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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
April 27, 2016 • 10:15 am

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

I. Call to Order

II. Roll Call

III. Academic Programs

- A. Letter of Intent: BS/Entrepreneurship – LSU
- B. New Academic Programs
 - 1. GC/Applied Behavior Analysis -- McNeese
 - 2. MAT/Elementary Education Gr 1-5 -- SUBR
- C. Program Reconfiguration: BS/Kinesiology & Health Promotion – LA Tech

IV. Placement/Admission Updates

- A. AA Policy 2.18, *Minimum Requirements for Entry-Level, College-Level Mathematics & English*
- B. Supplement to Minimum Admission Standards

V. Consent Agenda

- A. Reauthorization of Transformational Technologies & Cyber Research Center – LSU
- B. Program Terminations
 - 1. BS/Education and BA/Art Education – LSU
 - 2. PBC/Accounting for Financial Analysis and PBC/Human Resources Management -- McNeese
- C. Routine Staff Reports
 - 1. Staff Approvals
 - 2. Progress Reports for Conditionally Approved Programs/Units
 - 3. Letters of Intent/Proposals in the Queue

VI. Other Business

VII. Adjournment

Committee Members: Joseph Farr, Chair; Patrick Harrington & Robert Levy, Co-Vice Chairs; Claudia Adley; Marty Chabert; Thomas Henning; Collis Temple III; LCTCS, LSU, SU, UL System Representatives.

AGENDA ITEM III A
LETTER of INTENT
LOUISIANA STATE UNIVERSITY
BACHELOR of SCIENCE in ENTREPRENEURSHIP

BACKGROUND INFORMATION

LSU A&M requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Science (BS) in Entrepreneurship. The LoI was approved by the LSU Board of Supervisors in January 2016 and circulated to statewide Chief Academic Officers for review. The campus has worked with Regents' staff to address questions raised.

STAFF SUMMARY

1. Description

Entrepreneurship is the process of creating new enterprises that are sustainable and that build economic, social, cultural or intellectual value. An academic program in entrepreneurship would entail learning to: recognize and evaluate risk; use technology to assess information to inform decisions; understand basic human resource management, accounting and finance concepts and practices; identify and produce goods or services that customers want or need; and market those ideas to build and launch a new business enterprise. LSU's intended BS/ Entrepreneurship will be designed to build a teaching and research culture that is driven by innovation and creativity and that promotes economic development and job creation. It will be a multi-disciplinary business degree, integrating knowledge and practices from accounting, finance, marketing, management, economics, operations and information systems into an understanding of the development of new venture creation and the management of innovative businesses. This program will equip students with the skills to start a business, be a productive member of an entrepreneurial business, assume responsibilities in a family business or become an effective manager in a growing business.

The curriculum will require 30 hours of core business education courses, and 30 hours of entrepreneurship courses, as well as 60 hours of comprehensive university education outside of the Business College to deepen and broaden the academic foundation. The intended BS/Entrepreneurship would have the following specific objectives:

- Develop graduates who are intellectually well-informed and can apply critical thinking and analytical skills, business acumen and interpersonal skills to the creation of new business ventures and their successful management.
- Leverage the latest innovations that support access to resources and financing.
- Stimulate economic development in the U.S. and in Louisiana in particular by increasing the number of graduates with applied business and entrepreneurial skills who will, in turn, create new ventures, support technology transfer and bring new products and services to the market.
- Provide new opportunities for students who are interested in entrepreneurship to be exposed to diverse cultures and to acquire skills that enable them to create and run competitive businesses and remain ethical in their conduct of business.
- Enhance the business program selection at LSU with a nationally ranked entrepreneurship degree.

2. Need

The current budget crisis highlights Louisiana's dependency on the vagaries of the oil market. A recent report "*Innovation in Louisiana*" by the Public Affairs Research Council of Louisiana (PAR) sees entrepreneurship innovation as a long-term solution to the economic stability of the State. Because new businesses create employment opportunities and add national income by generating new wealth, it is imperative to foster the entrepreneurship mindset in Louisiana. Small businesses alone employ over half of the State's private workforce. Despite this achievement, the State's private sector employment growth rate was below the national average growth rate over the 12-month period ending October 2014. Education in

entrepreneurship will help to improve the State's ability to create new ventures, sustain and grow existing ones, and thus build a strong and stable economy.

A review of university websites showed that Entrepreneurship degrees are becoming more common around the country. Over 220 schools offer a major in entrepreneurship, with entrepreneurship courses being offered at approximately 2,000 institutions. Although several universities in the State offer successful entrepreneurial minors, concentrations, or specializations, none offers a dedicated Bachelor of Science degree in the subject. Thus, this proposed BS degree in Entrepreneurship program can be an important building block in furthering strong entrepreneurial communities in Louisiana.

3. Students

There is a sizeable demand among current LSU students for an entrepreneurship program as can be seen from the number of students interested in the various specializations in the subject. LSU has offered both a minor, and a concentration (under the Management degree). In AY 2014-15, 183 non-management majors were pursuing the minor, and 69 management majors had declared the concentration, with another 52 following the curriculum while awaiting admission to the College. Awards in the minor have grown from 8 in 2010-11 to 69 in 2014-15, while an average of 25 students have graduated with the concentration over the last five years. LSU anticipates that an entrepreneurship program could initially enroll 30 students in the first year and increase to 80 in year five of implementation. Because LSU's intention is to also create the opportunity to promote double majors (i.e., to earn a BS degree in Entrepreneurship and a BA or BS degree in another discipline), the enrollment predictions may be conservative. Overall, creation of the degree and expansion of course offerings would substantially expand entrepreneurship education for all LSU students.

4. Faculty Resources & Budget

LSU will not need to create this degree from scratch. It will leverage its 27 years of history of entrepreneurship education at LSU (including its professional networks, alumni, faculty and current programming administered by the Stephenson Entrepreneurship Institute), a major donation of \$6M over ten years from Emmet and Toni Stephenson, and \$550,000 commitment for faculty lines from the Provost, to introduce this new major in the E.J. College of Business. Additionally, LSU has many existing resources intended to fuel entrepreneurial and innovative initiatives that promote economic development, including the Office of Innovation and Technology Commercialization, Louisiana Emerging Technology Center, and the Louisiana Business and Technology Center.

The donor support not only will help develop and deliver a BS in Entrepreneurship and related programming, it will provide resources that extend beyond the new degree program to support enhancement programs, outreach, and competitions. The private funding will enable the College to expand experiential and practice-based learning options for students by engaging them with the technology park, incubators and small business development offices and to leverage the leaders of these organizations, entrepreneurs, and small business owners to teach and mentor students as adjunct faculty. The additional support may also provide scholarships to attract top students to the study of entrepreneurship and to support faculty research in the discipline.

STAFF ANALYSIS

The proposed Bachelor of Science in Entrepreneurship could contribute greatly to the economic stability of the State. There is a strong indication of student interest in a Bachelor of Science in Entrepreneurship at LSU based on the number of students who have pursued the topic as a minor or concentration.

