

Roy O. Martin, III
Chair

Richard A. Lipsey
Vice Chair

Joseph P. Farr
Secretary

Joseph C. Rallo, Ph.D.
Commissioner of
Higher Education



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

Mark T. Abraham
Claudia H. Adley
Raymond J. Brandt
Marty J. Chabert
Joel E. Dupré
William H. Fenstermaker
Chris D. Gorman
Robert W. Levy
Edward D. Markle
William G. Stream
Collis B. Temple, III
Joseph C. Wiley
Patrick J. Harrington, Student

AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 28, 2015 • 9:00 am

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. Bachelor of Social Work (BSW) - LSU
2. BS in Health Sciences – LSUA

B. Program Proposals

1. AAS, Business Administration – Fletcher TCC
2. AAS, Business Administration – Sowela TCC
3. PMC – Family Nurse Practitioner – NSU

IV. Revisions to AcAf Policy 2.14, Teacher Preparation Education

V. Military & Veteran Friendly Campus – Initial Designation (24 Institutions)

VI. Consent Agenda

A. Termination: BS/Middle School Education Gr 4-8 (Math & Sci) – LA Tech

B. Routine Staff Reports

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

VII. Other Business

VIII. Adjournment

Committee Members: Joseph Farr, Chair; Joel Dupré, Vice Chair; Mark Abraham, Claudia Adley, Marty Chabert, Robert Levy, Collis Temple III, Joe Wiley; LCTCS, LSU, SU, UL System Representatives.

AGENDA ITEM III A 1
LETTER of INTENT
LOUISIANA STATE UNIVERSITY
BACHELOR OF SOCIAL WORK

BACKGROUND INFORMATION

Louisiana State University (LSU) requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Social Work (BSW). The LoI was approved by the LSU Board of Supervisors in May 2015. The campus has worked to address questions raised by Regents' staff over the past few months.

STAFF SUMMARY

1. Description

The purpose of the proposed BSW is to prepare generalist social work practitioners for employment in a wide variety of social service settings. These settings encompass all the social institutions that are designed to improve the well-being of vulnerable individuals and populations through agencies and services such as child welfare and child protection services, hospitals, homeless centers, the criminal justice system, emergency mental health services, domestic violence shelters and senior services. BSW-level training specifically emphasizes the development of social work case management skills. Social work case management involves service skills that span social systems, including direct supportive counseling with individuals and families, expert knowledge of community resources for referral and support, and community-level organizational activities focused on creating more efficient and client-centered services. The BSW is also designed for students who plan to go on to graduate studies in social work.

The basic structure of the proposed BSW program is guided by the accreditation requirements of the Council on Social Work Education (CSWE). The 120 credit hour curriculum is built upon a foundation in the first two years of general liberal arts coursework, where students are exposed to the arts and humanities, social sciences, languages and natural sciences. Beyond this foundation, the proposed BSW will require approximately 45-50 upper division credit hours in social work courses, including a minimum of 400 work hours in field internships at social service agencies. Social work courses at the BSW level reflect the broad system-spanning roles and activities of the profession, including: direct practice skills with individuals, families, small groups, and community organizations; current theory and research on human development and cultural diversity with an emphasis on human growth through reciprocal interactions within social environments; the history and creation of social policies affecting social work client populations; and practice-related research and evaluation.

The proposed BSW will build on the institution's existing Social Work (SW) minor. Currently 49 students have declared SW as a minor, and the minor has a three-year completer average of 24 per year. The proposed degree will complement and benefit from LSU's existing MSW and PhD in Social Work, which is the state's only public PhD Social Work program. Students that enroll in the proposed BSW will be taught by the same faculty that support the existing graduate programs. The Social Work faculty will integrate their research into courses and engage students in the research process when doing so enhances student learning.

2. Need

Louisiana faces many social challenges, and social workers possess the skills to help the state address these difficulties. The Louisiana Workforce Commission (2014) rated several social work occupations at the second highest level: four stars. These include child, family and school social workers; health care social workers; mental health and substance abuse workers; and eligibility interviewers. Letters of support provided by entities such as the Department of Children & Family Services, Capital Area Human Services District, and the Office of Juvenile Justice expressed the need for more individuals with knowledge of evidence-based practices and critical thinking, communication, analytical and research skills to front-line social work jobs in

their organizations. Although there are six public colleges currently offering a BSW degree (SLU, ULM, SUBR, GSU, NSU and SUNO) which produced 220 graduates, in 2014-15 there continues to be a shortage of social workers licensed at the BSW level to meet community needs.

In addition, substantial internal demand for the program exists at LSU as indicated by the growing number of students that pursue the SW minor. In Fall 2014, students in allied disciplines as well as those enrolled in four undergraduate social work courses that semester were surveyed in order to determine interest in a BSW. In sum, according to survey results, there are between 86 to 100 current LSU students who would prefer to pursue a degree in social work instead of their current degree. Over 1,000 students did not respond to the survey which means internal demand could be even higher.

3. Students

The proposed program will attract students already enrolled at LSU who would prefer to earn a BSW rather than their current program of study as well as prospective students who want to pursue such a degree at a large, public, and land grant research university. As a result, the LSU BSW program would recruit different students than the other universities that offer BSW programs in Louisiana. LSU anticipates that the proposed program will initially enroll 25 students each year in the first two years, doubling to 50 for years three and four, and increasing to 75 incoming students in year five of implementation.

4. Faculty, Resources & Administration

The proposed program will be housed in the School of Social Work which currently offers a BS in Child and Family Studies, MSW and PhD in Social Work. Appropriate infrastructure and facilities are in place for program implementation. Many of the courses required of the proposed program are offered for the SW minor. In addition to existing faculty lines that support the SW graduate programs, two additional full-time faculty members for the BSW are anticipated along with part-time adjunct instructors.

5. Budget

As previously mentioned, two new faculty lines will be needed as the proposed program experiences expected growth; part-time adjunct instructors and two graduate assistants are also anticipated. Operating expenses to include accreditation, marketing, travel and supplies will be incurred as well. LSU forecasts total operating expenses in YR1 to total \$99K with that amount increasing to \$257K in YR5. It should be noted that the estimated revenue from tuition and fees generated by the BSW program will exceed the annual estimated cost of the BSW program in each of the five years projected.

STAFF ANALYSIS

The proposed program is one that will help address the need for more licensed social workers at the BSW level in Louisiana as well as internal demand for such a degree at LSU. There is a strong indication of student interest in a BSW program at LSU based on the growth of the SW minor as well as survey responses provided by current LSU students. The proposed BSW will complement existing graduate programs in social work offered by LSU and will prepare highly competent, effective and ethical social work professionals to serve diverse, vulnerable, and impoverished populations. Projected expenses associated with program implementation will be off-set by tuition and fees.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of the Letter of Intent to develop a proposal for a Bachelor of Social Work (CIP Code 44.0701) at Louisiana State University.

AGENDA ITEM III A 2
LETTER of INTENT
LOUISIANA STATE UNIVERSITY AT ALEXANDRIA
BACHELOR OF SCIENCE IN HEALTH SCIENCES

BACKGROUND INFORMATION

Louisiana State University at Alexandria (LSUA) requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Science in Health Sciences. The LoI was approved by the LSU Board of Supervisors in May 2015. Over the last few months, Regents' staff worked with campus representatives to address questions raised regarding the proposed program.

