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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
23 October 2013, 11:15 A.M.

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

- I. Call to Order**
- II. Roll Call**
- III. New Academic Programs**
 - A. Letter of Intent (LOI): BS in Health Management Systems – SLU & McNeese
 - B. LOI/Proposal: MFA in Creative Writing – UNO
- IV. Developmental Education Co-Requisite Delivery Pilot**
- V. Consent Agenda**
 - A. Reauthorization of Previously Approved Research Units
 1. Center for Entrepreneurship and Information Technology – LA Tech
 2. Institute for Public Health and Justice – LSUHSC-NO
 - B. Routine Staff Reports
 1. Staff Approval of Routine Academic Requests
 2. Progress Reports for Conditionally Approved Programs/Units
 3. Past Due Progress Reports
 4. Letters of Intent/Proposals in the Queue
- VI. Other Business**
- VII. Adjournment**

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

AGENDA ITEM III A

LETTER of INTENT

SOUTHEASTERN LOUISIANA UNIVERSITY & MCNEESE STATE UNIVERSITY

BACHELOR OF SCIENCE IN HEALTH MANAGEMENT SYSTEMS

BACKGROUND INFORMATION

Southeastern Louisiana University (SLU) and McNeese State University request Board of Regents approval for a Letter of Intent to create a Bachelor of Science in Health Management Systems (HMS) to be delivered through an academic partnership. The original Letter of Intent, which involved only SLU, was approved by the Board of Supervisors for the University of Louisiana System in June 2013. A revised Letter of Intent, which included MSU as a partner, was subsequently approved in August 2013.

STAFF SUMMARY

1. Description

The proposed HMS program integrates healthcare, business management, and information systems to educate data-driven solution care managers. The program will be 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. Graduates of this program could pursue employment in a variety of work settings including hospitals, healthcare clinics, consulting companies, insurance providers, community facilities, and not-for-profit or managed care organizations.

The program's 120-hour curriculum would include a core of courses in healthcare policy, health information systems, healthcare ethics and management, care management, project planning, and quality performance improvement. Students would choose one of three concentrations (Healthcare Management, Healthcare Quality Improvement, and Medical Case Management) and complete a capstone project and a supervised professional practice experience (PPE).

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) the proposed HMS program would meet demonstrated workforce needs of the southeast and southwest regions of the state for professionals prepared in healthcare management, quality management and care management. In addition, students pursuing the proposed HMS program will choose one of three career-based concentrations which target

critical areas of growth in the health care industry; none of the existing programs offers all three areas as concentrations.

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 forty 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 BS in HMS at Southeastern would be housed in the College of Nursing and Health Sciences, Department of Health and Human 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 which is still under development. Present library holdings, facilities and resources are adequate to support the proposed program. Details of the partnership will be worked out in the proposal, but the campuses anticipate that two full-time tenure-track faculty will be needed during the first five years of implementation.

5. Budget

If program implementation requires two additional faculty, as expected, the additional cost to the partners should be covered by revenue expected to be generated from tuition and fees. The proposal would include detailed budget projections for both institutions.

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 Southeastern and McNeese. Specific details relevant to the academic partnership for development and delivery must be provided in the proposal.

STAFF RECOMMENDATION

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

AGENDA ITEM III B
LETTER of INTENT / PROPOSAL
UNIVERSITY OF NEW ORLEANS
MASTER OF FINE ARTS IN CREATIVE WRITING

BACKGROUND INFORMATION

The University of New Orleans (UNO) requests Board of Regents approval of a Letter of Intent to create a Master of Fine Arts (MFA) in Creative Writing. The Letter of Intent was approved by the Board of Supervisors for the University of Louisiana System in August 2013.

STAFF SUMMARY

1. Description

UNO currently offers an MFA that has four concentrations (Film Production, Theatre Design, Theatre Performance/Directing, and Creative Writing) which is administered by the Department of Film and Theatre (FTA). The institution would like to establish the concentration in Creative Writing as a stand-alone MFA to be offered through the Department of English. No changes would be made to the curriculum, degree requirements, or any other elements of the existing 45-credit hour concentration in creative writing. The proposed program would afford students currently enrolled in the Creative Writing concentration the appropriate academic credential.