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 Bachelor's of Science in Entrepreneurship at Louisiana State University A&M.

AGENDA ITEM III B 1
PROPOSED NEW ACADEMIC PROGRAM
McNEESE STATE UNIVERSITY
GRADUATE CERTIFICATE in APPLIED BEHAVIOR ANALYSIS

BACKGROUND INFORMATION

McNeese State University is seeking Board of Regents' approval to offer a Graduate Certificate (GC) in Applied Behavior Analysis (ABA). The proposal was approved by the UL Board of Supervisors at their meeting in February 2016 and forwarded to the Board of Regents in March.

STAFF SUMMARY

1. Description & Need

McNeese offers a MA/Psychology with a concentration in Applied Behavior Analysis which leads to certification for a state license to practice. The proposed 40-hour Graduate Certificate will be comprised of the coursework from the MA's concentration to create a pathway for individuals interested in becoming Board Certified Behavior Analysts (BCBA) who already hold a master's degree in education or other disciplines recognized by the Behavior Analysis Certification Board (BACB). If approved, the GC can be completed as an online program or in a traditional format and will fulfill BACB requirements to sit for the credentialing exam. While it is theoretically possible for a student with a different master's degree to complete the ABA concentration coursework and submit each course syllabus to the Board for approval, it would entail a tedious review process without guarantee of success. Upon BoR approval of the proposed GC/ABA, McNeese will request that the BACB designate it as an Approved Curriculum so that, with submission of a transcript, completers will be eligible to sit for the credentialing exam.

There is high demand for Board Certified Behavior Analysts, trained to provide therapy to children and adults with behavioral and developmental challenges such as autism. The value of the BCBA credential lies in its separate scope of practice and its unique skill set and procedure-based focus on alterations in the environment to bring about behavior change. In Louisiana, BCBA's hold a state license to practice ABA, the only evidence-based practice shown to be effective with autism. Third-party funders (e.g., insurance companies, Medicaid) will cover autism treatment only if provided by licensed CBAs. The GC would allow qualified students to prepare for certification without having to complete a second master's degree. McNeese's MA/Psychology, with its concentration in applied behavior analysis, is the only master's level training program in ABA that is accredited by the Association for Behavior Analysis International (ABAI) and approved by the BACB. As the content of the concentration and the proposed GC are identical, the GC course sequence would also meet the requirements for eligibility to take the BCBA exam.

2. Students

There is considerable student interest in a GC in ABA, particularly among masters of education who want to work professionally to address autism spectrum disorders. As the proposed GC will be offered online with arrangements for local practicum experiences, the university expects an initial enrollment of 10 during the first year, with projected increases as the GC is promoted within the state and nationally. Along with the proposed GC, the University submitted a request to offer the MA/Psychology (concentration in ABA) 100% online, allowing students the option of pursuing either the certificate or degree program online.

3. Faculty, Resources & Administration

Because the coursework is the same as that already ordered in the concentration sequence of the MA/Psychology, the university does not anticipate a need for additional faculty, facilities or other resources. Consequently, it will have a minimal impact on the institution's budget except by way of the additional enrollments (and tuition and fees) it will attract. If the response eventually warrants additional faculty resources, the cost would be covered by the additional tuition.

STAFF ANALYSIS

The kinds of interventions that can be delivered by a certified and licensed behavior analyst are defined by state law in such a way that an individual with training in a discipline other than behavior analysis would not be able to implement ABA-based procedures. The proposed Graduate Certificate expands opportunities for individuals to achieve Applied Behavior Analysis certification to work with autistic children and adults without having to complete a second master's degree.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the Graduate Certificate in Applied Behavior Analysis (CIP 42.0101) at McNeese State University, with a progress report due by 1 June 2018 confirming BACB approval and describing implementation efforts.

AGENDA ITEM III B 2
PROPOSED NEW ACADEMIC PROGRAM
SOUTHERN UNIVERSITY AND A&M COLLEGE
MASTER OF ARTS IN TEACHING FOR ELEMENTARY (GRADES 1-5)

BACKGROUND INFORMATION

Southern University and A&M College (SUBR) requests Board of Regents' approval to offer a Master of Arts in Teaching (MAT) degree for Elementary Education (Grades 1-5). The Letter of Intent was approved by the BoR in February 2015, and the proposal was approved by the Board of Supervisors of the Southern University System in January 2016. The proposed curriculum was reviewed by Julie Stephenson in the LA Department of Education (LDE) and Dr. Jeanne Burns in the BoR to ensure that it met requirements for state certification for the Board of Elementary and Secondary Education (BESE) and national accreditation expectations. Due to the fact that Southern University is replacing an existing Certification-Only Alternate Program for Elementary Education (Grades 1-5) program which was previously evaluated by national experts and has been successfully implemented, state experts reviewed the MAT proposal.

STAFF SUMMARY

1. Description

The proposed MAT in Elementary Education (Grades 1-5) is a 36-credit degree designed to allow individuals with non-education baccalaureate degrees to obtain a graduate degree and become certified to teach in Louisiana through an alternate certification program. Teacher candidates will complete coursework to acquire core knowledge about learners and their learning environment, methodology, and teaching. In addition, they will complete a full-year internship while teaching in a school setting.

SUBR's MAT will be unique in that it will prepare elementary teacher-leaders to address the challenges of students in urban communities. The goal is to create a cadre of reflective educators who positively affect classrooms, schools, communities, and school districts. The curriculum is designed to produce teachers who remain in the classroom while assuming leadership roles in the schools and in the larger school community with the explicit intent of preparing urban students to become college- and career-ready. The coursework will be completed by a cohort group over a period of two semesters and two summers. The credits include the one-year residency in an urban school setting and the Southern University Mini-Laboratories (an informal setting aimed at providing early college and career exposure for urban students). The LDE has verified that the program addresses BESE's teacher certification requirements.

2. Need

The US Bureau of Labor Statistics predicts a 16.8% increase in the number of teachers needed nationally by 2020. The LA Workforce Commission anticipates the need for nearly 500 elementary and middle school teachers in the next three years and more than 1,000 by 2020 in the Regional Labor Market Area which includes Ascension, East Baton Rouge, East Feliciana, Iberville, Livingston, Pointe Coupee, St. Helena, Tangipahoa, Washington, West Baton Rouge, and West Feliciana parishes.

Underperforming schools serving low-income urban communities are particularly difficult to staff. According to a number of research studies, roughly 50% of all urban public school teachers nationwide leave their positions in less than three years—not because they do not want to teach, but because they feel inadequate to handle the special challenges of teaching in urban settings. However, according to national data, 85% of teacher candidates prepared in urban education residency programs similar to the one proposed remain in urban schools beyond the critical first three years.

Currently in Louisiana, ten public universities offer a MAT with certification in Grades 1-5. All prepare individuals with non-education baccalaureate degrees to complete alternate programs to become certified to teach in Louisiana. The MAT proposed by SUBR is different in that the focus of this program is on preparing elementary teacher leaders who have specialized knowledge and practice for urban settings.

