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**BOARD OF REGENTS**

*P. O. Box 3677*  
*Baton Rouge, LA 70821-3677*  
*Phone (225) 342-4253, FAX (225) 342-9318*  
[www.regents.la.gov](http://www.regents.la.gov)

**AGENDA**

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**August 23, 2017 • 10:30 a.m.**

**Louisiana Purchase Room**

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

**I. Call to Order**

**II. Roll Call**

**III. Academic Programs**

**A. Letters of Intent**

1. MS/ Athletic Training – LSU
2. OTD/ Occupational Therapy – LSUHSC-S
3. DPT/ Physical Therapy – ULM
4. PhD/ Earth and Energy Sciences – ULL

**B. Academic Proposals**

1. AAS/ Diagnostic Medical Sonography – LSU-E
2. AAS/ Surgical Technology – LSUE and SOWELA
3. BS/ Chemistry – ULM
4. BS/ Educational Studies – SUNO
5. BS/ Nursing – GSU
6. GC/ Instructional Coaching – LSU
7. PMC/ Psychiatric Mental Health Nurse Practitioner – NSU

**IV. Reauthorization of a Center of Excellence: CWE / Transportation Technology – BRCC**

**V. Proposed Academic Affairs Policies**

- A. Revisions to AA 2.15 – Definitions of UN Degrees & UN/GR Certificates
- B. New Policy AA 2.22 – Minimum Requirements for Dual Enrollment

**VI. Consent Agenda**

**A. Routine Staff Reports**

1. Staff Approvals
2. Progress Reports for Conditionally Approved Programs/Units
3. Letters of Intent/Proposals in the Queue

**VII. Other Business**

**VIII. Adjournment**

**Committee Members:** *Thomas Henning, Chair; Robert Levy, Vice Chair; Claudia Adley; Marty Chabert; Adarian Williams; Collis Temple III; Jacqueline Wyatt; LCTCS, LSU, SU, UL System Representatives.*

**AGENDA ITEM III A1**  
**LETTER of INTENT**  
**LOUISIANA STATE UNIVERSITY**  
**MASTER of SCIENCE IN ATHLETIC TRAINING**

**BACKGROUND INFORMATION**

Louisiana State University (LSU) requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Master of Science in Athletic Training (MS/AT). The LoI was approved by the Board of Supervisors of the Louisiana State University System in May 2017 received by BoR staff; and distributed to statewide Chief Academic Officers for review and comment.

**STAFF SUMMARY**

**1. Description and Need**

LSU is requesting approval to transition its baccalaureate degree in Athletic Training to a Master's degree program. Currently, LSU has offered an accredited professional-level athletic training program at the baccalaureate level, averaging 13 graduates per year. The Commission on Accreditation of Athletic Training Education (CAATE) accredits the program, and has mandated that athletic training education at the undergraduate level be discontinued by 2022. If an MS/Athletic Training program is proposed and approved, LSU will also request termination of its BS/Athletic Training and implement phase-out plans.

Historically, Athletic Training education programs have existed primarily at the baccalaureate level. However, in 2015, the Strategic Alliance (Commission on Accreditation of Athletic Training Education [CAATE], the National Athletic Trainers Association [NATA], the Board of Certification [BOC], and NATA Research and Scholarship Foundation [the Foundation]) announced that the appropriate entry-level degree for Athletic Training is a Master's degree. This transition from an undergraduate program to a master's level program mirrors a national trend in peer healthcare professions. For example, occupational therapists, physical therapists, and audiologists all receive their professional education at the graduate-level. The Strategic Alliance cites some factors that contributed to the need for a graduate-level degree in Athletic Training, including, "the facilitation of changes in patterns of healthcare delivery, the scope of practice, and the related need for greater depth of knowledge in Athletic Training, societal demands for increased accountability, and its approval of a graduate degree as a symbol of professional status." The intended program will prepare its graduates (under the direction of a physician) to provide preventive services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions.

The US Bureau of Labor Statistics predicts a 20% increase in athletic training jobs by 2020. Such a demand will drive enrollments in existing programs to their capacity. In Louisiana, there are three undergraduate athletic training programs (averaging 13 completers annually) on the CRIN: LSU, SLU, and ULL. Students enrolled in these programs who desire to pursue a master's degree today would have to enroll in a program outside of the State. Thus, it is necessary to begin the transition of the existing undergraduate Athletic Training program to a master's program to meet the workforce demands and maintain accreditation.

**2. Students**

Based on the undergraduate program's success, enrollment for Y1 is estimated to be between 18-20 students and should double by Y5. The program also intends to utilize a common application system (ATCAS) that other MS programs in Athletic Training use, which would allow for national and international students to easily apply for admission. Because this program will transition from the existing BS/Athletic Training to a master's program, a "teach-out" plan has been developed for students enrolled and in the pipeline.

**3. Faculty, Resources & Budget**

The School of Kinesiology in the College of Human Sciences and Education will add a third full-time faculty member needed to implement the program. Currently, the BS program is taught by two full-time faculty and

additional adjunct instructors. The hiring of a third faculty member will allow the campus to replace several current adjunct faculty instructors who will not meet the requirements for LSU's Graduate School faculty status. Many of the courses needed for this program already exist at LSU; however, they are at the undergraduate level and will require changes to the course rubrics, description and content. LSU's anticipated expenses primarily include the one faculty line as well as additional operating costs (i.e., accreditation fees, equipment and supplies, and travel). Projected tuition/fee revenue estimates generated by the MS/AT program exceed the annual estimated cost of the program.

### **STAFF ANALYSIS**

The intended Master of Science in Athletic Training would replace the existing BS program and permit the continuation of Athletic Training at Louisiana State University. The MS/AT program will provide graduates with the appropriate coursework and clinical experiences necessary to pass certification examination, meet state licensure requirements, and prepare for entry-level practice as confident and competent athletic trainers. If approved, the MS/AT program will be the first in the State, but staff do expect comparable transition requests from Southeastern and UL Lafayette.

### **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the Letter of Intent to develop a full proposal for a Master's of Science in Athletic Training at Louisiana State University.***

**AGENDA ITEM III A2**  
**LETTER of INTENT**  
**LSU HEALTH SCIENCES CENTER – SHREVEPORT**  
**DOCTOR of OCCUPATIONAL THERAPY**

**BACKGROUND INFORMATION**

LSU Health Sciences Center at Shreveport (LSUHSC-S) requests Board of Regents' approval of a Letter of Intent (LoI) to create a Doctor of Occupational Therapy (OTD). The LoI was approved by the Board of Supervisors of the Louisiana State University System in May 2017, received by BoR, and sent to the statewide Chief Academic Officers for review and feedback. Regents' staff have worked with LSUHSC-S to address questions raised regarding the LoI.

**STAFF SUMMARY**

**1. Description and Need**

Occupational therapy is skilled treatment designed for individuals or groups whose performance of the ordinary tasks and activities of daily living has been disrupted. LSUHSC-S intends to establish a professional doctoral program in occupational therapy that would replace its existing master's (MOT) program. The current entry level for occupational therapy (OT) is a master's degree (MOT); however, as health care environments increase in complexity and community-based models of practice are employed, there is an increasing need for advanced-practitioner preparation. While both degree levels prepare graduates to be entry-level practitioners, the clinical doctoral degree focuses on advanced clinical practice skills, administration, leadership, program and policy development, advocacy, education, theory development, and research. The proposed OTD program will prepare graduates to secure positions as expert clinicians in specialty or emerging practice areas, as contributors to clinical research teams, as administrative leaders within health care organizations and as faculty in OT education programs. The intended OTD will be a clinical 3-year degree which will consist of 18 months of general didactic instruction; six months of specialist training (e.g., hand therapy); six months of clinical rotations; a doctoral internship; and a capstone project.

Program transition nationwide has been moving at a rapid pace. In fact, recently the American Occupational Therapy Association surveyed the 152 accredited master's degree-level programs. Of the 131 responses to the survey, 106 (81%) institutions indicated that they had started working on a transition to the doctorate and planned to have this completed within 10 years (86 within five years). To date, no public university in Louisiana offers the OTD, though the MOT is offered by the two LSUHSCs and UL Monroe. LSUHSC-S is scheduled for an accreditation review in 2019. The Accreditation Council for Occupational Therapy Education (ACOTE) provides an abbreviated accreditation process for programs recently accredited at the master's level who choose to transition to the OTD. For this reason, LSUHSC-S is seeking to transition its program and apply for OTD candidacy with ACOTE by 2020 and to begin offering the degree in 2021.

**2. Students**

Student interest is always a concern when programs transition to a higher degree level; however, with the healthcare system's emphasis and dependence on evidence-based research and the growing expectations for allied health professionals to hold advanced degrees, applicants look for programs that can best prepare them to compete. In a recent survey administered to current students, alumni, and fieldwork educators to assess stakeholders' interest in the transition, respondents (53 out of 63 surveyed) largely supported the OTD. The university expects the annual cohort size to be 26 students.

If approved, graduates of the OTD program will directly impact the number of doctorally-prepared students in the State who possess specialized skills to address the changing healthcare environment. Also, because the doctoral program requires students to complete an internship component that will enable them to implement a research project which will establish evidence-based practice skills, graduates of the OTD will add the body of knowledge and have an immediate impact on the State's quality of healthcare.

### **3. Faculty, Administration, Budget**

Because the intended OTD would replace the existing MOT, many of the resources needed for the program are already in place. Currently, there are five faculty, including the program director and the fieldwork coordinator, as mandated by ACOTE. Two additional faculty lines would be needed to support the transition to the OTD. An additional part-time administrative assistant would also be required to assist with the placement of students for the doctoral internship.

#### **STAFF ANALYSIS**

Although LSUHSC-S's MOT has successfully prepared its graduates to be competent practitioners, (with data indicating that over the last five years, 100% of the MOT graduates have found jobs within 30 days of graduation), the healthcare environment is changing and promises to continue to seek advanced education. If this OTD program is established, it will contribute substantially to the quality of healthcare in the State. Because the OTD will replace the MOT, many of the existing resources needed for the program to transition are already in place.

#### **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the Letter of Intent to develop a full proposal for a Doctor of Occupational Therapy at LSU Health Sciences Center in Shreveport.***

**AGENDA ITEM III A3**  
**LETTER of INTENT**  
**UNIVERSITY OF LOUISIANA AT MONROE**  
**DOCTOR of PHYSICAL THERAPY**

**BACKGROUND INFORMATION**

The University of Louisiana, Monroe (ULM) requests Board of Regents' approval of a Letter of Intent (LoI) to create a Doctor of Physical Therapy (DPT). The Board of Supervisors of the University of Louisiana System approved the Letter of Intent in June 2017; the BoR received and circulated it to statewide Chief Academic Officers for review and feedback.

**STAFF SUMMARY**

**1. Description and Need**

The intended DPT degree program is a professional, clinical doctorate that prepares the graduate to practice physical therapy. Physical therapists (PTs) diagnose and treat individuals of all ages who have medical or health-related conditions that limit their abilities to move and perform functional activities in their daily lives. The proposed program would encompass three years of full-time coursework and clinical education training, designed to meet the standards and required elements adopted by the Commission on Accreditation in Physical Therapy Education (CAPTE). Specifically, the curriculum will include content and learning experiences in the following areas:

- Biological, physical, behavioral, and human movement sciences (i.e., genetics, kinesiology, pathology, psychosocial aspects of health and disability and diagnostic imaging);
- Professional Practice (i.e., ethics and values, management, finance, teaching and learning, clinical reasoning, and applied statistics); and
- System Interaction (i.e., cardiovascular, endocrine, immune, lymphatic, musculoskeletal).

The Louisiana Workforce Commission lists physical therapy as a 5-star job with a statewide demand of 140 openings per year through 2024. This need is expected to remain stable into the foreseeable future as the US population ages, and the demand for physical therapy services grow. In Louisiana, there are only two accredited DPT programs: LSUHSC-Shreveport, and LSUHSC-New Orleans. Collectively, these institutions produce 68 DPT graduates annually. Assuming all graduates remain in the State upon completion, there would still remain an unmet demand of 72 physical therapists per year. The statewide need for physical therapists is echoed in the letters of support submitted on behalf of the proposed program -- where the local healthcare community acknowledged its challenges with recruiting qualified physical therapists. ULM's intended DPT program, then, would help fill the workforce shortage of physical therapists in the region and, in turn, increase access to quality healthcare.

**2. Students**

ULM anticipates recruiting students from its pre-PT undergraduate concentration (under the BS in Kinesiology) that, on average, graduates nearly 30 students annually. Also, data from the 2015-16 admission cycle showed that while over 400 students applied to the DPT programs at LSUHSC-S and LSUHSC-NO, only 71 students were admitted. ULM anticipates that the proposed program will initially enroll 30 students.

**3. Faculty, Administration, Budget**

The DPT is an expensive endeavor that will require a significant investment to get underway. The intended program will require an infusion of personnel, to include, at a minimum: a program director, clinical director, five additional faculty members, and an administrative assistant over the course of the first four years. Renovation of existing facilities to meet classroom, office, and laboratory needs will be necessary, as will the purchase of research and instructional equipment. ULM anticipates expenditures for the first year to be \$973K with expected increases to \$1.1M by year five. As no students would be enrolled during the first year,

neither state appropriations nor self-generated revenue from tuition and fees will be produced; therefore, the costs would be absorbed by the University. The institution is working to secure private investments to help cover costs, with the expectation that after Yr1, program costs will be offset by donations from investors, state appropriations, and tuition and fees.

### **STAFF ANALYSIS**

ULM's program has the potential to help fill a statewide need for physical therapists. Given the breadth of health sciences programs at ULM, this program would be a natural extension of the University's offerings. While the addition of the DPT has potential to build on ULM's existing allied health programs and can offer opportunities for collaboration, staff would expect the proposal to include more detail on the acquisition of resources necessary to develop, implement and maintain the program (including any expected adjustments to tuition and fees), as well as a plan and a timeline for achieving accreditation.

