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**AGENDA**  
**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**  
**May 27, 2015 • 11:00 a.m.**

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

**I. Call to Order**

**II. Roll Call**

**III. Academic Programs**

- A. Program Proposals
  - 1. AAS in Process Technology (SUSLA)
  - 2. AS in Surgical Technology (BRCC)
  - 3. AS in Nursing (Sowela TCC)
  - 4. PBC in Accounting (SLU)
  - 5. PBC in Business Administration (SLU)
- B. Reactivation of Juris Doctor (LSU Law Center)
- C. Partial Termination of BA in Organizational Leadership (ULS Consortium)

**IV. Policy Changes**

- A. Statewide Minimum Standards for Admission
- B. AcAf 2.18 – Placement in Entry-Level English or Mathematics

**V. 2015-16 Master Course Articulation Matrix and Louisiana Common Course Catalog**

**VI. Consent Agenda**

- A. Research Centers/Institutes: Institute for Industry-Education Collaboration (IIEC) – McNeese (Reauthorization)
- 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: Joseph Farr, Chair; Joel Dupré, Vice Chair; Mark Abraham, Claudia Adley, Christopher Bollinger, Robert Levy, Collis Temple III, Joe Wiley; LCTCS, LSU, SU, UL System Representatives.*

**AGENDA ITEM III A 1**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**SOUTHERN UNIVERSITY AT SHREVEPORT**  
**ASSOCIATE of APPLIED SCIENCE in PROCESS TECHNOLOGY**

**BACKGROUND INFORMATION**

Southern University at Shreveport (SUSLA) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Process Technology (PRTC). The program was approved by the Southern University Board of Supervisors in October 2014. Regents' staff has worked with SUSLA representatives over the past few months in order to gather the necessary information for consideration of the proposed program.

**STAFF SUMMARY**

**1. Description**

The PRTC program proposed by SUSLA is in response to industry requests for a professionally trained workforce ready for entry level positions in the process technology field. The curriculum for the proposed program includes 63 credit hours and was designed in collaboration with local industry. It combines the technical courses essential for an individual to become well versed in the process industry with the academic courses needed to prepare for a successful career. The courses cover topics from pumps and turbines to instrumentation, safety and quality control. A valuable element of the proposed program will be the summer internships provided by Calumet Specialty Products Partners, LP, a leading refiner and processor of specialty hydrocarbon products operating three refineries in Louisiana, to give students the opportunity to gain practical experience and exposure to a wide variety of career options.

Graduates of the proposed AAS in PRTC will be prepared to enter the employment market as operations technicians in the process industry. The process industry includes: oil and gas production; chemical manufacturing; petroleum refining; mining and milling; power generation and utilities; waste and wastewater treatment; and seafood and other food processing industries. Job responsibilities could include: monitoring and controlling process systems; maintaining safe work areas and regulatory compliance; assigning maintenance to craft technicians and coordinating repairs; troubleshooting operations and testing the product for quality; interfacing with support technicians; and/or supervising computer or analog automatic control equipment.

**2. Need**

The establishment of a process technology program at SUSLA directly aligns with workforce need. In Regional Labor Market Area 7, which includes Caddo and Bossier Parishes, the employment outlook for careers analogous to process technology shows a 4 percent increase in jobs for chemical manufacturing from 2013-15. By 2022, the employment projections for Region 7 show a 7.2 percent rise in the field of petroleum and coal products manufacturing and a 5.6 percent rise in chemical manufacturing. Industry representatives approached SUSLA requesting assistance in providing the educational instruction for this specialized business industry need in the Region. The proposed program will help process industries avoid pitfalls, such as potential workforce shortages, while attracting a new generation of trained workers.

Currently there are five AAS in Process Technology programs offered by Louisiana public colleges (Sowela, SLTCC, BRCC, RPCC and LDCC). All of the existing programs are very productive, completing an average of 60 students per campus this past academic year. No such program is available in the area serviced by SUSLA. A program like the one proposed would offer students a unique opportunity to engage in the economic development in Northwest Louisiana.

### **3. Students**

The campus projects an enrollment of 10 students per year for the first five years of program implementation. SUSLA will primarily focus on Region 7 and recruit incumbent workers and individuals who graduated high school within the last five years.

### **4. Faculty, Resources and Administration.**

The proposed program will be administered by the Science, Technology, Engineering and Mathematics (STEM) Division. No impact on campus administration is anticipated.

The University will utilize existing resources (classrooms, laboratories, and equipment) to support the proposed program. A Program Director will be hired to oversee the proposed program along with an Assistant/Instructor to provide instructional support. Renovation and maintenance of the facility that will house the program is anticipated as well.

### **5. Accreditation**

The proposed AAS in PRTC will seek specialized accreditation from the Association of Technology, Management and Applied Engineering (ATMAE).

### **6. Budget.**

The majority of the cost associated with implementation of the proposed program is personnel, facility renovations and equipment. Sources of anticipated revenue include tuition generated from students specifically recruited to the proposed program; state appropriations; funds from parish government; and WISE funds allocated in FY 2014-15 which will be rolled over to FY 2015-16.

