

Marty J. Chabert
Chair

Collis B. Temple III
Vice Chair

Blake R. David
Secretary

Kim Hunter Reed, Ph.D.
Commissioner of
Higher Education



Claudia H. Adley
Randy L. Ewing
Robert W. Levy
Charles R. McDonald
Darren G. Mire
Sonia A. Pérez
Wilbert D. Pryor
T. Jay Seale III
Gary N. Solomon, Jr.
Gerald J. Theunissen
Felix R. Weill
Jacqueline V. Wyatt
William S. Jewell, Student

BOARD OF REGENTS

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

AGENDA

ACADEMIC & STUDENT AFFAIRS COMMITTEE

June 19, 2019 • 10:30 AM (revised start time)

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. Letters of Intent
 1. BA Music – ULM
 2. BS Construction Management – UNO
 - B. Program Proposals
 1. AAS Care & Development of Young Children – Fletcher TCC
 2. AAS Coastal Studies & GIS Technology – Nunez CC
 3. Undergraduate Certificates (6) – UNO
 4. BA World Languages – SLU
 5. BS Accounting – LSUA
- V. Centers and Institutes
 - A. Renewed/Full Authorization
 1. Center for Analytics & Research in Transportation Safety (CARTS) – LSU A&M
 2. Environmental Education & Research Center (EERC) – ULM
 - B. New Centers/Institutes
 1. Center for Evidence-Based Practice in Behavioral Health – LSUHSC-NO
 2. Center for Tissue Engineering & Regenerative Medicine (CTERM) – LA Tech, LSUHSC-S
- VI. 2019-20 Master Articulation Matrix
- VII. Other Business
- VIII. Adjournment

Committee Members: Collis Temple III, Chair; Blake David, Vice Chair; Claudia Adley; Wilbert Pryor; Gary Solomon, Jr.; Jacqueline Wyatt; LCTCS Representative; LSUS Representative; SUS Representative; ULS Representative

AGENDA ITEM III A 1
ROUTINE ACADEMIC REQUESTS
 Staff Approvals

Institution	Request
La Tech	Request to change the CIP Code for the <u>PhD/Computational Analysis & Modeling</u> from 11.999 (Computer & Information Sciences & Support Services, Other) to <u>30.0801 (Mathematics & Computer Science)</u> , to more accurately reflect the nature of the interdisciplinary degree. Approved
LSU A&M	Request to offer the MS/Environmental Science (CIP 03.0104), MA/Education (Specialization in Education Technology) (CIP 13.0101), and the MSCE/Civil Engineering (CIP 14.0801) 100% online, starting in Fall 2019. Approved
LSU A&M	Request to terminate the GC/Lifespan Studies and the GC/Behavioral Health due to low enrollment and few completers since program implementation. Due to zero current enrollment, no teach-out plan is required. Approved
LSUA	Request to add PK-3 practitioner teacher certification to the previously approved Practitioner Pathway for teacher certification; approved by BESE on 17 Apr 2019. Approved.
LSUA	Request to change the name of the BS/Elder Care Administration to <u>BS/Long Term Care Administration</u> (CIP 51.0718) to better reflect the scope of the degree. Approved.
LSUS	Request to reorganize the College of Business, Education & Human Development into a <u>College of Business</u> and a <u>College of Education & Human Development</u> to better focus program management, outreach efforts, and student services. Approved.
McNeese	Request to: rename the College of Science & Agriculture as the <u>College of Agriculture</u> ; to realign the Departments of Biology, Chemistry & Physics, and Mathematical Sciences from the (old) College of Science & Agriculture to the College of Engineering & Computer Sciences; and to rename the College of Engineering & Computer Science as the <u>College of Science, Engineering, & Mathematics</u> . Approved.
McNeese	Request to reorganize the Department of General & Basic Studies as the <u>Office of Freshman Advising</u> , under the Office of Enrollment Management, and the <u>Department of Interdisciplinary Studies</u> , under the College of Liberal Arts
Nicholls	Request to reorganize the College of Arts & Sciences into two colleges: the <u>College of Liberal Arts</u> (Art, Social Sciences, History & Geography, Interdisciplinary Studies, Languages & Literature, Mass Communication, and Music); and the <u>College of Sciences & Technology</u> (Applied Sciences, Biological Sciences, Chemistry & Physical Sciences, Mathematics, Petroleum Engineering Technology & Safety Management, and Allied Health Sciences). Approved.

AGENDA ITEM III A 2

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS/UNITS

Initial Approval	Program	Staff Analysis	Staff Recommendation for Board Action
01.2013	Louisiana Delta CC AAS Forensic Science & Technology CIP 43.0106 Implemented Fall 2014. Current progress report received 3.12.2019.	Program graduation numbers (7 total, average 2) have not increased since implementation, but increased recruitment and program visibility through graduate success should result in increases in graduation beginning spring 2020.	Receive and accept the progress report. A subsequent report is due 7.1.2020.
01.2018	LSU A&M GC Archival Studies CIP 25.0103 Implemented Fall 2018. Current progress report received 05.22.2019.	The program graduated eight students in its first semester, and 14 in its second semester. Due to concerns expressed by prospective students and low new enrollment, the program is working with LSU Online to also offer the program in a flat-rate tuition format.	Receive and accept the progress report. A subsequent report is due 7.1.2020.
03.2015	LSU A&M GC Econometrics CIP 45.0603 Implemented Fall 2015. Current Progress report received 05.22.2019.	After low enrollment/completion for the past two years, 11 enrolled in 2018/19 due to increased engagement with LSU PhD students in completing the requirements for the certificate. Enrollment is expected to continue to be strong going forward.	Receive and accept the progress report. A subsequent report is due 7.1.2021.
03.2015	LSU A&M GC Fisheries Science & Assessment CIP 03.0301 Implemented Fall 2015. Current progress report received 05.22.2019.	One student is currently enrolled in the program. Six students have completed program requirements since implementation, but only one has graduated. Faculty turnover, along with gaps in advising may be factors in multiple years with no or low enrollment and completion. Faculty steering committee was reconstituted for AY 16/17.	Receive and accept the progress report. A subsequent report demonstrating stronger enrollment and completion is due 7.1.2021 or program will be terminated.
03.2015	LSU A&M GC Geographic Information System CIP 45.0702 Implemented Fall 2016. Current progress report received 05.22.2019.	The department maintains a GIS certificate committee and formed a program assessment committee and procedure for evaluating outcomes. Nine students earned the GC in the past two years, with at least three expected next year. Additional marketing is needed for program enrollment to increase.	Receive and accept the progress report. A subsequent report is due 7.1.2020.
03.2015	LSU A&M GC Workforce Development CIP 52.1005 Implemented Spring 2016. Current progress report received 05.22.2019.	Program enrollment has been weak since initial implementation but has increased to six for the upcoming year. The program is working with LSU Online for an assessment of demand and an increase in targeted marketing, which is expected to aid in at least doubling enrollment.	Receive and accept the progress report. A subsequent report is due 7.1.2020.
12.2009	Northshore TCC AAS Veterinary Technology CIP 51.0808 Moved to NTCC in 2012. Current progress report received 3.6.2019; subsequent information received 3.18.2019.	The program, supported by NTCC's Vet Assistant CTS, graduated eight students last year, and 10 are set to graduate this August. The program's enrollment and graduation continue to strengthen	Receive and accept the progress report. A subsequent report is due 9.1.2020.

08.2014	Southeastern Louisiana U BS Health Systems Management CIP 51.2211 Implemented Fall 2015. Current progress report received 5.17.2019.	The program has increased course offerings from an original of 12, when it was implemented, to 19-22 per semester. There were 15 graduates last year, 25 this year, and an expected total enrollment of 157 students for the upcoming academic year.	Receive and accept the progress report. A subsequent report is due 7.1.2021.
01.2018	UNO GC Geographic Information Systems CIP 45.0702 Implemented Fall 2018. Current progress report received 5.14.2019.	For the first year of implementation, one certificate-only student and one UNO PhD student enrolled. Three additional certificate-only students plus additional PhD students are expected to enroll next year, with the first two graduates expected next spring. Renovations for the Department are underway, including the addition of GIS workstations and design labs.	Receive and accept the progress report. A subsequent report is due 7.1.2020.
01.2018	UNO GC Historic & Cultural Preservation CIP 30.1201 Implemented Fall 2018. Current progress report received 5.14.2019.	Two current students from the Master of Urban & Regional Planning program enrolled in the program's first year, with up to three additional students and the first graduate expected next year. The program will seek endorsement from the Society for Preservation Education. Expanded elective offerings approved in Spring 19 will be available in the fall.	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	LSU	MS – Healthcare Systems Engineering	07.02.18	07.02- 08.03.18 circulated to CAOs for input; 08.09 and 09.11 - sent questions to campus; 10.8 ongoing concerns discussed with campus; 12.20 responses received; continued discussion on need for an additional/separate IE-focused degree; 04.16 recommended developing as an MSIE concentration first, to test interest & fac needs.
	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.
	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; 5.2.2019 – sent concerns to campus about duplication and lack of curricular distinction from MPH; 6.6.2019 – response received, under staff review.
	LSU	BFA – Film & TV	03.21.19	4.8.19 – Sent to CAOs for review and input; 5.3.3019 – responses received, under staff review.
	UNO	PhD – Justice Studies	04.01.19	6.25.18 – rcvd original Lol; 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 again suggested meeting to discuss the program concept/plan, or table the request; 1.22.19 – Met with campus representatives about program concerns; campus will submit revised Lol; 4.1.19 – campus submitted draft revised Lol, under staff review.
Proposals	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	06.06.19 -- campus will restart the Lol process with a new program concept. Proposal will be deleted from the queue.
	NSU	MS – Computer Information Systems	02.25.19	Staff review
	LSU	PhD – Industrial Engineering	04.29.19	Staff review

AGENDA ITEM IV A1
LETTER OF INTENT
UNIVERSITY OF LOUISIANA AT MONROE
BACHELOR OF ARTS IN MUSIC

BACKGROUND INFORMATION

The University of Louisiana at Monroe (ULM) requests Board of Regents approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Arts in Music. The LoI was approved by the LSU Board of Supervisors in October 2018 and forwarded to the Board of Regents for consideration. The LoI was then circulated to Chief Academic Officers (CAOs) statewide for review and comment. The campus submitted a revised LoI after discussing the issue of potential unnecessary duplication with Regents staff.

