

Louisiana Board of Regents



Academic Policies

Appendix A-3

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Academic Affairs Policy 2.01 Constitutional Authority

The Constitution of 1974 vests in the Board of Regents the responsibility to approve, disapprove or modify all existing and proposed degree programs and administrative units in Louisiana's public colleges and universities.

▣ [Relevant passages from the 1974 Constitution](#)

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Academic Affairs Policy 2.02

Adequacy of Information in Campus/System Requests

The Board of Regents shall return without action any request which fails to satisfy the Board's need for relevant information. Specific categories of inadequacy will be cited when a request is returned for lack of information. Such action is not to be considered disapproval, and any requests so returned may be resubmitted in accordance with the regulations governing them.

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Academic Affairs Policy 2.03

Staff Information to Institutions

The Board of Regents shall keep institutions fully apprised of decisions pertaining to programs or requests they have submitted. Institutional representatives will be invited to participate in the meetings of the Academic and Student Affairs Committee and the Board of Regents when their proposals are considered. They will also be informed by letter of decisions made regarding their proposals. Each letter will include an explanation of the reasons for the Board's action.



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Academic Affairs Policy 2.04

Letters of Intent for Projected New Academic Programs

Letters of Intent serve two related purposes. They allow the Board of Regents to decide whether campuses should continue to plan for the development of new academic programs and to coordinate statewide the development of new academic programs. *Accordingly, colleges and universities shall transmit Letters of Intent to the Commissioner of Higher Education for all new programs to be proposed, with the exception of proposed undergraduate programs below the baccalaureate level.*

Procedures and time lines for Letters of Intent are as follows:

- A Letter of Intent may be filed at any time.
- A separate document must be prepared for each projected program.
- Letters of Intent will be scheduled for consideration by the Board of Regents within ninety days (90) after receipt of documentation.
- A full program proposal may be submitted ninety (90) days after a Letter of Intent has been approved by the Board of Regents.
- Letters of Intent are valid for three years after approval by the Board of Regents. Upon expiration of this time period, a new Letter of Intent must be submitted.

The following factors will be considered in assessing Letters of Intent:

1. The program must be within the role and scope of the institution.
2. The program must not be needlessly duplicative of those at other institutions of higher education.
3. The program shall be consistent with the mandates of the desegregation Settlement Agreement.
4. The program shall adhere to specific criteria for funding (see PART H).

Specifically, each Letter of Intent shall address the following:

Part A: Description

1. Include the Title and CIP Code of degree or certificate contemplated.
2. Briefly describe the nature and objectives of the projected program.

Part B: Need

1. Please indicate if the projected program, or a similar one, been offered at the institution previously?
2. List similar programs offered at other institutions (public and private) in Louisiana. If so, are there possibilities for a cooperative program?
3. Discuss reasons for proposed program, such as manpower needs, impact on economic development, critical educational state and/or community needs, etc.

Part C: Students

1. Estimate the number of enrollees and graduates for the projected program in each of the first five years by level of student. Include a justification for these figures.
2. Indicate sources of financial support for students if a graduate program is requested.

Part D: Faculty

1. Summarize credentials of the present faculty members who will be most directly involved in the projected program.
2. Estimate the number of new faculty needed to initiate the projected program for each of the first five years.

Part E: Library and Other Informational Resources

1. Briefly describe existing or anticipated library and informational resources to be available to support the projected program.

Part F: Facilities and Equipment

1. Briefly describe existing or anticipated facilities and equipment to be available to support the projected program.

Part G: Administration

1. Briefly describe the administrative plan for the projected program.

Part H: Costs

1. Estimate costs for the projected program for the first five years. Indicate any amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any).

The Board of Regents shall not approve planning for a new academic program unless the prospective program meets one or more of criteria 1-5 below:

1. The program will be formulated through a reorganization of existing courses, requiring no additional State expenditures for at least five years (for example, new options or concentrations in existing programs).
2. The program will be funded by concomitant reductions in expenditures, requiring no additional State expenditures for at least five years (for example, programs funded by the reallocation of resources from terminated or consolidated programs).
3. The program will be funded entirely through non-State monies for a period of five years.
4. The program will demonstrably promote economic development in the State.
5. The program is deemed indispensable to fulfilling the role, scope, and mission of the university or college and is deemed indispensable to fulfilling critical educational needs of the State.



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Academic Affairs Policy 2.05

Review of Proposals for New Academic Programs/Units

A. Proposed Programs

Proposals for new academic programs should follow the criteria outlined in the [Guidelines: Proposal for a New Academic Program](#). Proposals for certificate and associate programs may be submitted at any time for consideration by the Board of Regents; baccalaureate level programs and above must adhere to policies regarding Letters of Intent (see [Section 2.04](#)). Proposals for certificate, associate, and most baccalaureate programs will be scheduled for consideration by the Regents within ninety days after receipt of the proposals.

Proposals for highly technical and/or selective baccalaureate and all graduate-level programs require review by external consultants. In order to plan for these reviews, a university/college which anticipates submission of a proposal during an upcoming fiscal year should inform the Board of Regents of their desire to do so by the preceding May 1st. In order to ensure that the proposal will be reviewed during the upcoming fiscal year, it is required that copies of the proposal, with approval from the respective management board, be received in the offices of the Board of Regents by November 1 of that fiscal year. A typical schedule for such a review would be as follows:

- May 1, 2000 - College or university informs the Board of Regents that it intends to submit a proposal for a new graduate program during FY 2000-2001.
- November 1, 2000 - College or university submits proposal for new graduate program. This proposal must have already received prior approval by the respective management board.

- November, 2000 - June 1, 2001 - External consultants engaged by the Board of Regents conduct an on-site review of the proposed graduate program.

Subject to timely receipt of the consultants' report, these proposals shall be scheduled for consideration by the Board within six months of completion of the consultants' on-site visit.

B. Proposed Units

Proposals for new academic research units should follow the criteria outlined in [Guidelines: Proposed New Centers, Institutes, and Other Similar Academic/Research Units](#). Proposals for all new academic administrative units should generally follow the criteria outlined in [Guidelines: Proposals for New Academic Programs](#).



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Academic Affairs Policy 2.06

Board of Regents Reviews of Existing
Academic Programs/Units

The Board of Regents will periodically review and evaluate program quality and productivity at all levels of higher education. Affected institutions will be required to participate in these reviews and evaluations. Interested persons will be given an opportunity to appear before the Board of Regents prior to decisions in each particular case.

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Academic Affairs Policy 2.07

Responses from Institutions to Consultants Reports

In accordance with timetables established by the Commissioner of Higher Education, Institutions and Systems shall submit formal responses to reports of consultants who review existing academic programs. These responses shall concisely state reactions to each of the weaknesses and problematic areas consultants identify in their reports. The Commissioner of Higher Education shall monitor consultants' reports and responses from institutions and systems to ensure that the intent of this policy is fulfilled. When the Commissioner of Higher Education receives responses which are incomplete, he shall direct institutions either to prepare appropriate addenda or submit revised responses.

Today's date: 07/19/07



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Academic Affairs Policy 2.08

Institutional Requests for Revision or Elimination of Existing Academic Programs and Administrative Units

The Board of Regents encourages campuses and their management boards to initiate self-evaluation leading to the revision or elimination of existing academic programs and administrative units which are under productive or of marginal quality.

While no specific format is required, requests for revision or elimination of existing academic programs and administrative units which do not involve the creation of new academic programs should consider the criteria outlined in the [Guidelines: Proposal for New Academic Program](#); and [Guidelines: Proposed New Centers, Institutes, and Other Similar Academic/Research Units](#).

After receiving the approval of their management boards, institutions must submit to the Board of Regents all requests for the revision or elimination of existing academic programs and administrative units and for the establishment of new administrative units, as prescribed by the *Guidelines* above. Requests may be submitted at any time, and a response will be given within ninety (90) days of the date of receipt. Justification must be included with each request. The Commissioner of Higher Education may, without Board review, approve those requests for revisions of existing academic programs and administrative units which would not affect the nature of the program or the degree being offered.

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Academic Affairs Policy 2.09

Re-Submission of Disapproved Letters of Intent, Proposals or Requests

If the Board of Regents disapproves a Letter of Intent, a proposal for a new academic program, or a request to revise or eliminate an existing academic program or an administrative unit, an institution should carefully weigh reasons for the disapproval prior to resubmitting the same or modified versions of the proposal or request. Since extended periods of preparation and study are required to correct deficiencies in proposals or requests found initially wanting, the Board of Regents requires the expiration of one (1) year prior to reconsidering disapproved programs or requests.



