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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Wednesday, June 26, 2013, 9:30 a.m.

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

- I. Call to Order**
- II. Roll Call**
- III. Centers of Excellence**
 - A. Proposed AcAf Policy 2.05A, Centers of Excellence
 - B. Proposed Center for Workforce Excellence in Transportation Technology, *and* Reconsideration of AAS in Helicopter Pilot Operations – BRCC
- IV. Proposed New Academic Program**
 - A. Post Baccalaureate Certificate in Business Foundations – LA Tech
 - B. Graduate Certificate in Business Administration – McNeese
 - C. Graduate Certificate in Immersion Education – McNeese
- V. Proposed AY 2013-14 Master Course Articulation Matrix and Louisiana Common Course Catalog**
- VI. Consent Agenda**
 - A. Requests for Reauthorization (LSU A&M):
 1. Center for Computation & Technology
 2. Life Courses & Aging Center
 3. Center for Geoinformatics
 - B. Routine Staff Reports:
 1. Staff Approval of Routine Academic Requests
 2. Progress Reports for Conditionally Approved Programs/Units
 3. Letters of Intent/Proposals in the Queue
- VII. Other Business**
- VIII. Adjournment**

Committee Members: *Charlotte Bollinger, Chair; Mark Abraham, Vice Chair; Joel Dupré, Pamela Egan, Robert Levy, Albert Sam, Joe Wiley; System Representatives - LCTCS, LSU, SU, UL*

AGENDA ITEM III A
PROPOSED NEW POLICY: CENTERS of EXCELLENCE
Academic Affairs Policy 2.05A

BACKGROUND INFORMATION

Especially in the current fiscal climate when the higher education system faces unprecedented challenges to both program strength and campus vitality, institutions are reminded that we cannot be all things to all people. Though they must be well-rounded, rather than attempting to maintain a full program inventory in each campus, it behooves the State to identify Centers of Excellence upon which the system may focus its strengths to attract and maintain top faculty, students, programming, and support. Neither the concept nor the term is new: in 2010, the Legislature referenced Centers of Excellence in both "GRAD Act" (R.S. 17:3192.2) and "Act 555" (R.S. 17:1875).

The GRAD Act urges participating institutions to, "Designate centers of excellence as defined by the Board of Regents", and it instructs that such Centers should hold a favorable academic assessment from the Board and have demonstrated graduate productivity and collaboration or partnerships with other entities, including business and industry. The law did not link Centers to any GRAD Act productivity measures or funding possibilities. Also passed in 2010, Act 555 allowed for the establishment of a Center of Excellence Program within LCTCS, with the approval of and in coordination with the Board of Regents, "to provide customized educational and training programs to meet areas of need identified by Louisiana business and industry." These Centers were to be in direct response to industry need and include an influx of private sector support (funding, or donations of land or equipment) and allowed for the establishment of special tuition and fee structures, as required in order to respond to the market's need.

The proposed policy shall govern the criteria and process for the establishment of Centers of Excellence pursuant to R.S. 17:3139.2 and R.S. 17:1875. If approved, it will be a subset of Academic Affairs Policy 2.05, *Proposals for New Academic Programs/Units*.

STAFF SUMMARY

Description

A statewide Center of Excellence is uniquely focused and specific in its designation. If not the sole provider of academic programs (particularly at the graduate level) in the focus area, the designated Center has achieved a national reputation and is recognized as a leader in the field, a concentration of expertise and as being in a position to be a coordinator of program development across the state. Implicit in the Center of Excellence designation is that it is considered a strategic area of strength for both the institution and the state, to which resources would be directed in times of growth and expansion, and which would be viewed as a priority area for maintenance and preservation in times of retrenchment.

The three categories of statewide Centers of Excellence emphasize different characteristics of strength in their contribution to the wellbeing of the State and expansion of the body of knowledge: workforce training; education and community outreach; and research and innovation. Though this policy identifies focal areas, any designated Center would likely exhibit attributes of all three areas, i.e., that academic and research centers impact the workforce and involve education and opportunities for research, and workforce centers would demonstrate excellence in teaching and responsiveness to the community.

Where legislation allows, differential tuition may be charged for programs offered by the Center upon approval of its management board. Currently only Act 555 (for LCTCS) allows for that provision.

Centers for Workforce Excellence incorporate private (and public) sector support to emphasize education and training programs in partnership with business and industry to meet defined workforce training needs. One of its strengths is its ability to develop and fine-tune programs in response to workforce needs; its offerings will include programs that are clearly related to the workforce and to which industries are willing to support and populate for employee training.

A **Center of Academic Excellence** has both a sterling reputation for excellence in teaching, research and service and a strong record of productivity in its component programs, with graduates who enter productive careers or continue their education in advanced degree programs. Disciplines with the Center align with key industry or academic sectors and contribute to regional or statewide goals for academic and/or economic development.

A **Center of Research Excellence** enjoys nationally or internationally recognized research success and is well supported through high levels of external funding partnerships with the federal government and with industry. It offers a range of educational opportunities, graduate mentoring, and/or community outreach, has a history of interdisciplinary and inter-/intrastate collaboration, and a positive impact on the State's economic growth.

Process

Similar to the process in the current AcAf 2.05 for Centers and Institutes, institutions will apply for Center of Excellence status by submitting a proposal that addresses a series of questions about the proposed center's focus, purpose, and organization; its budget; and indications of its qualifications for the designation. Proposals will be reviewed by Regents' staff with input and consultation with a review team, as needed, to make and justify a recommendation to the Board. Ordinarily, proposals would be considered and weighed in a group once a year, but the policy allows for individual consideration when warranted.

Centers of Excellence would be initially recommended for a one-year conditional designation, after which, based on their record of impact and performance, they could apply for continuation of conditional status or for full (up to five-years) designation. The proposal for continued designation is similar to the initial proposal, but it concentrates more on what the Center has accomplished and its plans for further progress.

Resources.

Given current fiscal constraints, there is no budget dedicated to this program. Staff will work with campuses to prepare for the annual proposal review and coordinate volunteers to participate in the review and recommendations on proposed Centers of Excellence. For the extraordinary proposal that must be considered out of cycle, the review will be accomplished primarily by staff, possibly with input from Chief Academic Officers.

STAFF ANALYSIS

The proposed Academic Affairs Policy 2.05A (attached) defines three levels or emphasis areas for Centers of Excellence and provides a template for institutions to propose and establish a Center for Workforce Excellence, Center of Academic Excellence, or Center of Research Excellence. It allows the postsecondary system to showcase its areas of excellence and focus energy and development on opportunities for growth in the workforce and expansion of the body of knowledge. In addition, it provides a process in response to existing legislation.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the Board grant approval of the proposed Academic Affairs 2.05A policy on Centers of Excellence.

(Draft) ACADEMIC AFFAIRS POLICY 2.05A – Centers of Excellence

A *Center of Excellence* is uniquely focused and specific in its designation. It may consist of a unit, program, or functional area that, as a Center, is accountable to higher expectation of performance and productivity, including contributions to the body of knowledge and to economic development, placement of graduates, generation of external interest and support, formation of joint ventures and partnerships, and positive recognition of the area and its faculty and students. If not the sole provider of education and research in the focus area, the designated *Center* is recognized as a leader in the field and a concentration of expertise.

A Center of Excellence must demonstrate that it is a statewide leader in the area of designation and must address how it does so in a proposal to the Board of Regents. With designation as a *Center of Excellence* comes the responsibility for leadership within the state and, if applicable, beyond. Implied in the designation is a commitment to concentrate and build on this strength by advancing knowledge and skills, thereby creating better opportunities for the citizens of the State. The Center will be expected to serve as a resource to support similar programs offered by other institutions.

A Center of Excellence should have the following attributes:

1. The Center has a strong performance record and advances the strategic goals of the institution.
2. The Center is designated by and focused on an area of education, training or research relevant to the State's needs. This area is clearly and finitely defined, avoiding overly broad descriptions or goals.
3. The Center provides a range of academic, training and/or research opportunities in its area of expertise. The programs should be nationally accredited, when applicable.
4. The Center is engaged with the greater community; its programs focus on addressing current issues and provide opportunities to improve the quality of life of Louisiana citizens.
5. The Center is a hallmark of the institution. Though not necessarily the only source of education, training, research, and/or economic development in the topical area, the Center is recognized as uniquely strong in its focal area.

There are three types of statewide Centers of Excellence to emphasize: workforce training, academic programming, or research and innovation. Where legislation allows, differential tuition may be charged for programs offered by the Center. For example, RS 17:1875 (Act 555 of 2010) provides for Centers of Excellence within LCTCS to be established in collaboration with and subject to approval of the Board of Regents, with private sector support, including funding or the donation of land or equipment, to offer programs run on a business model conducive to real-time market responsiveness and flexibility, for which the LCTCS Board of Supervisors may establish a differential tuition and fee structure for programs offered through the Center. In addition, designated Centers of Excellence may attract special state investment commensurate with their contributions to state workforce, academic, research and/or economic development goals. The provisions of this Policy shall govern the criteria and process for obtaining the Board of Regents' designation as a Center of Excellence under R.S. 17:1875 as well as under R.S. 17:3139.2.

Centers for Workforce Excellence provide opportunities for education and training programs to meet areas of need as identified and supported through partnerships with business and industry across the State. They are established with private sector support to be responsive to real-time market needs; their operation provides for a leveraged return on the institution's and community's investment. A Center for Workforce Excellence provides significant opportunities to establish greater efficiencies for the

postsecondary education system and the individual institution and its partners by focusing investment and state-of-the-art training around a workforce theme in a centralized location. Centers for Workforce Excellence should be consistent with the institution's role, scope, and mission and its focal areas should be addressed in the Master Plan for Public Postsecondary Education as a special program/feature of the institution.

A Center for Workforce Excellence focuses on an area of workforce training in which a public postsecondary institution, in partnership with business and industry, excels or has the clear potential to become a statewide center of training excellence. It entails a commitment to concentrate and build on this strength to create better opportunities for the citizens of the State.

Centers for Workforce Excellence are important economic drivers, generating public and private investment, attracting talent, and creating an energized, entrepreneurial environment that prepares students to enter or advance in the workforce.

Centers of Academic Excellence not only have an established record as a foundation of excellence in teaching, research and service, but also show potential for future growth and increasing quality. They encourage cross-collaboration, creativity, and vision with a singular, unique focus within Louisiana's public postsecondary education system that is aligned with current and strategic regional or statewide workforce needs.

A Center of Academic Excellence represents a focal area of the institution, as evidenced by reputation, enrollments and productivity of its component programs along with investments in resources and facilities by both the institution and the regional community. Its ability to generate support and recognition from external sources attests to its ability to maintain a highly responsive level of research and scholarly productivity.

Based on distinctive and successful undergraduate and/or graduate programs, the degree programs, and resources that undergird the area are healthy and strong, able to demonstrate the quality of its graduates and projections of growth over the next five years. The Center of Academic Excellence has established partnerships between the institution and business and industry, the community, area economic entities, and/or other postsecondary institutions. Disciplines associated with the Center of Academic Excellence align with key industry or academic sectors identified by regional/local economic development entities and with statewide goals for economic development

Centers of Research Excellence are campus or multi-campus hubs which develop new knowledge, enhance the research productivity of faculty, integrate education and research, and positively impact economic development in the state. They are structured around a highly specialized research effort, usually of a trans-disciplinary nature, which is unique in the State or which demonstrates unique assets and resources.

Centers of Research Excellence are well supported through external funding partnerships with both federal agencies and with industry, at higher levels than the institutional average. Research Centers of Excellence attract from the federal government and industry the significant investments for discovery and innovation which make possible sustained growth in the university itself, its surrounding communities, and the State's economy. A key indicator of the quality of and strength of many (but not all) Research Centers is the degree to which the centers contributes to doctoral and post-doctoral research, scholarship, and education.

Proposals for Center of Excellence Designation

The process for the designation as a Center of Excellence is meant to be rigorous and include a demonstration of the proposed center's qualification for the distinction. The initial (conditional) Center of Excellence designation will be for a one-year term, based on the nominee's demonstration of excellence in both program productivity and private/external recognition, which may include financial support. Subsequently, based on its record of impact and performance, an institution may request continued (full) designation for a period of up to five years. Proposal templates are in Appendices I and II.