STAFF SUMMARY

1. Description and Need

ULM is developing a BA in Music to expand its music program offerings beyond the professional Bachelor of Music (BM). While the BM is focused on preparing students for a specific career in music education or performance (concentrations include Music Education K-12, Vocal Performance, Instrumental Performance, Music Theory & Composition, and Piano Pedagogy), the liberal arts focused BA in Music will require an additional 30-hour concentration outside the 36-hour music curriculum allowing students to pursue an area of focus for their career such as business, computer science, or allied health. Graduates can pursue a wide variety of career options such as music composition and performance, the business of music including management and sales, or other related fields including journalism, art therapy, and law. Because research has shown that music is related to the development of problem solving and higher order thinking skills, students pursuing the BA in Music will also be prepared for a variety of jobs outside those related to music. ULM serves as a cultural hub for Northeast Louisiana hosting over 350 art events and drawing nearly 45K arts patrons to campus each year, and the BA in Music will serve both the students and the community.

2. Students

The university anticipates that students with a wide-variety of career ambitions will enroll in this program as a way to pursue their passion in music while complementing it with another discipline. Enrollment in the first year is expected to be 25 growing to 35 by year four based on student interest in the BM as well as various ULM music-related activities such as the campus' Opera Theater and Spring Musicals.

3. Resources and Budget

Existing faculty, courses, and facilities are sufficient for program implementation. Additional funds will be allocated to support \$5000 talent-based scholarships for 10% of enrolled students in the program. If the program grows as anticipated, one additional full-time faculty member may be needed. The ULM music program is fully accredited by the National Association of Schools of Music, and the BA in Music conforms to guidelines for Liberal Arts degrees in music.

STAFF ANALYSIS

ULM is well suited to add a BA in Music to their degree inventory, and the program has potential to complement the existing BM degree to serve all students interested in studying music. While the addition of a BA in Music at ULM may be appropriate, the full program proposal must adequately address several issues raised during review of the letter of intent:

- Provide reasonable evidence and justification for student enrollment projections; explain how this program will not be unnecessary duplication of music programs at other institutions in the region;
- Further explain the value of a BA in Music for students planning other careers such as business, computer science, and health care, including from the employer perspective; explain the benefit of this model over students pursuing another major with music as a minor; and

- Provide curricula for two to four specific non-music concentrations for program implementation; provide evidence of agreement and support from the departments to ensure non-majors will be able to take the required 30+ hours in those programs.

STAFF RECOMMENDATION

The Senior Staff recommend approval of the Letter of Intent to develop a full proposal for a Bachelor of Arts in Music at the University of Louisiana at Monroe.

AGENDA ITEM IV A2
LETTER OF INTENT
UNIVERSITY OF NEW ORLEANS
BACHELOR of SCIENCE in CONSTRUCTION MANAGEMENT

BACKGROUND INFORMATION

The University of New Orleans (UNO) requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Science in Construction Management (BS/CM). The Board of Supervisors of the University of Louisiana System approved the LoI in April 2018; the BoR staff received and circulated it to statewide Chief Academic Officers (CAOs) for review and feedback and has been working with the campus to address concerns. The campus revised the original approach.

STAFF SUMMARY

1. Description and Need

Construction management is the management of the development and improvement of the built environment from both an engineering and business point of view, embracing the entire construction value stream from inception to recycling, incorporating a wide range of specialist services, and committed to sustainable construction. The intended 120-hour BS/CM would incorporate some 18 existing courses in civil engineering and business, with modifications to four engineering courses to add a construction management focus, and creation of nine new construction management courses. UNO would seek accreditation by the American Council for Construction Education, as have BRCC, LSU, and ULM.

Construction Management has grown to become a complex industry and a lucrative field. Usually housed within Colleges of Engineering, the CM program emphasizes practical applications of engineering science with considerable time devoted to management and business administration courses, blending plan reading, construction materials and methods, strength design, soils, surveying, and physics with estimating, contracting, scheduling and contract management. Although there is little question about the value of the degree or the supportive efforts by GNO Inc. on behalf of UNO, there are concerns about the need for another BSCM program, particularly in south Louisiana.

Feedback on the LoI from the CAO review raised concerns about unnecessary duplication and the need for an additional CM program. Louisiana currently has five undergraduate construction management (or closely related) programs on the Curriculum Inventory (CRIN) that produced 399 graduates and completers in 2017-18:

- BRCC, AAS/CM – 43 graduates
- LaTech, BSCET/Construction Engineering Technology -- 57 graduates
- LSU, BSCM – 161 graduates
- ULM, BSCM – 36 graduates
- LSU, PBC/CM, approved in August 2013 – 102 completers

In addition, the BS/Engineering Technology programs at both Grambling and Southeastern include a Construction concentration that incorporates basic CM concepts, and Delgado offers a Civil & Construction Applied Engineering Technology AAS degree that averages 10 graduates.

The LoI referenced US Department of Labor projections of 33.2K annual openings in the US, but the LA Workforce Commission's (LWC) long-term occupational forecast for 2015-2024 projects only 100 annual openings statewide, 30 for the New Orleans region, and 70 for the three southeast regions. A needs analysis by EAB Global, Inc. confirmed the LWC's projection of CM demand in Louisiana, with need for 100 construction professionals seen for the first half of 2017, followed by a decline. In contrast, GNO Inc., using proprietary software, projected 62 annual CM job openings in the New Orleans area from 2017-2027 and stated that only 8% of LSU CM graduates live and work in New Orleans, compared to 18% in Baton Rouge. LSU Career Services data shows that 14.5% of its CM graduates found work in New Orleans, 51.8% stayed in Baton Rouge, and 27.6% (42 students) were still seeking employment at the time of graduation in 2017-

18. Last year, 25 companies and employers from in and around New Orleans participated in the Career Services' *Construction Interview Day* and successfully recruited LSU CM students for internships or full-time positions. Likewise, 15 companies from the New Orleans Area (New Orleans, Metairie, LaPlace, Mandeville, and Lacombe) are members of LSU's Construction Industry Advisory Board. As the LA Associate General Contractors noted in a letter to the Commissioner, the state does not need another general CM degree.

LSU's Construction Management program includes "Industry Emphasis Areas" among which students may choose to guide their course selections. Senior exit surveys show that, on average, 65% of the graduates chose Commercial, 23% Industrial, 4% Highway, 2% Residential, and 6% Other (Military or General). ULM's program does not formally identify areas of emphasis or specialization, nor does the sample curriculum included with the Lol. However, given UNO's location, the University could develop a unique approach and differentiate its program by focusing exclusively on management of residential and restoration construction.

2. Students

UNO projected an enrollment of 15-20 students, with potential growth by 5-10 students per year once the program's reputation is established, particularly with its recommended unique focus. Through GNO, Inc., there are 14 industry partners identified who may be a source of students already working in the construction industry.

3. Resources, Accreditation

The Lol anticipates that the program could be developed and offered with minimal investment or required resources outside of an additional full-time instructor who may become tenure-track faculty as the program grows. A second instructor would be added in Year 4, if needed. The program should be developed with a plan to seek American Council for Construction Education (ACCE) accreditation.

STAFF ANALYSIS

The intended general BS/Construction Management does not appear to be needed in light of the existing undergraduate offerings, two of which now are fully (LSU) or significantly (ULM) available online with internship arrangements and opportunities already in place. UNO's discussions with LSU about opportunities for collaboration and more of a presence in New Orleans may lead to local assistance for expanding CM internship opportunities. If UNO decides to develop a program proposal, the proposal should be easily differentiated from existing, general construction management programs through a clear focus on management of residential and restoration construction and a proposed degree title identifying its unique specialization. (A revised title is suggested in the Staff Recommendation.) The proposal should describe the course and curriculum development process and the status of course development for a target implementation date, and it must demonstrate an understanding of the ACCE's minimum standards for accreditation and describe a timeline for achieving accreditation. Finally, the proposal should address the resources needed and aligned to offer the program, defining the financial, instruction, or other commitments the University and its industry partners have made or pledged for the program's success.

STAFF RECOMMENDATION

The Senior Staff recommend approval of the Letter of Intent to develop a full proposal for a Bachelor of Science in Management of Residential & Restoration Construction focusing on residential and restoration construction at the University of New Orleans.

AGENDA ITEM IV B1
PROPOSED NEW ACADEMIC PROGRAM
FLETCHER TECHNICAL COMMUNITY COLLEGE
ASSOCIATE of APPLIED SCIENCE in
CARE & DEVELOPMENT of YOUNG CHILDREN

BACKGROUND INFORMATION

Fletcher Technical Community College (FTCC) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Care & Development of Young Children (CDYC). The program was approved for adoption by the Board of Supervisors of the Louisiana Community and Technical College System in the June 2018 meeting, and the campus forwarded a program proposal in October 2018. Staff have been working with the College to answer questions and refine the proposal.

STAFF SUMMARY

1. Description & Need

The CDYC program will prepare individuals for various levels of employment in child care centers, nursery schools, recreation centers, head start programs, or other areas where caring for young children is the principle function. The 60-credit curriculum includes a 5-course General Education core and 15 courses (45-credits) that address the cognitive, physical, emotional, and social growth and development of young children, as well as developmentally appropriate play activities, nutrition, and approaches for teaching as recommended by the National Association for the Education of Young Children (NAEYC). It includes three laboratory courses (observation and participation, infant & toddler lab, and preschool lab) as well as a 5-credit practicum experience. Embedded in the degree are two exit points: a 29-credit CTS/Child Care Teacher, and a 45-credit Technical Diploma in CDYC.