STAFF SUMMARY

1. Description

The Department of Allied Health at LSUA is proposing a Bachelor of Science in Health Sciences (BSHS) with two concentrations: Cardiovascular Technology and Cardiac Device Sales and Marketing. The proposed degree will require 120 credit hours consisting of 63 credit hours of required general education and basic science prerequisites, and 57 hours of courses in Cardiovascular Science. Students will complete two years of required prerequisites followed by two years of study in courses providing training in the one of the selected areas of concentration. A clinical experience is required for both concentrations. The Cardiovascular Technology concentration will train cardiac catheterization laboratory techniques while the Cardiac Devices Sales and Marketing concentration will train individuals for positions with companies that market and sell cardiac devices. The proposed BSHS will prepare individuals to enter the 21st century workforce with training in the latest concepts and technology associated with resuscitation science and treatment of cardiovascular diseases as well serve as a springboard for graduate work in a specific health-related field.

2. Need

Central Louisiana is in need of more individuals trained in the health sciences. This is substantiated in a 2013 Central Louisiana Economic Development Alliance (CLEDA) research initiative designed to identify allied health needs and what is necessary to ensure central Louisiana has an allied health workforce ready to meet its needs. Letters of support from St. Frances Cabrini Hospital and Rapides Regional Medical Center indicate that, because central Louisiana is a major hub for cardiovascular referrals from nine parishes, there is and will continue to be a growing need for specialized technologists to staff their heart catheterization labs. In addition, there is also a need for a more trained sales force that has the business and health sciences background to answer questions raised by physicians in order to make an informed decision regarding the application of cardiac devices to medical practice.

What is being proposed by LSUA is unique in that it is a health sciences program that specifically focuses on cardiovascular science. Undergraduate programs in the health sciences/health studies area that are currently offered by public institutions in Louisiana (BS in Health Sciences at Nicholls, BAS in Allied Health at Northwestern, and BS in Health Studies at ULM) are designed to prepare individuals for entry-level management positions in non-clinical areas of healthcare as well as credentialed health care professionals looking to obtain a bachelor's degree for career advancement. These existing programs also prepare students planning to apply to professional schools.

3. Students

The proposed BSHS will attract students from throughout central Louisiana. There are many place-bound students in the area serviced by LSUA that would be interested in the program. Graduates of LSUA's AS in Radiologic Technology, AS in Nursing, and AS/AA transfer degree programs would see this degree as an opportunity to build on their current degree, improve their level of education, and increase their earning

potential. The same would be true of individuals holding these degrees from other Louisiana institutions. The institution anticipates a minimum of 12 students will be admitted each year for the first five years of program implementation. Individuals who have completed an associate degree in an area of concentration appropriate to this degree and are licensed in the discipline may apply for advanced standing to earn the BSHS.

4. Faculty, Resources & Administration

The proposed BSHS will be administered by the Department of Allied Health. Program Coordination will be handled by the Department Chair and a Medical Director. Current faculty from the Department of Allied Health and Business Administration will provide instructional support for existing courses required of the proposed curriculum; there is sufficient capacity in courses to accommodate additional students. Two adjunct instructors will be hired to provide the instructional support of the specialty courses in the areas of concentration. Since clinical rotations will take place during years three and four in fully equipped laboratories and other facilities located at clinical affiliate sites, minimal equipment costs are required for program implementation.

5. Budget

The cost of program implementation includes the hiring of adjunct instructors and an annual stipend for the program coordinator (a practicing Cardiologist) along with minimal costs associated with travel and supplies. The campus anticipates total cost for Year One to be \$18K with that amount increasing to \$80K by Year Five. Program costs will be off-set by self-generated funds from tuition.

STAFF ANALYSIS

The proposed BSHS is in response to LSUA's being approached by area cardiologists and cardiac catheterization laboratory personnel regarding the possibility of developing a program with a focus on cardiovascular science that is designed to provide exceptional training for cardiovascular laboratory technicians and for individuals interested in cardiac devices sales/marketing. The program can be offered at minimal cost to the institution since existing faculty can provide the bulk of instructional support. This is a program that is unique in nature and would produce graduates with knowledge and skills sets requested by industry in the region serviced by LSUA.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of the Letter of Intent to develop a proposal for a Bachelor of Science in Health Sciences (51.0000) at Louisiana State University at Alexandria.

AGENDA ITEM III B 1
PROPOSED NEW ACADEMIC PROGRAM
FLETCHER TECHNICAL COMMUNITY COLLEGE
ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION

BACKGROUND INFORMATION

Fletcher Technical Community College requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Business Administration. The program proposal was approved by the Board of Supervisors of the Louisiana Community and Technical College System in September 2015.

STAFF SUMMARY

1. Description & Need

The proposed 60-hour AAS in Business Administration introduces fundamental business skills and concepts for orientation to the functions of management and administration in business and industry, preparing students for entry-level positions in management, marketing, or accounting fields. Upon completion of the first 33 hours, students are awarded a Certificate of Technical Studies in General Business, after which they may delve more deeply into a business area of interest, like entrepreneurship.

Fletcher currently offers two AAS programs in business areas: Accounting Technology (averaging 21 graduates over the last 3 years), and Office Systems Technology (averaging 13 graduates). The proposed AAS would provide students with basic technical skills used in administering a business as well as introductory courses in the human elements of business, including human resources, management, marketing, and communication. Similar AAS programs are currently offered by Bossier Parish and South Louisiana (AAS/Business Administration), Delgado (AAS/Business & Management), and Baton Rouge (AAS/Business Technology, Management Concentration) community colleges, and Sowela has proposed to add a similar AAS in Business Administration. The content and credential are offered across the state, but it is a shared need for entry level administrators in any business. Because it offers a more broad introduction to business concepts and skills, Fletcher plans to promote this degree over the more narrowly structured AAS in Office Systems Technology, eventually absorbing the content into the more general program.

2. Students, Faculty & Administration

Fletcher hopes to attract some of the students currently enrolled in general studies (over 300 in Fall 2014), undeclared majors (over 600) and office systems technology (72) into the new major, once it is approved. The program will be part of the Business and Information Systems Department which currently maintains a 29:1 student-faculty ratio. The college notes that many of the courses in the proposed program are also elements of other, existing programs and that current and future demand can be met by current faculty and adjuncts teaching in the current facilities. In the second year of implementation, Fletcher will begin proceedings to seek accreditation by the Accreditation Council for Business Schools and Programs (ACBSP).

3. Budget

Because the courses can be developed and provided by existing faculty, the campus projects that tuition will easily cover anticipated expenses.

STAFF ANALYSIS

The proposed AAS will provide a general business educational opportunity to students at Fletcher, giving them the technical training and general education competencies required for entry-level supervisory positions or to run a small business. Fletcher is proposing a degree that makes use of existing courses and faculty, so cost is minimal for implementation. Students in this program should be clearly advised that this proposed AAS is not designed to be a transfer degree.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend conditional approval of the Associate of Applied Science in Business Administration (CIP Code 52.0101) at Fletcher Technical Community College. An update on program implementation, to include enrollment and completion data, shall be submitted by June 1, 2017.

