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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
August 27, 2014 • 9:45 am

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

- I. Call to Order**
- II. Roll Call**
- III. Academic Programs**
 - A. Letters of Intent
 1. Master of Science in Nursing – ULM
 2. Master of Public Administration – ULM
 - B. Proposed New Programs
 1. AAS in Technical Studies – NWLTC
 2. AAS in Business Administration – SLCC
 3. BS in Health Care Management – UNO
 4. BS in Health Systems Management – Southeastern & McNeese
 5. GC in Coastal Sciences & GC in Coastal Engineering - UNO
 - C. Termination Requests
 1. BS in Engineering Technology – McNeese
 2. GC in Rural Development – LA Tech
- IV. Center of Excellence for Arthritis & Rheumatology (CEAR) - LSUHSC-S**
- V. Consent Agenda**
 - A. Research Centers/Institutes
 1. Initial Conditional Approval: Leadership Development Institute – LSU A&M
 2. Reauthorization: Center for Nursing Research in Education & Practice – SLU
 3. Reauthorization: Professional Development & Research Institute on Blindness – LA Tech
 - B. Routine Staff Reports
 1. Staff Approval of Routine Academic Requests
 2. Progress Reports for Conditionally Approved Programs/Units
 3. Past Due Reports
 4. Letters of Intent/Proposals in the Queue
- VI. Other Business**
- VII. Adjournment**

Committee Members: *Mark Abraham, Chair; Charlotte Bollinger, Vice Chair; Joel Dupré, Pamela Egan, Robert Levy, Albert Sam, Joe Wiley; System Representatives - LCTCS, LSU, SU, UL.*

BoR AGENDA ITEM III A 1
LETTER of INTENT
UNIVERSITY OF LOUISIANA AT MONROE
MASTER OF SCIENCE IN NURSING

BACKGROUND INFORMATION

The University of Louisiana at Monroe (ULM) requests Board of Regents' approval for a Letter of Intent (LOI) to create a Master of Science in Nursing (MSN). The LOI was approved by the Board of Supervisors for the University of Louisiana System in February 2014, and discussion with the campus continued through June.

STAFF SUMMARY

1. Description

ULM's proposed MSN has an emphasis in Gerontological Nursing Leadership. The goal of the program is to prepare registered nurses to practice in a variety of gerontology management and other nursing management roles and to implement strategies that direct health care delivery in a variety of practice settings. The proposed MSN consists of 36 credit hours, including nine hours of core nursing courses in advance pathophysiology, advanced pharmacology, and advanced physical assessment; six hours of advanced courses in health policy/global health and legal/ethical decision making; nine hours of nursing administration/leadership courses; six hours of gerontology courses; and six hours of research courses, culminating with a research project. Both full-time and part-time options will be available. Delivery of the proposed program will be via distance learning technologies and would provide working registered nurses an attractive opportunity to complete an advanced degree within their career field. The proposed emphasis in Gerontological Nursing Leadership is a natural extension of ULM's existing health sciences disciplines as well as the Post Baccalaureate Certificate (PBC) and Master of Art (MA) in Gerontology.

2. Need

In the healthcare arena, there is major concern about educating a workforce to care for the rapidly growing elderly population. The Population Reference Bureau (2011) acknowledged there are about 40 million people in the United States aged 65 years or older. It projected that by 2050 this population would more than double, reaching approximately 89 million. In the 2010 Louisiana Census, the population of individuals 60 years of age and older was 800,852 – 17% of the total state population. This aging of the population has led to an increased number of hospitals, nursing homes, home health agencies, rural health clinics and private practice health care facilities, with the growth fueled by the need to extend healthcare access to acute, short stay, and intensive service areas to address healthcare needs. The demand for nurses with expertise in gerontology nursing and leadership skills to serve in these healthcare facilities has grown as well.

Currently Louisiana has ten public institutions of higher education that provide nursing education at the baccalaureate level or above. Of these, none offers an emphasis in Gerontological Nursing Leadership. Letters of support provided by various healthcare facilities in Northeast Louisiana expressed the need for Master's prepared nurses with skills and knowledge in Gerontological Nursing and Gerontological Nursing Leadership. An advanced degree like the one proposed would provide an educational opportunity currently not available and one that would provide the proficiencies necessary to meet the current and future challenges of those facilities that deal with the unique needs of older adults.

3. Students

Students for the proposed program will be recruited from hospitals and other healthcare facilities regionally and statewide. On-site visits to three large area hospitals have resulted in expression of interest in graduate nursing education in the Monroe area. Within the region serviced by ULM, at least 30 nurses have verbally committed to enroll in an MSN program at ULM and 40-50 nurses have expressed an interest in receiving more information about the proposed program.

4. Faculty, Resources & Administration

The MSN would be housed in the Kitty DeGree School of Nursing. Program implementation would not have any significant impact on the administrative structure of the institution, but expansion of the School of Nursing faculty (which provides instructional support for the existing Bachelor of Science in Nursing) will be necessary to support the proposed graduate nursing program. Over the course of the first five years, the institution anticipates needing to hire two full-time and three part-time faculty members. Part-time clerical support will also be necessary.

5. Budget

The cost of the proposed program for the first five years will consist of faculty/staff salaries and non-personnel operating costs. The average cost to implement and maintain the program for the first five years is as follows: Year One - \$139K; Year Two - \$253K; and Years Three through Five - \$260K. The University will fund the program through program-generated income, university allocations, and state appropriations.

STAFF ANALYSIS

The proposed program concept is designed to meet the needs of the growing healthcare industry relevant to the elder population. Since an advanced degree specific to Gerontological Nursing and Gerontological Nursing Leadership is not offered in the State of Louisiana, the proposed program would be unique and would provide an educational opportunity currently not available.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of the Letter of Intent to develop a proposal for a Master of Science in Nursing (CIP Code 51.3801) at the University of Louisiana at Monroe.

BoR AGENDA ITEM III A 2
LETTER of INTENT
UNIVERSITY OF LOUISIANA AT MONROE
MASTER OF PUBLIC ADMINISTRATION

BACKGROUND INFORMATION

The University of Louisiana at Monroe (ULM) requests Board of Regents' approval for a Letter of Intent (LOI) to create a Master of Public Administration (MPA). The LOI was approved by the Board of Supervisors for the University of Louisiana System in February 2014. Regents' staff worked with the institution to address questions raised about the proposed program through July 2014.

STAFF SUMMARY

1. Description

The central purpose of the proposed MPA is to produce graduates with the fundamental public management and policy analysis skills for professional careers in domestic and international organizations in the public, non-profit, and private sector. The proposed MPA will be a 30 to 39 credit hour program, delivered in an online format only, featuring five concentrations: Administration of Health (ADH), Administration of Justice (ADJ), Administration of Education (ADE), Management (MGT), and Public Management (PMG). The MPA would begin with a core of required courses to ensure that every student shares a knowledge base and skill set with the prerequisite analytical skills and understanding of policy issues and governmental processes that frame the environment, regardless of whether the ultimate career goal is in the public or private sector. Students could then select a concentration which will allow them to specialize in a particular area of knowledge with its corresponding skill set.

The proposed MPA is unique in that it will be the only online MPA program offered by a public institution of higher education in Louisiana that will be open to any individual that meets admission requirements who might be seeking to move into or advance within the public sector. Southern University offers an online Executive MPA Program; however, the program only admits students with three (3) years of professional/managerial experience. Presently the other institutions in Louisiana that offer an MPA (Grambling, LSU and UNO) are confined to meeting regional needs because their degree is offered in a traditional classroom setting. Because the program proposed by ULM is online, it is not designed to compete with existing MPA programs in Louisiana; rather, it is designed to compete with other institutions outside of Louisiana that presently offer online-only degrees. This MPA is also unique in that it includes three concentrations (ADH, ADJ and ADE) not offered by the other in-state institutions that currently offer an MPA.