The proposed program will lead to an Early Childhood Ancillary Certificate, the minimum required credential for all lead teachers working in publicly funded early learning centers. Although Nicholls State University offers an AS/CDYC that averages 30 graduates per year, program availability through FTCC would provide further access to students in Terrebonne and LaFourche Parishes who may not be able to matriculate at Nicholls. FTCC and Nicholls are currently working on a 2+2 program path to lead into the BS/Elementary Education program.

2. Students

Fletcher intends to recruit students from the local daycare centers, so most of them will be able to work while they attend classes and do their student teaching (practicum course) at their work locations. The campus expects to enroll 30-40 students in the program each year.

3. Faculty, Resources & Budget

The AAS program will be housed within the Division of Liberal Arts. A current full-time faculty person with a background in early childhood education has been teaching developmental reading courses that will soon be absorbed into developmental English. She will serve as principle instructor and program coordinator, hiring adjuncts (at \$2.1K per course) to assist in instruction as needed. All course syllabi have been developed and are ready for implementation. The College is working to offer the degree as an all-OER textbook program, reducing the cost to students. Because of existing faculty and facilities, costs for implementation should be minimal, offset by student tuition and fees.

STAFF ANALYSIS

Fletcher's proposed AAS/CDYC will provide a second path to certification for childcare workers in the area and for students interested in possibly continuing their teacher education at Nicholls. The degree can be offered at little or no additional cost to the institution. Upon approval, implementation will begin in the Spring semester of 2020.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic and Student Affairs Committee recommend conditional approval of the Associate of Applied Science in Care & Development of Young Children (CIP Code 19.0709) at Fletcher Technical & Community College, with a progress report on program implementation and accreditation due by June 1, 2021.

AGENDA ITEM IV B2
PROPOSED NEW ACADEMIC PROGRAM
NUNEZ COMMUNITY COLLEGE
ASSOCIATE of APPLIED SCIENCE in
COASTAL STUDIES & GIS TECHNOLOGY

BACKGROUND INFORMATION

Nunez Community College is requesting approval to establish an Associate of Applied Science (AAS) in Coastal Studies & Geospatial Information Science (GIS) Technology. The proposal was approved by the LCTCS Board of Supervisors at its April 2019 meeting and forwarded to the Board of Regents for consideration. Staff have been working with the campus on questions related to the curriculum and title, and a revised proposal was submitted to Regents staff in May.

STAFF SUMMARY

1. Description and Need

The proposed program in Coastal Studies & GIS Technology consists of three stackable credentials developed with input from industry, government, and nonprofit groups dedicated to restoring and protecting the Louisiana coast. The program is intended to prepare the local workforce for the emerging coastal restoration and sustainability sector. A 2011 Oxfam American report concluded that for every \$1 million spent on coastal restoration, 28 jobs are created. A 2014 analysis of the coastal industry workforce, commissioned by GNO Inc., was based on a \$25 billion coastal investment that would support more than 77K jobs over the course of 50 years. These reports and others indicated the need for industry, education, and other stakeholders to work together to identify and build stackable credentials that support the industry.

The first credential in the curriculum is a Certificate of Technical Studies (CTS) in Geospatial Information Science (GIS) that prepares graduates to be survey and mapping technicians, a Louisiana Workforce Commission (LWC) 4-star job with an average salary of \$44K in the New Orleans area. Adding courses in science and relevant regulations identified by industry as critical to advancement in the field, students can next earn the 45 credit Technical Diploma (TD) in Coastal Studies & GIS Technology. Finally, the 60-hour AAS includes additional general education courses and prepares graduates for positions as Environmental Science and Protection Technicians, also a 4-star job, with an average of 60 job openings projected annually in the New Orleans area.

Existing programs in the state in the area of coastal restoration are found at 4-year institutions at the bachelor's and graduate level. The proposed program at Nunez will bridge the gap between high school and bachelor's degrees by supporting dual enrollment and Jumpstart programs as well as by providing options for those who wish to enter the workforce sooner, while leaving open the potential to build to an upper level degree in the future.

2. Students

The proposed program will offer both a daytime and evening option. Nunez anticipates that the daytime option will support collaborations with Career-Technical Jumpstart and high school partners for dual enrollment. The evening option will appeal to working adults and those recruited from employer partners. GIS computer labs will support 16 daytime and 16 evening students for a total of 32 at capacity in the first years of the program. As program demand grows, additional adjuncts and course sections along with investments in additional computers will allow for enrollment growth.

3. Faculty, Resources & Administration

The proposed program will be housed in the Department of Natural Sciences, and its program manager will report to the department's chair. One current full-time faculty member plus three adjuncts with

specialties identified in collaboration with industry will teach courses in the program. As enrollment grows, a second full time faculty member may be needed.

To implement the program, new hardware and software have been ordered to set up a Coastal GIS Lab in the recently re-opened Kane Technology Wing, among the last facilities rebuilt after Hurricane Katrina. The new lab along with other expenses for establishing the program are being funded in part with a \$225K allocation from St. Bernard Parish's federal RESTORE Act funds, along with \$203K funding from the State's Workforce Training Rapid Response Non-IBC Workforce Development Grant program. Other new science classrooms and labs on campus will also support the program. Upgrades and additional equipment will be built into the programs budget moving forward.

STAFF ANALYSIS

Nunez has received federal and state funds to support workforce development programs and has provided evidence of demand for workers at all levels of the growing coastal restoration industry that provides strong wages to workers. The structure of the program, with stackable credentials that can lead to the next step in a student's career as well as potential further education up through a bachelor's and graduate degree, support the statewide goal to ensure access to education and career pathways for Louisiana citizens.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic and Student Affairs Committee recommend conditional approval of the Associate of Applied Science in Coastal Studies & GIS Technology (CIP 45.0799) at Nunez Community College, with a progress report on program implementation due on June 1, 2021.

AGENDA ITEM IV B3
PROPOSED NEW ACADEMIC PROGRAMS
UNIVERSITY of NEW ORLEANS
UNDERGRADUATE CERTIFICATES (6)

BACKGROUND INFORMATION

In February 2019 the Board of Regents approved the addition of a new upper level Undergraduate Certificate (UC) in Academic Affairs Policy 2.15, *Definitions of Undergraduate Degrees & Undergraduate/ Graduate Certificates*. Designed as a focused, incremental, stackable credential, the UC 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. The certificate is comprised of at least 18 credits, of which at least half must be at the upper (junior/senior) level.

In response to workforce needs in the greater New Orleans area, the University of New Orleans (UNO) requests Board of Regents' approval to offer six new certificate programs: UC/Communications & Network Engineering; UC/Corporate & Nonprofit Communication; UC/Data Analytics; UC/Data Engineering; UC/Power & Energy Systems; and UC/Software Engineering. Faculty in the related departments will deliver the actual courses, but administration and oversight of the undergraduate certificates will be managed primarily through UNO's Division of Professional and Continuing Education. The Board of Supervisors of the University of Louisiana System approved the request in April 2019 and submitted the proposal for BoR consideration.

STAFF SUMMARY

1. UC / Communications & Network Engineering. The proposed 18-credit certificate will be made up of five existing courses and two new course options in the Department of Electrical Engineering (EE) which will teach students about communications, data, and computer networks. The courses will provide foundation work on basic signals, systems, and telecommunications before moving on to modern wireless communications, computer communications and networks, culminating with advanced network topics and Cisco CCNA Routing & Switching certification. The certificate will relate well to employment opportunities in network and computer systems administration and in communications engineering.

The certificate is related to a concentration in Computer Engineering, currently offered within the BSEE and accounting for about 15% of the total enrollment in the program. Students seeking the certificate will need a strong foundation in mathematics, which they can acquire through additional prerequisite coursework.

2. UC / Software Engineering. The proposed UC 19-credit curriculum is designed to teach students how to apply the principles of software engineering to the design, development, testing, and maintenance of software systems. Certificate candidates must have completed a prerequisite lecture and lab covering the fundamentals of programming concepts and current programming languages, after which a sequence of five courses provide sequential progression in software design, data management, and software engineering. Finally, students choose two of four options in advanced topical areas including applications for web or mobile platforms or internships in the software industry.

The Bureau of Labor employment outlooks project significant employment opportunities in the State of Louisiana, with a 64% expected increase between 2016 and 2026, and software applications developers were ranked in the top ten of jobs in demand in the New Orleans area in 2018-19. Creation of this undergraduate certificate provides a way for UNO to directly tap into its broad pool of talented students who also possess skills in data analysis, problem solving, and storytelling, creating a pathway for them to blend technical skills training into their major programs.

3. UC / Corporate & Nonprofit Communication. The proposed 18-credit certificate incorporates courses from the departments of English and Foreign Language, Management and Marketing, and Film and Theatre to teach students forms and techniques of writing, editing, and interpersonal communication valued in a wide variety of professions. Skills addressed will include reporting, editing and copyediting, proofreading, and document design conventions so that completers will be credentialed as well-prepared professional communicators. The curriculum is designed with course choices to make it flexible enough to allow students to customize it to fit their needs and could frequently be completed with a strategic choice of electives.

Eighty percent of respondents in a *Job Outlook 2018* survey by the National Association of Colleges & Employers (NACE) ranked written communication skills as the most desirable attribute sought in job applicants, and *oral/written communications* was ranked among the most valued of the eight career readiness competencies. In response to local corporate requests, the certificate will provide continuing education support in business and technical writing and should be an attractive option for many non-English majors who recognize the need for excellent communication skills.

4. UC / Data Analytics. The proposed 18-credit curriculum, developed and offered by the Department of Mathematics, will expose students to experimental design and the two most commonly applicable tools in data analytics: analysis of variance and regression modelling. With its focus on *big data* and data mining, completers will have acquired a basic understanding of both the concept of data analytics and the statistical principles required to successfully collect, review, organize and visualize data. Beyond the five common courses, the sixth requirement includes options that will appeal to different areas of interest: data analytics methodologies; financial mathematics for decision making; or advanced analytical methods for operations research.

