demands for a higher level of preparation for leaders who can design and assess care, shortages of doctoral-level nursing faculty, and increasing educational expectations for the preparation of other health professionals. The premise is that the DNP prepares for the future in that nurses prepared at the doctoral level with a blend of clinical, organizational, economic and leadership skills will provide a significant, positive impact on health care outcomes.

From 2008-2017, the number of DNP programs among AACN member institutions increased by 83%, but the number of programs preparing psychiatric/mental health nurse practitioners (PMHNP) remained one of the smallest, at 18.9%. The Commission on Collegiate Nursing Education (CCNE) began accrediting DNP programs in Fall 2008 and has accredited 286 programs to date, while another 121 new programs are in the planning stages. DNP programs are available in all 50 states, including the seven currently admitting students in Louisiana: Northwestern, Southeastern, Southern University (SUBR), LSU Health Sciences in New Orleans (LSUHSC NO), UL Lafayette, Loyola, and Franciscan Missionaries of Our Lady.

Among the seven DNP providers, none specializes in the psychiatric/mental health fields though the LSUHSC NO does include it as a concentration area. The lack of behavioral health providers in Louisiana, along with the growing opioid epidemic and an almost 30% increase in suicides demonstrates a critical needs for mental health providers.

The primary objectives of the intended DNP program at McNeese will be to:
- Increase the number of doctoral-prepared psychiatric mental health practitioners in and near LA;
- Improve access to mental health services in LA; and
- Increase the number of doctoral-prepared psychiatric mental health faculty in LA.

McNeese offers PMHNP as one of three concentration choices in its existing MS/Nursing and the focus of a Post-Master's Certificate (PMC – averaging 5 completers). Interest is strong: 17 of the 129 MSN graduates from 2015-2018 were PMHNP students. In that same time period, the PMC program, offering a second area of specialty to APRNs, admitted 42 students and graduated 12. An informal Facebook

survey of APRN alumni had 18 students indicating an interest in a PMHNP DNP program within the first four days of the posting.

3. Budget

The College of Nursing at McNeese has a long tradition of preparing PMHNPs at the Mater's level. Building on the success of the program, the college stated that it has the resources it would need for the intended DNP to be successful. The program director has over two decades of experience educating PMHNPs and a faculty team of doctoral prepared adjunct faculty to teach the DNP. The director has developed community partnerships across the state and has PMHNP alumni in psychiatric settings who are willing to provide clinical experiences. In addition, McNeese's online learning management system would facilitate offering the program fully online so that it could be available to students outside of the Lake Charles area. The intended program would require one additional full-time 12-month DNP faculty for Year 1, and a 9-month PMHNP/DNP to be added in the second year. Additional part-time adjuncts will be added as enrollment grows.

STAFF ANALYSIS

McNeese's expansion into doctoral level focus on the PMHNP and existing APRNs being able to add certification as a PMHNP will provide nurses with more in-depth knowledge and skills to address individual and community health needs, quality of care, patient safety, and the elimination of health disparities which, in turn, will positively influence the health status of Louisiana citizens. Staff support the University's request to develop a DNP proposal, but the proposal should address several points.

- Describe coordination efforts with other members of the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN) in developing a distinctive DNP, considering suggestions, and making arrangements to share resources and offer/articulate courses. State whether the DNP would be in Psychiatric Mental Health Nursing (51.3810) or general Nursing Practice (51.3818).

- Make clear the various curriculum paths (MSN-DNP, BSN-DNP, and post-DNP), differentiating courses for the student's level of experience/training, and indicating a timeline for implementation of new courses & the program paths. Where feasible, indicate how each DNP essential is addressed and/or sufficiently supported.

- Differentiate the proposed program from the post-MSN and post-DNP pathways currently offered at SLU and ULL, or address why a third offering is needed.

- Address the time and resources needed to offer a doctoral program, including smaller class sizes for the clinicals and the DNP projects. Indicate whether the MSN, PMC, and DNP will all be continued. Given the size of the current MSN and PMC, adding a DNP with only 1.67 more faculty seems improbable.

- Address the need for SACSCOC approval of a substantive change in adding a DNP: demonstrate understanding of the process and implications, with a plan, timeline, and budget for achieving SACSCOC approval for implementation. Also address coordination with LSBN.

McNeese has a strong graduate nursing education program and could provide access to quality DNP education to residents of southwest Louisiana and southeast Texas, in particular, through this program. As it moves into online delivery, its reach could be even farther as nursing professionals seek to expand their skills and outreach.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic and Student Affairs Committee accept the Letter of Intent and grant approval for McNeese State University to develop a proposal for a Doctor of Nursing Practice (DNP). The proposal should address issues presented in the staff summary.

AGENDA ITEM IV B 1

PROPOSED NEW ACADEMIC PROGRAM

BATON ROUGE COMMUNITY COLLEGE

ASSOCIATE of APPLIED SCIENCE in COMPUTING & INFORMATION SYSTEMS

BACKGROUND INFORMATION

Baton Rouge Community College (BRCC) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Computing and Information Systems. The program proposal was approved by the Board of Supervisors of the LCTCS at its December 2018 meeting.

STAFF SUMMARY

1. Description & Need

BRCC's proposed program was developed with the support and partnership of Governor Edwards, IBM, DOW Chemical, the LA Department of Education, and the LCTCS as part of the *Pathways in Technology Early College High School* (P-TECH) initiative to provide students with the skills needed to launch successful careers in the growing technology industry, specifically aiming to prepare young people for high-skill technical positions within six years of beginning the 9th grade. The proposed degree was developed to support the demand in the Baton Rouge area for individuals with an understanding of the fundamentals of computer science and with skills in application development, which will be the first concentration nested in the degree. Seven new courses have been developed and approved by the College faculty committee and are ready to launch this summer: CSCI 1823/Intro to Database Design; CSCI 1952/Ethics in Computer Science; CSCI 1973/Emerging Technology; CSCI 2604/Mobil Application Development; CSCI 2724/Web Programming; CSCI 2103/Intro to Data Structures & Algorithms, and CSCI 2783/Systems Analysis & Design. The program will appeal to current BRCC students and to well-qualified dually enrolled high school students, alike. It will provide them an opportunity to enter the workforce sooner than they would be by following a more traditional path and timeline, yet they will also have the foundation to continue their studies toward the baccalaureate, if they choose.