2. Need

According to data provided by the Bureau of Labor Statistics and the Louisiana Workforce Commission, there is an above average growth projected at the regional, statewide, and national levels in jobs where individuals will need or be advantaged by an MPA degree. As a result, ULM's online MPA will meet a growing national labor and industry educational demand that will result in individuals achieving higher positions within their industries. In addition, ULM was recently awarded a multi-year grant (in partnership with the University of Mississippi and Arkansas State University), to coordinate the Delta Regional Authority's (DRA) Delta Leadership Institute (DLI) Executive Academy. The purpose of the DLI Executive Academy is to recognize, to train, and to develop leadership skills for public and private sector professionals across the Delta Region, defined by the DRA as an eight-state area that includes portions of Illinois, Missouri, Kentucky, Arkansas, Tennessee, Alabama, Mississippi and Louisiana. An online MPA would meet the educational need of the 55 individuals currently participating in the DLI Executive Academy and over 300 past participants; participants have already responded positively to the idea of enrolling in an online-only MPA program from ULM.

3. Students

Students in the proposed program will come from communities inside and outside of Louisiana. The program will be of great interest to individuals in the region serviced by ULM that are interested in pursuing an MPA but had been unable to do so since such an educational opportunity is not available. ULM also plans to target current and past DLI Executive Academy participants as previously noted. The institution anticipates an initial enrollment of ten students, with that number increasing to 100 by the end of Year Five.

4. Faculty, Resources & Administration

The intended MPA will be housed in the School of Behavioral and Social Sciences within the College of Business and Social Science. The proposed program will be overseen by a current faculty member affiliated with the political science program. Existing library resources will be sufficient for program implementation. Because all courses will be offered online, there will be no need for classroom or laboratory space. The majority of the courses required of the proposed program are already offered by the institution and existing faculty from related programs (political science, gerontology, business, and education) will provide sufficient instructional support, though there may be the need for additional instructors should the response exceed enrollment projections.

5. Budget

At this time, ULM only expects minimal additional costs to develop and to implement the proposed program. Students will enroll in both existing courses and new courses that will be created and taught by existing faculty. Revenue generated from the tuition and fees of the proposed program will be more than adequate to offset additional expenses for potential adjuncts, instructors or overload pay that may occur if the program grows beyond initial projections.

STAFF ANALYSIS

The proposed program concept is designed to meet the growing need for individuals with an advanced degree in public management/administration. Since an online MPA is not offered in the State of Louisiana, the proposed program would be unique and would provide an educational opportunity currently not available. Staff requests that ULM review Network of School of Public Policy, Affairs and Administration (NASPAA) accreditation guidelines prior to any final curriculum decisions to ensure that the proposed concentrations and the courses within these concentrations are in line with accreditation guidelines.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of the Letter of Intent to develop a proposal for a Master of Public Administration (CIP Code 44.0401) at the University of Louisiana at Monroe.

AGENDA ITEM III B 1
PROPOSED NEW ACADEMIC PROGRAM
NORTHWEST LOUISIANA TECHNICAL COLLEGE
ASSOCIATE OF APPLIED SCIENCE IN TECHNICAL STUDIES

BACKGROUND INFORMATION

Northwest Louisiana Technical College (NWLTC) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Technical Studies. The program proposal was approved by the Board of Supervisors of the Louisiana Community and Technical College System in June, 2014.

STAFF SUMMARY

1. Description & Need

The proposed program is designed to provide students an opportunity to earn an associate degree in areas in which NWLTC does not offer specialized degree programs. The 60-credit hour curriculum will include 15 credit hours of general education courses and completion of an existing Technical Diploma (TD) program that does not offer a specific associate degree. Current programs to be included in the degree are: A/C Refrigeration, Automotive Technology, Collision Repair Technology, Diesel Powered Equipment Technology, Electrician, Industrial Maintenance Technology, Industrial Manufacturing, Information Technology, Machine Tool Technology, Outdoor Power Equipment Technology, and Welding.

The AAS will enable students to acquire occupational skills in a specific technical field and also gain a basic general education without the institution having to create multiple associate degree programs. It will have a positive impact for NWLTC students by providing an expansion of education opportunities; graduates will be more marketable in the workforce and the general education courses will transfer to baccalaureate degree programs, should the student wish to pursue further education.

2. Students

Although this degree is offered in four other colleges (FTCC, CLTCC, NTCC, SLCC), approval would bring the opportunity to the north Louisiana region. NWLTC anticipates that about 2.5 percent of the (250-300) students enrolled in the related technical programs, including former technical diploma completers returning to seek the higher credential, will choose to complete the AAS degree. Given that the difference between the TDs and AAS is 15 hours of general education courses, NWLTC expects the proposed new associate degree to be viable (with at least 8 completers) by the third year of implementation.

3. Faculty, Resources & Administration

NWLTC will offer the proposed AAS under the direction of the college's Chief Academic Officer. The required faculty are already in place, and there is capacity in the existing general education course offerings. Necessary library services are available through the college's partnership with Bossier Parish Community College which provides access to the LA Library Information Network Consortium.

STAFF ANALYSIS

NWLTC's proposed program will allow a student to receive technical training for which there is a workforce need while also receiving basic general education competencies that increase employment and educational opportunities. Since NWLTC is basically packaging existing courses into an AAS in Technical Studies, there are very minimal additional costs for program implementation.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the full board grant conditional approval of the Associate of Applied Science in Technical Studies (CIP Code 47.9999) at Northwest Louisiana Technical College. An update on program implementation, to include enrollment and completer data, shall be submitted by July 1, 2015.

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

BACKGROUND INFORMATION

South Louisiana Community College (SLCC) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Business Administration. The program proposal was approved by the Board of Supervisors of the Louisiana Community and Technical College System in June 2014.

STAFF SUMMARY

1. Description & Need

The proposed AAS in Business Administration covers a broad field of business fundamentals, including accounting, economics, finance and marketing, and it addresses both management and leadership skills. Upon completion of the 60-credit hour program, students will acquire the knowledge and skills to apply basic management, marketing and accounting concepts to improve operational performance and aid in decision making. The proposed program will prepare graduates for entry level administrative and management positions.

SLCC currently offers an Associate of Science (AS) in General Business which prepares a student to transfer and pursue a baccalaureate degree in business. The proposed AAS is designed to provide students with the essential technical skills and fundamentals of business and technology to directly obtain entry level positions in business upon degree completion. Similar AAS programs are currently offered by Delgado (AAS/Business & Management), Bossier Parish (AAS/Business Administration), and Baton Rouge (AAS/Business Technology, Management Concentration) community colleges; however, none of these programs is offered in the region serviced by SLCC. The proposed AAS/Business Administration would provide an educational opportunity currently not available in Lafayette and the surrounding area. Furthermore, the program would produce a competent labor pool to meet current workforce needs.

2. Students

SLCC students who are currently enrolled in the General Business, Business Office Technology and Business Office Administration programs may have an interest in the proposed AAS in Business Administration. In addition, the proposed program will also attract those individuals in the area who want to pursue entry-level administrative and managerial positions upon graduation. SLCC anticipates an initial enrollment of 200 students with such projections based on current enrollment in existing programs that fall under the Business Department as well as enrollment patterns in business programs offered by Acadiana Technical College over the last five years. SLCC expects the proposed AAS to complete the first set of completers (10) at the end of the first year of implementation, with that number growing to 40 by the end of year five.

3. Faculty, Resources & Administration

The proposed AAS will be administered by the Business, IT and Professional Studies Division. The proposed program will not affect the present administrative structure of SLCC. Faculty needed for instructional support are already in place as are all but two of the courses required of the proposed program. No additional space, library holdings, faculty or resources are necessary for program implementation and sustainability.

STAFF ANALYSIS

The program proposed by SLCC will provide an educational opportunity currently not available in the Acadiana region. It will provide a student with the technical training and general education competencies required for entry-level supervisory positions or to run a small business. Because SLCC is proposing a degree that makes use of existing courses and faculty, cost is minimal for implementation.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend conditional approval of the Associate of Applied Science in Business Administration (CIP Code 52.0101) at South Louisiana Community College. An update on program implementation, to include enrollment and completion data, shall be submitted by July 1, 2015.

BoR AGENDA ITEM III B 3
PROPOSED NEW ACADEMIC PROGRAM
UNIVERSITY OF NEW ORLEANS
BACHELOR OF SCIENCE IN HEALTH CARE MANAGEMENT

BACKGROUND INFORMATION

The University of New Orleans (UNO) requests Board of Regents' (BoR) approval to offer a Bachelor of Science (BS) in Health Care Management. A Letter of Intent was approved by the BoR in February 2014. The academic program proposal was approved by the Board of Supervisors for the University of Louisiana System in June 2014.