In exceptional circumstances, an applicant for Center status may have a strong proposal based on other components but cannot demonstrate corresponding productivity because the academic/training program creation (e.g., within a unique state-of-the-art training center) is a critical component of the Center concept. In such cases, an applicant may be granted conditional Center status on a year-to-year basis until it can provide evidence of program strength (enrollment) and viability (completers, certifications, licensure) on its component programs. The new Center must submit an annual self-review/assessment until awarded full approval, which may be granted for a period of up to five years.

In addition to the regular renewal process, to be maintained as a Board of Regents' designated *Center of Excellence*, its component academic programs must meet Board of Regents' viability standards as measured during periodic program reviews:

<u>Average Completers</u>	<u>Program Level</u>
8	Bachelor and Associate Degree; Diploma; Certificate
5	Master, Specialist, Graduate Certificate
2	Doctorate and Professional Degree

Designation as a Center of Excellence is an honor as well as a commitment. Recommendations for maintaining at-risk academic programs and for maintaining Center status will be made separately during the program review process.

Proposals for Center designation must address all of the elements listed in the proposal templates (Appendices I and II) and be vetted and endorsed by the management board prior to submission to the Board of Regents. Except in extraordinary circumstances, proposals will be reviewed and considered during a single period in the academic year, normally in the Fall semester, with a submission date to be announced by the Board of Regents.

Senior Staff will review proposals and make recommendations to the Academic Affairs Committee during a regular Board meeting. To ensure that the applicant is fully and best qualified for the designation, staff may seek input from Chief Academic Officers and/or call together a team of consultants from system offices, institutions, or relevant agencies to review proposals and conduct interviews with campus teams, as applicable. At the agency's discretion, additional recommendations may be sought from external reviewers.

Appendix I
Board of Regents Proposal for Initial Designation as a
CENTER of EXCELLENCE

- A. Description
- 1 Provide a description of the proposed Center and how its area of focus has been a hallmark of the institution, for which the institution is or has the potential to be uniquely strong.
 - 2 List and describe existing program(s) that will be part of the Center's activities: credential, date implemented, 3 to 5 years of enrollment (majors) and completion data. Include related programs and data, as relevant.
- B. Faculty and Administration
- 1 List the core and affiliated faculty members who will contribute to the Center, with examples of recent achievements related to the Center's purpose.
 - 2 Provide an administrative structure for the Center, including reporting lines.
 - 3 Address whether and/or how the Center would affect the present structure of the Campus.
- C. Facilities and Equipment. Briefly describe the existing and anticipated facilities (buildings, classrooms, laboratories, offices, etc.) for the Center, including donations from external sources. Include a projected timeline for any new facilities to be brought on line and address how they will be used by the Center.
- D. Budget. Provide a projected three-year budget, including sources and amounts of funding/revenue and costs/expenditures for the Center.
- E. Measures for Center of Excellence
- 1 How will the Center enhance the Institution's mission? What value does a Center bring that is not accomplished through the current organizational structure? What goals/objectives would be accomplished due to the existence of the Center? What indication is there that the Center is an institutional priority?
 2. How has the institution demonstrated performance excellence in this area of education, training, and/or research? Include measureable outcomes of the enterprise. How will excellence be even more apparent with or through the Center? Is this focal area mentioned in the Master Plan? (If not, why not?)
 3. What local, national or international grants and/or pledges has the Center received? Specifically address whether there is an ongoing, successful effort to secure major grants and partnerships to support the mission and activities of the Center, as appropriate. What is the plan for the next five years of operation to maintain and enhance the performance of the Center? What infrastructure is in place to ensure future viability?
 4. List and describe programs under development to be offered through the Center: credential, purpose, status, anticipated implementation, expected productivity and rationale for expectations. How will each contribute to the Center's focus? Outline the plan for achieving/maintaining cutting-edge instruction in all areas.
 5. How will the Center provide and promote service to the greater community? How will its existence provide opportunities to improve the quality of life of Louisiana residents?
 6. How do the Center's education, training and/or research efforts further the economic development and workforce needs of the state? How will its programs focus on addressing current and projected workforce and economic development needs?
 7. Provide evidence of collaboration with other entities: postsecondary institutions and/or industry/private sector. Information about existing collaborations should be specific and include examples of ongoing work, particularly as it relates to the Center's focus. Include copies of MOU's or other agreements.
- F. Attach: list of (proposed or named) Advisory Board members, if applicable; and three or more letters of support from business and community members.

Appendix II
Board of Regents Proposal for Continued Designation as a
CENTER of EXCELLENCE

- A. Description
- 1 Provide a description of the Center and how it has been a hallmark of the institution.
 - 2 List and describe existing program(s) offered by or in connection with the Center:
 - i. For CRIN programs: up to five years of enrollment (majors) and completer data.
 - ii. For nonacademic programs: purpose; campus/community response; outcomes
 - iii. For research programs: purpose; source(s) of support; outcomes
- B. Faculty and Administration
- 1 List the Center's core and affiliated faculty members, highlighting any changes since the most recent designation as a Center of Excellence.
 - 2 Provide an administrative structure for the Center, including reporting lines.
- C. Facilities and Equipment. Briefly describe existing and anticipated facilities for the Center, highlighting changes since the most recent designation as a Center of Excellence, including donations from external sources. Include a projected timeline for any new facilities to be brought on line and address how they will be used by the Center.
- D. Budget. Provide a report of the Center's actual budget over the last two years, and a projected three-year budget, including sources and amounts of funding/revenue and expenditures.
- E. Measures for Center of Excellence
- 1 How has the Center enhanced the Institution's mission? What value has the Center brought? What goals/objectives are being accomplished due to the existence of the Center?
 - 2 How has the institution demonstrated performance excellence in this area of education, training, and/or research? Include measureable outcomes of the enterprise. How will excellence be even more apparent with or through continuation of the Center?
 3. What local, national or international grants and/or pledges has the Center received? What is the plan for the next five years of operation to maintain and enhance the performance of the Center? What infrastructure is in place to ensure future viability?
 4. List and describe programs under development to be offered through the Center: purpose, status, anticipated implementation, expected productivity and rationale for expectations. How will each contribute to the Center's focus? Outline the plan for achieving/maintaining cutting-edge instruction in all areas.
 5. How has the Center provided and promoted service to the greater community? Describe activities conducted and/or achievements.
 6. How do the Center's education, training and/or research efforts further the economic development and workforce needs of the state? How will its programs focus on addressing current and projected workforce needs and/or contribute to economic development through patents, licenses, start-ups, or other activities?
 7. Provide specific evidence of collaboration with other entities: postsecondary institutions and/or industry/private sector -- and how it has contributed to furthering the impact of the Center.
- G. Attach: list of (proposed or named) Advisory Board members, if applicable; and three or more letters of support from business and community members.

AGENDA ITEM III B
PROPOSED NEW CENTER for WORKFORCE EXCELLENCE
BATON ROUGE COMMUNITY COLLEGE
CENTER for WORKFORCE EXCELLENCE in TRANSPORTATION
TECHNOLOGY
(and reconsideration of contingently approved AAS/Helicopter Pilot Operations)

BACKGROUND INFORMATION

Baton Rouge Community College (BRCC) requests Board of Regents approval of a Center for Workforce Excellence in Transportation Technology. A *Center for Workforce Excellence* partners with business and industry to provide top quality education and training programs to meet defined workforce training needs. The Transportation Technology proposal was approved by the LCTCS Board of Supervisors at its May 2013 meeting. A key component program of the proposed Center, the Associate of Applied Science (AAS) in Helicopter Pilot Operations, was conditionally approved by the Board of Regents in March 2013, contingent on the Legislature's approval of the Board of Regents' tuition policy, as the program would require differential tuition to be financially viable.

STAFF SUMMARY

Description

The proposed Center for Workforce Excellence in Transportation Technology was modeled around the goals of *Louisiana: Vision 2020* and the long-range multimodal transportation strategies of the Louisiana Statewide Transportation Plan, particularly relating to the learning enterprise and the culture of innovation. Though all of its component programs will be new, it meets the letter and spirit of the new BOR policy on Centers of Excellence and of R.S. 17:1875 (Act 555) by focusing on a key workforce need to provide customized education and training programs and real-time market responsiveness through partnerships between education and industry. Planning for this Center of Excellence has been underway for several years as BRCC prepared to begin operations in Aviation (Phase I) and Automotive (Phase II) technology.

Phase I/Aviation. The Aviation Maintenance Technology component, under development since 2010, includes the only collegiate aircraft radio (avionics) program in the state, plus recently approved certificate programs in airframe (structure and systems) and power plant (engine) maintenance. The Helicopter Operations component will offer a balance of helicopter ground and flight lessons to prepare students to sit for the FAA written, oral and practical examinations needed to become professional pilots and flight instructors. The AAS degree embeds four separate certificates of technical studies (CTS) credentials in helicopter operations: private pilot; instrument pilot; commercial pilot; and flight instructor. These programs are in place and, as dictated by industry demand, anticipated future CTS offerings may include helicopter engine and frame mechanics, or aeronautical technology aircraft dispatch. Aviation training will be housed primarily at the Wilson Hangar and Postal Building at the Baton Rouge Metro Airport (leased for this program by the City of Baton Rouge at a rate of \$100,000 per year).

Phase II/Automotive. Work is underway to erect a world class, state-of-the-art automotive training facility, modeled after the San Jacinto (TX) Community College automotive center, at a BRCC East Campus in the "Smiley Heights" area, specifically designed to deliver National Automotive Certification training to address every facet of the automotive technology for initial and refresher certification to serve domestic and foreign automobile dealers throughout the state, inclusive of Chrysler, Ford, GM, Honda and Toyota. BRCC is developing an AAS degree in Automotive Technology that will incorporate training to include: Automotive Service Excellence (ASE) certifications; GM Automotive Services Educational Program (ASEP); Ford Automotive Student Service Educational Training (ASSET); Automotive Technology Honda Option (PACT); Automotive Technology Toyota Option (TTEN); and Chrysler College Automotive Program (CAP). Capital Area Technical College will merge with BRCC in July 2013, and the existing automotive program will be a feeder into the specialized training to be offered through the proposed Center.

In response to requests by the industry, BRCC will also expand into diesel technology training, to include certification in: diesel service; Caterpillar service; John Deere technician; and John Deere Consumer and Commercial Equipment.

Need and Benefits

The demand for helicopter pilots in southern Louisiana is driven by the needs of the robust offshore oil industry. According to the Helicopter Safety Advisory Committee, a total of 891,172 helicopter flights were made to support Gulf of Mexico offshore operations during 2011. The economic impact of *just the helicopter flying* portion is in excess of \$1 Billion to the Gulf Coast states. At present there are no collegiate helicopter training programs in Louisiana, and only one of the private helicopter flight school companies in the state holds a FAA 141 helicopter flight training certificate. The lack of qualified pilots drives Louisiana-based operators to hire out-of-state pilots to meet their needs, which drives up the cost and results in off shore pilots spending the wages outside of Louisiana. BRCC can offer a collegiate flight training program at a reasonable rate and target the State's large veteran population who qualify for Post 9-11 GI Bill benefits (which cover 100% of tuition and flight fees). Since federal funding to the airport is based on the number of flight operations (take-offs and landings) per year, flight training out of the Baton Rouge municipal airport will double the number of flight operations there and result in a major increase in federal funding allocated to the airport. Thus, this one component of the proposed Center for Workforce Excellence in Transportation Technology will benefit the State of Louisiana by: 1) creating a continuous cadre of local, well-trained helicopter pilots; 2) creating an economic stimulation for the State; 3) bringing federal educational dollars to the community of Baton Rouge; and 4) bring federal dollars to the Baton Rouge municipal airport.

The Louisiana Workforce Commission projects 350 annual "4-star" career job openings statewide for automotive service technicians and mechanics through 2020. To help fill this need BRCC is working with the Automotive Youth Educational Systems (AYES) program, a national partnership of automobile manufacturers, dealers and educational institutions to prepare students for entry level positions. AYES recognition helps increase program quality, industry awareness, and access to vehicle and equipment donations. Currently there is no in-state training facility to certify or re-certify automotive mechanics for Chrysler or Honda, and only one for Ford and GM (Delgado) or Toyota (Northshore) dealer service programs; prospective students go (or are sent) to Texas for all five dealership certifications or to Mississippi (Chrysler) or Tennessee (Honda). The proposed Center for Workforce Excellence would offer a centralized facility in Louisiana that will enable the automotive industry to concentrate resource donations of state of the art equipment to serve as an initial training mechanism for students as well as a center for upgrading skills of existing workers.