The 60-hour curriculum will introduce students to concepts and foundations of computer science and application software development, in its initial implementation; plans are in place to add concentration choices in cybersecurity and cloud computing in the future. The curriculum is designed around a six-course computer science (CS) core that mirrors the CS courses in the transfer associate degree (AS/CS) and gives students a strong foundation in the field, after which the programming concentration includes eight courses ranging from *Introduction to Database Design* to *Emerging Technology*, *Mobile Application Development* and *Web Programming*.

2. Students

This new degree program will be of interest to students seeking a specific set of technical skills to prepare for entry-level positions in areas of computing and information systems. The Cy-Tech program at Tara HS currently has 32 students who will enroll in the proposed AAS, but it will also be fully available to BRCC students interested in computer science and software development who do not plan to seek a baccalaureate degree. The College anticipates that the Cy-Tech enrollment will grow to 60 in the coming year and that the new degree will attract 25 BRCC students per year, some of whom may transfer from other BRCC programs. The expectation is that it will be producing up to 60 graduates per year by the fourth year.

3. Faculty, Resources & Administration

The proposed program will be housed in the existing STEM Division and taught by the existing four faculty as students enroll in foundation courses, but for full implementation, two additional faculty members will be needed by the 2019-20 academic year to support the additional courses developed for

the degree. Faculty will assist with student recruitment by participating in high school and college events as well as outreach activities. The Cypress Building houses six dedicated computer labs that may be used for classroom instruction and student workshops.

STAFF ANALYSIS

BRCC's proposed Associate of Applied Science was created in response to an urgent need for graduates trained in application software development (programmers) who can enter the local workforce ready to roll and easily brought up to speed on company projects and protocols. BRCC worked with the EBR Parish School System and IBM to launch the *Cy-Tech Academy*, an IBM Pathways in Early College High School, at Tara HS. As an industry partner, IBM will provide students mentoring, worksite visits, paid internships, and 'first in line' job opportunities. As the curriculum expands to include other concentrations, students will have access to expert training in other aspects of the information systems universe, in addition to the existing AS/CS degree that fully prepares them for transfer into a bachelor's program.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic and Student Affairs Committee recommend conditional approval of the <u>Associate of Applied Science</u> in <u>Computing & Information Systems</u> (CIP Code 11.0501) at Baton Rouge Community College, to begin implementation in Summer/2019. A progress report shall be due by July 1, 2021.

AGENDA ITEM IV B 2
PROPOSED ACADEMIC PROGRAM
LOUISIANA STATE UNIVERSITY and A&M COLLEGE
MASTER of SCIENCE in CHILD & FAMILY STUDIES

BACKGROUND INFORMATION

Louisiana State University (LSU) is seeking Board of Regents' approval to offer a Master of Science in Child and Family Studies (MS/CFS), essentially re-establishing the concentration component of the original MS in Human Ecology as a stand-alone Master's program within the School of Social Work. The School of Human Ecology no longer exists at LSU since its three former divisions were split and moved to different schools and colleges as part of a campus-wide reorganization effort in 2013. The faculty and BS/CFS degree were moved to form the Division of Child & Family Studies within the School of Social Work in the College of Human Sciences & Education; however, the graduate programs (MS and PhD) remained listed under the old Human Ecology rubric until they were terminated in 2016. The proposal was approved by the LSU Board of Supervisors in October 2018 and submitted for Regents' consideration.

STAFF SUMMARY

1. Description & Need

The study of Child and Family Studies is part of the traditional land-grant mission to promote stability and well-being of families in all forms, positive human growth and development, optimal management of resources, and to help build a well-prepared, educated workforce for current and future labor markets. In the face of Louisiana's high poverty level, CFS graduates work directly with children and families within communities, schools, hospitals, nursing homes, and social service agencies to help understand and improve the lives of family units.

Students in the proposed 36-credit MS/CFS program will follow a basic structure whether they decide to follow the thesis or non-thesis path to completion: a core of research methods and statistics, 15-21 credits of specialization and elective courses, and a thesis or practicum. Non-thesis students will complete 6 credit hours of supervised practicum experience, while thesis students may choose 3 credit hours of practicum experience to substitute for one of their elective courses, if approved by their graduate committee. The program is designed so that it will be possible for a student to graduate in four semesters, but candidates will not be rigidly bound or tracked into a particular flow of courses, nor will they always complete within those four semesters. While no specific course requirements must be met for admission to the MS program, some course experience in three areas is highly recommended: family dynamics; management of family systems and services; and an introduction to statistics or research methods. Students may be required to complete additional credit hours to make up deficiencies if they are entering the program without a background in CFS.

LSU's proposed MS program will be the only graduate-level offering in Child & Family Studies on the statewide curriculum inventory (CRIN). Southeastern's recently-approved MS/Child Life is related in its disciplinary roots, but it is a practitioner/professional degree with a primary focus on children and families in healthcare settings, and the MS/CFS is a broad-based social science program studying child and family development in an ecological context. Most of LSU's graduates will choose fields in social work, counseling, education, and public health, for which the program will ensure that they are well-prepared for advanced level administrative and leadership roles; those choosing to write a thesis will also be well-prepared for further graduate-level work and careers in research and academia.

2. Students

Under the structure provided by the School of Social Work, the BS/CFS has grown rapidly to nearly 200 majors and 68 graduates in 2017-18, doubling the 33 graduates in 2013-14. As a concentration area under the department of Human Ecology, CFS accounted for slightly more than half of the masters degrees awarded. As the program has been very strong and many current undergraduate students have

expressed interest in enrolling with the new non-thesis option, the University expects that the quality of the program and faculty, along with current marketplace demands, will help generate interest in the graduate program and produce at least six graduates per year very quickly. CFS intends to offer Fall and Spring admission because the courses will be offered on a regular, predictable rotation and will not be on a rigidly structured curriculum. The goal is to begin with a cohort of 10 students in 2019-20 and grow the program by 5-10 students per year so that at any given time there will be 20-30 graduate students enrolled.