STAFF SUMMARY

1. Description

The proposed 120-credit hour curriculum will provide a diverse and academically sound health management program to equip students with knowledge, research skills, and an awareness of the current practices in the field of health care administration. The program, offered through the College of Business Administration, will share the business core courses as required of all majors in the College. In addition to the business core, the curriculum will include a broad background in health services administration, environmental control, epidemiology and communicable disease control, community health education, public health law, current health issues, and leadership. An internship component will provide the opportunity for students to apply course content and attain practical experience in the health care setting. Program graduates would be prepared for administrative positions in various types of health care facilities, organizations and agencies, including hospitals, public health agencies, long-term care facilities, medical group practices, health maintenance organizations and clinics, or for continued study in graduate and/or professional programs. The program will also benefit current health care facility workers who wish to broaden their management skills and knowledge of complex issues facing health care systems in order to advance in their careers.

2. Need

The BS in Health Care Management was developed in response to a growing need in the Greater New Orleans metropolitan area for individuals with a solid base of business skills specific to the health care industry. Several health care providers (e.g., Ochsner, West Jefferson, and East Jefferson) have expressed the need for new graduates in health care management as well as a way to provide education to current employees since these organizations do not have the resources to provide the necessary advanced training in business skills to employees themselves. New Orleans is experiencing an expanding medical corridor, known as *Bio District New Orleans*, a state-enabled economic development district that was created by the State of Louisiana in 2005 for the purpose of developing a biosciences industry in New Orleans to provide research and development, health care delivery, and stable, high-paying jobs. Furthermore, the completion of the University Medical Center (UMC) and a \$2 billion investment in the UMC and Veteran's Administration (VA) hospital will create over 3,000 new jobs. There is much concern in the industry that the developing health care corridor of New Orleans will have state-of-the-art facilities but lack the skilled workforce necessary for success; UNO hopes to address that concern through the proposed program.

While four public institutions in the state offer baccalaureate programs with similar course content (SUNO: BS/Health Information Management Systems; ULL: BS/Health Information Management; LA Tech: BS/Health Information Management; and ULM: BS/Health Studies) and a collaborative BS/Health Management Systems at Southeastern and McNeese is being considered, the program proposed by UNO will meet the diverse needs of business and health care institutions in the New Orleans area. All of the institutions noted above have been engaged in discussions of the potential for collaborative delivery. After careful review by the provosts and deans of the related colleges, it was determined that the content and focus of each program is uniquely different, as each prepares students with knowledge and skills appropriate to employer demand in the specific region served by the institution. However, it was agreed that there is

potential for sharing delivery of the common course components, and that this possibility will be explored as the programs evolve.

3. Students

The proposed program will attract students who would typically pursue a bachelor's degree in business administration but who would prefer a health care specialization at the undergraduate level. The institution anticipates 30 students will be admitted each year during the first three years of implementation, rising to 40 students per year by the fourth and fifth years. By the end of Year Two, UNO expects to have produced 15 completers, increasing to 25 by Years Three through Five. The projections are based on the continued requests for this type of program, as well as interest created by the ongoing construction of health care facilities in Greater New Orleans and the corresponding potential for job growth.

4. Faculty, Resources & Administration

The intended BS in Health Care Management will be housed in the College of Business Administration. Program implementation will not have any significant impact on the administrative structure of the institution. Present library holdings, facilities and resources are adequate to sustain the program. With established business degree programs and the existing MS in Health Care Management, there are faculty in place to provide instructional support; however, the institution does anticipate a need to hire two additional faculty within two years. Additional instructional support will also be provided by four new adjunct faculty.

5. Accreditation

The proposed program is eligible for accreditation by the Association to Advance Collegiate Schools of Business (AACSB), whose mission is to "advance quality management education worldwide through accreditation, thought leadership, and value-added services." UNO's College of Business is AACSB-accredited and will pursue the inclusion of the proposed program in the College's next programmatic accreditation.

6. Budget

Additional costs to fully implement the program include two full-time faculty, four adjunct faculty, an advisor and a small one-time cost for marketing of the program in Year One. The University projects that such costs will be offset by tuition revenue.

STAFF ANALYSIS

The proposed program concept is designed to meet the growing needs of the health care industry in the Greater New Orleans Metropolitan Area as development of the long-anticipated medical corridor in New Orleans continues. Considering the needs of the new hospital complexes and the needs of existing health care systems and health service agencies in this region, there is and will continue to be a demand for a workforce with the knowledge and skill sets to fill health care administration positions. In addition, the proposed program will help prepare students for UNO's robust MS in Healthcare Administration.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend conditional approval of a Bachelor of Science in Health Care Management (CIP Code 51.2211) at the University of New Orleans.

AGENDA ITEM III B 4
PROPOSED NEW ACADEMIC PROGRAM
SOUTHEASTERN LOUISIANA UNIVERSITY & MCNEESE STATE UNIVERSITY
BACHELOR OF SCIENCE IN HEALTH MANAGEMENT SYSTEMS

BACKGROUND INFORMATION

Southeastern Louisiana University (SLU) and McNeese State University (McNeese), in academic partnership, request Board of Regents approval to offer a Bachelor of Science in Health Management Systems (HMS). A Letter of Intent was approved by the BoR in October 2013. The academic program proposal was approved by the Board of Supervisors for the University of Louisiana System in June 2014.

STAFF SUMMARY

1. Description

The proposed HMS program integrates healthcare, business management, and information systems to educate data-driven solution care managers. The program is designed to prepare graduates who are able to: understand current and future healthcare industry trends and issues; develop, communicate and manage resources and solutions to challenges for healthcare systems; and improve the overall quality and outcomes of healthcare systems and services. To remain viable, healthcare providers must increasingly consider the intersection of quality and cost factors. In order to do so, healthcare providers need administrators who can develop and manage resources and coordinate the various systems within their organization to insure the overall quality of the health services provided and improve patient outcomes. The purpose of the proposed program is to prepare individuals to fill those roles at the middle-management level in hospitals, healthcare clinics, healthcare consulting companies, health insurance companies, community healthcare facilities, managed care organizations, etc.

The proposed program's 120-hour curriculum includes a core of courses in healthcare policy, health information systems, healthcare ethics and management, care management, project planning, and quality performance improvement. Students will choose one of three career-based concentrations focused on the management of patient care and improvement (Healthcare Management, Healthcare Quality Improvement, and Care Coordination) and complete a capstone project and a supervised professional practice experience (PPE).

By offering the proposed program as an academic partnership, each university would offer the degree but efficiencies will be achieved by sharing resources. In particular, SLU and McNeese would coordinate and share course offerings, reducing the overall number of faculty needed. The partnership enhances the ability to share program support needs such as library and online technology resources, and should result in effective, efficient, and optimal access for students in both regions. SLU and McNeese are part of a successful and longstanding partnership in nursing education (as members of the Intercollegiate Consortium for a Master of Science in Nursing – ICMSN). Based on this successful working relationship, the institutions have every reason to believe this proposed joint initiative will have a similar level of success as that of the collaborative nursing program. Qualified faculty from both program sites will work together to ensure the integrity of the curriculum and synergies will be achieved by sharing resources that will help ensure the maximum number of students are served in the most efficient way possible.

2. Need

As the Patient Protection and Affordable Care Act is implemented in the state, the healthcare industry will continue to expand and diversify, requiring managers to help ensure efficient operations. Future medical and health services must be prepared to deal with the integration of healthcare delivery systems, technological innovations, an increasingly complex regulator environment leading to a restructuring of work and an increased focus on preventive care. These factors will be necessary to improve efficiency in health care delivery and the quality of care provided.

The Bureau of Labor Statistics projected a 16% increase in demand for medical and health services managers between 2008 and 2018, a higher rate of job growth than the national average. From a more local perspective,

the Workforce Investment Board Partnership for Louisiana estimates that in the southeastern region of Louisiana the need for graduates from this type of program will increase 15% by 2020, and by 22.5% in the southwestern region. Ongoing discussions between campus representatives and regional leaders reflect the increasing demand for healthcare professionals. The proposed degree addresses many of the needs expressed by hospital executives and human resource directors in the regions served by SLU and McNeese. The proposed program would address the projected workforce needs for medical and health service managers.

