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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
June 17, 2015 • 11:20 a.m.

Thomas Jefferson Room (1-136), W.C.C. Claiborne Building, Baton Rouge, LA

I. Call to Order

II. Roll Call

III. Academic Program Proposals

A. AAS in Chemistry Laboratory Technology – Sowela TCC

B. Multiple Graduate Certificates (GC) – LSU A&M

School Librarianship; Math Advanced Secondary Instruction;
Strategic Communication; Records and Information Management;
Community Engagement; Applied Depositional Geosystems; and Analytics

IV. Reauthorization of the Delgado Culinary Center for Workforce Excellence

V. Consent Agenda

A. 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

VI. Other Business

VII. Adjournment

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

AGENDA ITEM III A
PROPOSED NEW ACADEMIC PROGRAM
SOWELA TECHNICAL COMMUNITY COLLEGE
ASSOCIATE OF APPLIED SCIENCE IN CHEMICAL LABORATORY
TECHNOLOGY

BACKGROUND INFORMATION

Sowela Technical Community College requests Board of Regents' (BoR) approval to offer an Associate of Applied Science (AAS) in Chemical Laboratory Technology. The program was approved by the LCTCS Board of Supervisors (as an AAS in Applied Analytical Chemistry Technology) in April 2015. Sowela has worked with Regents' staff over the past few months to address questions raised regarding the proposed program.

STAFF SUMMARY

1. Description & Need

The proposed program is designed to prepare students for immediate employment as Chemical Technicians in a petro-chemical environment. The program objectives are: (1) to enable students to acquire the necessary skills to perform in a chemical lab setting; (2) to enable students to develop marketable skills for the workplace and enhance employment, retention and promotion opportunities in the chosen field; and (3) to provide students the opportunity to transfer coursework to four-year institutions to continue their educational progress. The 60-credit hour curriculum, designed with input from industry as well as consideration of programs offered by McNeese State University, includes general education requirements along with a strong chemistry core. Most universities offer undergraduate and graduate degrees in the sciences which are designed to produce graduates who will take leadership roles in chemical technology fields; graduates of this proposed program would be the fully trained and qualified laboratory technician members of the research team. Delgado Community College is the only public institution in Louisiana that offers a program similar to the one proposed by Sowela; however, Delgado's program is designed to provide laboratory technicians for the bio-innovation and health services industry in the greater New Orleans area.

The applied science and practical, hands-on laboratory experience that make up the proposed program will address the critical need for skilled technicians to assist in responding to the rapid and remarkable expansion of the petro-chemical sector in the Southwest Louisiana region (SWLA). According to the U.S. Bureau of Labor Statistics, employment of Chemical Technicians is projected to grow nine (9) percent from 2012 to 2022. Lake Charles is included among the highest concentration of Chemical Technician jobs for metropolitan areas due to the unprecedented growth of the petro-chemical industry in that area. As such, the Chemical Technician occupation is classified as a four-star rating occupation on the Louisiana Four and Five Star Job Listing. The proposed program was developed in direct response to industry requests. Letters of support from companies such as Axiall Corporation, Phillips 66 and Sasol indicate strong support of the proposed program. Currently, these plants have to hire individuals with Medical Technology degrees and provide on-the-job training specific to chemical laboratory technology duties and responsibilities. By offering a degree program specific to the needs of industry, Sowela graduates with this degree will have the skill sets required of a Chemical Technician position which will reduce company training time and resources required to develop new employees for such positions.

2. Students

The proposed AAS program will be attractive to students who desire to work in a petro-chemical lab setting and who have an interest in mathematics and science. The institution anticipates an initial enrollment of 30 students with that number increasing to 45 by year five. Year two should produce the first cohort of completers (ten) with a projected number of 25 completers at the end of year five.

3. Faculty, Resources & Administration

The School of Industrial Technology will house the proposed program which includes the Process Technology and Industrial Instrumentation programs. The proposed program will also be part of the expansion of the recently approved Industrial and Process Technology Center of Workforce Excellence (December 2014). Implementation of the program will not alter the administrative structure of the institution.

No additional facilities or special buildings will be needed for the proposed program. While currently faculty will assist in providing instructional support, Sowela anticipates the need to hire three new faculty members and up to 13 adjunct instructors to expand general education course offerings and to implement the applied Chemical Laboratory Technology courses.

4. Budget

The cost of the proposed program for the first five years will be covered by a combination of state and federal funds along with tuition generated from students specifically recruited for the AAS in Chemical Laboratory Technology.