3. Faculty & Resources

No new faculty members will be necessary to implement the proposed program. The CFS faculty group is fully staffed with five full-time members: three are tenured or tenure track with the expectation of research, teaching, and service, and two are non-tenure track professional practice ranks who carry full teaching loads. CFS faculty are nationally and internationally-recognized scholars and practitioners, actively engaged in research focused on families, whether traditional or marginalized through poverty, racial inequality, of health care disparities. There is current capacity for managing a graduate course load in addition to the undergraduate course requirements, but adjunct instructors will be hired to provide instructional support for the program if needed. Graduate classes will be taught on a rotating basis, usually scheduled every other year to balance faculty teaching loads.

The School has budgeted $5K to announce the launch of the MS program and market its availability to prospective students in its inaugural year and has estimated $1K annual marketing expenses each subsequent year. Similar marketing strategies and infrastructure as those planned for the MS/CFS were successfully used to announce the BSW degree in spring of 2018 (yielding a cohort of 20 students in the first semester) and to expand the MSW program. One of the current CFS faculty is currently working as administrative program leader and is prepared to absorb the additional responsibilities of implementation.

STAFF ANALYSIS

The CFS faculty responsible for the Child & Family Studies graduate concentrations under the now defunct Human Ecology degree programs are still at LSU and, along with prospective students and the Dean of the College of Human Sciences & Education, are enthusiastic about establishing the previous Master's concentration as a standalone degree program. External reviewer Dr. Elizabeth Gershoff from the University of Texas at Austin indicated in her report that the faculty and curriculum were sufficient to support a robust program that will prepare students for a variety of careers. Questions raised in the review have been addressed by the campus, resulting in a proposal with strong potential for success in meeting the needs of students and the state. Progress reports will be requested until the MS program demonstrates viability. It is logical that the corresponding BS/CFS should be moved from its current CIP (19.0101 – *Family & Consumer Sciences/Human Sciences, General*) to the proposed CIP (19.0701 – *Human Development & Family Studies, General*) so that the programs may be classified together and reflect their relationship on the Curriculum Inventory.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the proposed MS/Child & Family Studies (CIP 19.0701), with a progress report due July 1, 2021, and CIP change of the existing BS/Child & Family Studies from 19.0101 to 19.0701 at Louisiana State University.

AGENDA ITEM V

AA 2.15 - Definitions of Undergraduate Degrees & Undergraduate/ Graduate Certificates

Proposed New Academic Credential: Undergraduate Certificate

BACKGROUND INFORMATION

With only 34% of its adults aged 25-44 holding an associate degree or higher[1], Louisiana trails the nation in educational attainment and, therefore, cannot fully realize the many benefits and contributions of an educated citizenry. Further, while education is key to the economic health of the State, it is vital to the general well-being of its citizens. Some form of postsecondary education credential has increasingly become essential to success in the workforce. In 2012, 65.9% of LA high school graduates enrolled directly in college[2], yet BoR data showed that of the 28K freshmen in public postsecondary institutions that year, only 43% (12K) had graduated with a certificate or degree within 150% of time. Of the 20K freshmen that began at a university, only 53% had graduated with a bachelor's degree within 6 years. Some of the 10K other students continued in school, but many stopped out with 'some college (which could mean anywhere from <10 to 130+ credits), but no degree or credential of value.

While the two-year system offers incremental credentials with multiple exit points, students who begin at a university have no options for interim credentials other than completing the full 120-credit bachelor's degree, making it very difficult for a university to respond to more immediate needs of students, working adults, and area industry. The demand for focused, incremental university education has been brought to the forefront as institutions have coordinated with LA Economic Development and companies such as CenturyLink, DXC, and IBM to provide a pipeline of students with industry-aligned skills regardless of major. These are the primary focus of the proposed Undergraduate Certificate (UC).

Unlike the strictly technical nature of the Certificate of Technical Studies offered by a 2-year institution, the proposed university-level undergraduate certificate would include a blend of foundation courses and a number of upper-level courses to add depth in a particular focus area. Certificates of this nature currently exist in many other states (Atch 2, Undergraduate Certificate Samples) and could become a critical component of our universities' ability to meet student and employer needs in a dynamic workforce. Implementation of an upper-level UC would provide universities with: an avenue for a more rapid response to specific workforce innovation and demands; a way to recognize a student's accumulation of knowledge in a focal area beyond the requirements of the chosen major; and a path for graduates seeking updated or additional knowledge and skills in their field to return to the university to earn an academic credential that builds on an undergraduate degree.

Description

The proposed UC would address two educational needs to augment a student's educational background. The first is similar to 'stackable' credentials at community colleges and at the graduate level with multiple exit points. The undergraduate certificate would serve as a way to target specific educational areas in response to workforce needs through a stand-alone area of specialization that meets a defined industry demand for upper level training.

Another area of need is for graduates to return to college to complete an additional minor or concentration in an earned or related major, such as learning a second language or adding another specialization. Universities confer baccalaureate degrees tied to specific majors, for which successfully completed minors and concentrations augment that specific degree conferral on the official transcript at graduation. Students cannot earn a second bachelor's degree in the same major but with a different concentration, nor are concentrations or minors conferred separately from the major. Currently there is no mechanism for a concentration or minor to be awarded outside of a specific degree program or post-graduation. The

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[1] US Census, 2015 American Community Survey (ACS)

[2] National Center for Higher Education Management Systems (NCHEMS) Information Center, reporting ACS data.

proposed UC - Concentration/Minor would allow returning students to complete an additional concentration or minor, post-baccalaureate, and have it added to the transcript as a conferred award. This option provides an alternative to creating new post-baccalaureate certificate programs for occasional needs.