External Support

In preparation for creating a center for workforce development and training in the fields of aviation, automotive and diesel technology, BRCC has secured donations, grants and pledges of over \$14.7 Million in equipment, facilities, services and capital from such diverse parties as:

- New Orleans Hornets (a 727 airplane for the aviation maintenance: \$1.1M)
- City of Baton Rouge (rent of a large hangar at the airport for 5 years: \$500K)
- Several aviation companies (Davis Aviation, G&H enterprises, Southern Air, Richard Eleew, LA Avionics, Carter Aviation, Express Jet, etc.—aircraft engines, parts, manuals : \$76K)
- State of Louisiana Rapid Response (airplanes, engines, systems and equipment: \$900K)
- Automobile Industry Partners (manufacturer specific vehicles, tools and equipment: \$10M)
- City of Baton Rouge Re-Development Authority and EBRMFA (property – Smiley Heights: \$1.96M)
- Dow Chemical (\$200K)

BRCC is partnering with Guidance Aviation to provide the flight portion of the new Professional Aviation degree in helicopters because of its record in a very similar program in Arizona. Guidance Aviation will be contributing \$7.3M in equipment (helicopters, simulators), \$120K in FAA approvals and marketing in the first year, and up to \$250K per year for marketing after year one.

The Automotive Technology Program will be housed in a brand new facility located at the Smiley Heights development in Baton Rouge, LA, a public/private partnership between BRCC, the City of Baton Rouge, Baton Rouge Redevelopment Authority, Baton Rouge Area Foundation, Baton Rouge Chamber of Commerce, East Baton Rouge Parish School Board, Louisiana Workforce Commission, Louisiana Automobile Dealers Association and the State of Louisiana. The Automotive Technology building will be built and outfitted by the State of Louisiana (Capital Outlay), grants (\$2 million) and automobile industry partners (\$10 million). There is no anticipated cost to the campus for the building construction.

Finally, though BRCC has assembled a group of advisory board members for the proposed Center for Workforce Excellence that offer expertise from a national perspective, each specific area of training will receive input and guidance from a highly qualified, curriculum specific advisory council. The combined expertise of the advisory board and councils will provide the guidance and insight for the college to provide innovative curricula responding to the needs of industry.

AAS in Helicopter Pilot Operations.

At the March 2013 BoR Academic and Student Affairs Committee meeting, on motion of Regent Wiley, seconded by Regent Sam, the Committee approved recommending *conditional approval* of the Associate of Applied Science in Helicopter Pilot Operations at BRCC (*contingent on Legislative approval of the BoR tuition policy that allows for differential tuition for high cost programs in high demand fields*). The Board approved the committee's recommendation and members of the LCTCS did work in support of HB194, which would have recognized the BoR Tuition Policy, but it was not passed by the 2013 Legislature.

The proposed program has the potential to meet a well-documented need for helicopter pilots to support the offshore oil industry. Pilot training (flight time) is expensive and would require higher tuition/fees than regular BRCC offerings: differential tuition. R.S. 17:1875 does provide for the LCTCS Board to establish a differential tuition and fee structure for programs offered through a Center for Workforce Excellence such as is proposed here for BRCC. If approved, the degree program would be a cornerstone of the proposed Center for Workforce Excellence in Transportation Technology at BRCC and could begin offering classes in the fall semester.

STAFF ANALYSIS

BRCC is asking to establish a Center for Workforce Excellence based on the level of planning, coordination and collaboration with the aviation and automotive industries, and potential to be a statewide center of education and training in the field of transportation technology beginning with helicopter operations with automotive maintenance. Based on the degree of interest and financial commitment on the part of both public and private entities and on the logic and relevance of the proposed training to be offered through the center, staff believe that BRCC qualifies for an opportunity to establish the center and demonstrate its success, starting with delivery of the aviation component with its helicopter pilot operations program.

STAFF RECOMMENDATION

The senior staff recommends that the Academic and Student Affairs Committee recommend that the Board of Regents grant conditional approval of the proposed Center for Workforce Excellence in Transportation Technology at Baton Rouge Community College, with a report and proposal for continued designation as a Center for Workforce Excellence due by 1 August 2014 and annually until fully approved, in accordance with BoR Centers of Excellence Policy.

In addition, senior staff recommends that the Committee recommend that the Board grant conditional approval of the Associate of Applied Science in Helicopter Pilot Operations (CIP 47.0608) as a keystone program in the Center. An update on program implementation, to include enrollment and complete data, shall be submitted by 1 June 2014 and annually until fully approved.

AGENDA ITEM IV A
PROPOSED NEW ACADEMIC PROGRAM
LOUISIANA TECH UNIVERSITY
POST-BACCALAUREATE CERTIFICATE – BUSINESS FOUNDATIONS

BACKGROUND INFORMATION

Louisiana Tech University (LA Tech) requests Board of Regents approval of a Post-Baccalaureate Certificate (PBC) in Business Foundations. The PBC was approved by the University of Louisiana System at the April 2013 Board of Supervisors' meeting.

STAFF SUMMARY

1. Description

The proposed 12-credit-hour PBC in Business Foundations is designed to provide a non-business student or employed individual the opportunity to develop a basis for master's level education in business and/or improve their skills in business positions. The six courses (of which four may be chosen) in the certificate give students a broad understanding of accounting, economics, finance, marketing, management and information systems. Students may choose the four areas that best suit their needs for professional practice or to fill in gaps in their undergraduate education. The initial course offerings will be conducted via self-paced online courses.

2. Need

While basic business knowledge is essential across industries and career fields, many in the labor force lack business training that would aid in advancing their business or career. The proposed PBC will benefit individuals who hold undergraduate degrees in fields outside of business (e.g. engineering, liberal arts) who desire a stronger understanding of business concepts and practices without the pursuit of a second undergraduate degree or graduate program. The proposed PBC is essential to workforce development and interdisciplinary career preparation for students and workforce partners. Furthermore, growth of technology and related industries in the region will likely be associated with a substantial adult labor force in need of formal business training. Successful completion of the proposed PBC by Louisianans will help create a workforce that is better prepared to meet contemporary business challenges. No such PBC is currently being offered by any public institution of higher education in Louisiana; a similar certificate (Applied Business Post-Baccalaureate Certificate) is currently offered by Tulane University.

3. Students

The proposed PBC will be attractive to students who wish to pursue the MBA at LA Tech who do not hold an undergraduate degree in business; undergraduate students in areas outside of business who want a foundation in business that can be recorded on a résumé; and persons in the workforce who want instruction in business foundations. Each applicant to the proposed PBC must have a bachelor's degree (in any field) and must meet requirements for admission as a post-baccalaureate student to LA Tech. An initial enrollment of 10 students is projected to grow to 40 by the fifth year of program implementation. As well, it is projected that there will be eight completers in the first year and 30 in completers year five.

4. Faculty, Resources & Administration

The approval of the proposed program will not impact any other programs or entities at LA Tech. The PBC will be housed in the College of Business and administered by the Assistant Dean of Undergraduate Programs. Because the program will be composed of courses that are currently offered, no new faculty will be required for this initiative. In addition, existing facilities and library holdings are sufficient for implementation and sustainability.

5. Accreditation

While the College of Business at Louisiana Tech is accredited by the Association to Advance Collegiate Schools of Business (AACSB-International), which includes undergraduate and graduate degrees, accreditation for GCs is not available through this specialized accrediting agency.

6. Budget

No additional budgeted funds will be needed to offer this program. Current faculty and other resources will be utilized to support the proposed PBC. While this program will naturally attract individuals wishing to complete the foundation requirements for the MBA, it is also likely to lead some students to pursue an MBA who had not previously considered doing so. Should this program draw students into the MBA program, additional revenue will be generated as a result.

STAFF ANALYSIS

The proposed PBC will allow for individuals to develop a basis for master's level education in business or to improve their skill sets in relation to their employment. Such a certificate can be offered at no cost to the institution since the courses required of the proposed PBC are already being offered by the institution and sufficient faculty are in place to provide instructional support. Such a certificate program would provide business training that would benefit the individual and contribute to a more educated workforce.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee grant approval of the Post-Baccalaureate Certificate in Business Foundations (CIP Code 52.0101) at Louisiana Tech University, for Fall 2013 implementation.

AGENDA ITEM IV B
PROPOSED NEW ACADEMIC PROGRAM
MCNEESE STATE UNIVERSITY
GRADUATE CERTIFICATE: BUSINESS ADMINISTRATION

BACKGROUND INFORMATION

McNeese currently awards an average of 34 MBA degrees annually. The University seeks to expand its business offerings to students without business backgrounds by creating a Graduate Certificate (GC) in Business Administration (BA). The proposal was approved by the University of Louisiana System at the April 2013 Board of Supervisors' meeting.

STAFF SUMMARY

1. Description

The proposed 18-credit hour GC in BA is designed for the individual with a baccalaureate in a non-business discipline who desires a working knowledge of accounting, economics, finance, management and marketing. The program utilizes existing courses in McNeese's MBA program, which will be offered in the evening via a combination of face-to-face classes and web-hybrid formats. The major educational objectives of the proposed GC are to prepare participants to: (1) acquire necessary business and leadership skills to advance in careers and organizations; (2) be able to see beyond their own functional areas; and (3) understand how the business organization operates as a whole.

2. Need

No GC in BA is currently offered within the State. The campus indicates that it will recruit participants from a pool of high school teachers, vocational training schools, various local/regional industrial firms and other financial and non-financial institutions. Enrollment into the program will support campus objectives 1-3 identified in the Board of Regents' Master Plan for Public Postsecondary Education in Louisiana: 2011 by enrolling adults age 25 and older. The narrative accompanying the objectives indicates that there is a growing demand for adult postsecondary education efforts that target diverse groups of adults with non-business college degrees who need or desire to strengthen their credentials by successful completion of coursework or analytical and problem-solving skills necessary for career advancement and for better understanding the key functional areas of business in current times. These are individuals who do not want to make a long-term commitment to earn an MBA but do aspire to equip themselves with current business concepts, theories and analytical tools to advance in careers and to enhance their understanding of how organizations as a whole operate in modern days. Hence, implementation of the GC in BA is consistent with the State's goal of continuing workforce development for building and sustaining a 21st century economy.

3. Students

Students are expected to come from public and private entities in southwest Louisiana and the military. Requirements for admission into the program include: a GPA \geq 2.5 in a non-business bachelor's degree and admission into the University. Those accepted into GC-BA must maintain a cumulative GPA of at least 3.0, with C work in only one course. Those seeking to apply GC credits to an MBA must satisfy all admission requirements for the MBA program. The campus projects an initial enrollment of 10 students rising to a course capacity of 35.

4. Faculty, Resources & Administration

The proposed program will be administered by the College of Business. Implementation of the proposed program is not expected to impact the present administrative structure of the University or the College. The campus states that it has sufficient technology, facilities, existing library holdings and faculty to support the

proposed program. The six courses required for the proposed GC are existing courses with available capacity for additional students; no additional faculty will be needed.

5. Accreditation

While the College of Business at McNeese is accredited by the Association to Advance Collegiate Schools of Business (AACSB-International), which includes undergraduate and graduate degrees, accreditation for GCs is not available through this specialized accrediting agency.

6. Budget

McNeese does not project additional expenses to implement nor deliver the proposed GC, so no additional appropriations will be required. Revenue generated from tuition and fees for the proposed program is projected as net income for the institution, ranging from \$15,760 in year one to \$39,029 in year four of program implementation.

STAFF ANALYSIS

The staff perceives the GC in BA to be a reasonable offering for the campus. A GC in BA could interest a wide range of potential students and generate revenue for the campus. As the program utilizes existing coursework and resources without the need for additional expenditures, the staff supports approval of the proposed program.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee grant approval of the Graduate Certificate in Business Administration (CIP Code 52.0201) at McNeese State University, for Fall 2013 implementation.

AGENDA ITEM IV C
PROPOSED NEW ACADEMIC PROGRAM
MCNEESE STATE UNIVERSITY
GRADUATE CERTIFICATE: IMMERSION EDUCATION

BACKGROUND INFORMATION

McNeese State University seeks approval to offer a Graduate Certificate (GC) in Immersion Education. The proposal was approved by the University of Louisiana System at the April 2013 Board meeting.

STAFF SUMMARY

1. Description

The proposed GC in Immersion Education, composed of 15 credit hours, was created for educators working in immersion education programs. The certificate program will provide advanced training for planning, assessment, and clinical experience in immersion classrooms in their respective languages. Required courses will be offered via distance learning technologies and web-hybrid formats.