AGENDA ITEM III B 2
PROPOSED NEW ACADEMIC PROGRAM
SOWELA TECHNICAL COMMUNITY COLLEGE
ASSOCIATE OF APPLIED SCIENCE IN BUSINESS ADMINISTRATION

BACKGROUND INFORMATION

Sowela Technical Community College requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Business Administration. The program proposal was approved by the Board of Supervisors of the Louisiana Community and Technical College System in September 2015.

STAFF SUMMARY

1. Description & Need

The proposed AAS in Business Administration covers a broad field of business fundamentals, including accounting, economics, management, and communication with an introduction to the legal environment of business, ethics, and marketing. Upon completion of the 60-credit hour program, students will have acquired the knowledge and skills to apply basic business administration concepts to improve operational performance and aid in decision making. The objective of the program is to "offer students a well-rounded business education that will equip them for entry-level administrative or supervisory positions." In addition to preparing students for employment, the curriculum was developed with a focus on transferability to McNeese State University: it includes the required 15 hours of general education coursework plus an additional 21 hours of transferrable courses in general business areas.

Sowela currently offers two very successful AAS programs in business areas: Accounting Technology (averaging 28 graduates over the last 3 years), and Office Systems Technology (averaging 26 graduates). The proposed AAS would provide students with basic technical skills used in administration as well as introductory courses in the human elements of business: human resources, management, and communication. Similar AAS programs are currently offered by Bossier Parish and South Louisiana (AAS/Business Administration), Delgado (AAS/Business & Management), and Baton Rouge (AAS/Business Technology, Management Concentration) community colleges. Though similar degrees are offered in the state, the state's southwest region is experiencing tremendous growth, with as much as a 263% increase in management positions projected by 2020.

2. Students, Faculty & Administration

Sowela views all citizens in the five-parish area served by the College as potential students and anticipates enrollment interest to grow with program implementation so that graduates may exceed 25 per year by the fourth year. Sowela currently has nine masters- and doctoral-prepared faculty in the business area. Initially, the existing full-time faculty can sustain the proposed AAS with minimal assistance from existing adjuncts. By year three, as enrollments grow and the three new courses are added to the inventory, the College plans to hire an additional faculty member. The program will be administered by the School of Business and Applied Technology.

3. Budget

Because so much of the course requirements can be provided by existing faculty, the campus projects that tuition will easily cover anticipated expenses, including the costs for ACBSP accreditation beginning in year two and the additional full-time faculty member in year three.

STAFF ANALYSIS

The proposed AAS will provide an educational opportunity currently not available in the southwest region. It will provide students with the technical training and general education competencies required for entry-level supervisory positions or to run a small business. Sowela is proposing a degree that makes use of existing courses and faculty, so cost is minimal for implementation. Students in this program should be clearly advised that this proposed AAS is not designed to be a transfer degree.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend conditional approval of the Associate of Applied Science in Business Administration (CIP Code 52.0101) at Sowela Technical Community College. An update on program implementation, to include enrollment and completion data, shall be submitted by June 1, 2017.

AGENDA ITEM III B 3
PROPOSED NEW ACADEMIC PROGRAM
NORTHWESTERN STATE UNIVERSITY (NSU)
Post Master's Certificate (PMC) in Family Nurse Practitioner (FNP)

BACKGROUND INFORMATION

In response to the growing demand for lifelong, family healthcare, nurse practitioners (NP) in other specialties are seeking additional certification in family practice. NSU's Master of Science in Nursing (MSN) program presently includes the following concentrations: Adult-Gerontology Acute Care NP, Adult Gerontology Nursing, Adult Gerontology Critical Care Nursing, Maternal Child and Family Nursing, Family NP, Primary Care Pediatric NP, and Women's Health NP. To practice as a family nurse practitioner in Louisiana, nurses must hold an MSN with a concentration (or the relevant courses and clinical experiences) in family nurse practitioner. NSU has been offering post graduate FNP certification for over 15 years, but not with a corresponding PMC academic credential.

STAFF SUMMARY

1. Description

The purpose of the proposed 12-credit program is to provide the necessary didactic and clinical education to registered nurses with a graduate degree in nursing in any concentration other than family nurse practitioner so that they may become family nurse practitioners (FNP). The curriculum includes specific courses that focus on the care of families and individuals of all ages. Students who successfully complete the PMC/FNP may apply to take a national certification exam. Upon passing an FNP 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 FNP.

The actual curriculum plan for each PMC candidate will be based on the current MSN/FNP curriculum but will vary depending upon course work already completed during the student's previous graduate study. Each student's graduate transcript will be evaluated to conduct a gap analysis, comparing previous course work and clinical experience to the requirements of the MSN/FNP curriculum to determine the combination of didactic and clinical courses the student needs for post graduate FNP certification. PMC/FNP candidates will be required to complete a minimum of 500 supervised direct patient care clinical hours in the population focused area of practice.

2. Need

Recent and anticipated legislation affecting health care delivery increases the demand for nurse practitioners as primary care providers. Due to insurance reimbursement issues, many employers seek NPs with dual certification. Implementation of the proposed PMC will help fulfill the workforce market demand for advanced practice nurses and provide an avenue for Louisiana residents to meet their educational goals within the State. Southeastern and Grambling also offer the PMC/FNP.

3. Students

Northwestern has a strong nursing program averaging 55 MSN graduates per year, with 66 graduates in 2014-15. The proposed PMC is targeted for master-prepared registered nurses who seek to add Family certification in their respective fields of expertise. Based on previous experience with post graduate NP certification, NSU anticipates enrolling five students per year for the first two years, with up to ten students per year thereafter.

4. Faculty, Resources & Accreditation

As mentioned previously, post graduate FNP certification has been offered for several years at NSU, successfully preparing FNPs 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 costs generated with implementation of this proposed program, requested to formalize existing certification offerings.

Nursing programs at NSU are accredited by the Commission on Collegiate Nursing Education (CCNE) through 2023. In 2015, CCNE began developing an accreditation review process for all post graduate certificate programs. Upon receiving BoR approval, NSU will apply to CCNE to extend the current accreditation to the new post graduate FNP certification program.

STAFF ANALYSIS

The PMC/FNP 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 Family Nurse Practitioner instruction within the MSN and for post graduate certification. The addition of a Post Masters Certificate 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 Family Nurse Practitioner (CIP 51.3805) at Northwestern State University, for immediate implementation.

AGENDA ITEM IV
PROPOSED POLICY CHANGE AND GUIDELINES
ACADEMIC AFFAIRS POLICY 2.14:
TEACHER PREPARATION EDUCATION

BACKGROUND INFORMATION

The Board of Regents approved *Academic Affairs Policy 2.14: Teacher Preparation Education* in 2000-01 to provide guidelines to support the redesign of all teacher preparation programs in public institutions in Louisiana. Since 2000-01, the BoR has required teacher preparation programs to address additional expectations for initial and ongoing program approval; however, the guidelines in the original policy have not been updated. In addition, the BoR has approved procedures for a Teacher Preparation Accountability System; however, it was not clear how the accountability system is a part of the policy. A need now exists to update the policy and integrate all expectations for teacher preparation programs at public universities into current guidelines.

STAFF SUMMARY

BoR staff met with College of Education deans/heads to identify changes that needed to occur to the teacher preparation policy and guidelines. The only changes to policy pertained to the removal of outdated timelines and the renaming of the guidelines to “Guidelines for the Board of Regents Teacher Preparation Approval and Evaluation System.” The recommended wording for the revised policy is the following:

Academic Affairs Policy 2.14: Teacher Preparation Education.