3. Students

With the unique urban focus, SUBR hopes to recruit up to 20 teacher candidates each academic year (AY) to enroll in the MAT in Elementary Education (Grades 1-5), beginning with the Summer, 2016. This target number is expected to remain constant for the first three years of the degree program, with an evaluation at the end of the first AY to determine the need for expansion, stabilization, or retrenchment. The target completion rate is 15 graduates per year.

4. Faculty, Resources & Administration

The MAT will be housed in the Department of Curriculum & Instruction in the College of Education, Arts, and Humanities. It will complement the existing undergraduate, graduate, and post-baccalaureate certificates in Education currently offered by SUBR. Six faculty members within the college will provide instructional support for the proposed program. The university has committed to hire at least one new full-time, tenure-track faculty member, who will have specialized expertise in urban education and two adjunct instructors, as needed. Existing classroom facilities and library holdings are sufficient.

5. Accreditation

SUBR currently holds national program accreditation for the education program with the National Council for Accreditation of Teacher Education (NCATE). NCATE has now merged with the Teacher Education Accreditation Council (TEAC) into the Council for the Accreditation of Educator Preparation (CAEP). SUBR will address new CAEP expectations when it undergoes the next accreditation review.

6. Budget

The cost of the proposed program for the first years will consist of faculty salaries, marketing expenses, and maintenance which the University will fund the through program-generated income. Program costs and the size of the student body will be monitored closely to ensure that the institution maximizes the resources available and maintains cost neutrality.

STAFF ANALYSIS

The proposed program concept is designed to meet the need for certified teachers in schools and districts, but it will also uniquely address the need to prepare new teachers who can facilitate the achievement of students in urban settings. The MAT degree will replace an existing alternate certification program that does not lead to an academic credential or degree. The LDE has reviewed the program and determined that it meets state teacher certification requirements.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic & Student Affairs Committee recommend provisional approval of a Master of Arts in Teaching in Elementary Education (Grades 1-5) (CIP Code 13.1202) at Southern University and A&M College, with a progress report on implementation (faculty hires, enrollment, completers) due by 15 June 2018.

AGENDA ITEM III C
PROPOSED PROGRAM RECONFIGURATION
LOUISIANA TECH UNIVERSITY
New BS/EXERCISE & HEALTH PROMOTION and
BS/KINESIOLOGY & HEALTH SCIENCES
From BS/KINESIOLOGY & HEALTH PROMOTION

BACKGROUND INFORMATION

Louisiana Tech University is seeking Board of Regents' approval to split the existing BS/Kinesiology & Health Promotion into two degree programs: BS/Exercise & Health Promotion and BS/Kinesiology & Health Sciences, terminating the original degree. The proposal was approved by the UL Board of Supervisors in February 2016 and forwarded to the Board of Regents in March.

STAFF SUMMARY

1. Description & Need

The BS/Kinesiology & Health Promotion at Louisiana Tech offers two concentrations: *Health*, for students seeking careers in the health and fitness industry and sports related careers; and *Clinical*, for those interested in physical or occupational therapy, chiropractic, or athletic training (mostly offered through graduate study). With 404 majors in Fall 2015, the degree averaged 54 completers over the last two years – 14 in health, and 40 in the clinical concentration. The University asks to split the concentrations into two separate degree programs, maintaining the current curricula of the concentrations that include a 46-60 hour Kinesiology Core before breaking into specialty courses:

- BS/Exercise & Health Promotion – general business and/or psychology (21 hours)
- BS/Kinesiology & Health Sciences – biological sciences, chemistry and physics (35 hours)

Separate degree programs will provide students with clearly defined paths and specialized training, allowing them to more clearly identify the area of study that they are pursuing and the department to better identify and guide students in each area. In addition, the new degree names (for the existing degree program) will make it easier for prospective students to find their degree options in the two areas as they would be listed together in the Curriculum Inventory: bachelor's in Health Sciences (Nicholls), Allied Health (NSULA), or the new Kinesiology & Health Sciences (Tech); and bachelor's in Health & Exercise Science (NSULA), Human Performance/Health Promotion (UNO), or the new Exercise & Health Promotion (Tech).

2. Students

There are currently 466 students enrolled in the BS/Kinesiology & Health Promotion, including 105 first-time freshmen split between the two concentrations. The proposed new program designations have substantial enrollments and graduation numbers that can be sustained individually and increased, given the growing interest in the kinesiology specialty.

STAFF ANALYSIS

The two programs currently exist as concentrations and would just be repackaged as individual degrees, which may better serve prospective students and graduates. There will be no additional resources needed.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the reconfiguration of the existing BS/Kinesiology & Health Promotion (CIP 31.0505) into a BS/Exercise & Health Promotion (CIP 31.0501) and BS/Kinesiology & Health Sciences (CIP 51.0000) at Louisiana Tech University.

AGENDA ITEM IV A

PROPOSED REVISIONS TO ACADEMIC AFFAIRS POLICY 2.18 – MINIMUM REQUIREMENTS FOR ENTRY-LEVEL, COLLEGE-LEVEL MATHEMATICS and ENGLISH

AA Policy 2.18 (*Minimum Requirements for Entry-Level, College-Level English and Mathematics*), was adopted to support implementation of statewide minimum admission criteria by establishing uniform standards for assessing student readiness for entry-level, college-level courses in mathematics and English. Though it originally only specified minimum ACT and SAT scores, later versions designated optional cut scores for ACT's *Compass* and *Access* placement instruments.

ACCUPLACER

Since ACT announced last June that both *Compass* and *Access* would be phased out late this fall, staff have been researching replacement options, and some LCTCS institutions have begun using Accuplacer on a pilot basis. College Board does not publish a concordance table, but based on a review of the manuals and recommendations established by Accuplacer users around the country, staff propose to begin with an "86" on *Sentence Skills* and "65" on *Elementary Algebra* as initial cut-scores for college-level, degree-credit work.

As with the ACT sub-scores in the initial 2005 placement policy, the Accuplacer cut-scores will be reviewed when we have enough data (via campus Student Profile reports) to assess their relationship to students' performance on their first English/mathematics courses. In 2017 or 2018, the scores will be affirmed or adjusted after a course placement study. Staff have met with CollegeBoard representatives to discuss the recommendations, options for a placement study, and arrangements to continue statewide discounts for the Accuplacer tests via a Memorandum of Understanding. Campuses are encouraged to go beyond the minimum cut scores to determine optimum student placement for success in their particular course offerings.

Co-REQUISITE PILOT

In the four years that the BoR has authorized a co-requisite pilot study, almost 5,000 students have participated in pilot classes in Fall 2012 through Fall 2015. In Fall 2015, a total of 2,078 students enrolled in pilot, co-requisite courses for which the rules for campus participation were tightened to include: professional development on co-requisite delivery; coordination between instructors and integrated content in the degree credit and co-requisite portions; and enforcement of attendance requirements.