2. Need

While Immersion Education (an approach to teaching another language that involves immersing students in the target language throughout the school day) can occur in a variety of languages; the primary language associated with Louisiana is French, so this rationale will deal only with French immersion programs. Public school districts in the United States have run French immersion programs since 1974. These programs currently exist in at least 13 states, Louisiana being one. The U.S. Census reports that approximately 3.5% of Louisianans over the age of five claimed to speak French or French-based Creole in their homes across 35 parishes in the state. As of 2011, 33 schools in 10 parishes had French immersion programs. Currently, no program exists anywhere in the state to train teachers to work in immersion education programs.

3. Students

The main source of students for the proposed GC will be teachers in the public and private school systems. The institution anticipates an initial enrollment of five students with that number increasing to ten by the fifth year of program implementation. It is also expected that three students will complete the proposed GC in the first year with a projection of eight completers at the end of year five.

4. Faculty, Resources & Administration

The proposed GC will be housed in the Department of Education Professions and administered by the Office of Graduate Education Programs within the Burton College of Education. Two current faculty will provide the necessary instructional support.

5. Accreditation

Specialized accreditation does not apply to a Graduate Certificate in this discipline. At present the proposed GC will not lead to teacher certification; however, there is movement on the part of the Louisiana Department of Education to consider it as an add-on endorsement in the future.

6. Budget

The proposed program is a compellation of three existing courses and two new courses. Due to a recent realignment of education courses, including the elimination of some existing courses, the institution expects no increased cost for program implementation. Existing faculty, facilities and library holdings will be sufficient for the implementation and continued support of the proposed graduate certificate.

STAFF ANALYSIS

The proposed PBC will introduce teachers to theories and practice of immersion education, which is different from “regular” and bilingual classroom settings and may require unique classroom management skills. As immersion opportunities continue to expand, this certificate would be available through distance learning technologies to teachers across the state and provide further preparation for the classroom challenges.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the Board of Regents grant approval of the Graduate Certificate in Immersion Education (CIP Code 13.0299) at McNeese State University, for Fall 2013 implementation.

AGENDA ITEM V

PROPOSED AY 2013-14 MASTER COURSE ARTICULATION MATRIX AND LOUISIANA COMMON COURSE CATALOG

STAFF SUMMARY

Since 2003, the Board of Regents has made available to the public via its website the Master Course Articulation Matrix that reflects course equivalencies among postsecondary institutions of higher education. Courses on the matrix have typically been in the areas of General Education, Science, and Business. Each year, faculties on the respective campuses, under the leadership of the Chief Articulation Officer, review the matrix for revisions. Historically the review process began when the Articulation Officers had their annual fall meeting. Institutions then proposed changes to the matrix based on their review. In order to respond to ACT 356, which requires 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 traditional review process had to be modified. With the goal of establishing statewide common course descriptors for those courses to be included on the matrix, Board of Regents staff brought together faculty representatives from all of the public colleges and universities starting in the fall of 2011 to discuss this initiative. The Faculty worked to establish common course content to be covered for each course included on the matrix and such descriptors, along with statewide course rubrics and titles, are reflected in the *2013-14 Louisiana Common Course Catalog*.

The revised matrix accurately reflects the current statewide articulation of specified courses among the institutions of higher education. This matrix will be posted on the Regents’ web site, as a pdf document and as a spreadsheet, and it will be available on the statewide Louisiana Transfer site (www.latransferdegree.org) as a *Transfer Course Guide* through a new interactive query function that makes it easier for people to use.

STAFF ANALYSIS

The approval process began when the Chief Articulation Officers, with faculty input, endorsed the matrix and the statewide common course descriptors. This approval process involved an in-depth review of the matrix as well as unanimous agreement on common course content of the courses included on the Matrix. Courses in the areas of physical sciences, biological sciences, foreign languages, English, mathematics, social sciences, humanities and business have been addressed and are reflected on the revised matrix and in the catalog.

The matrix and the catalog, in their current form, were sent to the system Chief Academic Officers of the four management boards for administrative approval. Ultimately, the Board of Regents must approve the Matrix prior to its release to the public, hopefully in time for new students to schedule classes the 2013-2014 academic year. Attachments A and B present the catalog and the matrix.

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

As such, staff tenders the following recommendation:

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee grant approval of the proposed Academic Year 2013-14 Master Course Articulation Matrix and the Louisiana Common Course Catalog, and authorize Board of Regents staff to continue to work with the colleges and universities in order to expand the Matrix and the Louisiana Common Course Catalog throughout the year.

AGENDA ITEM V ATTACHMENT A



**LOUISIANA STATEWIDE
COMMON COURSE CATALOG**

A Work in Progress
June 2013

**Academic Year 2013-14
-DRAFT-**

STATEWIDE COMMON COURSE CATALOG

As of June 2013

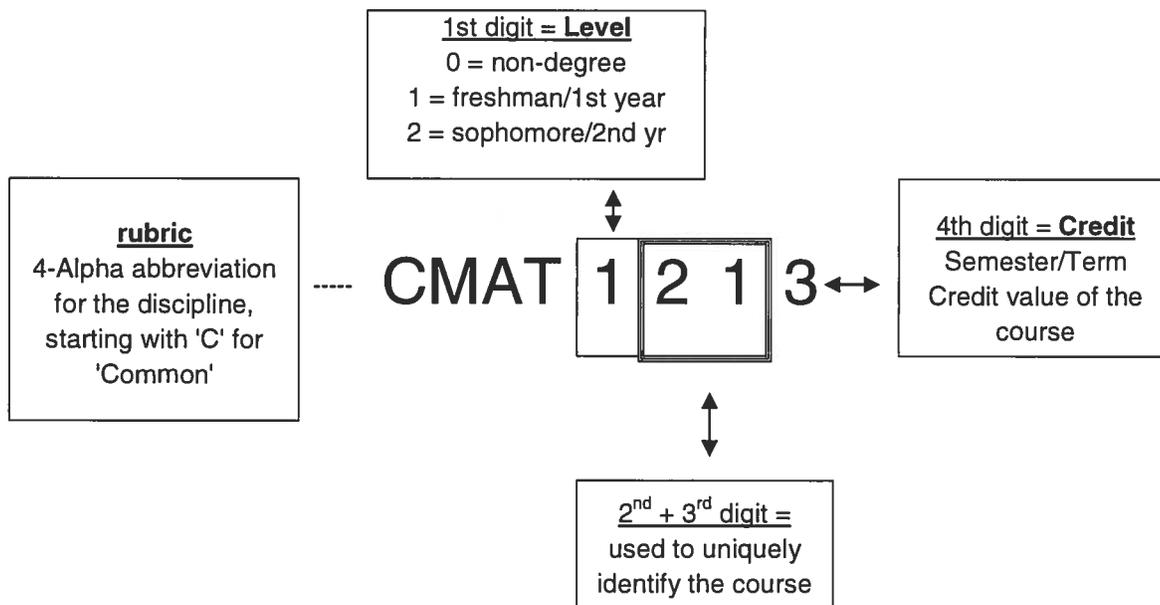
HISTORY

Since 2003, the Board of Regents has made available to the public via its website the Master Course Articulation Matrix that reflects course equivalencies among postsecondary institutions of higher education. Courses on the Matrix have typically been in the areas of General Education, Science and Business. In 2009 Act 356 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." Understanding the significance of determining course equivalencies as critical to developing and maintaining a statewide common course numbering system, the Board of Regents brought together faculty representatives from all of the public colleges and universities starting in the fall of 2011 to discuss this initiative. The Faculty worked to establish common course content to be covered for each course included on the Matrix. This initiative will continue with an eye toward expansion and refinement of the Matrix

LOUISIANA CCN NAMING RUBRIC

Each course is identified by a four-character "rubric" (i.e. prefix or 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, its meaning will be clear.

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



All rubric/number course identifiers correspond to course descriptors listed in the Statewide Course Catalog, published by the Louisiana Board of Regents with direct Faculty input. The Statewide Course Catalog will comprise the academic courses for which there is statewide agreement among discipline faculty representative 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.

State Common Course designations will all begin with "C." Within each level and credit value, there is room for 99 courses. Lectures and corresponding Labs will be in the same number group, differentiated by credit value.

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

CAST 1103	Astronomy/The Solar System Introduction to the astronomy of the solar system
CAST 1113	Astronomy/Stars & Galaxies Introduction to the astronomy of stars and galaxies.
CARB	ARABIC
CARB 1013, 1014	Elementary Arabic I (3-4 Cr Hrs) Basic lexicon and structure of Arabic; emphasis on the four basic skills (listening, speaking, reading, and writing) and exploration of Arab cultures. Beginning course: no previous knowledge of Arabic expected or required.
CARB 1023, 1024	Elementary Arabic II (3-4 Cr Hrs) Continuation of the study of Arabic on the elementary level.
CART	ART
CART 1013	Exploring the Arts Emphasis on process of both artistic creation and critical analysis in the fine arts (music, visual art, theatre, and dance) as they relate to the human experience; exploration of achievements, content and function in each of the four primary arts.
CART 1023	Introduction to Visual Arts Basic elements and principles of the visual arts: the vocabulary of art; appreciation and understanding of diverse styles and mediums of art, past and present; developing visual literacy. Includes opportunities to experience art (reproductions and/or live).
CART 2303	Color Theory Study of the properties and interactions of color and its perceptual effects through the application of various design principles. (Studio course, with at least 6 contact hours).
CART 1113	Art Structure/ 2-D Design Problem-solving course covering the visual elements and principles of 2-D design. Hands-on experience (Studio course, with at least 6 contact hours).
CART 1123	3-D Design Introduction and exploration of the basic elements, principles, and aesthetic concepts in 3-D design. Hands-on experience (Studio course, with at least 6 contact hours).
CART 2103	Art History I Chronological survey of art: prehistoric, Near-Eastern, Greek, Roman, and medieval art.
CART 2113	Art History – II Chronological survey of Renaissance to modern art.
CART 2203	Beginning Drawing Introduction to elements, vocabulary and principles of drawing through various media; drawing from observation; includes composition, perspective, spatial organization, line, value and gesture. (Studio course, with at least 6 contact hours.)
CART 2213	Figure Drawing Introduction to drawing the human form from observation, using various media. (Studio course, with at least 6 contact hours.)
CBIO	BIOLOGICAL SCIENCES
CBIO 1011	General Biology I Lab Laboratory designed to supplement General Biology I for non-science majors.
CBIO 1013	General Biology I Broad biological principles for non-science majors: scientific method; biological molecules, cell structure and function; genetics and evolution.
CBIO 1021	General Biology II Lab Laboratory designed to supplement General Biology II for non-science majors.
CBIO 1022	General Biology Lab I+II Laboratory designed to supplement General Biology I & II for non-science majors.
CBIO 1023	General Biology II

	Broad biological principles for non-science majors: evolution and biological diversity. Topics may vary.
CBIO 1031	General Biology I Lab (Science Majors) Laboratory designed to supplement General Biology I for science majors.
CBIO 1033	General Biology I (Science Majors) Scientific method; general concepts and principles of biological molecules, cell structure and function; genetics.
CBIO 1034	General Biology I (Science Majors) Lecture + Lab Scientific method; general concepts and principles of biological molecules, cell structure and function; genetics. The course material is presented in a combined lecture and laboratory format.
CBIO 1041	General Biology II Lab (Science Majors) Laboratory designed to supplement General Biology II for science majors.
CBIO 1043	General Biology II (Science Majors) General concepts and principles of ecology, evolution, and biological diversity.
CBIO 1044	General Biology II (Science Majors) Lecture + Lab Laboratory designed to supplement General Biology II for science majors. The course material is presented in a combined lecture and laboratory format.
CBIO 2101	General Microbiology Lab Laboratory designed to supplement General Microbiology for non-science majors.
CBIO 2103	General Microbiology Broad principles of microbiology for non-science majors.
CBIO 2104	General Microbiology Lecture + Lab Broad principles of microbiology for non-science majors. The course material is presented in a combined lecture and laboratory format.
CBIO 2111	Microbiology Lab for Nursing/Allied Health Laboratory designed to supplement Microbiology for Nursing & Allied Health
CBIO 2113	Microbiology for Nursing & Allied Health Principles of microbiology, with emphasis on health and disease.
CBIO 2114	Microbiology Lab for Nursing/Allied Health Lecture + Lab Laboratory designed to supplement Microbiology for Nursing & Allied Health. The course material is presented in a combined lecture and laboratory format.
CBIO 2121	General Microbiology Lab (Science Majors) Laboratory designed to supplement General Microbiology for science majors.
CBIO 2123	General Microbiology (Science Majors) General concepts of microbiology including microbe structure and function, genetics, metabolism & diversity, host-microbe interactions, pathogens and immunology.
CBIO 2124	General Microbiology (Science Majors) Lecture + Lab General concepts of microbiology including microbe structure and function, genetics, metabolism & diversity, host-microbe interactions, pathogens and immunology. The course material is presented in a combined lecture and laboratory format.
CBIO 2131	Cell Biology Lab Laboratory designed to supplement Cell Biology.
CBIO 2133	Cell Biology Structure and functions of cells, and molecules essential for cellular processes.
CBIO 2134	Cell Biology Lecture + Lab Structure and functions of cells, and molecules essential for cellular processes. The course material is presented in a combined lecture and laboratory format.
CBIO 2211	Human Anatomy and Physiology I Lab Laboratory designed to supplement Human Anatomy and Physiology I.
CBIO 2213	Human Anatomy and Physiology I Cells, tissues, integumentary, skeletal, muscular, and nervous systems.
CBIO 2214	Human Anatomy and Physiology I Lecture + Lab Cells, tissues, integumentary, skeletal, muscular, and nervous systems. The course material is presented in a combined lecture and laboratory format.