The Board of Regents recognizes as a primary responsibility of Louisiana’s higher education system the preparation of high quality teachers for the State’s elementary and secondary schools. As the needs of society are ever-changing, so must teacher preparation programs respond quickly to meet those needs. To that end, the Regents are committed to long-term improvements to and monitoring of teacher preparation programs. Accordingly, the Regents shall issue Guidelines for the Board of Regents Teacher Preparation Approval and Evaluation System that mandate specific actions at state colleges and universities designed to assure that teacher preparation remains at the forefront of institutional concerns (see Guidelines). Since teacher preparation is the responsibility of the entire college/university, not just the education program unit, these Guidelines shall consider issues which pertain to the college/university at large. As such, the degree to which individual colleges and universities respond appropriately to these Guidelines shall become a relevant factor in decisions of the Regents to maintain existing programs and/or approve proposed new programs in teacher preparation and closely related discipline areas.

It was determined that the guidelines were outdated and needed to be rewritten. The new guidelines were organized around seven questions identified by the National Academy of Education for use when using a decision framework to revise teacher preparation evaluation systems. Nine types of evidence that universities must address for a teacher preparation program to receive initial and ongoing approval to offer degrees were identified for the guidelines by BoR staff and college of education deans/heads. After further review by system and campus chief academic officers and faculty, the policy changes and guidelines are ready to be recommended to the Board of Regents for approval. (Attached.)

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of the changes to Academic Affairs Policy 2.14: Teacher Preparation Education and the accompanying guidelines.

GUIDELINES FOR THE BOARD OF REGENTS TEACHER PREPARATION APPROVAL AND EVALUATION SYSTEM

A. STRUCTURE OF THE GUIDELINES

The *Guidelines for the Board of Regents Teacher Preparation Approval and Evaluation System* have been designed to address the following seven questions that the National Academy of Education recommended in a report entitled *Evaluation of Teacher Preparation Programs: Purposes, Methods, and Policy Options* that was released in 2013 and identified a decision framework for constructing or revising a teacher preparation evaluation system.

Question 1: What is the purpose of the teacher preparation evaluation system?

Question 2: What aspects of teacher preparation are considered to be important?

Question 3: What sources of evidence will provide the most accurate and useful information about the aspects of teacher preparation that are of primary interest?

Question 4: How will the measures be analyzed and combined to make a judgment about program quality?

Question 5: What are the intended and potentially unintended consequences of the evaluation system for TPPs and education more broadly?

Question 6: How will transparency be achieved? What steps will be taken to help users understand how to interpret the results and use them appropriately?

Question 7: How will the system be monitored?

B. PURPOSE OF THE BOR TEACHER PREPARATION APPROVAL AND EVALUATION SYSTEM

The primary purpose of the Board of Regents (BoR) Teacher Preparation Approval and Evaluation System is:

To demonstrate that teacher preparation programs at public universities in Louisiana are addressing workforce needs as they prepare and support teacher candidates and new teachers who demonstrate knowledge and skills to successfully teach PK-12 students to be college- and career-ready.

C. ASPECTS OF TEACHER PREPARATION THAT MATTER THE MOST

The five aspects of teacher preparation that matter the most and will be addressed in the *BoR Teacher Preparation Approval and Evaluation System* will be the following:

- Program Innovation
- Candidate Selection
- Knowledge and Skills for Teaching
- Performance as Classroom Teachers
- Program Productivity and Alignment to State Needs

Four of the five areas are aligned with the major components for the *2020 Key Effectiveness Indicators* identified by Michael Allen, Edward Crowe, and Charles Coble (Teacher Preparation

Analytics) in 2014. Teacher Preparation Analytics provided permission for the State to use the structure to create Louisiana's 2014 *Teacher Preparation Data Dashboards* and the Board of Regents evaluation system. The area of "Program Innovation" was identified by the college of education deans/directors.

D. SOURCES OF EVIDENCE ABOUT ASPECTS OF TEACHER PREPARATION THAT ARE IDENTIFIED AS IMPORTANT

All teacher preparation programs MUST provide evidence for ALL of the following nine areas to be approved to operate teacher preparation programs at public universities in Louisiana. Failure to meet expectations in one area can result in loss of BoR approval to offer degrees and programs.

BOR REQUIREMENTS FOR APPROVAL OF TEACHER PREPARATION PROGRAMS

- Regional institution accreditation (i.e., SACSCOC).
- University System and Board of Regents (BoR) approval to offer degrees and programs.
- Board of Elementary and Secondary Education (BESE) initial and ongoing approval for program completers to receive a license to teach in Louisiana.
- National program accreditation (i.e., CAEP/NCATE/TEAC).
- Documentation of teacher preparation program alignment to BESE policy.
- Documentation of integration of current state and national student and teacher standards into the teacher preparation curriculum.
- Attainment of BoR completer requirements.
- Compliance with Title II Higher Education Act.
- Attainment of effectiveness measures.

The following identifies types of evidence that must be provided for each of the nine requirements for approval and evaluation of teacher preparation programs by the BoR.

Evidence #1: Regional Institution Accreditation - A public university must provide documentation when responding to multiple requirements in the following areas to obtain initial institution accreditation and later reaffirmation institution accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

- a. Integrity of institution operation in all matters
- b. Core requirements for an institution to operate (e.g., governance, leadership, planning and evaluation, student enrollment, degrees, student/faculty support, financial base, physical resources, etc.)

- c. Comprehensive standards which reflect good practice and accomplishments in higher education (e.g., mission, selection/evaluation of leadership, organizational structure, delegation of authority, expectations, instruction, competency of faculty, community/public service, etc.)
- d. Adherence to federal requirements

Evidence #2: University System and Board of Regents Program Approval - A public university must submit a Letter of Intent and Proposal to their university system and the BoR for each individual teacher preparation degree/program, have the proposals undergo review by State and national experts, and successfully address all of the following areas to be approved to offer a degree and program.

Information Required for All University Degrees and Programs:

- a. Description of Program and Curriculum
- b. Identification of Need for the Program
- c. Recruitment, Selection, and Enrollment of Students
- d. Provision of Qualified Faculty
- e. Availability of Library and Other Resources to Support Learning
- f. Availability of Facilities and Equipment
- g. Administrative Structure and Support
- h. Accreditation of Program
- i. Subject Matter Fields at the University That Support the Program
- j. Costs

Additional Information Required for Teacher Preparation Programs:

- a. Alignment of Courses to BESE Certification Requirements
- b. Alignment of Courses to BESE Teacher Standards/Competencies
- c. Alignment of Courses to BESE PK-12 Student Content Standards
- d. Sequence of Courses
- e. Progression of Clinical Experiences
- f. Description of Recruitment and Selection of Teacher Candidates
- g. Descriptions of Teacher Preparation Courses (i.e., Course Syllabi)
- h. Description of Clinical Experiences (e.g., Clinical Educators, Placements)
- i. Description of Assessment System and Program Evaluation

Evidence #3: Board of Elementary and Secondary Education Initial and Ongoing Approval – The Louisiana Department of Education (LDOE) reviews all Proposal documentation provided by the BoR for a new degree/program to verify that the degree/program meets all BESE policy requirements. In addition, through a LDOE/BESE partnership with national program accrediting agencies, the public universities undergo ongoing reviews by the LDOE/BESE at the same time that they undergo national program accreditation.