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Academic Affairs Policy 2.10

Reconsideration of Terminated Academic Programs

Any academic program which the Board of Regents terminates may be reconsidered under the following conditions:

1. The Commissioner of Higher Education must receive a request for reconsideration from the appropriate management board within ninety (90) days of the day on which the Board of Regents votes to terminate the program.
2. The Commissioner of Higher Education will inform the management board and the institution at least thirty (30) days prior to the date on which the Academic Affairs Committee will review the request. Relevant written materials, which the affected institution and/or management board wishes the Board of Regents to consider, must be submitted to the Commissioner of Higher Education at least fifteen (15) days prior to the date for the Academic Affairs Committee's review.
3. The Board of Regents will reconsider the status of a terminated academic programs only once. If the Board then reaffirms its decision to terminate the program, the affected institution and management board may reapply for the program in accordance with policies of the Board of Regents pertaining to the request for a new academic programs.



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Academic Affairs Policy 2.11

Approved Academic Terms and Degree Designations

1. Use of Standardized Academic Terms

The Board of Regents requires Colleges, Universities, and Professional Schools to use academic terms and degree designations that are consistent with its Inventory of Degree and Certificate Programs.

For the purpose of identifying, advertising, and awarding of **both undergraduate and graduate degrees**, the following terms shall be used for diplomas, transcripts, catalogs, and all publications by public campuses and systems.

- a. A **Degree** is the title of the award conferred on students by a college, university, or professional school upon completion of a unified program of study (e.g., Associate of Science, Bachelor of Arts).
- b. A **Degree Program** is any grouping of campus-approved courses and requirements (e.g., minimum GPA required, comprehensive examinations, English and Math proficiency) which, when satisfactorily completed by a student will entitle him or her to a degree from a public institution of higher education.
- c. The **Degree Designation** for each authorized program at public institutions of higher education is listed in the Board of Regents' Inventory of Degree and Certificate Programs under the category "Degree Level." The category "Degree Level" shall be changed in the Inventory to "Degree Designation." Some professional programs require the name of the general subject area as part of the Degree Designation (e.g., Bachelor of Architecture, Master of Social Work, Juris Doctorate, Doctor of Medicine). A composite list of approved professional "Degree Designations" is attached to this policy.

- d. A **Degree of Subject Area** is the primary discipline which constitutes the focus of a Degree Program. It is listed in the Board of Regents' Inventory under the category "Degree Description/Option." The category "Degree Description/Option" shall be changed in the Inventory to "Degree Subject Area." When a student satisfactorily completes a Degree Program, he/she will be entitled to a degree in the appropriate subject area (e.g., Biology, History, Vocal Arts).
- e. A **Degree Title** is the complete label of a Degree Program, consisting of a Degree Designation (e.g., Associate of Science) and the Degree Subject Area (e.g., Biology). It is listed in the Regents' Inventory under the categories "Degree Level" and "Degree Description/Option" (e.g., A.S. in Biology).
- f. A **Curriculum** is a description of required and elective courses for a Degree Program.

For the purpose of identifying, advertising, and awarding of **undergraduate degrees only**, the following terms shall be used for diplomas, transcripts, catalogs, and other publications by public campuses and systems.

- vii. A **Major** is that part of a Degree Program which consists of a specified group of courses in a particular discipline(s) or field(s). The name of the Major is usually consistent with the Degree Subject Area. A Major usually consists of 25% or more of total hours required in an undergraduate curriculum. Establishment of a Major requires prior approval by the Board of Regents.
- viii. A **Minor** is that part of a Degree Program which consists of a specified group of courses in a particular discipline(s) or field(s), consisting usually of 15% or more of total hours required in an undergraduate curriculum. Minors may be instituted by the affected system and campus without prior approval by the Board of Regents.
- ix. An **Option** is an alternative track of courses within a Major, accounting for at least 50% of the Major requirements. Establishment of an Option requires prior approval by the Board of Regents.
- x. A **Concentration** is an alternative track of courses within a Major or Option, accounting for at least 30% of the Major requirements. Concentrations may be

instituted by the affected system and campus without prior approval by the Board of Regents.

For consistency and clarity the terms "Emphasis," "Track," "Specialization," or any word other than those listed above describing the sub-unit of a Major may not be used on diplomas, transcripts, or in catalogs.

2. Wording of Catalogs, Diplomas, Commencement Programs, Transcripts, and Other Official Documents

- . University/College **Catalogs or Bulletins** shall list and advertise only Degree Titles of academic programs approved by the Board of Regents. Separate curricula may be given only for approved degree titles; Majors, Minors, Concentrations, etc. not listed in the Board of Regents' Inventory may be described in the text or footnotes but shall not be listed or designated as separate curricula. These limitations shall also apply to any official advertisements for academic programs.
- a. All higher education **Diplomas** shall list and advertise the appropriate Degree Designation only and may indicate superior academic achievement for outstanding grade point average and/or completion of an approved honors curriculum. Diplomas shall not include the name of the Degree Subject Area, the Major, the Minor, the Option, the Concentration, or any other descriptive term, except when such terms are included in the approved Degree Designation (see [Attachment I](#)).
- b. For undergraduate degrees, all higher education **Commencement Programs** shall list the appropriate Degree Designation only and may indicate superior academic achievement for outstanding grade point average and/or completion of an approved honors curriculum. Commencement Programs shall not include the name of the Degree Subject Area, the Major, the Minor, the Option, the Concentration, or any other descriptive term, except when such terms are included in the approved Degree Designation (see [Attachment I](#)).
- c. For graduate degrees, **Commencement Programs** may also include the Degree Subject Area, the title of the approved thesis and/or dissertation, the name of the major professor, and the name of the awarding department.

- d. Student **Transcripts** may also list Degree Titles, Majors, Minors, Options, and/or Concentrations. These terms shall not be used to suggest augmentation of a given academic program distinct from the approved Degree Title.

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Academic Affairs Policy 2.12

Delivery of Degree Programs Through Distance Learning Technology

1. Philosophy and Principles

The Louisiana Board of Regents supports and applauds efforts to offer distance education for the purpose of increasing instructional access for Louisiana citizens to courses and programs offered by Louisiana public higher education institutions. All credit offerings delivered through distance education must be appropriate to the role, scope, and mission of the institution as defined by Board of Regents. Criteria for approval of academic programs are based on qualitative consideration of the highest order. All state institutions of higher education offering distance education must either meet requirements or be accepted for candidacy by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools or the Commission on Occupational Education (COE). All institutions should be guided by the Western Interstate Commission on Higher Education Principles.

2. Purpose

The purpose of this policy is to increase access to educational opportunities and to ensure quality of instruction through distance education to place- and time-bound students; enhance the ability of campuses to respond to learner needs; increase educational opportunities and encourage linkages between Louisiana educational institutions and other sectors including business, government, and the surrounding community; provide cost-effective service through cooperative development; invest in and support the development of a telecommunications infrastructure; and minimize and streamline policies for reviewing and approving flexible degree programs offered through distance education technology.

3. Definition of Terms

The term **Degree Program** is defined in Academic Affairs Policy and Procedure ([Policy 2.11](#)), effective November 1, 1998. Additional terminology relevant to this policy are defined below:

Distance Education is the formal education process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance Education technology is generally synonymous with mediated instruction (such as compressed video, videotape, CD-ROM, Internet, audio, audiographics, satellite, microwave, or ITFS). This policy does not regulate computer and electronically augmented traditional campus instruction or print media.

Branch Campus is defined by federal regulations as:

- a. a location of an institution that is geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) had its own faculty and administrative or supervisory organization, (4) has its own budgetary and hiring authority; or
- b. any location of an institution other than the main campus, at which the institution offers at least 50% of an educational program.

Campuses are advised to also seek further clarification of this term as prescribed by either COC or COE accreditation regulations.

Off-Campus Learning Centers are similar to branch campuses in that they are geographically apart and independent of the main campus of the institution, permanent in nature, and offer courses in educational programs leading to a degree, certificate, or other recognized educational credential. One or more institutions may participate in these offerings through contractual or consortial arrangements.

4. Policy

This policy applies to Louisiana institutions authorized by the Louisiana Board of Regents to offer post-secondary degree or certification programs. While off-campus credit courses offered through distance education must be reported to the Board of Regents as required for data collection, coordination of program, and informational purposes, Regents approval is not required for courses to be delivered via distance education technologies. The Board of Regents reserves the right to mediate in instances where distance education coursework becomes unnecessarily duplicative.

Specifically, the policy applies to all degree or certification programs that are offered primarily through distance education technology. Only COC and COE accredited institutions will be considered for approval to offer distance education programs. Those institutions which have been accepted for candidacy by either COC or COE may be considered for approval to offer distance education coursework.