While four public institutions in the state offer programs with similar course content (SUNO: BS in Health Information Management Systems, ULL: BS in Health Information Management, LA Tech: BS in Health Information Management, and ULM: BS in Health Studies) and one is pursuing approval of a new program (UNO: BS in Health Care Management) the proposed HMS program would meet demonstrated workforce needs of the southeast and southwest regions of the state for professionals prepared in healthcare management, healthcare quality improvement and care management. These three career-based areas of concentration (which target critical areas of growth in the health care industry) are unique to the program proposed by SLU and McNeese.

3. Students

The institutions anticipate a minimum of 30 students starting the program each semester during the first five years. By the end of Year Three, they expect to produce ten completers together, increasing to twenty by the end of Year Five. Students interested in a career in the healthcare industry but not in direct patient care would be attracted to the proposed program. It would also be of interest to those students originally majoring in related areas (e.g., nursing, health studies, health education and promotion, business, computer science and industrial technology) who have found their current major to be unsuitable.

4. Faculty, Resources & Administration

The HMS program at SLU will be housed in Department of Health and Human Services in the College of Nursing and Health Sciences, and at McNeese in the College of Nursing. Administrators and faculty at both institutions will regularly assess adherence to the partnership agreement for program enrollment and delivery. Present library holdings, facilities and resources are adequate to support the proposed program on both campuses. The academic partnership for the HSM program has the requisite technology infrastructure to provide online course offerings. The reallocation of two existing faculty lines, one at each institution, will be needed to initiate the proposed program for the first five (5) years. Some courses will be taught by faculty in other departments as overload and by adjunct faculty with specializations.

5. Budget

As previously noted, program implementation will require the reallocation of two existing faculty lines, one at each institution. Additional costs for the HSM program include graduate assistantships to assist faculty, equipment, travel and supplies. The institutions anticipate program cost (per institution) for Year One to be \$115,000 with the cost increasing to \$200,000 for Year Five. New costs associated with the implementation of the program will be absorbed by tuition and fees by Year Two.

STAFF ANALYSIS

The proposed program concept is designed to meet the needs of the evolving healthcare systems and services in Louisiana and expand the educational options for students who are interested in pursuing a career in the healthcare profession. While there are currently four similar programs in the state, expected changes brought about by the Affordable Care Act have the healthcare community anxious for an influx of managers who understand the fundamental language, requirements, and nuances of the healthcare industry from the start. Elements of the program concept are unique; graduates would address a growing regional need for healthcare managers in the areas served by SLU and McNeese.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend conditional approval of a Bachelor of Science in Health Management Systems (CIP Code 51.2211) at Southeastern Louisiana University and McNeese State University.

AGENDA ITEM III B 5
PROPOSED NEW ACADEMIC PROGRAMS
UNIVERSITY OF NEW ORLEANS
GRADUATE CERTIFICATE in COASTAL SCIENCES &
GRADUATE CERTIFICATE in COASTAL ENGINEERING

BACKGROUND INFORMATION

The University of New Orleans (UNO) is seeking Board of Regents' approval to offer a Graduate Certificate in Coastal Sciences as well as a Graduate Certificate in Coastal Engineering. The proposals were approved by the UL System Board of Supervisors at their meeting in June 2014.

STAFF SUMMARY

1. Description

The proposed Graduate Certificates (GC) in Coastal Sciences and in Coastal Engineering are collaborative ventures between faculty in the Colleges of Sciences and Engineering and engineering and scientific companies located in the greater New Orleans area that are involved in water management and coastal restoration/processes. Both are 12-credit hour certificates, to be offered in an online format to give students a timely and relevant credential. The proposed certificates share a two-course core in Coastal Processes and Sediment Transport & Dredging. The GC in Coastal Sciences, with a more physical science focus, adds courses in Coastal Restoration & Management and Coastal Geomorphology. The GC in Coastal Engineering has more of an engineering focus and includes courses in Ocean & Coastal Engineering and Design of Coastal & Hydraulic Structures. Both proposed GCs will primarily target working professionals who want to increase their knowledge in the area of coastal restoration.

Building on the university's existing strengths in coastal restoration, water resource management, and civil engineering, these proposed certificates share two common goals: (1) provide cutting-edge knowledge on emerging issues in coastal sciences and engineering to both current UNO graduate students and working professionals via an online platform; and (2) raise the profile of UNO and the region as a source of coastal engineering expertise.

2. Need

According to the Coastal Protection and Restoration Authority of Louisiana, Louisiana has lost 1,880 square miles of coastland over the last 80 years, and scientists expect that if no action is taken to save the coast, an additional 1,750 square miles will disappear by 2064. Louisiana's coastline is vital to the state's economy: the state ranks third in national energy production, and 20 percent of the nation's waterborne commerce travels on its waterways and coastline transports. In 2005, the widespread destruction caused by Hurricanes Katrina and Rita catalyzed significant political support for coastal protection and restoration. Federal and State initiatives and funding dedicated to mitigate coastal deterioration and to find better ways to live with water have resulted in a marked uptick in water-related employment in the greater New Orleans region.

The proposal included several letters of support from regional employers expressing a strong interest not only in hiring people with coastal water expertise, but also in having their employees pursue the certificate as part of their commitment to continuing professional education. LSU offers master's degrees in both Coastal & Ecological Engineering and in Oceanography & Coastal Science but has no certificate components or online delivery. Many firms have enrolled their employees in the only online graduate certificate program in coastal engineering currently available, offered by Old Dominion University (ODU). Unfortunately, ODU's curriculum lacks courses that focus on deltaic coastal environments like those found here in Louisiana; it focuses primarily on sandy beaches, common on the east coast. The GCs proposed by UNO would address this unmet educational need and would benefit both the region and the State of Louisiana.

3. Students

As previously noted, enrollment is expected to be primarily those not already enrolled at the University who will find the proposed GCs to be an appealing means of acquiring further credentials and training in the area of water management and coastal processes/restoration. The University anticipates an initial enrollment of ten students in each proposed GC, increasing to 25 by Year Five.

4. Faculty, Resources & Administration

The proposed GC in Coastal Sciences will be administered by the Department of Earth and Environmental Sciences in the College of Sciences, with the proposed GC in Coastal Engineering administered by the Department of Civil & Environmental Engineering in the College of Engineering. No changes to the current administrative structure will occur due to program implementation. Existing library resources will be sufficient for program implementation. Because all courses will be offered online, there will be no need for classroom or laboratory space. The courses required of the proposed certificates are already offered by the institution and are currently being developing for online delivery. Existing faculty will provide appropriate instructional support.

5. Budget

Since courses required of the proposed GCs are already offered by UNO and faculty are in place, implementation and sustainability will come at minimal cost to the institution. Expenditures for Year One include equipment, travel, marketing, supplies and additional compensation costs anticipated to total \$17,000 for each proposed GC. By Year Five, program cost for each certificate should reduce to \$15,000.

STAFF ANALYSIS

The online GC programs proposed by UNO will provide individuals with the opportunity to advance their knowledge in the areas of water management and coastal processes/restoration which are essential for the well-being of the State. UNO's proposed programs are in response to industry need; the institution has worked closely with the professional community to structure two GCs that would produce individuals with the knowledge required of this particular industry sector. Since courses required of the proposed programs are already offered, program implementation can occur at minimal cost to the institution.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of the online Graduate Certificate in Coastal Sciences (CIP Code 40.0605) and Graduate Certificate in Coastal Engineering (CIP Code 14.2401) at the University of New Orleans.

AGENDA ITEM III C 1
PROPOSED TERMINATION
MCNEESE STATE UNIVERSITY
BACHELOR OF SCIENCE IN ENGINEERING TECHNOLOGY

BACKGROUND INFORMATION

McNeese State University (MSU) requests approval to terminate the Bachelor of Science (BS) in Engineering Technology. The requested termination was approved by the Board of Supervisors of the University of Louisiana System at the June 2014 meeting.