BoR staff have analyzed the pilot data, comparing it to previous years and to overall entry-level English and mathematics performance and found that although co-requisite students performed well in the English pilot with a 2-point deficit in the ACT sub-score, mathematics students did better with a 1-point score difference, i.e, a 17 mathematics sub-score was too low for an expectation of at least 55% of the students to pass an entry-level course with a grade of A, B, or C, even with co-requisite support. In addition, the data suggest that though students can successfully complete College Algebra with an 18-19 ACT sub-score, they were more likely to succeed with at least a 20 or 21. Therefore, staff make the following recommendations for adjustments to the AA 2.18, Placement Policy, regarding co-requisite delivery:

MATHEMATICS -- 19 (minimum) on the Mathematics section of the ACT [**18** if enrolled in an introductory math course with a 1-3 hour co-requisite support component]; ≥ 20 recommended for College Algebra

ENGLISH -- 18 (minimum) on the English section of the ACT [**16** if enrolled in English Composition with a 1-3 hour co-requisite support component]

SAT

The CollegeBoard launched a new version of the SAT in Fall 2015 and has indicated that a revised SAT-ACT concordance table will be published in May, 2016. At that time, staff propose to update the policy to reflect the new, comparable SAT scores.

STAFF ANALYSIS

The revised AA Policy 2.18 (attached) reflects the provisions for placement in English and mathematics courses with co-requisite supplemental/developmental support, and the new minimum scores in the two Accuplacer tests. As the title implies, the policy's primary function is defining the threshold for access (not actual class placement); the "General Consideration" section of the policy reiterates the expectation that an institution would establish appropriate *placement* cut scores for its various class offerings.

Staff will be closely monitoring implementation of these placement recommendations (e.g., student performance in entry-level English and mathematics courses) over the next two to three years and will come back to the Board with a follow-up report and recommendation.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic and Student Affairs Committee recommend adoption of the revised Academic Affairs Policy 2.18 for statewide implementation, effective Summer 2016.

Staff will continue to monitor student performance in entry-level English and mathematics courses and present a follow-up report and recommendations within two years, and staff will update the policy with new SAT scores as soon as they are available from CollegeBoard.

(Atch: AA 2.18)

ACADEMIC AFFAIRS POLICY 2.18

MINIMUM REQUIREMENTS FOR ENTRY-LEVEL, COLLEGE-LEVEL MATHEMATICS and ENGLISH

Purpose. This policy is designed to:

- establish clear and consistent goals for the level of academic achievement expected of high school students in two subject areas fundamental to success in college;
- encourage high school students to improve their academic preparation for college;
- increase the retention and graduation rates of students;
- bolster the quality and coherence of academic degrees;
- provide greater similarity of educational experience across a variety of institutions;
- facilitate the transfer of academic credit between institutions.

Scope. Requirements of this policy establish uniform standards and procedures for the placement of students in entry-level, college-level courses in Mathematics and English that can be applied toward the following academic undergraduate degrees: Certificate of Applied Science (CAS), Associate of Applied Science (AAS), Associate of Arts (AA), Associate of Science (AS), Associate (A), Bachelor of Applied Science (BAS), Bachelor of Arts (BA), Bachelor of Science (BS), and Bachelor (B).

General Consideration. A college or university may not establish minimum scores for entry-level, college-level (degree credit) Mathematics or English courses that are higher or lower than those set forth below. However, an institution may require further assessment of students who already meet required minimums to determine their final placement in entry-level, college-level courses in Mathematics and English, e.g., campuses may establish placement scores for calculus-based vs non-calculus-based entry-level Mathematics.

Requirements for Placement into Entry-Level, College-Level Mathematics

- To enroll in an entry-level, college-level Mathematics course designed to fulfill general education requirements of undergraduate academic degrees, a student must attain a minimum score of either:
 - 19 on the Mathematics section of the ACT [[18 if enrolled in an introductory math course with a 1-3 hour co-requisite support component](#)]; [>20 recommended for College Algebra](#); or
 - [65 on the Elementary Algebra section of ACCUPLACER](#); [[≥70 recommended for College Algebra](#)];
 - 40 on the Algebra section of COMPASS; or
 - 460-470 on the Quantitative portion of the SAT*₂; or
 - Other nationally normed placement assessment instruments, as approved by the Board of Regents.

Requirements for Placement into Entry-Level, College-Level English

- To enroll in an entry-level, college-level English course designed to fulfill general education requirements of undergraduate academic degrees, a student must attain a minimum score of either:
 - 18 on the English section of the ACT [[16 if enrolled in English Composition with a 1-3 hour co-requisite support component](#)]; or
 - [86 on the Sentence Skills section of ACCUPLACER](#); or
 - 70 on the Writing Skills section of COMPASS; or
 - 450 on the Verbal portion of the SAT*₂; or
 - Other nationally normed placement assessment instruments, as approved by the Board of Regents.

In lieu of the instruments listed above, a college or university may institute its own alternate placement system, but such a system must be validated. A valid placement system is governed by the principle that students shall meet, at a minimum, the same level of academic achievement as would have been defined by equivalent scores on the ACT. The validity of an alternate placement system shall be determined by the Board of Regents Division of Academic and Student Affairs.

[* SAT score recommendations will be updated when the new SAT-ACT concordance is published.](#)

AGENDA ITEM IV B
MINIMUM ADMISSION STANDARDS
SUPPLEMENT to the MINIMUM ADMISSION STANDARDS

The Board of Regents has established minimum standards for university admission but does not expect institutions to adopt them blindly. Management boards, university administrations, or Faculty Senate admission committees can always recommend and add additional or higher requirements for regular or “automatic” admission that correlate with student success at that institution or in particular programs, reserving the BoR’s minimum standards for university exceptions, and “BoR exceptions” for “special exceptions.” In other words, the BoR’s minimum standards are not meant to imply automatic admission – they are the minimum requirements for consideration.

The *Supplement to the Minimum Admission Standards for Universities* has been produced to accompany the minimum admission standards since their original implementation in 2005. It serves as a clarification document for use by institutions in application of the minimum standards. Not meant as a “public” document to be used in the same way as the Admission Tables, it addresses questions of interpretation and implementation of the Regents’ standards and optional but equivalent interpretations of eligibility. The supplement addresses the following topics; recommended changes are in the underlined sections and marked in red in Attachment 1:

- First-Time in College Freshman Admission
 1. Age < 25 (“Traditional” students)
 2. Age < 25 graduating from Non-US High School (“International” students)
 3. Age ≥ 25 (“Adult” students)
 4. Provisional Admission (definition, plus proposed Summer Provisional Admission Program)
 5. Developmental Courses Needed
 6. Allowable Exceptions
- Transfer Minimum Admission Standards for Universities
 1. Transferring from a US Postsecondary Institution
 2. Transferring from a College-University Bridge Program
 3. Transferring from a Non-US Postsecondary Institution
 4. Transferring with Less than Minimum College-Level Academic Hours Earned
 5. Allowable Exceptions

INTERNATIONAL STUDENT ADMISSION (*Age < 25 graduating from non-US high school*)

International students are expected to meet the university’s minimum admission standards, though interpretation of the college preparatory “Core” may vary and could be supported by nationally recognized publications and review services. Applicants must demonstrate math and English proficiency prior to admission, but the supplement recognizes that, even with that demonstration, a student may need English language support. The credit-bearing ESL option is added for full-time enrollment certification purposes, but ESL courses are not expected to be considered as degree-credit.