▣ Request Form: [PDF](#) | [MSWord](#)

Regents approval is required to electronically extend existing campus-based academic programs if 1) courses are offered in such a manner or at a location that an individual student can take 50 percent or more of the courses for the degree, or 2) the program is advertised as available in distance education technologies.

a. If the Degree Program is Currently Approved by the Board of Regents:

If the degree program is currently approved by the Board of Regents and if 50% or more of required coursework of a degree program will be delivered through distance education technology, the institution must request approval to deliver the program from the Board of Regents and follow COC or COE policies and standards pertaining to distance education. Required procedures for this type of request are given below:

- i. First, the affected college or university shall submit through its management board to the Commissioner of Higher Education a completed Request for Authority to Offer an Existing Academic Program Through Distance Education

Technologies. Institutions shall not apply for COC or COE approval until the Board of Regents or its staff has rendered a decision whether the Request meets concerns and requirements of the Regents.

- ii. If the Board of Regents or its staff grants approval for the Request, the affected college or university must then seek approval for a substantive change from either COC or COE, as appropriate.
- iii. Upon receipt of COC's or COE's judgement, copies of all COC or COE correspondence regarding its decision must then be sent to the Commissioner of Higher Education. If COC or COE grants approval, the college/university is automatically authorized to begin program implementation. If COC or COE does not grant approval, the program may not be implemented and a new Request must be submitted to the Regents before reconsideration.

For the purposes of authorizing distance education arrangements for existing degree programs, the Board of Regents will consider program duplication as a critical factor.

b. If the Degree Program Is Not Currently Approved by the Board of Regents:

If the degree program is not currently approved by the Board of Regents, then existing Regents policies and procedures for developing new academic programs must be followed (see Academic Affairs Policies and Procedures [2.4](#), [2.5](#), and [2.11](#)).

- c. Institutions must report students enrolling in courses and programs delivered via distance education technologies.
- d. Institutions shall ensure compliance with all applicable copyright laws concerning the use and transmission of films, videotapes, recording, or other protected works.
- e. Institutions shall ensure compliance with all applicable policies regulating intellectual property.
- f. The Board of Regents supports the position that institutions should be able to establish separate fees to cover the costs associated with electronic delivery of

credit and non-credit instruction. Fees should be consistent with management board policies and state legislation. The Board of Regents will provide guidance for the establishment of fees for electronic delivery of instruction, and reserves the right to review established fee structures, and policies governing establishment of such fees.

- g. All courses and programs offered through distance education will not be subject to service area limitations, with the exception of specific Regents mandates (e.g., duplicated programs, programs provided by the desegregation Settlement Agreement, etc.)
- h. Each institution will have a single point of contact for reporting and responding to Distance Education issues and activities. It is the responsibility of each institution to make sure that the Board of Regents is notified of this point of contact.
- i. Upon approval, this policy supercedes any and all pre-existing Board of Regents policies, procedures, guidelines, and/or regulations governing the delivery of instruction through distance education technologies. This includes, but is not limited to Board of Regents Policy On Telecommunications, section 4.04.01-4.04.04, Board of Regents Policy and Procedures Manual, and applicable sections of the Board of Regents Policy 4.2, Mandatory Guidelines for the Conduct of Off-Campus Activities.



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Academic Affairs Policy 2.13

Program Accreditation

Effective October 28, 1999

Amended December 5, 2002

1. General Policy on Program Accreditation

Effective October 28, 1999, the Board of Regents recognizes accrediting agencies that it considers as mandatory, recommended, or optional for eligible programs offered by public community colleges, colleges/universities, and the Louisiana Technical College. A program that is eligible for accreditation by an agency that is considered *mandatory* must be accredited for continued program approval. If the program is not accredited, the Academic Affairs staff will recommend to the Board of Regents that the program be terminated. The Board of Regents encourages institutions to obtain accreditation of programs that are eligible for accreditation by an agency that it *recommends*, but the accreditation is not essential for continued program approval. Accrediting agencies that are not considered as mandatory or recommended by the Board of Regents are considered *optional*, and the Board of Regents encourages institutions with eligible programs to evaluate the importance of those accreditations to its students.

- [Mandatory, Recommended, and Optional Agencies](#)

2. Criteria for Mandatory Accreditation of Programs

Unless exempted by the Board of Regents, accreditation of a specific program will be deemed mandatory if it meets one or more of the following criteria:

- a. The program prepares students for employment in occupations or professions that Louisiana and/or a significant number of states require licensure by an examination and for which graduation from an

accredited program is one of the qualifying criteria to sit for the exam;

- b. the program prepares students for employment in occupations or professions that require graduation from an accredited program for employment and/or advancement in the occupation or profession;
 - c. accreditation of the program is deemed critical for students to be admitted to a more advanced degree program; and
 - d. accreditation is deemed mandatory by the Board of Regents because of the critical nature of the program and its importance to the state and/or because accreditation is important for national credibility and recognition.
3. Unaccredited Programs That Are Eligible for Accreditation by an Agency That Is Classified as Mandatory by the Board of Regents.

- . New Degree Programs

The Board of Regents will stipulate in its motion of approval for all new degree programs with mandatory accreditation a date certain for achieving accreditation. Typically, accreditation will be required within three to five years from the date of program implementation depending on such factors as program length and specific requirements set forth by the accrediting agency. In arriving at the required date for accreditation, the staff will consult with the affected university or college prior to action by the Board of Regents.

- a. Existing Degree Programs

Existing degree programs mandated to be accredited, but not currently accredited, will be given until July 1, 2003, to obtain accreditation. If, at that time, accreditation has not been achieved, the Board of Regents will examine the respective quality and continuing need for the program.

Amended: This deadline has been extended to Fall, 2005, in order to be consistent with the new Board of Regents Master Plan.

4. Actions of Accreditation Agencies

An institution must report all disciplinary actions, such as warning, probation, or withdrawal of accredited status, and a brief explanation of the conditions and/or deficiencies that resulted in the action to the Board of Regents upon receipt of the official notification of the action by the agency. The institution must submit a copy of the institution's response to the report regarding disciplinary action of an accrediting agency, along with a copy of the original report of the agency, to the Board of Regents.

5. Exemption from Routine Program Review by the Board of Regents

A program that is accredited and is not on warning or probation by an agency that is recognized as either mandatory or recommended will ordinarily be exempt from routine Board of Regents program reviews. Special or extenuating circumstances may prompt review of a particular program in a particular institution or a statewide review of a specific program or programs.

6. Annual Reporting of the Accredited Status of Programs

Each community college, college/university, and the Louisiana Technical College shall submit an annual report on the accredited status of all degree programs offered. The report shall include documentation, if not previously submitted, of actions taken by accrediting agencies since the last annual report.

7. Removal of Mandatory Classification of an Accrediting Agency

An agency classified as a mandatory on the Board of Regents Recognized Accrediting Agencies will retain that classification unless it is removed by action of the Board on a recommendation from the Academic Affairs staff. Such a recommendation will generally result from a determination, through an appropriate review of the staff and the Council of Chief Academic Officers, that the agency's policies, practices, and/or actions are inappropriate and/or fail to meet the highest professional standards.

8. Accreditation of Programs at the Louisiana Technical College

The Louisiana Technical College will not be subject to the policies on accreditation until the year 2001. The Technical College's first annual report on the accredited status of all programs offered by each of its technical college campuses shall be submitted by July 1, 2000. A report on the Technical College programs eligible for certification and the certification status of each of those programs shall be submitted to the Board of Regents by July 1, 2000, and annually thereafter.