STAFF SUMMARY

Over the past two years, McNeese conducted an in-depth academic program review and cost analysis of all of its degree program offerings. The BS in Engineering Technology was identified in the process as a high-cost, low revenue program (i.e., requiring a subsidy from the University). The program has experienced a decline in enrollment lately due to lack of student interest which, in turn, results in a reduction of completers. This enrollment decline can be attributed to the fact that the local petrochemical industry does not appear to consider the bachelor's degree a priority for employment, nor does the BS give an employee an advantage for career advancement. Industry needs relevant to engineering technology are being met by individuals that have earned an associate's degree.

In addition to limited demand, the BS in Engineering Technology is due for its reaffirmation of accreditation with the Accreditation Board for Engineering and Technology (ABET) this fall. The reaffirmation process would require the dedication of significant resources, including replacing three recently retired faculty members. The University simply cannot rationalize infusing the additional resources necessary for program accreditation given tight budget constraints and the dire need of programs with much larger enrollments. McNeese faculty and administration believe it more prudent to reallocate the resources associated with the BS in Engineering Technology to more robust programs (i.e., BS in Engineering) and terminate the degree.

The termination of the program will not have a significant impact on current students. A two-year teach out plan has been developed to provide those students currently pursuing the degree program with viable options. Termination will have no negative effect on other academic programs in the department, college or university; nor will it affect any faculty.

Two universities (Grambling and Southeastern) will continue to offer a BS/Engineering Technology degree, and Sowela TCC offers three related AAS programs in industrial instrumentation technology, process technology, and drafting and design technology.

STAFF ANALYSIS

The institution's request to terminate the BS in Engineering Technology is based on high program cost; declining enrollment; loss of faculty; and lack of local industry need. A plan is in place to teach out those students that are currently pursuing the program and the termination will have no negative impact on other academic programs or faculty.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of the termination of the Bachelor of Science in Engineering Technology (CIP15.0000) currently offered by McNeese State University.

AGENDA ITEM III C 2
PROPOSED TERMINATION
LOUISIANA TECH UNIVERSITY
GRADUATE CERTIFICATE IN RURAL DEVELOPMENT

BACKGROUND INFORMATION

Louisiana Tech University (LA Tech) requests approval to terminate the Graduate Certificate (GC) in Rural Development. The requested termination was approved by the Board of Supervisors of the University of Louisiana System at the June 2014 meeting.

STAFF SUMMARY

The Certificate in Rural Development was originally approved by the Board of Regents in May 2010 as a Post Baccalaureate Certificate, with approval to offer it as a graduate-level offering granted in Spring 2011. The certificate was originally designed to train students in entrepreneurship, e-commerce, and general rural development to provide students the knowledge base and skill set for leading economic development in their communities. The university had anticipated that its degree programs in agricultural business, business, and animal science would be feeders into the certificate offering. However, no new students have enrolled in the GC as a declared major since its inception; two students completed the GC in 2011, but the program never took hold. The seven courses unique to the program are no longer offered.

Termination of the GC will have no bearing on remaining programs in the Department of Agriculture Sciences or on the College of Applied & Natural Sciences. Removing the seven courses required of the GC from the University's inventory will have no collateral impact nor will faculty be affected by termination of the GC. A teach-out plan is not necessary since there are no students currently in the pipeline.

STAFF ANALYSIS

The request for termination is based on lack of student interest and should have no impact on other academic offerings in the department or college. Staff appreciates efforts made by the campus in conducting an internal review of their degree inventory.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of the termination of the Graduate Certificate in Rural Development (CIP 01.0103) currently offered by Louisiana Tech University.

BoR AGENDA ITEM IV
CENTER of ACADEMIC EXCELLENCE
LSU HEALTH SCIENCES CENTER in SHREVEPORT
CENTER of EXCELLENCE for ARTHRITIS and RHEUMATOLOGY

BACKGROUND INFORMATION

The Center for Arthritis and Rheumatology at the LSU Health Sciences Center in Shreveport (LSUHSC-S) was funded in 1990 by the Louisiana Legislature in HB 1010 and established as a Center of Excellence in Arthritis and Rheumatology (CEAR) by the Board of Regents on 24 April 1991. LSUHSC-S requests continued designation as a Center of Excellence, per AA Policy 2.05A. The proposal was approved by the LSU Board of Supervisors at its June 2014 meeting.

STAFF SUMMARY

Description

The LSUHSC-S' Center of Excellence for Arthritis and Rheumatology (CEAR) was established to develop new activities and expand existing projects in clinical and laboratory research, patient care and treatment, and education relating to rheumatologic disorders through individual, interdepartmental, and multi-disciplinary projects. For over two decades, the Center has sustained and expanded programs of excellence in clinical patient care, medical education, and research. Since its inception, CEAR has served as a leader within the LSUHSC-S in its mission of education, scholarly activity, community service and fundraising: all of its activities are intended to fulfill this mission and the strategic goals of the institution. Within the Schools of Medicine, Graduate Studies, and Allied Health Professions, CEAR faculty actively teach students at all levels. Its comprehensive programs related to arthritis and other rheumatic disease have established CEAR as one of the country's exemplary rheumatology programs.

Activities

The Center of Excellence for Arthritis and Rheumatology demonstrates performance excellence in education, research, and community service through clinical care and community outreach. The many contributions of the Center include the following:

- CEAR developed and implemented a multidisciplinary musculoskeletal ultrasound course for rheumatology fellows and orthopedic and radiology residents, designed to teach proficiency in performing diagnostic and therapeutic musculoskeletal ultrasounds.
- CEAR faculty have been selected as White Coat speakers, graduation marshals, and winners of the Clarence Webb Clinical teacher award on multiple occasions, as well as the prestigious Alan E Copping Award for teaching excellence, in recognition of their effectiveness as teachers.
- CEAR developed a bone health/osteoporosis clinic to improve bone health education of primary care and rheumatology trainees and more easily attract osteoporosis clinical trials so as to more effectively treat patients with osteoporosis. Through the efforts of CEAR members, the LSUHSC-S DEXA (dual energy x-ray absorptiometry) unit earned certification by the International Society for Clinical Densitometry (ISCD) as an ISCD accredited DEXA center.
- Over the last 10 years, CEAR has trained 22 fellows and 13 LSU students/residents have chosen rheumatology as their subspecialty.
- CEAR members have authored or coauthored over 100 articles, textbook chapters, abstracts and served on several editorial boards of peer-reviewed journals.
- CEAR developed the Arthritis Patient Partner program that has been incorporated into freshman medical student musculoskeletal pathophysiology course: CEAR covers travel, lodging, and patient training for 6-7 rheumatology patient partners to travel to Shreveport every February to train students about their disease.

- CEAR faculty are helping to write pamphlets to help educate patients to participate in their own care, thus improving outcomes, through the American College of Physicians literacy project.
- CEAR faculty have lectured in regional and national internal medicine board review courses in multiple successive years, and participate in American College of Rheumatology (ACR) national meetings as session organizers, moderators, panel discussants, contract reviewers.
- In 2011, the CEAR and the Department of Pediatrics hired the region's first pediatric fellow trained rheumatologist, dramatically increasing clinical and educational capabilities for the entire region.
- CEAR faculty contribute to community enhancement through lectures to the lay public and community groups on rheumatologic topics, osteoporosis, systemic lupus erythematosus, arthritis and pediatric rheumatic diseases. They also serve on medical review panels and as unpaid expert advisors.
- The Center contributes significantly to the economic development of the state through its faculty's participation in clinical trials, bringing over \$1.2 million to the LSUHSC-S in clinical pharmaceutical contracts while attracting additional patient referrals for evaluation, education and treatment.
- CEAR provides internal medicine, pediatrics and rheumatology care to patients at the LSUHSC-S, servicing as gratis contributors at Overton Brooks Veterans' Administration hospital and the Shriners' Hospital for Children. They handled 9,715 rheumatology encounters at the LSUHSC-S, alone, from July 2011 – June 2013.

Resources and Administration

CEAR is a component of the LSUHSC-S, under the supervision of the Dean of the School of Medicine and management of a Director. Though it runs as a separate cost center, many of its programs and projects entail multidisciplinary/interdepartmental interactions in collaborative efforts that draw on and expand preexisting HSC capabilities and strengths, minimizing duplication of both personnel and services. The CEAR Advisory Committee is intentionally diverse in background and areas of specialization to provide a variety of viewpoints for formulating ideas. Budget cuts have reduced the regularity of meetings, but CEAR plans to reorganize and reconvene the advisory committee to plan for the newly formed University Health Hospital partnership.