The creative writing program at UNO, which is the only graduate creative writing program in the New Orleans Metropolitan region, already has a track record of success. Since 1994 when its first cohort of students graduated, the program has produced a total of 338 degrees (averaging approximately 17 completers per year). A recent survey of graduates showed that 53% of respondents were employed in teaching careers in a secondary or postsecondary educational setting, and 25% were employed in professional positions in editing, writing, or literary management. The placement of graduates in relevant positions indicated by this data is a clear demonstration that the graduate creative writing program at UNO has met and continues to meet workforce needs.

3. Students

Student interest in the MFA Creative Writing Concentration has steadily grown in the last five years, as the total number of completed and reviewed applications has increased from 49 per year in 2008-09 to 187 in 2012-13. Enrollments have also grown from an average headcount of 78 per semester in 2008-09 to 104 in 2012-13, an increase of 33 percent. The institution projects that this increase in enrollment will continue, especially if the concentration is converted to an independent MFA in Creative Writing.

4. Faculty, Resources & Administration

As previously noted, the proposed MFA in Creative Writing will be housed in the Department of English. This will allow for the degree program to be managed by the unit with which it has the closest disciplinary affinity; faculty and administrative resources would also be better aligned. English has recently increased its teaching power by hiring four new assistant professors specializing in the three genres of creative writing. No additional faculty hires are necessary, and existing library holdings and facilities are sufficient to provide support. Specialized accreditation is not available for this type of degree.

5. Budget

This is a budget-neutral proposal; there will be no additional administrative or instructional costs associated with the proposed MFA in Creative Writing.

STAFF ANALYSIS

UNO is proposing to take an existing concentration in Creative Writing and transform it into an MFA in Creative Writing. Based on the continuous growth in the existing concentration and the increase in the number of completers over the past few years, there is every indication that the proposed MFA would be a productive program. This proposed change would better reflect a student's academic accomplishment and better align the program with the appropriate academic unit. Because the proposed change is more of an administrative and/or organizational change than a request to create an entirely new degree program, staff believes a full proposal is not necessary and that consideration of what has been proposed can be made based on the information provided in the Letter of Intent.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of the Master of Fine Arts in Creative Writing (CIP Code 23.1302) at the University of New Orleans.

AGENDA ITEM IV

DEVELOPMENTAL EDUCATION CO-REQUISITE DELIVERY PILOT

BACKGROUND

In April 2010, the Board of Regents (BoR) approved the minimum statewide admission standards which stated that students needing developmental work would not be admitted to a public university, except by exception, as of Fall 2014. In Fall 2011, the Remedial Education Commission recommended that the BoR:

- Pilot alternative delivery methods with careful data collection for pre- and post-revision analysis, for expansion across the state; and
- Assess the effectiveness of the developmental interventions (e.g., growth in learning) and revise for optimum results: imbed a post-assessment using a nationally-normed tool correlated to the placement measures for college courses.

National programs such as *Complete College America* and *Education Commission of the States* strongly promote the provision of developmental instruction concurrently with a college-level course (e.g., as a co-requisite class). They suggest that students who begin college-level, degree-credit courses with support (rather than enrolling in separate developmental courses before beginning degree-credit work) are more likely to (a) pass the course, and (b) continue in college.

To explore alternative approaches to developmental instruction, the BoR authorized a pilot study of the concurrent delivery of college-level and developmental instruction at two-year colleges and regional universities, hoping that information and insight gained through the study would assist the BoR in determining if modifications should be made to relevant policies and practices. A developmental education workshop was held in August 2012 for all participants and interested parties.

STAFF SUMMARY

The data collected in the first year of the pilot is inconclusive. Participation was limited due to timing, primarily: by the time courses were developed, most students had already enrolled in their Fall classes and were unwilling to change their schedules; and several attempted pilot sections had to be cancelled due to low enrollment. The Spring entering class is typically much smaller than the Fall, and pilot sections had to be cancelled again due to low enrollment/high cost. This Fall, preliminary enrollment reports suggest that student interest and participation is much higher, particularly at the universities.

As anticipated, freshman needing developmental education courses have been shifting to community colleges. Between Fall 2007 and Fall 2012, new freshmen enrollment at a two-year colleges increased by almost 5,000, and almost 3,000 more freshmen enrolled in a developmental course. Over the same time period, while almost 700 fewer freshmen enrolled in a university, the number of freshmen enrolled in a developmental course decreased by almost 2,000. Statewide, the percentage of entering freshmen enrolled in developmental courses remained relatively constant.