Data analytics is used in almost every profession to perform statistical analysis of data and discover how it can be used to draw conclusions and solve problems. Highest demand is common in occupations associated with healthcare management, education, marketing, IT management, and civil engineering.

5. UC / Data Engineering. The proposed 18-credit certificate is designed to introduce students to data science, which ranges from cleaning data to deploying predictive models based on past patterns. Five current courses cover engineering software tools, mathematical statistics, data models and systems, and data engineering topics, while a sixth course will be a graduate course in neural networks which will be revamped into an undergraduate offering. As with any engineering program, students will need a strong math foundation and an understanding of circuits and data structures, which they can acquire through prerequisite courses.

Completers will be prepared for some of the fastest growing employment opportunities: machine learning engineers, data scientists, and big data engineers involved in developing search engines, financial services, and e-commerce. Existing faculty will deliver the courses, at least for the first two years, after which they may need to add an adjunct professor to teach a course, depending on student response.

6. UC / Power & Energy Systems. The proposed 19-hour curriculum pulls together six existing departmental courses to teach students the principles of electromechanical energy conversion and its application to electric machines, as well as how to perform analysis, modeling, design, and planning of electric power systems. Completers will have a good foundation in electricity and circuit analysis as well as the basic concepts of transformers and power systems. In the laboratory course, students will have hands-on experience with energy conversion equipment, including various types of transformers, generators and motors. Finally, they will learn about the protection of power system components (e.g., transmission lines, generators, and motors) from faults. The certificate presupposes a background in mathematics and physics, which may be acquired through prerequisite courses.

Interest in the certificate is suggested by the 28-33 students who enrolled in two of the core courses over the last two Fall semesters when they were offered as Electrical Engineering electives in the area of power and energy systems. Several of the EE graduates have found internships and full-time jobs in this field throughout the state, but particularly around the New Orleans area. Nationwide, jobs in this area are expected to grow by 4.9% by 2026; certificate holders will have acquired new skills and opportunities.

STAFF ANALYSIS

UNO's proposed Undergraduate Certificates are designed to provide a way for UNO students in a wide variety of majors to deepen their technical and computer skills so that they may be able to respond to industry needs in a new way. The curricula are robust and clearly describe the prerequisite knowledge and skills needed to succeed, and they guide students into being prepared to proceed. UC holders will have strong foundations and powerful skill sets that will be readily recognizable by prospective employers.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the following Undergraduate Certificates at the University of New Orleans, with progress reports due by 1 July 2021:

UC / Communication & Network Engineering (CIP 14.0999)

UC / Software Engineering (CIP 14.0903)

UC / Corporate & Nonprofit Communication (CIP 23.0101)

UC / Data Analytics (CIP 52.1301)

UC / Data Engineering (CIP 140999)

UC / Power & Energy Systems (141001)

AGENDA ITEM IV B4
PROPOSED NEW ACADEMIC PROGRAM
SOUTHEASTERN LOUISIANA UNIVERSITY
BACHELOR of ARTS in WORLD LANGUAGES

BACKGROUND INFORMATION

Southeastern Louisiana University (SLU) requests Board of Regents' approval to terminate the existing BA/Spanish and recreate it as a broader BA/World Languages degree with five concentrations choices. A separate BA/French was identified as a low completer and closed in 2010, but the department continued to maintain faculty who could provide basic French, German, Italian and Latin instruction to support General Education and other curriculum requirements. Over the last four years, interest in the stand-alone Spanish degree has waned until it now averages only 5 completers, but student interest in learning languages remains strong. Surveys among language classes and advising sessions suggested that students responded with interest in the new title (as being more trendy) and the degree of flexibility built into the revised curriculum for General Education and elective course choices.

STAFF SUMMARY

1. Description

The proposed BA/World Languages is designed to respond to the shift in language study toward an interdisciplinary focus on the understanding and application of secondary linguistic skills in a variety of fields in which proficiency in a second language along with another area of expertise is required or highly desirable. For example, a strong language background would be valuable for those in communication and public affairs, cultural studies, law, politics (both domestic and international), business, and various scientific fields. The curriculum expands on the existing BA/Spanish (which would be terminated) to offer five concentrations: Spanish, French, Spanish Education, French Education, and Dual Language. Within the degree plan, students have choices among course options that include in-depth study language, literature, and linguistics to prepare for immediate application in the national or international workforce or for graduate study.

Students majoring in World Languages will complete from 40-46 credit hours in their chosen language, unless they choose the dual language concentration which includes 31 credits in a primary language and 24 in the secondary language. All concentrations share courses in European culture and special topics in linguistics. Those choosing to concentrate in Spanish or French would have 17 elective credits which could be applied to a minor or double major in one of the fields mentioned above (e.g., communication studies, general business, etc). The program will require majors to (1) complete an internship within the language community in Louisiana; and (2) pass a comprehensive exam before graduation.

2. Need

For cross cultural understanding and global awareness, narrowed achievement gaps, and positive impact on higher order, abstract and creative thinking, the benefits of a bilingual or multilingual education are well documented. Proficiency in a second language can enhance one's career opportunities, often boosting earnings by as much as 15% in the U.S. The State of Louisiana post-Katrina has become more multicultural, particularly in the southern regions, and there is an increasing need for translators, teachers and bilingual speakers in all sectors of the economy. The proposed program will be an integral part of strategic priorities of engaging a diverse population of learners with powerful experiences and preparing the University community to thrive in a global society. With the incorporation of cultural inquiry in course content at all levels, the proposed program situates language study in cultural, historical, geographic and cross-cultural frames within the context of humanistic learning.

3. Students

Enrollment data of the existing concentrations (Spanish and Spanish Education) and minors (including French, German, Italian, Latin and Spanish) suggest that there is already strong interest in language study at Southeastern. Over the last three years, an average of 36 have been enrolled as declared Spanish majors, with over half in the Spanish Education concentration (for which 100% of the teacher candidate graduates are readily hired). Upper level French courses have averaged 15 students over the most recent five semesters. Southeastern's annual Foreign Language Festival, which typically attracts 400-600 students from area high schools over the last 37 years, now includes competitions in French, Spanish and Latin. The department has plans in place to market the new degree opportunity. Based on the interest expressed as the program was developed, the University expects that most current majors will choose to transfer to the new degree program so that, with new students recruited to the major, there should be 54 majors and as many as 8 completers in the first year of implementation.

4. Faculty, Resources & Budget

The BA/World Language and Cultures would be housed in the Department of World Language & Cultures, within the College of Arts, Humanities and Social Sciences. The department currently has 13 faculty and instructors and is conducting a national search for another assistant professor in Spanish to replace a retired faculty member. The proposed new program would be absorbed by current faculty, with the expected addition of part-time adjunct lecturers. By the second year of implementation, SLU expects to be adding a new tenure-track position in year two to cover the need for additional language courses, based on demand. New faculty would be expected to be able to teach their language at all levels, plus upper level literature and culture classes.

The University currently has a Foreign Language Resource Center (FLRC) and an English as a Second Language (ESL) lab that offer students a work area to improve their language skills. Both have computer workstations, a vast array of DVDs, games, study tools, and free tutoring to help students learn and improve their abilities in the target languages. Southeastern's Spanish Education concentration is the only concentration in Louisiana listed as nationally accredited by American Council on the Teaching of Foreign Languages (ACTFL) and by the Council for the Accreditation of Educator Preparation (CAEP – the main national accreditor for teacher education programs).

STAFF ANALYSIS

Southeastern is poised and ready to begin marketing the new degree program so as to begin implementation in the coming Fall (2019) semester. If approved, the BA/World Languages will replace the existing BA/Spanish, which will be terminated on the CRIN and current declared majors will be allowed to switch to the new program or complete their current degree plan. The new curriculum has been carefully pieced together to produce language-proficient world citizens who can contribute to their communities and jobs through their ability to communicate and interact across cultures.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic & Student Affairs Committee recommend conditional approval of the proposed BA / World Languages (CIP 16.0101) at Southeastern Louisiana University. A progress report on implementation is due on 1 July 2021.

AGENDA ITEM IV B5
PROPOSED NEW ACADEMIC PROGRAM
LOUISIANA STATE UNIVERSITY OF ALEXANDRIA
BACHELOR of SCIENCE in ACCOUNTING

BACKGROUND INFORMATION

Louisiana State University of Alexandria (LSUA) requests Board of Regents' approval to offer a Bachelor of Science in Accounting. The BoR approved the Letter of Intent in May 2018 requiring the business program achieve ABCSB accreditation before Regents would approve the proposal. The final proposal was approved by the LSU Board of Supervisors at its March 2019 meeting and submitted to the Regents for consideration.

STAFF SUMMARY

1. Description and Need

LSU-A has developed a BS in Accounting from the successful accounting concentration in the BS Business Administration. The degree program will provide a foundation in accounting-related business subjects and equip students with the advanced knowledge and skills necessary for successful completion of the CPA examination. Graduates can work in a variety of accounting settings including public accounting, industry, or governmental/non-profit work in the region and beyond.

LSU students primarily come from and stay within Region 6, comprised of the eight parishes immediately surrounding LSUA's campus. While several other accounting programs exist at other Louisiana institutions, LSUA is uniquely positioned to serve the students from the region, many of whom are first generation college students who benefit from being able to earn a degree close to home. According to the Department of Labor, individuals working in the field enjoy among the best employment outlooks and wages in the region with the 2017 median annual salary for accountants in the region at about \$58K. The 2017 Occupational Employment Statistics survey indicates that the region needs nearly double the number of accountants and auditors than what it currently has, and prospective employers have repeatedly requested that LSUA provide a standalone accounting degree. Because those students who study outside the region tend to stay outside the region after graduation, it is critical to the economic growth of the area that LSUA provide opportunities for students to complete these degrees closer to home.

To provide flexibility to the variety of students LSUA serves, students will be able to complete the degree on campus, 100% online, or a combination of the two.