CBIO 2221	Human Anatomy and Physiology II Lab Laboratory designed to supplement Human Anatomy and Physiology II.
CBIO 2223	Human Anatomy and Physiology II Endocrine, circulatory, respiratory, lymphatic, digestive, excretory, and reproductive systems.
CBIO 2224	Human Anatomy and Physiology II Lecture + Lab Endocrine, circulatory, respiratory, lymphatic, digestive, excretory, and reproductive systems. The course material is presented in a combined lecture and laboratory format.
CBIO 2311	Botany I Lab Laboratory designed to supplement General Botany I.
CBIO 2313	Botany I Classification, structure, and function of plants.
CBIO 2314	Botany I Lecture + Lab Classification, structure, and function of plants. The course material is presented in a combined lecture and laboratory format.
CBIO 2231	Comparative Anatomy Lab Laboratory designed to supplement Comparative Biology.
CBIO 2233	Comparative Anatomy Introduction to phylogeny of organ systems of vertebrates.
CBIO 2234	Comparative Anatomy Lecture + Lab Introduction to phylogeny of organ systems of vertebrates. The course material is presented in a combined lecture and laboratory format.
CBIO 2511	Introduction to Genetics Lab Laboratory designed to supplement Genetics.
CBIO 2513	Introduction to Genetics General principles of genetics, to include heredity and genetic analysis.
CBIO 2514	Introduction to Genetics Lecture + Lab General principles of genetics, to include heredity and genetic analysis. The course material is presented in a combined lecture and laboratory format.
CBIO 2601	Introduction to Zoology Lab Laboratory designed to supplement Introduction to Zoology.
CBIO 2603	Introduction to Zoology Classification, structure, and function of animals.
CBIO 3231	Comparative Anatomy Lab (UPPER LEVEL) Laboratory designed to supplement Comparative Biology.
CBIO 3233	Comparative Anatomy (UPPER LEVEL) Phylogeny of organ systems of vertebrates.
CBIO 3234	Comparative Anatomy Lecture + Lab (UPPER LEVEL) Phylogeny of organ systems of vertebrates. The course material is presented in a combined lecture and laboratory format.
CBIO 3401	Biochemistry I Lab (UPPER LEVEL) Laboratory designed to supplement Biochemistry I
CBIO 3403	Biochemistry I (UPPER LEVEL) Introduction to structure and function of biological macromolecules, enzymology, and metabolism.
CBIO 3521	Genetics Lab (UPPER LEVEL) Laboratory designed to supplement Genetics.
CBIO 3523	Genetics (UPPER LEVEL) Mendelian, evolutionary, and molecular genetics.
CBIO 3524	Genetics (UPPER LEVEL) Lecture + Lab Mendelian, evolutionary, and molecular genetics. The course material is presented in a combined lecture and laboratory format.
CBIO 4141	Cell Biology Lab (UPPER LEVEL) Laboratory designed to supplement Cell Biology
CBIO 4143	Cell Biology (UPPER LEVEL)

	Structure, function and organization of cells.
CBIO 4144	Cell Biology (UPPER LEVEL) Lecture + Lab Structure, function and organization of cells. The course material is presented in a combined lecture and laboratory format.
CBIO 4411	Biochemistry II Lab (UPPER LEVEL) Laboratory designed to supplement Biochemistry II.
CBIO 4413	Biochemistry II (UPPER LEVEL) Metabolic pathways and the flow of genetic information.
CBIO 4412	Biochemistry I+II Lab (UPPER LEVEL) Laboratory designed to supplement Biochemistry I & II.
CCEM	CHEMISTRY
CCEM 1003	General, Organic & Biochemistry A survey of general, organic, and bio-chemistry, primarily for nursing and allied health.
CCEM 1013	General Chemistry Survey A one-semester 'terminal' survey of general chemistry concepts and principles, for teachers and non-science majors.
CCEM 1101	Chemistry I Lab (Non-Science Majors) Safety; basic laboratory techniques (to include data collection and interpretation; introduction to laboratory reporting/record keeping) related to the topics in Chemistry I.
CCEM 1103	Chemistry I (Non-Science Majors) An introduction to nomenclature; atomic structure; chemical equations and stoichiometry; gas laws; bonding. Quantitative problem solving. Energy relationships, and solutions.
CCEM 1111	Chemistry II Lab (Non-Science Majors) Safety; basic laboratory techniques related to the topics in Chemistry II.
CCEM 1113	Chemistry II (Non-Science Majors) An introduction to special topics in chemistry, which may include basic organic and biochemistry, acid/base, and others. (Topics will vary.)
CCEM 1121	Chemistry I Lab (Science Majors) Safety; basic laboratory techniques (to include data collection and interpretation; introduction to laboratory reporting/record keeping) related to the topics in Chemistry I (Science Majors).
CCEM 1123	Chemistry I (Science Majors) Nomenclature. Atomic and molecular structure. Chemical equations and stoichiometry; gas laws; bonding. Quantitative problem solving. Introduction to periodicity, energy relationships, and solutions.
CCEM 1131	Chemistry II Lab (Science Majors) Safety; basic laboratory techniques related to the topics in Chemistry II (Science Majors).
CCEM 1132	Chemistry I+II Lab (Science Majors) A 2-hour lab to support the topics in CHEM I and II.
CCEM 1133	Chemistry II (Science Majors) Intermolecular forces; thermodynamics; general and heterogeneous equilibrium; kinetics; solutions; acid/base equilibrium and properties; and electrochemistry.
CCEM 2203	Organic Chemistry, Survey Introduction to nomenclature, chemical reactions, functional groups, stereochemistry. (One-semester, 'terminal' course.)
CCEM 2211	Organic Chemistry I Lab Safety; basic laboratory techniques related to the topics in Organic Chemistry I.
CCEM 2213	Organic Chemistry I Nomenclature, chemical reactions, synthesis, functional groups, structure/property relationships, stereochemistry, spectroscopy, and mechanistic theory. (Pre-professional; Science Majors)
CCEM 2221	Organic Chemistry II Lab Safety; basic laboratory techniques related to the topics in Organic Chemistry II.
CCEM 2223	Organic Chemistry II Continuation of topics in Organic Chemistry I.
CCEM 2301	Analytical Chemistry Lab

	Safety; basic laboratory techniques related to the topics in Analytical Chemistry.
CCEM 2303	Analytical Chemistry (Quantitative Analysis) Introduction to techniques and practices of analytical chemistry. Topics will include: statistics, equilibrium, titration, spectroscopy, electrochemistry, chromatography.
CCEM 2304	Analytical Chemistry (Quantitative Analysis) Introduction to techniques and practices of analytical chemistry. Topics will include: statistics, equilibrium, titration, spectroscopy, electrochemistry, chromatography. The course material is presented in a combined lecture and laboratory format.
CCOM	COMMUNICATION
CCOM 1013	Fundamentals of Communication Broad-based overview of the field of communication as a social and cultural construct, through an examination of practices and theories in various contexts and settings. Topics may include communication theory, media studies, rhetoric intercultural studies, group and organizational communication, and performance.
CCOM 2013	Public Speaking Study and application of basic principles of effective extemporaneous speaking, including audience analysis and adaptation, topic selection, research, organization, and presentation skills. Students deliver, listen to, and critique a variety of speeches.
CCOM 2113	Argumentation and Debate Principles and techniques of argumentation and debate, including analysis, briefing, evidence, reasoning and refutation; debating vital issues.
CCOM 2213	Interpersonal Communication Study of the theory and practice of communication in one-to-one relationships, with emphasis on conflict management, listening, nonverbal communication, gender and culture.
CCOM 2313	Business & Professional Communication Development and practice of oral communication skills necessary in business and professional settings. Includes experience in interviewing, individual presentations, group problem-solving and adapting to organizational cultures.
CCRJ	CRIMINAL JUSTICE
CCRJ 1013	Introduction to Criminal Justice An examination of the history, organization, and function of the local, state, and federal agencies that make up the criminal justice system. The survey is organized around the three major components of the criminal justice system: police, courts, and corrections.
CCRJ 2013	Introduction to Corrections A study of the American correctional process with emphasis on the development of current correctional programs and practice, modern rehabilitative processes, and community-based correctional efforts. Focus is also given to the roles of correctional system and its interrelation with the other components of the criminal justice system.
CCRJ 2113	Criminology Study of the theoretical perspectives used to explain the causation, prevalence, and societal impacts of crime.
CCRJ 2213	Criminal Law Survey of law, crime, general principles of criminal responsibility, elements of major crimes, punishments, conditions or circumstances that may excuse criminal responsibility or mitigate punishment, the court systems of Louisiana and the US, basic concepts of criminal law.
CCRJ 2313	Introduction to Policing Study of the role, scope, organization, and management of police agencies at local, state, and federal levels.
CDNC	DANCE
CDNC 1013	Dance Appreciation Introduction to various forms of dance (to include ballet, tap, jazz, modern, and social dance) with an

	emphasis on dance technique, history, theory and appreciation.
CECO	ECOLOGY
CECO 4121	Principles of Ecology Lab (UPPER LEVEL) Laboratory designed to supplement Principles of Ecology.
CECO 4123	Principles of Ecology (UPPER LEVEL) Fundamental relationships between living organisms and their environment with emphasis on communities, populations, and ecosystems; adaptations to the environment.
CECO 4124	Principles of Ecology Lecture + Lab (UPPER LEVEL) Fundamental relationships between living organisms and their environment with emphasis on communities, populations, and ecosystems; adaptations to the environment. The course material is presented in a combined lecture and laboratory format.
CECN	ECONOMICS
CECN 2113	Economic Principles General introduction to basic micro and macro-economic principles. Topics include monetary policy, fiscal policy, public finance, international trade, economic growth, price determination, and market structure.
CECN 2213	Macroeconomics Introduction to economy-wide phenomena, including national income, inflation, unemployment, economic growth, the monetary system, fiscal policy, international trade and finance.
CECN 2223	Microeconomics Introduction to how individuals and firms make decisions and how they interact. Topics include the study of consumer theory, theories of price determination, production, market structure, trade, externalities, and public goods.
CECN 2313	Money, Banking & the Economy (LOWER LEVEL) An introduction to the role of commercial banks, other financial institutions, and the central bank in affecting the performance of the economy; relationships of monetary and fiscal policy in an open economy to prices, production, and employment.
CECN 3113	Money, Banking & the Economy (UPPER LEVEL) The role of commercial banks, other financial institutions, and the central bank in affecting the performance of the economy; relationships of monetary and fiscal policy in an open economy to prices, production, and employment.
CENL	ENGLISH
CENL 1013	English Composition I Introduces students to the critical thinking, reading, writing and rhetorical skills required in the college/university and beyond, including citation and documentation, writing as process, audience awareness; and writing effective essays.
CENL 1023	English Composition II Continuation and further development of material and strategies introduced in ENGL COMPOSITION I. Primary emphasis on composition, including research strategies, argumentative writing, evaluation, and analysis.
CENL 2103	British Literature I A survey of British writers from the beginning to the Romantic Era; includes literary analysis and writing about literature.
CENL 2113	British Literature II A survey of British writers from the Romantic Era through the present day; includes literary analysis and writing about literature.
CENL 2123	Major British Writers A survey of significant British writers; includes literary analysis and writing about literature.
CENL 2153	American Literature I A survey of American writers from the beginning to the Civil War; includes literary analysis and writing about literature.
CENL 2163	American Literature II A survey of American writers from the Civil War through the present day; includes literary analysis and