### **STAFF RECOMMENDATION**

***The staff recommends that the Academic & Student Affairs Committee recommend approval of the Letter of Intent to develop a full proposal for a Doctor of Physical Therapy at The University of Louisiana at Monroe***

**AGENDA ITEM III A 4**  
**LETTER OF INTENT**  
**UNIVERSITY OF LOUISIANA, LAFAYETTE**  
**DOCTOR OF PHILOSOPHY IN EARTH AND ENERGY SCIENCES**

**BACKGROUND INFORMATION**

The University of Louisiana, Lafayette (ULL) requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a PhD in Earth and Energy Sciences. The LoI was approved by the LSU Board of Supervisors in January, received by the BoR in June 2017, and distributed to statewide Chief Academic Officers for review and feedback.

**STAFF SUMMARY**

**1. Description and Need**

An academic program in earth and energy sciences is an interdisciplinary degree program that studies and explores energy and environmental challenges of today and the future. ULL's intended doctoral program will integrate the disciplines of Geology and Environmental Science with Chemistry and Physics to provide education and research opportunities for students in the areas of earth and energy sciences. The multidisciplinary nature of the intended degree program allows the coursework and research opportunities to extend well beyond a specialized area of study in geology or environmental science. The intended program concept would expose students to an interdisciplinary pathway, expanding their ability to create solutions to some of today's most challenging environmental problems. The planned 72 credit-hour curriculum would consist of 12 hours of a structured, interdisciplinary core that integrates Chemistry, Environmental Science, Physics, and Geology. Outside of the prescribed core courses, the proposed curriculum would provide flexibility through 30-hours of elective coursework through which a student and advisor could craft a degree that best suits individual educational interests and aspirations. Although it is possible for students to seek out interdisciplinary interactions within a traditional PhD program at other universities by taking a variety of courses across disciplines, this intended program is deliberate about the interdisciplinary nature of the curriculum structure, research opportunities, and faculty collaborations. As evidence of the proposed program's commitment to the creation of an interdisciplinary program, the university recently hired two new faculty members who hold joint appointments in Physics and Geosciences.

The intended doctoral program will increase the production of advanced STEM degrees in Louisiana and, perhaps more importantly, will provide new upper-level educational and research opportunities in areas of high growth, where additional intellectual capacity is needed. The Louisiana Workforce Commission indicates that, over the next decade, 161 new positions will be created in the core disciplines of the Earth and Energy Sciences doctorate program concept. Although some of this anticipated growth can be partially satisfied by a workforce trained at the Bachelor's and Master's levels, the potential impact of doctorate-level scientists on energy and environmental challenges will be far greater. Graduates of the proposed program will be well-suited to pursue a wide range of career options in a variety of Environmental Science and Geoscience disciplines, including an academic career, research career in federal (Environmental Protection Agency, Department of Energy, and US Geological Survey) and state (LA Department of Environmental Quality or LA Department of Natural Resources) agencies or in the private sector.

**2. Students**

UL Lafayette intends to recruit students from the existing BS and MS degrees in Chemistry, Environmental Resources Science, Geology, and Physics programs, which collectively average 58 completers annually. The intended program would offer two admission tracks: the BS to the PhD track, and the MS to the PhD track. Regardless of the track, students will be required to hold a BS degree in Geology, Environmental Science, Physics, or Chemistry. Students with an MS degree can transfer up to 18 credit-hours. The University also plans to expand its recruitment efforts to reach prospective students from other universities within Louisiana, as well as nationally and internationally. By combining four separate programs into an interdisciplinary PhD program, the University significantly expands the base of students from which it can



recruit. An initial enrollment of 5 students is expected in the first year, with the expectation that enrollment will grow to 20 by Y5.

### **3. Faculty, Resources & Budget**

Currently, there are 20 faculty members who have active, multidisciplinary research agendas that align with the intended program. The current infrastructure for the undergraduate and MS-level programs can support the doctoral program; therefore, no additional space for research or classrooms, or faculty and staff are required. ULL will support seven graduate teaching assistantships for the proposed program, which is the primary expense of program implementation. The cost incurred for graduate assistantships and adjunct faculty represent a minimal, but necessary investment for industry-supported internships, and revenue from tuition/fees will offset the expense.

### **STAFF ANALYSIS**

ULL intends to develop a doctoral program that integrates the disciplines of Geology and Environmental Science with Chemistry and Physics to create an interdisciplinary program in Earth and Energy Sciences. Graduates of the program would be able to apply their understanding of energy and the environment to solve real-world problems and advance decision-making in business and regulatory arenas. The Lol states that current infrastructure for the related BS- and MS-level programs could also support the proposed doctoral program.

### **STAFF RECOMMENDATION**

***The staff recommends that the Academic & Student Affairs Committee recommend approval of the Letter of Intent to develop a full proposal for a PhD in Earth and Energy Science at the University of Louisiana at Lafayette.***

**AGENDA ITEM III B 1**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**LOUISIANA STATE UNIVERSITY, EUNICE**  
**ASSOCIATE of APPLIED SCIENCE in DIAGNOSTIC MEDICAL**  
**SONOGRAPHY**

**BACKGROUND INFORMATION**

LSU Eunice (LSUE) is seeking Board of Regents' approval to offer an Associate of Applied Science (AAS) in Diagnostic Medical Sonography (DMS). The proposal was approved by the LSU Board of Supervisors during their meeting in June 2017. The campus has been working with Regents' staff to address questions raised.

**STAFF SUMMARY**

**1. Description and Need**

LSUE seeks to establish an AAS in Diagnostic Medical Sonography that would replace its existing Certificate of Applied Science (CAS) program. As technology advances in healthcare facilities and physicians demand health care professionals with an enhanced knowledge base and more refined skills, allied health education is moving in the direction of seeking degrees and advanced credentials. The proposed 71 credit-hour curriculum is comprised of a blend of general education and DMS courses designed to equip students with both the communication skills and the technical competencies necessary to become practicing sonographers in the healthcare industry. The diagnostic medical sonographer must be educationally prepared and clinically competent as a prerequisite to professional practice.

Demonstration of competency through certification by a nationally recognized sonography credentialing organization is the standard of practice, and maintenance of certification in all areas of the practice is expected. The proposed AAS program seeks to provide a comprehensive course of study that prepares graduates for the American Registry for Diagnostic Medical Sonography (ARDMS) certification exam in the areas of OB/GYN and Abdomen and the Sonographic Principles and Instrumentation (SPI) exam.

The Louisiana Workforce Commission classifies DMS as a five-star occupation. Currently, there are three DMS programs in the State (DCC's Post Associate Certificate (PAC); BRCC's AAS; and LSUE's CAS), with a collective 3-year average of 27 graduates. However, the statewide healthcare community, particularly in the Acadiana region, has expressed that a shortage of medical sonographers remains. In addition, Acadiana's regional hospitals and health care providers have indicated to LSUE that the associate degree is the preferred credential. Thus, the proposed program aligns with current trends of allied health education and helps to fill a workforce gap in medical sonography.

**2. Students**

The DMS program is designed to appeal to students focused on allied health fields. In fact, nearly one-third of the 994 students currently pursuing nursing and other allied health programs have expressed interest in DMS as a major. The DMS degree program would also be attractive to new students from throughout the Acadiana Region. Anticipated enrollment in the program is 8-9 students per year, limited by the number of available clinical spots as well as accreditation requirements regarding the faculty-student ratio.

**3. Accreditation**

The current certificate program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP); full accreditation of the proposed program is anticipated for Fall 2018.

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

A new faculty member has been hired to teach the additional courses required for the transition from the certificate program to the associate degree and to accommodate increased student enrollment. Existing facilities and resources will meet the needs of the program. The program will be housed in the Division of Health Sciences and Business Technology. The Program Director and Clinical Coordinator will be responsible for teaching didactic, laboratory, clinical courses, and maintaining the day-to-day operations of the program.

#### **4. Budget**

LSUE has successfully obtained support through Carl Perkins Funding for nursing and allied Health programs, including the existing DMS certificate program. This funding, along with tuition and revenue generated by the program, will cover faculty salaries and other costs of the program.

#### **STAFF ANALYSIS**

The proposed AAS/ Diagnostic Medical Sonography will expand opportunities for individuals who desire to pursue an advanced-level credential in DMS. More importantly, the DMS program is well-suited to prepare its graduates to enter the workforce as entry-level diagnostic medical sonographers who fully meet employer expectations with respect to knowledge, skills, and professionalism. The cost associated with the development and implementation of the proposed program is minimal and will be offset by external grant funding, tuition, and fees.

#### **STAFF RECOMMENDATION**

***The Senior Staff recommend that the Academic & Student Affairs Committee recommend approval of the Associate of Applied Science in Medical Diagnostic Sonography (CIP 51.0910) at Louisiana State University, Eunice.***

**AGENDA ITEM III B 2**  
**PROPOSED NEW ACADEMIC PROGRAMS**  
**LSU EUNICE and SOWELA TCC**  
**ASSOCIATE of APPLIED SCIENCE in SURGICAL TECHNOLOGY**

**BACKGROUND INFORMATION**

LSU Eunice and Sowela TCC are individually seeking Board of Regents' approval to offer an Associate of Applied Science (AAS) in Surgical Technology. LSUE's and Sowela's proposals were approved by their respective Board of Supervisors and forwarded to the BoR. Both campuses have been working with Regents' staff and each other to jointly address questions raised regarding duplication and need.

**STAFF SUMMARY**

**1. Description and Need**

Surgical technologists are allied health professionals who are an integral part of the team of medical practitioners providing surgical care in a variety of healthcare settings. Their primary role is to work with the surgical team to deliver safe patient care before, during, and after surgery. LSUE's and Sowela's intended AAS programs in Surgical Technology are designed to meet the needs of the regions they serve (Acadiana and the Southwest Region). In addition, the landscape will likely change as the Commission on Accreditation of Allied Health Education Programs' (CAAHEP) standards and guidelines for the accreditation of educational programs in surgical technology have projected that by August 2021, all programs must award, at a minimum, the associate degree. Upon completion of the 60-credit hour programs, graduates will possess expertise in the theory and application of sterile and aseptic technique, along with combined knowledge of human anatomy, physiology, surgical procedures, and implementation tools and techniques to facilitate a physician's performance of invasive therapeutic and diagnostic procedures. Consistent with the requirement of CAAHEP, the two proposed programs are committed to the following objectives:

- To prepare graduates to enter the workforce as entry-level surgical technicians who meet employer expectations with respect to their knowledge, skills, and behavior;
- To provide students with didactic and clinical instruction;
- Prepare graduates to sit for the National Board of Surgical Technology and Surgical Assisting (NBSTSA) Certified Surgical Technologist (CTS) examination; and
- Meet the needs of the local healthcare partners.

As with other allied health professions, the health care communities in the Lafayette and Lake Charles areas have expressed the need for competent and credentialed, entry-level surgical technologists. According to the Bureau of Labor Statistics, employment of surgical technologists is projected to grow by 15 percent from 2014 to 2024, much faster than the average for all occupations. Currently, there are no comparable programs in the Acadiana or Southwest regions to meet the growing demands of local hospitals and surgical centers.

**2. Students**

The national board determines the number of students surgical technology programs are permitted to admit. It is mostly guided by the number of surgical sites available for clinical placement and the type of surgeries in which students will assist to meet the requirements of the program. LSUE anticipates that the proposed program can admit 20 students in the first year, increasing to 30 students by Y5; Sowela predicts that 15 students will be admitted to the program in Y1, increasing to 20 students by Y5.

### **3. Accreditation**

According to the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA) regulations, a request for accreditation should be submitted once the program has met all local, state, and institutional approvals and is ready to admit students. ARC/STSA serves as the committee on accreditation collaborating with the CAAHEP for surgical technology. Both LSUE and Sowela expect to achieve accreditation within a year or two after program implementation.

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

Neither LSUE nor Sowela currently has faculty in place to teach the surgical technology courses, but if the programs are approved, faculty members and adjuncts will be hired to teach and administer them. Also, although there must be equipment and instrumentation so that all students are actively engaged, costs can be reduced for new programs since they are allowed to arrange with hospitals and surgical centers to use their facilities and equipment for teaching laboratory skills while the on-campus lab is established. Hospitals and other medical facilities in the two service areas are receptive to this arrangement and are willing to partner with both programs. Hospitals and surgical centers have also agreed to donate supplies and equipment they can no longer use (surgical table, anesthesia machine, equipment management system, etc.), further reducing start-up and costs for both campuses. Finally, program standards require one operating room scrub slot per student: LSUE is partnering with facilities in Lafayette and Acadiana, and Sowela is partnering with Lake Charles and Southwest LA surgical facilities.

### **STAFF ANALYSIS**

LSUE's and Sowela's proposed programs will prepare their graduates to become an integral part of the team of medical practitioners providing surgical care to patients in a variety of settings. Both programs are well-suited to meet the needs of the regions they serve, and to meet the projected CAAHEP accreditation requirements for the associate degree. Though it is unusual for two identical programs to be proposed concurrently by two campuses that appear so close to each other on a Louisiana map, as the two Chief Academic Officers described, "We view our relationship as 'two front doors facing in opposite directions' to serve the needs of Louisiana."

### **STAFF RECOMMENDATION**

***The Senior Staff recommend that the Academic & Student Affairs Committee recommend approval of the:***

- ***Associate of Applied Science in Surgical Technology (CIP 51.0909) at Louisiana State University, Eunice; and***
- ***Associate of Applied Science in Surgical Technology (CIP 51.0909) at Sowela Technical Community College.***

**AGENDA ITEM III B 3**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**UNIVERSITY OF LOUISIANA, MONROE**  
**BACHELOR of SCIENCE in CHEMISTRY**

**BACKGROUND INFORMATION**

The University of Louisiana, Monroe (ULM) requests Board of Regents' approval to offer a Bachelor of Science (BS) degree program in Chemistry. The BOR approved the Letter of Intent in November 2016; the proposal has been endorsed by the ULS Board of Supervisors and sent to the BoR in June 2017 for review.

**STAFF SUMMARY**

**1. Description**

In 2011, the BS in Chemistry was terminated at ULM due to low and declining numbers of completers (18 majors; average of 3 completers). In preparation to develop a proposal to reinstate the program, ULM faculty reviewed successful Chemistry programs at peer institutions and concluded that offering optional tracks/concentrations would provide students with a more engaging and attractive curriculum than the conventional Chemistry degree. As a result, ULM faculty redesigned the program concept to include three new choices of concentration, and they have made recruitment and retention plans for the program, should it be reinstated. All majors in the proposed 120-credit hour baccalaureate degree would share a 78-credit hour core before either choosing to remain on the traditional chemistry degree path *or* branching into one of the following concentrations: Biochemistry, Forensics, or Medicinal Chemistry. Each proposed concentration (including the traditional path) provides students with an element of flexibility, through some general electives, to craft a degree that best suits their individual educational interests and aspirations.