SUMMER PROVISIONAL ADMISSION PROGRAM

The recommended revisions to the Placement Policy (AA 2.18) allow for students within 1 ACT point to enroll in college-level Math with supplemental/co-requisite delivery of developmental support. However, for applicants willing to come in the summer and face the challenge, the proposed *Summer Provisional Admission Program* opportunity in the supplement would allow for minus-2 ACT point placement in a concentrated, one-term co-requisite supported opportunity to demonstrate readiness for regular admission to the institution – provided the student passes the Math course with at least a “C” and the summer term with at least a 2.5 GPA. (If the student only carried one course, s/he would need to make a “B”.) Students who do not meet the provisions may not be admitted for the fall semester/term, except by exception. Institutions, at their discretion, may add additional requirements and/or courses to the Summer Provisional challenge.

DEVELOPMENTAL COURSES NEEDED

This section reiterates the proposed changes to AA Policy 2.18, allowing enrollment in college-level, degree-credit courses if taught with the supplemental/co-requisite delivery of developmental support if students are within 1 ACT point of the mathematics cut score; within 2 ACT points of the English cut score.

TRANSFERRING with LESS THAN MINIMUM COLLEGE-LEVEL ACADEMIC HOURS EARNED

In June 2015, the Board of Regents added an alternative for transfer admission for students who met the university's Freshman admission requirements [e.g., Core + (Core GPA or ACT) + measures in AA 2.18], as long as they had achieved the corresponding minimum grades and GPA on the college courses completed. An unintended consequence is that some students who were admissible as freshmen but chose to "go away" to college run into difficulties and are unable to "come home" to the local university because of grades, or because they had not yet completed a college-level English and mathematics course. Staff recommend that students wishing to transfer without the minimum college-level academic hours earned may do so if (a) they meet the transfer institution's freshman admission standards; and (b) they transfer in good academic standing from the previous institution.

Such a change would also require a change to the *Minimum Admission Standards for Transfer Students and Adult Students* table (attached), from "Meet Freshman admission requirements + the corresponding minimum GPA on postsecondary transcript" to "Meet Freshman admission requirements + transfer in good standing from the previous institution," as indicated in Attachment 2. A survey of institutions indicated that the change could have affected over 70 students who had tried to transfer "home" this spring, but as student costs continue to increase, it is likely that those numbers will grow.

STAFF ANALYSIS

The changes to the Admissions Supplement are mostly designed for clean-up and clarification, though the Summer Provisional Admission Program is new and the transfer admission involves a change to one of the options in the minimum standards. Neither weakens the standards. Rather, the latter responds to realities faced by some well-prepared students, and the former recognizes inherent value of a period of concentrated exposure to foundations in college mathematics and an admission challenge for students who are just on the edge of meeting the minimum standard.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic and Student Affairs Committee recommend approval of the revisions to the Supplement to the Minimum Admission Standards and to the Minimum Admission Standards for Transfer Students and Adult Students, effective in Summer 2016.

(2 Attachments)

SUPPLEMENT TO THE MINIMUM ADMISSION STANDARDS FOR 4-YEAR UNIVERSITIES

FIRST TIME FRESHMEN MINIMUM ADMISSION STANDARDS

As defined in the Board of Regents’ Statewide Student Profile System (SSPS), a freshman is a student who has never attended any college (or other postsecondary institution) after completing high school. This includes students enrolled in the fall term who attended college for the first time in the prior summer term. It also includes students who entered with advanced standing (college credit earned before graduation from high school). These students are reported in SSPS with admission status = 1.

1. Age <25

Records found in Student Transcript System (STS): State approved public and non-public high schools	Records not found in STS: Home schools and non-state approved and out of state high schools
Minimum standards as per the Board of Regents Minimum Admission Standards for First-Time Freshmen.	<p>Minimum standards as per the Board of Regents Minimum Admission Standards for First-Time Freshmen</p> <p>OR</p> <p>1. Students who have < 19 but at least 17 units of the required Core 4 curriculum may be admitted if they have the minimum overall HS GPA <u>and</u> the minimum HS core GPA on those 17-18 units <u>and</u> the minimum ACT score <u>and</u> meet the developmental course requirement.</p> <p>OR</p> <p>2. Students may be admitted if they have an ACT composite 3 points higher than the minimum required and have the minimum overall HS GPA and meet the developmental course requirement.</p>
<p>Regents’ Core: Graduating classes 2005- ____ Regents’ Core in place at time of graduation, as determined by and reported in STS.</p> <p><i>* Beginning with 2018 graduating class: 19 units of TOPS/University Core, as specified in LDE Bulletin 741. 2012-2017: Core 4 Curriculum. 2012 graduates who met the minimum standards except for the Arts Category of the Core 4 may be admitted.</i></p>	<p>Regents’ Core:</p> <p>Determined by the admitting university with a documented procedure for evaluation of high school transcript, allowing for appropriate course substitution to determine equivalent core.</p>
Minimum overall HS GPA: Determined and reported in STS	Minimum overall HS GPA: Determined and reported on HS transcript
Developmental courses needed: Determined by Board of Regents AA policy 2.18	Developmental courses needed: Same
High school core GPA: Determined and reported in STS	High school core GPA: Determined by admitting university
ACT Composite or comparable SAT total score: Official score report from ACT or College Board	ACT Composite or comparable SAT total score: Same
HiSET or GED: Will not be reported in STS	HiSet or GED: See above (records not reported in STS: e.g., ACT composite 3 points higher than the minimum, and meet the developmental course requirement.

2. Age <25 Graduating from Non-US High School

Students must have completed a recognized secondary program comparable to U.S. high school graduation, and have academic records comparable to those required to meet the Louisiana institution's freshman admission standards. Admission decisions must be made in accordance with recommendations in nationally recognized publications. Students should have at least completed a program of study that would recommend them for admission to a university in their country. The students must be eligible for college-level mathematics, and English-speaking students must be eligible for college-level English enrollment.

International students for whom English is a second language must demonstrate college-level English proficiency before admission; upon arrival they may be required to enroll in credit-bearing (but not-for-degree-credit) English as a Second Language coursework as determined by the institution.

3. Age ≥ 25

Adults aged 25 or older (as of the end of the calendar year) must meet the standards for adult admission that are established by the institution, which may include allowance for up to one developmental or supplemental/refresher course.

4. Provisional Admission

Students must be fully admitted at the time they enroll. At their discretion, institutions may offer provisional admission to freshmen students in anticipation of the students meeting the admission standards for a future semester/term. ~~Students must be fully admitted at the time they enroll.~~

For example:

- A student who is still in high school may be provisionally admitted pending graduation from high school, completing the core, having the minimum overall GPA, having the minimum ACT and/or core GPA, and meeting the developmental course requirement.
- A student who has graduated from high school may be provisionally admitted pending receipt of ACT scores or meeting the developmental course requirement.