Year	Sources of Expenses				Annual Total Expenses	Sources of Revenue				Annual Total Revenue
	Personnel	Facilities	Equipment	Other		State	Local	WISE	Tuition	
1	\$176,300	\$100,000	\$ 90,000	\$ 43,000	\$409,300	\$ 51,660	\$200,000	\$125,000	\$ 32,640	\$409,300
2	\$219,350	\$ 40,000	\$ 30,000	\$ 28,800	\$318,150	\$ 51,246	\$200,000	\$ 31,000	\$ 35,904	\$318,150
3	\$219,350	\$ 25,000	\$ 10,000	\$ 30,110	\$284,460	\$ 44,966	\$150,000	0	\$ 39,494	\$284,460
4	\$221,000	\$ 25,000	\$ 10,000	\$ 29,427	\$285,427	\$ 41,984	\$142,000	0	\$ 43,443	\$285,427

## **STAFF ANALYSIS**

The proposed Process Technology program responds to the projected increase in manufacturing and processing technology industry in the area serviced by SUSLA. Campus representatives have worked closely with industry to design a program that will meet industry needs. A program like the one proposed is currently not available in the Northwest portion of the state and, by offering such a program, individuals will have the opportunity earn a degree suited for a high demand field. The campus is fully committed to implementing and sustaining the proposed program.

## **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend conditional approval for the Associate of Applied Science in Process Technology (CIP Code 15.0699), effective Fall 2015, at Southern University at Shreveport. By June 1, 2016 and annually, the campus will update the Board on program implementation, to include relevant enrollment and progression data and progress toward accreditation.***

**AGENDA ITEM III A 2**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**BATON ROUGE COMMUNITY COLLEGE**  
**ASSOCIATE OF SCIENCE IN SURGICAL TECHNOLOGY**

**BACKGROUND INFORMATION**

Baton Rouge Community College (BRCC) requests Board of Regents' (BoR) approval to offer an Associate of Science (AS) in Surgical Technology. The program was approved by the LCTCS Board of Supervisors in December 2014. BRCC has worked with Regents' staff over the past few months to address questions raised regarding the proposed program.

**STAFF SUMMARY**

**1. Background & Description**

Our Lady of the Lake (LOL) College is currently in transition, moving away from associate degree programs and reallocating those resources to build more baccalaureate and graduate degree programs. LOL approached BRCC with a proposal to transfer sponsorship of the AS in Surgical Technology, and BRCC agreed to accept the program based on the continuing need for surgical technologists in the community. The Surgical Technology program has gained valuable clinical affiliates through the years and, with the help of LOL Regional Medical Center, Baton Rouge General Medical Center, Woman's Hospital, Regional Eye Center, and North Oaks Medical Center, has offered a premier educational opportunity. First accredited in 1991, the program was awarded an additional ten years of continuing accreditation in 2013 through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Approval of the transfer of sponsorship of the Surgical Technology program from LOL to BRCC, with a status of continuing accreditation, was granted by CAAHEP in November 2014.

The proposed 69-credit hour program is divided into 38 credit hours of core arts and sciences courses and 31 credit hours of courses in the program curriculum sequence. It will formally prepare students for practice in the specialized and restricted area of the surgical department alongside other advanced practice healthcare professionals. Upon completion of the program, students will possess expertise in the theory and application of sterile and aseptic technique with combined knowledge of human anatomy, surgical procedures, and implementation tools and techniques to facilitate a physician's performance of invasive therapeutic and diagnostic procedures. Students who attain the AS in Surgical Technology will be prepared to sit for the National Board of Surgical Technology and Surgical Assisting (NBSTSA) Certified Surgical Technologist (CTS) examination.

**2. Need**

Surgical technologists are allied health professionals who are an integral part of the team of medical practitioners providing surgical care to patients and experts in infection control. The US Bureau of Labor Statistics cites that employment of surgical technologists is projected to grow 30% from 2012 to 2022, much faster than the average for all occupations. The Louisiana Workforce Commission identifies over 450 positions advertised in the past year for which a student with a degree in surgical technology would be qualified, including surgical technology positions in the operating room, medical equipment preparers, and surgical equipment clinical specialists. The projected growth in employment of surgical technologists in Louisiana, from 2012-2022, is 23 percent.

Currently there are three public colleges in Louisiana that offer an Associate of Applied Science (AAS) in Surgical Technology: South Louisiana Community College, South Central Louisiana Community College, and Southern University – Shreveport. The three existing programs service a specific surgical community which does not include the Greater Baton Rouge area. The program proposed for transfer from LOL to BRCC has reported a retention rate of 100% for the 2012-13 academic year and a job placement rate of 92%, with five-year trends of 87% for retention and 93% for job placement. These statistics support the stated concerns of local employers about their anticipated inability to hire qualified surgical technology

graduates after closure of the program at OLOL if it not continued at BRCC.

**3. Students**

BRCC has projected that 20 students will be the maximum capacity allowed into the surgical technology program at this time. The capacity is influenced by accreditation requirements on student-to-instructor ratios, available clinical sites for practicum education, and the number of faculty members available for direct supervision in the clinical setting. It is anticipated that the first graduating class would complete the degree in spring 2016. The Surgical Technology program would be of interest to those individuals that want to work in a medical setting. Students who qualify for BRCC’s AS in Nursing and AAS in Diagnostic Medical Sonography, but were not admitted because of limited capacity, will also be an excellent prospective pool for the Surgical Technology program.

**4. Faculty, Resources & Administration**

The proposed program will be administered through the Division of Nursing and Allied Health. Addition of the proposed Surgical Technology program will strengthen the program offerings in the Allied Health Department and increase the opportunity for interdisciplinary instruction. Implementation of the program will not alter the administrative structure of the institution.

No additional facilities or special buildings will be needed for the proposed program. Creation of a surgical skills lab will require minor remodeling, and 2,000 square feet of existing space have been identified for that purpose. Special equipment, including surgical scrub sinks and overhead surgical lights, are being donated by OLOL. All non-major courses are already offered by BRCC and will support the proposed program. The institution anticipates hiring a program director and a clinical coordinator, along with an adjunct faculty member.