2. Students

The accounting concentration in the business administration degree continues to grow, most recently from 42 students enrolled in fall 2016 to 63 in fall 2018 with 15 graduates this past year. The standalone accounting degree will be more attractive to students interested in the field and to employers looking to hire graduates with a strong foundation in accounting and preparation for the CPA exam. The majority of students at LSUA are from the nearest parishes, attracting students with its low cost of attendance, close proximity to home, and small scale including relatively small class sizes and low student to faculty ratios. The accounting concentration in the business program will enter a teach-out phase followed by termination with the implementation of the proposed program, and most students are expected to transfer to the new degree. LSUA also expects to attract additional students to the program as a standalone degree, and projects 65 total students enrolled in the major for year one increasing to 85 by year five.

3. Faculty, Administration, and Budget

The proposed program will be housed in the Department of Business Administration, and the coordinator for the existing concentration will administer the program. Because the accounting concentration is in place with robust enrollment, two existing full time faculty members along with adjunct faculty will be able to support the program through year two. If enrollment grows as projected, a third full time faculty member will be hired for

year three at a cost of \$100K, which will be covered by increased tuition revenue along with LSUA foundation support through endowed professorships and business partnerships.

The Department of Business Administration is in the final stages of achieving accreditation through the Accreditation Council for Business Schools and Programs (ACBSP). The department underwent a successful site visit in April, the last step before final approval, and expects full approval in June. Based on input from the state's Chief Academic Officers, the Board of Regents required accreditation is through AACSB International, another accrediting body for business schools and programs. AACSB accreditation takes several years, and includes requirements for additional faculty. LSUA sought ACBSP accreditation first to ensure students will graduate from an accredited program and as an avenue to successful AACSB accreditation. LSUA has enrolled to seek accreditation through AACSB and will begin taking the actions required to pursue accreditation during AY 2019-20.

STAFF ANALYSIS

LSUA's commitment to the local region is evident through their focus on keeping attendance costs low and ensuring a menu of degree programs meaningful to local students and the local economy. After the statewide CAO review of the Letter of Intent, and extensive conversations with BoR staff, LSUA has provided robust evidence of student and employer need for the program, the suitability of the institution to offer a standalone accounting degree, as well as made strong progress with the program and the department through the ACBSP accreditation process and in preparation for AACSB accreditation. Staff support the establishment of the accounting program and will work closely with the institution to monitor progress on AACSB accreditation as required.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the proposed Bachelor of Science in Accounting (CIP 52.0301) at LSU of Alexandria, with a progress report due on July 1, 2021.

AGENDA ITEM V A1
AUTHORIZATION OF RESEARCH CENTER
LOUISIANA STATE UNIVERSITY AND A&M COLLEGE
CENTER for ANALYTICS and RESEARCH in TRANSPORTATION SAFETY

BACKGROUND INFORMATION

Louisiana State University and A&M College (LSU) requests full authorization of the new Center for Analytics and Research in Transportation Safety (CARTS). BoR policy is to grant conditional approval of new research units, typically for a period of one year. LSU is requesting a waiver of the conditional approval based on the history of the Highway Safety Research Group (HSRG), which will be turned into CARTS. The HSRG was established in 2002, and with the expansion of research goals and activities is now seeking official BoR recognition and approval as CARTS. The request was approved by the LSU Board of Supervisors at its March 2019 meeting and sent to the Board of Regents for consideration.

STAFF SUMMARY

1. Description and Need

The HSRG's main objective is to use analytics to conduct research into highway safety with the goal of reducing the number of fatal and severe crashes on Louisiana roads and highways. The research group collects, maintains, stores, analyzes, and distributes crash related data captured from law enforcement and other agencies throughout the state of Louisiana. The research is used by decision makers at the Louisiana Department of Transportation and Development (LA DOTD), the Louisiana State Police (LSP), and the Louisiana Highway Safety Commission (LHSC), and legislators to set policy, create projects, pass laws, and develop programs that improve the safety of Louisiana roadways. The HSRG was formed in 2002 to collect, enter, and store the state's crash data, provide analysis of the crashes, and conduct problem identification.

The scope of work performed by the HSRG has evolved with an increased focus on the analytics part of highway safety and becoming a center for data driven decision making in Louisiana and beyond, and the new name provides an updated description of the unit's work and scope. CARTS' new strategic direction is toward becoming a national player in highway safety analytics, which will include applying for large competitive grants from the Federal Highway Administration, National Science Foundation and other federal agencies. The center will seek to increase funded research in highway safety at LSU by facilitating collaboration of LSU researchers in highway safety and related areas, providing a central repository of highway safety data for research, and serving as a hub for nationally funded research opportunities in this area.

2. Initiatives and Activities

Primary achievements and activities of the HSRG thus far:

- The development of the LACRASH software that transitioned crash reporting to an electronic format allowing easier and faster entry and data collection and analysis. As of October 2017, the software was used by 218 Louisiana law enforcement agencies throughout the state.
- Geographic Information Systems (GIS) software application development includes hotspot analysis, map development, geo-location of local road crashes, curve analysis, and GIS support of LACRASH.
- The HSRG's business intelligence strategy is to allow for quick, flexible, targeted information delivery to users, and has developed tools to make data more accessible as well as assisting users in analyzing data. Tools are currently being developed to assist with Louisiana's Strategic Highway Safety Plan.
- A US DOT Crash Data Improvement Plan grant was used to make significant improvements in data quality including in the areas of timeliness, completeness, accuracy, uniformity, and accessibility.

- The Louisiana Crash Data Reports website is a compilation of statistical data from throughout the state and is updated nightly to ensure timely and accurate data is available.

To support the goal of seeking additional funding for research in traffic and highway safety, CARTS plans to build the IT infrastructure to assure a reliable system to collect and disseminate information by facilitating the integration of LA DOTD crash database with other systems and use Crash Data Infographics to display collected and maintained crash data and research in a format that users can quickly and easily comprehend for dissemination to policy and decision makers.

3. Resources and Administration

Currently, the HSRG employs 18 staff members including faculty leadership, and supports 14 graduate students and 20 undergraduate students conducting highway safety research. HSRG currently occupies nearly 70 percent of the Campus Federal Credit Union building on the LSU campus. No additional facilities or resources are needed for the initial establishment of CARTS. The executive director will continue to report to the EJ Ourso College of Business Associate Dean for Research and Graduate Studies.

Contract and grant funding for AY18 was over \$3.34 million and is expected to grow to \$4.53 million by 2024. The center's largest source of funds will continue to be the LA DOTD CRASH grant, additional funding sources including contracts such as through CarFax and Lexis Nexis, as well as other state and federal grants. Primary expenses are personnel, including student researcher support.

STAFF ANALYSIS

Originally formed to collect and analyze data for Louisiana stakeholders in the area of traffic and road safety, the HSRG has grown to incorporate a large staff, extensive research and contract funding, and support of student research. The group's strong history, along with its expanded mission into further research in the area of traffic and road safety support LSU's request for a waiver of initial approval, and full authorization of CARTS.

STAFF RECOMMENDATION

The Senior Staff recommend full authorization of the Center for Analytics & Research in Transportation Safety at Louisiana State University and A&M College, with request for continued authorization due by March 1, 2024.

AGENDA ITEM V A2
REQUEST FOR FULL APPROVAL
UNIVERSITY OF LOUISIANA AT MONROE
ENVIRONMENTAL EDUCATION & RESEARCH CENTER

BACKGROUND INFORMATION

The University of Louisiana at Monroe is requesting full authorization of the Environmental Education & Research Center (EERC). The EERC was granted initial one-year authorization in December 2016, with an additional one-year conditional approval granted in January 2018 while the Center worked toward strengthening its programming and funding.

STAFF SUMMARY

1. Description and Need

The EERC seeks to improve research and educational opportunities in the northeast Louisiana region in the area of surface water pollution. The center seeks to manage one of the premier urban field stations in the US while providing solutions to one of the major environmental issues in the world by focusing on the following objectives:

- Provide a research site to help understand and improve wetland use related to improving water quality and leading to the development of technology to clean surface water;
- Provide a center for environmental education to local K-12 schools;
- Provide onsite demonstrations for students to learn about water quality monitoring, the effects of pollution, and methods to reduce pollution and the protection of Louisiana's valuable water resources;
- Implement place-based and experiential learning and research opportunities for students; and
- Build capacity for school teachers in STEM disciplines.

The Louisiana Department of Environmental Quality Water Quality data indicates that one-half to three-quarters of Louisiana's rivers, lakes, and other bodies of water are affected in some way by Nonpoint Source (NPS) pollution. NPS pollution leads to an increase in suspended sediments, nutrients, and organic matter (sewage) that enter bodies of water during rain events. Runoff from agricultural fields, urban areas, and construction sites can carry away soil, producing turbid or cloudy water, reducing the penetration of sunlight that critical bottom-dwelling plants need. The loss of these plants critical to the ecosystem and trapping of sediment can lead to "dead zones," a major current problem in Louisiana and in the Gulf of Mexico. The innovative techniques that can be developed through the research at the EERC will help solve these issues.

2. Activities and Initiatives

Since initial authorization, and through the process of relocating the EERC, faculty have focused on three areas: building a multi-year baseline set of data on the new site in terms of the pollutants found there, as well as an analysis of the site's potential for wetland enhancement and remediation of NPS pollution projects; educational outreach to area schools, teachers, and superintendents for support and guidance in developing environmental education initiatives as well as hosting field trips and workshops; and work toward future expansion of the new site through grant writing and the development of a new butterfly garden/pollinator/grassland habitat funded through a US Fish and Wildlife Service grant.

In the area of research, the center aims to conduct research and experiments on the new site with the ultimate goal to develop a Wetland Enhancement Plan to reduce local contaminants from the golf course and other surrounding land uses at the research site. Another important goal of the EERC is to improve on STEM education in the region, especially among socioeconomically disadvantaged students. The center aims to promote the concept of "place-based education" or immersion in the local environment and culture in middle school in line with current school curricula science standards by serving as a resource for area

teachers and students. One example is the “Exploratorium” under development for school field-trips, and an outdoor lab where students can carry out small scale experiments. These experiential learning opportunities along with support for educators developing locally focused curricula will foster a Louisiana citizenry that appreciates and takes ownership of Louisiana’s rich heritage and natural resources.