Year	Source of Expenses				Annual Total Expense	Sources of Revenue				Annual Total Revenue
	Personnel	Equipment	Travel	Supplies		WISE	Federal Grant	State	Tuition	
1	\$127,800	\$ 45,000	\$ 5,000	\$ 13,450	\$191,250	\$ 68,450	\$ 78,100	\$ 0	\$ 44,700	\$191,250
2	\$150,110	\$ 2,470	\$ 0	\$ 5,540	\$158,120	\$ 0	\$ 0	\$ 39,050	\$119,070	\$158,120
3	\$228,200	\$ 2,660	\$ 0	\$ 5,950	\$236,810	\$ 0	\$ 0	\$ 94,508	\$142,302	\$236,810
4	\$228,200	\$ 2,860	\$ 0	\$ 6,400	\$237,460	\$ 0	\$ 0	\$ 64,180	\$173,280	\$237,460
5	\$306,300	\$ 2,860	\$ 0	\$ 6,400	\$315,560	\$ 0	\$ 0	\$101,135	\$214,425	\$315,560

STAFF ANALYSIS

Offering the proposed AAS in Chemical Laboratory Technology will provide access for students to a degree in a technical field that has been designed to meet the workforce demands of the ever expanding petro-chemical industry in Southwest Louisiana. Sowela has worked with industry representatives to create a curriculum that will meet their needs and that will assist them by providing a qualified workforce. The proposed program will meet the needs of citizens, address employment needs, and enhance economic development in the region serviced by Sowela.

STAFF RECOMMENDATION

The staff recommends that the Committee recommend conditional approval of an Associate of Science in Chemical Laboratory Technology (CIP Code 41.0301) at Sowela Technical Community College. A progress report on program implementation shall be submitted by October 1, 2016.

BoR AGENDA ITEM III B
PROPOSED NEW ACADEMIC PROGRAMS
LOUISIANA STATE UNIVERSITY AND A&M COLLEGE
GRADUATE CERTIFICATES

BACKGROUND INFORMATION

Louisiana State University and A&M College (LSU) requests Board of Regents' approval to offer the following Graduate Certificates (GC): School Librarianship; Math for Advanced Secondary Instruction; Strategic Communication; Records and Information Management; Community Engagement; Applied Depositional Geosystems; and Analytics. The first two GCs were approved by the LSU Board of Supervisors in January 2015, with the remaining five approved in May 2015.

STAFF SUMMARY

1. Background

Nationally, GCs (a shortened, condensed and focused course of study composed of 12-18 credit hours) are one of the strongest growth areas in graduate schools. Such an expansion has occurred in Louisiana with the number of GCs offered by public universities increasing from one in 2011 to over 40 in 2015. This growth reflects the value of these credentials in meeting the needs for advanced educational preparation. Students who complete GCs develop in-depth knowledge and acquire relevant skill sets to address emerging problems. Additionally, many national studies have pleaded the case for more attention to providing traditional graduate students with multiple career choices. GCs offer short-term, focused curricula that achieve this goal by facilitating career advancement.

As a result of a comprehensive examination of LSU graduate programs, senior leadership at the University made the decision in 2012 to pursue the development of a number of GCs in order to close the gap in the number of certificates available at LSU compared to its flagship peers in other states. Because certificates draw mostly on approved graduate degree program courses and the capacity to accommodate more students within the required graduate courses already exists, new certificate opportunities will increase student enrollment without significantly increasing demands on faculty resources.

LSU's plan is for new graduate-level certificates to provide a number of distinct opportunities once they are developed and made available to both prospective and currently-enrolled students. Among the program goals are to:

- Provide additional credentials for career needs of current graduate students.
- Provide career development through advanced knowledge and skills that address specific regional or national needs.
- Provide an "on-ramp" to graduate education for non-traditional students, career-changers, or even organizations that wish to have specialized advanced training for employees.
- Provide a "one-year" graduate experience for exchange students, especially international students.

During the initial phases of development for new GC proposals, faculty committees were organized to examine the needs and cost effectiveness of a specific certificate program. Committee membership was drawn from several academic departments to generate interdisciplinary discussion and collaboration. The committees made presentations to departmental and college faculty and administrators before submitting the proposals to the LSU Graduate Council for review and approval. As a result of this internal review process, the University plans to expand its certificate offerings from its initial one (the GC in Materials Science & Engineering) to 21 over the next year. Six GCs were approved by the Board of Regents in March 2015 and the campus is now ready to move forward with implementation of the next set of proposed GCs.