**5. Budget**

Based on the enrollment projections noted above, anticipated faculty needs for the first four years of program implementation include two new full-time faculty members and one adjunct faculty member. BRCC also expects to incur costs relative to equipment, travel and supplies. Sources of anticipated revenue include tuition generated from students specifically recruited to the proposed program, Academic Excellence Fees, and Federal Perkins Funds.

Year	Faculty		Sources of Expenses		Annual Total Expenses	Sources of Revenue			Annual Total Revenue
	Full-time	Part-time	AY Salaries	Capital Expenditures		# of students	Tuition	Other	
1	2	1	\$132,009	\$12,250	\$144,259	15	\$ 43,153	\$101,106	\$144,259
2	2	1	\$140,590	\$ 7,000	\$147,590	35	\$100,691	\$ 46,899	\$147,590
3	2	1	\$147,620	\$ 7,000	\$154,620	40	\$115,075	\$ 39,545	\$154,620
4	2	1	\$155,000	\$ 7,000	\$162,000	40	\$115,075	\$ 46,925	\$162,000

**STAFF ANALYSIS**

The Greater Baton Rouge area has benefitted from the AS in Surgical Technology, which had a long and successful history as a program offered by OLOL. The transfer of program sponsorship to BRCC will allow the educational opportunity to remain in the area, supplying the qualified surgical technicians that are needed by the healthcare industry. The proposed program fits in nicely with existing allied health programs offered by BRCC and can be offered at minimal cost to the institution.

**STAFF RECOMMENDATION**

***The staff recommends that the Committee recommend conditional approval of an Associate of Science in Surgical Technology (CIP Code 51.0909) at Baton Rouge Community College. A progress report on program implementation shall be submitted by September 1, 2016.***

**AGENDA ITEM III A 3**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**SOWELA TECHNICAL COMMUNITY COLLEGE**  
**ASSOCIATE of SCIENCE in NURSING**

**BACKGROUND INFORMATION**

Sowela Technical Community College requests Board of Regents' approval to offer an Associate of Science in Nursing (ASN). This program was offered by McNeese State University; however, in response to the GRAD Act's direction that universities eliminate associate degree programs, the institution closed its program (effective AY 2014-15). McNeese worked with Sowela to develop a coordinated plan to ensure that nursing education at multiple degree levels will remain available in Southwest Louisiana. Sowela's proposed ASN was approved by the LCTCS Board of Supervisors in April 2015.

**STAFF SUMMARY**

**1. Description**

Objectives of the proposed 72-credit hour program are to: (1) prepare the student for entry into the nursing profession by teaching basic scientific and clinical concepts while promoting safe and competent nursing practice; (2) provide students with the clinical skills needed to function efficiently in the healthcare setting; and (3) meet state and national standards of nursing. Licensed graduates of an ASN program are qualified for employment as entry-level staff nurses in hospitals, long-term care facilities, clinics, physicians' offices, and home care agencies. In developing the program, Sowela worked closely with McNeese to design an ASN curriculum that aligns with McNeese's Bachelor of Science in Nursing (BSN) in order to allow a smooth transition for those that wish to further their education. The curriculum is compatible with requirements of the Louisiana State Board of Nursing and the National League for Nursing Accrediting Commission (NLNAC), both of which must also approve the program.

**2. Need**

In 2014, the Louisiana Center for Nursing (as provided by the Louisiana State Board of Nursing) released an update for the Multi-Regional Statewide Nursing Workforce Forecasting Model. The update shows a shortage of full-time equivalent Registered Nurses (RNs) (41,397 supply with a demand for 44,472) with a variation in data by region, and the statewide shortage is expected to continue through 2020. This demand is reflected in Louisiana Workforce Commission projections which rank RNs as a top demand occupation (five-star job) and estimate a 21.2% increase in demand through 2022 in Region 5, the Lake Charles area.

Currently there are 11 ASN programs offered by Louisiana public colleges (BRCC, BPCC, DCC, FTCC, LDCC, LSUA, LSUE, LA Tech, Northwestern, SUSLA and SLCC). Until it was terminated in August 2014 to comply with the GRAD Act, McNeese offered an ASN that averaged 31 graduates per year. When the decision was made to close the program, faculty and administrators from Sowela and McNeese worked together to create a plan that would allow for an ASN to remain available without interruption in the southwest region. The plan included the establishment of an ASN degree at Sowela which, in essence, would assume the educational opportunity that McNeese had successfully offered for many years.

**3. Students**

The campus anticipates an initial enrollment of 30 students, with that number increasing to 62 over the course of a few years. The first set of completers (20) is expected at the end of the third year of program implementation, rising to 40 completers by year five. Sowela will recruit students predominately from Region 5, the area serviced by the institution.

#### **4. Faculty, Resources and Administration.**

The proposed program will be housed in the School of Nursing and Allied Health. No impact on campus administration is anticipated. Sowela will utilize existing resources such as classrooms, laboratories, and equipment to support the proposed program. When planning the new *HC Drew Nursing and Allied Health Building*, classroom and laboratory space was allocated for the addition of new nursing and allied health programs. The campus anticipates hiring five new faculty members and a Program Coordinator.

#### **5. Accreditation**

The institution will seek National League for Nursing Accreditation Commission (NLNAC) accreditation for this program, submitting its application as a candidate after it has received approval from Regents and the State Board of Nursing.

#### **6. Budget.**

The cost of the proposed program for the first four years, including the cost of personnel (faculty and support staff) plus non-personnel operating cost, will be covered by a combination of state and private funds along with tuition and fees.