9. Accreditation of Engineering and Engineering Technology Programs

To promote statewide consistency in degree designations of associate degree programs in technology and engineering technology, the following principles will be used:

- . Degree Designations
 - i. Associate degree programs in CIP Codes 14 and 15 that are intended to prepare individuals for immediate job entry will be designated as Associate of Applied Science (A.A.S.) degrees;
 - ii. Associate degree programs in CIP Codes 14 and 15 that are intended to prepare students for entry into baccalaureate-level programs will be designated as Associate of Science (A.S.) degrees;
 - iii. Associate degree programs that contain the words Engineering Technology in the title will be considered as preparatory programs for baccalaureate study and will be designated as Associate of Science (A.S.) degrees; and
 - iv. For baccalaureate programs and above in CIP Code 14, the word Engineering can only be used for degree programs that are accredited by ABET.
- a. Accreditation

Accreditation of a program is generally considered mandatory for engineering and engineering-related technology programs. The following policies will be used to determine the appropriate accrediting agency for programs in CIP Codes 14 and 15 that are eligible for accreditation:

- i. All degree programs in CIP Code 14 Engineering must be accredited by the

- Accreditation Board of Engineering and Technology (ABET);
- ii. All Engineering Technology Associate of Science, Bachelor of Applied Science, Bachelor of Science, and Master of Science degree programs in CIP Code 15 must be accredited by the Accreditation Board of Engineering and Technology (ABET);
 - iii. All Technology Associate of Applied Science programs and non-Engineering Technology Bachelor of Science degree programs in CIP Code 15 must be accredited by the National Association for Industrial Technology (NAIT) or an equivalent appropriate accrediting agency, if available;
 - iv. Baccalaureate degree programs in Engineering and Engineering Technology are exempt from mandatory ABET accreditation when the institution's masters degree program in the same discipline has already obtained ABET accreditation; and
 - v. Associate degree programs in Engineering and Engineering Technology are exempt from mandatory ABET accreditation when the institution's bachelors degree program in the same discipline has already obtained ABET accreditation.



Division of Academic & Student Affairs

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Academic Affairs Policy 2.14

Teacher Preparation Education

The Board of Regents recognizes as a primary responsibility of Louisiana's higher education system the preparation of high quality teachers for the State's elementary and secondary schools. As the needs of society are ever-changing, so must teacher preparation programs respond quickly to meet those needs. To that end, the Regents are committed to long-term improvements to and monitoring of teacher preparation programs. Accordingly, the Regents shall annually issue *Guidelines for Teacher Preparation Programs* that mandate/recommend specific actions at state colleges and universities designed to assure that teacher preparation remains at the forefront of institutional concerns (see [Guidelines, AY 2000-2001](#)). Since teacher preparation is the responsibility of the entire college/university, not just the education program unit, these *Guidelines* shall consider issues which pertain to the college/university at large. As such, the degree to which individual colleges and universities respond appropriately to these *Guidelines* shall become a relevant factor in decisions of the Regents to maintain existing programs and/or approve proposed new programs in teacher preparation and closely related discipline areas.



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Academic Affairs Policy 2.15

Definitions of Undergraduate Certificates and Degrees

Effective March, 2000

Amended December 5, 2002

To provide for the uniform use of degree terminology, to promote uniform curricular requirements for similar programs, to effect the ready transfer of course credits earned throughout the State's higher education system, and to facilitate the development of appropriate articulation agreements between systems and campuses, the Board of Regents establishes the following definitions for undergraduate certificates and degrees:

A. Definitions

1. **Technical Competency Area (TCA)** - An applied course or a series of courses (1-12 hours). A TCA provides a student with a specific technical competency. TCAs are strictly limited to technical and community colleges. Approval authority for implementation of a TCA shall reside with the appropriate management board or their designated staff.

Ex., Automotive Ignition Systems

2. **Certificate of Technical Studies (CTS)** - An applied, technical program (21-33 hours). CTS programs are formed by combining multiple TCAs to provide a student with a broad technical competency. CTS programs are strictly limited to technical and community colleges. Approval authority for implementation of a CTS program shall reside with the appropriate management board; however, the establishment of such programs must be immediately reported to the Board of Regents. All other Regents requirements governing academic programs shall apply.

Ex., CTS in Automotive Engine Technology (TCAs - Ignition Systems, Brake Systems, Transmission Systems, Electrical Systems, etc.)

3. **Certificate of Applied Science (CAS)** - An applied degree program (30-42 hours) with a limited general education component (9 hours). CAS degrees are formed by combining a CTS with general education requirements. All required general education coursework must meet SACS/CoC requirements. CAS degrees are strictly limited to technical and community colleges. Approval authority for implementation of a CAS degree shall reside with the Board of Regents.

Ex., CAS in Automotive Engine Technology with general education component

4. **Technical Diploma (TD)** - An applied, technical degree program (45-60 hours). TD programs are formed by combining multiple CTSs and/or TCAs. TD programs are strictly limited to technical and community colleges. Approval authority for implementation of a TD program shall reside with the appropriate management board; however, the establishment of such programs must be immediately reported to the Board of Regents. All other Regents requirements governing academic programs shall apply.

Ex., TD in Automotive Technology (CTS in Automotive Engine Technology, plus TCAs in Automotive Body Repair, Automotive Detailing, etc.)

5. **Associate of Applied Science (AAS)** - An applied/academic degree program (60-72 hours) with a limited general education component core (15 hours), primarily designed to prepare students for immediate employment or career entry. AAS degrees can be formed by combining a TD program with 15 hours of required general education or can be a distinct curriculum unrelated to any preexisting program of technical studies. All general education coursework must meet SACS/CoC requirements. If technical coursework required of the degree is intended for transfer to a four-year institution, this coursework must meet appropriate SACS/CoC requirements. AAS

degrees are limited to technical colleges, community colleges, and two-year transfer institutions. [Note 1] Approval authority for implementation of an AAS degree shall reside with the Board of Regents.

Ex., AAS in Automotive Technology

6. **Associate of Arts (AA)** - An academic degree program (60 - 72 hours) with a significant general education core (27 hours), designed primarily to serve as preparatory education for transfer to a related baccalaureate program. All coursework must meet SACS/CoC requirements. AA degrees are limited to community colleges and two-year transfer institutions. [Note 2] Approval authority for implementation of an AA degree shall reside with the Board of Regents.

Ex. AA in English

7. **Associate of Science (AS)** - An academic degree program (60-72 hours) with a significant general education core (27 hours), designed primarily to serve as preparatory education for transfer to a related baccalaureate program. All coursework must meet SACS/CoC requirements. AS degrees are limited to community colleges and two-year transfer institutions. [Note 2] Approval authority for implementation of an AS degree shall reside with the Board of Regents.

Ex., AS in Mathematics

8. **Associate (A)** - An academic degree program (60-72 hours) with a significant general education core (27 hours), designed to prepare students for immediate employment or career entry, but which also may serve as preparatory education for transfer to a related baccalaureate program. The use of this particular degree designation should be limited to cases wherein other associate degree designations (AAS, AA, or AS) have been determined to be inappropriate. All coursework must meet SACS/CoC requirements. Non-designated Associate degrees are limited to community colleges and two-year transfer institutions. [Note 2] Approval authority for implementation of a non-designated Associate degree shall reside with the Board of Regents.

Ex., Associate of General Studies

9. **Bachelor of Applied Science (BAS)** - An applied/academic degree program (a minimum of 120 hours) with a limited general education core (33 hours), designed to prepare students for technical employment and generally not intended as preparation for further graduate study. The BAS routinely combines technical/general education gained in an AAS program with additional university requirements. All coursework completed via the AAS program must meet SACS/CoC requirements for transferability. The BAS degree is limited to four-year institutions. Approval authority for implementation of a BAS degree shall reside with the Board of Regents.

Ex., BAS in Industrial Technology

10. **Bachelor of Arts (BA)** - An academic degree program (a minimum of 120 hours) with a significant general education core (39 hours). The BA degree emphasizes breadth and depth of study in a recognized academic discipline, may serve as a career entry degree, and should prepare a student for further graduate study. The BA degree is limited to four-year institutions. Approval authority for implementation of a BA degree shall reside with the Board of Regents.

Ex., BA in English

11. **Bachelor of Science (BS)** - An academic degree program (a minimum of 120 hours) with a significant general education core (39 hours). The BS degree emphasizes breadth and depth of study in a recognized academic discipline, may serve as a career entry degree, and should prepare a student for further graduate study. The BS degree is limited to four-year institutions. Approval authority for implementation of a BS degree shall reside with the Board of Regents.

Ex., BS in Mathematics

12. **Bachelor (B)** - An academic degree program (a minimum of 120 hours) with a significant general education core (39 hours), designed primarily as a first professional degree, but which also may serve as

preparatory education for transfer to a related graduate program. The use of this particular degree designation should be limited to cases wherein other baccalaureate degree designations (BAS, BA, or BS) have been determined to be inappropriate. Non-designated Baccalaureate degrees are limited to four-year institutions. Approval authority for implementation of a non-designated Baccalaureate degree shall reside with the Board of Regents.

Ex., Bachelor of General Studies

B. Effective Date

This policy shall become effective immediately upon approval by the Board of Regents. For all academic programs already in existence or for which a proposal has already been submitted to the Board of Regents, affected colleges and universities shall have three years from the date of Regents' approval (March, 2000) to come into compliance.

Amended: The deadline for demonstration of compliance has been extended until Fall, 2005 for institutions in the Louisiana Community and Technical College System *only*. This was done to make the policy consistent with the new Board of Regents Master Plan. All other institutions shall be held to the original deadline of March, 2003.