External Support and Collaboration

CEAR was established by the Louisiana Legislature in 1990 and has an annual budget of \$1,349,414. Because it is not designated as a profit center, its only additional sources of revenue are clinical trials, training grants, and research grants which faculty continue to pursue. Over the last ten years (2003-2013), CEAR faculty have brought \$1,991,763 in grants to the LSU Health Sciences Center in Shreveport. The center will continue to identify resources from federal, commercial and private foundation sources to sustain its research, commercialization and educational programs.

STAFF ANALYSIS

Since its initial designation as a Center of Excellence, CEAR has developed and expanded programs of excellence in patient care, medical education and research. The Center's programs have received local, regional and national recognition, and they have contributed significantly to accomplishing the goals and mission of the LSUHSC's School of Medicine in Shreveport. The CEAR meets the qualifications for designation as a Center of Academic Excellence under BoR AcAf Policy 2.05A.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of designation of the Center of Excellence for Arthritis and Rheumatology (CEAR) at the LSU Health Sciences Center in Shreveport as a Center of Academic Excellence under BoR/AA Policy 2.05A, through December 2019.

AGENDA ITEM V A 1
REQUEST FOR TWO-YEAR CONDITIONAL APPROVAL
LOUISIANA STATE UNIVERSITY AND A&M COLLEGE
LEADERSHIP DEVELOPMENT INSTITUTE

BACKGROUND INFORMATION

Louisiana State University and A&M College (LSU) is requesting two-year conditional approval of the Leadership Development Institute. The request was approved by the LSU Board of Supervisors at their June 2014 meeting.

STAFF SUMMARY

1. Description and Need

LSU proposes to create the Leadership Development Institute as an umbrella organization to promote interdisciplinary education, research, and collaboration on leadership development. Through innovative discovery, curricula, programming and strategic partnerships with industry, the proposed Institute is designed to provide a science-based focus on developing sustainable and effective leaders in Louisiana and the nation. It will link LSU's expertise in leadership development with the critical need for strong leaders to grow the economy, communities, and organizations. It will fill a unique niche by focusing on leadership *development* rather than leadership *studies*. Few institutes exist nationally which focus on the science of leadership development processes.

The proposed institute will allow LSU to focus energy and resources on enhancing economic development through leadership development and research activities. Strong, effective leaders in all types of organizations and communities are fundamental to enhancing economic development in Louisiana.

2. Initiatives and Objectives

The goals of the proposed Institute are consistent with the role, scope, and mission of LSU. Specific objectives of the proposed Leadership Development Institute are as follows:

- Build a stronger Louisiana by developing effective leaders and leadership capacity in organizations and communities;
- Be the university of choice for leadership development in Louisiana and the Southeast Region;
- Gain recognition at national and international levels for its work;
- Embrace research and offer leadership development programs;
- Distinguish itself by focusing on leadership development processes and systems across a broad array of organizational and community settings; and
- Function as an interdisciplinary leadership development institute, drawing on the broadest array of expertise necessary.

3. Resources and Administration

The proposed Institute will be a research, education, and outreach initiative within the College of Human Science & Education's School of Human Resource Education & Workforce Development (SHREWD). During the initial startup period, the current Interim Director of SHREWD will serve as Director of the Institute. A permanent organizational structure will be developed and faculty leaders for an Executive Committee will be identified. The Executive Committee will be responsible for strategic planning, fundraising and operational planning. An Advisory Committee will be also formed during the first two years, to be composed of representatives from external constituent organizations including leaders from government, business and industry, healthcare, non-profits and education. The Institute will engage faculty from multiple disciplines on campus with an initial team of nine faculty. Existing facilities will be adequate for the initial startup period.

4. Budget

During the initial startup period, SHREWD will contribute \$32,000 to cover the costs of one graduate assistantship, ten percent of an existing faculty member's salary to serve as the initial Director, and operating supplies and travel expenses. One of the primary objectives for the startup period is to secure funding from private donors and grants and contracts. It is anticipated that two years will be needed to firmly establish the funding base, so the University is seeking a two-year conditional approval period. If adequate funding is assured earlier than anticipated, a request for full five-year approval will be submitted.

STAFF ANALYSIS

The Leadership Development Institute aims to make LSU a leader in discovering and implementing leadership development processes that grow leaders more effectively. It will link LSU's expertise in leadership development with the critical need for strong leaders to grow the state's economy, communities, and organizations. Conditional approval for a period of two years will allow for the proposed Institute to firmly establish a funding base sufficient to support its initiatives.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend two-year conditional approval of the Leadership Development Institute at Louisiana State University, effective immediately.

BoR AGENDA ITEM V A 2
REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT
SOUTHEASTERN LOUISIANA UNIVERSITY
CENTER for NURSING RESEARCH in EDUCATION and PRACTICE

BACKGROUND INFORMATION

Southeastern Louisiana University (SLU) is requesting reauthorization of the Center for Nursing Research in Education and Practice (CNREP). The Center was originally granted two-year conditional approval in October 2007 with full approval granted through June 30, 2014 in March 2010. The request for reauthorization was administratively approved by the University of Louisiana System in June 2014.

STAFF SUMMARY

1. Description

The CNREP provides an infrastructure to facilitate collaborative intervention research among investigators in nursing and health-related disciplines to improve patient-centered care and health outcomes and enhance the health-related quality of life for individuals, families, and communities. The key mission is to provide services to faculty, students and collaborative partners, including: consultation on research design; data management and analysis; and the dissemination of research findings. The objectives of the Center are as follows:

- Promote research efforts and scholarly activities of faculty and students in the School of Nursing;
- Foster graduate and undergraduate research;
- Support data collection and analysis that expands the database to address nursing recruitment and retention in education and practice;
- Advance evidence-based initiatives with healthcare agencies to improve patient outcomes;
- Support collaboration to facilitate development, testing and evaluation of nursing interventions;
- Seek appropriate sources for external funding of projects;
- Maintain a database of resources to support research design, data collection and data analysis;
- Serve as a repository of information related to the research process for individual researchers as well as collaborating partners in health care agencies; and
- Support dissemination and integration of research results into clinical practice.

2. Activities

Significant accomplishments to date include, but are not limited to, the following:

- An Advisory Board comprised of business leaders, healthcare professionals and alumni was established. Meetings have generated rich discussions to inform direction for research, practice and community outreach;
- Faculty affiliated with the Center have partnered with local healthcare institutions and applied research skills to help solve health concerns;
- Funding for 22 projects for a total of \$1 million was awarded to SLU through the auspices of the CNREP; and
- Faculty published 19 refereed journal articles and presented 39 papers on CRNEP-related work.

3. Resources and Administration

The administrative structure of the Center has changed since inception. While initially there was a Center Director, the Center is now governed by an administrative team consisting of the dean of the College of Nursing and Health Sciences and the department head of the School of Nursing. When reauthorized in 2010, the Center had seven nursing faculty members directly affiliated with the unit. In the last three years,

six doctoral-prepared faculty have joined SLU and are supporting Center initiatives. All resources (facility, equipment, etc.) appear adequate to promote the work of the Center.

4. Budget

The budget for the next five years includes revenue from grants and contracts secured to date (e.g., USDA, Health Literacy Grant, NIOSH, BoR Enhancement Grant, etc.). Total revenue is more than sufficient to cover expenditures which include the cost of a graduate assistant, travel, professional services and supplies.

STAFF ANALYSIS

The staff affirms the relevance of the unit not only to SLU but also to the southeastern region of the state. The Center addresses both the education and economic roles of the University by improving healthcare outcomes through collaborative partnerships that increase and enhance evidence-based practice initiatives. The Center continues to be self-sustaining through financial support from grant and contract funding.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend reauthorization of the Center for Nursing Research in Education and Practice at Southeastern Louisiana University for a period of five years, through June 2019.