	STATE			4-YEAR			2-YEAR		
	FTF	#	%	FTF	#	%	FTF	#	%
2007	34,409	10,831	31.5%	21,575	4,123	19.1%	8,482	5,636	66.4%
2012	37,113	11,508	31.0%	20,889	2,282	10.9%	13,211	8,622	65.3%

ISSUES

Student success is at the core of both the BoR admission standards and the placement policy. *Complete College America*, the *Education Commission of the States*, and the *Community College Research Center* advocate for developmental education to be taught at both community colleges and universities in a manner similar to the ongoing pilot, i.e., that 'nearly-ready' students who begin in college-level, degree-credit courses with developmental support are more likely to continue in college and eventually graduate.

The Pilot is designed to measure student success through course grades, post-test scores, grades in subsequent related courses, and eventually through retention and graduation comparisons.

Current statewide minimum admission standards for Fall 2014 are summarized as follows:

- Completion of the 19-unit Core
- 2.0 HS GPA (overall)
- 18 ACT English; 19 ACT Math (i.e., no developmental courses needed)*
- 2.0/2.5/3.0 *Core* GPA or 20/23/25 ACT Composite

Universities are recruiting the Fall 2014 freshman class now. If the pilot data does eventually support current thinking on student success, a revision of placement policies in Summer 2014 will be too late for students and campuses to change direction.

STAFF ANALYSIS

Continuation of the developmental education co-requisite pilot through the 2014-15 academic year would allow Louisiana postsecondary institutions to evaluate instructional options and develop effective approaches to teaching college-level writing and analytical reasoning (e.g., applied/college algebra, statistics, etc.) for students who are at or near the established placement breakpoint. It would allow regional universities to offer admission to qualified students while research is being collected, and it would inform the national discussion on developmental education.

To continue the pilot, implementation of the Fall 2014 non-developmental admission requirement would be postponed for students who participate in the developmental pilot program at regional universities (i.e., at all universities but LSU, La Tech, ULL, UNO). Likewise, the provisions of AcAf 2.18, *Minimum Requirements for Entry-Level, College-Level Mathematics and English*, would be suspended for students participating in the pilot.

- Students must be within two points of the AcAf 2.18 minimum requirements for placement:
 - At least 17 Math ACT (or 28 COMPASS Algebra)
 - At least 16 English ACT (or 53 COMPASS Writing)
- They must enroll in a 3-credit college-level English or Math course *plus* a 1-3 hour non-degree-credit co-requisite developmental/support offering. (In no circumstances will the student be granted more than 3 hours of degree credit for the entry-level college course in this pilot.)
- Pilot students must take a post-test (COMPASS Algebra or Writing) at the end of the course.
- The campus must strongly advise the student to complete the subsequent college-level math or English course in the next term of enrollment.
- Participating campuses must report to the BoR each semester by the stated deadlines.

Using the pilot data reported through the 2013-14 academic year, staff expect to make a recommendation regarding AcAf 2.18 and college-level placement in time for the 2015-16 recruitment season.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of continuation of the Developmental Education Co-Requisite Delivery Pilot through 2014-15. A report from BoR staff will be due by October 2014.

AGENDA ITEM V A 1
REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT
LOUISIANA TECH UNIVERSITY
CENTER FOR ENTREPRENEURSHIP AND INFORMATION TECHNOLOGY

BACKGROUND INFORMATION

Louisiana Tech University (LA Tech) is requesting reauthorization of the Center for Entrepreneurship and Information Technology (CEnIT). The Center was granted one-year conditional approval by the Board of Regents in September 2002 with continued approval for five years granted in October 2003. A request for reauthorization of center status was due by September 30, 2013. Administrative approval of the request was granted by the University of Louisiana System on September 30, 2013.

STAFF SUMMARY

1. Description

CEnIT is a partnership between the College of Business and the College of Engineering and Science at LA Tech. Through CEnIT the talents of both colleges are focused on information technology and multidisciplinary entrepreneurship. The mission for CEnIT is to serve as a catalyst for faculty, students, and external partners to produce innovations in IT and entrepreneurship that will enhance the regional economy. Its strategic plan, updated and modified over the years, includes three key goals: (1) promote innovation and the commercialization of new technologies generated by university faculty and students; (2) enhance campus-wide, multidisciplinary learning in the areas of innovation and entrepreneurship; and (3) engage in outreach activities that link stakeholders in support of innovation and venture formation in the region.