C. Exceptions

Exceptions to degree definitions other than those provided above may be considered by the Board of Regents on a case by case basis, but only where it has been clearly proven that such exception would benefit students significantly.

D. General Education Requirements

For specific regarding statewide general education requirements mandated for undergraduate degree programs, please refer to [Academic Affairs Policy 2.16](#).

Note 1: There are select circumstances wherein AAS, AA, AS, and Non-designated Associate programs may be considered for appropriate for a particular four-year university/college. In such

cases, exceptions provided in the Board of Regents' [Moratorium](#) on the Approval of New Associate-Level Programs at Four-Year Institutions shall apply.

Note 2: There are select circumstances wherein A.A.S., A.A., A.S., and Non-designated Associate programs may be considered for appropriate for a particular four-year university/college. In such cases, exceptions provided in the Board of Regents' [Moratorium](#) on the Approval of New Associate-Level Programs at Four-Year Institutions shall apply.

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Academic Affairs Policy 2.16

Statewide General Education Requirements

The Board of Regents accepts fully the commonly accepted premise that graduates of similar undergraduate degree programs should attain a broad-based common educational experience. The most appropriate method to ensure that such occurs among students at state colleges and universities is through mandated statewide general education requirements (see [Attachment IV](#) - Statewide General Education Requirements).

A. Goals

Specifically, the goals of these statewide general education requirements are that undergraduate program completers, depending on the respective degree level, shall attain appropriate competencies, as follows:

- to communicate effectively in oral and written English;
- to read with comprehension;
- to reason abstractly and think critically;
- to understand numerical data and statistics;
- to understand the scientific method;
- to be familiar with key technological and informational applications;
- to learn independently;
- to recognize and appreciate cultural diversity;
- to understand the nature and value of the fine and performing arts;
- to develop a personal value system while retaining a tolerance for others; and
- to understand the American political and economic system.

B. Coherence with Requirements of the Southern Association of Colleges and Schools

In addition to specific of this policy, all applicable general education requirements of the Southern Association of Colleges and Schools Commission on Colleges shall apply.

C. Effective Date

This policy shall become effective immediately upon approval by the Board of Regents. For all academic programs already in existence or for which proposals have been submitted to the Board of Regents, affected colleges and universities shall have three years from the date of Regents' approval of this policy to come into compliance.



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Academic Affairs Policy 2.17

Staff Approval of Routine Academic Requests

Effective December 5, 2002

In order to expedite the processing of routine academic matters, the Board of Regents hereby authorizes the Deputy or Associate Commissioner for Academic Affairs to approve routine academic requests, limited to the following types of requests:

1. Request to Change the Name/Degree Designation of an Existing Academic Program
2. Request to Change the Name of an Existing Academic/Research Unit
3. Request to Consolidate Existing Academic Programs
4. Request to Consolidate Existing Academic/Research Units
5. Request for a Deadline Extension for a Required Report/Action
6. Request to Offer an Existing Academic Program through Distance Learning Technologies.

Actions taken by authorized staff under the purview of this policy shall be reported to the Academic and Student Affairs Committee at the next scheduled Committee meeting immediately following the date of staff approval. The Committee and the Regents reserve the right to review and reconsider the appropriateness of staff actions. Authorized staff may also elect at any time to defer its authority under this policy should it determine that a particular request has implications that merit full scrutiny by the Committee and the full Board of Regents.



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Academic Affairs Policy 2.18

Minimum Requirements for Placement Into Entry-Level, College-Level Mathematics and English

Revised June 23, 2005 - New or changed text indicated by underline

Amended March 5, 2007

Amended April, 2007

A. 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.

B. 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).

C. General Consideration

A college or university may not establish minimum scores for entry-level, college-level 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.

D. Requirements for Placement into Entry-Level, College-Level Mathematics - Effective Fall, 2008*

1. To enroll in an entry-level, college-level Mathematics course designed to fulfill general education requirements of undergraduate academic degrees (listed in B. above), a student must attain a minimum score of either:
 - a. 19 on the Mathematics section of the American College Test (ACT); or
 - b. 460-470 on the Quantitative portion of the College Board's Scholastic Assessment Test (SAT-1); or
 - c. 30 on the College Algebra section/36 on the Algebra section/56 on the College Pre-Algebra section of the COMPASS Mathematics test; or
 - d. 33 on the College Algebra section/38 on the Intermediate Algebra section/42 on the Elementary Algebra section/44 on the Numerical Skills portion of the ASSET Mathematics tests.
2. In lieu of the 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 and SAT-1. The validity of an alternate placement system shall be determined by the Board of Regents Division of Academic & Student Affairs.

E. Requirements for Placement into Entry-Level, College-Level English - Effective Fall, 2005

0. To enroll in an entry-level, college-level English course designed to fulfill general education requirements of undergraduate academic degrees (listed in B. above), a student must attain a minimum score of either:
 - a. 18 on the English section of the American College Test (ACT); or
 - b. 450 on the Verbal portion of the College Board's Scholastic Assessment Test (SAT-1); or
 - c. 68 on the COMPASS Writing Test; or
 - d. 44 on the ASSET Writing Skills Test.
1. In lieu of the 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 and SAT-1. The validity of an alternate placement system shall be determined by the Board of Regents Division of Academic & Student Affairs.

* Mathematics placement standards shall remain as previously stated in the March 7, 2007 edition of this policy through Summer, 2009. Thereafter, new standards as contained in this edition shall apply.



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Academic Affairs Policy 2.19

Institutional Responsibilities for the Enrollment of Students Across Multiple Institutions

Approved June 23, 2005

A. Purpose

Increasingly, students are more mobile in their pursuit of secondary and postsecondary education. This mobility should be encouraged and supported by state policies which assist them in the attainment of their educational goals while continuing to guarantee the quality of the experience. Within secondary settings, appropriately qualified students should be provided reasonable opportunities and mechanisms to benefit from postsecondary education and training. Within postsecondary settings, appropriately qualified students should be provided reasonable opportunities and mechanisms to take collegiate-level coursework across multiple settings. Accordingly, both secondary and post-secondary institutions should consider enrollment procedures and accommodations between and among different types of campus settings that encourage student access, progression, and achievement through varied enrollment options. Specifically, such policies should:

1. Help students successfully transition from secondary to postsecondary education;
2. Reduce the necessity for remedial coursework;
3. Create opportunities for students to advance their educational goals more effectively and efficiently; and
4. Provide multiple and varied opportunities for educational advancement, while assuring appropriate levels of academic rigor.

The policy which follows, while referring to secondary institutions, is intended only to be binding upon public postsecondary institutions. The Board of Regents shall work with the Board of Elementary and Secondary Education to resolve any secondary institution issues which may occur as a result of this policy.

B. Definition of Terms

Before establishing parameters, it would assist all affected parties to understand the different circumstances of student multiple enrollment that this policy is designed to address:

1. Dual Enrollment - the simultaneous enrollment of a student at both a secondary and a postsecondary institution.
2. Cross Enrollment - the simultaneous enrollment of a student in more than one postsecondary institution wherein one institution serves as the student's home institution.
3. Concurrent Enrollment - the simultaneous enrollment of a student in more than one postsecondary institution wherein the student does not designate a home institution.

C. Institutional Responsibilities

Below are charts which define institutional responsibilities to accommodate the needs of varied multiple student enrollments as defined above. [Ed. note: for display purposes, the charts have been converted to paragraphs, below.]

1. Dual Enrollment ⁽¹⁾

a. Student Receiving Both Secondary and Postsecondary Course Credits

Student Admission. It is assumed that the secondary admission procedures have already been resolved. It is then incumbent upon the postsecondary institution to ensure that the student meets its admission requirements. Postsecondary institutions shall be guided by requirements of Academic Affairs Policy 2.18 - Minimum Requirements for Placement into Entry-Level, College-Level Mathematics and English. Each postsecondary institution shall establish appropriate age requirements as necessary.

Student Mix. Courses offered via dual enrollment may be comprised of all secondary students or a mix of both secondary and postsecondary students. Both the secondary and postsecondary institutions shall jointly agree upon the appropriate student mix.

Course Content. Both the secondary and postsecondary institutions shall jointly determine the appropriate level of course content. For postsecondary institutions, course content may not be any less than that which is required of a similar course open to postsecondary students only.

Faculty. The faculty assigned to teach the dual enrollment course may be an employee either of the secondary or postsecondary institution. Both the secondary and postsecondary institutions shall jointly agree upon faculty appointment. Postsecondary institutions shall ensure that secondary

faculty possess necessary qualifications and meet appropriate regional and program accreditation requirements for instruction. It is assumed that secondary institutions shall also ensure that postsecondary faculty possess necessary qualifications and meet appropriate accreditation requirements for instruction.