The primary objectives of the proposed degree program include:

- Supporting and strengthening current ULM degrees and fostering interdisciplinary collaboration;
- Producing workforce-ready students to meet the needs of the State of Louisiana;
- Establishing a curriculum with extensive exposure to laboratory, instrument, and research experience; and
- Preparing professional chemists with a strong chemistry background and interdisciplinary emphasis.

The campus plans to accomplish the objectives mentioned above by providing students with supportive resources, such as assigning advisors and peer mentors to each major, providing opportunities to participate in research at an early point in the student's academic career, and offering "majors only" sections of general chemistry to provide opportunities to foster cohort cohesion.

**2. Need**

The Louisiana Workforce Commission projects that approximately 250 new jobs will be available in the State for qualified chemists by 2022, with employment opportunities that include Chemical Technician, Technical Sales Representative, Health and Safety Specialists, and Science teachers. The proposal included letters of support from ULM's College of Health & Pharmaceutical Sciences and local businesses attesting that the proposed program would both enhance existing programs and help meet the State's future needs for a variety of industries, including petrochemical, pharmaceutical, toxicology and environmental consulting and testing.

Although there are 11 other active BS chemistry programs offered in the State, ULM's proposed concentrations in Biochemistry, Forensic Chemistry, and Medicinal Chemistry differentiate this program from others and should make the proposed program more attractive. The Biochemistry concentration would appeal to students interested in applying to Medical School, Dental School, Pharmacy School or pursuing graduate studies in the areas of biochemistry or molecular biology. The Forensics concentration would be interdisciplinary, with Biology, Toxicology, and Criminal Justice courses woven into the

curriculum. Louisiana Delta Community College's new AAS degree in Basic Forensic Science may serve as a feeder into ULM's proposed BS degree with some work on articulation paths. Finally, the Medicinal Chemistry concentration will focus on applications in pharmacology and produce undergraduate students who have been introduced to drug design, thereby creating a possible pipeline into research and development via the PhD in Pharmacy.

### **3. Students**

Currently, ULM has an active chemistry minor that averages 27 completers per year. The University anticipates that the proposed program would attract a portion of the students in the minor. Additionally, as many as 200 Pre-Pharmacy majors are unable to gain admission to the Pharmacy School each year, for whom the proposed BS in Chemistry could be an attractive alternative major. The Pre-Pharmacy curriculum has 19 credit hours in chemistry, and with an additional 22 chemistry credits, students could complete the BS in Chemistry within one or two years. The campus anticipates that its efforts to make the degree more attractive and support and retain students will generate a viable program. ULM projects student enrollment of four students in the first year, increasing to 34 students by Y5.

### **4. Faculty Resources and Budget**

ULM's School of Sciences has an array of existing infrastructure and resources to support the proposed Chemistry degree program, which will be housed in the Chemistry and Natural Science Building (CNSB). The School of Science has existing faculty (four tenured faculty and three full-time instructors), but will need an additional faculty line to support the program once it is fully implemented. By Y3, the cost to hire one additional faculty should be offset by tuition and fees. Aside from salaries for the new hire, there should be no additional costs to offer the proposed program.

## **STAFF ANALYSIS**

ULM has redesigned its previous undergraduate chemistry program to increase the concentration choices and content of the degree. The proposed program includes a number of recruitment and retention (mentoring, advising, undergraduate research opportunities, etc.) strategies that will help ensure that, if the program is reinstated, it will be viable and enhance student success.

## **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the proposed for a Bachelor of Science in Chemistry (CIP 40.0501) at the University of Louisiana at Monroe. A progress report shall be due by December 1, 2019.***

**AGENDA ITEM III B 4**  
**PROPOSED ACADEMIC PROGRAM**  
**SOUTHERN UNIVERSITY in NEW ORLEANS**  
**BACHELOR of SCIENCE in EDUCATIONAL STUDIES**

**BACKGROUND INFORMATION**

Southern University in New Orleans (SUNO) requests Board of Regents' approval to offer a Bachelor of Science in Educational Studies (BSES) as an interdisciplinary degree that could be the foundation for an alternative teacher certification path, post-baccalaureate. The degree would replace the BS/Elementary Education and BS/Early Childhood Education programs that were terminated in May 2017 as part of the low-completer review and in anticipation of this new curriculum. Teacher education graduation rates have been consistently low because of the number of students who could not pass the Praxis Exam to graduate: this program will provide a focused educational program, allowing those who are successful on the Praxis to continue into the clinical experience and a PBC in a chosen educational area.

**STAFF SUMMARY**

**1. Description**

The proposed BSES focuses on the general theory and practice of learning and teaching, basic principles of educational psychology, the art of teaching, and the planning and administration of educational activities that can lead to careers inside or outside of the traditional classroom. It is designed for individuals interested in careers in the field of education, including civic, non-profit, politics and graduate studies, but not necessarily intent on pursuing a classroom teaching career, although students could move right into a post-baccalaureate certification-only program after graduation. The degree itself does not include certification. Students will be well-prepared to pursue alternate teacher certification, or graduate or professional degrees as varied as administration, policy, research, or law. In addition, the degree would contribute to employment opportunities in education settings outside of the classroom that do not require certification, including Head Start or child care settings.

The proposed curriculum is a unique mix of education, management, and liberal arts content that mirrors the previous BS/Elementary Education program for the first three years before branching into four 15-hour concentration choices of either *Educational Foundations & Theory*, or *Methods of Learning* in various teacher certification levels, for grades PreK-3, 1-5, or 6-12. The *Methods* concentrations include all of the education courses that would be needed for the alternate certification program with the exception of the internship or student teaching. Thus, graduates would be able to move from this degree into an alternate program after successfully completing the Praxis assessments for Basic Skills and for Content Knowledge. For those seeking teacher certification, SUNO currently offers four PBCs: Early Childhood (Gr PK-3); Elementary Education (Gr 1-5); Secondary Education (Gr 6-12); and Multiple Levels (Gr K-12).

**2. Need**

One of the standard graduation requirements in teacher education programs in Louisiana is passage of the Praxis examination, a requirement that has led to a number of students who have completed all courses but are unable to graduate. After struggling with that challenge and attempting various solutions for a number of years, SUNO's two baccalaureate programs (Elementary Education, and Early Childhood Education) were terminated in 2017 due to viability issues and to make way for the proposed alternate approach. The BSES will provide an option for students who might have dropped out of college in frustration because of their inability to pass the Praxis, removing the exam as a hurdle for students seeking a college degree in the field of education.

**3. Students**

A survey describing the BSES program concept posted on SUNO's website from August to October 2016 generated responses from 105 students, 80 percent (84) of whom expressed a strong interest in this type of program. The projected source of current SUNO students to be enrolled in the new program will be



those who had not met candidacy status in the recently terminated teacher education programs, as well as a number of students who are still in the pipelines for the cancelled programs. In addition, SUNO and Delgado are working on a 2+2 agreement to recruit graduates of the AS in Education for a seamless transition into the program. New and continuing students will be advised on how they can be certified to teach after completion of the BSES by enrolling in the University's alternative certification program (with passage of all parts of Praxis) for their student teaching internships.

#### **4. Faculty Resources & Budget**

No new full-time faculty will be needed to initiate the program. Because most of the courses required for the proposed new degree were already offered for the two previously terminated degrees, they will be assigned to current faculty who have the content knowledge and expertise to continue teaching them. The program will be administered by the Department of Teacher Education in the College of Education and Human Development.

The Department of Teacher Education received \$68K in Title III funds for the Center of Teacher Quality and Professional Services to assist with pre-certification activities such as are required in the proposed BSES degree program. The BSES will replace the recently terminated BS/Elementary Education. Enrollment in the new program is expected to be high enough to generate increased revenue for the University.

#### **STAFF ANALYSIS**

The proposed BS in Educational Studies program is a novel solution to a problem of having students stopped by difficulties with passing the Praxis examination. The degree incorporates existing faculty and course offerings into a new approach to teacher education studies that provides an avenue for students to earn a degree in education theory and methodology that prepares them to qualify for a post-baccalaureate teaching internship and teacher certification, if they choose to pursue it.

#### **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Board of Regents grant conditional approval of the Bachelor of Science in Educational Studies (CIP 13.0101) at Southern University in New Orleans. A progress report shall be due by December 29, 2018.***

**AGENDA ITEM III B 5**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**GRAMBLING STATE UNIVERSITY**  
**BACHELOR OF SCIENCE IN NURSING**

**BACKGROUND INFORMATION**

Grambling State University (GSU) requests Board of Regents' approval to reestablish a Bachelor of Science in Nursing (BSN) program. The Letter of Intent (LoI) was approved by the Board of Regents in April 2017. Subsequently, the LA State Board of Nursing (LSBN) approved the LoI and feasibility study at its June 2017 board meeting, authorizing the University to proceed to Step II (hiring a Program Director and initial faculty, developing the program and implementation plan, writing admission policies and a student handbook) upon BoR approval of a proposal to proceed.

In preparation for the proposed new BSN, GSU reviewed the previous undergraduate nursing program from its opening in 1984 to its closing in 2015 to understand factors that had impeded student progress and success, leading to the following initiatives:

- (1) Administrative reorganization and the hiring of a highly qualified Associate Dean to provide stable leadership of the proposed program;
- (2) Design of a mentoring program to develop faculty and provide structure;
- (3) Extensive revision of the curriculum;
- (4) Modified admission requirements, with limited admission in the first five years of implementation; and
- (5) Allocation of resources for faculty development and two new support staff: a Skills/Simulation Laboratory Director, and a Retention Specialist.

**STAFF SUMMARY**

**1. Description and Need**

The proposed 120-hour BSN is a four-year program of study designed to prepare students to enter professional Nursing as registered nurses (RNs) with the capacity to function at the bedside, supervise caregivers at the bedside, and serve in managerial and leadership roles in various settings. The curriculum consists of 57 General Education/prerequisite credit hours and 63 hours of professional nursing. The curriculum path places prerequisites in the freshman and sophomore years, after which students will possess the foundation to take and pass the admission/entrance exam into the professional component of the program. The professional component will cover five consecutive semesters, including a summer. Practicum courses in the professional components will be co-requisites, and both the theory content and the clinical practicum must be successfully completed to pass the course. At the completion of the program of study, students will be required to pass an exit examination as a requirement for graduation.

The traditional, pre-licensure option will be taught with face-to-face delivery, while the post-licensure, RN-BSN path will be delivered online over three semesters. Students in the RN-BSN program must be registered nurses and have completed the pre-requisite courses. Up to 30 hours of credit for the clinical components from the Junior Year and Summer Session will be awarded by examination, and a senior project will be completed in lieu of an exit examination.

The statewide and national shortage of RNs has been well documented. The *LA's Multi-Regional Statewide Nursing Workforce Forecasting Model 2014 Update* reported an unfilled gap of 4,589 RNs to meet the demand, with the statewide shortage expected to continue through 2020. In addition, the LSBN's Annual Report, 2015, noted that 602 qualified applicants were denied admission into a BSN program due to capacity limitations. Although there are 21 RN programs offered through public institutions (9 BSN, 12 ASN), the proposed BSN program is a necessary duplication. Of the 1,419 graduates of GSU's BSN programs from Spring 1987 through Fall 2015, 65% identified as African American and 28% as Caucasian. GSU nursing graduates are employed throughout the United States

and serve in a variety of roles. Recognizing that there is a significant need for more BSN graduates, as well as a parallel need for the nursing community to represent the population that it serves (which will require more diversity), Grambling is committed to re-establishing a BSN program.

## **2. Students**

Students planning to enter the professional component of the BSN must complete all prerequisites in the freshman and sophomore years and pass an entrance exam. Starting in Fall, 2018, there will be one cohort admitted per year. The first professional cohort will accept a maximum of 30 students and, with an expected 20% attrition, plan to graduate 24 students at the completion of the program in two years. In years two through five, admission will be limited to 40 students with an expected 32 graduates per year. If attrition is greater than 20%, the admission criteria will be evaluated annually and both the curriculum and instruction will be assessed at the end of each semester.

There were 108 pre-nursing students at GSU in the Fall of 2014, before the previous BSN was terminated, and those who remained at Grambling tended to change majors to Kinesiology, Social Work, and Biology. Students in those majors, new high school graduates, and students from area community colleges may be attracted to GSU when the BSN is available. There are five ASN programs between Monroe and Shreveport (BPCC, SUSLA, NSULA, La Tech, and LDCC), as well as ASN-trained nurses throughout the local area who may be attracted to GSU to obtain a higher undergraduate degree.

## **3. Approvals and Accreditation**

In addition to seeking Regents' approval to re-establish the BSN, GSU is following the LSBN's five-step process for establishing a new program. Next steps will entail: the hiring of a director and initial cadre of faculty; an initial onsite visit by the LSBN; admission of the entering class; and a second on-site visit within the first academic year. After the first class has taken and passed the NCLEX licensing examination, a third onsite visit is made, and the LSBN decides whether to grant full approval to the program. After full approval by the LSBN, GSU will seek accreditation by the Commission on Collegiate Nursing Education (CCNE), which will entail a self-study and another onsite evaluation.

## **4. Budget**

The estimated cost of the proposed BSN for the first five years is \$4.2M, to include competitive salaries, equipment, faculty development, accreditation, and supplies. Estimated faculty costs will include the Program Director and four faculty members, a Skills Lab Director, and a Tutor in year one; and four additional faculty members in year two so that enrollment can be increased by 40 students. The maximum 1:10 ratio for clinical practicum courses will be maintained. Anticipated revenue from tuition and fees, Title III grants, GSU-generated funds, and formula appropriations will cover implementation costs.

## **STAFF ANALYSIS**

Strategies for implementation of a successful BSN program have been planned or put in place, and Grambling is confident that all of the changes will result in an outstanding undergraduate nursing program for Louisiana to help meet the demand for professional nurses, increase the diversity of the nursing workforce, and provide a strong foundation for graduate level nursing education.