The Undergraduate Certificate would be defined in AA Policy 2.15 as follows:

Undergraduate Certificate (UC). An undergraduate, university offering of at least 18 SCH. At least half of the required hours must be at the upper level. Prerequisites may be stated or implied. The institution's General Catalog must specify any general requirements for eligibility to declare a UC.

(a) A series of courses related to a specific topic or skill, particularly in technology or data fields in high market demand, listed on the CRIN by CIP and Subject Area.

(b) A series of courses published in the institution's General Catalog as a concentration or minor in a major or discipline. This UC will be listed on the CRIN as CIP *24.0199 Concentration/Minor*, but may be posted on the student transcript by title of the concentration/minor; it requires an annual report from the campus listing the certificate titles awarded in the previous academic year.

<u>Final approval authority</u>: Board of Regents.   Example: UC in Software Development

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The costs to implement the UC should be minimal: they would entail additions to the catalog, development of degree audits, and advisor training. The potential benefit would be in the formal recognition of pre-baccalaureate, postsecondary education that identifies specific areas of undergraduate level expertise serving as a signal to employers and post-secondary institutions where a student may wish to pursue additional credentials. The certificate would be awarded and recognized on the transcript as a defined focal area of upper-level study.

STAFF SUMMARY

The proposed Undergraduate Certificate can be linked to an existing degree program major as an additional focus area (concentration or minor), or it can be a stand-alone area of specialization to augment a student's educational background and/or to meet industry demand for upper level training. Adoption of the UC would provide universities with tools for rapid and focused response to innovation and demand at the upper level. It would also acknowledge the additional accomplishments of students who return to the university to seek updated knowledge and skills in their field through a defined concentration, minor or certificate. Implementation of an upper-level UC will help address requests from industry and fill the void in credential options at the university level.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic and Student Affairs Committee recommend <u>approval</u> of the proposed <u>Undergraduate Certificate</u>, to be added to Academic Affairs Policy 2.15 – Definitions of Undergraduate Degrees & Undergraduate/Graduate Certificates, as indicated in Atch 1 (page 2).

Academic Affairs Policy 2.15
Definitions of Undergraduate Degrees and Undergraduate/Graduate Certificates

The following definitions for undergraduate degrees and undergraduate/graduate certificates are established to:
- provide for the uniform use of degree terminology;
- promote uniform curricular requirements for similar programs;
- effect the ready transfer of course credits earned throughout the higher education system; and
- facilitate the development of appropriate articulation agreements between systems and campuses.

As a general guideline, the number of credit hours (SCH) required for a certificate should not exceed one-half of the SCHs required for the subsequent credential. All required general education coursework must meet SACSCOC requirements. All undergraduate and graduate certifications must be reflected on the Board of Regents Curriculum Inventory (CRIN) before implementation. Certificates #1-5 are limited to two-year institutions.

Undergraduate Certificates

1. **Career and Technical Certificate (CTC)** - An applied skills program (6-18 SCH) that provides specific, meaningful technical skills relative to employment readiness. The CTC includes a demonstrated alignment with, and a process whereby a student's competencies are verified against, a set of pre-determined standards which lead to and/or prepare an individual to test for an industry-based certification (IBC), state licensure, or state-recognized certification awarded by an independent, third party that is recognized by business and industry and/or the State of Louisiana. At least half of the CTC requirements should be distinctive from other credentials. The CTC is not designed for transfer to an academic degree program. CTCs may be combined to form a Certificate of Technical Studies (CTS) and/or a Technical Diploma (TD).

   Approval authority: The approval authority rests with the appropriate management board; however, the establishment of such programs must be immediately reported to the Board of Regents for review (e.g., name, CIP) and verification before being added to the CRIN for implementation.

   Example: CTC in Emergency Medical Technician (EMT); CTC in Certified Nurse Assistant (CNA).

2. **Certificate of Technical Studies (CTS)** - An applied, technical program (16-33 SCH) to provide a student with a broad technical competency in a specific area or field. The CTS is not designed for transfer into an academic degree program.

   Approval authority: the appropriate management board, immediately reported to the Board of Regents for review and verification before being added to the CRIN for implementation.

   Example: CTS in Automotive Engine Technology

3. **Technical Diploma (TD)** - An applied, technical program (45-60 SCH) usually formed by combining multiple CTSs and/or CTCs. TD programs are not designed for transfer to an academic program.

   Approval authority: the appropriate management board, immediately reported to the Board of Regents for review and verification before being added to the CRIN for implementation.

   Example: TD in Automotive Technology (CTS in Automotive Engine Technology, plus CTCs in Automotive Body Repair, Automotive Detailing, etc.)

4. **Certificate of Applied Science (CAS)** - A more academically-oriented offering (usually 25-45 SCH) created by combining a CTS with a limited general education component (at least 9 SCH). At a minimum, the general education component should be fully transferrable into an undergraduate academic program.

   Final approval authority: Board of Regents.   Example: CAS in Medical Billing and Coding

5. **Certificate of General Studies (CGS) -** An academically-oriented offering designed to provide students with a broad foundation of fundamental academic skills, primarily for personal growth or as preparation for further collegiate study. The CGS framework allows students an opportunity to tailor their courses to meet admission or pre-requisite requirements of a transfer institution. The 30-hour curriculum consists of eight general education courses (24 SCH) and two elective courses. CGS programs are strictly limited to two-year institutions.

   <u>Final approval authority</u>: Board of Regents.

6. **Post-Associate Certificate (PAC)** – An academic or technical offering (12-33 SCH) that is earned after a student has already completed a recognized associate's degree, usually for additional professional or technical certification.

   <u>Final approval authority</u>: Board of Regents.   Example: PAC in Radiation Therapy

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7. **Undergraduate Certificate (UC)** – An undergraduate, university offering of at least 18 SCH. At least half must be at the upper level. Prerequisites may be stated or implied. The institution's General Catalog must specify any general requirements for eligibility to declare a UC.