3. Resources and Administration

The EERC was originally located at the former Louisiana State University AgCenter Calhoun Research Station, but in 2017 the EERC advisory board agreed to seek a new site and entered into an Interagency Agreement with the City of Monroe to secure and occupy a portion of a 900-acre research site at the Chennault Golf Course & Recreational Park. The new site includes ponds, forests, forested wetlands, agricultural fields, power line rights-of-way, sloughs, and small bayous with some areas receiving NPS pollution runoff. The lease agreement ensures long-term stability through support and infrastructure, and the creation of permanent research and education facilities.

Faculty working with the EERC are currently from the School of Basic Pharmaceutical and Toxicological Sciences and the School of Sciences. As the EERC expands, this will include faculty from Atmospheric Science, Biology, Chemistry, and Education. In order to streamline leadership of the EERC, the administrative structure is shifting from oversight by 2 faculty co-directors who reported to the EERC advisory board, to one faculty director who will report directly to the Dean of Arts, Education, and Sciences.

Buildings already available at the site will provide the necessary classroom and meeting space for the foreseeable future. EERC faculty are in the process of applying for \$150K NSF funding to build a small laboratory and are also planning for additional funding for NPS pollution research and STEM Education initiatives. Costs at this time are otherwise limited to course buyout for the EERC faculty director and graduate assistants.

STAFF ANALYSIS

The work of the EERC will be a valuable addition in the areas of water pollution research and STEM education in Northeast Louisiana. The securing and development of the new site through research and grants is promising for the future of the EERC and its work. Staff support the authorization of the EERC based on its commitment to the new research site and successful outreach to area K-12 schools. Given that most external funding is still pending, and that the center is undergoing a change in leadership structure, staff recommend continued conditional authorization with a progress report and request for full authorization due in two years demonstrating administrative stability and financial growth.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic and Student Affairs Committee recommend continued conditional approval of the Environmental Education & Research Center (EERC) at the University of Louisiana at Monroe for a period of two years, with a progress report and request for full authorization due by July 1, 2021.

AGENDA ITEM V B1
REQUEST FOR ONE-YEAR CONDITIONAL APPROVAL
LOUISIANA STATE UNIVERSITY
HEALTH SCIENCES CENTER – NEW ORLEANS
CENTER for EVIDENCE-BASED PRACTICE in BEHAVIORAL HEALTH

BACKGROUND INFORMATION

Louisiana State University Health Sciences Center – New Orleans (HSC-NO) is requesting one-year conditional approval of the new Center for Evidence-Based Practice in Behavioral Health. The Center was approved at the April 2019 LSU Board of Supervisors meeting and was submitted to the Board of Regents for consideration. Board of Regents policy is to grant conditional approval of new research units, typically for a period of one year.

STAFF SUMMARY

1. Description and Need

The proposed Center for Evidence-Based Practice in Behavioral Health is a collaboration between HSC-NO School of Public Health's Department of Behavioral and Community Health Sciences and the Louisiana Department of Health Office of Behavioral Health (OBH). The center's concept was developed as a result of the Dr. Stephen Phillippi's 2016 OBH funded Provider Survey of Youth Related Services and subsequent research that revealed significant problems with mental health services in the state, particularly in the use of evidence-based practices in behavioral health services and especially for those dependent on Medicaid. Medicaid expansion has significantly increased access to behavioral health services for Louisiana youth, and the research and outreach conducted by the center will be the next step in ensuring high quality service for the youth of Louisiana.

2. Initiatives and Objectives

The center's mission is to support the state and its agencies, communities, organizations, and care providers in the selection and implementation of evidence-based interventions that promote youth and family well-being, improve behavioral health outcomes, and to address challenges related to sustaining quality practice. This will include identifying gaps in funding and services, coordination with partners including universities and other organizations on workforce development, and evaluation and research of evidence-based practices in the field with an aim toward access and quality. In the first year, the center aims to design a strategic plan; develop training on evidence-based practices and provide at least one training opportunity for OBH Local Governing Entities; establish expert partnerships; work on a workforce development strategic plan; and to report outcomes to OBH.

3. Resources and Administration

The proposed center's director, project coordinator, evaluator, and graduate assistants will be funded either partially or fully through an OBH contract and HSC-NO Department of Behavioral and Community Health Sciences. Offices will be on the third floor of the School of Public Health. The center's initial funding contract is managed by OBH at \$291,587 for AY 18/19, with continued funding through OBH based on the center meeting annual benchmarks. The center will also seek other external contracts and grant funding to support its research and activities.

STAFF ANALYSIS

The proposed Center for Evidence-Based Practice in Behavioral Health addresses a specific need of Louisiana in the area of mental and behavioral health services for the state's youth, particularly those parents who are low income and may not currently have access to quality care for themselves or their

children. The center will be able to provide long-term benefits to the state through partnerships with state agencies and organizations as well as national partners and funders to expand Louisiana's expertise in quality behavioral health care.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic and Student Affairs Committee recommend one-year conditional approval of the Center for Evidence-Based Practice in Behavioral Health at the Louisiana State University Health Sciences Center – New Orleans, with a progress report and request for full authorization due by July 1, 2020.

AGENDA ITEM V B2
REQUEST FOR ONE-YEAR CONDITIONAL APPROVAL
LSU HEALTH SCIENCES CENTER – SHREVEPORT
and
LOUISIANA TECH UNIVERSITY
CENTER FOR TISSUE ENGINEERING & REGENERATIVE MEDICINE

BACKGROUND INFORMATION

Louisiana State University Health Sciences Center – Shreveport (HSC-S) and Louisiana Tech University (LA Tech) are requesting one-year conditional approval of the new collaborative Center for Tissue Engineering & Regenerative Medicine (CTERM). The center was approved at the April 2019 University of Louisiana System Board of Supervisors meeting followed by the LSU Board of Supervisors at its April 2019 meeting and was submitted to the Board of Regents for consideration. Board of Regents policy is to grant conditional approval of new research units, typically for a period of one year.

STAFF SUMMARY

1. Description and Need

Louisiana's rate of chronic diseases including heart disease, cancer, and diabetes is well above the national average. Because these chronic diseases have links to metabolic syndrome (such as high blood pressure and abnormal cholesterol levels) and obesity, as obesity rates increase in the state, so will rates of chronic disease. The collaborative CTERM will combine the basic science, engineering, and technical strengths of LA Tech with the medical expertise of HSC-S to pull together experts from biomedical engineering and biomechanics, human physiology, cellular and molecular biology, and clinicians engaged in translational research. These collaborations will focus on research and education initiatives to prevent and combat tissue inflammation, trauma, and loss associated with complications of metabolic syndrome. The goal of the center is to produce clinically relevant stem cells and biomaterial scaffolds to generate useful cell and tissue-based therapies that can combat the loss of healthy tissue associated with chronic disease.

2. Initiatives and Objectives

Primary objectives of the proposed center are:

- To establish an integrated core of clinicians and researchers focused on tissue engineering and regenerative medicine;
- To promote research and tools in stem cell biology, tissue engineering, and regenerative medicine by developing research opportunities for students at both institutions, support faculty grant-writing skills development, promote multidisciplinary research teams, and foster interdisciplinary partnerships;
- To promote education in stem cells, tissue engineering, and regenerative medicine by enhancing student training, utilize visual communication strategies for research, establish a social media presence, and encourage community service; and
- To work closely with community partners to address needs of patients suffering from symptoms of metabolic syndrome and/or tissue injury, and effectively communicate research to the community.

CTERM will connect with the local community and toward regional economic development by holding an annual symposium to discuss CTERM research that addresses regional health needs, provide training for current and future professionals in the areas of regenerative medicine research, perform clinical trials, work with institutional tech transfer offices to market discoveries, and work with partners on relevant treatment technique improvements.

3. Resources and Administration

The partnership has identified eight faculty who will be the initial primary contributors to the work of CTERM with an additional fifteen potential faculty whose work directly relates to the objectives of the center from a range of disciplines at both institutions. Multiple existing research facilities, laboratories, and technology, as well as classroom, conference, and office space across both campuses and along the I-20 corridor will support the work of the center.

A board of directors comprised of equal representation from both institutions will jointly oversee the activities of the center, utilization of center funds, and will monitor progress, troubleshoot barriers, evaluate opportunities, report on needs of the center's investigators, and review effective use of resources. The CTERM Board reports to the Research Advisory Council, which consists of at least two experts from successful centers outside the two institutions, as well as CTERM Board members. The Research Advisory Council reports to the Vice Chancellor for Research and HSC-S, and the Associate Vice President for Research and Partnership at LA Tech. Initial financial support for the center will consist of \$50K from each institution to support the initial activities of the center.

STAFF ANALYSIS

The proposed collaboration between HSC-S and LA Tech is a strong example of the benefits of inter-institutional and inter-system collaborations that recognize and leverage the strengths of an institution to compliment those of others in an effort to solve complex problems such as those targeted by CTERM. The proposed administrative structure, while complex, will ensure equal representation and decision-making for the center. Equal funding commitments from each institution also represents a collaborative spirit for the endeavor.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic and Student Affairs Committee recommend one-year conditional approval of the Center for Tissue Engineering & Regenerative Medicine at the Louisiana State University Health Sciences Center – Shreveport and Louisiana Tech University, with a progress report and request for full authorization due by July 1, 2020.

AGENDA ITEM VI

AY 2019-2020 MASTER COURSE ARTICULATION MATRIX and LOUISIANA COMMON COURSE CATALOG

STAFF SUMMARY

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

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

The 2019-20 Matrix accurately reflects the current statewide articulation of those academic courses offered by at least five public postsecondary institutions. The Matrix will be posted on the Regents' web site as a spreadsheet so that columns can be manipulated for better utility.