	writing about literature.
CENL 2173	Major American Writers A survey of significant American writers; includes literary analysis and writing about literature.
CENL 2203	World Literature I A survey of world writers from the beginnings through the 1600s; includes literary analysis and writing about literature.
CENL 2213	World Literature II A survey of world writers from circa 1700 through the present day; includes literary analysis and writing about literature.
CENL 2223	Major World Writers A survey of significant world writers; includes literary analysis and writing about literature.
CENL 2303	Introduction to Fiction Introduction to fiction; includes critical analysis and writing about literature.
CENL 2313	Introduction to Poetry and/or Drama Introduction to poetry and/or drama; includes critical analysis and writing about poetry/drama.
CENL 2323	Introduction to Literature Introduction to various literary genres; includes critical analysis and writing about literature.
CENL 2403	Introduction to African American Literature Introduction to African American literature; includes critical analysis and writing about literature.
CENL 2413	Introduction to Women's Literature Introduction to literature by or about women; includes critical analysis and writing about literature.
CENL 2503	Mythology or Folklore Introduction to mythology and/or folklore and its role in literature and culture.
CEVS	ENVIRONMENTAL SCIENCES
CEVS 1103	Environmental Science Basic principles of ecology and exploration of contemporary issues in environmental science with an emphasis on man's interaction with the Earth's biological and physical resources.
CFIN	FINANCE
CFIN 2113	Personal Finance Applied course in personal family finance problems. Topics include management of budget, savings, credit, insurance, taxes, and investment, and discussion of rental/home purchases, planning for retirement and estate distribution.
CFIN 3113	Principles of Business Finance Introduction to the management of financial resources in business firms. Topics include investment, valuation, capital budgeting, working capital management, capital structure and cost of capital, basic risk and return, financial analysis, and sources of financing.
CFRN	FRENCH
CFRN 1013, 1014	Elementary French I (3-4 Cr Hrs) Basic lexicon and structure of French; emphasis on the four basic skills (listening, speaking, reading, and writing) and culture of the French and Francophone world. Beginning course: no previous knowledge of French expected or required.
CFRN 1023, 1024	Elementary French II (3-4 Cr Hrs) Continuation of the study of French on the elementary level.
CFRN 2013, 2014	Intermediate French I Intermediate level study of structures and lexicon of French; additional emphasis on the four basic skills and culture.
CFRN 2023	Intermediate French II Continuation of the study of French on the intermediate level.
CFRN 2026	Intermediate French I + II (6 Cr Hrs) A course that combines Intermediate French I and Intermediate French II (see course descriptors above for specifics).

CGEG	GEOGRAPHY
CGEG 2013	Human Geography Survey of earth and man, elements of cultural geography, population distribution, settlement types and patterns, and the regional concept.
CGEG 2113	World Regional Geography A study of the patterns of cultural characteristics and human landscapes of the major world regions.
CGEG 2213	Physical Geography Physical processes and world patterns of weather, climate, soil, vegetation, landforms, and ocean phenomena.
CGEO	GEOLOGY & EARTH SCIENCES
CGEO 1101	Physical Geology Lab Hands on investigation of the topics in physical geology, especially common minerals, igneous rocks, metamorphic rocks and sedimentary rocks.
CGEO 1103	Physical Geology A study of the physical processes of the Earth, including such topics as minerals, the rock cycle, volcanoes, earthquakes, weathering, plate tectonics, and rivers.
CGEO 1111	Historical Geology Lab Hands on investigation of the topics in Historical Geology, especially fossils, correlation, ordering geologic events and ancient environments.
CGEO 1113	Historical Geology A study of the origin and history of the Earth and the development of life on Earth as revealed in the rocks and fossils.
CGRM	GERMAN
CGRM 1013, 1014	Elementary German I (3-4 Cr Hrs) Basic lexicon and structure of German; emphasis on the four basic skills (listening, speaking, reading, and writing) and culture of the German-speaking world. Beginning course: no previous knowledge of German expected or required.
CGRM 1023, 1024	Elementary German II (3-4 Cr Hrs) Continuation of the study of German on the elementary level.
CGRM 2013	Intermediate German I Intermediate level study of structures and lexicon of German; additional emphasis on the four basic skills and culture.
CGRM 2023	Intermediate German II Continuation of the study of German on the intermediate level.
CHIS	HISTORY
CHIS 1013	Western Civilization I Survey of western civilization from ancient times to the Reformation era.
CHIS 1023	Western Civilization II Survey of western civilization from the Reformation era to the present.
CHIS 1113	World Civilization I Survey of world history from ancient civilizations to 1500.
CHIS 1123	World Civilization II Survey of world history from 1500 to the present.
CHIS 2013	American History I Survey of United States history from earliest times to the Civil War era.
CHIS 2023	American History II Survey of United States history from the Civil War era to the present.
CHIS 2033	Louisiana History Survey of Louisiana history to the present.

CHUM	HUMANITIES
	Africa and the Middle East
CHUM 2013	Survey of the literature, oral traditions, philosophies and religions, art & architecture, music & dance, and rituals of the cultures of Africa, the middle east, eastern Europe, and the Indian subcontinent.
CHUM 2213	Humanities I A chronological study of philosophy, literature, and fine arts from prehistoric times to the 16 th century.
CHUM 2223	Humanities II A chronological study of philosophy, literature, and fine arts from the 16 th century through the modern period.
CLTN	LATIN
CLTN 1013, 1014	Elementary Latin I (3-4 Cr Hrs) Introduction to the basics of Latin grammar and reading, as well as aspects of Roman history and culture.
CLTN 1023, 1024	Elementary Latin II (3-4 Cr Hrs) Continuation of the study of elementary Latin.
CLTN 1026	Elementary Latin I + II (6 Cr Hrs) A course that combines Elementary Latin I and Elementary Latin II (see course descriptors above for specifics).
CLTN 2013	Intermediate Latin I Intermediate level reading of Latin texts and study of structures and lexicon of Latin; additional emphasis on Roman history and culture.
CLTN 2023	Intermediate Latin II Reading and analysis of texts in Latin.
CMGT	MANAGEMENT
	Management Information Systems
CMGT 3013	Introduction to concepts and principles of information systems resources, analysis, development, management, and applications; utilization of management information systems for decision making.
CMGT 2103	Principles of Management (LOWER LEVEL) Survey of administrative and behavioral processes fundamental to successfully operating various types of enterprises. Focuses on the management functions of planning, organizing, leading and controlling organizations and how management functions are impacted by domestic and global environmental factors.
CMGT 3103	Principles of Management (UPPER LEVEL) Survey of administrative and behavioral processes fundamental to successfully operating various types of enterprises. Focuses on the management functions of planning, organizing, leading and controlling organizations and how management functions are impacted by domestic and global environmental factors.
CMGT 3213	Production & Operations (UPPER LEVEL) Concepts and strategies for the management of production and operations processes in manufacturing and service organizations, capacity, location, quality and inventory management, and planning and control systems.
CMGT 2213	Human Resource Management (LOWER LEVEL) An introduction to the examination of the utilization of human resources in organizations. Topics include recruitment, selection, training, compensation and development, legal issues, evaluation and termination of people in organizations
CMGT 3313	Human Resource Management (UPPER LEVEL) Examination of the utilization of human resources in organizations. Topics include recruitment, selection, training, compensation and development, legal issues, evaluation and termination of people in organizations.
CMGT 2313	Small Business Management (LOWER LEVEL) An introduction to the procedure for operating a business, including principles, procedures, and methods for managing a small business. Special attention given to assessing business opportunities, planning for a small bus, and managing other factors important for the success of a small company.
CMGT 3413	Small Business Management (UPPER LEVEL) Studies the procedure for operating a business, including principles, procedures, and methods for managing a small business. Special attention given to assessing business opportunities, planning for a small bus, and

	managing other factors important for the success of a small company.
CMGT 2413	Introduction to Entrepreneurship (LOWER LEVEL) An introduction to business creation. Explores unique aspects of entrepreneurship in modern society and how to identify, assess and develop business ideas; and locate and evaluate business opportunities.
CMGT 3513	Introduction to Entrepreneurship (UPPER LEVEL) Business creation. Explores unique aspects of entrepreneurship in modern society and how to identify, assess and develop business ideas; and locate and evaluate business opportunities.
CMGT 4103	Organizational Behavior (UPPER LEVEL) Examines individual, group, and organizational structure influences on behavior within organizations and the implications for organizational effectiveness: decision making, business ethics, job related attitudes, personality and values, perception, motivation, leadership, communications, power and politics, conflict, organizational structure, and culture topics.
CMGT 4213	Management in a Global Context (UPPER LEVEL) Understanding the demands of managing multinational organizations. Emphasis on the competitive environment of international business and the integration of management concepts on the organizational, strategic, and interpersonal level.
CMAT	MATHEMATICS
CMAT 1103	Contemporary Math An introduction to topics in contemporary mathematics. Topics may include the theory of finance, perspective and symmetry in art, formal Aristotelian logic, graph theory, probability and odds, statistics, elementary number theory, optimization, numeracy in the real world, and historical topics in mathematics that have influenced contemporary mathematics. (Topics will vary.)
CMAT 1203	Applied Algebra Emphasis on applications involving: solving equations and inequalities; function properties and graphs; linear, quadratic, polynomial, exponential and logarithmic functions.
CMAT 1213	College Algebra In-depth treatment of solving equations and inequalities; function properties and graphs; inverse functions; linear, quadratic, polynomial, rational, exponential and logarithmic functions with applications; systems of equations.
CMAT 1223	Trigonometry Trigonometric functions and graphs; inverse trig functions; fundamental identities and angle formulas; solving equations; triangles with applications; polar coordinate system.
CMAT 1233	Algebra and Trigonometry A combined course on: function properties and graphs; inverse functions; linear, quadratic, polynomial, rational, exponential and logarithmic functions with applications; systems of equations; trigonometric functions and graphs; inverse trig functions; fundamental identities and angle formulas; solving equations, triangles with applications; polar coordinate system.
CMAT 1303	Introductory Statistics Descriptive statistics; probability; discrete and continuous (including the binomial, normal and T) distributions; sampling distributions; interval estimation; hypothesis testing; linear regression and correlation.
CMAT 1313	Finite Math Systems of linear equations, vectors, matrices, and matrix algebra; linear inequalities; counting techniques: permutations and combinations; probability; basic concepts in mathematics finance (annuities included); and an introduction to statistics.
CMAT 2103	Applied Calculus An introduction to differential and integral calculus, with an emphasis on applications, designed primarily for business, economics, and social sciences. Topics include limits, the first and second derivative, the first and second derivative tests for relative extrema; exponential and logarithmic functions; the definite and indefinite integral, and the Fundamental Theorem of Calculus. Calculus will be used to solve real world applications. (This course is not equivalent to Calculus I and does not serve as a prerequisite for Calculus II.)
CMAT 2113 2114 2115	Calculus I (3-5 Hrs) Limits and continuity of functions; introduction of the derivative; techniques of differentiation; Chain rule; implicit differentiation; differentiation of transcendental and inverse functions; applications of differentiation: concavity; relative extrema; maximum and minimum values of a function; optimization; anti-