Summer Provisional Admission Program

Students who are within 2 points of minimum college-level placement in Mathematics may be offered Summer Provisional Admission with the following minimum provisions:

- Student must enroll in at least a prescribed Mathematics course with appropriate supplemental/co-requisite support and be provided additional support focused on the college transition, e.g., orientation or study skills;
- Upon completion of the summer term, student must pass all summer courses, with a minimum grade of "C" in the degree-credit mathematics course and a term GPA of 2.5.
- Successful students may be fully admitted and allowed to continue. Students who do not meet provisions may not be admitted for the fall semester/term, except by exception.

5. Developmental Courses Needed

Developmental course needs are determined in accordance with AA Policy 2.18. Students within 1 ACT point of the breakpoint for enrollment in college-level Mathematics (or within 2 ACT points in English) may be admitted if enrolled in a English/math course with supplemental/co-requisite delivery of developmental support, until the course is successfully completed.

As of June, 2015, the BoR minimum standards permit regional institutions to admit students needing one developmental course, but only 2-year institutions and HBCUs are authorized to *teach* the

developmental course. Developmental courses will be taught at/by 2-year colleges, ~~except at or at/by~~ HBCUs, whose mission specifically addresses serving the underprepared minority student.

6. Allowable Exceptions

In addition to the BoR's minimum admission standards, institutions may adopt more specific or rigorous requirements for admission or for automatic admission, thus providing a buffer for exceptions to the *university* standards that still meet the BoR's minimum requirements.

Institutions may admit by exception the following allowable percentage of freshmen students (reported in SSPS with admission status =1) who do not meet the Board of Regents' minimum admission standards. The number of freshmen students representing the allowable percentage will be calculated from the previous year's entering freshman class reported enrolled as of the end of the semester/term.

Flagship:	4% -- LSU
Statewide:	6% -- La Tech, ULL, UNO
Regional:	8% -- Grambling, LSUA, LSUS, McNeese, Nicholls, NSU, SLU, SUBR, SUNO, ULM

BoR will revisit exception allowances after evaluating evidence of exceptions' performance: data comparing 1st year performance (e.g., retention, semester GPA) of students admitted by exception to those admitted under minimum standards.

TRANSFER MINIMUM ADMISSION STANDARDS FOR 4-YEAR UNIVERSITIES

As defined in the Board of Regents' Statewide Student Profile System (SSPS), a transfer is a student who enrolls at an institution for the first time who has previously attended another postsecondary institution (after high school). This does not include those students enrolled for the first time in the summer (see definition of freshman). These students are reported in SSPS with admission status = 4.

1. Transferring from a U.S. Postsecondary Institution

Students must have earned a transferrable Associate Degree (AA or AS) or higher from an accredited institution or meet the Board of Regents' transfer requirements as per the ***Board of Regents Minimum Admission Standards for Transfer Students***

2. Transferring from a College-University Bridge Program.

Statewide minimum standards for admission to a bridge program are silent: bridge program details are left up to the College-University parties for admission, performance, and transfer. Minimum college-level credit hours for transfer is 12, including an English & Math course with a grade of at least "C" in both and the specified GPA, but bridge agreements may require more credits and/or higher GPA.

3. Transferring from a Non-U.S. Postsecondary Institution

Admission decisions must be made in accordance with recommendations in nationally recognized publications. Students must meet the minimum transfer standards.

International students for whom English is a second language are required to demonstrate English proficiency. These students must have completed a college-level Mathematics course designed to fulfill general education requirements and be eligible to enroll in a college-level English course designed to fulfill general education requirements (i.e., not require developmental English).

4. Transferring with Less Than Minimum College-level Academic Hours Earned

Students who ~~wish to transfer to a university before earning have earned less than~~ the minimum college level academic hours required, ~~and who wish to transfer, must have the minimum GPA on college-level academic courses earned and must~~ may be granted regular transfer admission if they (a) meet the transfer institution's freshman admission standards and (b) transfer in good academic standing from the previous institution.

5. Allowable Exceptions

Institutions have the opportunity to admit by exception the following allowable percentage of transfer students (reported in SSPS with admission status =4) who do not meet the minimum admission standards, but are eligible to enroll in college-level English and Math. The number of transfer students representing the allowable percentage will be calculated from the previous year's entering transfer class reported enrolled as of the end of semester/term.

Flagship: 4% -- LSU

Statewide: 6% -- La Tech, ULL, UNO

Regional: 8% -- Grambling, LSUA, LSUS, McNeese, Nicholls, NSU, SLU, SUBR, SUNO, ULM

LOUISIANA BOARD OF REGENTS
MINIMUM ADMISSION STANDARDS for TRANSFER STUDENTS and ADULT STUDENTS

The Board of Regents establishes **minimum** admission standards for regular admission of transfer students and for adult students at a Louisiana public university – flagship, statewide, or regional.*

Universities may adopt additional, more specific requirements for admission: students should check with the institution for additional information.

TRANSFER Students	
Associate Degree	Transferrable Associate Degree (AA or AS) or higher
-or-	<u>OR</u>
Minimum College-Level Academic Hours Earned and GPA	<p>Minimum college-level academic hours earned, with Minimum GPA on college-level academic courses:</p> <p style="text-align: center;">30 credit hours + 2.5 GPA <i>Flagship</i> 24 credit hours + 2.25 GPA <i>Statewide</i> 18 credit hours + 2.0 GPA <i>Regional</i></p> <p>And, student must have completed a college-level English <u>and</u> a college-level Mathematics course designed to fulfill general education requirements, with a grade \geq "C" in both.</p>
-or-	<u>OR</u>
Bridge Program	From a Community College/University Freshman Bridge Program, minimum 12 college-level credit hours, including English and mathematics, with the corresponding minimum grade and GPA as listed above.
-or-	<u>OR</u>
Freshman Std + Transfer GPA Good Standing	Meet Freshman admission requirements + <u>the corresponding minimum grades & GPA on postsecondary transcript be in good standing with the previous institution.</u>
ADULT Students	
Age < 25	<p><u>First time in college freshman</u>: Meet Board of Regents Minimum Admission Standards for First Time Freshmen, with Board of Regents' Core in place at time of graduation from high school.</p> <p><u>Transfer student</u>: Meet Board of Regents Minimum Admission Standards for Transfer Students.</p>
Age \geq 25	<u>Freshman (first time in college) or Transfer Students</u> : Meet the University's <i>Admission Requirements for Adults</i> (≥ 25); may need no more than one developmental/refresher course.

* Flagship: LSU.

Statewide: LA Tech, ULL, UNO.

Regional: Grambling, LSUA, LSUS, McNeese, Nicholls, NSU, SLU, SUBR, SUNO, ULM.