2. Description and Relevance

The following chart presents information specific to each of the seven proposed GCs:

Proposed GC	Description & Relevance	Students
<p align="center">School Librarianship</p>	<p>The proposed certificate would be available only to certified teachers in Louisiana who are seeking add-on certification in school librarianship. The curriculum consists of six courses (18-credit hours) in accordance with Louisiana State Department of Education (DOE) requirements for the add-on certification. Currently, Louisiana Tech and McNeese offer a GC which meets the DOE requirements, while ULL offers a PBC and Southeastern and Northwestern offer the courses only, with no certificate for completion. LSUS offers a Masters of Education in Curriculum and Instruction with a concentration in Library Sciences. LSU's School of Library and Information Science (SLIS) offers a Masters of Library and Information Science (MLIS) with a concentration in School Librarianship. Currently teachers enroll in LSU's MLIS program, take the six courses, and drop out without completing the degree or receiving any kind of credential from the institution. The proposed GC would allow for these students to earn a certificate of completion. Delivery of the program would be available online or on-site.</p>	<p>The School Librarian GC would serve teachers in the Baton Rouge area and throughout the state who desire to become school librarians. The GC would be particularly attractive to teachers who have already earned a master's and who may, therefore, prefer a GC as opposed to a PBC.</p>
<p align="center">Math for Advanced Secondary Instruction (MASI)</p>	<p>The proposed MASI GC has been designed to serve as a credential for teaching dual enrollment math courses and other math courses taught in high school – such as Advanced Placement (AP) Calculus – that may be recognized for college credit. The proposed certificate will require 18-credit hours of course work in specialized graduate-level mathematics courses. It will equip advanced secondary teachers to handle college-level material effectively, use internet-based instructional technologies to help achieve college-level learning goals, and meet formal SACSCOC requirements for instructors of courses designed for transfer to a baccalaureate degree. Unfortunately, there is a shortage of qualified math teachers even at lower levels, and there are no programs dedicated specifically to preparing teachers for dual enrollment and AP courses. The GC will be offered in the traditional on-site format.</p>	<p>The proposed GC supports certified secondary math teachers who wish to obtain the credentials required by SACSCOC to teach math courses that may be recognized for college credit. It is also appropriate to be taken in combination with a teaching certification program as a pathway to teaching for persons with a strong technical background who wish to start a teaching career at the advanced secondary level.</p>
<p align="center">Strategic Communication</p>	<p>Comprised of three core courses (Foundations of Strategic Communication, Strategic Communication Campaigns, and Emerging Media: Theory, Application & Effects) and two elective courses, this 15-credit hour curriculum would teach strategic communication principles and would allow students the ability to choose a focus within the certificate curriculum such as health, science or politics (sports and the arts will be added later). The proposed program will provide the knowledge, skills, and abilities that modern professionals need to survive in an increasingly connected and digital communication environment, as well as the elements essential to designing, implementing and managing strategic communication for those who have to do so for their organization both internally and externally. Courses required of the GC are currently offered by the Manship School of Mass Communication via on-site instruction.</p>	<p>This GC is expected to attract graduate students who already have or are pursuing a graduate degree in another discipline, but have a need to develop specific strategic communication skills to apply to their primary disciplines; professionals whose responsibilities include communication tasks, but who have limited or no training in this area; potential students considering a graduate degree in this area, but who do not have the time to complete a full degree; and entrepreneurs who know this area, but who do not know how to create a strategic communication plan or campaign and want to learn how to use the power of social media to benefit their endeavor.</p>

<p>Records and Information Management (RIM)</p>	<p>The proposed GC, comprised of 15-credit hours, is designed to provide an immersive experience for students who want to pursue a corporate or government career as a Records Manager, Information Manager, Information Governance Officer or equivalent. RIM involves the administration and management of all business records throughout their life cycle. To stay competitive in data management corporations, government agencies, nonprofits, educational institutions, and other types of organizations must manage increasingly vast, diverse and complex arrays of records and information while ensuring privacy and their security. To address these challenges, the workforce needs information professionals with upgraded and cutting-edge skills in RIM. However, there are no known academic programs in Louisiana focusing on RIM and its broader approach, information governance. The proposed certificate will be delivered through the <i>LSU Online</i> platform. Courses required of the GC are currently offered by the School of Library and Information Science.</p>	<p>The following four segments will be targeted for recruitment into the proposed GC: (1) recent college graduates with majors or minors in business, law, information systems, education, mass communication/journalism, history, English and so forth; (2) college graduates who want to pursue a career as a Records Management, Information Specialist/Manager, Digital Asset Specialist/Manager, or Information Governance Officer; (3) college graduates who are working as administrative managers, secretaries, or clerical professionals in various industries such as government, legal, health care, financial services, gas and petroleum; and (4) college graduates who are seeking continuing education opportunities to update their information processing and management skills.</p>
<p>Community Engagement</p>	<p>The objective of this proposed program is to promote informed, skilled public service to community organizations. The 18-credit hour curriculum is composed of three core courses (Research Methods in Sociology; Foundations of Strategic Communications; and Families: Policy and Law) and three elective courses. Students will enhance their career opportunities in non-profit organizations, governmental relations, and administration of public entities; their grant-writing activities and funding; and their development of applied research agendas by earning an applied academic credential focused on community engagement. The program will emphasize understanding how community and social organizations operate, are administered, and can be helped to thrive—especially in regards to their structures, communication and social media, and economic development or revitalization. The proposed GC will draw from courses offered by theanship School of Mass Communication, Department of Sociology, and the School of Social Work. The GC will be offered in the traditional on-site format.</p>	<p>Students participating in this proposed certificate program will come primarily from social science departments and professional programs at LSU, as well as individuals working locally in non-profit organizations, community agencies, and public entities. As the home of state government, the Baton Rouge economy provides jobs for thousands of public and non-profit sector employees. Such persons are likely to be interested in the proposed certificate due to a need to improve grant-writing, program evaluation, and/or communication skills or for an empirical research knowledge base to understand, compare, launch or implement various public programs.</p>
<p>Applied Depositional Geosystems (ADG)</p>	<p>The proposed 15-credit hour GC in ADG is based on a component of the existing master's degree program that the Department of Geology and Geophysics (G&G) has been managing since the early 1990s. The proposed certificate will provide critical training to students in geology, mathematics, and the physical sciences, forming a basis for work in petroleum and water exploration, as well as environmental geology and engineering. It will give students an opportunity to enhance their education with skills valued in academia, government, and importantly in industry. The Department has and will continue to work with an Industry Advisory Board to insure the program remains current and relevant to meet needs of industry for advanced training. The mode of delivery will be on-site at LSU. All courses required of the proposed GC are offered by the G&G Department.</p>	<p>The proposed GC will draw students from geosciences, physical sciences, mathematics, and engineering fields across LSU, as well as individuals from local business, industry and government.</p>