STAFF ANALYSIS

The approval process began this spring when the Chief Articulation Officers (CARTO), with faculty input, began reviewing the matrix and the statewide common course descriptors. Institutions submitted changes (e.g., new courses to be added, changed course numbers, or revisions when courses are dropped from the campus catalog) throughout the semester. This year, 14 additions/changes were proposed for consideration during the Matrix review process resulting in the addition of seven new courses: Introduction to Programming, Introduction to Pharmacology, Introduction to Mass Media, African American History, Math for Elementary Teachers, Geometry for Elementary Teachers and Calculus III. Additionally, campuses were asked to consider the addition of a mechanism to identify non-baccalaureate courses on the matrix. Respondents agreed that additional discussion for designation of non-baccalaureate courses was needed and proposed to meet and discuss the question further in the near future. If an institution did not affirm its Matrix entries or provide the feedback on specific courses, the relevant courses are highlighted on the Matrix to indicate that entries are still considered tentative for that campus. BoR staff will continue to work with Chief Articulation Officers and faculty representatives from each institution to complete and refine the Matrix throughout the year.

The updated LCCC and Matrix are presented to the Board of Regents for information and approval of their continued use. Attached to this summary are sample pages of the documents, but both are available upon request, or the 2018-19 editions can be easily accessed on the BoR website through the *Quick Links*: "[Master Course Articulation Matrix](#)."

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

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic and Student Affairs Committee recommend approval of the Academic Year 2019-20 Master Course Articulation Matrix and the Louisiana Common Course Catalog, authorizing BoR staff to continue to work with the institutions to expand and update the Matrix and the Catalog throughout the year.

LOUISIANA STATEWIDE COMMON COURSE CATALOG

A Work in Progress
June 2019

Academic Year 2019-20 (SAMPLE) LIST OF COMMON COURSES

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

LOUISIANA BOARD OF REGENTS¹

MASTER COURSE ARTICULATION MATRIX²

ACADEMIC YEAR 2019-2020

Preface

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

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

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

Courses

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

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

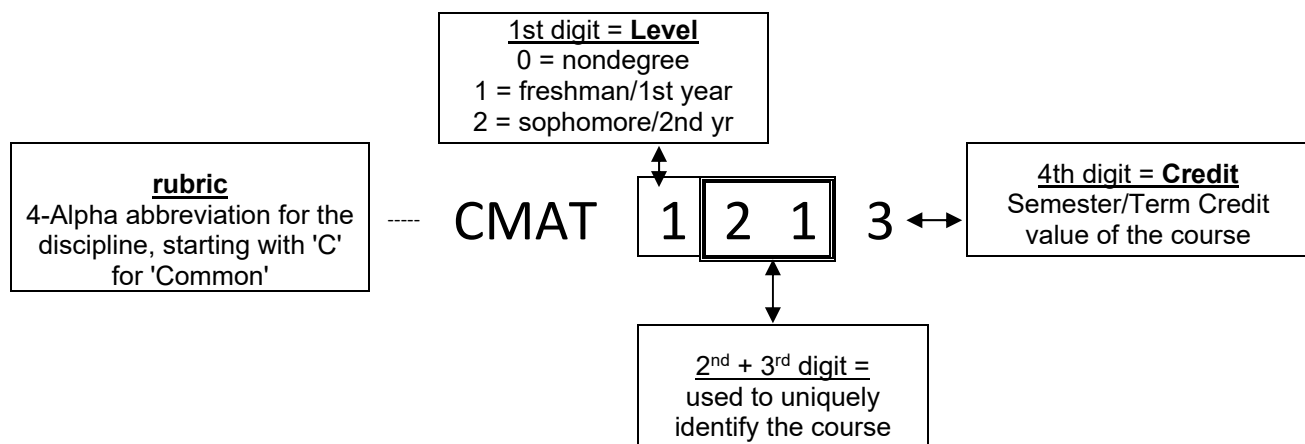
¹ The Board of Regents does not decide course equivalencies, but coordinates, monitors, and publishes the broadest areas of agreement relative to specific courses offered by the state's public institutions of higher education. This matrix is approved as a work in progress, to be expanded throughout AY 2019-20.

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

Louisiana Common Course Numbers (CCN)

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

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



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

Postsecondary Institutions represented in the Matrix

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

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

♦Louisiana Tech University operates on a quarter system

MASTER COURSE ARTICULATION MATRIX - AY 2019-20 (June 2019)

Common Course Number	Common Course Title	BPC	BRCC	CLTCC	DCC	FTCC	LDCC	NUNEZ	NTCC	RPCC	SLCC	STCC	LSU A&M	LSUA	LSUE	LSUS
CFRN 2014 (4 Hr)	(3-4 credit hours)			FREN***		FREN***		FREN***	FREN***			FREN***		FREN***		
CFRN 2023 (3 Hr)	Intermediate French I	FREN***	FREN 2023	FREN***	FREN 202	FREN***	FREN 202	FREN***	FREN***	FREN 2020	FREN***	FREN***	FREN 2102	FREN 2102	FREN 2102	FREN 205
CFRN 2026	Intermediate French I+II (6 cr hrs)	FREN***	FREN***	FREN***	FREN 201 & 202	FREN***	FREN 201 & 202	FREN***	FREN***	FREN 2010 & 2020	FREN***	FREN***	FREN 2101 & 2102	FREN 2101 & 2102	FREN 2101 & 2102	FREN 201 & 205
Geography																
CGRG 2013	Human Geography	GPHY 102	GEOG***	GOEG***	ANTH***	GEOG***	GEOG***	GEOG***	GEOG***	GEOG 2010	GEOG 2020	GEOG 2110	GEOG 2010	GEOG 1003	GEOG 1001	GEOG 252
CGRG 2113	World Regional Geography	GPHY 105	GEOG 2113	GOEG 1010	ANTH 181	GEOG 2010	GEOG 202	GEOG 2113	GEOG***	GEOG 2030	GEOG 1010	GEOG***	GEOG***	GEOG 1001	GEOG 1001	GEOG 105 or 106
CGRG 2213	Physical Geography	GPHY 101	GEOG***	GEOG**	ANTH 205	GEOG 2020	GEOG 205	GEOG 1200	GEOG***	GEOG 2050	GEOG 2050	GEOG 2010	GEOG***	GEOG 2001	GEOG***	GEOG 251
Geology and Earth Sciences																
CGEO 1101	Physical Geology Lab	PHSC***	GEO 103	PHSC***	GEO 103	GEO 1011	GEO 101	GEO 1030	GEOG***	GEO 1001L	GEO 1011	GEO 1011	GEO 1601	GEO 1002	GEO 1001	GEO 105
CGEO 1103	Physical Geology	PHSC 111	GEO 1103	PHSC***	GEO 101	GEO 1010	GEO 101	GEO 1010	GERM***	GEO 1001	GEO 1010	GEO 1010	GEO 1001	GEO 1001	GEO 1001	GEO 105
CGEO 1111	Historical Geology Lab	PHSC***	GEO 104	PHSC***	GEO 104	GEO 1021	GEO 102	GEO 1020	GERM***	GEO 1602	GEO 1020	GEO 1020	GEO 1602	GEO 1003	GEO 1003	GEO 105
CGEO 1113	Historical Geology	PHSC***	GEO 102	PHSC***	GEO 102	GEO 1020	GEO 102	GEO 1020	GERM***	GEO 1003	GEO 1020	GEO 1020	GEO 1003	GEO 1003	GEO 1003	GEO 105
German																
CGRM 1013 (3 Hr)	Elementary German I (3-4 credit hours)	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM 101
CGRM 1014 (4 Hr)		GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM 1101	GERM***	GERM***	GERM***
CGRM 1023 (3 Hr)	Elementary German II (3-4 credit hours)	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM 102
CGRM 1024 (4 Hr)		GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM 1102	GERM***	GERM***	GERM***
CGRM 2013	Intermediate German I	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM 2101	GERM***	GERM***	GERM 201
CGRM 2023	Intermediate German II	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM***	GERM 2102	GERM***	GERM***	GERM 205
Health Studies																
CHLT 1103	Medical Terminology	BLGY 110	HLSC 1103	BOTH 1300	HESC 111	HESC 1110	HSCI 110	HSOM***	ALH 186	HESC 1000	HESC 1000	MEDL***	KIN 2509	HESC 1010	ALLH***	KHS***
History																
CHIS 1013	Western Civilization I	HIST 101	HIST 1010	HIST 1010	HIST 101	HIST 1010	HIST 101	HIST 1010	HIST 1010	HIST1010	HIST1020	HIST 1010	HIST 1001	HIST 1001	HIST 1001	HIST 105
CHIS 1023	Western Civilization II	HIST 102	HIST 1020	HIST 1020	HIST 102	HIST 1020	HIST 102	HIST 1020	HIST 1020	HIST 1020	HIST 1021	HIST 1020	HIST 1003	HIST 1003	HIST 1003	HIST 106 or 107
CHIS 1113	World Civilization I	HIST 103	HIST 1113	HIST***	HIST 103	HIST 1500	HIST***	HIST 1500	HIST***	HIST 1003	HIST 1040	HIST 1210	HIST 1005	HIST***	HIST***	HIST***
CHIS 1123	World Civilization II	HIST 104	HIST 1123	HIST***	HIST 105	HIST 1510	HIST***	HIST 1510	HIST***	HIST 1005	HIST 1041	HIST 1220	HIST 1007	HIST***	HIST***	HIST***
CHIS 2013	American History I	HIST 201	HIST 2013	HIST 2010	HIST 205	HIST 2010	HIST 201	HIST 2010	HIST 2010	HIST 2010	HIST 2010	HIST 2010	HIST 2055	HIST 2055	HIST 2065	HIST 145
CHIS 2023	American History II	HIST 202	HIST 2023	HIST 2020	HIST 206	HIST 2020	HIST 202	HIST 2020	HIST 2020	HIST 2020	HIST 2020	HIST 2020	HIST 2057	HIST 2057	HIST 2057	HIST 146
CHIS 2033	Louisiana History	HIST 203	HIST 2033	HIST***	HIST 260	HIST 2030	HIST 210	HIST 2100	HIST 2100	HIST 2100	HIST 2100	HIST 2100	HIST 3071 or 3072	HIST 3071 or 3072	HIST 2071	HIST 271
CHIS 2103	African-American History	HIST***	HIST 2063	HIST***	HIST 141	HIST***	HIST***	HIST***	HIST***	HIST 2061	HIST 2070	HIST***	HIST 2061	HIST 2061	HIST 2061	HIST***
Humanities																
CHUM 2013	Africa and the Middle East	HMAN***	HUMN 2013	HUMN***	HUMA***	HUMA***	HUMN***	HUMA***	HUMA***	HUMA***	HUMA***	HUMA***	HUMA***	HUMA***	HUMA***	HUMA***
CHUM 2213	Humanities I	HMAN 201	HUMN 2213	HUMN***	HUMA 211	HUMA***	HUMA 201	HUMA***	HUMA***	HUMA***	HUMA***	HUMA***	HUMA***	HUMA***	HUMA***	HUMA***
CHUM 2223	Humanities II	HMAN 202	HUMN 2223	HUMN***	HUMA 212	HUMA***	HUMA 202	HUMA***	HUMA***	HUMA***	HUMA***	HUMA***	HUMA***	HUMA***	HUMA***	HUMA***
Latin																
CLTN 1013 (3 Hr)	Elementary Latin I (3-4 credit hours)	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***
CLTN 1014 (4 Hr)		LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN 1001	LATN***	LATN***	LATN***
CLTN 1023 (3 Hr)	Elementary Latin II (3-4 credit hours)	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***
CLTN 1024 (4 Hr)		LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN 2051	LATN***	LATN***	LATN***
CLTN 1026	Elem Latin I+II (6 cr hrs)	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN***	LATN 1001 & 2051	LATN***	LATN***	LATN***