AGENDA ITEM V A
REQUEST FOR FULL APPROVAL
LOUISIANA STATE UNIVERSITY AND A&M COLLEGE
TRANSFORMATIONAL TECHNOLOGIES AND CYBER RESEARCH CENTER

BACKGROUND INFORMATION

Louisiana State University (LSU) is requesting full approval of the Transformational Technologies and Cyber Research Center (TTCRC). The Center was granted conditional approval by the Board of Regents in March 2015. The request for full approval was approved by the LSU Board of Supervisors at their March 2016 meeting.

STAFF SUMMARY

1. Description & Need

The TTCRC is an applied research unit that builds LSU's research and funding portfolio in the fields of intelligence, defense, disaster management, and cyber research. The Center's primary activities are to:

- Advance science and develop technologies with potential commercial applications, thereby attracting highly qualified faculty and students to LSU;
- Engage in federal, academic, and private partnerships, leveraging the resources of LSU, LSU's Stephenson Disaster Management Institute (SDMI), and TTCRC through effective and efficient use of personnel, facilities, financial resources, and technological expertise;
- Assemble a high-performance team composed of currently successful researchers, business development professionals, and grant performers; and
- Enhance LSU's financial and academic resources, create a fertile ground for establishing and expanding private businesses, and create well-paid new jobs for Louisiana residents.

Since its initial designation, LSU's TTCRC has demonstrated success in securing grants and contracts in applied technology fields as well as transforming basic discoveries into products and services. To date, the Center has secured over \$14 million in federal funding. The TTCRC has also established strategic relationships, exposed LSU researchers to new funding opportunities outside the contiguous United States, and established teaming/sub-contractual relationships with six Prime Contractors (American Systems Corp, EM Solutions, GTRI, MacAuley-Brown, Radiance Technologies, SAVA). LSU's Center representatives chaired the NSA's Special Cyber Operations Research and Engineering Consortium Data Integrity Panel and currently assist in academic program development and delivery at LSU.

LSU hopes to have greater success in securing grants and contracts in applied technology fields. Federal agencies have demonstrated a desire to fund applied research that provides tools and decision-support systems to end users. TTCRC is addressing this need by serving as a focal point to attract new research and grant funding sources that utilize the University's capabilities, organize highly-qualified faculty, and build federal, academic and private partnerships. Drawing on faculty expertise, the Center provides real solutions for today's problems and tomorrow's challenges.

2. Resources & Administration

The Center is managed by non-tenured research faculty and staff under the direction of Jeff Moulton, Director of TTCRC and Assistant to the Vice President for Research & Economic Development (ORED). Dr. Moulton is responsible for attracting major research contracts to LSU by leveraging the University's unique strengths in supercomputing, cybersecurity, and nanotechnology. The TTCRC utilizes the existing ORED administrative structures for business purposes, but is otherwise fully self-supported.

3. External Support

The TTCRC has secured over \$14 million in federal funding from Air Force Research Lab (AFRL) and the Office of Secretary of Defense for Year Two (AY 2015-16) and Three (AY 2016-17). These funding streams

easily cover the \$1.6 Million operating costs for those years. The Center is currently pursuing additional funding for Years Three (AY 2016-17) and Year Four (2018-19). Through the AFRL, TTCRC is proposing the establishment of a Small Business – Security Operations Center (SB-SOC). Additionally, TTCRC is working with AFRL to develop a multi-modal transportation cyber research and development center focused on detecting and thwarting asymmetric cyber threats to all facets of the transportation grid, for which TTCRC anticipates a \$20 million award in addition to approximately \$10 million in federal support for various grant and contract proposals in progress.

STAFF ANALYSIS

The Center was designated to initiate and expand research and creative activities of the University in the fields of intelligence, defense, disaster management and cyber research. It has created interdisciplinary teams to create solutions to significant research problems and increase partnerships with industry to develop intellectual property and foster commercial applications. The partnership between TTCRC and the State of Louisiana has resulted in broader engagement with the private sector, which has stimulated economic development in applied technology sectors and, in turn, presents tremendous growth potential. Sufficient funding is in place to support the Center's goals and objectives.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic and Student Affairs Committee grant full approval of the Transformational Technologies and Cyber Research Center at LSU. A request for reauthorization shall be due by April 1, 2021.

AGENDA ITEM V B 1
TERMINATION REQUEST
LOUISIANA STATE UNIVERSITY
BACHELOR of SCIENCE in BUSINESS EDUCATION, and
BACHELOR of ARTS in ART EDUCATION

BACKGROUND INFORMATION

Louisiana State University (LSU) request Board of Regents' approval to terminate the Bachelor of Science (BS) in Business Education and the Bachelor of Arts (BA) in Art Education. The termination request was approved by the LSU Board of Supervisors at the March 2016 meeting.

STAFF SUMMARY

LSU is requesting approval to terminate the BS in Business Education Grades 6-12. After a comprehensive internal program review in 2012, this major was determined to have few graduates and be unlikely to grow in the future, and there were no new assigned faculty lines to support the program. Given these challenges, the program has not been offered since 2013.

LSU is also requesting approval to terminate the BA in Art Education. Though the degree was approved by the Board of Regents in 1993, LSU never implemented the program, and no students have ever enrolled or graduated from this program.

STAFF ANALYSIS

These requests for termination are primarily to clean up the Curriculum Inventory by officially removing the programs from the list of approved programs at LSU.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic and Student Affairs Committee recommend approval of the termination of the Bachelor of Science in Education (13.1303) and the Bachelor of Arts in Art Education (13.1302) currently on the curriculum inventory for Louisiana State University.

AGENDA ITEM V B 2
TERMINATION REQUEST
MCNEESE STATE UNIVERSITY
PBC – ACCOUNTING FOR FINANCIAL ANALYSIS and
PBC – HUMAN RESOURCES MANAGEMENT

BACKGROUND INFORMATION

McNeese State University requests Board of Regents' approval to terminate two Post-Baccalaureate Certificate (PBC) programs: PBC in Accounting for Financial Analysis, and PBC in Human Resources Management. The termination request was approved by the UL Board of Supervisors at its February 2016 meeting and forwarded to the Regents' staff in March.

STAFF SUMMARY

The Board of Regents approved McNeese's request to establish the PBCs in Accounting for Financial Analysis and in Human Resources Management in April 2014. Both programs were designed for individuals who had earned a baccalaureate degree and wished to further their education for the purposes of career advancement or to change their career path. Unfortunately, once the programs were established, there has not been enough enrollment interest to sustain either program. McNeese will continue to offer the Master of Business Administration and the Graduate Certificate Program in Business Administration. These graduate programs are offered in both traditional and online formats for students interested in advanced studies in the business field.

The termination of these PBCs will have no impact on other academic programs in the department, college, or university except that faculty resources and energy can be applied to other program needs.

STAFF ANALYSIS

While the PBC programs were well-intended, the lack of student interest has caused the programs to be unsustainable.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic and Student Affairs Committee recommend approval of the termination of the Post-Baccalaureate Certificates in Accounting for Financial Analysis (52.0899) and in Human Resources Management (52.0201) currently on the curriculum inventory for McNeese State University.