   (a) A series of courses related to a specific topic or skill, particularly in technology or data fields in high market demand, listed on the CRIN by CIP and Subject Area.

   (b) A series of courses published in the institution's General Catalog as a concentration or minor in a major or discipline. This UC will be listed on the CRIN as CIP *24.0199 Concentration/Minor*, but may be posted on the student transcript by title of the concentration/minor; it requires an annual report from the campus listing the certificate titles awarded in the previous academic year.

   <u>Final approval authority</u>: Board of Regents.   Example: UC in Software Development

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7̶8. **Post-Baccalaureate Certificate (PBC)** – An undergraduate, academic offering (12-33 SCH) that is earned after a student has already completed a recognized baccalaureate degree. Commonly used as a path for alternate teacher certification, graduate school admission is usually not required for this undergraduate certificate.

   <u>Final approval authority</u>: Board of Regents.   Example: PBC in Elementary Education Gr 1-5

Associate[3] Degrees

The standard number of credits required for the Associate Degree will be 60, though in some circumstances (e.g., accreditation or certification requirements) they may exceed the 60-credit limit. Exceptions to the standard number of credits must be approved by the respective Management Board. The Board of Regents will periodically review both the number of credit hours required and approved exceptions to the 60-hour standard.

1. **Associate of Applied Science (AAS)** - An applied degree program, with a limited general education core component, primarily designed to prepare students for immediate employment or career entry. AAS degrees can be formed by combining a TD with 15 SCH of required general education or can be a distinct curriculum. All general education coursework must meet SACSCOC requirements. If technical coursework required of the degree is intended for transfer to a university, this coursework must meet appropriate SACSCOC requirements.

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[3] *There are select circumstances when AAS, AA, AS, and non-designated associate programs may be considered appropriate for a particular four-year institution. In such cases, exceptions provided in the Board of Regents' 1999 Moratorium on the Approval of New Associate-Level Programs at Four-Year Institutions will apply.*

Final approval authority: Board of Regents.   Example: AAS in Motor Vehicle Technology

2. **Associate of Arts (AA)** - An academic degree program with a significant general education core, designed primarily to serve as preparatory education for transfer to a related baccalaureate program. All coursework must meet SACSCOC requirements.

    Final approval authority: Board of Regents.   Example: AA in Visual and Performing Arts

3. **Associate of Science (AS)** - An academic degree program with a significant general education core, designed primarily to serve as preparatory education for transfer to a related baccalaureate program. All coursework must meet SACSCOC requirements.

    Final approval authority: Board of Regents.   Example: AS in Computer Science

4. **Associate (A)** - An academic degree program with a significant general education core, designed to prepare students for immediate employment or career entry, but which also may serve as preparatory education for transfer to a related baccalaureate program. The use of this degree designation should be limited to cases wherein other associate degree designations (AAS, AA, or AS) have been determined to be inappropriate. All coursework must meet SACSCOC requirements.

    Final approval authority: Board of Regents.   Example: Associate of General Studies

5. **Louisiana Transfer Associate (AALT or ASLT)** – an Associate of Arts or Associate of Science degree that follows a prescribed curriculum (providing both structure and flexibility) and assures transfer of the 60 SCH in the degree plus credit for completion of the Board of Regents' required general education block at any public university.

    Final approval authority: Board of Regents.

Baccalaureate

The standard number of credits required for baccalaureate degrees is 120. Institutions with compelling reasons (e.g., the academic program is defined as a 5-year baccalaureate program; professional accreditation or certification requirements) for exceeding the 120 credit-hour standard may request an exception to this standard from the Management Board, according to their respective system's policy. The Board of Regents will periodically review both the number of credit hours required and approved exceptions to the 120-hour standard.

Baccalaureate degrees are limited to four-year institutions.

1. **Bachelor of Applied Science (BAS)** - An applied/academic degree program designed to prepare students for technical employment and generally not intended as preparation for graduate study. The BAS routinely combines technical/general education courses gained in an AAS program with additional university requirements. All coursework completed in the BAS program must meet SACSCOC requirements for transferability.

    Final approval authority: Board of Regents.   Example: BAS in Allied Health

2. **Bachelor of Arts (BA)** - An academic degree program with a significant general education core. The BA degree emphasizes breadth and depth of study in a recognized academic discipline, may serve as a career entry degree, and should prepare a student for further graduate study.

    Final approval authority: Board of Regents.   Example: BA in English

3. **Bachelor of Science (BS)** - An academic degree program with a significant general education core. The BS degree emphasizes breadth and depth of study in a recognized academic discipline, may serve

as a career entry degree, and should prepare a student for further graduate study.

Final approval authority: Board of Regents.   Example: BS in Mathematics

4. **Bachelor (B)** - An academic degree program with a significant general education core, designed primarily as a first professional degree, but which also may serve as preparatory education for transfer to a related graduate program. The use of this particular degree designation should be limited to cases wherein other baccalaureate degree designations (BAS, BA, or BS) have been determined to be inappropriate.

Final approval authority: Board of Regents.   Example: Bachelor of General Studies

Graduate Certificates

Graduate certificates provide a shortened, condensed and focused course of study that supplements an existing Bachelor's, Master's, or Doctoral degree. They frequently lead to licensure or certification, provide needed job-related expertise, or are focused on a timely area of discussion in a discipline, and they usually are offered by or through the Graduate School.

Final approval authority: Board of Regents.

1. **Graduate Certificate (GC)** – a graduate-level academic offering addressing a particular topical area**.** The number of required courses varies, but the typical range is 12-18 credits.

    Example: GC in Communications Systems

2. **Post-Masters Certificate (PMC)** – an academic offering, usually related to additional licensure or certification that is earned after a student has already completed a recognized Master's degree.

    Example: PMC in Family Nurse Practitioner

3. **Post-Doctorate Certificate (PDC)** – an academic offering that is earned after a student has already completed a recognized Doctoral degree.

4. **Post-Professional Certificate (PPC**) – an academic offering that is designed for additional training or certification after a student has already completed a recognized Professional degree.