## **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the proposed Bachelor of Science in Nursing (CIP 51.3801) at Grambling State University, with enrollment to begin in Fall, 2018. A progress report shall be due December 1, 2019.***

**AGENDA ITEM III A 2**  
**LETTER OF INTENT**  
**GRAMBLING STATE UNIVERSITY**  
**BACHELOR OF SCIENCE IN NURSING**

**BACKGROUND INFORMATION**

Grambling State University (GSU) requests Board of Regents' approval for a Letter of Intent (LoI) to create (reestablish) a Bachelor of Science in Nursing (BSN). GSU currently has two nursing programs on the CRIN: MS/Nursing; and Family Nurse Practitioner certificate (PMC). The BSN, established in 1984, had a five-year average of 60 completers through calendar year 2015, when the program was closed. In August 2015, the BoR terminated Grambling's BSN, following the involuntary termination order issued by the Louisiana State Board of Nursing (LSBN) on 11 June 2015.

The National Council Licensure Examination (NCLEX) is required by boards of nursing in each state for licensing (permission to practice) after graduation from a school of nursing. It tests the knowledge, skills and abilities essential for the safe and effective practice of nursing at the entry level. Current LSBN regulations require that nursing education programs in Louisiana maintain a first-time pass rate of at least 80 percent on the NCLEX-RN licensure exam. Schools that fail to achieve the required pass rate are placed on probation for no more than three of any five calendar-year period. At any time during the probationary period, the board may determine that the nursing program must cease admission and begin involuntary termination.

Over the 11 years from 2005-2015, the NCLEX pass rates of the GSU's graduating class ranged from a high of 90.63% to a low of 42.5%, missing the 80% minimum nine times. During the same period, the program maintained accreditation by the National League for Nursing Accrediting Commission, as required by Board of Regents policy. In February 2014, the university was ordered by LSBN not to admit any new students to the nursing program, and in June 2015, the LSBN ordered the GSU School of Nursing to initiate involuntary termination of the BSN degree, notify all students and accrediting agencies of the Board's action, and provide assistance to students needing to transfer to other nursing education programs, noting that though there is no question that there is a shortage of minority nurses, minority nursing students who cannot pass the licensure exam are of no help to themselves or prospective patients. Most of Grambling's students were admitted to Northwestern to complete their degree, and GSU's undergraduate program officially closed on 31 December 2015.

LSBN rules did not prohibit Grambling from applying to start an undergraduate nursing program in the future, but it would have to follow the same procedures as any new program applicant, including demonstrating feasibility and need. Recognizing a long-standing need for more BSN graduates as well as a parallel need for the nursing community to better represent the diversity of the population that it serves, Grambling has been working to re-establish a BSN on campus by reviewing and revising every element from core leadership in the School of Nursing, to faculty orientation and evaluation, course and curriculum design, and lab and support resources.

After meeting with GSU and ULS representatives in February 2017, LSBN's Executive Director, Dr. Karen Lyon, wrote to Commissioner Rallo of the board staff's confidence that Grambling "has the requisite processes and structures in place to apply for *Step 1: Letter of Intent and Feasibility Study*" of the approval process for undergraduate, pre-licensure nursing programs. With Regents' approval, Dr. Lyon plans to present GSU's petition for approval of Step 1 to the LSBN at the June meeting, with staff recommendation for approval. The University's LoI to develop a full program proposal was approved by the University of Louisiana Board of Supervisors in February 2017. Regents' staff circulated it to statewide chief academic officers for review and has worked with GSU to discuss questions raised regarding the LoI review.

**STAFF SUMMARY**

## *Attachment: GSU's Letter of Intent – BSN (Additional Background)*

### **1. Description**

In preparation for the quest for program reinstatement, the curriculum has undergone extensive review and revision. The intended 120 credit hour program of study would include 57 hours of General Education and prerequisite coursework and 63 hours of professional nursing. Seminar courses will be replaced with more specific professional content courses, and all general and prerequisite courses would be completed in the first two years so that students could be immersed in nursing content and practice during the last five terms. At completion of the pre-requisite courses, students will have the foundation to prepare for and pass the entrance exam for admission to the professional component. Admission will be selective and competitive. At the completion of the program, students must pass a departmental exit exam to be eligible for graduation. The intended degree will also include an RN-BSN post-licensure track.

### **2. Need**

Nurses are the largest group of health care workers in the United States. The nursing profession is one of the fastest growing occupations, but the demand exceeds the supply and the shortage is both a national- and state-level problem. Currently nine Louisiana public institutions offer a BSN (LSUA, LSUHSCNO, McNeese, Nicholls, Northwestern, Southeastern, SUBR, ULL, and ULM) and graduate over 1,600 nurses annually. Existing programs cannot meet industry demand and incoming class sizes cannot be increased without a significant investment due to accreditation requirements on student-to-faculty ratios, and available clinical sites.

GSU's previous BSN program had plenty of student interest: there were 523 majors reported in 2013, with 298 in the upper level and 60 graduates. Nineteen percent of the 1,678 BSN graduates in 2015-16 identified as "Black" and 10% as "Hispanic" or "Other/Unknown" – and 31% of the Black BSN graduates were from SUBR and GSU - the two HBCU nursing programs. (GSU still had BSN students in the pipeline through 2015.) GSU has the infrastructure in place, the leadership, a plan and the will to create a new, stronger program to help prepare students to meet the demand for nurses.

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

Stable leadership of the intended program has been put in place through administrative reorganization and the recruitment of a highly qualified Associate Dean, Dr. Meg Brown, to run the School of Nursing under the College of Professional & Graduate Studies. Before considering faculty, she is developing a structured faculty orientation program for the School, a mentoring program, and a formal Policy & Procedure Manual. Upon Regents' and LSBN approval, the Associate Dean will begin to build a purposeful team with the hiring of a program director and initial faculty who will develop a Faculty Development Plan and write course syllabi, admission criteria, and school rules and procedures together.

### **4. Budget**

The cost of starting a new BSN program will be minimized by the existence of the School of Nursing Building with classroom and laboratory infrastructures. The estimated cost for the first five years, to be covered by tuition, Title III grants, GSU-generated funds, and formula appropriations, would primarily center in personnel, including: the Program Director, eight new faculty over the first two years, a Skills Lab Director, and a dedicated nursing retention specialist/tutor. Other startup costs will include skills- and simulated-mannequins for the lab, computer equipment, accreditation costs, and faculty development.

## **STAFF ANALYSIS**

The intended program with its focus on strength within its curriculum, faculty, and student expectations and support has been well received by the LSBN staff. Grambling has put the elements in place to resurrect the BSN as an entirely new, high quality endeavor that should serve students and the healthcare community very well.

## **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the Letter of Intent from Grambling State University. A program proposal for a Bachelor of Science in Nursing will not be considered until the LSBN approves GSU's Notice of Intent and Feasibility Study.***

**AGENDA ITEM III B 6**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**LOUISIANA STATE UNIVERSITY**  
**GRADUATE CERTIFICATE in INSTRUCTIONAL COACHING**  
**BACKGROUND INFORMATION**

LSU requests approval to offer a Graduate Certificate (GC) in Instructional Coaching. The proposal concept was approved by the LSU Board of Supervisors in June 2017 and was reviewed by the LA Department of Education to ensure that the graduate certificate meets BESE certification requirements.

**STAFF SUMMARY**

**1. Description & Need**

Instructional coaching is a strategy for improving teacher quality and student achievement. Instructional coaches can help to facilitate change in instructional practices to enable their peers to diagnose student needs, plan, and teach more effectively. In 2009, the Louisiana Systemic Initiatives Program (LaSIP) Council authorized funding for pilot professional development projects to help underperforming schools accomplish goals identified in their School Improvement Plans. LSU and SUBR worked as collaborators with five schools in a coordinated initiative that became known as the Pilot Professional Development Project (PPDP). LSU faculty were awarded a LaSIP grant to design coursework that offers in-service teachers with a framework of practice in effective instructional coaching. Working with the LA Department of Education, faculty developed course experiences and activities that would create tools for instructional coaching, explore instructional coaching roles, seek and apply solutions within instructional coaches that are specific to school settings, and develop improvement plans targeting struggling schools. PPDP began implementing its plan of creating professional agents of change for underperforming schools in 2009. A special add-on certification plan for teacher leaders was created, and in 2012, the Board of Elementary and Secondary Education (BESE) established the *Instructional Coaching* add-on certification. Aligned with the guidelines and eligibility requirements set by BESE for instructional coaching, the proposed 12-credit certificate addresses: advancing teacher leadership; promoting instructional coaching; school improvement and research; and an internship.

**2. Students**

The program will attract practitioners (classroom teachers and other educators) who desire to become leaders of professional learning and instructional coaching in collaborative learning environments at the school or district level. Based on email traffic and the high volume of alternatively certified teachers in the state, LSU expects to enroll as many as 20 students in the program each year.

**3. Faculty, Administration, and Budget**

The proposed GC will be offered by the School of Education in the College of Human Sciences and Education, under the direction of Dr. Margaret-Mary Sulentic Dowell, Associate Professor of Literacy and Urban Education in the College, making use of existing faculty teaching new and existing coursework. No additional personnel, facilities, equipment, or library resources are required.

**STAFF ANALYSIS**

The proposed Graduate Certificate will provide practitioners with a framework of practice in effective in instructional coaching and instructional leadership. It costs the University nothing to make it available and could possibly make use of excess capacity in existing courses in the area.

**STAFF RECOMMENDATION**

***The Senior Staff recommend that the Academic and Student Affairs Committee recommend approval of the Graduate Certificate in Instructional Coaching (CIP 13.1399) at Louisiana State University.***

**AGENDA ITEM III B 7**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**NORTHWESTERN STATE UNIVERSITY (NSU)**  
**POST MASTER'S CERTIFICATE (PMC) in PSYCHIATRIC MENTAL HEALTH**  
**NURSE PRACTITIONER (PMHNP)**

**BACKGROUND INFORMATION**

NSU requests BoR approval to offer a Post-Master's Certificate in Psychiatric Mental Health Nurse Practitioner (PMC/PMHNP) for registered nurses holding a Master of Science in Nursing (MSN) to obtain additional certification and licensure to provide mental health services to prevent or treat psychiatric disorders. The proposal was approved by the University of Louisiana Board of Supervisors in June 2017 and forwarded for Regents' consideration.

**STAFF SUMMARY**

**1. Description & Need**

NSU's MSN program presently includes the six concentrations for Nurse Practitioners (NPs): Adult-Gerontology Acute Care NP, Adult Gerontology Primary Care NP, Family NP, Primary Care Pediatric NP, Psychiatric Mental Health NP across the Lifespan, and Women's Health NP. In addition, the MSN program includes concentrations in nursing education and in nursing administration. The structure of the proposed PMC will vary depending upon coursework already completed during the student's previous graduate work. Based on an individual transcript review and gap analysis against the PMHNP requirements, it is anticipated that practicing NPs will most likely need to complete 16 credit hours of didactic and clinical coursework, whereas those who are not already NPs will need 20-26 credits of coursework. To maximize flexibility, many of the courses will be available online, and clinical courses will be hybrid, with some in-class meetings and some online delivery. Students who successfully complete the PMC/PMHNP may apply to take a national certification exam. Upon passing a PMHNP certification exam, the nurse may apply for advanced practice registered nurse license (APRN) with the Louisiana State Board of Nursing (LSBN) and work in the State as a PMHNP.

Nationally, one in five adults experiences mental illness, and one in 25 lives with a serious mental illness. According to the National Alliance on Mental Health (NAMI), over 26% of homeless adults in shelters, 70% of youth in the juvenile justice system, and 24% of state prisoners have mental health disorders that need treatment. NAMI also estimates that 18-22 veterans die every day from suicide, the 10<sup>th</sup> leading cause of death in the U.S. and the 3<sup>rd</sup> leading cause of death for those aged 10-24. The need for psychiatric and mental health care is growing. A PMHNP is an advanced practice registered nurse who possesses specialized knowledge and skills to provide comprehensive mental health care to individuals, families, and populations across the lifespan who are at risk of developing and/or have a diagnosed psychiatric disorder or mental health problem. Community partners and stakeholders responded overwhelmingly in support of the proposed expansion of the program during a formal meeting, hosted by NSU, to share their needs for psychiatric mental healthcare providers and the use of PMHNPs.

**2. Students**

Northwestern has a strong nursing program averaging 57 MSN graduates per year. Student interest in the proposed post-graduate certificate will be from registered nurses who hold a graduate nursing degree. According to the LSBN, of the 3,179 licensed NPs in Louisiana in 2015, only 157 worked in psychiatric mental health/substance abuse, leaving a large number of NPs who would need post-graduate certificate options if they ever choose to enter that field of practice. The University anticipates an enrollment of five to ten students per year which, in itself, would not sustain an independent program, but the courses in the proposed PMC are presently available with additional capacity as a component of the MSN that is currently offered.

#### **4. Faculty, Resources & Accreditation**

PMHNP certification has been offered as a concentration within the MSN for several years at NSU, successfully preparing NPs who provide primary care throughout Louisiana. Instructional needs for this certificate program will be met with existing resources, as all courses are currently being taught. Likewise, there should be no additional implementation costs to provide this service to practicing nurses.

Nursing programs at NSU are accredited by the Commission on Collegiate Nursing Education (CCNE) through 2023. The University has already sought and received approval from the LSBN, in April 2017, to offer the post-graduate certificate program. Upon BoR approval, NSU will apply to CCNE to extend accreditation to the new PMC.

#### **STAFF ANALYSIS**

The PMC/PMHNP is an appropriate academic offering developed in response to ongoing needs for advance practice nurses to provide health care. NSU has experience with delivery of Psychiatric Mental Health Nurse Practitioner instruction within the MSN. The addition of a PMC to the university's curriculum inventory would mostly serve to formalize an academic credential to recognize the additional area of NP certification. The program will be delivered as a hybrid, with didactic classes available online.

#### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend approval of the Post Master's Certificate (PMC) in Psychiatric Mental Health Nurse Practitioner (CIP 51.3810) at Northwestern State University, for immediate implementation.***



**BoR AGENDA ITEM IV**  
**REAUTHORIZATION of a CENTER for WORKFORCE EXCELLENCE**  
**BATON ROUGE COMMUNITY COLLEGE**  
**CWE in TRANSPORTATION TECHNOLOGY**

**BACKGROUND INFORMATION**

The Center for Workforce Excellence (CWE) in Transportation Technology at Baton Rouge Community College (BRCC) was conditionally approved by the Board of Regents on 26 June 2013, and the conditional approval was extended by the Board on 23 February 2015, and again on 23 March 2016. The current progress report and request for continued designation as a CWE was received from the campus and endorsed by LCTCS on 14 July 2017.