Year	Source of Expenses			Annual Total Expense	Sources of Revenue				Annual Total Revenue
	Personnel	Equipment	Supplies		State	Private Grants	Tuition	Fees	
1	\$393,300	\$ 7,000	\$ 2,500	\$402,800	\$268,400	\$ 20,000	\$ 89,400	\$ 25,000	\$402,800
2	\$393,300	\$ 0	\$ 2,500	\$395,800	\$228,328	\$ 20,000	\$122,472	\$ 25,000	\$395,800
3	\$469,200	\$ 1,750	\$ 2,500	\$473,450	\$263,072	\$ 20,000	\$165,378	\$ 25,000	\$473,450
4	\$469,200	\$ 0	\$ 2,500	\$471,700	\$201,436	\$ 20,000	\$225,264	\$ 25,000	\$471,700

### **STAFF ANALYSIS**

The proposed program responds to high level demand from the healthcare industry and provides a way for nursing education at the associate's degree level to remain available in the southwest region of the State. McNeese had a productive ASN program which is no longer available and the expectation is that Sowela will fill this gap. The program's curriculum appears appropriate for accreditation standards. Sowela has worked closely with McNeese to create a program that includes a clear path from RN to BSN for the community.

### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend conditional approval for the Associate of Science in Nursing (CIP Code 51.3801), at Sowela Technical Community College. By September 1, 2016 a report is due addressing the following: enrollment, graduates, specific placement information, and progress toward NLNAC accreditation.***

**AGENDA ITEM III A 4**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**SOUTHEASTERN LOUISIANA UNIVERSITY**  
**POST-BACCALAUREATE CERTIFICATE IN ACCOUNTING**

**BACKGROUND INFORMATION**

Southeastern Louisiana University (SLU) is seeking Board of Regents' approval to offer a Post-Baccalaureate Certificate in Accounting (PBCA). The proposal was approved by the UL System Board of Supervisors at their meeting in April 2015.

**STAFF SUMMARY**

**1. Description**

The proposed PBC in Accounting, composed of 33 credit hours, is designed for individuals who have earned a baccalaureate degree in a discipline other than accounting and are seeking functional competency in the accounting field. The proposed PBCA program strives to prepare individuals for employment in the numerous accounting and accounting-related positions in the region serviced by SLU and simultaneously meet the specific accounting requirements needed to sit for the Certified Public Accountants (CPA) examination in Louisiana. The PBCA would be offered in a traditional classroom format.

**2. Need**

The Bureau of Labor Statistics projects that accounting jobs should grow at the rate of 13% through 2022; the American Institute of Certified Public Accountants (AICPA) is concerned about a shortage, given the upcoming retirements of many CPAs. Statewide, the Occupational Supply Demand System projects an employment growth for accountants and auditors of 12.3% from 2008 to 2018 with an annual average wage of \$57,000. The growth in business-related activity in the Northshore region (which SLU serves) and in the Baton Rouge area since Hurricane Katrina in 2005 has resulted in related growth in the number of CPA firms and other businesses needing CPA qualified employees. Workforce planning initiatives in Louisiana recognize the growing demand for CPAs statewide. Accounting has been designated as a high-priority discipline by the Workforce and Innovation for a Stronger Economy (WISE) program, with Accountant and Auditor positions designated as 5-star jobs by the Louisiana Workforce Commission.

While similar programs exist in the state (PBC in Accounting at ULM; PBC in Accounting for Financial Analysis at McNeese; PBC in Accounting at ULL; and a noncredit Certificate in Accounting at LSU Continuing Education), they are primarily designed to meet the needs of students in that area. The proposed PBCA program at SLU is designed to focus on the educational needs of students and prospective employers in the Hammond and Northshore areas serviced by the institution.

**3. Students**

Student interest is expected to come from individuals who became aware of the demand for CPAs after completing other degree programs and/or entering the workforce. SLU's Department of Accounting and Finance currently has approximately 10 students with earned non-accounting undergraduate degrees who are pursuing accounting classes to qualify to sit for the CPA exam. These students, as well other individuals who plan to do the same thing, would earn the PBCA upon completion of the requisite courses should the proposed program be approved. The University projects an initial enrollment of 10-14 students with that number increasing to 20-30 by year five of program implementation. By the end of the second year, SLU expects the program to have 6-10 graduates, with 16-20 by year five.

**4. Faculty, Resources & Administration**

The proposed PBCA will be housed and administered in the Department of Accounting and Finance, which already supports an undergraduate degree program in Accounting. The implementation of the proposed program will not impact the present administrative structure of the University or the College. SLU has



sufficient technology, facilities and existing library holdings to support the proposed program. All of the courses required of the proposed PBCA are existing courses, and there is excess capacity in the upper-level accounting courses to absorb any additional students. As a result, no additional faculty will be needed.

#### **5. Accreditation**

The College of Business at Southeastern holds both business and accounting accreditation from the Association to Advance Collegiate Schools of Business (AACSB-International); accreditation for PBCs is not offered by this specialized accrediting agency.

#### **6. Budget**

There will be no cost associated with implementation of the proposed PBCA since required courses are already offered by SLU and sufficient faculty are in place to provide appropriate instructional support. Offering the PBCA will generate additional tuition revenue for the institution.

### **STAFF ANALYSIS**

SLU is proposing a certificate program that would address regional workforce needs. In addition, the proposed PBCA will enhance opportunities for students to succeed in the accounting profession and provide an alternative route to becoming eligible to sit for the CPA Exam. The proposed certificate program can be offered at no cost to the institution and has the potential to provide an educational service to students and generate additional revenue.