AGENDA ITEM V C 1
ROUTINE ACADEMIC REQUESTS
Staff Approvals

Institution	Request
La Tech	Request to change the degree designation of the Master of Professional Accountancy (MPAC)/Accounting to <u>Master of Accountancy (MAC)/Accounting (CIP 520301)</u> , to better align with comparable programs in the SREB – <u>Approved.</u>
LSU	Request to change the degree designation of the MS/Accounting to <u>Master of Accountancy (MAC)/Accounting (CIP 520301)</u> , to better align with comparable programs in the SREB – <u>Approved.</u>
LSU	Request to change the name of the BS/Animal, Dairy & Poultry Sciences to BS/Animal Sciences (CIP 010901) to simplify the name and reflect the one degree in the Department of Animal Sciences – <u>Approved.</u>
LSU	Request to rename the LSU Hurricane Center as the LSU <u>Center for Coastal Resiliency</u> to reflect the primary mission of advancing the capability to model tides, wind-waves and hurricane storm surge throughout the northern Gulf of Mexico, with particular focus along the Louisiana coast – <u>Approved.</u>
McNeese	Request to offer the MA/Psychology (beginning with the concentration in Applied Behavior Analysis), CIP 420101, 100% online – <u>Approved.</u>
NSU	Request to add three PBCs for the Practitioner Teacher Program, with certifications in both regular and special education: -- Elementary Education (Ed) & Special Ed (SpEd) Mild/Moderate (M/M) Grades (Gr) 1-5, CIP 13.1202; -- Middle School Ed & SpEd M/M Gr 4-8 – CIP 13.1203; -- Secondary Ed & SpEd M/M Gr 6-12 (CIP 13.1205). The curricula have been approved by the LDE for teacher certification – <u>Approved.</u>
UNO	Request to merge the College of Education & Human Development and the College of Liberal Arts into a single college -- <u>College of Liberal Arts, Education & Human Development</u> – to promote cost savings, administrative efficiency, and increased collaboration across traditional academic boundaries – <u>Approved.</u>

AGENDA ITEM V C 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 GC in Behavior Health (52.2212) Conditional approval granted on 03.25.2015, with a progress report requested by 03.01.2016.	The School of Kinesiology has developed guidelines and procedures for the program and is developing marketing strategies. While there are no current applicants, one student will complete the certificate in May and others have expressed an interest.	Receive and accept the progress report. A subsequent report is requested by 06/01/2017.
03.2015	LSU A&M GC in Econometrics (45.0603) Conditional approval granted on 03.25.2015, with a progress report requested by 03.01.2016.	Currently 9 students have completed the Certificate requirements and applied for the award, with 13 enrolled in the final course and expected to be eligible for the certificate in fall. Given the current interest, the department anticipates 10-15 certificate completers per year.	Receive and accept the progress report. A subsequent report is requested by 06/01/2017.
03.2015	LSU A&M GC in Fisheries Science and Assessment (03.0301) Conditional approval granted on 03.25.2015, with a progress report requested by 03.01.2016.	The capstone course has been completed and is being offered so that student can easily access the 18 hours of coursework; a program website has been added to the departmental site. The program began in Fall/2015 and there are 6 students who will complete the certificate by May or August. A number of students nationwide have indicated interest. The director is working to repopulate the Advisory group by reaching out to faculty campus-wide.	Receive and accept the progress report. A subsequent report is requested by 06/01/2017.
03.2015	LSU A&M GC in Geographic Information Science (45.0702) Conditional approval granted on 03.25.2015, with a progress report requested by 03.01.2016.	A faculty advisor and committee have been designated, coordination with other departments has been established, and promotional materials have been distributed to classes, meetings and other venues. There are currently 2 students admitted to the program, 2 under review for admission, and 5 prospects.	Receive and accept the progress report. A subsequent report is requested by 06/01/2017.
03.2015	LSU A&M GC in Life Span Studies (19.0701) Conditional approval granted on 03.25.2015, with a progress report requested by 03.01.2016.	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 in addition to the graduate degree they are currently pursuing.	Receive and accept the progress report. A subsequent report is requested by 06/01/2017.
03.2015	LSU A&M GC in Workforce Development (52.1005) Conditional approval granted on 03.25.2015, with a progress report requested by 03.01.2016.	This online program was estimated to reach 50 students per year with 2 students currently enrolled. Spring 2016 was the first semester with no notice other than a description on the departmental website. Plans are underway to expand marketing to include branding and promotion. The LA Certified Workforce Developer program will also serve as a feeder.	Receive and accept the progress report. A subsequent report is requested by 06/01/2017.
05.2012	Northshore TCC AAS in Veterinary Technology (51.0808) Conditional approval granted on 12.02.2009. Annual progress reports requested, with the most recent one received on 04.12.2016.	The Vet Tech program awarded 3 AAS degrees and 5 CTS certificates in 2014-15, for a total of 8 AAS graduates and 14 CTS since inception. NTCC considers the Vet Tech AAS as a critical program specifically designed to advance career opportunities in the veterinary medicine field., though growth has been slow.	Receive and accept the progress report. A subsequent report is requested by 03/01/2017.

AGENDA ITEM V C 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 forthcoming. 11.10.15 Campus reaffirmed commitment to the LOI with response to be submitted soon.
	LSUA	BS – Chemistry	09.30.15	10.01.15 circulated to CAOs for review with input received by 11.02.15. Questions sent to campus 12.01.15 with response received 01.13.16. Additional questions sent to campus 01.28.16; awaiting response.
	Nicholls	BS - Criminal Justice	10.29.15	10.30.15 – preliminary questions to campus: LOI will circulate after additional info is recv'd. Revised LOI received 01.11.16 and was circulated to CAOs; 03.10.16 BoR email to campus re continuation of consideration; awaiting response.
	Nicholls	BS – Computing Technologies	12.14.15	12.17.15 circulated to CAOs with input received by 01.19.16. Questions sent to campus 01.28.16; awaiting response.
	ULL	MS – Athletic Training	12.14.15	01.22.16 circulated to CAOs with input requested by 02.26.16; staff review; 04.12.16 campus asked to withdraw the LOI.
	LSUHSC-NO	BS in Public Health	02.12.16	02.16.16 circulated to CAOs with input requested by 03.11.16; questions sent to campus 04.19.16; awaiting response.
	LSU	PhD in Biological Engineering	02.12.16	02.16.16 circulated to CAOs with input requested by 03.11.16; under staff review.
	ULM	BA in Dance	03.17.16	03.24.16 circulated to CAOs with input requested by 04.22.16.
	ULM	BS in Chemistry	03.17.16	03.24.16 circulated to CAOs with input requested by 04.22.16.
LSUA	BA in Religious Studies	03.24.16	03.24.16 circulated to CAOs with input requested by 04.22.16.	
Program Proposals	BRCC	AAS - Midwifery	07.31.15	On hold for discussion with the campus: cost, faculty, licensure, accreditation.