**STAFF SUMMARY**

**1. Description**

BRCC's CWE/Transportation Technology was designed as a two-part endeavor to focus on both Aviation and Automotive/Diesel Technology. In Fall 2016, the long-awaited McKay Automotive Training Center (ATC), the hallmark of the CWE, opened for student enrollment in the new Automotive Technology and Diesel Heavy Truck Technology programs. In addition to regular student programming, the ATC is recognized by motor vehicle service and repair professionals as the host location for continuing and professional education in automotive manufacturer-specific training offered there. Implementation of the CWE that was conditionally approved in 2013 will be complete with the opening of the Automotive Collision Repair Center, expected in Fall 2018.

**2. Activities**

Aviation Maintenance.

The Aviation Maintenance Airframe and Powerplant is limited by available facilities and equipment, and by certifying agency restrictions, to a total of 48 students. As the program enters its second year, the anticipated enrollment will be 20-25 students, up from 17 in Fall 2016. Two AAS degrees were awarded in 2016-17, along with three CTS certificates in Airframe and Powerplant. The department is working with the FAA to host outreach seminars to bring together industry, education, and governmental representatives to introduce the facilities, interact with potential students, and generate referrals.

Automotive

After construction delays, the McKay ATC building was related to BRCC on 12 August 2016, the same day as the major flood event in the greater Baton Rouge area. Because of the delays, a small class was admitted and the appropriate outfitting of the shops occurred as the first classes were conducted during the Fall and Spring semesters. A bid dispute delayed the purchase of some of the training equipment necessary for the Automotive and Heavy Diesel classes until March 2017 – the equipment has begun to arrive, but all will not be in place until Spring 2018. Enrollment in either program is capped at 50 students per semester, based on operating a day program; BRCC plans to initiate evening programs with the same capacity within five years if industry demand is as strong as anticipated. Over 100 applications for the Fall 2017 semester were received for an expected class of 25-50 students.

The automotive and diesel programs both require that students intern at an industry-approved shop beginning the second semester of the program. Neither program will have any graduates until the Spring of 2019, but 16 students are currently participating in the internship with extraordinarily positive feedback coming back to the faculty and staff. The College is formalizing the internship evaluations and will soon be able to report on results.

**3. External Support and Collaboration**

Between September 2016 and April 2017, BRCC hosted 19 automotive events serving 441 automotive professionals at the McKay ATC. As a result of the organized events, industry groups were able to train

their employees and/or customers on essential skills within their business sectors, and students are exposed to extended training opportunities. Highlights included:

- A training Cooperative Endeavor Agreement signed with Hunter Engineering in May 2016, permitting Hunter to bring state-of-the-art automotive equipment to the ATC up to six times per year to train its employees. Hunter has conducted four training sessions so far this year, allowing BRCC students in both the Automotive Technology and the Diesel Heavy Truck Technology programs to participate.
- Gulf State Toyota (GST) conducted “Boot Camp” training for ten individuals who would have otherwise had to travel to Dallas, and trained 28 other employees on its Service & Parts System.
- Ford Motor Company conducted a *Ready for Retail* seminar for 75 dealership management personnel.
- LA Clean Fuels (LCF) co-hosted four events at the ATC, reaching 93 individuals, to advance environmental, economic and energy security by supporting local actions to diversity transportation fuel options.
- NAPA conducted Tire Pressure Monitory System training for 45 individuals, as well as Next Generation Maintenance Training; Tool Usage Training; and Air Conditioning Training.

In anticipation of the EBR Parish school district’s new technical high school at the Ardendale site opening for enrollment in the Fall of 2018, BRCC and school personnel have been working together to plan for high school students to enroll in an automotive program that will seamlessly flow into the AAS in Automotive/Diesel Technology. The ATC hosted approximately 300 EBR parish high school students over a 2-day period this spring. The visit included a tour of the facility and a discussion of career opportunities in the automotive and diesel industry that can be achieved with the AAS degree programs offered at BRCC.

This year, as the ATC has been outfitted for full-scale operations, donations have continued to be welcomed: eight vehicles from AllStar Automotive (\$16.8K); two welding machines, an A/C machine, CNG Golf Cart, and CNG Civic from Entergy (\$6K); Counter stools, a TPMS San Tool, and Carbon Cleaning Unit from Napa Auto Parts (\$4K); a S-76 helicopter from Arrow Aviation (\$250K); and an aircraft from a private donor (\$20K). Also, area companies have gone beyond monetary and equipment donations to become partners with BRCC in the Transportation Technology CWE. In providing continual support through internships, equipment upgrades, and other means that do not carry a particular financial value, the industry demonstrates a recognition and appreciation of the value of the sound educational opportunities the CWE represents.

## STAFF ANALYSIS

Though the realization of BRCC’s Transportation Technology programs potential as a *Center for Workforce Excellence* has taken longer than promised, the 2013 automotive and aviation technology plans are starting to come together in facilities and programming that proudly serve students, industry, and the community. The elements are in place or in queue for Fall 2018 to be the target semester for both transportation arms of the CWE to be in full swing. Staff recommends continued approval of the designation.

## STAFF RECOMMENDATION

**The Senior Staff recommends that the Academic and Student Affairs Committee recommend approval of the Center for Workforce Excellence in Transportation Technology at Baton Rouge Community College, with a progress report and proposal for continued designation as a CWE due by 15 June 2019.**

**BoR AGENDA ITEM IV B**  
**REAUTHORIZATION of a CENTER for WORKFORCE EXCELLENCE**  
**BATON ROUGE COMMUNITY COLLEGE**  
**CWE in TRANSPORTATION TECHNOLOGY**

**BACKGROUND INFORMATION**

The Center for Workforce Excellence (CWE) in Transportation Technology at Baton Rouge Community College (BRCC) was conditionally approved by the Board of Regents on 26 June 2013, and the conditional approval was extended by the Board on 23 February 2015, with a progress report requested by 30 October. At the campus' request, the Associate Commissioner granted an extension until February 2016 so that the update could include more current information on the Automotive Training Center (Phase II) and the Aviation component (Phase I). The request for continued designation as a CWE was received from LCTCS on 16 February.

**STAFF SUMMARY**

**1. Description**

BRCC's CWE/Transportation Technology was designed as a two-part endeavor focusing on Aviation (Phase I) and Automotive/Diesel Technology (Phase II). In January and February 2016, the BoR approved three new AAS degrees to be offered within the CWE: AAS/Aviation Maintenance Technology; AAS/Automotive Technology; and AAS/Diesel Heavy Truck Technology. This Fall, the College will complete implementation of the CWE programs with the opening of its hallmark, \$25M state-of-the-art Automotive Training Center, housing automotive technology and diesel heavy truck technology programs as well as automotive manufacturer-specific training. The long-awaited Center, an exemplar of business, industry and educational teamwork, will help to ignite the minds and careers of the people of Baton Rouge and the surrounding areas.

**2. Activities**

Phase I – Aviation.

In August 2015, BRCC was awarded an FAA Air Agency Certificate of approval for the Aviation Maintenance Technician School at the Hooper Road campus. Renovations plans are in place for the airframe space at the BRCC Central site, with expected completion by the end of June 2016 and FAA certification by the end of July. BRCC will be seeking industry partners to assist in the long-term plan to develop an Aviation Training Center at the BR Metropolitan Airport to house all aviation components. The 11 students currently enrolled in the CTS/Powerplant segment should be ready to move directly into the CTS/Airframe component in the fall, when another Powerplant class will begin. In January 2016, the Regents approved an AAS/Aviation Maintenance Technology which incorporates the two aviation maintenance CTSS. Expected enrollment will be 20 students per class.

The Helicopter Pilot Operations program includes FAA pilot certifications for private, instrument, commercial, and flight instructor. Total annual enrollment averages 40 students, with a total of 9 AAS and 54 CTS graduates anticipated by Spring 2016. This program has been popular with Veterans, who have consistently represented the majority of students enrolled each semester. This has put the college out of compliance with the Veterans' Affairs' 85:15 percent enrollment requirement for VA-eligible students. BRCC does not ordinarily deny enrollment to students in any program in which they are eligible, regardless of their payment status; however, per the Veterans Administration, no new VA-eligible students who would be relying on VA educational benefits could be enrolled this spring. Currently enrolled VA-eligible students are expected to complete the program by the end of the Fall 2016 semester.

Phase II – Automotive

In 2008, the All Star Automotive Group began documenting the local automotive industry's specific needs for better, locally-trained automotive technicians, including consistent training curricula, hands-on training; and access to current technology. In 2013, a state-of-the-art Automotive Training Center was promised at Ardendale, in Smiley Heights, that would rival the best Texas had to offer (at San Jacinto CC). That Center

## Attachment: March 2016 Agenda Item - Reauthorization

is nearing completion and will open this Fall to accept students into the new, innovative AAS degree programs in Automotive Technology and in Diesel Heavy Truck Technology. These were approved by the BoR in February, along with the stacked CTS credential components, all leading to ASE master mechanic certifications. The facility will provide both credit and noncredit education/training, including manufacturer-specific certifications such as GM Automotive Services Educational Program (ASEP), Ford Automotive Student Service Educational Training (ASET), Automotive Technology Honda Option (PACT), etc. The new Ardendale Automotive Center will soon be a center of workforce training excellence, and plans are beginning for building an Auto Collision Repair Technology program which would be added to the CWE/Transportation Technology offerings.

### **3. External Support and Collaboration**

Seven enthusiastic letters of recommendation accompanied the request for continued designation, coming from the Baton Rouge Area Foundation, All Star Automotive Group, Louisiana Machinery Company LLC, Kenworth of Louisiana, the Office of Aircraft Services, Baton Rouge Metropolitan Airport, and Arrow Aviation. Many of the writers had originally contributed funds, equipment or pledges toward the original \$14+Million to create the CWE, and all reiterated their commitments and enthusiasm for the value of the CWE to their professions and the community. As All Star's writer noted, "The excitement has been contagious! Since the groundbreaking, manufacturers such as Ford, Hyundai, Toyota Motor Sales, Hunter Engineering, Kenworth Trucking Equipment and Caterpillar Equipment have all pledged their support in making this venture a success." Louisiana Cat described the "vast shortage of qualified diesel technicians for the past several years," and its plans "to continue to partner with BRCC with financial, scholarship, technical, student and people support to assist them in becoming the best diesel technology campus in the Gulf South." Kenworth has worked on an engine module for the school to use a running engine in the classroom; the letter described its goals "to donate a PACCAR engine, Kenworth chassis, provide hands on experience through servicing our used trucks and outsourcing our own employee's time and knowledge to assist the instructors" – and ultimately to hire graduates with working knowledge of all facets of an engine.

Two advisory committees (six aviation and nine automotive professionals) actively participate in CWE program development by reviewing curricula, facility and equipment needs, validating required competencies and outcomes, and providing ongoing advice and direction.

The EBR Redevelopment Authority is the lead developer of Ardendale, a 200 acre urban village which includes an educational park for which the Automotive Training Center is the cornerstone. BRCC is also partnering with the EBR School District in plans for a technical high school in the park. During AY2015, over \$900K was provided by the LA Workforce Commission Rapid Response fund to start up the Aviation Maintenance Technician: Powerplant program in Central, which included the purchase of three working aircraft. The BR Office of the Mayor has donated the hangar facility used by the Helicopter Pilot Operations program at the metropolitan airport for a period of five years, ending in 2019. Equipment donations (e.g., a marine diesel engine, tools, parts, and supplies) have been donated by Toyota, Caterpillar, Kenworth, Hunter Engineering, Davis Aircraft, the Organization of Flying Adjusters, and the New Orleans Pelicans basketball organization. The CWE has the strong support of the transportation professional community.

### **STAFF ANALYSIS**

Though the designation of BRCC's Transportation Technology programs as a *Center for Workforce Excellence* was premature, the 2013 automotive technology promises are starting to materialize as resources that will serve the workforce well and make the State proud. The staff recommends one more progress report on the implementation and completion status of all components before full designation is awarded.

### **STAFF RECOMMENDATION**

**The staff recommends that the Academic and Student Affairs Committee recommend approval of continued, provisional designation of the Center for Workforce Excellence in Transportation Technology at Baton Rouge Community College, with a progress report and proposal for continued designation as a CWE due by 15 June 2017.**

## Attachment: February 2015 Agenda Item - Reauthorization

# **BoR AGENDA ITEM B 1**

## **REAUTHORIZATION of a CENTER for WORKFORCE EXCELLENCE**

### **BATON ROUGE COMMUNITY COLLEGE**

### **CWE in TRANSPORTATION TECHNOLOGY**

#### **BACKGROUND INFORMATION**

The Center for Workforce Excellence (CWE) in Transportation Technology at Baton Rouge Community College (BRCC) was conditionally approved by the Board of Regents on 26 June 2013 as the first Center of Excellence to be named under the Board's new policy. A report and proposal for continued designation as a CWE was presented to the Academic & Student Affairs Committee on 10 December 2014, but the request was tabled due to concerns about the lack of productivity and detail available about center operations and plans. (See attached.) In January, BRCC submitted a follow-up letter outlining significant actions to correct deficiencies and plans to meet all expected criteria to maintain Center of Excellence status.

#### **STAFF SUMMARY**

Phase I – Aviation. Of major concern was the fact that while the helicopter flight operations component is flourishing, the aviation maintenance component is either stagnant (no enrollments in the CTS/Airframe or CTS/Powerplant) or diminishing (CTS/Avionics decreasing from 4 to 2, with only 4 enrolled in Fall/2013).

- Without FAA certification, the Airframe and Powerplant programs cannot proceed. The two programs intended to begin enrollment in Fall 2014, but certification of the new programs was denied in summer 2014 due to inadequate space, equipment, and curriculum lesson plan development/specificity. BRCC hired a full-time permanent department chair in December 2014 who had previously worked with the FAA and is uniquely qualified to ensure that the program curricula meet standards. He is continuing negotiations with the Baton Rouge airport to acquire the necessary equipment and airport space. BRCC expects to achieve FAA certification and be in a position to begin program implementation (enrollment) in the Fall 2015 semester.
- BRCC is analyzing the Avionics curriculum for possible deletion of the CTS and incorporation of the major content into the other two CTS offerings. Curriculum decisions related to avionics should be completed in February.
- The Helicopter Flight Operations program is working well. The College expects 16 of the 91 students to graduate in May 2015. A full-time program manager began work in January, 2015.