2. Activities

Over the last five years, CEnIT has:

- Secured over \$12M in external research and project funding;
- Attracted over \$7M in private funding for late-stage technology development and startup company equity investment;
- Established the State's first privately financed seed grant fund for technology start-ups;
- Established the region's first entrepreneurial maker-space for desktop manufacturing innovations;
- Contributed to 11 company expansions in Ruston;
- Ranked in the top five nationally in university startups, technology licenses/options, and SBIR grants (per dollar of research funding).

The accomplishments illustrate the CEnIT mission to foster a culture of entrepreneurship and innovation at LA Tech and disseminate that culture and its impacts to the surrounding region.

3. Resources and Administration

CEnIT reports directly to the Executive Director of Enterprise and Economic Development with close collaboration between the Executive Director and the Vice President for Research. At present, CEnIT initiatives are supported by 14 core faculty and staff members with numerous faculty in computer science and computer information systems supporting the mission as well. The newly-renovated University Hall is the new campus home of CEnIT with 25,000 square feet of space equipped with cutting-edge technology-intensive classroom facilities, a theatre-style auditorium classroom, offices for graduate students and multidisciplinary faculty, and a new design-and-build fabrication lab for entrepreneurial activities from across the campus.

4. Budget

The Institute operates entirely on external funding and has sufficient funding in place for the next five years to support the initiatives of the CEnIT.

STAFF ANALYSIS

CEnIT continues to drive innovation both on the LA Tech campus and in the region. Accomplishments achieved to date are impressive; its initiatives have helped move innovations to the marketplace and create new businesses, economic activity, jobs, and wealth. Faculty and staff affiliated with CEnIT have secured research funding that will more than adequately support future initiatives of CEnIT.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend full reauthorization of the Center for Entrepreneurship and Information Technology at Louisiana Tech University for a period of five years, effective immediately.

AGENDA ITEM V A 2
REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT
LSU HEALTH SCIENCES CENTER – NEW ORLEANS
INSTITUTE FOR PUBLIC HEALTH AND JUSTICE

BACKGROUND INFORMATION

The LSU Health Sciences Center – New Orleans (LSUHSC-NO) is requesting reauthorization of the Institute for Public Health and Justice (IPHJ). The Institute was granted approval by the Board of Regents for a period of two years in April 2011 with a request for reauthorization to be submitted by August 1, 2013. The LSU Board of Supervisors approved said request at their September 2013 meeting.

STAFF SUMMARY

1. Description

IPHJ is a research, education, and outreach initiative within the LSUHSC-NO School of Public Health. Through basic and applied research and educational, governmental, and industry partnerships, the Institute's goal is to apply the best practices of behavioral issues with the application of appropriate and effective justice interventions. While the initial focus has been particularly on juvenile justice remediation, many lessons learned so far can also be applied to other behavioral health settings. The creation of a permanent resource has been a key outcome of the MacArthur Foundation *Models for Change* work since its inception.

2. Activities

Act 3 of the 2013 Legislative Session designated IPHJ as the primary research entity and advisor to the legislature on matters related to youth in the criminal justice system and youth behavioral needs. Over the course of the past two years, the IPHJ has undertaken many initiatives, including but not limited to:

- Established and ongoing collaborations between IPHJ and public institutions of higher education around the state;
- Hosted a statewide conference for 200 attendees entitled, "Sustaining Louisiana Juvenile Justice Best Practices: IPHJ Leveraging Success for Future Reform." Federal and State Juvenile Justice leaders, national and state administrators, state legislators, policy makers, and other key stakeholders were in attendance;
- Commissioned by the Louisiana Legislature to study and submit a report assessing the current state of Louisiana's juvenile justice system, evaluate improvements made over the last five years, and issue recommendations for a five year plan for future reform;
- Louisiana, as a result of IPHJ efforts, was cited as one of the top three states in advancing evidence based practiced for juvenile justice involving youth and their families;
- Successfully developed and monitored the implementation of all MacArthur Foundation Grant Funding in the State of Louisiana over the past seven years.

