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AGENDA

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

March 27, 2019 • 1:15 p.m.

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

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. 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. Program Proposal: MME / Music Education -- ULM
- V. Other Business
- VI. Adjournment

Committee Members: Collis Temple III, Chair; Blake David, Vice Chair; Claudia Adley; Anthony Kenney; Wilbert Pryor; Gary Solomon, Jr.; Jacqueline Wyatt; Louisiana Community & Technical College System Representative; Louisiana State University System Representative; Southern University System Representative; University of Louisiana System Representative

AGENDA ITEM III A 1
ROUTINE ACADEMIC REQUESTS
Staff Approvals

Institution	Request
BRCC	Request to change the name of the CTS/Computer Network Engineer to CTS/ <u>Computer Networking</u> (CIP 11.0901). Approved.
BRCC	Request to change the online learning designation of the following programs from Hybrid to 100% Online: <u>AS/Business</u> and <u>AAS/Business Administration</u> (CIP 5.0101), and <u>AS/General Science</u> (CIP 240199). – Approved.
BRCC	Request to offer the <u>CTS/Retail Management</u> (CIP 52.0212) 100% online, and the <u>AAS/Paralegal Studies</u> (CIP 22.0302) via hybrid delivery. – Approved.
Delgado	Request to change the CIP for the <u>AAS/Electronics Service Technology</u> from 15.0401 (biomedical tech) to <u>47.0199</u> (electronics maintenance & repair), to better reflect both concentrations in the program. Approved.
McNeese	Request to terminate the Practitioner Teacher Certification paths (<u>only</u>) within the PBC/Middle School Education, Gr 4-8 (CIP 13.1203) and the PBC/Secondary Education, Grades 6-12 (CIP 13.1205), due to low enrollment. Approved.
McNeese	Request to terminate the <u>GC/Business Administration</u> (CIP 52.0201) as preparation for admission to the MBA program due to dropping demand and low enrollment. Approved.

AGENDA ITEM III A 2

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS/UNITS

Initial Approval	Program	Staff Analysis	Staff Recommendation for Board Action
09.2012	UL Lafayette GC Teaching English to Speakers of Other Languages (TESOL) CIP 13.1401 Implemented Fall 2012. Current progress report received 11.28.2018.	The program had three graduates in 2018, and two students currently enrolled. Courses in the program are popular with students currently enrolled in the MA program. Resources for program marketing were low when the GC was implemented, but plans are in place to increase marketing and leverage program alumni to increase enrollment.	Receive and accept the progress report. A subsequent report is due 2.1.2020.
08.2017	Southern University New Orleans BS Educational Studies CIP 13.0101 Implemented Fall 2017. Current progress report received 1.16.2019.	Program had 13 graduates in 2017-18, its first year of implementation, and expects at least another ten by the end of this year with its current enrollment of 128. Plans are in place to offer students professional development workshops along with other recruitment and advising strategies.	Receive and accept the progress report. A subsequent report is due 7.1.2020.
11.2016	Baton Rouge CC AAS Technical Studies CIP 47.9999 Implemented Spring 2017. Current progress report received 1.31.2019.	Current program enrollment is 54 with five graduates last year and eight expected this year. Relevant accreditation for the HVAC concentration is current. Recruitment strategies are in place, and new faculty hires for Fall 19 will support the instrumentation, pipefitting, and welding concentrations.	Receive and accept the progress report. A subsequent report is due 7.1.2020.
12.2016	Northwestern State U EDD Adult Learning & Development CIP 13.1201 Implemented Fall 2017. Current progress report received 2.27.2019.	New enrollment in the program has been 19 and 20 for the past two years respectively, and the first graduates are expected in Spring 2021. Recruitment efforts include advertising and faculty engagement.	Receive and accept the progress report. A subsequent report is due 7.1.2020.
01.2015	U of New Orleans MS Transportation CIP 45.9999 Implemented Fall 2015. Current progress report received 2.26.2019.	Program has had four graduates since implementation, five are expected this year, and 12 students are currently enrolled. A new faculty hired in Spring 18 has allowed the addition of GIS to the curriculum and has brought in \$150K in grant funding that includes student support. Recruitment includes strong industry partnerships.	Receive and accept the progress report. A subsequent report is due 7.1.2020.
03.2015	UL Monroe MS Nursing CIP 51.3801 Implemented Summer 2016. Current progress report received 2.27.2019.	The campus has entered an agreement with Academic Partnerships to boost enrollment, currently at 88 with 14 graduates expected this year. Commission on Collegiate Nursing Education (CCNE) and Louisiana State Board of Nursing (LSBN) will conduct an on-site program review in March 2020 for full approval and accreditation.	Receive and accept the progress report. A subsequent report is due 7.1.2020.