Phase II – Automotive.

- Construction of the new state of the auto technology facility at Ardentale has begun and the land has been cleared. The project should be on track for completion in time for the Fall 2016 semester.
- The existing automotive technology program is being terminated and completely recreated to better meet industry needs and expectations. The automotive department chair had the input of service managers from 15 different dealerships to develop the new curriculum which will be submitted to the Board during the Fall 2015 semester in preparation for implementation in the new facility the following year. The new curriculum was developed using National Automotive Technicians Education Foundation (NATEF) and Automotive Service Excellence (ASE) standards.
- Industry partners continue to support the CWE's plans and strategy. In the last year the CWE received the following new donations:
  - Kenworth – a 2013 diesel semi truck (stored by a Kenworth dealer until the new building is ready), and a training cab, being delivered to the BRCC Hooper Road location for storage;
  - Caterpillar – 3 diesel engines, stored by Caterpillar until the new building is ready: one engine is fully functional, and two will be used for repair experience;
  - Hunter Engineering – over \$400K in suspension and alignment equipment.
  - An advisory committee will be formally activated over the next year.

## Attachment: February 2015 Agenda Item - Reauthorization

### STAFF ANALYSIS

The designation of BRCC's Transportation Technology programs as a *Center of Excellence* was premature, as critical component parts are only now being developed and will not actually begin enrolling students until Fall 2015 (aviation) or Fall 2016 (automotive). The aviation maintenance components cannot proceed without FAA certification, initially denied because the original plan was incomplete. The previous automotive program was graduating students but was not meeting the industry's needs, but there is evidence of partnership and involvement with industry in development of the new automotive program for the new training center.

BRCC is committed to the continued development and sustainability of the CWE in Transportation Technology. The institution has department chairs in place who are focused on getting the programs up and running. Staff believes that the *potential* for excellence in the aviation and automotive technology components remains very real and that terminating the CWE designation until component programs are productive would negatively impact the one productive element (helicopter operations). Because there is a reasonable plan for Phase I implementation, staff recommends that the designation remain provisional and progress be monitored closely for such key elements as: FAA certification; enrollment; completer and employment details; site development; indications of industry confidence; and progress toward accreditation and NATEF certification. If, by Fall 2015, all programs in Phase I do not have students enrolled and evidence of being on track to produce at least 8 completers per year within a reasonable time, staff will probably recommend discontinuation of the CWE in Transportation Technology, with the anticipation of a proposal for a new CWE in Automotive Technology when Phase II is established and producing graduates.

### STAFF RECOMMENDATION

**The staff recommends that the Board of Regents grant approval of continued, provisional designation of the Center for Workforce Excellence in Transportation Technology at Baton Rouge Community College, with a progress report and proposal for continued designation as a CWE due by 30 October 2015.**

## Attachment: December 2014 Agenda Item - Reauthorization

# **REAUTHORIZATION of a CENTER for WORKFORCE EXCELLENCE BATON ROUGE COMMUNITY COLLEGE CWE in TRANSPORTATION TECHNOLOGY**

### **BACKGROUND INFORMATION**

The Center for Workforce Excellence (CWE) in Transportation Technology at Baton Rouge Community College (BRCC) was conditionally approved by the Board of Regents on 26 June 2013, following advanced publicity and accolades from the Governor's office. It was the first Center of Excellence to be named under the Board's new policy. A report and proposal for continued designation as a CWE was due by 1 August 2014. BRCC did submit a report in August but continued to revise it through November with information to specifically address the Center's work and progress.

### **STAFF SUMMARY**

#### **Description**

BRCC's CWE in Transportation Technology was planned as a two-phase endeavor. Phase I/Aviation included: certificates in avionics, airframe structure & systems, and power plant/engine maintenance; and an AAS in helicopter pilot operations with four certificates for FAA certification (private, commercial and instrumentation pilot, and flight instructor). Phase II/Automotive involved building a world class, state-of-the-art automotive training facility at BRCC's East Campus in the "Smiley Heights" area to deliver National Automotive Certification training addressing every facet of automotive technology for initial and refresher certification.

#### **Activities**

Outside of helicopter pilot operations, the CWE/Transportation Technology has had a relatively slow start.

- In Fall 2013, 23 students enrolled as majors in the new AAS/Helicopter Pilot Operations, and by the end of AY 2013-14, 14 private pilot certifications (CTS) had been awarded. BRCC faculty, with Guidance Aviation, is exploring curriculum revisions to possibly add an area of concentration to prepare students to meet industry needs for non-flight related aviation personnel.
- The CTS/Aviation Maintenance Technician—Avionics, on the CRIN since May 2011, had four graduates in 2012-13, but only four majors and two graduates in 2013-14. Airframe and Powerplant, the two aviation maintenance CTS offerings rounding out the aviation technology program component, were approved by LCTCS in May 2013 for implementation in the fall, but the FAA denied initial certification due to issues with both the curriculum and the facility. The curriculum has now been revised; BRCC is working with the Baton Rouge airport to identify a facility/hangar that meets FAA standards, and then will reapply to the FAA. Certification is expected by the end of spring 2015, with implementation expected in the Fall 2015 semester.
- Construction at the Ardendale (Smiley Heights) auto technology site is expected to begin in January 2015 and be ready to receive students for the Fall 2016 semester. The new facility will house the Automotive Technology and Diesel Technology programs, designed to meet or exceed the National Automotive Technician Education Foundation (NATEF) requirements. Students will be prepared for the eight certification exams required to become an Automotive Service Excellence (ASE) Master Automotive or Diesel Technician.
- BRCC had planned to use Capital Area Technical College (CATC)'s existing automotive program as a feeder into the CWE's specialized training, but an internal program review revealed a need for curriculum revision and renewal of credibility within the industry; the automotive program is being completely revised and updated. The new technical diploma curriculum will combine courses of related content, compressing content into 15 required courses and will better prepare students for the competencies to meet all of the NATEF master technician certification standards.

#### **Resources and Administration**

## Attachment: December 2014 Agenda Item - Reauthorization

The recently hired Dean of Transportation Technology reports directly to the Vice Chancellor for Academic Affairs and has been actively involved in program review and curriculum development with the department chairs and faculty of the Automotive Technology and the Avionics, Airframe and Powerplant programs.

### **External Support and Collaboration**

The Center has contacted prospective members to establish two advisory boards: one (3 members) for aviation, and one (14 members) for automotive programs, and the college reports that meetings are expected to begin during the current (2014-15) academic year. Five letters of support were included with the request for continuation. The authors wrote of the public partnership as an economic driver in workforce development for the aviation community, anticipation of the automotive training facility idea coming to fruition, and appreciation for future partnership possibilities and opportunities to provide training once the building is completed. All Star Automotive has identified four cars that will be donated, and Caterpillar has pledged to donate two large diesel engines as planning continues in the design of the automotive facility.

### **STAFF ANALYSIS**

The designation of BRCC's Transportation Technology programs as a *Center of Excellence* may have been premature, as component parts had little or no history of productivity, basic program development and revision is ongoing, and implementation of major program components may not begin until Fall 2016. Helicopter pilot training offered by Guidance Aviation, a third party vendor, is the only actively productive element at this time. Since its initial designation as a Center for Workforce Excellence, the automotive and aviation technology portions (except avionics) of the Center's work have not been able to enroll students as the faculty conduct unanticipated but much needed curriculum redesign. It may be another two to three years before BRCC's plans are realized and the CWE begins to actually demonstrate performance excellence. Staff believes that the potential for excellence in the automotive and aviation technology portions remains very real, but that the designation should remain provisional and progress should be monitored closely.

### **STAFF RECOMMENDATION**

The staff recommends that the Academic and Student Affairs Committee recommend approval of continued, provisional designation of the Center for Workforce Excellence in Transportation Technology at Baton Rouge Community College, with a report and proposal for continued designation as a CWE due by 1 October 2015 and annually thereafter until fully approved.

### ***COMMITTEE ACTION, 10 December 2014***

Committee members raised concerns about continued designation of the CWE because the aviation component of Phase I is not productive and the automotive portion has not begun. There was also discussion that CWE designation may be appropriate in regards to the helicopter operations portion since there was demonstrated progress in that area and center of excellence status was necessary for BRCC to maintain a different tuition and fee structure for the helicopter operations programs. Dr Denby offered to meet with the college and LCTCS to develop an alternate recommendation. The Committee then moved as follows:

**On motion of Regent Dupré , seconded by Regent Wiley, the Committee moved to recommend that the Board of Regents table the request for provisional designation of the Center for Workforce Excellence in Transportation Technology at Baton Rouge Community College until staff can return with a revised report and proposal.**



**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.

## Attachment: June 2013 Agenda Item – Original Designation

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 \$14.7Million 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.

## Attachment: June 2013 Agenda Item – Original Designation

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 completion data, shall be submitted by 1 June 2014 and annually until fully approved.***

## AGENDA ITEM V A

### PROPOSED REVISIONS to ACADEMIC AFFAIRS POLICY 2.15

#### Definitions of Undergraduate Degrees and Undergraduate/Graduate Certificates

##### BACKGROUND INFORMATION

In March 2000, when the Board of Regents approved Academic Affairs Policy 2.15 – *Definitions of Undergraduate/Graduate Certificates and Undergraduate Degrees* to help maintain basic curricular uniformity, the LCTCS was a new system and BESE's Technical Colleges (also known, through time, as Technical Institutes, and as vocational or trade schools) were being incorporated into the postsecondary system as community and technical colleges. As such, the *Technical Competency Area (TCA)* was written into the policy to acknowledge its existence as a curricular construct that provided a "specific technical competency" in the newly absorbed Technical Colleges. Because TCAs functioned as a curricular construct, only, they remained essentially undefined and were "not encouraged by the Board of Regents as a formal program certificate or degree." TCAs were never added to the BoR's Curriculum Inventory (CRIN) or reported by the campuses. In 2010-11, the (current) policy read:

**Technical Competency Area (T.C.A.)** - An applied course or a series of courses (1-16 hours), a T.C.A. provides a student with a specific technical competency and serves as a curricular construct. T.C.A.s are strictly limited to technical and community colleges and are often combined to form a technical certificate.

Approval authority: appropriate management board or its designated staff. T.C.A.s are not recognized by the Board of Regents as formal program certificates or degrees.

Example: Automotive Ignition Systems

In 2011, with the implementation of GRAD Act, LCTCS began more carefully counting every completion—including TCAs—as a student worked toward a final credential. Because BoR does not recognize TCAs, there has been a disparity in the completion data reported in various venues, including IPEDS, and System publications. Regents' and LCTCS staff began discussing ways to address (define and count) completers that to date have not been recognized, and LCTCS has been working since then to inventory TCAs awarded throughout the System that would meet the proposed criteria for a new credential. The Career and Technical Certificate (CTC), proposed by BoR staff in 2014, has been refined and accepted for the new proposed policy to replace the TCA.

##### STAFF SUMMARY

The attached draft revision to AA Policy 2.15, *Definitions of Undergraduate Degrees and Undergraduate/Graduate Certificates*, introduces the Career and Technical Certificate to replace the Technical Competency Area that has been in previous versions. If approved, CTCs will be added to the CRIN and completers will be reported and tracked by the BoR. The CTC is a short, technical program (6-18 hours), but it is clearly linked to an IBC or licensure/certification recognized by the State. From the proposed policy:

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

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

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

Other proposed changes in the policy primarily removed the restriction of various credentials to community (or 2-year) and technical colleges with the expectation that they would be proposed only as appropriate to the material and the students, subject to Regents' approval.

The proposed policy revisions have been shared with the Chief Academic Officers, and their feedback has been incorporated.

### **STAFF ANALYSIS**

The proposed policy is attached (DRAFT– A1) for Committee review, as well as the current policy (CURRENT– A2). Major changes, including additions in the draft and deletions in the current policies, are identified with a border around the text. With implementation, TCAs will be replaced by CTCs linked to an IBC or recognized licensure/certification. During the transition period, while the conversion is underway, TCAs may continue to be awarded by LCTCS institutions though they will not be recognized by the BoR. As much of the preliminary work has been done by the LCTCS in development of this proposed policy revision, the elimination of TCAs and establishment of CTCs should be completed within two years.

### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee approve the revised Academic Affairs Policy 2.15 – Definitions of Undergraduate Degrees and Undergraduate/Graduate Certificates, effective immediately, with establishment of CTCs and the elimination of TCAs to be completed by August 2019.***

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

The following definitions for undergraduate degrees and undergraduate/graduate certificates are established to:

- provide for the uniform use of degree terminology;
- promote uniform curricular requirements for similar programs;
- effect the ready transfer of course credits earned throughout the higher education system; and
- facilitate the development of appropriate articulation agreements between systems and campuses.

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

**Undergraduate Certificates**

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

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

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

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

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

Example: CTS in Automotive Engine Technology

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

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

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

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

Final approval authority: Board of Regents.

Example: CAS in Medical Billing and Coding

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

Final approval authority: Board of Regents.

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

Final approval authority: Board of Regents.

Example: PAC in Radiation Therapy

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

Final approval authority: Board of Regents.

Example: PBC in Elementary Education Gr 1-5

### **Associate<sup>1</sup> Degrees**

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

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

Final approval authority: Board of Regents.

Example: AAS in Motor Vehicle Technology

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

Final approval authority: Board of Regents.

Example: AA in Visual and Performing Arts

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

Final approval authority: Board of Regents.

Example: AS in Computer Science

11. **Associate (A)** - An academic degree program with a significant general education core, designed to prepare students for immediate employment or career entry, but which also may serve as preparatory education for transfer to a related baccalaureate program. The use of this degree designation should be

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<sup>1</sup> *There are select circumstances when AAS, AA, AS, and non-designated associate programs may be considered appropriate for a particular four-year institution. In such cases, exceptions provided in the Board of Regents’ Moratorium on the Approval of New Associate-Level Programs at Four-Year Institutions will apply.*

limited to cases wherein other associate degree designations (AAS, AA, or AS) have been determined to be inappropriate. All coursework must meet SACSCOC requirements.