Course Setting and Learning Support (Facilities, Equipment, Access to Appropriate Supporting Learning Resources, etc.). Dual enrollment courses may be offered at a secondary institutional setting, a postsecondary institutional setting, or an appropriate neutral setting. This decision shall be a mutual one of both the secondary and postsecondary institution. Both types of institutions shall jointly ensure the appropriateness of the location, access to physical facilities, access to appropriate equipment, and access to appropriate learning resources.

Awarding of Course Credit. Dual enrollment courses of this type shall be accepted for appropriate credit by both types of institutions. No dual enrollment course of this type may be offered without such agreement. It shall be incumbent upon both institutions to fully inform enrolled students of the type and applicability of such credit. The postsecondary institution shall include the college course, credit attempted, credit earned, and course grade on the student's permanent postsecondary education transcript.

State Oversight. Postsecondary institutions shall annually report to the Board of Regents dual enrollment courses offered, where offered, the numbers of students enrolled in each, and the course credit awarded in each. It is assumed that similar requirements shall be set by the Board of Elementary and Secondary Education for secondary institutions.

b. Student Receiving Postsecondary Course Credits Only

Student Admission. The postsecondary institution shall ensure that the student meets its admission requirements. Postsecondary institutions shall be guided by requirements of Academic Affairs Policy 2.18 - Minimum Requirements for Placement into Entry-Level, College-Level Mathematics and English. The postsecondary institution shall establish appropriate age requirements as necessary.

Student Mix. Courses offered via dual enrollment may be comprised of all secondary students or a mix of both secondary and postsecondary students. The postsecondary institution shall make this decision.

Course Content. The postsecondary institutions shall determine the appropriate level of course content. Course content may not be any less than that which is required of a similar course open to postsecondary students only.

Faculty. The faculty assigned to teach the dual enrollment course may be an employee either of the secondary or postsecondary institution. The postsecondary institution shall decide upon faculty appointment.

Postsecondary institutions shall ensure that faculty possess necessary qualifications and meet appropriate regional and program accreditation requirements for instruction.

Course Setting and Learning Support (Facilities, Equipment, Access to Appropriate Supporting Learning Resources, etc.). Dual enrollment courses may be offered at a secondary institutional setting, a postsecondary institutional setting, or an appropriate neutral setting. This decision shall be made by the postsecondary institution. The postsecondary institution shall ensure the appropriateness of the location, access to physical facilities, access to appropriate equipment, and access to appropriate learning resources.

Awarding of Course Credit. Dual enrollment courses of this type shall be accepted for appropriate credit by the postsecondary institution. No dual enrollment course of this type may be offered otherwise. It shall be incumbent upon the postsecondary to fully inform enrolled students of the type and applicability of such credit. The postsecondary institution shall include the college course, credit attempted, credit earned, and course grade on the student's permanent postsecondary education transcript.

State Oversight. Postsecondary institutions shall annually report to the Board of Regents dual enrollment courses offered, where offered, the numbers of students enrolled in each, and the course credit awarded in each.

2. Cross Enrollment

Student Admission. Both the home postsecondary institution (receiving the cross enrollment course credit) and the host postsecondary institution (offering the cross enrollment course) shall ensure that the student meet their admission requirements. Postsecondary institutions shall be guided by requirements of Academic Affairs Policy 2.18 - Minimum Requirements for Placement into Entry-Level, College-Level Mathematics and English. The home postsecondary institution may impose a reasonable limit as to the amount and date of completion for course credit earned at host postsecondary institutions.

Student Mix. N/A.

Course Content. The host postsecondary institution offering the cross enrollment course shall determine the appropriate level of course content.

Faculty. The host postsecondary institution offering the cross enrollment course shall decide upon faculty appointment. Both the home and host postsecondary institutions shall ensure that faculty possess necessary qualifications and meet appropriate regional and program accreditation requirements for instruction.

Course Setting and Learning Support (Facilities, Equipment, Access to Appropriate Supporting Learning Resources, etc.). The host postsecondary institution offering the cross enrollment course shall decide the location of course offering. This institution shall ensure the appropriateness of the location, access to physical facilities, access to appropriate equipment, and access to appropriate learning resources.

Awarding of Course Credit. Cross enrollment courses shall be accepted for appropriate credit by both the home and host postsecondary institution. No cross enrollment course of this type may be offered otherwise. It shall be incumbent upon both postsecondary institutions to fully inform enrolled students of the type and applicability of such credit.

State Oversight. The host postsecondary institution offering the cross enrollment course shall annually report to the Board of Regents cross enrollment courses offered, where offered, the numbers of students enrolled in each, and the course credit awarded in each.

3. Concurrent Enrollment

Students simultaneously taking coursework at varied postsecondary institutions without designation of a home institution shall be governed by appropriate policies and procedures of each postsecondary institution offering courses in which they are enrolled. Postsecondary institutions shall work together to synchronize such policies and procedures to the greatest extent possible. It is incumbent upon all postsecondary institutions to eliminate undue barriers which inhibit/prohibit the applicability of credit earned across varied institutions.

D. Effective Date

This policy shall become effective for all public postsecondary institutions upon approval by the Board of Regents.



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Academic Affairs Policy 2.20

Assessment and Certification of Faculty English Proficiency

A. INTRODUCTION

Pursuant to fulfillment of mandates of Act 745 of the 1991 Louisiana Legislature, the Louisiana Board of Regents does hereby establish the following policy for all public postsecondary systems and campuses:

B. DEFINITION OF TERMS

1. "Postsecondary Systems and Institutions" (hereinafter referred to as "systems" and institutions") shall mean: the Louisiana State University System and its member institutions; the Southern University System and its member institutions; the University of Louisiana System and its member institutions; and the Louisiana Community and Technical College System and its member institutions, as defined by state law.
2. "Faculty" shall mean all full-time and part-time instructional personnel (excepting visiting faculty, but including graduate assistants) employed by affected systems and institutions and who teach undergraduate-level courses.
3. "Instruction(al)" shall mean the delivery of pedagogical content required of course fulfillment, not including: foreign language courses designed to be taught primarily in a foreign language; student participatory/activity courses such as clinics, studios, seminars, and/or laboratories; special arrangement courses such as individualized instruction and/or independent study; and non-credit (i.e. continuing education) courses.

C. POLICY STATEMENT

1. Prior to employment of new instructional faculty (as defined above), each affected system/institution shall assess and certify faculty English proficiency.
2. The method of assessment shall be at the discretion of affected systems/ institutions, but may include (although not limited to): written and oral English testing using standardized, recognized measurements graded by appropriate assessors; analysis of written examples with a related oral question/answer session with an appropriate audience of assessors; sample classroom instruction with related exchange involving an appropriate audience of assessors; sample research presentation with related exchange with an appropriate audience of assessors, etc. It is again up to the discretion of the affected system/institutions to decide the position and qualifications of assessors, but should include an appropriate mix of administrators, faculty, and/or students.
3. Annually, in a manner and format prescribed and on a date certain, affected institutions shall submit to their associated system relevant materials certifying English proficiency of all new instructional faculty members. These materials shall be submitted in a fashion that ensures the maintenance, availability, and preservation of such materials as required by state law.
4. Affected systems shall develop and promulgate necessary, permanent, system-wide directives to their affected institutions ensuring submission of required materials in fulfillment of policy mandates. Based on these materials, each affected system shall make sure that each associated institution is fully policy compliant. Materials related to the requirements/fulfillment of this policy shall be maintained, made available, and preserved as required by state law.
5. Annual statements of policy compliance shall be required from each system office. These statements shall be forwarded to the Deputy Commissioner for Academic Affairs and Research by September 1 of each year. At any time, the Louisiana Board of Regents may require any and all affected systems/institutions to submit relevant materials and /or documentation related to fulfillment of mandates of this policy. If the Regents determine that any system/institution is not in full policy compliance, it may insist on necessary remediating action and/or impose a penalty as deemed appropriate.

D. EFFECTIVE DATE

July 1, 2007.