	differentiation; definite integrals; Fundamental Theorem of Calculus; areas; applications of definite integrals; work and volume. (Courses with fewer than 5 credit hours may cover less than the listed total. Credit/placement exam may be required if transferring a course with fewer credits than the receiving institution.)
CMAT 2123 2124 2125	Calculus II (3-5 Hrs) Techniques of integration; applications of the integral; parametric equations, polar coordinates, sequences and infinite series. (Courses with fewer than 5 credit hours may cover less than the listed total. Credit/placement exam may be required if transferring a course with fewer credits than the receiving institution.)
CMUS	MUSIC
CMUS 1013	Music Appreciation Basic elements and vocabulary of music; appreciation and understanding of diverse styles of music past and present; developing listening skills. Includes opportunities for experiencing music (recorded and/or live).
CMUS 1023	Jazz Appreciation Basic elements and vocabulary of jazz; appreciation and understanding of diverse styles of jazz, past and present. Includes opportunities for experiencing jazz (recorded and/or live).
CPHL	PHILOSOPHY
CPHL 1013	Introduction to Philosophy An introduction to the major issues and ideas developed throughout the history of philosophy.
CPHL 2013	Introduction to Ethics Introduction to ethical theories and their applications.
CPHL 2113	Introduction to Logic Introduces formal and informal reasoning, traditional logic, validation techniques, fallacies, and symbolic logic.
CPHL 2213	World Religions Examination of core beliefs of major world religions.
CPHY	PHYSICS
CPHY 1013	Introduction to Concepts in Physics Survey of concepts in physics, for non-science majors.
CPHY 1023	Physical Science I Survey of concepts in physics and physical sciences.
CPHY 1033	Physical Science II Applications of concepts learned in Physical Science I, which may include physics, chemistry, geology, astronomy, oceanography, etc.
CPHY 2111	Physics I Lab (Algebra/Trigonometry Based) Algebra/Trig-based physics: experiments in mechanics. (Not intended for engineering majors.)
CPHY 2113	Physics I (Algebra/Trigonometry Based) Algebra/Trig-based physics: vectors, kinematics, Newton's Laws, momentum, work & energy, rotations, oscillations & waves, elasticity & equilibrium; thermodynamics. (Not intended for engineering majors.)
CPHY 2114	Physics I (Algebra/Trigonometry Based) Lecture + Lab Algebra/Trig-based physics: vectors, kinematics, Newton's Laws, momentum, work & energy, rotations, oscillations & waves, elasticity & equilibrium; thermodynamics. The course material is presented in a combined lecture and laboratory format. (Not intended for engineering majors.)
CPHY 2121	Physics II Lab (Algebra/Trigonometry Based) Algebra/Trig-based physics: experiments in electricity, magnetism, and light. (Not intended for engineering majors.)
CPHY 2123	Physics II (Algebra/Trigonometry Based) Electrostatics, circuits, magnetism, induction, optics, and modern physics. (Not intended for engineering majors.)
CPHY 2124	Physics II (Algebra/Trigonometry Based) Lecture + Lab Electrostatics, circuits, magnetism, induction, optics, and modern physics. The course material is presented

	in a combined lecture and laboratory format. (Not intended for engineering majors.)
CPHY 2131	Physics I Lab (Calculus Based) Calculus-based physics: Experiments in mechanics.
CPHY 2133	Physics I (Calculus Based) Calculus-based physics: vectors, kinematics, Newton's Laws, momentum, work & energy, rotations, oscillations, elasticity & equilibrium. (Intended for engineering and physical science majors.)
CPHY 2141	Physics II Lab (Calculus Based) Calculus-based physics: Experiments in electricity, magnetism, and light.
CPHY 2143	Physics II (Calculus Based) Calculus-based physics: Gravitational fields; waves; electrostatics; circuits; magnetism; and light. (Intended for engineering and physical science majors.)
CPOL	POLITICAL SCIENCE
CPOL 2013	Introduction to American Government The principles, institutions, processes, and functions of the government of the United States, and American political behavior.
CPOL 2113	Introduction to State & Local Government Principles, organization, and administration of state and local government, including the politics of Louisiana.
CPOL 2213	Introduction to Comparative Government Survey of politics in democratic, post-communist, and developing societies; emphasis on major actors and institutions.
CPSY	PSYCHOLOGY
CPSY 2013	Introduction to Psychology Overview of the scientific study of behavior and mental processes.
CPSY 2113	Developmental Psychology Survey of developmental processes from conception to death
CPSY 2213	Adolescent Psychology Survey of developmental processes of the adolescent.
CPSY 2313	Child Psychology Survey of developmental processes of the child.
CPSY 2413	Social Psychology Survey of the scientific study of individuals as they influence and are influenced by others.
CREL	RELIGION
CREL 2213	World Religions Examination of core beliefs of major world religions.
CSOC	SOCIOLOGY
CSOC 2013	Introduction to Sociology Introduction to major subject areas, theoretical perspectives, basic research methods, culture, socialization, social organization, institutions, inequality, and social change.
CSOC 2113	Social Problems Description and analysis of contemporary community, national, and international social issues, including history, theory, social implications, and current trends.
CSOC 2213	Marriage and Family Current issues and trends in marriage and family relationships.
CSPN	SPANISH
CSPN 1013, 1014	Elementary Spanish I (3-4 Cr Hrs) Basic lexicon and structure of Spanish; emphasis on the four basic skills (listening, speaking, reading, and writing) and culture of the Spanish-speaking world. Beginning course: no previous knowledge of Spanish expected or required.
CSPN	Elementary Spanish II (3-4 Cr Hrs)

1023, 1024	Continuation of the study of Spanish on the elementary level.
CSPN 1026	Elementary Spanish I + II (6 Cr Hrs) A course that combines Elementary Spanish I and Elementary Spanish II (see course descriptors above for specifics).
CSPN 2013, 2014	Intermediate Spanish I Intermediate level study of structures and lexicon of Spanish; additional emphasis on the four basic skills and culture.
CSPN 2023	Intermediate Spanish II Continuation of the study of Spanish on the intermediate level.
CSPN 2026	Intermediate Spanish I + II (6 Cr Hrs) A course that combines Intermediate Spanish I and Intermediate Spanish II (see course descriptors above for specifics).
CTHE	THEATRE
CTHE 1013	Introduction to Theatre Basic aspects, theatre arts, and vocabulary of theatre and dramatic arts, past and present; appreciation and understanding of diverse traditions. Includes opportunities for experiencing live or recorded theatrical performance.
CTHE 2103	Acting I Introduction to acting through improvisation, thought, emotion, intention, body awareness and movement. Develops a firm foundation in basic acting techniques.
CTHE 2113	Acting II Further development and exploration of skills introduced in Acting I.
CTHE 2203	Voice for the Stage Stage voice. Basic techniques for development of the speaking voice through physical awareness, breath release, phonation, resonance and articulation to meet performance standards.
CTHE 2303	Stagecraft Introduction to technical areas of live production: study of construction, painting and manipulation of stage settings and properties.

AGENDA ITEM VI A 1

REQUEST for REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE CENTER FOR COMPUTATION & TECHNOLOGY

BACKGROUND INFORMATION

Louisiana State University and A&M College (LSU) is requesting reauthorization of the Center for Computation & Technology (CCT). The Center was initially granted full approval by the Board of Regents in May 2004 and was once again granted full approval (through June 30, 2013) in September 2008. The LSU Board of Supervisors granted reauthorization of the CCT at their June 2013 meeting.

STAFF SUMMARY

1. Description

CCT at LSU is an innovative and interdisciplinary research environment, advancing computational sciences, technologies, and the disciplines they touch. The Center serves Louisiana through international collaboration, leading progress through revolutionary advancement in academics and industry. In January 2006, CCT established specific goals which have served as visionary directives for CCT's activities and development.

- *Research Goal:* To be among the world's leaders in conducting, developing, and evolving visionary, interdisciplinary research through computational sciences and advanced technologies
- *Education Goal:* To cultivate the next generation of leaders in Louisiana's knowledge-based economy, creating a highly-skilled, diverse workforce
- *Service Goal:* To lead broad collaborations across the LSU community, as well as national and international research communities, that advance the impact of information technology tools, techniques, infrastructure, and applications
- *Infrastructure Goal:* To advance the capability and capacity of scientific and high-end computing on the LSU campus and to enhance these advances through state, national, and international initiatives
- *Economic Development Goal:* To be a catalyst for economic development in Louisiana, leveraging research and technologies to develop strategic partnerships with industry, increasing the potential for economic opportunity and growth.

2. Activities

During its first decade of operation, the CCT has developed into one of LSU's most vibrant and publically visible research centers. The CCT has been successful at strategically aligning its activities to lead, as well as enable, a broad range of information-technology related research and educational opportunities across higher education in Louisiana and to cultivate and stimulate economic development locally and statewide.

Over the course of the past five years, CCT has undertaken many initiatives, including but not limited to:

- Playing a leadership role through the Louisiana Optical Network Initiative (LONI) by defining, acquiring, operating, and maintaining high-performance computing and communications systems to support campus-wide research activities
- Recently acquiring a new high-performance computing system, "SuperMike-II," which now provides ten times the computing capacity of the system it replaces
- Playing a key role in the interdisciplinary AVATAR initiative, through which a minor in digital media is being offered

- Implementing a strategy by which computer cycles on SuperMike-II can be made available at a reasonable cost to serve as a “render farm” to visual effects companies in Louisiana
- *LA-Sigma*: a statewide collaborative project involving materials research with especially strong emphasis on the computational design of materials
- Conducting three boot camps, focusing respectively on: introducing high school students to technologies that are key to the effective use of high-performance computing; introducing middle school girls to computation and visualization technologies; and teaching college students how to develop applications for mobile devices
- Spearheading the Red Stick International Animation Festival (RSIAF), which served as a catalyst for the founding of the Baton Rouge Area Digital Industries Consortium (BRADIC).

In an effort to build upon the Center's accomplishments, CCT has identified specific actions that relate to the five areas noted above. The Center will also remain attuned to other unexpected opportunities to further their strategic goals and objectives.

3. Resources and Administration

The administrative structure for the CCT has not changed since inception. Over the first decade of its development, the Center has hired more than two dozen faculty jointly with a variety of academic units across campus; in each case, tenure has resided in the individual's home academic unit. Presently, 29 tenured or tenure-track faculty hold joint appointments across 11 departments in six colleges. In addition to faculty, the CCT employed 89 administrative, technical and research staff during FY 2011-12. A new facility, the Louisiana Digital Media Center (LDMC), is nearing completion on the LSU campus. This facility, made possible through a partnership with the Louisiana Department of Economic Development and the LSU Research Foundation, will jointly house CCT and a division of Electronic Arts, a private company focusing on game design.

4. Budget

The Center operates on funding from multiple sources including state fiscal appropriations and state, federal and privately awarded grants. Total assured and pending revenue well exceeds the expenditure budget for the CCT for the duration of period of approval being requested.

STAFF ANALYSIS

The Center for Computation & Technology is one of LSU's most vibrant and publically visible centers. The Center takes an interdisciplinary approach to research, education and economic development and the collaborative efforts of its faculty, staff and students infuse computation into research and creative activities of all academic disciplines. In concert with efforts to strengthen and broaden the Center's portfolio of research and creative activities, CCT has been particularly successful in developing an infrastructure and climate that is responsive to the needs of Louisiana digital media industries.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the Board of Regents grant full reauthorization of LSU's Center for Computation & Technology, effective immediately.

AGENDA ITEM VI A 2

REQUEST for REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE LIFE COURSE & AGING CENTER

BACKGROUND INFORMATION

Louisiana State University and A&M College (LSU) is requesting reauthorization of the Life Course & Aging Center. The Center was initially granted one-year conditional approval by the Board of Regents in May 2003. Approval was then extended through August 2009 and was most recently granted a continued five-year approval (through June 30, 2013) in August 2009. The LSU Board of Supervisors granted reauthorization of the CCT at their June 2013 meeting.

STAFF SUMMARY

1. Description

LSU's Life Course & Aging Center (LCAC) facilitates life course and aging interdisciplinary research collaboration and the study of lifespan human development and aging. Doctoral training opportunities are available for interested students enrolled at LSU. The mission of the LCAC is:

- To promote collaborative research activities across the social, psychological and physical sciences
- Develop life course and aging education and curricula
- Collaborate with human service organizations throughout the state.

Persons aged 65 and older are now the fastest growing segment of the United State population. By 2030, older adults are expected to account for 50% of the nation's population, up from 13% today. The overarching goal of the LCAC is to identify and promote preventative measures to reduce the risk of disability and health-related complications in later life. Embracing healthy aging across all stages of life is a critical societal challenge that the LCAC is poised to meet.

2. Activities

From 2009 to present, members of the LCAC had at least 13 externally-funded grants (9 at the state level, 4 at the federal level), 2 internally-funded grants awarded competitively, and 8 other sources of support. Since the 2009 report, the center has strengthened and expanded its outreach projects, which includes the Annual LCAC Community Partners' Luncheons with external keynote speakers. Attendees included faculty, students and staff from various institutions of higher education in the state, community-based advisory board members, and other human service providers in the community with commitments to the work of the LCAC.

Since 2010, LCAC has partnered with Alzheimer Services of the Capitol Area to develop and disseminate the dementia training curriculum that was state-approved during 2009-2010. The curriculum has 8-hour, 4-hour, and 2-hour training modules developed in accordance with Act 571 which mandates specific levels of dementia training for all direct care staff who care for individuals with Alzheimer's and other dementias in nursing homes and assisted living facilities in Louisiana.