3. Resources and Administration

The administrative structure of IPHJ has not changed. It is housed in the School of Public Health at the LSUHSC-NO, with the IPHJ Director reporting to the Dean of the School of Public Health. The Director has one staff member designated as IPHJ coordinator, and part-time faculty from the LSUHSC-NO School of Public Health and other academic institutions are available to support the ongoing work as needed and as funded. The IPHJ operates fiscally and administratively from the LSUHSC-NO School of Public Health, a transition from its previous space maintained at the LSU Law Center in Baton Rouge. Through an MOU with the University of Louisiana at Lafayette (ULL), the IPHJ Director will soon have operational space on the ULL campus.

4. Budget

The Institute's main source of funding is from the John D. and Catherine T. MacArthur Foundation. Funding from the MacArthur Foundation is in place for the next three years. The grant received is specifically meant to bridge to longer term financial support of the Institute; therefore, IPHJ plans to see additional funding from foundations, state and local government contracts, and federal grants and contracts. The operation of IPHJ does not pose any additional fiscal impact on the LSUHSC-NO.

STAFF ANALYSIS

The staff recognizes the role the Institute plays in juvenile justice reform and how the declared initiatives of the Institute mesh with the role, scope and mission of the LSHSC-NO School of Public Health. It is recognized that sufficient financial support is in place to cover expenditures for the next three fiscal years.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend full reauthorization of the Institute for Public Health and Justice at the LSU Health Sciences Center in New Orleans for a period of three years, effective immediately.

AGENDA ITEM V B 1
ROUTINE ACADEMIC REQUESTS
 Staff Approval

Institution	Request
ICMSN (McNeese, Nicholls, SLU, ULL)	Request for name change of the PMC/Family Psychiatric/Mental Health Nurse Practitioner (CIP 513810) to PMC/ <u>Psychiatric Mental Health Nurse Practitioner</u> ; and for curriculum change from 12 to <u>18</u> hours for students already certified nationally as NP in an area other than adult psychiatric/mental health, and from 12 to <u>8</u> hours for students already certified as adult psychiatric/mental health NPs -- <u>approved</u> .
LSUHSC- NO	Request for an extension of time until February 2014 for submission of a request for reauthorization of the Louisiana Vaccine Center – <u>approved</u> .
McNeese	Request to offer a Graduate Certificate for add-on certification in the following content area: Academically Gifted Education. (CIP Code: 13.1004) (18 credit hours) – <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
08.2012	<p>Delgado Community College AAS – Polysomnographic Technology (CIP Code 51.9999) Conditional approval was granted to the program in August 2012. The campus was asked to provide an update on program implementation by October 1, 2013 and annually on that date until informed otherwise.</p>	<p>The 2013 progress report was received by staff in mid-September 2013. It was noted in the report that while the Board of Regents granted conditional approval of the program in August 2013 authorization from SACSCOC was not granted until January 2013. The delay in approval notification caused the implementation of the program to be postponed for an academic year, from the original target implementation date of Fall 2012 to Fall 2013. The inaugural cohort consists of seven students with all students enrolled as of the official census date. Information regarding their progression through the semester and toward completion will be reported in subsequent reports. In regards to specialized accreditation, the institution is reviewing the requirements for accredited status with plans to make application during the current academic year.</p>	<p>Receive the 2013 progress report. A subsequent report is due by October 1, 2014.</p>
08.2012	<p>LSU – Alexandria BS – Medical Laboratory Science (CIP Code 51.1005) Conditional approval was granted to the degree program in August 2012 at which time the campus was asked to submit a progress report on program implementation by October 1, 2013.</p>	<p>The 2013 progress report was received in late September 2013. Enrollment in the program was reported as follows: 11 students in Spring 2013, 11 students in Summer 2013 and 17 students in Fall 2013. The report had a listing of classes offered to date as well as an update on faculty that provide instructional support for the program. A synopsis of recruitment activities was included as well. The institution believes that the program is off to a good start and they plan to initiate the program accreditation process this fall.</p>	<p>Receive the 2013 progress report. A subsequent report is due by October 1, 2014.</p>
01.2012	<p>LSU – Shreveport MS – Biological Sciences (CIP Code 26.0101) Conditional approval of the program was granted in January 2012. By September 1, 2012, and annually until fully approved, the campus shall submit a report regarding: number of students enrolled; graduates; and placement of graduates. In December 2012 the first progress report was received and accepted. A subsequent progress report on all items previously noted was requested by September 1, 2013.</p>	<p>The 2013 progress report was received in mid-October 2013. Currently there are 28 students enrolled in the program as of September 1, 2013. Three students completed the program and information relevant to specific placement of the graduates was provided.</p>	<p>Receive the 2013 progress report. A subsequent report is due by September 1, 2013.</p>