**APPENDIX A - LOUISIANA DUAL ENROLLMENT PROGRAM
FRAMEWORK**

LOUISIANA DUAL ENROLLMENT PROGRAM FRAMEWORK

STUDENT/HIGH SCHOOL INFORMATION

I. General criteria

1. Student must be currently enrolled in the 11th or 12th grade at a public Louisiana high school. Private/parochial high school students are eligible to participate in dual enrollment courses, but institutions will not receive state funding for those students.
2. Student must be on track for completing the Regents/TOPS high school core.
3. Student must have taken either the PLAN or ACT assessment and those scores are on file at the high school.
4. Student must be in good standing as defined by the high school.
5. Student must have permission from the high school and their parent/guardian to participate.
6. Student must be enrolled in a course for which both college and high school credit is available.
7. To continue enrollment in subsequent semesters/terms through this funding opportunity, student must have successfully completed prior Dual Enrollment Program courses. If the student resigns or withdraws from a course, the student must receive permission from both the high school and college to continue enrollment in subsequent semesters/terms.

Note: Priority for student participation in the state supported Dual Enrollment program should be provided to low income students.

II. Eligibility criteria to enroll in a **College Level, Degree Credit Course**

1. College Level, Degree Credit Course: A course in an academic subject that generates postsecondary institutional credit and appears on the current Board of Regents' Statewide General Education Course Articulation Matrix.
2. Student must have a PLAN or ACT Composite score of at least 17.
3. To enroll in an entry level, college level English course, student must (1) have a PLAN or ACT English sub-score of at least 18 or (2) meet the postsecondary institution's pre-requisite requirements.
4. To enroll in an entry level, college level mathematics course, student must (1) have a PLAN or ACT mathematics sub-score of at least 18 or (2) meet the postsecondary institution's pre-requisite requirements.

III. Eligibility criteria to enroll in an **Enrichment/Developmental Course**

1. Enrichment/Developmental Course: An English or mathematics course that generates postsecondary institutional credit, but not degree credit, and is designed to prepare the student for college-level instruction.
2. Student must have a PLAN or ACT Composite score of at least 12.
3. Student must have a PLAN or ACT English sub-score of at least 12 to enroll in an English developmental course.
4. Student must have a PLAN or ACT mathematics sub-score of at least 12 to enroll in a mathematics developmental course.

IV. Eligibility criteria to enroll in a **Work Skills Course**

1. Work Skills Course: A course in a skill or occupational training area that leads to a recognized industry based certification.
2. Student must have a PLAN or ACT Composite score of at least 12.

Note: A student who does not qualify to enroll in a Works Skills Course may meet the criteria to receive a TOPS Tech Early Start award.

POSTSECONDARY INSTITUTION INFORMATION

1. Public colleges and universities enrolling eligible students in the Dual Enrollment Program will be paid at a rate of \$100 per college credit hour, not to exceed \$300 per course.
2. The Program payment shall cover the costs to the student enrolling in the Dual Enrollment Program and the student shall incur no additional institutional imposed costs.
3. Postsecondary institutions will bill LOSFA for Program payment on or after the census date for the semester or term.

For more information contact theresa.hay@regents.la.gov August 21, 2007



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Attachment I: Composite List of Approved Degree Designations

The following list of titles are hereby approved as official “Degree Designations” for state colleges and universities as given in the Board of Regents’ Inventory of Degree and Certificate Programs.

1. With exceptions noted below (in 2.), public colleges and universities shall identify degree programs on diplomas and commencement programs by “Degree Designations” only, excluding specific subject area disciplines. Commonly used “Degree Designations” are listed below:
 1. Associate of Arts
 2. Associate of Science
 3. Associate of Applied Science
 4. Bachelor of Arts
 5. Bachelor of Science
 6. Master of Arts
 7. Master of Science
 8. Doctor of Philosophy
2. Exceptions to this rule include professional titles for select degree programs listed below; alternate “Degree Designations” by CIP Codes are indicated:
 1. All Certificate programs, both undergraduate and graduate, in all CIP Code areas (i.e. Certificate in Nursing, Certificate of Advanced Study in Library and Information Science).
 2. CIP Code 03
 1. B.S. in Forestry, Bachelor of Forestry, and M.S. in Forestry programs listed in CIP Codes 03.05. 01, 03.05.06, and 03.005.99
 3. CIP Code 04
 1. Bachelor of Architecture and M.S. in Architecture programs listed in CIP Code 04.02.01.
 2. Master of Urban and Regional Planning program listed in CIP Code 04.03.01.
 3. Bachelor of Interior Design and Bachelor of Fine Arts in Interior Design programs listed in CIP Code 04.05.01.
 4. Bachelor and Master of Landscape Architecture programs listed in CIP Code 04.06.01.
 4. CIP Code 09
 1. B.A. and B.S. in Mass Communications programs listed in CIP Codes 09.04.03

2. M.A. and Master of Mass Communications programs listed in CIP Codes 09.04.01 and 09.04.01
5. CIP Code 11
 1. A.A.S., A.S., and B.S. in Computer Information Systems/Technology programs listed in CIP Code 11.03.01 and 11.04.01
 2. A.S., B.S., and M.S. in Computer Science programs listed in CIP Code 11.01.01 and 11.07.01
 3. M.S. in Systems Science/Technology program listed in CIP Code 11.99.99.
6. CIP Code 13 - All subcodes
 1. A.A. in Education (including subdisciplines)
 2. A.S. in Education (including subdisciplines)
 3. B.A. in Education (including subdisciplines)
 4. B.S. in Education (including subdisciplines)
 5. Master of Education (including subdisciplines)
 6. M.A. in Education (including subdisciplines)
 7. M.S. in Education (including subdisciplines)
 8. Master of Arts in Teaching (including subdisciplines)
 9. Education Specialist
 10. Specialist in Education
 11. Doctor of Education
 12. Bachelor of Music Education, Master of Music Education, and Ph.D. in Music Education programs listed in CIP Code 13.13.12
7. CIP Code 14 - All subcodes
 1. B.S. in Engineering (including subdisciplines)
 2. M.S. in Engineering (including subdisciplines)
 3. Master of Engineering (including subdisciplines)
 4. Doctor of Engineering
 5. B.S. in Transportation program listed in CIP Code 14.08.04
 6. M.S. in Engineering Management programs listed in CIP Code 14.30.01
 7. M.S. in Engineering Science programs listed in CIP Code 14.13.01
 8. M.S. in Telecommunications program listed in CIP Code 14.99.99.
8. CIP Codes 15/46/47/48 - All subcodes
 1. Associate in Engineering Technology (including subdisciplines)
 2. A.A.S. in Technology (including subdisciplines)
 3. A.A.S. in Engineering Technology (including subdisciplines)
 4. A.S. in Technology (including subdisciplines)
 5. A.S. in Engineering Technology (including subdisciplines)
 6. B.S. in Technology (including subdisciplines)
 7. B.S. in Engineering Technology (including subdisciplines)
 8. B.S. in Construction Management programs listed in CIP Codes 15.01.01 and 15.02.01.
9. CIP Code 22
 1. Juris Doctorate programs in CIP Code 22.01.01
 2. Associate, A.A., A.S., and B.S., in Paralegal Studies programs in CIP Codes 22.01.02

3. Master of Civil Law and LLM programs in CIP Code 22.01.04
10. CIP Code 24
 1. A.A., B.A., and M.A. in Liberal Arts programs listed in CIP Codes 24.01.01 and 24.01.03
 2. Associate and Bachelor of General Studies program listed in CIP Code 24.01.02.
11. CIP Code 25
 1. Master of Library and Information Science program listed in CIP Code 25.01.01.
12. CIP Code 27
 1. Master of Applied Statistics program as listed in CIP Code 27.0501.
13. CIP Code 30
 1. Master of Natural Science program listed in CIP Code 30.0101.
14. CIP Code 40
 1. B.S. and M.S. in Geology programs listed in CIP Code 40.06.01.
15. CIP Code 43
 1. Associate, A.A.S., A.S., B.A., B.S., M.C.J., M.A., and M.S. in Criminal Justice/Law Enforcement programs in CIP Codes 43.01.03, 43.01.04, and 43.01.07.
 2. A.A.S. in Fire Science and Fire Protection Technology programs in CIP Codes 43.02.01 and 43.02.03
 3. A.A.S. in Public and Industrial Security programs in CIP Code 43.99.99.
16. CIP Code 44
 1. Associate of Public Administration, B.P.A., and M.P.A. programs in CIP Code 44.04.01.
 2. B.A., B.S., and Master of Social Work programs in CIP Code 44.07.01.
 3. A.A.S. in Postal Service Administration program in CIP Code 44.99.99.
17. CIP Code 45
 1. M.S. in Urban Studies programs in CIP Code 45.12.01.
18. CIP Code 50
 1. B.F.A. and M.F.A. programs (including subdisciplines).
 2. Bachelor of Industrial Design program in CIP Code 50.04.04.
 3. Associate of Arts in Music, Bachelor of Music, Master of Music, and Doctoral of Musical Arts in CIP Codes 50.09.01 and 50.09.03.
19. CIP Code 51 - All subcodes
 1. A.A.S., A.A., A.S., A.D.N., Associate, A.R.T., B.A., B.S., B.S.N., M.A., M.S., M.S.N., and M.N. (Including subdisciplines).
 2. D.D.S.
 3. M.B.A. in Health Care Administration
 4. M.D.
 5. M.P.T. in Physical Therapy
 6. Master of Health Sciences
 7. D.V.M.
 8. M.D. in Oral and Maxillofacial Surgery
 9. Pharm. D.
20. CIP Code 52 - All subcodes