BoR AGENDA ITEM V A 3
REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT
LOUISIANA TECH UNIVERSITY
PROFESSIONAL DEVELOPMENT and RESEARCH INSTITUTE on
BLINDNESS

BACKGROUND INFORMATION

Louisiana Tech University (LA Tech) is requesting reauthorization of the Professional Development and Research Institute on Blindness (PDRIB). The Institute was originally granted one-year conditional approval in September 2001 with full approval granted through October 1, 2007 in October 2005. The Institute was reauthorized in December 2007 for a period of two years with continued approval granted in February 2010 through June 30, 2014. The request for reauthorization was administratively approved by the University of Louisiana System in July 2014.

STAFF SUMMARY

1. Description

The PDRIB at LA Tech has continued to serve Louisiana and the country by being a leader in professional development and research in the area of blindness education and rehabilitation. The Institute is committed to providing leadership in creating programs and conducting research that empowers blind individuals not only to live independently, but also to participate fully in society. Working in partnership with the Louisiana Center for the Blind, one of the leading adult orientation and adjustment training centers in the United States, the PDRIB has developed three graduate level programs: Master of Arts with Certification in Teaching Blind Students, Master of Education in Curriculum & Instruction with Cognate in Teaching Blind Students, and a Master of Arts in Industrial/Organizational Psychology in Orientation & Mobility. By combining university education and agency training techniques, the Institute has created a unique program that produces qualified teachers of blind children and cane travel instructors. There is no similar institute doing this work in Louisiana or nationally.

2. Activities

The Institute's activities can be divided into four broad categories:

- Professional development through three graduate programs, workshops and related training, including Orientation and Mobility (O&M) training and Braille literacy;
- Continuing education and service to the University, profession and community;
- Quantitative and qualitative research and publication of scholarly discourse on blindness rehabilitation and education and related best practices; and
- Obtaining extramural funding to support Institute activities.

Activities are many and varied. The number and diversity of education and training opportunities that have been offered is notable considering that the entire staff of the PDRIB consists of five full-time and one half-time person.

3. Resources and Administration

Faculty remain in place for the PDRIB; one additional hire of a full-time person to provide outreach services was made in June 2013. No significant change in facilities or administration was reported. The Institute did report that in 2014, equipment to better assist rural school districts was acquired through a grant by the Lagniappe Ladies Foundation at LA Tech.

4. Budget

Funding for the Institute is derived from state appropriations and external grants and contracts. Total revenue is adequate to support personnel and activities of the Institute.

STAFF ANALYSIS

The Institute offers unique and crucial training for blind and visually impaired students and their teachers. Need for the PDRIB is well documented; its activities are broad-reaching and numerous. Faculty, facilities, equipment and administrative structure are in place and appear to be functioning well. Sufficient funding is in place to support Institute initiatives for the next five years.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend reauthorization of the Professional Development and Research Institute on Blindness at Louisiana Tech University for a period of five years, through June 2019.

AGENDA ITEM V B 1
ROUTINE ACADEMIC REQUESTS
Staff Approvals

Institution	Request
LSUHSC- NO	Request to update the CRIN and activate the MS/Biomedical Sciences (CIP 260102) that was approved in April 2011 Low-Completer Review as a consolidation of eight master's degree programs -- <u>Approved</u> .

AGENDA ITEM V B 2

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
04.2008	<p>Bossier Parish Community College</p> <p>AAS in Care and Development of Young Children (CIP Code 19.0709)</p> <p>Conditional approval of the program was granted in April 2008. A progress report has been requested annually since that time with the last one received and accepted in June 2012. A subsequent report was requested by August 1, 2014.</p>	<p>The progress report was received in early August 2014. The campus reported that enrollment in the coursework has increased from the initial cohort of 19 students to 119 for spring 2014. Six students are enrolled in the capstone practicum and will graduate in December 2014, projecting the overall program completer number to 36 students. It is anticipated that nine students will complete the program in May 2015. An update on progress toward accreditation from the National Association for the Education of Young Children (NAEYC) was provided.</p>	<p>Receive and accept the progress report. A subsequent update on program implementation, and enrollment and completer data is requested by August 1, 2015.</p>
06.2011	<p>Bossier Parish Community College</p> <p>AAS in Industrial Technology (CIP Code 15.0612)</p> <p>Conditional approval was granted to the program in June 2011. A progress report on enrollment and completion numbers, as well as on progress toward accreditation, has been requested annually. The last progress report received and accepted by the Regents was in August 2013 at which time a subsequent report was requested by July 1, 2014.</p>	<p>The 2014 progress report was received by staff in mid-July 2014. Enrollment has grown from 51 students in spring 2013 to 62 students in spring 2014. The number of degree completers has steadily increased from 6 in spring 2013 to 11 in spring 2014. Following the guidelines of Association of Technology, Management, and Applied Engineering (ATMAE) accreditation, a degree eligible for accreditation must have at least one graduate in all concentrations. BPCC's AAS has two concentrations: (1) Automation & Controls, and (2) Engineering Graphics. Completers in both concentrations did not occur until Academic Year 2013-14. Thus, BPCC expects a site visit from ATMAE in spring 2015 with a decision regarding accreditation in November 2015.</p>	<p>Receive and accept the 2014 progress report. A subsequent progress report is requested by June 1, 2015.</p>
08.2013	<p>Louisiana Tech University</p> <p>Integrated STEM Education Research Center</p> <p>The Center was granted reauthorization in August 2013 with a request for a progress report updating Center activities to-date and documenting funding secured to afford expanding and/or future Center operations by July 1, 2014.</p>	<p>The progress report was received by staff in early July 2014. Information relevant to Center activities was provided as was information regarding funding secured through federal grants and private industry for the next four fiscal years.</p>	<p>Accept and receive the progress report. No further reporting is necessary due to a solid funding base being established for the next four fiscal years.</p>

05.2013	<p>LSU Shreveport</p> <p>EdD in Leadership Studies (CIP Code 52.0213)</p> <p>Conditional approval was granted to the program in May 2013, contingent upon SACSCOC approval of the campus' request for a level change. A report on progress with SACSCOC was requested by January 30, 2014. The campus complied, and a subsequent report on the status of final approval was requested by August 1, 2014.</p>	<p>The progress report was received by staff in early August 2014. SACSCOC approved the level upgrade in its December meeting and scheduled a campus visit for April 2014. The visit was productive, with no recommendations for improvement, and LSUS was formally approved as a Level IV institution in the June meeting. An initial cohort of 22 students was enrolled in January, 2014, and a second cohort of 18 students will begin classes on August 25. The EdD students are drawn from leadership positions in a broad range of education, business, and nonprofit sectors across the region.</p>	<p>Receive and accept the progress report. A subsequent update on program implementation and enrollment and completer data is requested by August 1, 2015.</p>
04.2008	<p>Nicholls State University</p> <p>BS Athletic Training (CIP Code 51.0913)</p> <p>Conditional approval was granted to the program in April 2008 with a request for an annual reporting on program implementation. The campus has complied with the request with the last progress report received and accepted in August 2013. A subsequent report was requested by August 1, 2014.</p>	<p>Staff received the progress report in mid-June 2014. It was reported that the five-year average for the number of students admitted into the program was 13.6. The five-year average of completers was documented as 8.4.</p>	<p>Receive and accept the 2014 progress report. <u>No further reporting is necessary.</u></p>
03.2013	<p>Northshore Technical Community College</p> <p>AAS in Technical Studies (CIP Code 47.9999)</p> <p>The program was granted conditional approval in March 2013. An update on program implementation, to include enrollment and completer data, was requested by June 1, 2014.</p>	<p>The 2014 progress report was received by staff in late June 2014. Total enrollment for AY 2013-14 (encompassing all eight tracks) was reported as 101 students, with four students completing the program during this time period.</p>	<p>Receive and accept the 2014 progress report. A subsequent progress report is requested by June 1, 2015.</p>
12.2008	<p>Northshore Technical Community College</p> <p>AAS Care & Development of Young Children (CIP Code 19.0709)</p> <p>Conditional approval was granted to the AAS in December 2008. A progress report on adequacy of faculty; number of students and graduates; placement of graduates; and status of specialized accreditation was requested by December 1, 2009. The requested report was received as requested with subsequent reports requested each year since that time. The institution was last asked to report on all items noted above by June 1, 2014.</p>	<p>Staff received the progress report in late June 2014. The institution reported that there are three full-time faculty and four part-time faculty that provide instructional support, noting that adequate financial support is in place for the success of the program. During the 2013-14 academic year, the AAS program had an enrollment of 227 students. For the same period of time, the program produced the following graduates/completers: 9 AAS degrees; 8 TDs; 5 CTs. The report concluded by providing a status report on progress toward achieving specialized accreditation.</p>	<p>Receive and accept the 2014 progress report. A subsequent progress report is requested by June 1, 2015.</p>