Ongoing State Review Conducted Concurrently with National Accreditation Review:

- a. Integration of State standards/competencies for teachers and students into the teacher preparation curriculum

- b. Compliance with LDOE/BESE expectations in the following areas: Planning, Management, Instruction, Curriculum, Reading, Mathematics, Technology, Professional Development, and School Improvement
- c. Understanding of K-12 State assessments and accountability

Evidence #4: National Program Accreditation. A public university must provide evidence to demonstrate that they have successfully collected data and addressed national and state standards (i.e., National Council for Accreditation of Teacher Education (NCATE), Teacher Education Accreditation Council (TEAC), or Accreditation of Educator Preparation (CAEP)). (Note: CAEP is now the only agency for national program accreditation.)

National CAEP Expectations:

- a. Candidate development and use of in-depth content knowledge and practices to advance student learning
- b. Existence of effective partnerships and high-quality clinical practice.
- c. Quality of candidates as a continuous process during recruitment, selection, and progression
- d. Impact of completers upon P-12 student achievement/development, instruction, and school plus satisfaction of completers regarding preparation
- e. Collection and use of valid data to examine the effectiveness of completers and to improve the program

Evidence #5: Program Alignment to BESE Policies - A public university must provide documentation on an ongoing basis to demonstrate that changes in courses to teacher preparation programs continue to be aligned with BESE policies.

- a. Requests for Changes in Programs
- b. Official Plans listing all teacher preparation courses
- c. Copies of syllabi for new courses

Evidence #6: Integration of Current State/National Standards for Students/Teachers into the Preparation Curriculum – A public university must integrate changing State and national standards for students and teachers into the teacher preparation program to ensure that new teachers are prepared to address changing needs in schools.

Evidence #7: BoR Completer Review - A public university must provide evidence that they have met Board of Regents expectations for a minimum number of graduates over three years.

- a. Number of graduates of undergraduate degrees
- b. Number of graduates of Master of Arts in Teaching degrees
- c. Numbers of students being awarded Post-Baccalaureate Certificates and Masters Certificates for completers of Practitioner Teacher Programs and Certification-Only alternate programs.

Evidence #8: Title II Higher Education Act - A public university must provide evidence that they have submitted data elements to the United States Department of Education (USDE) to comply with requirements for the Higher Education Act. Examples of data elements submitted each year are: Listing of all programs; number of enrolled students; number of completers; candidates' races; candidates' gender; candidates' requirements to enter and exit teacher preparation programs; candidates' median GPA when entering and exiting the programs; candidates' majors; candidates' subject areas; candidates' average scaled scores and passage rates for each licensure assessment taken; identification and attainment of yearly program goals for mathematics, science, special education, and Limited English Proficient Students; identification of programs identified as at-risk and/or low performing; program use of technology, etc.

Evidence #9: Effectiveness Measures - A public university must provide evidence that they have successfully met State expectations to demonstrate teacher preparation effectiveness. One indicator pertaining to passage rates of licensure assessments is currently being used as an effectiveness measure for the BoR Teacher Preparation Accountability System to identify At-Risk and Low-Performing programs for reporting to the USDE for the Title II Higher Education Act. Universities are now identifying multiple measures to demonstrate effectiveness for a Teacher Preparation Quality Report to replace the Teacher Preparation Accountability System. The multiple measures will be submitted to the Board of Regents for approval during 2016.

E. COMBINATION AND ANALYSIS OF MEASURES TO MAKE A JUDGEMENT ABOUT PROGRAM QUALITY

Programs must meet *all* of the following criteria for programs at public universities to be approved by the BoR:

Evidence #1 Criteria: Regional Institution Accreditation

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) must report that the university meets initial institution accreditation expectations and later meets reaffirmation institution accreditation requirements. *Types of Data:* Input and Output. *Review Time Period:* Five Year Interim Review; Ten Year Reaffirmation Accreditation.

Evidence #2 Criteria: University System and Board of Regents Program Approval

The Board of Regents must adopt a motion to approve the implementation of a new degree/program that has been recommended for approval by the university system, BoR staff, and national experts (when appropriate). *Types of Data:* Input and Output. *Review Time Period:* One Time

Evidence #3 Criteria: Board of Elementary and Secondary Education Initial and Ongoing Approval

The Board of Elementary and Secondary Education must adopt a motion to approve a university-based program whose completers will receive licenses to teach in Louisiana. *Types of Data:* Input and Output. *Review Time Period:* One Time for Initial; Yearly Reports for Ongoing CAEP Reviews; Every Seven Years for Site Visit and Comprehensive Review.

Criteria for Evidence #4: National Program Accreditation

National/state accreditation boards must specify in a report that a university has met NCATE/TEAC/CAEP national accreditation standards. *Types of Data:* Input and Output. *Review Time Period:* Yearly Reports for Ongoing CAEP Reviews; Every Seven Years for Site Visit and Comprehensive Review

Criteria for Evidence #5: Program Alignment to BESE Policies

BoR staff and LDOE staff must sign documents (e.g., Official Plans) to indicate that changes in courses within teacher preparation programs are aligned with BESE policy. *Type of Data:* Input. *Review Time Period:* Ongoing.

Criteria for Evidence #6: Integration of Current State/National Standards for Students/Teachers into the Preparation Curriculum

BoR must have written confirmation that public universities have integrated changes to state/national standards for students/teachers into the teacher preparation curriculum. In addition, national accreditation teams composed of state and national representatives must possess evidence of integration of current state/national standards into the preparation curriculum. *Types of Data:* Input and Output; *Review Time Period:* One time for initial documentation; Every Seven Years for Site Visit and Comprehensive Review for national accreditation and state review.

Criteria for Evidence #7: BoR Completer Review

BoR must report that a public university meets expectations during low completer reviews for individual degrees and certificates. *Type of Data:* Output. *Review Time Period:* Every Two Years.

Criteria for Evidence #8: Title II Higher Education Act

Westat (i.e., USDE) must report that a public university has entered by April 30th of each year all required data on a web site provided by the USDE. *Types of Data:* Input and Output. *Review Time Period:* Yearly.

Criteria for Evidence #9: Effectiveness Measures

BoR must possess evidence that a public university met expectations for indicators identified for a teacher quality system. *Types of Data:* Input and Output. *Review Time Period:* Yearly.

F. INTENDED AND POTENTIALLY UNINTENDED CONSEQUENCES OF THE TEACHER PREPARATION PROGRAM APPROVAL AND EVALUATION SYSTEM

The most important intended consequence is for public universities to be preparing effective new teachers whose students are better prepared as they enter colleges and careers. Another intended consequence is for higher education, state leaders, schools, districts, and the public to have consistent and meaningful information regarding the quality of teacher preparation programs at public universities. This can help to overcome perceptions that may be based upon incomplete information.

A potential unintended consequence is for public universities with small programs to have a sufficient number of completers (e.g., more than ten completers) to publicly report data for specific types of evidence. If unable to report certain types of evidence, the results may not fully reflect the full quality of the programs.

Another unintended consequence is that the public may conclude that the 14 public universities are the only providers of teacher preparation programs when there are many other private universities, private providers, and districts offering programs that prepare new teachers.