### **STAFF RECOMMENDATION**

***The staff recommends that the Committee recommend approval of the Post-Baccalaureate Certificate in Accounting (CIP Code 52.0301) at Southeastern Louisiana University, with implementation for Fall, 2015.***

**AGENDA ITEM III A 5**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**SOUTHEASTERN LOUISIANA UNIVERSITY**  
**POST-BACCALAUREATE CERTIFICATE – BUSINESS ADMINISTRATION**

**BACKGROUND INFORMATION**

Southeastern Louisiana University (SLU) requests Board of Regents' approval of a Post-Baccalaureate Certificate (PBC) in Business Administration. The PBC was approved by the University of Louisiana System at the April 2015 Board of Supervisors' meeting.

**STAFF SUMMARY**

**1. Description**

The purpose of the proposed 18-credit hour PBC is to provide a means for individuals with undergraduate degrees in non-business fields to obtain knowledge of basic business functional areas within a relatively short period of time. The program's objectives are to present essential, general business knowledge via a carefully selected group of courses, enabling individuals with an interest in or need for familiarity with business topics to gain the needed knowledge and skills. The curriculum includes six courses: Introduction to Financial Accounting; Managerial Accounting; The Legal Environment of Business; Principles of Economics; Principles of Marketing; and Principles of Management. The delivery mode will typically be on-site, but may occasionally be hybrid.

**2. Need**

As regional and state business sectors grow, demands for general knowledge of business functions will likely increase among employees skilled in non-business fields. The ability to attain certification in needed knowledge/skills helps individuals advance career-wise; from organizations' standpoint, such knowledge may facilitate growth through enhanced ability to promote from within. Successful completion of the proposed PBC will help create a workforce that is better prepared to meet contemporary business challenges. To the extent that entrepreneurial enterprise is deemed important, the proposed PBC enables small business owners to obtain knowledge of basic business functions without spending prolonged periods pursuing a baccalaureate degree when more basic knowledge will suffice.

Currently there are three similar programs offered in Louisiana: Applied Business Post-Baccalaureate Certificate (Tulane University); PBC in Applied Business (Nicholls); and a PBC in Business Foundations (LA Tech). The primary objective of SLU's proposed PBC is to provide regional workforce development and opportunities to the adult learner in the geographic area serviced by the institution.

**3. Students**

Individuals who are currently employed in organizations or entrepreneurs who would like to gain a general understanding of the basic business disciplines of accounting, economics, business law, marketing, and management would be ideal candidates for this program. The proposed PBC will also be attractive to students who wish to pursue an MBA but 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 meet requirements for admission to the university as a post-baccalaureate student. An initial enrollment of 10-14 students is projected to grow to 20-30 by the fifth year of program implementation. As well, SLU expects that there will be 6-10 completers in the second year and at least 16-20 in year five.

**4. Faculty, Resources & Administration**

Administrative oversight and coordination will be provided by the Department of Management and Business Administration, which already supports an undergraduate degree in Business Administration. Approval of the proposed program will have no impact on the existing organizational structure of the institution. Because the proposed PBC will be composed of courses that are currently offered, no new faculty will be necessary. In addition, existing facilities and library holdings are sufficient for implementation and sustainability.

#### **5. Accreditation**

The program is not eligible for accreditation; however, its courses will be delivered by an Association to Advance Collegiate Schools of Business (AACSB-International) accredited institution.

#### **6. Budget**

No additional costs are required for the proposed PBC as it will utilize existing faculty resources and course offerings. Since the courses required of the proposed PBC are already being offered for other degree programs, students entering the certificate program will be a new source of revenue. It is anticipated that the target student will be a non-traditional student that would not otherwise seek a degree from the institution.

### **STAFF ANALYSIS**

The proposed PBC will allow individuals to develop and improve their skill sets in relation to their employment and/or business endeavors. 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. The certificate program would provide business training to benefit the individual and contribute to a more educated workforce.

### **STAFF RECOMMENDATION**

***The staff recommends that the Committee recommend approval of the Post-Baccalaureate Certificate in Business Administration (CIP Code 52.0201) at Southeastern Louisiana University, for Fall 2016 implementation.***

**AGENDA ITEM III B**  
**REACTIVATION OF JURIS DOCTOR**  
**LSU LAW CENTER**

**BACKGROUND INFORMATION**

The LSU Law Center is requesting Board of Regents' (BoR) approval to reactivate the Juris Doctor. The request was granted administrative approval by the LSU System in April 2015.

**STAFF SUMMARY**

Over a decade ago, faculty of the LSU Law Center voted to require all graduates to earn both a Juris Doctor (JD) and a Graduate Diploma in Comparative Law (GDCL). As a result of that action, the JD was cancelled on the statewide curriculum inventory (CRIN) and a new JD/GDCL degree was established. As the 15 credit hours required of the GDCL were embedded in the 94-credit hour JD, students did not have to earn additional credit hours to satisfy the requirements for the GDCL.

A recent survey of law students reflected a strong preference for making the GDCL *optional* rather than required. Providing the option enables the student to exercise greater freedom following the first year of law school to select the courses s/he wishes to take to better suit professional interests. The faculty was convinced that the option to earn only the JD degree would make LSU more attractive to outstanding non-resident students. In February 2015, faculty approved a recommendation to allow all students, beginning with those who will graduate in May 2016, to elect to earn only the JD. The option to earn the JD/GDCL will remain available to those students who wish to study the traditions and methodologies of civil law.

**STAFF ANALYSIS**

The request presented by the LSU Law School involves the reactivation of a degree that was previously on the CRIN and has continued to be offered by the institution, but in tandem with the GDCL. Approval of the request would reactivate the JD, essentially through decoupling it from the GDCL. Students would still have the option to earn the GDCL along with the JD.