<p style="text-align: center;">Analytics</p>	<p>The purpose of the proposed 12-credit hour certificate is to respond to the need for retraining professionals, scientists, and researchers in the use of large and complex data sets (Big Data) requiring new forms for processing, curation, sharing, and analysis. Advances in technology have brought a profound change in the workplace in business, the non-profit sector, and government. Industries such as healthcare, insurance, and banking have seen a rise in Big Data that needs to be stored, merged, and harnessed in order to gain insight into underlying patterns and to ascertain how this insight can be used to make better decisions, create better products, provide better services, and allow entities to become more competitive in the market place. Over the past five years, there has been a tremendous increase in demand for professionals with analytics skills. While the Department of Information Systems and Decision Sciences (ISDS) offers an undergraduate concentration in business intelligence and analytics and a graduate program in analytics, this proposed GC meets the needs of graduate students in other fields as well as the needs of working professionals who use data. All courses required of the proposed GC are currently offered by the ISDS Department with online delivery.</p>	<p>Students participating in this proposed certificate program will come from departments across LSU whose students engage in data analysis. Working professionals from local business, industry and government that need to be retrained in the use of Big Data will also find the proposed GC of interest.</p>
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4. Faculty, Administration & Other Resources

The proposed GCs will utilize existing faculty and facilities. All proposed certificate programs consist primarily of courses currently taught at LSU that have the capacity to expand for the new GCs.

Each certificate program will be overseen by a faculty committee and in coordination with the Graduate School. Program implementation will have no impact on the administrative structure of the institution.

5. Budget

Implementation of the seven certificate programs will come at no additional cost to the institution since each involves the packaging of existing courses into a 12-18 credit hour program. To the extent that these GCs attract new students (those pursuing only a certificate and not already enrolled at LSU), these programs will provide a new source of revenue that can be estimated to be about \$1000 in tuition and fees per 3-hour course.

STAFF ANALYSIS

Following a comprehensive review of graduate programs and a campus-wide planning process to expand academic outreach, LSU has identified a number of graduate certificates that will meet the needs of various professions and provide educational opportunities currently not available in the State. Implementation of the proposed GCs will require no additional resources since courses required of each are already offered by the institution with seat availability. Staff supports LSU's decision to expand its GC inventory since such programs provide students with advanced skills in a particular subject or area of specialization, enhancing their academic and professional experience.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend conditional approval of the following Graduate Certificates at LSU and A&M College: School Librarianship (25.0102); Math for Advanced Secondary Instruction (27.0101); Strategic Communication (09.0999); Records and Information Management (25.0103); Community Engagement (19.0101); Applied Depositional Geosystems (40.0603); and Analytics (52.1301). A progress report on program implementation shall be submitted by October 1, 2016.

BoR AGENDA ITEM IV
REAUTHORIZATION of a CENTER for WORKFORCE EXCELLENCE
DELGADO COMMUNITY COLLEGE
CULINARY CWE

BACKGROUND INFORMATION

The Culinary Center for Workforce Excellence (DCCWE) at Delgado Community College was conditionally approved by the Board of Regents in April 2014 based on its recognized partnership with industry to provide top quality education and training in the culinary arts. A report and proposal for continued designation as a Center for Workforce Excellence was forwarded by the LCTCS in June 2015.