G. TRANSPARENCY AND APPROPRIATE INTERPRETATION OF RESULTS

Transparency will exist by creating a yearly report pertaining to all nine requirements that must be addressed for BoR approval of teacher preparation programs. The yearly evaluation report will assist the public in interpreting the results and will be disseminated to higher education leaders and faculty, legislators, state agencies, teacher/principal/superintendent/school board organizations, business/community leaders, and other stakeholders.

H. MONITORING OF THE SYSTEM

The BoR will use an advisory council composed of State leaders, K-12 district/school leaders/teachers, university leaders/faculty/candidates, and parent/community/business leaders who will monitor the implementation of the BoR Teacher Preparation Approval and Evaluation System. The council will identify elements within the system that should be removed, added, or revised. These recommendations will go to the campuses and university systems for recommendations to the BoR for changes to the system.

AGENDA ITEM V

Designation as a *Governor's Military & Veteran Friendly Campus*

BACKGROUND INFORMATION

[Act 232](#) of the 2015 Legislative Session enacted R.S. 17:3138.5 to address the need for comprehensive, statewide support to aid military veterans in their transition from military service to enrollment in postsecondary education. Targeting the need for faculty and staff awareness of “veterans’ culture” and for orientation and mentoring programs designed specifically for veterans, the law requires the Board of Regents (BoR) to establish a process, to begin in the Fall 2015 semester, for designating an institution as a *Governor's Military and Veteran Friendly Campus* (Friendly Campus). The designation is to be based upon nine specified criteria—five mandatory, and at least three required of four additional criteria in the law. In addition, the law directs the BoR to “develop an application process, including time lines for submitting applications, for institutions that are interested in receiving the designation” and to review each application before submitting them to the Governor along with a written report that indicates if an institution meets the requirement for initial designation. Finally, the law specifies that the designation would be applied on an annual basis: an institution’s renewal application is to include a report containing several prescribed data elements from the previous year pertaining to veterans’ participation in campus offerings.

STAFF SUMMARY

BoR staff and the Statewide Articulation and Transfer Council met to review the requirements and establish specifications and timelines for initial and renewal applications. The following recommendations were adopted:

- For initial designation in Fall 2015, an institution must have at least three criteria actively in place: two of the five Mandatory; and one of the four Additional Criteria, of which any three are required. For those not yet in place this fall, the application must include a reasonably detailed plan to fully implement all eight minimum requirements by Fall 2016. *Complete* applications must include enough detail for the BoR to affirm the institution’s qualification for the designation.
- Deadlines for initial applications, signed by the Institution and System Chief Academic Officer, are 10 October or 21 November, to be presented to the Board in the remaining Fall meetings.
- Renewal applications will be due by 15 July each year, at which time all requirements must be in place and/or ready for implementation. The law specifies that the renewal application must include a series of data elements, listed on the second page of the “Process” and at the bottom of the “Application Checklist” attachments to this summary. Application templates for 2016 (initial designation or renewal) will be developed and posted during the spring semester.

The process summary and application forms are attached to this staff report.

BoR staff reviewed each application to determine whether the institution met the requirements for initial designation as a Friendly Campus by the governor, combining criteria that are actively in place on the campus with the requirements planned for implementation by the fall semester of next year. In several instances, institutions were asked to provide more detail or clarify their descriptions of current or planned processes before the applications were accepted. The two most common issues were verification of veteran status, and definitions of ‘hosting an ROTC program.’ Staff agreed that military/veteran status should be verified for funding (e.g., waived application fee) or special access (e.g., priority scheduling), but argued that self-reporting could probably suffice for access to veterans’ orientation or career placement workshops, and for the military articulation and transfer. BoR staff also maintained that hosting an ROTC program had to include having ROTC faculty on campus with office hours, assigned classrooms for course delivery, and a campus location for leadership lab, while *facilitating* an ROTC program would entail having students travel to another institution or off-campus site for class delivery.

For the first round of applications, BoR staff have received qualified applications for initial designation as a “Governor’s Military and Veteran Friendly Campus” from 24 postsecondary institutions and will submit them to the governor with a report indicating that all have met or will meet the requirements specified in the law, as specified in the Board of Regents’ process for an institution to be designated as such during this fall semester. Those institutions include all 13 in the LCTCS; LSU’s four undergraduate institutions;

Southern University at New Orleans; and six universities in the University of Louisiana system. Others that wish to seek the designation may apply for initial designation by 21 November or wait for the next opportunity in July of next year, when renewal applications will also be due.

STAFF RECOMMENDATION

The staff recommends that the Committee recommend approval to forward the following institutions applications to the governor with an endorsement as having met requirements to receive the initial designation of Governor's Military & Veteran Friendly Campus:

- ***Baton Rouge Community College***
- ***Bossier Parish Community College***
- ***Central Louisiana Technical Community College***
- ***Delgado Community College***
- ***Fletcher Technical Community College***
- ***Louisiana Delta Community College***
- ***Northshore Technical Community College***
- ***Northwest Louisiana Technical College***
- ***Nunez Community College***
- ***River Parishes Community College***
- ***South Central Louisiana Technical College***
- ***South Louisiana Community College***
- ***Sowela Technical Community College***

- ***LSU and A&M***
- ***LSU Alexandria***
- ***LSU Eunice***
- ***LSU Shreveport***

- ***Southern University in New Orleans***

- ***McNeese State University***
- ***Nicholls State University***
- ***Northwestern State University***
- ***Southeastern Louisiana University***
- ***University of Louisiana, Lafayette***
- ***University of New Orleans***

Designation as a *Governor's Military & Veteran Friendly Campus*

Fall, 2015

To be designated as a *Governor's Military & Veteran Friendly Campus*, an applicant institution must be able to demonstrate or affirm that it currently meets at least 2 of the 5 Mandatory criteria listed below, at least 1 of the 3 required Additional criteria, and that it has a reasonable plan to fully implement all (8) requirements within the first year.

Institutions must have a method in place to identify and verify military members/ veterans and their spouses (or dependents, which would include the spouse) in the student record system.

CRITERIA [ACT 232, 2015 Legislative Session]

-- ALL of the following Mandatory Criteria:

1. Adopt and fully implement a process to:
 - a. Recognize & align military education/training/experience with appropriate coursework.
 - b. Provide for transfer of academic credit hours, earned by veterans and their spouses from regionally accredited institution, that are aligned w/ receiving institution's course & program requirements.
2. Offer waivers of application fees for veterans.
3. Offer special veterans orientation programs providing detailed information on available programs, services, and accommodations.
4. Maintain deployment readmission policies that provide for the prompt readmission of veterans with the same academic status that they had when last attending or admitted.
5. Offer priority class scheduling to veterans:
 - a. At least as early as honors college, athletes, disabled &/or spring invitational students, or
 - b. At least a day prior to general undergraduate class registration, if the campus does not offer other priority scheduling to any of the groups listed above.

-- AT LEAST 3 of the following Additional Criteria:

6. Offer at least one course each semester (Fall, Spring) in History, Political Science, English, or Mathematics or a Credit Course introducing the college experience, covering transition, leveraging benefits, & disability issues – either course to be **specifically designed for and exclusively available to veterans.**
7. Offer free tutoring to veterans
8. Host a workshop at least twice/year to provide instruction on career opportunities, interviewing skills, resume writing, and networking.
9. Host an ROTC program affiliated with any branch of the armed services.