**STAFF RECOMMENDATION**

***The staff recommends that the Committee recommend approval of the reactivation of the Juris Doctor degree at the LSU Law Center, effective immediately.***

**AGENDA ITEM III C**  
**PARTIAL TERMINATION REQUEST**  
**UNIVERSITY OF LOUISIANA SYSTEM CONSORTIUM**  
**BACHELOR OF ARTS IN ORGANIZATIONAL LEADERSHIP**

**BACKGROUND INFORMATION**

Eight of the nine institutions within the University of Louisiana System [Grambling, LA Tech, McNeese, Nicholls, Northwestern, Southeastern, UL Lafayette, and UNO] request Board of Regents' (BoR) approval to terminate the Bachelor of Arts (BA) in Organizational Leadership; the University of Louisiana at Monroe (ULM) will continue to offer the degree with a concentration in financial services. The partial termination request was approved by the UL Board of Supervisors in April 2015.

**STAFF SUMMARY**

In September 2012, the BoR approved a consortium through which the nine institutions of the UL System could offer a BA in Organizational Leadership. The degree was designed for non-traditional adult learners who had previously acquired significant college credit or for adults with an associate degree who would like to pursue a general baccalaureate degree. The plan was to offer the program in association with the Center for Adult Learning in Louisiana (CALL), providing 100% online delivery of the major, accelerated courses and the potential for academic credit through prior learning assessment. Each campus offered a unique focus area (concentration) within the 120-credit hour degree, and all collaborated to provide courses following a master course schedule so that all campuses would share in providing instructional support.

Unfortunately, the combined program as it stands has not generated enough interest to attract the anticipated number of students essential to make it a profitable initiative; changes in the CALL program were such that support from that source has greatly diminished; and there have been significant complications with the management of such a program across multiple campuses. As a result, the chief academic officers of the UL System institutions agreed to terminate the collaborative program, with ULM retaining the degree. Admission to the program has been suspended in the eight campuses and a teach-out plan for existing students is in place.

Having ULM offer the program independently is expected to improve productivity because management by a single institution will be more efficient and effective. ULM plans to use existing courses to the extent possible to replace those courses that would have been offered by other institutions; the majority of these courses are offered in an online format. ULM currently has three students in the financial services concentration who will graduate in May 2015. For spring 2015, there are eight other students in various stages of enrollment or admission. ULM anticipates an increase in enrollment due to marketing the program to students in general studies and those who have not declared a major, as well as within its expanding portfolio of online programs (eULM).

**STAFF ANALYSIS**

While the intent of the collaborative program was well-founded, the lack of enrollment and challenges relevant to oversight have caused the program in its current form to be ineffective. The request to partially terminate the program is warranted and there is a good indication that ULM will be able to grow the program if allowed to run it independently of the consortium.

**STAFF RECOMMENDATION**

***The staff recommends that the Committee recommend approval of the termination of the Bachelor of Arts in Organizational Leadership (52.0213) at all UL System institutions with the exception of the University of Louisiana at Monroe.***

## **AGENDA ITEM IV A**

### **Statewide Minimum Standards for Admission**

#### **BACKGROUND INFORMATION**

The Master Plan for Public Postsecondary Education: 2001 established a comprehensive, statewide system of postsecondary education with Selective I, II, III (later called Flagship, Statewide, Regional) and Open Admissions institutions. It also established, for the first time, a policy of minimum standards for admission to the three levels of universities, effective in 2005 (except for HBCUs, which were still under the settlement agreement, and LSUA which was still in transition as a 4-year university). Publications about the standards have been careful to advise students and assure institutions that the minimum standards do not presume to guarantee admission to any university; rather, they establish the minimum standards for regular admission, i.e., any institution may adopt additional, more specific or rigorous requirements for admission.

Since 2005, with implementation of the minimum standards and the growth of the community college system, there has been an increase in statewide graduation rates as students are better prepared for university work: from 37% (2004 cohort) to 42% (2007 cohort), all campuses; and from 42% to 50% for university cohorts. The standards have been adjusted several times through board action, e.g., to reflect changes in the High School Core courses, to strengthen the GPA requirement, and to require that students be ready for basic college-level coursework, as determined by the BoR's policy on placement in entry level, college-level courses in mathematics and English.

The current minimum admission criteria, passed by the BoR in 2010, require that students admitted to a university demonstrate readiness for college-level coursework in English and mathematics via a series of measurement options. Implementation was staggered by level of institution: effective for statewide universities in 2012, and for regionals in 2014. In 2012, the collective freshman cohorts at La Tech, ULL and UNO were smaller than in 2011 by 774 students. (Across the state, the 2012 entering cohort decreased by 915 total students but *increased* by 10 students among universities.) By 2014, La Tech fully recovered (2011 cohort +230), ULL is almost the same (2011 cohort -49), and UNO is beginning to adjust to the new recruitment challenges (2011 cohort -236, but 2013 cohort +11). As the "zero developmental" criterion began in 2014, LSU and statewide institutions all saw increased numbers of freshmen, but cohorts in the 10 regionals decreased by 820 students, with the largest decreases at Grambling (-305), SUBR (-172), Southeastern (-117) and SUNO (-103). (LSUA and LSUS had larger freshman cohorts in 2014 vs 2013.)