3. Resources and Administration

The LCAC has experienced significant growth in the number of interested faculty and students involved in the LCAC since the last request for reauthorization (2009). Given the increase in size and scope of the center, the administrative structure has expanded to include three new director positions (associate executive director, director of research, and director of community relations).

4. Budget

The current budget for the LCAC is \$14,348. Funding comes from external grants, the Alzheimer Services Dementia Training Program, Amedisys Home Healthcare Services, and the Department of Psychology within LSU's College of Human Sciences & Education. Such revenue is sufficient to support the initiatives of the LCAC.

STAFF ANALYSIS

Continuation of the LCAC will significantly advance the study of life course human development while providing unique training opportunities for social science and allied health students across the state. It is anticipated that the LCAC will continue to draw national and international attention to the university and to the faculty whose teaching and research are related to life course development and aging.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the Board of Regents grant full reauthorization of LSU's Life Courses & Aging Center, effective immediately.

AGENDA ITEM VI A 3
REQUEST for REAUTHORIZATION of a PREVIOUSLY APPROVED
RESEARCH UNIT
LOUISIANA STATE UNIVERSITY AND A&M COLLEGE
CENTER FOR GEOINFORMATICS

BACKGROUND INFORMATION

Louisiana State University and A&M College (LSU) is requesting reauthorization of the Center for Geoinformatics. The Center was granted initial approval by the Board of Regents in June 2001 and renewed (through June 30, 2013) for continued approval in February 2007. The LSU Board of Supervisors granted reauthorization of the Center at their June 2013 meeting.

STAFF SUMMARY

1. Description

The Center for Geoinformatics (C4G) at LSU is a science and technology research unit and data provider focused on high precision 3-D and 4-D Earth positioning. At its core is a state-wide infrastructure of instruments linked to the Global Positioning System (GPS) and other Global Navigational Satellite Systems (GNSS) that allow scientific and professional users to measure their exact position anywhere in Louisiana to the millimeter-scale. This infrastructure is the largest university-owned and operated positioning network in the world. The C4G system, *C4GNet*, has scientific, commercial, and legal applications that are recognized by the United States and Louisiana as the official positioning reference system within the State. The main scientific research pursued by the Center is concentrated on monitoring and modeling land subsidence across the Louisiana coast and broadening our understanding of the physics that explain it.

Adopted in 2001, "The mission of the Center for Geoinformatics (C4G) is to become a national force in expanding and strengthening the university, commercial and public-sector geospatial communities within the State of Louisiana and the US. To this end, the C4G will provide the advanced geospatial information applications, products, training, and commercialization expertise that are required to support economic development and environmental stewardship."

2. Activities

The network maintained by C4G is utilized by thousands of surveyors, engineers, scientists, and farmers in Louisiana and across the Gulf coast, and it has a direct and indirect economic impact for the State. A 2009 independent report prepared for the National Geodetic Survey concluded that the network maintained by C4G provides services valued at \$24 million per year.

In 2006, Governor Blanco signed into law RS 50:173.1, which recognized the center's continuously operating reference stations (CORS) as the official basis for vertical positioning in the State. Through partnerships with various national, state, and local agencies, C4G has provided valuable data for improved weather forecasting, better flood protection levee construction, and guidance for evacuation route planning.

The Center also partners with 14 institutions of higher education and 24-K through 12 schools in Louisiana and Texas. C4G provides educational materials, gives lectures, and provides access to positioning technology. Partner institutions host respective GPS stations and support IT infrastructure.

The Center anticipates maintaining its current level of service as well as beginning new initiatives, such as new research to develop a cm-scaled geoid for Louisiana to ensure consistent and reproducible orthometric heights for professionals in the state.

3. Resources and Administration

Since 2008, C4G has annually supported an average of four full-time faculty and staff. Furthermore, the Center has funded three undergraduate student employees over the past three years.

Multiple administrative and staff changes have occurred in recent years, including the departure of an associate director and the untimely passing of Executive Director Roy Dokka. Following Dr. Dokka's passing, the Center was transferred from the LSU Office of Research & Economic Development to the College of Engineering. In 2012, the center then moved to its current administrative home within the Department of Civil & Environmental Engineering. Since then, the Chair of the Department has served as the Interim Director. Daily operations have been sustained by the Center's full-time personnel.

In order to provide and ensure continuous data services to *C4GNet* clients and subscribers, the Center maintains network infrastructure in the Venyu commercial data center located in Baton Rouge.

4. Budget

C4G is funded by revenue generated from services and research activities. The Center receives no State appropriations. Subscription fees collected for *C4GNet* services as well as monetary awards issued for research activities and contracts are the only sources of funding. All salaries and operating expenses are funded by the C4G restricted account. Estimated annual revenue is \$475,000 and estimated annual expenditures are \$433,700. Remaining unencumbered balances are allocated to staffing needs, emergency equipment repair, maintenance, and capital outlay for network infrastructure enhancements.

STAFF ANALYSIS

The Center has accomplished a great deal and continues to excel in every aspect of its mission. It is financially self-sufficient and it produces scholarly research that enhances LSU's scientific reputation among its peers, benefits the Louisiana economy, and provides products that protect the lives of its citizens.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the Board of Regents grant full reauthorization of LSU's Center for Geoinformatics, effective immediately.

AGENDA ITEM VI B 1
ROUTINE ACADEMIC REQUESTS
Staff Approval

Institution	Request
LSU	Request to extend the current two-year suspension of the Hurricane Center for one additional year (June 2014) to ensure that a successful realignment of the Center may occur – <u>approved</u> .

AGENDA ITEM VI B 2

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
05.2011	<p>Baton Rouge Community College</p> <p>AAS – Paralegal Studies (CIP 22.0302)</p> <p>Conditional approval was granted in May 2011. By May 1 2012 and annually on that date until specialized accreditation and program viability are achieved, a progress report was requested addressing enrollment and completion numbers as well as progress toward accreditation. First progress report was submitted in 2012.</p>	<p>The progress report was received by staff on June 10, 2013. Enrollment in the AAS has grown to 60 declared majors with 4 graduates in spring, 2013. The program is not eligible for ABA accreditation until it has been fully operational for two years; the college will begin the self-study for accreditation in the fall 2014 semester to ensure that it has enough completion and placement data to submit its report.</p>	<p>Receive the progress report.</p> <p>A subsequent report addressing all previous items shall be due by May 1, 2014.</p>
02.2010	<p>Bossier Parish Community College</p> <p>AAS – Oil and Gas Technology (CIP Code 15.0903)</p> <p>Conditional approval was granted in February 2010. By August 1, 2010 and annually on that date until specialized accreditation has been achieved, a progress report was requested addressing: (1) adequacy of personnel for the program; (2) adequacy of resources for the program; (3) number of enrollees and graduates including placement information for graduates; (4) activities of the Advisory Council; and (5) progress toward specialized accreditation. Progress reports were submitted in August 2010, September 2011 and August 2012. A subsequent report on specialized accreditation was requested by December 1, 2012.</p>	<p>The progress report was received by staff on May 29, 2013. Enrollment in the AAS has grown to 185 students and in fall 2012 there were 8 completers with 7 completers in spring 2013. It was reported that the majority of graduates have been able to find work with oil and gas companies to include Land Services, La Chemical, Independent Oil and Gas, etc. The report also indicated that specialized accreditation was achieved in November 2012. The institution will need to complete a two-year follow-up report to the agency in November 2014.</p>	<p>Received the progress report.</p> <p><u>Full approval should be granted to the degree program due to the steady increase in completers and due to specialized accreditation being achieved.</u></p>

04.2008	<p>Bossier Parish Community College</p> <p>AAS – Care and Development of Young Children (CIP Code 19.0709)</p> <p>Conditional approval was granted to the AAS in April 2008. A progress report was requested by August 1, 2009, and annually until specialized accreditation was achieved. Such reporting should address student numbers and graduates; hiring of additional adjunct faculty; and progress toward specialized accreditation. Progress reports were submitted in January 2009, September 2009 and January 2012. A subsequent report was requested by December 1, 2012.</p>	<p>Per the request of the institution, staff used information provided for the purposes of the most recent low completer review in lieu of a progress report. The documentation noted that 103 students were enrolled in the program for fall 2012 with 10 completers. It was also stated that most students are enrolled part time because they are currently employed in the childcare industry. This part-time status extends the time toward degree completion. The AAS is supported by one full-time faculty member, one adjunct and one coordinator. The program is deemed unique since it is the only community college in the northwest portion of the state that offers such a degree. BPCC has been working toward gaining specialized accreditation. It is anticipated that the accreditation report will be submitted in fall 2014 with a peer accreditation site visit to occur in spring 2015.</p>	<p>Receive the progress report. A subsequent report addressing all previous items shall be due by August 1, 2014.</p>
12.2009	<p>Northshore Technical Community College</p> <p>AAS in Veterinary Technology (CIP Code 51.0808)</p> <p>The program was granted conditional approval in December 2009 with a request for a progress report addressing numbers of enrollees, retention rates, program completers, and the placement of completers; data regarding the transfer of students; and an update on program staffing by December 1, 2010. The last progress report was received in April 2012 at which time a subsequent report was requested by April 1, 2013.</p>	<p>The progress report was received by staff on May 21, 2013. Enrollment in the program has grown to 81 with one student completing the AAS in August 2012. It was reported that an articulation agreement with McNeese was signed on March 25, 2013. Effective fall 2013, 10-20 students who will be enrolled in the Bachelor's degree at McNeese in Animal Science will also be dually enrolled in Northshore's AAS in Veterinary Technology. It was also reported that the AAS is currently staffed by two full-time employees as well as two adjuncts.</p>	<p>Receive the progress report. A subsequent report addressing all previous items shall be due by April 1, 2014.</p>
04.2012	<p>University of Louisiana at Lafayette</p> <p>BA in Music (CIP Code 50.0901)</p> <p>Conditional approval was granted in April 2012. It was requested that a progress report on program implementation, to include relevant enrollment and completer/progression data, be submitted by June 1, 2013.</p>	<p>The progress report received on May 28, 2013 provided an update on initial implementation of the program as well as various accomplishments achieved thus far, including but not limited to the establishment of two scholarships for music business students. It was reported that 12 students enrolled in the program in fall 2012 with 21 enrolling for spring 2013. Such enrollment exceeds expectations. No completers were reported.</p>	<p>Receive the progress report. A subsequent report addressing all previous items shall be due by June 1, 2014.</p>

AGENDA ITEM VI B 3

LETTERS of INTENT/PROPOSALS in the QUEUE

Forwarded to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM/UNIT	RECEIVED	STATUS
Letters of Intent	SUNO	PhD – Social Work	03.13.2013 04.09.2013	Questions sent to campus 03.13.13; revised LOI received 04.09.13. Additional questions/issues submitted to campus 04.11.13; awaiting response.
	LSUS	MA – History	02.15.2013	Lol circulated to CAOs for input with due date of 03.11.13. Questions sent to campus 04.01.13; awaiting response.
	ULL	PhD – Interdisciplinary Geosciences	12.06.2012	Lol pulled from consideration by the campus via email, 9 May 2013.
	UNO	PhD - Inter-American Affairs	05.02.2012 01.30.2013	Questions sent to campus 06.05 and 06.14.12. On 09.11.12 staff contacted campus to check on the status. 09.13.12 campus advised that a response to questions was forthcoming. 01.17.13 campus representatives met with staff to discuss Lol. 01.30.13 received revised Lol with changed degree name; circulated to CAOs for input. Questions sent to campus 04.08.13; awaiting response.
	LSUA	BS – Radiologic Technology	06.11.2012	Request for additional information sent to campus 07.16.12; staff awaiting response.
	LSUS	Master in Criminal Justice Studies	06.13.2012 01.19.2013	Questions sent to campus 06.20.12. Revised Lol received 01.19.13. Staff submitted issues/questions to campus 01.28.13; awaiting response.
Draft Proposals	ULL	Master of Accounting	04.19.2013	External consultant submitted report 05.31.13. Campus submitted final version of proposal to UL System for consideration.
	ULL	MS in Systems Technology	04.17.2013	Under review by external consultant. Report due 06.28.13
	NSU	DNP	05.06.2013	In process of securing external consultant.
Full Program Proposals	LSUS	GC – Secondary Content & Pedagogy	05.02.2012	Questions sent to campus 05.02.12; awaiting response.