    Example: PPC in Endodontics

Degree designation abbreviations for any graduate certificates would be only those specified above.

A. Exceptions

Exceptions to degree definitions and standard number of credit hours may be considered on a case-by-case basis, in accordance with System policy, for recommendation to and consideration by the Board of Regents.

B. General Education Requirements

Academic Affairs Policy 2.16 addresses statewide general education requirements for undergraduate degree and certificate programs.

C. Proposals for New Degrees or Certificates

Baccalaureate and graduate level degrees must adhere to policies regarding Letters of Intent (in Academic Affairs Policy 2.04).

Proposals for certificate and associate degree programs may be submitted at any time by a management board for consideration by the Board of Regents. Proposals for any new academic programs should address the elements outlined in the Guidelines for the Proposal of a New Academic Program (in Academic Affairs Policy 2.05)

UNDERGRADUATE CERTIFICATE PROGRAM SAMPLES

UNIV/SYSTM	~HOURS	GENERAL GUIDELINES / samples	OTHER
American U	~17-18 hrs; at least 9 ≥ 3xx level	• Applied Statistics:11-hr core + 6 in STAT courses at or above 300-level • Appl Ethics & Profsnl Resp: 9 hr core + 9 from list of 300-400 level courses • Appl Physics: 9 hr core + 9 in electives	http://www.american.edu/cas/mathstat/CERT-UAS.cfm
Boston U	≥16 credits	• Biotechnology UC: cert candidates should have at least 2 yrs of college, w biology, chem, & math or equivalent work exp: stu & program director design the curric to align w/ stu's goals & experience	http://www.bu.edu/met/programs/undergraduate/biotechnology/
CA State/San Bernardino	Ex: 28 hrs + completn of core program	• Cert in Biotechnology: senior-level biol & chem courses, including 13-hr core + at least 15 units from a list of 4xx and 5xx level courses.	http://bulletin.csusb.edu/undergraduate-degree-programs/certificates/
CA State L.A.	18~33	• UC Alternative Nutrition: basic course in human nutrition (prereq) + 12-hr 4xxx core + 6 hrs from list of 3xxx and 4xxx options. • UC Health Care Mgt: 21 hrs (1xx-4xx) core + 8 hr from list of 2xx-5xx • Bacc Cert in Marketing: 18 units (6 course core; 2 elec; all 3xxx, 4xxx) • UC in Transportatn & Logistics: 21 hrs (5 in core; 2 elec, 3-4xxx)	- http://calstatela.edu -- semester catalog– undergraduate credit certificate programs
KY State U		• *Certificate Degree* in Aquaculture/Aquatic Sciences: 6 courses, all 4xx level	http://kysu.edu/academics/ -- undergraduate programs: certificate
N KY Univ	12-20 hrs, "C" or better	• *Cyber Security Cert: 2xx core class + three 3xx or 4xx classes from list (Jr standing; 39 hrs w/ prereqs)* • *Automated Manuf Processes & Systems Cert: 7 courses, 4 3xx; 33 credit w prereqs.*	- Course prerequisites make a big difference, e.g., Junior standing; multiple LL courses, etc (See curric samples) https://access2.nku.edu/ucc/content/guidelines/KYCPEGuidelines.aspx#Degree
Princeton		• 53 UN cert programs: ~5 courses + indep research + presentation at/participant in symposium/colloquium	- Samples: Entrepreneurship; Tech & Society; Planets & Life http://www.princeton.edu/main/academics/departments/certificate/
THECB	21-36 hrs	• Disciplinary areas where inst already offers an UN degree prgm	http://www.thecb.state.tx.us/ - Certificate Requests
TX Tech	~12~20 (may exceed w/ justification)	• Set of upper-division courses that provide more in-depth knowledge/skills in a particular subject area. (distinguished from a minor by its more narrow focus and restriction to UL courses). • All prerequisites must be met by stu; stu may pursue a cert within, outside of his major, or as a non-degree student • Coursework may be double-counted; stu may earn degree + certificate (as a byproduct of the degree w/o separate approval from the college)	https://www.depts.ttu.edu/officialpublications/pdfs/2018_2019_catalog_ttu.pdf -- search: undergraduate certificates for examples & detail - Could broaden skill/knowledge base w/ additional coursework, or add specialized training to a general degree/background. - Ex – UC/Finance: 15 hrs, list of 3xxx courses - Ex - UC/Info Tech: 12 hrs, list of 3xxx or 4xxx
U AR Fayettevl	18 hrs	• *Cert of Proficiency* in Geospatial Technologies: 6 courses at 3xxx level	https://online,uark.edu/programs/certificate-proficiency-geospatial-technologies.php
UALR	'Professional Certificate' – mostly 3xx & 4xx	• Media Production & Design: 18 hrs = 5 course core + 1 3-4xx elec from list • Business Analytics: 18 hrs: 3 crs core + 3 elec: all courses = 4xxx level • Graphic Design: 30 hrs: 9 2xxx; 21 at 3-4xx (UL) • Workplace Spanish: 15 hrs: 6 2xxx; 9 at 3-4xxx (UL)	https://ualr.edu/catalogs/undergraduate-catalog/degrees-by-type/ UN Certificate examples: Applied Design; Business Analytics; Crime Scene Investigation ; Law Enforcement Administration; Photography; Professional Sales; Service Learning Scholars; Shepherd Program in Poverty Studies; Workplace Spanish
U of MO – St Louis	Stand-alone; or In conjunction w BS major (>60 hours; course list)	• Undergraduate certificates: earned in conjunction w/ bachelor's degree • Ex. UC in Biotechnol: majors enroll upon completion of 60 credit hours, fulfill all sci course requirements for the degree, including 8 core + 2 elective options from list. • Cybersecurity (18); Gerontological Studies (18); etc	http://www.umsl.edu – undergraduate certificate programs (See samples)

Attachment 2

AGENDA ITEM VI A
REQUEST for FULL APPROVAL

LOUISIANA STATE UNIVERSITY and A&M College
CENTER for COLLABORATIVE KNOWLEDGE

BACKGROUND INFORMATION

Louisiana State University and A&M College (LSU) requests full approval of the Center for Collaborative Knowledge (CCK). The Center was granted initial conditional approval by the Regents in January 2018. The LSU Board of Supervisors approved the request at its December 2018 meeting and submitted the proposal to the Board of Regents for consideration.