**Conversations on this item are continuing;  
The staff summary and recommendations will be  
sent under separate cover by Friday.**

## **AGENDA ITEM IV B**

### **Proposed Revisions to Academic Affairs Policy 2.18**

#### *Minimum Requirements for Entry-Level, College-Level Mathematics and English*

#### **BACKGROUND INFORMATION**

[AA Policy 2.18](#), *Minimum Requirements for Entry-Level, College-Level Mathematics and English*, is an Academic Affairs policy originally approved by the Board of Regents in 2003 after a study (conducted by and with ACT, and repeated in 2006) of data on student performance in English composition, College Algebra, and other gateway mathematics courses taken by entering freshmen in their first year of college. The policy established minimum scores for placement in entry-level, degree credit courses in those two subject areas and directed that, while a postsecondary institution may not establish minimum scores that are higher or lower than those in the policy, an institution may require further assessment beyond the minimum cut scores to determine optimum student placement, e.g., in calculus-based College Algebra vs. non-calculus-based ('applied') mathematics courses.

The Board of Regents is currently engaged in a pilot study of delivery of entry-level English and mathematics with a co-requisite developmental/support course to determine whether it would be appropriate to lower the readiness breakpoints for students enrolling in a co-requisite program.

**Conversations on this item are continuing;  
The staff summary and recommendations will be  
Sent under separate cover by Friday.**

## AGENDA ITEM V

### PROPOSED AY 2015-16 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 Louisiana public postsecondary institutions. Courses on the matrix have typically been in the areas of General Education, natural sciences, and business. Each year, campus faculty, under the leadership of the institution's Chief Articulation Officer, review the matrix for revisions. Historically, the review process began when the Articulation Officers had their annual fall meeting and institutions proposed changes to the matrix based on their review. In response to ACT 356 (2009), which required implementation of a statewide common course numbering system "to facilitate program planning and the transfer of students and course credits between and among institutions," the traditional review process had to be modified. With the goal of establishing statewide common course descriptors for courses to be included on the Matrix, Board of Regents staff brought together faculty representatives, by major functional area, 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; the common descriptors, along with statewide course rubrics and titles, are reflected in the *2015-16 Louisiana Common Course Catalog (LCCC)*.

The revised matrix accurately reflects the current statewide articulation of specified courses, offered by at least five public 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](http://www.latransferdegree.org)) as a *Transfer Course Guide* through a the 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 LCCC.

The Matrix and the LCCC, 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 2015-2016 academic year. Attachments A and B present the LCCC and the Matrix.

The Matrix and LCCC 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 recommend approval of the proposed Academic Year 2015-16 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 VI A**  
**REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT**  
**MCNEESE STATE UNIVERSITY**  
**INSTITUTE FOR INDUSTRY-EDUCATION COLLABORATION**

**BACKGROUND INFORMATION**

McNeese State University is requesting reauthorization of the Institute for Industry-Education Collaboration (IIEC). The Institute was originally approved by the Board of Regents in February 2010 for a period of two years with continued approval granted in May 2012 for a period of three years. The request for reauthorization was endorsed by the UL System in May 2015.

**STAFF SUMMARY**

**1. Description**

McNeese established the IIEC to provide a framework for organizing and expanding its existing industry-university collaborations in support of its mission to “enhance economic development and cultural growth in this region and beyond.” The Institute provides a comprehensive training through seminars and short courses tailored to enhance skills and provide professional development for employees. The IIEC provides customized training and professional development to various industries in the region serviced by McNeese. Using the university’s state-of-the-art facilities and knowledgeable faculty and staff, the IIEC provides nationally recognized training at cost efficient prices. Since its establishment, the Institute has grown to include a range of collaborative partnerships with McNeese and area industries, including petrochemical companies, engineering firms, casino and hotels and others.

**2. Activities**

Since implementation of operations in fall 2010, the IIEC has provided 207 courses or 4,473 hours of continuing education and professional development to over 2,704 participants. Many of these seminars, workshops or courses were developed and customized in collaboration with local industry for the specific needs of their employees. The following are samples of ongoing activities:

- Axiall Baic Operator Training: The IIEC, in collaboration with Axiall Corporation, has developed and executed customized Basic Operator Training (BOC) designed specifically for Axiall Process Technicians. The BOT is designed to educate and train new employees to understand and safely perform the duties of a process technician at Axiall.
- ServSafe Food Sanitation Training: In collaboration with an instructor of Nutrition and Family Studies, the IIEC administered a series of ServSafe Food Sanitation training courses at L’Auberge Casino Resort.
- Gulf Coast Flowserve Satellite Training: The IIEC collaborates with the Gulf Coast Flowserve Satellite Training Site to facilitate professional development opportunities for employees of Flowserve (a world leader in supplying pumps, valves, mechanical seals, etc. to industries in the fields of oil, gas, chemical, power generation, etc.).
- Grant Writing and IWTP Participation: The Louisiana Workforce Commission provides grant funds to Louisiana companies that demonstrate a need for training for their incumbent workers through the Incumbent Worker Training Program. The IIEC has collaborated with three IWTP programs to provide training for L’Auberge Casino Resort in Lake Charles, Amerisafe Insurance in DeRidder, MeadWestvaco in DeRidder and Firestone. This training has included specific technical subjects, online training for Louisiana workers to advance their career and earn higher wages.

**3. Resources and Administration**

With the exception of IIEC assuming responsibility for the operation of the Continuing Education activities sponsored by the University, the organizational structure of the institute has remained unchanged since it

was created. This strategic organization prevents duplicative efforts and streamlines the University's efforts to collaborate efficiently and effectively with private industry or other non-profit organizations. One of the many strengths of the IIEC is the interdisciplinary faculty who support the initiatives of the unit. At present, this includes five faculty from the disciplines of Mechanical Engineering, Nutrition and Family Studies, and Chemical Engineering.

#### **4. Budget**

The IIEC (including the continuing education operation) receives no funding from McNeese's operating budget. Revenue is generated from registration fees associated with seminars and courses offered by the institute. Current and anticipated funding is more than sufficient to support institute operations.