STAFF SUMMARY

Description

Delgado Community College plays a pivotal role in providing training for chefs and food service production workers for the Greater New Orleans region, for which it has been designated as a Center for Workforce Excellence. The program had been approached by the New Orleans Culinary and Hospitality Institute (NOCHI) to assume an anchoring position in a planned Culinary Arts Center to be built in a reclaimed and renovated ArtWorks building. The project, funded by NOCHI and matching state funds, will help make the city a destination point for culinary education as well as production and enjoyment once the transformation is complete. It will also provide Delgado with much-needed space and equipment to expand the culinary arts program. The projections for renovation and occupation of the building in the original proposal were overly optimistic (Fall 2015), but the culinary program continues to thrive—with 22 associate degree graduates in 2013-14—and is evolving to be more responsive to the needs of the food service community and the schedules and goals of its students.

Activities

During the past year as a designated Culinary CWE, Delgado has been continuously enhancing and expanding the culinary program.

- The current Culinary Arts curriculum is being revised to reduce the number of credit hours, streamline the courses and concentrations, place more emphasis on hands-on instruction, and offer block scheduling which will reduce the time to degree. The plan is to schedule classes so that students can complete at least two classes every four to five weeks, attend full-time and work shifts opposite their class schedule, and be available on weekends when food industry labor is most in demand.
- The faculty are designing non-credit foodservice training programs that emphasize essential job skills training for students who are not currently pursuing an academic degree but who have the potential to become successful cooks and chefs. The courses will be designed to allow students to later enroll in the credit program using prior learning assessments.
- One hundred percent of the current culinary arts apprenticeship students are employed by local industry in their field.
- Two additional faculty members (for a total of four) received Approved Certification Evaluator (ACE) status from the American Culinary Federation (ACF). Chef Joseph St. Paul was honored by the New Orleans chapter of the ACF at the New Orleans Best Chefs Celebration.

- The DCCWE is the primary provider of culinary arts graduates in the food service industry in the Greater New Orleans region and the only American Culinary Federation Accredited Chef Apprenticeship Program in the state of Louisiana.

Resources and Administration

A cooperative endeavor agreement is currently in negotiation between Delgado and NOCHI to operate the state of the art culinary school along with other NOCHI educational endeavors in the former ArtWorks building. The new space will one day significantly expand the college's capacity to offer programs, courses and training; at present, foodservice designers and a local architect firm have begun initial assessment and design for the renovations.

External Support and Collaboration

The DCCWE maintains an active role in community life, having participated in community events over the last year that included: Youth Services Bureau Chef Soiree; St. Louis Cathedral's St. Joseph Alter; volunteer judges for the National Restaurant Association ProStart Louisiana Competition; ACF Best Chefs of Louisiana benefit for Children's Hospital. In return, the professional community has supported the Center through gifts over the past year such as \$5,000 in scholarship funds from the New Orleans Chapter of the American Culinary Federation (April 2015), and an additional \$3,500 from the New Orleans Wine and Food Experience (July 2014).

The Center's advisory board is made up of five executive chefs, presidents, and owners plus one current student member. The board meets periodically to discuss current operations and activities, generate and evaluate ideas for future development, and provide an industry perspective on how to better meet their needs as employers.

STAFF ANALYSIS

Delgado was designated a Center for Workforce Excellence in 2014 based on the strength and quality of its Culinary program, its long history of productivity and community engagement, and its collaboration with NOCHI to create a world-class culinary center in the former ArtWorks Building. In the last year, the culinary program has continued to expand its outreach and program productivity, demonstrating collaboration with and responsiveness to industry needs and innovative approaches to training effectiveness. Given the clear industry need in the greater New Orleans area, experienced advisory board, curriculum innovations being designed to increase workforce relevance, Delgado continues to qualify for CWE designation. The original proposal in 2014 projected occupation of the dedicated NOCHI building by Fall 2015; staff believes it would be good to track progress until its installation in the new Culinary Center of Excellence is fully realized.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of continued designation of the Culinary Center for Workforce Excellence at Delgado Community College, with a report on progress of the CCWE building renovations and a proposal for continued designation as a CWE due by 1 December 2016.

BoR AGENDA ITEM IV
PROPOSED NEW CENTER for WORKFORCE EXCELLENCE
DELGADO COMMUNITY COLLEGE
CULINARY CENTER for WORKFORCE EXCELLENCE

BACKGROUND INFORMATION

Delgado Community College (DCC) requests Board of Regents' approval of a Culinary Center for Workforce Excellence. A *Center for Workforce Excellence (CWE)* partners with business and industry to provide top quality education and training programs to meet defined workforce training needs. The Culinary proposal was approved by the LCTCS Board of Supervisors at its March 2014 meeting.