Application for Initial Designation

1. To be recommended for initial designation as a *Governor's Military & Veteran Friendly Campus*, a public postsecondary education institution must demonstrate (summarize) the policies and procedures currently in place or planned for implementation by Fall 2016 to fulfill the criteria on the application checklist and detail.
 - * At least 2/5 of the Mandatory and 1/3 of the Additional criteria must be currently in place (offered and available) for Initial designation in 2015.
 - * The application must include enough information and detail for BoR to determine that the institution meets the criteria.
2. The application must be certified by the Chief Academic Officers of the institution and the System Office and submitted to the Board of Regents (Karen.denby@regents.la.gov). Deadlines for BoR consideration in 2015 are:
 - * 10 October Deadline → 28 October BoR Meeting
 - * 21 November Deadline → 9 December BoR Meeting
3. BoR will forward a recommendation to the Governor, with a written report indicating that the institution meets the criteria for initial designation as a *Governor's Military & Veteran Friendly Campus* for up to one year.

Application for Renewal – Due 15 July.

4. The application for renewed designation will be available by May 2016 and may include additional or adjusted criteria. It will be due to the BoR each year by 15 July. All criteria must be in place (or ready for implementation by Fall 2016), and the application must include a report from the previous year as it relates to veterans.
5. The report must include data indicating the number of Veterans from the previous year who:
 - a. Were granted application fee waivers/refunds/credits.
 - b. Attended the special orientation program/session.
 - c. Participated in priority class registration opportunities.
 - d. Used the military articulation & transfer process, including:
 - i. Number of credit hours accepted through the transfer process, and
 - ii. List of courses credited.

If approved, BoR will grant the institution a renewed designation for a year. If denied, the BoR will provide written notice to the institution of the deficits, and the institution will have up to 45 days to correct or amend its renewal application. If the institution does not submit a corrected/amended application by the deadline, or if the application does not meet the requirements as determined by the BoR, the institution will not receive the designation for that year and may reapply the following July.

RS 13:5364 defines "veteran" for purposes of this law as a *former or current member of the U.S. Armed Forces or organized militia of the several states and territories, including but not limited to a member of the Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, Air National Guard, Reserves, State Guard, or a commissioned officer of the Public Health Service, Environmental Science Services Administration, or National Oceanic and Atmospheric Administration, or its predecessor, the U.S. Coast and Geodetic Survey.*

Louisiana Board of Regents
2015 APPLICATION for DESIGNATION as a
GOVERNOR'S MILITARY & VETERAN FRIENDLY CAMPUS

Campus:	Date:
Primary Contact Person (& Contact Info) for this application:	

Checklist

STATUS		CRITERIA
In Place	Planned <small>Target Date/Term</small>	
MANDATORY. [For initial designation, must have at least 2 in place; ALL by renewal in July.]		
		1- Waive Application Fees for Veterans. Process in place to verify veteran status and waive or refund admission application fee. Be able to track numbers of waivers granted.
		2- Veterans' Orientation. Offer special orientation program or session to provide detailed information on available programs, services, and accommodations for veterans. It could be an online program, but campus must be able to track number of veterans attending.
		3- Priority Class Scheduling. Offer priority scheduling for veterans that is either (a) at least a day prior to general undergraduate class registration, or (b) at least as early as athletes, disability services, honors college, and spring invitational (early freshman orientation) students. Be able to track veterans using the priority access.
		4- Military Articulation & Transfer Process. Adopt and fully implement process to recognize & align military education, training and experience with appropriate coursework. Be able to track number and rubric/subject of courses transferred or credited.
		5- Deployment/Readmission Policy. Campus policy and process providing for prompt readmission of veterans whose enrollment was interrupted by mobilization or active duty.
Must Have At Least 3 of the Following. [For initial designation, must have at least 1 in place.]		
		A- Course Designed For & Exclusively Available to Veterans. Offer at least one <u>credit-bearing</u> course/section <u>each semester</u> that is <i>specifically designed for and exclusively available to veterans</i> . The course must be in History, Political Science, English, Mathematics, or an introduction to the college experience, including transition, leveraging benefits, and disability issues. Describe the course.
		B- Free Tutoring for Veterans. Describe free tutoring services offered and made available to veterans, including how they know about it, and what measures of participation are in place.
		C- Veterans' Career Placement Workshop. Host workshop for veterans at least twice a year to provide instruction regarding career opportunities, interviewing skills, resume writing, and networking. Need not be exclusive to veterans, but invitations and content must clearly target veteran participation.
		D- Host an ROTC Program. Describe the campus- hosted ROTC program(s), e.g., branch; office space; class offerings; enrollment in the last three semesters/terms; number of students on contract; name/contact of detachment commander(s).

NOTICE: Annual Renewal Application /Report Must Include (by law):

- a. # granted application fee waivers/refunds/credit
- b. # attending special orientation program (& description of the program)
- c. # using priority class registration
- d. # using military articulation & transfer process:
 - ✓ # credit hours accepted through transfer process
 - ✓ List of courses credited

Louisiana Board of Regents
Military & Veteran Friendly Campus Designation – Application Detail

Referencing the checklist description, summarize the process *in place* and measurements designed to report participation. If *planned*, outline expected approach and identify target implementation date, responsible office, and planned measurements to report participation. For each item, clearly designate as either In Place or Planned. All required criteria must be in place by Fall 2016; renewal report is due 15 July.

Submit to LA Board of Regents: Karen.denby@regents.la.gov (225-342-4253).

**** Mandatory (1-5): ****

1. Waive Application Fees for veterans.

2. Veterans' Orientation

3. Priority Class Scheduling

4. Military Articulation & Transfer Process

5. Deployment/Readmission Policy

AcAf 2.21 or System/Campus policy

**** Must have at least 3 of the following: ****

A. Course Designed For & Exclusively Available to Veterans

B. Free Tutoring for Veterans.

C. Veterans' Career Placement Workshop.

D. Host an ROTC Program.

CERTIFICATIONS:

Provost/Chief Academic Officer

Date

Management Board/System Office

Date

AGENDA ITEM VI A
PROGRAM TERMINATION
LOUISIANA TECH UNIVERSITY
BS – Middle School Education Grades 4-8 (Math & Science)

BACKGROUND INFORMATION

Louisiana Tech University requests Board of Regents' approval to terminate the Bachelor of Science in Middle School Education, Grades 4-8. The requested termination was forwarded by the University of Louisiana System in September, 2015.

STAFF SUMMARY

LA Tech's BS/Middle School Education, Grades 4-8 (Math and Science) has been on the BoR's curriculum inventory since September 2002. It has been a weak program, averaging 1.4 graduates over the last 8 years, but it had been maintained on the inventory because of the shortage of middle school teachers, particularly in STEM areas. Though the bachelor-level program has been unsuccessful in attracting and retaining teacher candidates, Tech's Master of Arts in Teaching (MAT) in Middle School Education Gr 4-8 has been healthy, averaging 5.8 completers over the last five years. The University has asked that the Middle School program be terminated. In Fall 2014 there were only 9 majors in the BS program: four graduated, and only 2 were at the freshman/sophomore levels. Currently enrolled students would be given until Spring 2020 to complete their degrees or change majors.