STAFF SUMMARY

1. Description and Need

The primary mission of LSU's Center for Collaborative Knowledge (CCK) is to reinvigorate the University's central function as the place where ideas, expertise, and wisdom arise through creativity and collaboration across all academic disciplines and between faculty and students. The CCK aims to achieve this by sponsoring the creation of undergraduate and graduate courses and programs in and across colleges, and by offering cutting-edge, cross-college seminars, conferences, grant-writing workshops, reading groups, and exhibitions. These activities will inspire both students and faculty to take leadership roles in preserving and developing knowledge, and in translating this knowledge across disciplines to help solve complex problems. The CCK will serve as the creative, coordinating center to take on the challenges of research and teaching innovation as well as the initiation of collaborative conversations by building bridges across disciplines including the humanities, arts, sciences, and other technical fields.

2. Activities and Initiatives

Since the CCK's initial approval, it has established an Advisory Board made up of key faculty and Deans from across the university, ranging from Business to Mass Communication, and Chemistry to History. During 2017-18, the Center has co-sponsored and hosted numerous events and activities including workshops, lectures, seminars, exhibits, and the two-day conference on Sustainable Cities and Humanities. Hundreds of students and faculty from LSU as well as numerous guests from other universities, including Georgetown University and Cambridge University, have participated and attended these events. The CCK worked with Chemistry professor D. John Pojman to develop the interdisciplinary course, "The Materials of Art," and is in the process of developing a grant program to encourage further interdisciplinary course development on campus.

The CCK's plans for the near future include continuing to sponsor and co-sponsor guest speaker events, and facilitating and funding interdisciplinary symposia on topics that incorporate a wide-range of scholarly perspectives and foster faculty and student collaboration. The center recently established the CCK Student Scholars program, which will be a community of students participating in interdisciplinary learning activities including lectures, workshops, exhibits and other creative academic activities. The Advisory Board identified more than 50 students to participate in the first class of Student Scholars for this spring semester. LSU Faculty will compete for small grants to develop these activities and foster undergraduate research, one of the top priorities of the CCK.

3. Resources and Administration

The CCK reports to the Vice President for Research and Economic Development. The Center's current Executive Director was named for a three-year term starting with Fall 2018. Center funding does not include administrative or graduate assistant support, but will require one for long-term stability.

4. Budget

The Center was granted an initial $50K as part of LSU's strategic plan initiatives in 2017. The director saved about half of the seed funding to ensure continued operation for the second year, and was granted

another one-time allocation of $50K from the university. The Center plans to engage in fundraising to further support activities. As an example, affiliated political science faculty member Dr. Jim Stoner has applied for grant funding from The National Endowment for the Humanities and the John Templeton Foundation to support "The Aristotelian Inventory" project with the Center. Expenditures currently include small grants for various initiatives such as collaborative course and seminar development, guest speaker events, and a student scholars project. The Executive Director receives course relief and supplemental salary of $5K per year. The Center does not currently have resources for graduate student or administrative support. The CCK is currently housed in a shared space in Middleton Library with the LSU Digital Scholarship Lab, and it is currently working to secure funding and a design for a minor interior design upgrade.

STAFF ANALYSIS

The Center for Collaborative Knowledge is actively engaging with faculty and students from a wide variety of disciplines across the university to facilitate and encourage interdisciplinary conversations on complex topics. The number of events held in the past year, along with strong attendance at the events, demonstrates clear interest in the topics. While the University has shown support of the initiative for the short term with a second year of funding, the Center does not yet have a clear funding structure for the longer term. Staff recommend full authorization of the Center for a period of three years to allow the Center to better establish sustainable funding and to secure administrative and leadership support.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic and Student Affairs Committee recommend <u>full approval</u> of the <u>Center for Collaborative Knowledge</u> at Louisiana State University and A&M College for a period of three years, with a progress report and request for continued authorization due by February 1, 2022.

AGENDA ITEM VI B
PROPOSED CENTER of RESEARCH EXCELLENCE

LSU HEALTH SCIENCES CENTER in SHREVEPORT
CENTER FOR CARDIOVASCULAR DISEASES AND SCIENCES

BACKGROUND INFORMATION

LSU Health Sciences Center Shreveport (LSUHSC-S) is requesting designation as a Center of Research Excellence (CRE) for the Center for Cardiovascular Diseases and Sciences (CCDS). Approved by the Board of Regents as a Center in December 2013, the CCDS represents a central priority area of research, education and training excellence for the faculty and administration of the LSUHSC-S, with 64% of current extramural research funding attributable to CCDS investigators. The proposal for CRE designation was approved by the LSU Board of Supervisors in December 2018 and forwarded for Regents' consideration.

STAFF SUMMARY

1. Description

The overaching goal of the CCDS is to support research in cardiovascular diseases and to further improve the understanding, diagnosis, and treatment of cardiovascular diseases (CVD) through a multidisciplinary collaboration among programs in basic and clinical research. To do this, the Center seeks to:

(1) grow the number of CVD researchers through retention, recruitment, and increased participation of non-CCDS faculty in CVD-related research;

(2) increase extramural research funding by mentoring junior faculty and fellows to enhance competitiveness and increase the number of multi-PI and Center grant submissions;

(3) support training in CVD rsearch and treatment through targeted training initiatives;

(4) promote clinical and translational research on CVD by facilitating partnerships between clinicians and basic scientists, and by enhancing the capacity for clinical research through the CCDS; and

(5) support local cardiovascular health through education and outreach into the community.