05.2012	<p>Nicholls State University MS – Nursing [Inclusion in Intercollegiate Consortium for the Master of Science in Nursing -- ICMSN] (CIP Code 51.3801) Conditional approval was granted to this program, to be offered through ICMSN. A progress report on program implementation was requested by September 30, 2013.</p>	<p>The 2012 progress report was received in mid-September 2013. It was reported that the first cohort of 24 students was admitted in Spring 2013 with 18 students admitted for Fall 2013. Since the program was not implemented until Spring 2013 there are no completers to date.</p>	<p>Receive the 2013 progress report. A subsequent report shall be due by September 30, 2014.</p>
08.2012	<p>Nicholls State University PMC – in Family Nurse Practitioner [FNP] and in Family Psychiatric/Mental Health Nurse Practitioner [FPNP] (CIP Code 51.3510) Conditional approval was granted to these PMCs, to be offered through the Intercollegiate Consortium for the Master of Science in Nursing (ICMSN) institutions. A progress report on program implementation is due by October 1, 2013.</p>	<p>The 2013 progress report was received by staff in mid-September 2013. According to the report, Nicholls decided not to offer either PMC in Spring 2013 since the institution was a new member of the ICMSN. The report provided an explanation of curricular revisions that were made to the PMC-FPMP.</p>	<p>Receive the 2013 progress report. A subsequent report is due by September 30, 2014.</p>
09.2011	<p>Northshore Technical Community College AAS – Culinary Arts & Occupations (CIP Code 12.0503) Conditional approval was granted with a request for an update on enrollment and completion rates, as well as on accreditation status, by October 1, 2012. This update was provided as requested at which time a subsequent report was requested by September 1, 2013.</p>	<p>The 2013 progress report was received in early October 2013. It was reported that there are currently six post-secondary students enrolled in the AAS program, one post-secondary student enrolled in the diploma program and 18 dually-enrolled secondary students. Two students completed the AAS and four students completed the CTS in May 2013. The placement rate of completers remains at 100 percent. The report indicated that there have been personnel changes in the program and that the program is now being offered in the state-of-the-art kitchen in the new facility at NTCC – Florida Parishes Campus.</p>	<p>Receive the 2013 progress report. A subsequent report is due by September 30, 2014.</p>
06.2012	<p>University of Louisiana at Lafayette PMC – in Family Nurse Practitioner [FNP] and in Family Psychiatric/Mental Health Nurse Practitioner [FPNP] (CIP Code 51.3510) Conditional approval was granted to these PMCs, which are offered by the Intercollegiate Consortium for the Master of Science in Nursing (ICMSN) institutions. A progress report on program implementation was requested by September 30, 2013.</p>	<p>The 2013 progress report was received by staff in mid-September 2013. The report indicated that a Graduate Coordinator was hired to provide oversight for the administration of the PMC-FNP and PMC-FPMP programs. The PMC-FNP inaugural cohort consisted of 3 students who were admitted in January 2013. These students completed the program in April 2013. The second cohort of three students was admitted in May 2013 and completed the program in August 2013. Enrollment in the program was lower than the anticipated 12 per cohort and, as a result, the third cohort was not offered. At this time, due to low expressed interest, the program has been placed on hold. Recruitment efforts for the PMC-FPMP were not successful and, thus, ULL has not admitted any students in the certificate program to date. It was</p>	<p>Receive the 2013 progress report. A subsequent report is due by September 30, 2014.</p>