Final approval authority: Board of Regents.

Example: Associate of General Studies

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

Final approval authority: Board of Regents.

## **Baccalaureate**

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

Baccalaureate degrees are limited to four-year institutions.

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

Final approval authority: Board of Regents.

Example: BAS in Allied Health

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

Final approval authority: Board of Regents.

Example: BA in English

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

Final approval authority: Board of Regents.

Example: BS in Mathematics

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

Final approval authority: Board of Regents.

Example: Bachelor of General Studies

## **Graduate Certificates**

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

Final approval authority: Board of Regents.



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

Example: GC in Communications Systems

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

Example: PMC in Family Nurse Practitioner

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

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

Example: PPC in Endodontics

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

#### A. Exceptions

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

#### B. General Education Requirements

Refer to Academic Affairs Policy 2.16 for specific information regarding statewide general education requirements for undergraduate degree and certificate programs.

#### C. Proposals for New Degrees or Certificates

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

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

## Academic Affairs Policy 2.15

### Definitions of Undergraduate Degrees and Undergraduate/Graduate Certificates

The following definitions for undergraduate degrees and undergraduate/graduate certificates are established to:

- provide for the uniform use of degree terminology;
- promote uniform curricular requirements for similar programs;
- effect the ready transfer of course credits earned throughout the state's higher education system; and
- facilitate the development of appropriate articulation agreements between systems and campuses.

As a general guideline, the number of hours required for a certificate should not exceed one-half of the hours required for the subsequent degree. With the exception of the C.T.A., C.T.S., and T.D., all undergraduate and graduate certifications require Board of Regents' approval for implementation. The minimum General Education core requirement for the various undergraduate degrees and certificates is described in Academic Affairs Policy 2.16, and all required general education coursework must meet SACS/CoC requirements.

#### Undergraduate Certifications and Degrees

1. **Technical Competency Area (T.C.A.)** - An applied course or a series of courses (1-16 hours), a T.C.A. provides a student with a specific technical competency and serves as a curricular construct. T.C.A.s are strictly limited to technical and community colleges and are often combined to form a technical certificate. Approval authority: appropriate management board or its designated staff. T.C.A.s are not recognized by the Board of Regents as formal program certificates or degrees.

Example: Automotive Ignition Systems

2. **Technical Diploma (T.D.)** - An applied, technical program (45-60 hours), often formed by combining multiple C.T.S.s and/or T.C.A.s. T.D. programs are strictly limited to technical and community colleges. Approval authority: the appropriate management board; however, the establishment of such programs must be immediately reported to the Board of Regents and added to the curriculum inventory. All other Regents requirements governing academic programs apply.

Example: T.D. in Automotive Technology (C.T.S. in Automotive Engine Technology, plus T.C.A.s in Automotive Body Repair, Automotive Detailing, etc.)

#### Undergraduate Certificates

Degree designation abbreviations beginning with "C" will be reserved for undergraduate certificates. All certificates except the Certificate of General Studies should use only the appropriate abbreviations (e.g., C.T.S., C.A.S.) followed by the certificate subject area. The majority of the undergraduate certificates should be designated as either C.T.S. or C.A.S. In cases where professional programs require that the first letters of words in the degree subject area be used in the degree designation abbreviation, exceptions will be supported.

3. **Certificate of Technical Studies (C.T.S.)** - An applied, technical program (usually 16-33 hours) to provide a student with a broad technical competency. C.T.S. programs are strictly limited to technical and community colleges. The C.T.S. is not designed for transfer to an associate or baccalaureate degree program; the C.A.S. is more appropriate for such transferability. Final approval authority: the appropriate management board, immediately reported to the Board of Regents and added to the Curriculum Inventory (CRIN). All other Regents requirements governing academic programs apply. The C.T.S. is the only certificate which does not require Board of Regents' approval.

Example: C.T.S. in Automotive Engine Technology

4. **Certificate of Applied Science (C.A.S.)** - A more academically-oriented offering created by combining a C.T.S. with a limited general education component (at least 9 hours). At a minimum, the general education component should be fully transferrable into any undergraduate academic program. C.A.S. degrees are strictly limited to technical and community colleges. Final approval authority: Board of Regents.

Example: C.A.S. in Automotive Engine Technology

5. **Certificate of General Studies (C.G.S.)** - An academically-oriented offering designed to provide students with a broad foundation of fundamental academic skills, primarily for personal growth or as preparation for further collegiate study. The C.G.S. framework allows students an opportunity to tailor their courses to meet admission or pre-requisite requirements of a transfer institution. The 30-hour curriculum consists of eight general education courses (24 hours) and two elective courses. C.G.S. degrees are strictly limited to technical and community colleges.  
Final approval authority: Board of Regents.
6. **Post-Associate Certificate (P.A.C.)** – an academic or technical offering that is earned after a student has already completed a recognized associate’s degree, usually for additional professional or technical certification.  
Final approval authority: Board of Regents.  
Example: P.A.C. in Radiation Therapy
7. **Post-Baccalaureate Certificate (P.B.C.)** – an academic offering that is earned after a student has already completed a recognized baccalaureate degree. Commonly used as a path for alternate teacher certification, graduate school admission is usually not required for this undergraduate certificate.  
Final approval authority: Board of Regents.  
Example: P.B.C. in Elementary Education Gr 1-5

### Associate<sup>1</sup> Degrees

The standard number of credits required for the Associate Degree will be 60, though in some circumstances (e.g., accreditation requirements) they may range from 60-72 hours. Exceptions to the standard number of credits must be approved according to the respective System’s policy. The Board of Regents will periodically review both the number of credit hours required and approved exceptions to the 60-hour standard.

8. **Associate of Applied Science (A.A.S.)** - An applied/academic degree program, with a limited general education core component, primarily designed to prepare students for immediate employment or career entry. A.A.S. degrees can be formed by combining a T.D. with 15 hours of required general education or can be a distinct curriculum unrelated to any preexisting program of technical studies. All general education coursework must meet SACS/CoC requirements. If technical coursework required of the degree is intended for transfer to a four-year institution, this coursework must meet appropriate SACS/CoC requirements.  
Final approval authority: Board of Regents. A.A.S. degrees are limited to technical colleges, community colleges, and two-year transfer institutions.  
Example: A.A.S. in Automotive Technology
9. **Associate of Arts (A.A.)** - An academic degree program with a significant general education core, designed primarily to serve as preparatory education for transfer to a related baccalaureate program. All coursework must meet SACS/CoC requirements. A.A. degrees are usually offered by community colleges and two-year transfer institutions.  
Final approval authority: Board of Regents.  
Example: A.A. in English
10. **Associate of Science (A.S.)<sup>2</sup>** - An academic degree program with a significant general education core, designed primarily to serve as preparatory education for transfer to a related baccalaureate program. All coursework must meet SACS/CoC requirements. A.S. degrees are usually offered by community colleges and two-year transfer institutions.  
Final approval authority: Board of Regents.  
Example: A.S. in Mathematics

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<sup>1</sup> *There are select circumstances when A.A.S., A.A., A.S., and non-designated associate programs may be considered appropriate for a particular four-year institution. In such cases, exceptions provided in the Board of Regents’ Moratorium on the Approval of New Associate-Level Programs at Four-Year Institutions will apply.*

<sup>2</sup> Associate degree programs that contain the words Engineering Technology in the title will be considered as preparatory programs for baccalaureate study and will be designated as Associate of Science (A.S.) degrees.

11. **Associate (A)** - An academic degree program with a significant general education core, designed to prepare students for immediate employment or career entry, but which also may serve as preparatory education for transfer to a related baccalaureate program. The use of this particular degree designation should be limited to cases wherein other associate degree designations (A.A.S, A.A., or A.S.) have been determined to be inappropriate. All coursework must meet SACS/CoC requirements. Non-designated associate degrees are limited to community colleges and two-year transfer institutions.

Final approval authority: Board of Regents.

Example: Associate of General Studies

12. **Louisiana Transfer Associate (AA/LT or AS/LT)** – an Associate of Arts or Associate of Science degree that follows a prescribed curriculum (providing both structure and flexibility) and assures transfer of the 60 hours in the degree plus credit for completion of the required general education block at any public university.

Final approval authority: Board of Regents.

### Baccalaureate

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

Baccalaureate degrees are limited to four-year institutions.

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

Final approval authority: Board of Regents.

Example: B.A.S. in Allied Health

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

Final approval authority: Board of Regents.

Example: B.A. in English

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

Final approval authority: Board of Regents.

Example: B.S. in Mathematics

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

Final approval authority: Board of Regents.

Example: Bachelor of General Studies

## **Graduate Certificates**

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

Final approval authority: Board of Regents.

17. **Graduate Certificate (G.C.)** – a graduate-level academic offering that is earned after a student has already completed a recognized baccalaureate degree. The number of required courses varies, but the typical range is 12-18 credits.  
Example: G.C. in Communications Systems
18. **Post-Masters Certificate (P.M.C.)** – an academic offering that is earned after a student has already completed a recognized master's degree, usually related to additional licensure or certification.  
Example: P.M.C. in Family Nurse Practitioner
19. **Post-Doctorate Certificate (P.D.C.)** – an academic offering that is earned after a student has already completed a recognized doctoral degree.
20. **Post-Professional Certificate (P.P.C.)** – an academic offering that is earned after a student has already completed a recognized professional degree.  
Example: P.P.C. in Endodontics

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

### D. Exceptions

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

### E. General Education Requirements

Refer to Academic Affairs Policy 2.16 for specific information regarding statewide general education requirements for undergraduate degree and certificate programs.

### F. Proposals for New Degrees or Certificates

Proposals for certificate and associate degree programs may be submitted at any time by a management board for consideration by the Board of Regents. Baccalaureate and graduate level degrees must adhere to policies regarding Letters of Intent (in Academic Affairs Policy 2.04).

Proposals for any new academic programs should address the elements outlined in the Guidelines for the Proposal of a New Academic Program (in Academic Affairs Policy 2.05).

## **AGENDA ITEM V B PROPOSED NEW POLICY**

### **AcAf 2.22 – Minimum Requirements for Dual Enrollment**

#### **BACKGROUND INFORMATION**

In response to the work of a High School Redesign Work Group, the *Early Start Dual Enrollment Funding* program was piloted in 2006 and launched statewide in 2007 to provide an incentive for the successful transition of the high school student to postsecondary education by supporting dual enrollment. Through Early Start and subsequent incentives within the Department of Education (LDE) and tuition discount arrangements offered by many postsecondary institutions, *Preparatory* (PR--a student level designation for a high school (HS) student) enrollments have grown substantially from 632 in F/2002, to 4,937 in F/2006, to 23,275 in F/2016. *Dual Enrollment* (DE) is the enrollment of a HS student in a college course for which the student earns both HS and college credit; DE students are a subset of PR students: any HS student enrolled in a college course, whether of an academic or technical skills nature. Regardless of what types of credit the student seeks, it is clear that HS student access to and interest in college courses is strong.

Before *Early Start*, most campuses offered PR enrollment opportunities through 'collegiate', 'scholars', or 'concurrent' academic enhancement programs that typically required a 3.0 GPA on six semesters of HS, an ACT ranging from 22-27, a recommendation from the HS principal, and some specified that students had to have completed the most advanced course offered by the HS in the subject. With Early Start funding, BoR established an eligibility framework for enrollment in Academic/Degree Credit, Workforce, or Developmental courses. Based on feedback on student performance in DE and later as freshmen, and concerned about skipping over academic deficiencies to piecemeal college readiness, BoR revised the eligibility framework for F/2010 to require that students complete all required developmental courses before enrolling in any degree credit (academic) degree credit course. BoR lost the funding for the Early Start program after the 2011-12 year, but the dual enrollment boom continued, funded by combinations of students' self-paying, HS support out of their budgets, supplemental course allocations from the LDE, and agreements between colleges/universities and their area high schools.

In a jointly-prepared response to HCR 141 and SR 182 of the 2016 Regular Session, BoR and LDE referenced the 2011 Remedial Education Commission's recommendation that students' basic remedial math and English needs should be addressed in and by the HS prior to pursuing DE in academic courses. The report noted that since all public HS juniors sit for the ACT in the fall, those who are college-bound should devote the balance of their junior and/or senior to remediating any academic shortcomings so that they will be literate, numerate, and prepared to enroll in college-level courses upon HS graduation. It added that the HS senior year should be aimed at preparing students for college-level work, providing remediation, if needed, before guiding the student into dual enrollment opportunities, and it recommended that the BoR develop a policy outlining minimum qualifications for students to enroll and instructors to teach dual enrollment courses.

The BoR's report in response to ACT 619 (2016 Regular Session) observed that although DE students have transferrable college credit upon successful completion, in the absence of statewide guidelines, "colleges must trust that DE credit coincides with the same content and learning regardless of instructor, delivery, or age of the student." It noted that there are minimum standards for admission set by both the BoR and admitting universities, but eligibility standards for HS students wishing to take college courses before completing the HS Core are not defined, and resolved to develop statewide guidelines and adopt appropriate policies for dual enrollment. The proposed Academic Affairs Policy 2.22 addresses the academic components of the recommendation: student eligibility, faculty qualifications, course content and rigor, student eligibility, and addressing DE for HS students who demonstrate a need for developmental services.

#### **STAFF SUMMARY**

The proposed policy describes the absolute expectation that content, outcomes and expectations for any course leading to college credit must, at a minimum, be identical to what is offered and expected on the

college campus, whether the class is made up of HS or college students and taught at the school or on the campus. It differentiates between eligibility requirements for academic (listed on the Master Articulation Matrix) and technical/work skills courses and it reiterates that, just as the course rigor should be identical, there is no difference in expected qualifications for a DE instructor from those of any other on-campus instructor. In instances when the DE instructor is not a regular member of the on-campus faculty, the policy requires appropriate, formal training on delivery of the particular course, to include the course syllabus, expectations for delivery, grading, and student performance. Mirroring reminders from the president of SACSCOC in a letter to Louisiana institutions regarding dual enrollment, it also specifies that all students enrolled in a DE course should be fully participating at the college level.