1. A.D., A.A., A.A.S., A.S., A.B.S., A.M.A., A.O.A., B.S., B.A., B.B.A., B.S., B.A., M.B.A., M.S., M.P.A. and D.B.A. programs (including subdisciplines).
3. Diplomas for Ph.D. degree programs are not traditionally identified by subject area; hence, even for subject area exceptions listed above such degrees shall continue to be identified only by a Ph.D. "Degree Designation" without subject area specification

APPENDIX B

PROPOSED SEAT-TIME POLICY FOR ACADEMIC CREDIT

CURRENT BOARD OF REGENTS POLICY

(Master Plan for Higher Education, Board of Regents, State of Louisiana, April 1994, p. 99)

Classes should meet for not less than 36 clock hours of instruction. This number of clockhours should be considered an absolute minimum. All class periods must be of reasonable length (1-4 hours). Chronologically, the course should be of such duration and with enough time between classes that students have adequate time to reflect, consider, evaluate, and absorb the ideas, concepts, and the values that constitute the course. Traditionally, in American higher education, the time/credit hours ration has been no less than one week per semester credit hour earned.

PROPOSED NEW BOARD OF REGENTS POLICY

State System institutions have long recognized that college-level learning may be acquired in a variety of settings and can be documented objectively and comprehensively through written or performance examinations and other academically sound procedures. A traditional example used to determine course length has been that three semester hour classes have met for not less than 36 clock hours of instruction. With the growth in recent years in distance education, the introduction of technology in delivering instruction, and the increase in the number of readings/special topic courses and independent study courses, the nature of contact hours has changed and requires greater flexibility. All classes must be of reasonable length and include both content and contact sufficient to maintain high academic quality and standards commensurate with credit hours awarded for a "traditional" three-semester hour lecture class. The basis for such certification of learning is a valid, credible assessment system which reliably determines whether a student possesses clearly identified, standards-based knowledge, skills, and abilities.

This policy was approved by the Board of Regents on January 25, 2001.



Division of Academic & Student Affairs

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Moratorium on Consideration of Proposed Associate Programs at Four-Year Universities

August, 1999

The Board of Regents hereby defers indefinitely consideration of proposals for associate-level programs from four-year state universities. Exceptions to this moratorium may be sought under exceptional circumstances only. Examples of such circumstances include:

1. The affected university provides evidence that the proposed associate-level program may not, for reasons of required academic content, professional accreditation, or unique resource issues, be appropriately offered at any two-year college within the university's service area.
2. The affected university provides compelling evidence of the existence of a critical need for program graduates, and there is not available any similar existing program or immediately anticipated program offerings at community or technical colleges within the university's service area.

In all cases, the Board of Supervisors of the LCTCS would be requested to make a recommendation on the proposal to ensure that it would not undermine program offerings at community or technical colleges under the LCTCS System located within the relevant service area of the affected four-year university. Moreover, if a proposed associate-level program at a four-year university is approved by the Board of Regents during the moratorium, it would be understood that the program could later be transferred to a proximate community or technical college if circumstances changed.

ATTACHMENT IV
LOUISIANA BOARD OF REGENTS
STATEWIDE GENERAL EDUCATION REQUIREMENTS

Approved April 26, 2001
 Amended March 25, 2004

CTS - Certificate of Technical Studies; AA - Associate of Arts; BA - Bachelor of Arts; CAS - Certificate of Applied Science; AS - Associate of Science; BS - Bachelor of Science; TDIP - Technical Diploma; A - Associate (non-designated); B - Bachelor (non-designated); AAS - Associate of Applied Science; BAS - Bachelor of Applied Science

	CTS	CAS	TDIP	AAS	AA	AS	A	BAS	BA	BS	B
ENGLISH (Composition)	0	3	0	3	6	6	6	6	6	6	6
MATH	0	3	0	3	3	6	3	6	6	6	6
NATURAL SCIENCES	0	0	0	3	6	6	6	9	9	9	9
HUMANITIES	0	0-3	0	3	3	3	3	3	9	9	9
FINE ARTS	0	0-3	0	0	3	3	3	3	3	3	3
SOCIAL/BEHAVIORAL SCIENCES	0	0-3	0	3	6	3	6	6	6	6	6
COMPUTER & INFORMATIONAL LITERACY	-	-	-	-	-	-	-	-	-	-	-
INTERNATIONAL EDUCATION											
Total	0	9	0	15	27	27	27	33	39	39	39

English. CAS and AAS degrees shall require the successful completion of at least three hours of English composition. AA, AS, A (non-designated), BAS, BA, BS, and B (non-designated) degrees shall require the successful completion of at least six hours of English composition.

Mathematics. CAS, AAS, AA, and A (non-designated) degrees shall require the successful completion of at least three hours of Mathematics, beginning at a level no lower than college algebra. BAS degrees shall require at least the successful completion of least three hours of Mathematics, beginning at a level no lower than college algebra, plus an additional three hours of either Mathematics above college algebra, Statistics, Computer Science, or Logic (a pre-requisite for enrollment in any of these courses shall be the successful completion of the required college algebra course). AS, BA, BS, and B (non-designated) degrees shall require the successful completion of at least six hours of Mathematics at a level no lower than college algebra.

Natural Sciences. Biological (e.g., Biology, Biochemistry, Botany, Zoology) and Physical

Sciences (e.g., Chemistry, Geology, Physics, Astronomy/Meteorology). AAS degrees shall require the successful completion at least three hours of any biological or physical science. AA, AS, and A (non-designated) shall require the successful completion at least six hours of natural science in any biological or physical science. BAS, BA, BS, and B (non-designated) degrees shall require the successful completion of at least nine hours of natural science, as follows: six hours shall be earned in a single biological or physical science; the remaining three hours must be earned in a natural science area other than that previously selected (both biological/physical sciences must be taken to fulfill this requirement).

Humanities (e.g., Literature, Foreign Languages, History, Communications, Philosophy, Classical Studies, Religious Studies, Interdisciplinary). The CAS degree shall require the successful completion of three hours of either Humanities, Fine Arts, or Social/Behavioral Sciences. The AAS, AA, AS, A (non-designated) and BAS degrees shall require the successful completion of at least three hours of Humanities. The BA, BS, and B (non-designated) degrees shall require the successful completion of at least nine hours of Humanities.

Fine Arts (e.g., Music, Visual Arts, Applied Arts, Theatre, Dance, Interdisciplinary). The CAS degree shall require the successful completion of three hours of either Humanities, Fine Arts, or Social/Behavioral Sciences. The AA, AS, A (non-designated), BAS, BA, BS, and B (non-designated) degrees shall require the successful completion of at least three hours of Fine Arts.

Social (e.g., Economics, Geography, Anthropology, Political Science, International Studies, Interdisciplinary) **and Behavioral** (e.g., Psychology, Sociology) **Sciences**. The CAS degree shall require the successful completion of three hours of either Humanities, Fine Arts, or Social/Behavioral Sciences. The AAS and AS degree shall require the successful completion of at least three hours of Social/Behavioral Sciences. The AA, A (non-designated), BAS, BA, BS, and B (non-designated) shall require the successful completion of at least six hours of Social/Behavioral Sciences; three of these hours must be at the sophomore level or above.

Computer and Informational Literacy - Colleges/universities shall insure that each degree student has achieved basic computer and informational literacy before graduation. The method for determining whether this standard has been met shall be left to the discretion of the affected institution.

International Education - Colleges/universities shall ensure that each degree student has been exposed to international education (awareness, learning, scholarship, and/or engagement) before graduation. The method for determining whether this standard has been met shall be left to the discretion of the affected institution. Suggested ways to fulfill this standard include: (1) international education elements within existing general education courses; (2) foreign language study across the curriculum; (3) a specific international education course as part of existing general education requirements (most likely a Social/Behavioral Studies, Humanities, or Fine Arts required course); (4) a required international dimensions course specific to each discipline major; and/or (5) the use of information technologies to integrate students from foreign universities into ongoing classroom activities.