### **STAFF ANALYSIS**

The continued need for and usefulness of the Institute for Industry-Education Collaboration at McNeese State University is evident. The Institute has been highly visible and successful. The staff affirms the IIEC's relevance to the role, scope and mission of McNeese, given its close ties with area industry through existing and evolving partnerships. As associated costs for the unit's operation are minimal, staff is confident that funding sources are sufficient enough to cover associate expenditures through May 2020.

### **STAFF RECOMMENDATION**

***The staff recommends that the Committee recommend reauthorization of the Institute for Industry-Education Collaboration at McNeese State University for a period of five years, effective immediately.***

**AGENDA ITEM VI B 1**  
**ROUTINE ACADEMIC REQUESTS**  
Staff Approvals

<b>Institution</b>	<b>Request</b>
LSUA	Request to change the CIP Code for the existing BA in Communication Studies from 09.0102 to 09.0101 – <b><u>approved</u></b> .
McNeese	Request to change the name of the College of Nursing to the <u>College of Nursing and Health Professions</u> to reflect the college's offering of related degrees such as Nursing and in Health Systems Management – <b><u>approved</u></b> .

## AGENDA ITEM VI B 2

### PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
02.2011	<p>Bossier Parish Community College</p> <p><b>AS in Pre-Engineering</b></p> <p>In February 2011, conditional approval was granted to the program with an update on implementation requested by March 1, 2012. BPCC has submitted program updates on an annual basis, per the Regents' request, with the last report received and accepted in May 2014. At that time, a subsequent report was requested by May 1, 2015.</p>	<p>The 2015 progress report was received by staff in mid-April. Initial enrollment in the program was 62 (fall 2011) with that number growing to 127 in fall 2014. Program completers are as follows: AY 2012-13: 2; AY 2013-14: 16; and AY 2014-15: 10 (projected). The campus also provided an update on 2+2 agreements and articulation agreements; personnel; and changes to the curriculum.</p>	<p>Receive and accept the 2015 progress report, granting <u>full approval</u> of the program, with no further reporting necessary.</p>
05.2011	<p>Baton Rouge Community College</p> <p><b>AAS in Paralegal Studies</b></p> <p>Conditional approval was granted to the program in May 2011. An update was requested by May 1, 2012, and annually since that time. BRCC has provided an annual update as requested with the last one received and accepted by the Regents in May 2014. At that time, a subsequent report was requested by May 1, 2015.</p>	<p>The 2015 progress report was received by staff in late April. Enrollment in the program has grown from 14 in fall 2011 to 87 in fall 2014. Completer numbers are as follows: AY 2012-13: 4; AY 2013-14: 14; and AY 2014-15: 14 (includes 9 anticipated for spring 2015). Accreditation for the AAS in Paralegal Studies will be through the American Bar Association (ABA) which required that a program be fully operational for two years and must graduate students in order to apply for accreditation. BRCC anticipates submitting the program for ABA review during the 2015-16 academic year.</p>	<p>Receive and accept the 2015 progress report. A subsequent report shall be due by May 1, 2016.</p>
09.2012	<p>Southern University and A&amp;M College</p> <p><b>BS and MS in Mathematics &amp; Physics</b></p> <p>Conditional approval was granted to the two programs in September 2012 with a progress report requested by October 1, 2013. The campus provided such a report in January 2014. At that time, a subsequent report was requested by January 1, 2015.</p>	<p>The progress report was received in mid-April 2015. Enrollment in the BS program has remain constant (FL12: 39, FL13: 36 and FL 14: 42) with enrollment in the MS program fluctuating (FL12: 2; FL13: 10; and FL14: 7). Completer numbers were reported as follows: AY 2012-13: BS – 1 and MS – 1 with no completers for AY 2013-14. A list of 25 prospective majors for the BS was provided.</p>	<p>Receive and accept the 2015 progress report. A subsequent report shall be due by May 1, 2016.</p>

## AGENDA ITEM VI B 3

### LETTERS of INTENT/PROPOSALS in the QUEUE Forwarded to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	<i>None</i>			
<b>Proposed Programs</b>	SLCC	AAS – Helicopter Aviation	06.16.14	Questions to campus 06.23.14; status update from SLCC on 11.19.14 – campus working on response.
	SLCC	AS – Accounting	06.16.14	07.11.14 requested additional documentation from campus; status update on 11.19.14 – campus working on response.
	SUNO	DSW	08.28.14	09.09.14 proposal sent to external reviewer. Report received 10.09.14 and evaluated by staff. List of issues submitted to campus 10.15.14. Staff met with campus representatives (11.06.14) to discuss proposal. 12.02.14 campus submitted response to issues; under staff review while awaiting updated licensure exam pass rates. Expected to be BoR agenda item in August mtg.
	LSU	Graduate Certificates: School Librarianship; Mathematics in Advanced Secondary Instruction	02.02.15	Under review by BoR & DoE staff. Per campus request, a meeting took place 03.24.15 to discuss GCs. Staff requested revised proposals which were received 05.19.15; currently under review.
	Sowela	AAS – Applied Analytical Chemistry Technology	04.16.15	05.04.15 questions sent to campus with response received 05.18.15. Under staff review.
	UNO	MEd – Higher Education Administration	04.30.15	04.30.15 staff requested list of potential external reviewers from campus; received 05.15.15. 05.18.15 External reviewer identified with a report due by 06.19.15.

#### Designation as Center of Excellence

CWE	Nicholls	Petroleum Technology & Safety Management	08.12.14	Questions to campus 08.29.14; awaiting response.
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