STAFF SUMMARY

Description

Delgado's culinary arts program has been recognized for decades as a hallmark of the College and the primary provider of culinary graduates employed in the food service industry in the Greater New Orleans region. It offers the only chef apprenticeship program in Louisiana accredited by the American Culinary Federation (ACF) and is the only program designated as *Exemplary* by the ACF Educational Foundation. One hundred percent of all completers of the college's Associate of Applied Science (AAS) in Culinary Arts or three Certificates of Technical Studies (CTS) offerings – line cook; culinary management; and pastry arts – are employed while in school or upon graduation. All associate degree graduates have passed the ACF's written and practical certification exams, with over 90 percent passing on the first attempt. Culinary Arts offerings have limited enrollment due to space and facility constraints, but 182 students were enrolled in the 2013-14 academic year, and the AAS enjoys a 5-year average of 15 graduates per year.

The core of operations for the proposed Delgado Culinary Center for Workforce Excellence (DCCWE) would be housed at the former ArtWorks Building, secured and renovated through contributions from the New Orleans Culinary and Hospitality Institute (NOCHI) and matching state funds. The new location will significantly expand the capacity and allow the College to offer programs, courses and training to address market needs for executive sous chef and above, noncredit professional development, noncredit leisure learning, and expanded hospitality-related offerings. With its enhanced capacity, state-of-the-art facility and collaboration with local and area providers, the Center will be able to respond quickly to food and hospitality industry training needs.

Need and Benefits

The Culinary Arts program has been a contributing partner in the economic impact and high profile nature of the restaurant and tourism industries in the City of New Orleans. Through the DCCWE, Delgado will be able to quickly respond to industry needs through established degree and certificate programs, certification-based curricula, and corporate training that can be customized to meet the needs for specific skill sets, career goals, or establishments. It will prepare students for careers ranging from entry-level positions (e.g., prep cook or line cook) to higher-level positions as far as executive chef.

Delgado's Culinary Arts and Hospitality Management Department has experienced steady increases in degree-seeking enrollment for the past several years in spite of very little marketing of the program. Currently only a small increase in enrollment can be accommodated due to available teaching and kitchen space, and the college must turn away potential students seeking to upgrade specific skills through a certificate program. With the expanded space in a new facility, the DCCWE will provide specialized areas for hands-on education and training to serve multiple facets of the food service industries. The new facility is conveniently located in relative proximity to the Central Business District, Warehouse District, Convention Center, casinos, and more – and is also easily accessible via public transportation from multiple areas of the city.

Attachment -- 23 April 2104 Agenda Item: Initial Designation

Projected annual openings (growth and replacement) for executive chefs, head cooks, first-line supervisors and managers of food preparation, and restaurant and cafeteria cooks is at 430 for the New Orleans regional market area. The DCCWE will provide the resources and capacity to better serve the needs of the Greater New Orleans workforce by supplying a larger number of trained, skilled workers to the culinary industry. Programs envisioned for further development include a post-associate certificate for the executive chef to include higher level supervisory, financial, technical and leadership skills for the executive chef position; customized skills training; and other programs to be developed in response to emerging industry demands.

External Support and Collaboration

Delgado has always had positive relationships with local business leaders, but development of the DCCWE has led to even closer collaborations with NOCHI, whose members have purchased the building for \$6.2 million and contributed \$1.227 million as the 12 percent private match (for Act 360) toward the \$10 million renovation of the NOCHI (ArtWorks) building and establishment of the DCCWE. New and longstanding partnerships with the most prominent business leaders in the restaurant and hospitality industry have resulted in their strong representation on the proposed Center's Advisory Board. Upon approval, the Center will hire a Director of Marketing and Fundraising whose role will be to manage development and increase the market share, but in the near future the DCCWE anticipates receiving a donation of equipment of significant value from the North American Association of Food Equipment Manufacturers (NAFEM). In addition, the College has identified the DCCWE as an institutional priority; all revenues generated will be reinvested into the program's growth. The fiscal impact will be offset by the projected tuition and fee revenue from increased enrollment.

Delgado, UNO and Tulane University have a memorandum of understanding (MOU) to explore, with the City of New Orleans and other entities, development of the New Orleans Culinary and Hospitality Institute. The institutions agreed to expand partnership opportunities for the development of enterprises within such an institute, including curricular and service opportunities for members' students and faculty. Under a cooperative endeavor agreement, NOCHI acquired the building to support training and education in the culinary arts and hospitality industry at all levels, with the proposed DCCWE playing an integral, "hub" role. The new institute, located in the heart of New Orleans, has a 45K to 50K square foot footprint and could easily become a nationally-recognized, flagship educational facility in New Orleans, the "cradle of cuisine."

Delgado and Nicholls State University have signed an MOU marking their partnership and commitment to maximizing the collaboration between their two culinary arts programs to further the branding of South Louisiana as a destination for culinary education. Delgado's program provides the technical skills to enter the culinary and hospitality workforce, while Nicholls, with the state's only BS degree in Culinary Arts, builds on those skills and adds business and restaurant management.