As an alternative approach to STEM teacher education, the UTEACHTech program offers degrees in STEM areas with minors in secondary education (Gr 6-12). The College of Engineering and Science offers degrees in mathematics, chemistry, and physics with minors in secondary education in those areas, and the College of Applied & Natural Sciences will offer a biology degree with a minor in secondary biology education.

STAFF ANALYSIS

LA Tech's BS/Middle School Education Gr 4-8 program focused on math and science teacher education and has struggled for a long time as the university tried to make it work. Terminating the program will streamline program offerings while maintaining a path for prospective STEM teachers in grades 6-12 through the UTEACHTech minors in the STEM content areas. Students interested in teaching in the lower grades could still pursue the BS/Elementary Education Gr 1-5 at Tech. Staff support the request for termination and commend the institution for the UTEACHTech options that will be available for students interested in teaching at the middle and secondary school levels.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee grant approval of the termination of the BS/Middle School Education Gr 4-8 (CIP Code 131203) at Louisiana Tech University.

AGENDA ITEM VI B 1
ROUTINE ACADEMIC REQUESTS
Staff Approvals

Institution	Request
LSU	Request to change the name and CIP of the BS/Agricultural Education, Grades 6-12 (CIP 131301) to <u>BS/Agricultural and Extension Education (CIP 010801)</u> , with a concentration in <i>Teaching in Formal Education</i> for teacher certification – <u>approved</u> .

AGENDA ITEM VI B 2

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
05.2013	<p>LSU – Shreveport</p> <p>EdD in Leadership Studies (52.0213)</p> <p>The program was granted conditional approval in May 2013 (contingent upon SACSCOC approval of LSUS' request for a level change) with a request for a progress report by January 30, 2014. The initial progress report was accepted and received by the Regents in February 2014 with a second report provided in August 2014. A subsequent report was requested by August 1, 2015.</p>	<p>Staff received the progress report in mid-September 2015. It was explained that the program follows a cohort model and enrollment for each cohort was reported as follows: SP14: 22 initially enrolled with 14 currently enrolled; FL14: 14 initially enrolled with 10 currently enrolled; SP15: 16 initially enrolled with 11 currently enrolled; and FL15: 12 initially enrolled. For each cohort class, an explanation as to drop in enrollment was provided. The program has not produced any completers to date. The report also contained information and changes in the curriculum and administrative updates.</p>	<p>Receive and accept the 2015 progress report. A subsequent report is requested by August 1, 2016.</p>
05.2013	<p>Southern University</p> <p>BM in Music (50.0903)</p> <p>Conditional approval was granted to the program in May 2013 with a request for an update on program implementation by June 1, 2014. The requested report was submitted in August 2014 at which time a subsequent report was requested by June 1, 2015.</p>	<p>Staff received the progress report in late September 2015. It was explained that the program currently offers two concentrations: Music Education and Music Performance. Enrollment in the program was reported as follows: 2013-14: 95 and 2014-15: 62. At the end of the spring 2015 semester, twenty (20) of the 62 students had been fully admitted to the teacher education program. The report indicated that six (6) students will be awarded the degree in December 2015. The campus provided an update on initiatives put in place to improve time to degree.</p>	<p>Receive and accept the 2015 progress report. A subsequent report is requested by June 1, 2016.</p>
08.2012	<p>LSU – Alexandria</p> <p>BS in Medical Laboratory Science (51.1005)</p> <p>Conditional approval was granted in August 2012 with a progress report due by October 1, 2013. The campus submitted the report as requested with a second report submitted in 2014. A subsequent report was called for by October 1, 2015.</p>	<p>Staff received the progress report in late September 2015. The campus noted that it continues the process of seeking program accreditation and provided an update. Enrollment in the program has grown from 11 in spring 2013 to 22 in fall 2015. To date five (5) students have completed the degree, and it is anticipated that two (2) will be awarded the degree in December 2015. Information relevant to the employment of graduates was provided as well.</p>	<p>Receive and accept the 2015 progress report. A subsequent report is requested by October 1, 2016.</p>

04.2013	<p>Grambling State University BS in Child Development & Early Literacy (19.0799)</p> <p>The program was granted conditional approval in April 2013 with a progress report due by June 1, 2014. The requested report was provided by the campus in September 2014 at which time a subsequent report was called for by September 1, 2015.</p>	<p>Staff received the progress report in mid-October 2015. Background regarding the program was provided as was an update on instructional support. Enrollment in the program has grown from 98 in fall 2013 to 129 in fall 2015. To date, 6 program graduates have been reported.</p>	<p>Receive and accept the 2015 progress report. A subsequent report is requested by September 1, 2016.</p>
---------	---	--	--

AGENDA ITEM VI B 3
LETTERS of INTENT/PROPOSALS in the QUEUE
Forwarded to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	LSU	BA - Screen Arts	05.19.15	05.28.15 distributed to CAOs for input with responses received by 06.26.15. 06.29.15 questions sent to campus. 07.14.15 campus informed staff a response to questions would be provided in Sept.
	SUNO	MS – Biology	05.21.15	10.20.15 – removed at university's request.
	ULL	MS – Informatics	06.30.15	07.01.15 distributed to CAOs with responses received by 08.14.15. Questions sent to campus 08.28.15 with response received 10.07.15. Under staff review.
	NSU	DA – National Security Leadership	06.30.15	09.29.15 – removed at university's request.
	NSU	MS – Industrial Management	06.30.15	07.01.15 distributed to CAOs with input received by 08.14.15. Questions sent to campus 09.01.15 with response received 09.09.15. Staff sent questions/issues to campus 09.30.15; awaiting response.
	NSU	AS – Engineering Technology	08.31.15	09.01.15 distributed to CAOs with input received by 09.25.15. List of questions/issues sent to campus 09.29.15 with response received 10.02.15. Additional questions submitted to campus 10.08.15 with a response received 10.14.15. Under staff review.
	NSU	EdD – Adult Learning and Leadership	08.31.15	09.01.15 distributed to CAOs for review with input received by 09.25.15. Questions/issues submitted to campus 10.08.15; awaiting response.
	ULL	MS – Environmental Resource Science	08.31.15	09.01.15 distributed to CAOs for review with input received by 09.25.15. Questions submitted to campus 10.01.15; awaiting response.
	LSUA	BS – Chemistry	09.30.15	10.01.15 circulated to CAOs for review with input requested by 11.02.15.
Program Proposals	SUSLA	AAS – Process Technology	10.12.14	10.28.14 questions to campus. 11.20.14 discussed with campus. Response recv'd 11.25.14. Additional questions to campus 12.17.14; response received 01.13.15. 01.29.15 questions to campus. 04.01.15 campus representative informed staff that additional budget information will be forthcoming. 04.10.15 received revised proposal and additional information from campus; under staff review. 05.26.15 pulled item from MAY 2015 agenda since approval of program by LCA is required; campus notified of this action and requirement. The item was considered by LCA at the August meeting; awaiting response from campus.
	BRCC	AAS/Midwifery	07.31.15	Under staff review: cost, licensure, accreditation.
	NSU	5 Certificate Programs	09.01.15	09.01.15 questions to campus: general plan or strategy for rolling out new certificate programs; awaiting response. Staff questions need/ relevance of identical curricula for different credentials.