MASTER COURSE ARTICULATION MATRIX - AY 2019-20 (June 2019)

Common Course Number	Common Course Title	GSU	LA Tech	McNeese	Nicholls	NSU	SLU	ULL	ULM	UNO	SU A&M	SUNO	SUSLA
CFRN 2014 (4 Hr)				FREN 201 & FREN 202									
CFRN 2023 (3 Hr)	Intermediate French II	FREN 202	FREN 202	FREN 202	FREN 202	FREN 2020	FREN 202	FREN 202	FRNH 2002	FREN 2002	FREN 201	FREN 201	FREN 201
CFRN 2026	Intermediate French I+II (6 or hrs)	FREN 201 & 202	FREN 201 & 202	FREN 201 & 202	FREN 201 & 202	FREN 2010 & 2020	FREN 201 & 202	FREN 201 & 202	FRNH 2005	FREN 2001 & 2002	FREN 200 & 201	FREN 200	FREN 200 & 201
Geography													
CGRG 2013	Human Geography	GEOG 201	GEOG 205	GEOG 211	GEOG 104	GEOG 2020	GEOG 410	GEOG 201	GEOG 210	GEOG 1356	GEOG 210	GEOG 210	GEOG 210
CGRG 2113	World Regional Geography	GEOG 202	GEOG 210	GEOG 202	GEOG 104	GEOG 1010	GEOG 141 or 142	GEOG 103	GEOG 202	GEOG 1001 & 1002	GEOG 202	GEOG 202	GEOG 202
CGRG 2213	Physical Geography	GEOG 203	GEOG 203	GEOG 201	GEOG 103	GEOG 2010	GEOG 309	GEOG 104	GEOG 2013	GEOG 2151	GEOG 224	GEOG 224	GEOG 224
Geology and Earth Sciences													
CGEO 1101	Physical Geology Lab	GEO 203	GEO 203	GEO 111	GEO 101	GEO 1031	ESSL 103	GEO 107	GEO 203	EES 1001	GEO 203	GEO 203	GEO 203
CGEO 1103	Physical Geology	GEO 202	GEO 111	GEO 101	GEO 101	GEO 1030	ESSC 101	GEO 111	GEO 202	EES 1000	GEO 202	GEO 202	GEO 202
CGEO 1111	Historical Geology Lab	GEO 201	GEO 201	GEO 201	GEO 102	GEO 1041	ESSC 101	GEO 108	GEO 201	EES 2005	GEO 201	GEO 201	GEO 201
CGEO 1113	Historical Geology	GEO 201	GEO 201	GEO 102	GEO 102	GEO 1040	ESSC 101	GEO 112	GEO 201	EES 2004	GEO 201	GEO 201	GEO 201
German													
CGRM 1013 (3 Hr)	Elementary German I (3-4 credit hours)	GERM 201	GERM 201	GERM 101	GERM 201	GERM 201	GERM 101	GERM 101	GRMN 1001	GER 1001	GERM 100	GERM 100	GERM 100
CGRM 1014 (4 Hr)		GERM 202	GERM 202	GERM 102	GERM 202	GERM 202	GERM 102	GERM 102	GRMN 1002	GER 1002	GERM 101	GERM 101	GERM 101
CGRM 1023 (3 Hr)	Elementary German II (3-4 credit hours)	GERM 203	GERM 203	GERM 102 & GERM 201	GERM 203	GERM 203	GERM 102	GERM 102	GRMN 1002	GER 1002	GERM 101	GERM 101	GERM 101
CGRM 1024 (4 Hr)		GERM 204	GERM 204	GERM 201	GERM 204	GERM 204	GERM 201	GERM 201	GRMN 2001	GER 2001	GERM 200	GERM 200	GERM 200
CGRM 2013	Intermediate German I	GERM 201	GERM 201	GERM 201	GERM 201	GERM 201	GERM 201	GERM 201	GRMN 2002	GER 2002	GERM 200	GERM 200	GERM 200
CGRM 2023	Intermediate German II	GERM 202	GERM 202	GERM 202	GERM 202	GERM 202	GERM 202	GERM 202	GRMN 2002	GER 2002	GERM 200	GERM 200	GERM 200
Health Studies													
CHLT 1103	Medical Terminology		HIM 103	NRHP 100	NURS 201	ALHE 201	NURS 214	HIM 201	AHSC 2000	EDHS 2400		HIMS 105	ALLH 210
History													
CHIS 1013	Western Civilization I	HIST 101	HIST 101	HIST 101	HIST 101	HIST 1010	HIST 101	HIST 101	HIST 101	HIST 1001	HIST 101	HIST 101	HIST 114
CHIS 1023	Western Civilization II	HIST 102	HIST 102	HIST 102	HIST 102	HIST 1020	HIST 102	HIST 102	HIST 102	HIST 1002	HIST 102	HIST 102	HIST 115
CHIS 1113	World Civilization I	HIST 103	HIST 101	HIST 121	HIST 150	HIST 1010	HIST 107	HIST 101	HIST 1011	HIST 1001	HIST 114	HIST 103	HIST 103
CHIS 1123	World Civilization II	HIST 104	HIST 102	HIST 122	HIST 151	HIST 1020	HIST 108	HIST 102	HIST 1012	HIST 1002	HIST 115	HIST 104	HIST 104
CHIS 2013	American History I	HIST 201	HIST 201	HIST 201	HIST 255	HIST 2010	HIST 201	HIST 221	HIST 2001	HIST 2501	HIST 104 or 224	HIST 210	HIST 104
CHIS 2023	American History II	HIST 202	HIST 202	HIST 202	HIST 256	HIST 2020	HIST 202	HIST 222	HIST 2002	HIST 2502	HIST 105 or 225	HIST 220	HIST 105
CHIS 2033	Louisiana History	HIST 322	HIST 360 or 300	HIST 300	HIST 371 or HIST 300	HIST 3040 or 3000	HIST 321	HIST 307 or HIST 300	HIST 3005 or HIST 3000	HIST 2601	HIST 230	HIST 401 or HIST 300	HIST 230
CHIS 2103	African-American History	HIST 300	HIST 200	HIST 300	HIST 300	HIST 3000	HIST 300	HIST 300	HIST 2000	HIST 1010		HIST 300	HIST 211
Humanities													
CHUM 2013	Africa and the Middle East	HUM 201	HUM 201	ENGL 201	HUMA 201	HIST 1020	HUM 201	HUM 201	HUMN 201	HUMS 201	HUMN 201	HUMN 201	HUMA 201
CHUM 2213	Humanities I	HUM 202	HUM 202	HUMN 202	HUMA 202	HIST 1010	HUM 202	HUMN 151	HUMN 151	HUMS 202	HUMN 202	HUMN 202	HUMA 202
CHUM 2223	Humanities II	HUM 203	HUM 203	HUMN 203	HUMA 203	HIST 1020	HUM 203	HUMN 152	HUMN 152	HUMS 203	HUMN 203	HUMN 203	HUMA 203
Latin													
CLTN 1013 (3 Hr)	Elementary Latin I (3-4 credit hours)	LATN 101	LATN 101	LATN 101	LATN 101	LATN 1010	LAT 101	LATN 101	LATN 1001	LAT 1011	LATN 101	LATN 101	LATN 101
CLTN 1014 (4 Hr)		LATN 102	LATN 102	LATN 102	LATN 102	LATN 1020	LAT 102	LATN 102	LATN 1002	LAT 1012	LATN 102	LATN 102	LATN 102
CLTN 1023 (3 Hr)	Elementary Latin II (3-4 credit hours)	LATN 201	LATN 201	LATN 201	LATN 201	LATN 2010	LAT 201	LATN 201	LATN 2001	LAT 2011	LATN 201	LATN 201	LATN 201
CLTN 1024 (4 Hr)		LATN 202	LATN 202	LATN 202	LATN 202	LATN 2020	LAT 202	LATN 202	LATN 2002	LAT 2012	LATN 202	LATN 202	LATN 202
CLTN 1026	Elem Latin I+II (6 or hrs)	LATN 203	LATN 203	LATN 203	LATN 203	LATN 2030	LAT 203	LATN 203	LATN 2003	LAT 2011 & 1012	LATN 203	LATN 203	LATN 203