2. Existing & Projected Programs

To support research in cardiovascular diseases, the CCDS offers or co-hosts a number of training initiatives for faculty, fellows, and practicing professionals.

- Intramural Grants & Fellowships – intramural grants to drive viable research proposals, enhance collaboration between institutions, and facilitate translational cardiovascular research, e.g., Faculty Bridging Awards; Partnership-Across-Campus grants; Translational Research Awards; and competitive Pre- and Post-doctoral Fellowships which include opportunities for intramural review and feedback before submitting projects for extramural funding.

- Malcolm Feist Cardiovascular Seminar Series – offered monthly from September to June to bring internationally recognized experts to speak to faculty and trainees about current research and to discuss mutual interests. Speakers are nominated by faculty and trainees.

- Malcolm Feist Lecture on Translational Research in Cardiovascular Diseases – an annual lecture by an internationally renowned investigator is followed by a second seminar more specifically targeted toward clinical residents, fellows, and faculty, including those in related fields, followed by a poster session with CCDS fellowship recipients.

- Cardiovascular Training Group – held a week before each seminar, the training group is led by fellow who leads discussions of 1-2 papers published by the upcoming speaker, resulting in discussion and interaction among the trainees.

- Translational Cardiovascular Seminars – monthly series that pairs a clinician and a basic scientist to discuss specific research areas.

- Research and Industry Day (RAID) – conference organized by CCDS in collaboration with LSUHSC-S's Center for Brain Health and LA Tech's Center for Biomedical Engineering & Rehabilitation Science to hear from industry on developments in CVD-related technologies, and from academics on the application of cutting-edge techniques to their research.
- Gulf Coast Vascular Research Consortium (GVRC) – a joint conference between Louisiana and Texas Medical Centers that focuses on vascular disease and research.
- Joint Retreat with the LSUHSC-NO Cardiovascular Center of Excellence – joint retreat on heart failure with preserved ejection fraction, which led to plans for collaboration in using shared resources and synergistic research interests for future growth in cardiovascular research.

Through efforts such as these, over the past five years, the Center has brought about substantial increases in:

- NIH grant funding, especially notable in the recent award of a $2M annual grant ($10M over 5 years, renewable for two more cycles) COBRE grant to establish the Center for Redox Biology & Cardiovascular Disease, with targeted support to expand CCDS Core facilities and enhance junior faculty effectiveness, and promote new research into redox-related cardiovascular disease.
- Publications in high impact journals, from 43 in 2014 to 99 in 2017;
- Representation on national and international societies;
- Student success – trained 1/3 of the total LSUHSC-S PhDs since 2012 – CCDS-trained PhDs graduated faster, published more, and received more extramural fellowships;
- Community outreach – through participation in local events like the American Heart Association's Heart Walk, and through congregational health seminars at area churches;
- Student-, resident-, and fellow-driven clinical research – 7 abstracts were presented at the national American College of Cardiology meeting this year (an unprecedented number), and industry-sponsored clinical trials have increased 400% since the beginning of the CCDS in 2013;
- Partnerships and collaborations – current collaborations with LA Clinical & Translational Science, the Feist Weiller Cancer Center, and the Center for Brain Health, and partnership negotiations with industries such as Balanced Media Technologies, GB Sciences, and AstraZeneca.

3. Resources and Administration

CCDS activities are supported by 38 faculty members, including 23 PhD scientists and 15 clinical scientists encompassing all five basic science departments and 9 clinical departments in the LSUHSC. All CCDS activities, and use of Malcolm Feist Endowment funding, are approved by the CCDS Board of Directors, which meets several times a year, as needed. The Center has a Director and two Assistant Directors over Scientific Excellence (to enhance educational activities and research training) and Clinical & Translational Research (to promote and manage clinical research initiatives).

In addition to the $10M COBRE grant mentioned above, the Malcolm Feist endowment provides nearly $1.7M in support each year and is considered the primary source of sustained funding for the Center. The Center's annual budget is approximately $3.2 Million. Investigators within the CCDS have had exemplary success in obtaining extramural funding, with nearly 80% of the basic science faculty receiving extramural funding to support their research. The Center supports faculty development and research productivity through programs like the intramural grant, access to state-of-the-art equipment through the multiple research cores, and access to Bridge Funding to allow investigators to maintain their competitiveness.

4. External Support & Collaboration

As described earlier, the CCDS is very open to collaborative research opportunities and is a ready partner with other centers within LSUHSC-S and across Louisiana as co-investigators, members of research consortia, and co-hosts of regional conferences. In addition, the CCDS has provided $250K since 2013 to fund 10 Partnership-Across-Campus grants, establishing new research between Center investigators and faculty at LA Tech, Centenary College, and Grambling. During the past five years, the External Advisory Board visited the CCDS in 2015 and in 2016 to assess progress and noted areas for improvement around training and clinical research, which the Center has been addressing. The CCDS and the COBRE Center for Redoc Biology & CVD have shared the same External Advisory Committee, starting in 2018.

STAFF ANALYSIS

As described, the Center for Cardiovascular Diseases and Sciences has clearly distinguished itself as a major area of increased federal funding in support of increased student and fellow training, research discoveries, clinical treatments, and the expansion of knowledge through academia and the entire healthcare community. Designation as a Board of Regents' Center of Research Excellence will highlight the Center's work and accomplishments through heightened public recognition while supporting institutional efforts to be a standard bearer of education and research progress.

Since its designation as a Center for Cardiovascular Diseases and Sciences in December 2013, the CCDS has demonstrated a consistently exceptional level and quality in research productivity and ability to secure external funding to further its work and outreach. For this reason, staff believe that the CCDS would warrant an exception to the one-year initial (conditional) designation, required in AA Policy 2.05A, and be granted full, 5-year designation as a Center of Research Excellence.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic and Student Affairs Committee recommend approval of the designation of the <u>Center for Cardiovascular Diseases and Sciences</u> as a <u>Center of Research Excellence</u> at LSUHSC-S for a period of five years, effective immediately. A request for reauthorization is requested by March 1, 2024.