STAFF ANALYSIS

Delgado is asking to establish a Culinary Center for Workforce Excellence based on the strength and quality of its Culinary Arts program, its level of growth and productivity, and its position as a center of education and training in culinary arts. The Center would begin phased implementation in the new facility as early as this summer, with Fall 2015 as the target date for full occupation of the NOCHI building as a Culinary Center of Workforce Excellence. Given the need, industry support and commitment, experienced advisory board, facilities, and workforce relevance, the staff believe that Delgado qualifies for an opportunity to establish the center to recognize and promote its success.

STAFF RECOMMENDATION

The staff recommends that the Board of Regents grant conditional approval of the proposed Culinary Center for Workforce Excellence at Delgado Community College, with a report and proposal for continued designation as a Center for Workforce Excellence due by 1 June 2015.

AGENDA ITEM V A 1
ROUTINE ACADEMIC REQUESTS
 Staff Approvals

Institution	Request
LSU	Request to reclassify the Department of Theatre as the School of Theatre within the College of Music and Dramatic Arts – <u>approved.</u>
LSU	Request to reclassify the Department of Interior Design as the School of Interior Design within the College of Arts and Design – <u>approved.</u>
LSU	Request to offer the existing MA/Education (130101) 100% online, through distance learning technologies, starting with the specialization in Education Technology – <u>approved.</u>
LSUA	Request to offer the following existing programs 100% online, through distance learning technologies: PBC in Special Education Mild/Moderate for Secondary Education GR 6-12 (131001); PBC Special Education Mild/Moderate for Elementary Education GR 1-5 (131001); PBC Early Childhood Education Grades PK-3 (131210); BS Psychology (420101); BGS (240102) [o]; and BA English (230101) – <u>approved.</u>
LSUS	Request to change the name of the Master of Science in Counseling Psychology (422803) to the Master of Science in Counseling – <u>approved.</u>
McNeese	To offer a non-degree Practitioner Teacher Program alternative path to certification in the following areas: Secondary Education (Grades 6-12) for Mathematics, Biology, Physics, Chemistry, General Science, English, Social Studies, French, and Spanish. BoR documentation of this program is needed for regional and national accreditation purposes; however, no Board of Regents action is required.

AGENDA ITEM V A 2

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
01.2013	<p>McNeese State University MS in Criminal Justice (43.0104) Conditional approval was granted to the program in January 2013 with a request for reporting by June 1, 2014. The report was submitted as requested with a subsequent report requested by June 1, 2015.</p>	<p>The staff received the 2015 progress report in mid-May. The campus reported that 18 students were enrolled in the program for spring 2015 and that three (3) students completed the program in fall 2014.</p>	<p>Receive and accept the progress report. A subsequent report is requested by June 1, 2016.</p>
03.2013	<p>LSU – Shreveport BFA in Digital Arts (50.0102) In March 2013, conditional approval was granted to the program. A progress report has been requested annually with a due date of June 1.</p>	<p>The staff received the 2015 progress report in late May. Enrollment in the program has continued to increase: FL2013 – 9; SP14 – 16; FL14 – 22; and SP15 – 27. Completers were reported as 2 in AY 2013-14 and 16 in AY 2014-15.</p>	<p>Receive and accept the progress report. A subsequent report is requested by June 1, 2016.</p>
06.2011	<p>Bossier Parish Community College AAS in Industrial Technology (15.0612) In June 2011, conditional approval was granted to the program with a request for annual reporting. In August 2014, the 2014 progress report was received and accepted with a request for a subsequent report by June 1, 2015.</p>	<p>The staff received the 2015 progress report in late May. Enrollment in the AAS for the last year was reported as follows: SU2014 – 63; FL14 – 95; and SP15 – 71. The campus provided the following completer data for the same time period: SU14- 5, FL14 – 4; and SP15 – 13. In regards to programmatic accreditation, a site visit occurred in March 2015, which resulted in a recommendation for accreditation with a 2-year follow-up report. The Association of Technology, Management, and Applied Engineering (ATMAE) will meet in November 2015 and act on the site visit team’s recommendation at that time.</p>	<p>Receive and accept the progress report. A subsequent report is requested by June 1, 2016.</p>
12.2013	<p>Northwestern State University DNP (51.3818) Conditional approval of the DNP was granted in December 2013 contingent upon SACSCOC approval of a level change. A progress report on program implementation was requested by June 1, 2014. The campus provided the report in August 2014; it was accepted by the Board. At that time a subsequent report was requested by June 1, 2015.</p>	<p>The staff received the 2015 progress report in late May. The first cohort of students, 18 in total, began the program in fall 2014. Active recruitment for the second cohort (fall 2015) is currently underway. There are no completers to date.</p>	<p>Receive and accept the progress report. A subsequent report is requested by June 1, 2016.</p>