The draft policy evolved from a combination of the *Early Start* program framework, discussions and collaborations that led to the reports referenced above, guidelines for dual enrollment developed by the Statewide Articulation and Transfer Council (SATC), and input and feedback from campuses through the statewide Chief Academic Officers. It has been shared with the LDE, which is also represented on the SATC. Because of the timing (with the Fall 2017 semester already underway) and to allow high schools and dual enrollment coordinators to prepare, full implementation of the minimum student eligibility requirements for dual enrollment would be effective Fall 2018. For DE students enrolled in 2017-18 who would not meet minimum eligibility requirements, the policy allows for campus discretion to allow students who successfully completed DE courses (with at least a "C") in Spring 2018 to continue DE in the Fall.

In answer to some of the questions raised in the response to invitations for review:

- The policy requires students to be college-ready in both math and English before enrolling in any academic college-level course. This will impact DE eligibility numbers, initially, but it is in line with the Regents' long-standing and public position on the need for HS graduates being literate and numerate before moving into college courses that assume and incorporate basic skills and the broad foundation that the Core provides. As education becomes more integrated, from the Common Core of K-12 to postsecondary efforts toward integrating writing and analytical reasoning across the curriculum, basic skills are important as an element of college preparation. Act 250 of the 2017 Session (RS 17:2927.1) recognized this and provided for the identification of HS students who do not meet standards to be given the opportunity to take an appropriate transition course to achieve college readiness by the end of their senior year.
- Likewise, the overall HS GPA requirement for academic DE (2.5 in F2018; 2.75 in F/2019) is higher than the minimum Core GPA for freshman admission (2.0, 2.5, or 3.0, depending on the university). The DE student takes the same course as the college student, but their backgrounds and circumstances are very different: the DE student will not have completed the Core, as freshmen have, so their exposure to an academic foundation and their preparation for college-level work, though narrower, should be reasonably strong.
- BoR staff do not intend to ensure (or check) that dual enrollment instructors meet a campus' policy/requirements for faculty/instructors in courses for which it awards college credit, but the policy intends to be very clear that dual enrollment course content, assessments, outcomes, and instruction should be at least equivalent to courses offered to 'regular' college students on the campus.

### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend approval of the proposed Academic Affairs Policy 2.22 policy – Minimum Requirements for Dual Enrollment.***

***(Proposed)* Academic Affairs Policy 2.22**  
**Minimum Requirements for Dual Enrollment**  
**Public Postsecondary Quality Guidelines**

**Purpose:** To ensure quality and transferability of dual enrollment courses.

Dual Enrollment is the enrollment of a high school (HS) student in a college course for which dual credit (both college and HS credit) is attempted and recorded on both the student's secondary and postsecondary academic record. A college course offered for Dual Enrollment is: (1) an on-site or online college course taught by the postsecondary institution, or (2) a specially scheduled college course taught at the high school. Postsecondary institutions must adhere to BoR Policy and must comply with all accreditation requirements for awarding credit.

**Course Content, Rigor.** Collaborative agreements between secondary and postsecondary institutions for the delivery of dual enrollment courses should address curricular oversight and rigor, faculty standards, and student mix, specifically indicating that dual credit courses are clearly at the collegiate level and reflect the standards of postsecondary work.

- 1) Student outcomes listed on the syllabus, midterms, and finals must, at minimum, be identical to what is offered and expected on the college campus. Variations in the syllabus may be allowed to accommodate the needs of the high school or the matching HS course, but such variations cannot negatively impact student outcomes, midterms, or finals in the college-credit course.
- 2) Assignments, midterms, and finals must be graded at a college level for the college credit, regardless of course delivery method, location, instructor, facilitator or process. Grades awarded may differ between what is on the secondary transcript and what is on the postsecondary transcript if the HS measures differ from those of the college/university.
- 3) Academic (GenEd/transfer) courses must be listed on the Master Articulation Matrix, with Common Course Number listed on the syllabus so that students will know where and how the course will transfer. (Exceptions may be made for students who have advanced beyond the matrix.)

**Student Eligibility**<sup>1</sup>. Because HS students, in most cases, have not had the degree of exposure to academic course content that a freshman student would have experienced through completing the Regents' academic (*TOPS-University*) core, it is logical that eligibility requirements for Matrix courses would be slightly more specific in demonstrating readiness for college-level work. Students must meet any eligibility requirements the postsecondary institution designates, including prerequisites, placement measures, etc., in addition to *minimum* requirements outlined below. *Minimum requirements may be increased by the postsecondary institution for particular courses or for dual enrollment, in general.*

**Academic Courses (Master Articulation Matrix)**

- 1) HS students in need of remediation in mathematics or English/writing must complete all required remediation before enrolling in any course on the Master Articulation Matrix, i.e., they must be able to demonstrate ACT (or equivalent) Composite of at least 19 with subscores of at least 19 (Math) and 18 (English).<sup>2</sup> The postsecondary institution may require higher readiness indicators.
- 2) Dual Enrollment students must have and maintain a cumulative HS GPA of at least 2.5 (2.75, effective Fall 2019), verified by the high school, to initiate or continue dual enrollment.

<sup>1</sup> Minimum requirements are effective Fall 2018. Students who successfully completed (with grades  $\geq$ C) DE courses in the preceding spring semester may be *grandfathered* in to continue enrollment.

<sup>2</sup> Alternatively, students may demonstrate readiness by achieving  $\geq$ C in the appropriate HS transition course (consistent with RS 17:2927.1) or developmental course offered by LCTCS or an HBCU.



## **Technical/Work Skills Courses (Not on the Articulation Matrix)**

- 1) A technical/work skills course is a course in a skill or occupational training area that contributes to a declared Career Area of Concentration and/or leads to a recognized industry based certification, certificate, diploma, or AAS, not listed on the Master Course Articulation Matrix.
- 2) HS students must have an ACT (or equivalent) composite score of at least 15, or a WorkKeys Silver certificate. The postsecondary institution may require higher readiness indicators.

**Instructor.** There is no difference in expected qualifications for a dual enrollment instructor from those of any other on-campus instructor. Likewise, there is an expectation of appropriate oversight of dual credit instructors if adjunct instructors are used, just as would be expected for any other college program. Whether or not the instructor of record is actually engaged in teaching students in the classroom or online or is overseeing the teaching process, the individual listed as the instructor of record is responsible for content/instruction delivered in the classroom.

- 1) To ensure the quality and integrity of the academic content and delivery of the course, the person delivering the instruction as a representative of the institution should be a qualified, effective faculty member. That individual must, at a minimum, meet the institution's policy on faculty qualifications, within SACSCOC (or COE) credential guidelines.
- 2) Especially if the person delivering or facilitating the instruction is not a regular member of the postsecondary institution's on-campus faculty, s/he must receive appropriate formal training by the postsecondary institution/department on delivery of the particular college course: syllabus; campus and departmental expectations for delivery, grading, and student performance. The teacher/facilitator must meet with a postsecondary departmental representative (or participate in a workshop offered by the institution) within 12 months preceding the start of class to review the curriculum, course content, measurement, and student outcomes.

**Student Mix.** College courses offered for dual enrollment credit should be differentiated from regular HS courses in content and performance expectations. The class may be comprised of all secondary students or a mix of both HS and college students, but all participating in the course should be fully participating at the college level, whether enrolled for college credit or auditing for content or challenge. If a dual credit course includes students not taking the course for college credit, postsecondary institutions should be prepared to offer a compelling explanation as to how the *collegiate level* of the course is ensured.

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

Institution	Request
LA Tech	Request to change the certification degree requirements for the MAT/Early Childhood Education Gr PK-3 (CIP 13.1210) from 39 to 33 hours, as reviewed and approved by the LA Dept of Education (LDE) – <b><u>Approved.</u></b>
LSU	Request to change the name of the School of Human Resource Education & Workforce Development (SHREWD), in the College of Human Sciences & Education, to the <u>School of Leadership &amp; Human Resource Development</u> , with the same organizational structure – <b><u>Approved.</u></b>
LSUA	Request to add two 21-hour PBCs for the Certification-Only, Alternate Path Program: -- PBC / Adapted Physical Education (CIP 13.1099); -- PBC / Significant Disabilities, Gr 1-12 (CIP 13.1006). The seven courses that make up each curriculum have been approved by the LDE for teacher certification – <b><u>Approved.</u></b>
NWLTC	Request to offer the AAS/Business Office Administration (CIP 52.0401) up to 100% online – <b><u>Approved.</u></b>

## AGENDA ITEM VI A 2

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

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
03.2015	LSU A&M <b>GC in Life Span Studies</b> (19.0701) Conditional approval granted on 03.25.2015, with a progress report requested by 06.01.2017.	The certificate program was conditionally approved in Spring 2015. Since then, there have been no completers, but the campus is working to develop marketing plans to increase the program's visibility. While the enrollment and completion rates are low, the required courses are offered regularly as part of existing graduate programs.	Receive and accept the progress report. A subsequent report is requested by 06/01/2018.
03.2015	LSU A&M <b>GC in Behavior Health</b> (52.2212) Conditional approval granted on 03.25.2015, with a progress report requested by 06.01.2017.	Since the program's inception, enrollment and completion rates remain low: only one student has actually completed the certificate program. The campus identified potential barriers – which faculty will address – that are preventing the program's growth and stability, including ineffective tracking system, low visibility, and minimal online options.	Receive and accept the progress report. A subsequent report is requested by 06/01/2018.
03.2015	LSU A&M <b>GC in Econometrics</b> (45.0603) Conditional approval granted on 03.25.2015, with a progress report requested by 06.01.2017.	Currently, 10 students have completed the Certificate requirements since the program's inception. The campus reports that the program will be suspended next year corresponding to the suspension of graduate assistantships; however, the campus anticipates 10-15 certificate completers in the following year.	Receive and accept the progress report. A subsequent report is requested by 06/01/2018.
03.2015	LSU A&M <b>GC in Fisheries Science and Assessment</b> (03.0301) Conditional approval granted on 03.25.2015, with a progress report requested by 06.01.2017.	Though the program was approved by the BoR in Spring 2015, it was not implemented until Fall 2016. The steering committee has been reconstituted, with four members. Three students completed the Certificate, and one is currently on track to complete the program.	Receive and accept the progress report. A subsequent report is requested by 06/01/2018.
03.2015	LSU A&M <b>GC in Geographic Information Science</b> (45.0702) Conditional approval granted on 03.25.2015, with a progress report requested by 06.01.2017.	The program's website has been updated to reflect the revised program management in order to increase the program's visibility and improve communication. To date, three students have completed the program, with five applications received for spring 2017.	Receive and accept the progress report. A subsequent report is requested by 06.01.2018.
03.2015	LSU A&M <b>GC in Life Span Studies</b> (19.0701) Conditional approval granted on 03.25.2015, with a progress report requested by 06.01.2017.	The School of Kinesiology has developed guidelines and procedures for the program, but there have been no applicants yet. Several currently enrolled students have expressed interest in pursuing the certificate concurrently with the graduate degree in which they are enrolled.	Receive and accept the progress report. A subsequent report is requested by 06/01/2018.

03.2015	<p>LSU A&amp;M  <b>GC in Workforce Development</b>  (52.1005)  Conditional approval granted on 03.25.2015, with a progress report requested by 06.01.2017.</p>	<p>To date, there are four students enrolled the program, two of whom are in the Workforce Development Certificate alone, and two who are concurrently enrolled in the MS/Human Resources and Leadership Development.</p>	<p>Receive and accept the progress report. A subsequent report is requested by 06/01/2018.</p>
09.2015	<p>SUNO  <b>DSW (Social Work)</b>  (44.0701)  Conditional approval was granted on 09.24.2015 with a progress report requested annually by July 22; recent report received 07.25.17.</p>	<p>SACSCOC denied the request for level change due to questions of financial stability; campus will resubmit in March 2018. Dr Rebecca Chaisson has been named as Dean of the School of Social Work, effective 1 July. The new SW building should be completed by Sept 2017; admission to the DSW is postponed until SACSCOC approval is achieved.</p>	<p>Receive and accept the progress report. A subsequent report is requested by July 22, 2018.</p>
08.2012	<p>UL, Lafayette  <b>MS in Criminal Justice</b> (43.0104)  Conditional approval granted in 2012, with annual progress reports requested, the most recent due by 09.01.2017 and received on 08.03.17.</p>	<p>Enrollment remains steady, averaging 10 students, with 7 graduates in 2015-16 and 4 in 2016-17. A permanent department head, two additional graduate faculty, and a renewed recruiting plan should enhance ULL's ability to recruit new students and mentor current ones.</p>	<p>Receive and accept the progress report. A subsequent report is requested by 09/01/2018.</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
<b>Letters of Intent</b>	ULM	BA - Dance	03.17.16	08.08.17 –Campus requested removal from the queue to revise the program concept and resubmit.
	ULL	MAT – Elem Ed	03.01.17	03.06.17 circulated to CAOs, with input requested by 04.05.17; forwarded to LDoE for review and approval (certification path); held in LDoE pending certification policy changes.
	ULL	MS – Industrial Chemistry	06.29.17	06.30.17 circulated to CAOs, with input requested by 08.01.17.
	Nicholls	BAS – Management and Supervision	06.29.17	06.30.17 circulated to CAOs, with input requested by 08.01.17. 08.08.17 questions sent to campus about program description and need, seeking clarification.
	SUBR	PhD – Criminal Justice	07.31.17	08.02.17 advised SUS and ULS provosts of two LOIs for PhD/CJ (per telecon 07.28 to discuss GSU's LOI), with plan to present both together and, if approved for proposal development, send both to consultant(s) for recommendation.

<b>Program Proposals</b>	SUBR	GC - Supply Chain Mgt & GC – ERP Systems	09.09.16	04.7.17 – Questions sent to campus about program details, seeking clarification; 08.07.17 - campus requested additional time to respond.
	SLCC	AA – Liberal Arts, AS – Natl Sci	11.23.16	11.30.16 – Questions sent to campus about purpose, duplication; 03.16.17 – answers received; questions continued about duplication with the AGS or AA & ASLT; awaiting response.
	LDCC	AS – Computer Sci; AAS – Computer Tech	03.23.17	07.27.17 – Campus requested removal from the queue to rework the program concept and proposal.
	GSU	BGS – General Studies	06.30.17	Under staff review.

<b>Center of Excellence</b>	DCC	Culinary CWE – Continued Authorization	12.05.16	12.22.16 – Staff questions on continuation report; campus is working on response; expanded narrative received on 04.05.17; under further discussion and review; 06.01.17 -LCTCS requested postponement of renewal consideration until Aug/Sept board mtg.
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