			noted that students will be admitted when appropriate faculty can be hired and there is a demonstration of student interest.	
05.2012	<p>University of Louisiana at Lafayette</p> <p>GC – Teaching English to Speakers of Other Languages [TESOL] (CIP Code 13.1401)</p> <p>Conditional approval was granted in May 2012. A progress report on program implementation and enrollment was requested by September 30, 2013.</p>		<p>The 2013 progress report was received by staff in early October 2013. During the first year, there were six MA students and one GC student in TESOL. The courses were taken by students from other concentrations as well. The institution is hopeful that enrollment will increase as the program is advertised. Since the GC was recently implemented there are no completers to date.</p>	<p>Receive the 2013 progress report. A subsequent report is due by September 30, 2014.</p>
08.2011	<p>University of Louisiana at Lafayette</p> <p>GC – Non-Public Schools Administration (CIP Code 13.0401)</p> <p>Conditional approval of the Graduate Certificate was granted in August 2011 with a request for an update on enrollment and completion rates by September 15, 2013.</p>		<p>The 2013 progress report was received by staff in mid-September 2013. Enrollment of 12 students was reported for Fall 2012 with 8 certificates awarded in December 2013. A new cohort was not admitted for Spring 2013 due to a loss of an adjunct faculty member as well as the University exploring the possibility of having the Department of Education endorsing the certificate for state-based certification purposes. It is anticipated that a new cohort will begin in Spring 2014.</p>	<p>Receive the 2013 progress report. Due to a new cohort not being admitted for this current academic year an update on the progress of the certificate program is requested by October 1, 2014.</p>
09.2011	<p>University of Louisiana at Lafayette</p> <p>PhD – Systems Engineering (CIP Code 14.2701)</p> <p>Conditional approval was granted to the graduate program in September 2011. By October 1, 2012 the campus was to submit a report on program implementation, to include data relevant to enrollment. Such a progress report was received and accepted as requested at which time a subsequent progress report was requested by September 1, 2013.</p>		<p>The 2013 progress report was received in mid-October 2013. An overview of the program was provided as well as an update on program administration. A listing of course offerings to date was included in the report. Enrollment has increased slightly (Fall 2012: 23 and Fall 2013: 27) and it is expected that three students will complete the PhD in 2014.</p>	<p>Receive the 2013 progress report. A subsequent report is due by September 1, 2014.</p>
09.2012	<p>University of Louisiana System</p> <p>BA – Organizational Leadership (CIP Code 52.0213)</p> <p>Conditional approval was granted to the collaborative program at the nine universities of the UL System. A progress report was requested by October 1, 2013.</p>		<p>The 2013 progress report was received in early October 2013. It provided an overview of the nine concentrations offered by the universities of the UL System as well as a synopsis of program goals and structure and information about faculty engaged in the collaborative degree program. It was reported that SACSCOC granted full approval of the program in May 2013. The program welcomed its initial 16 students in Summer 2013, and the incoming class grew slightly to 20 for Fall 2013. A procedural handbook is being developed by the UL System Office that outlines the process of the collaborative program and marketing initiatives (logo, news articles, social media) to promote the degree program are underway.</p>	<p>Receive the 2013 progress report. A subsequent report is due by October 1, 2014.</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/Research Unit	Summary
09.01.2013	LSU	MS – Construction Management	<p style="text-align: center;">Past Due:</p> <p>The Board of Regents granted conditional approval for the degree program in June 2012. By September 1, 2013, the campus was asked to update the Board on program implementation, to include relevant enrollment and progression data, progress toward specialized accreditation, and status of online delivery of the program.</p>

AGENDA ITEM V B 4

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

REQUEST	CAMPUS	PROGRAM/UNIT	RECEIVED	STATUS
Letters of Intent	UNO	BS – Health Care Management	09.05.2013	09.06.13 System notified of staff questions which resulted in a meeting on 09.30.13. Lol was circulated to COAs 10.01.13 (feedback requested by 10.31.13).
Program Proposals	BRCC	AAS – Computer Science	06.27.2013	Staff review: awaiting further information from the campus. Proposal may be pulled from the queue, for resubmission at a later date.

Draft Proposals, Not Yet Formally Submitted by the System/Campus for BoR Consideration

Draft Program Proposals	ULL	MS in Systems Technology	04.17.2013	External consultant submitted report 06.28.13; forwarded to campus with items to be addressed.
	NSU	DNP	05.06.2013	Consultant submitted report 08.07.13; forwarded to campus with items to be addressed.

Programs Pulled from Consideration

Letters of Intent	SUNO	DSW – Social Work	10.10.2013	Letter of Intent pulled at campus request, to be resubmitted at a later date.
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