12.2008	<p>Northshore Technical Community College</p> <p>AAS in Journeyman Industrial (CIP Code 46.0000)</p> <p>Conditional approval was granted to the program in December 2008. At the time of approval, the campus was asked to submit a progress report by July 1, 2010. A progress report was requested annually since that time with the 2013 progress report received and accepted in August 2013. A subsequent report was requested by July 1, 2014.</p>	<p>The 2014 progress report was received in mid-July 2014. During AY 2013-14, the program had an enrollment of 256 students. The program produced one AAS completer during AY 2013-14 and awarded 17 TDs and 39 CTSs. It was reported that all students are in an approved apprentice program and that the Advisory Board has been meeting twice annually.</p>	<p>Receive and accept the progress report. A subsequent report on program implementation and enrollment is requested by June 1, 2015.</p>
12.2013	<p>Northwestern State University</p> <p>DNP (CIP Code 51.3818)</p> <p>Conditional approval was granted to the DNP in December 2013 contingent upon SACSCOC approval of Northwestern's request for a level change. An update on progress made toward SACSCOC authorization and preparations for program implementation was requested by June 1, 2014.</p>	<p>The progress report was received by staff in mid-July 2014. The institution was pleased to report that a level change from SACSCOC was granted at its meeting on June 19, 2014 (documentation was provided). Upon approval of the level change, the institution emailed all potential students who expressed interest in the DNP asking them to initiate the application process. Fifteen applications have been submitted to date; if more than 20 students apply, applicants will be ranked for selection. All program courses and syllabi are currently being vetted through the campus approval process. It was reported that one new full-time DNP faculty member was hired, and it is anticipated that a staff position will be advertised and filled in fall 2014.</p>	<p>Receive and accept the progress report. A subsequent report on program implementation and enrollment is requested by June 1, 2015.</p>
06.2011	<p>South Central Louisiana Technical College</p> <p>AAS in Journeyman Industrial (CIP Code 46.0000)</p> <p>The program received conditional approval in June 2011, at which time a progress report was requested by July 1, 2012. The institution submitted the report, and a progress report has been requested annually since that time. The institution was asked to submit a progress report by July 1, 2014</p>	<p>The 2014 progress report was received by staff in early July 2014. It was reported that the institution has decided to terminate the program, effective fall 2014, due to low enrollment.</p>	<p>Due to the decision to terminate, <u>no further reporting is necessary.</u></p>
05.2013	<p>Southern University</p> <p>BM in Music (CIP Code 50.0903)</p> <p>Conditional approval was granted to the program in May 2013. A progress report on program implementation was requested by June 1, 2014.</p>	<p>The progress report was received in mid-July 2014. It was reported that 93 students are currently enrolled in the program. In spring 2014, seven students completed the program with three graduating at the end of the summer 2014 term. Accomplishments by the Music Department during AY 2013-14 were provided.</p>	<p>Receive and accept the progress report. A subsequent update on program implementation and enrollment and completer data is requested by June 1, 2015.</p>

05.2013	<p>Southern University at New Orleans BS In Forensic Science (CIP Code 43.0106)</p> <p>Conditional approval was granted to the program in May 2013. An update on program implementation, to include enrollment and completer data, was requested by June 1, 2014.</p>	<p>The progress report was received by staff in mid-July 2014. The program was implemented in fall 2013 with an initial enrollment of 27 students. The institution anticipates the first set of completers (5) in May 2016. An update on various accomplishments achieved to date relevant to the hiring of personnel, purchasing of equipment, recruitment, etc., was provided in the report.</p>	<p>Receive and accept the progress report. A subsequent update on program implementation and enrollment and completer data is requested by June 1, 2015.</p>
06.2011	<p>Southern University in Shreveport CAS in Medical Coding (CIP Code 51.0707)</p> <p>Conditional approval was granted to the program in June 2011. An update on program implementation was requested by July 1, 2012. The campus submitted the requested report in August 2012 with a follow-up report submitted in September 2013. A subsequent report was requested by July 1, 2014.</p>	<p>The 2014 progress report was received by staff in mid-July 2014. Enrollment in the program has grown from nine in AY 2011-12 to 14 in AY 2013-14. Program completers were reported as follows: AY 2011-12: 9, AY 2012-13: 15, AY 2013-15: 13. The institution intended to seek accreditation from the American Health Information Management Association (AHIMA); however, the organization discontinued acceptance of applications in February 2012. As a result, the campus is waiting on the agency to refine its accreditation standards to reflect the changes in the coding system that goes into effect in October 2015. The campus reported that the program is now available online.</p>	<p>Receive and accept the progress report. A subsequent report with enrollment and completer data, as well as program accreditation is requested by July 1, 2015.</p>

AGENDA ITEM V B 3
PAST DUE REPORTS FOR APPROVED ACADEMIC PROGRAMS &
RESEARCH UNITS

Listed below are reports that have yet to be received for various academic programs and research units.

Due Date	Institution	Program/Unit	Summary
Past Due:			
06.01.2014	CLTCC	AAS in Criminal Justice	The program was granted conditional approval in March 2013. An update on program implementation, to include enrollment and complete data, was requested by June 1, 2014.
06.01.2014	Northshore TCC	AAS in Technical Studies	Conditional approval of the AAS was granted in March 2013. An update on program implementation, to include enrollment and complete data, was requested by June 1, 2014.
06.01.2014	LSU	Hurricane Center	In June 2013, the Board of Regents approved the request made by LSU to extend the two-year suspension of the Hurricane Center for an additional year (June 2014) to ensure that a successful realignment of the Center could occur. LSU was asked to submit a request for reauthorization by June 1, 2014.
07.01.2014	CLTCC	AGS	Conditional approval was granted in December 2013. An update on program implementation, to include enrollment and complete data, was requested by July 1, 2014.
07.01.2014	CLTCC	AAS in Technical Studies	Conditional approval of the AAS was granted in December 2013. An update on program implementation, to include enrollment and complete data, was requested by July 1, 2014.
07.01.2014	SCLTC	AAS in Journeyman Industrial	Conditional approval of the program was granted in August 2013. A progress report was requested by July 1, 2014, and annually until the program achieves viability.

AGENDA ITEM V B 4

LETTERS of INTENT/PROPOSALS in the QUEUE Forwarded to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	NSU	BS – Applied Science & Technology	11.05.13	Circulated to CAOs for feedback w/ responses recv'd by 12.05.13. Questions to campus 12.10.13; response recv'd 01.09.14; additional questions to campus 02.04.14. Met with campus representative 04.23.14 to discuss issues; awaiting revised proposal.
	ULM	BA – Dance	12.17.13	12.19.13 Circulated to CAOs for feedback w/ responses recv'd by 01.27.14; questions to campus 02.03.14; response recv'd 03.17.14. Questions to campus 03.31.14; awaiting response.
	UNO	MEd – Higher Education Administration	03.12.14	03.17.14 Circulated to CAOs w/ feedback requested by 04.04.14. Questions to campus 04.08.14; awaiting response.
Program Proposals	BRCC	AAS – Computer Science	03.18.14	Reviewed by staff. Questions to campus 03.31.14 w/ a response recv'd 04.07.14. Additional questions to campus on 04.09.14; awaiting response.
	SLCC	AAS – Helicopter Aviation	06.16.14	Received by staff. Questions to campus 06.23.2014; awaiting response.
	SLCC	AS – Accounting	06.16.14	07.11.14 requested additional documentation from campus; awaiting response

Designation as Center of Excellence

CWE	Delgado	Advanced Manufacturing	03.18.14	Ongoing discussion with campus; 06.11.14 staff suggested a plan of action; awaiting response.
CAE	McNeese	Southwest Economic & Entrepreneurial Development (SEED)	07.11.14	Under staff review; should be ready for BoR consideration in September.