AGENDA ITEM III A 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 Lol.
	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.
	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, awaiting response.
	SLU	MS – Population Health Mgt	12.11.18	1.25.2019 – circulated to CAOs for input, responses due 2.22; responses received, under staff review.
	LSU	PhD - Construction	02.04.19	2.28.19 – Sent to CAOs for review and input, responses due 3.22
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.
	NSU	MS – Computer Information Systems	02.25.19	Staff review
	NSU	PBC/Computed Tomography	02.25.19	Staff review
	SLU	BA/Spanish to BA/World Lang (restructure)	02.25.19	Staff review
Centers/ Institutes	UNO	Austria Center (New)	02.25.19	Staff review

AGENDA ITEM IV A
PROPOSED ACADEMIC PROGRAM
UNIVERSITY of LOUISIANA, MONROE
MASTER of MUSIC EDUCATION (MME)

BACKGROUND INFORMATION

The University of Louisiana, Monroe (ULM) requests Board of Regents' approval of a proposed Master of Music Education (MME). The Letter of Intent was approved by the BoR in May 2018, and a draft proposal was very favorably reviewed by Dr. Jessica Napoles, Associate Professor and Masters Coordinator in Music Education at the University of North Texas. With the reviewer's feedback, the proposal was finalized, approved by the ULS Board of Supervisors in June 2018, and forwarded for Regents' consideration.

STAFF SUMMARY

1. Description and Need

The proposed 36-credit degree is a summer-only, on-campus program, designed for in-service teachers who seek to improve their teaching and musicianship in the convenience of three summer terms during which they will pursue advanced study, experience networking opportunities, and make music with colleagues without having to interrupt or give up their jobs to go to school. Modeled after the very successful MME summer program at Florida State University, the curriculum is aligned with the requirements outlined by the National Association of Schools of Music (NASM) accreditor: students will complete an 18-credit common core and choose a focal area of either choral/general or instrumental music. Each student must pass a comprehensive examination to graduate, and each will have completed an independent scholarly study directed by a major professor. Instruction will take place on campus, where following a *synthesis-analysis-synthesis* model, students will practice teaching with other graduate students so that they may learn by doing as well as by observing. The MME's focus on developmental teaching is one of the strengths of the program design: an expectation of teachers being prepared to take students from a variety of ability levels and moving them along a continuum to getting better and making progress, i.e., helping students grow as musicians regardless of how talented or advanced they are.

2. Need

The non-traditional, summers-only approach to program design will support access for professional improvement and advancement for teachers throughout the state. The program is sharply focused on preparing master teachers and professional leaders – teachers with a firm grasp of pedagogy, musical expertise, and familiarity with and understanding of current practices. Although eight universities offered MME programs at one time, all were terminated between 1979 and 2009. To provide music education, three of the five active Masters in Music programs include concentrations in Music Education, but none are as focused on the teacher as the proposed program. ULM's emphasis on pedagogy and teaching excellence allows students to focus on K-12 music teacher preparation while including sufficient training in research methods for graduates to keep current on best practices and be prepared for continuation into a doctoral program, if they wish.

3. Students

The MME format will allow students to continue in their current teaching positions and progress toward earning the Master's degree. Course rotations have been planned so that a student may enter the program during any summer session, complete 12 credit hours from the offerings each summer, and graduate after the third summer of attendance, having completed all course requirements and exams. Over 20 choir and band directors from around Louisiana have indicated an interest in pursuing the MME degree at ULM, and several submitted letters of interest and support. News of the work to design this degree has drawn inquiries from all over the South. The proposal projects an enrollment of at least five new students each year, but the reviewer predicted that the number is probably quite conservative, and the faculty are prepared for a greater

response. Admission and performance measures are clear and reasonable. The MME will be a program for advancement and enrichment in the profession.

3. Faculty, Resources & Budget

Existing ULM music faculty have a thorough, up-to-date knowledge and understanding of their areas and can cover the range of courses well. The bulk of the required courses are in place and ready for the first cohort to begin in the summer. There is adequate faculty support projected for students with regard to program design, advising, research, and opportunities for learning beyond the classroom. The commitment of faculty, both inside and outside of music education, affirms the University's desire to offer meaningful, relevant instruction in a range of areas of musicianship. Implementation will require few additional expenditures beyond what would be covered by tuition. The University projects that the program will be self-sustaining by the second year.

STAFF ANALYSIS

The primary goal of this degree plan is to create Master Teachers and Leaders for music education. There is a strong indication of student interest in an on-campus Master of Music Education which will both inform students' thinking and pedagogy and give them ample background should they choose to pursue a PhD or Doctor of Musical Arts (DMA). News of the degree being contemplated generated significant interest from all over the South; it should become a valuable summer resource for the institution and the State. The proposal was endorsed by the external reviewer, herself a graduate of a summer-only program and appreciative of the opportunities ULM's program will provide to working teachers around the region. In her closing paragraph, Dr. Napoles wrote, "It is my assessment that this program is realistic, adequately funded, and of great benefit to area music teachers. I think that it has been well thought through, developed with a strong focus of developmental teaching, and with a desire to serve the teachers in the community and surrounding areas. The emphasis on well-rounded musicianship is excellent, ... I think the ULM will be well poised to serve as a national leader through the implementation of this program."

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic & Student Affairs Committee recommend conditional approval of the proposed Master of Music Education in Music Education (CIP 13.1312) at University of Louisiana, Monroe. A progress report will be due by 10 September 2021.