04.2012	<p>University of Louisiana at Lafayette BA in Music (50.0901)</p> <p>Conditional approval was granted to the program in April 2012. A progress report has been provided each year with the last one received and accepted in June 2014. At that time, a subsequent report was requested by June 1, 2015.</p>	<p>The staff received the 2015 progress report in late May. Enrollment in the program has grown from 44 students in fall 2013 to 81 students in spring 2015. There have been no completers to date. The report included information relevant to scholarships that have been established as well as courses offered in support of the program.</p>	<p>Receive and accept the progress report. A subsequent report is requested by June 1, 2016.</p>
12.2008	<p>Northshore Technical Community College AAS in Care & Development of Young Children (19.0709)</p> <p>Conditional approval was granted to the program in December 2008 with annual reporting required. The 2014 progress report was received and accepted in August 2014. A subsequent report was requested by June 1, 2015.</p>	<p>The staff received the 2015 progress report in early June. The campus noted that three full-time and two part-time faculty members provide instructional support for the program and that adequate financial support for the success of the program is in place. During AY 2014-15, there was an enrollment of 144 students in the program; this includes those students pursuing the TD and CTS. Completers for the same time period were reported as follows: AAS – 23, TD – 21 and CTS – 22. An update on the placement of graduates and status of specialized accreditation was provided.</p>	<p>Receive and accept the progress report. A subsequent report is requested by June 1, 2016.</p>
03.2013	<p>Northshore Technical Community College AAS in Technical Studies (47.9999)</p> <p>Conditional approval was granted to the program in March 2013. An update on program implementation was requested by June 2014. The campus submitted the requested report in August 2014, at which time a subsequent report was requested by June 1, 2015.</p>	<p>The staff received the 2015 progress report in early June. A brief synopsis of the program was provided. Enrollment for AY 2014-15 was reported for each track (i.e., air conditioning/refrigeration, industrial technician, drafting & design, etc.) within the AAS. It was stated that eight (8) students completed the degree during the most recent academic year.</p>	<p>Receive and accept the progress report. A subsequent report is requested by June 1, 2016.</p>
12.2013	<p>South Central Louisiana Technical College AAS in Industrial Maintenance Technology (47.0303)</p> <p>Conditional approval was granted to the AAS in December 2013 with a request for an update on program implementation by June 1, 2015.</p>	<p>The staff received the progress report in early June. Enrollment in the program was documented as follows: FL2014 – 42, SP15 – 36 and SU15 – 19. Five individuals were awarded the TD in fall 2014 with two students being awarded the TD and two students the AAS in spring 2015.</p>	<p>Receive and accept the progress report. A subsequent report is requested by June 1, 2016.</p>
08.2014	<p>McNeese State University and Southeastern Louisiana University BS in Health Systems Management (51.2211)</p> <p>Conditional approval was granted to the program in August 2014 with a request for an update on program implementation by July 1, 2015.</p>	<p>The staff received the progress report in early June. It was noted that a response from SACSCOC regarding the intention to offer the program in a collaborative effort has yet to be received. As a result, there has been no marketing of the program, to date, and no students are enrolled. It is expected that enrollment will be positive (about 15 students) for fall 2015.</p>	<p>Receive and accept the progress report. A subsequent report is requested by July 1, 2016.</p>

AGENDA ITEM V A 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 due 06.26.15
	LSU	BSW	05.19.15	05.28.15 distributed to CAOs for input with responses due 06.26.15
	LSUA	BS - Health Sciences	05.19.15	05.28.15 distributed to CAOs for input with responses due 06.26.15
	SUNO	MS – Biology	05.21.15	05.29.15 distributed to CAOs for input with responses due 06.29.15
	SUBR	BS – Computer Science Cyber Security	05.21.15	05.29.15 distributed to CAOs for input with responses due 06.29.15
Proposed Programs	SLCC	AAS – Helicopter Aviation	06.16.14	<i>Questions to campus 06.23.14; status update from SLCC on 11.19.14. On 06.02.15, campus notified that proposal will be pulled from the queue due to no action.</i>
	SLCC	AS – Accounting	06.16.14	<i>07.11.14 requested additional documentation from campus; status update from SLCC on 11.19.14. On 06.02.15 campus notified that proposal will be pulled from the queue due to no action.</i>
	SUNO	DSW	08.28.14	09.09.14 proposal sent to external reviewer. Report received 10.09.14 and evaluated by staff. List of issues submitted to campus 10.15.14. Staff met with campus representatives (11.06.14) to discuss proposal. 12.02.14 campus submitted response to issues; under staff review while awaiting updated licensure exam pass rates.
	SUSLA	AAS – Process Technology	10.12.14	10.28.14 questions sent to campus. 11.20.14 staff discussed with campus. Response recv'd 11.25.14. Additional questions sent to campus 12.17.14; response received 01.13.15. 01.29.15 additional questions sent 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.
	UNO	MEd – Higher Education Administration	04.30.15	04.30.15 staff requested list of potential external reviewers from campus; received 05.15.15. External reviewer secured with report due on or before 06.19.15.

Designation as Center of Excellence

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