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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
Wednesday, April 24, 2013
1:30 p.m.

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

- I. Call to Order**
- II. Roll Call**
- III. Proposed New Academic Program**
 - A. Bachelor of Science in Elder Care Administration – LSUA
 - B. Bachelor of Science in Child Development & Early Literacy – GSU
- IV. Academic Program Review**
- V. Consent Agenda**
 - A. Pennington Biomedical Research Center – Request for Reauthorization – Institute for Dementia Research and Prevention (IDRP)
 - B. Routine Staff Reports:
 1. Staff Approval of Routine Academic Requests
 2. Past Due Reports for Academic Programs/Research Units
 3. Letters of Intent/Proposals in the Queue
- VI. Other Business**
- VII. Adjournment**

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

AGENDA ITEM III A
PROPOSED NEW ACADEMIC PROGRAM
LOUISIANA STATE UNIVERSITY at ALEXANDRIA
BACHELOR of SCIENCE in ELDER CARE ADMINISTRATION
BACKGROUND INFORMATION

LSU-Alexandria requests Board of Regents' approval of the program proposal to offer a Bachelor of Science (BS) in Elder Care Administration (CIP Code 51.0718). The program proposal was approved by the LSU Board of Supervisors in March 2013. The Letter of Intent was approved by the Board of Regents in June 2012.

According to Education-Portal.com, Geriatric Health Care Administrators must have both good business management skills and knowledge specifically related to elder care, including medical and mental health issues and regulatory compliance. They must have excellent written and verbal communication skills and the ability to manage and lead medical, administrative and operations staff. They also need a strong financial administration background and the ability to analyze and interpret data.

STAFF SUMMARY

1. Description

The proposed BS in Elder Care Administration (BSECAM) would prepare individuals to apply managerial principles to the administration of nursing homes, assisted living facilities, adult day care centers, home health services, and other long-term care settings serving the elderly and disabled. The 120 credit hour interdisciplinary program will include instruction in the social and clinical aspects of aging, health care delivery systems, nursing home administration, assisted living administration, aging policy and government programs, ethics, business management, financial management, human resource management, marketing, and applicable laws and regulations. A 1,040-hour internship experience will meet the requirements of the Administrator in Training (AIT) program of the State of Louisiana Board of Examiners of Nursing Facility Administrators. The principle objective of the proposed program is to equip students with the knowledge and skills that will make them eligible for employment as Elder Care facility administrators.

2. Need

The LA Workforce Commission's projections of top occupations through 2018 anticipates an annual need of 130 medical and health services managers. Much of this growth will be related to the rapid expansion of nursing homes and long-term care facilities to care for the elderly population. The requirements for licensing as a Nursing Facility Administrator include: a bachelor's degree; passage of two examinations (The National Examination (NAB), and the State Standards Exam); and an internship. The intended degree would be designed specifically to address the needs of elder care providers and the workforce needs for health service managers in the region. The proposed program is not offered at any public or private institution in the state; it would be the first of its kind in Louisiana.

3. Students

LSUA's Bachelor of General Studies has included a concentration in Elder Care Administration option since Fall 2011; the 20 students currently enrolled in the BGS concentration will most likely

switch to the BSECAM major, if implemented. As the only degree program of this type in Louisiana, the major should appeal to current employees of nursing homes and retirement centers and also attract new students to the campus.

4. Faculty, Resources & Administration

The intended program will be an interdisciplinary offering, involving the departments of Allied Health, Business Administration, Behavior & Social Sciences, and Arts, English & Humanities. The campus does not anticipate the need for additional faculty, though there will be additional costs (estimated at \$17,850) incurred to offer nine new upper level courses (\$625/credit hour) that would be offered as part of the proposed program. The proposed program will make use of multimedia classrooms and videoconferencing facilities in the A.C. Buchanan Allied Health Education building in downtown Alexandria, provided through the generosity of the Rapides Regional Medical Center. If approved, the proposed program will be administered by the Department of Allied Health.

5. Accreditation

The proposed program would be eligible to seek accreditation with the National Association of Long Term Care Administration Board (NAB). Pursuit of NAB accreditation would begin once the program was granted approval.

STAFF ANALYSIS

The focus of the proposed program is unique, relevant and timely. The existence of a concentration in elder care administration has given the campus an opportunity to examine the concept and course development and to get an idea of student interest. Such a program would be the first of its kind in Louisiana and one that could be offered by the institution at a very minimal cost since faculty and infrastructure are already in place.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee grant conditional approval of the Bachelor of Science in Elder Care Administration (CIP 51.0718) at Louisiana State University at Alexandria. A update on program implementation, to include enrollment and completion data shall be due by June 1, 2014.

AGENDA ITEM III B
PROPOSED NEW ACADEMIC PROGRAM
GRAMBLING STATE UNIVERSITY
BACHELOR of SCIENCE in CHILD DEVELOPMENT & EARLY LITERACY

BACKGROUND INFORMATION

Grambling State University (GSU) requests Board of Regents' approval of its proposed Bachelor of Science degree program in Child Development and Early Literacy. The program proposal was approved by the University of Louisiana Board of Supervisors in February 2013. The Letter of Intent for this program was approved by the Board of Regents in July 2012.

STAFF SUMMARY

1. Description

GSU is proposing to replace the existing Associate of Science (AS) degree in Child Development (CIP 190706) and the existing Bachelor of Science (BS) degree in Early Childhood Education Grades Pre-K-3 (CIP 131210) with a Bachelor of Science Degree in Child Development and Early Literacy (Prenatal-Pre-K-3). The proposed program aims to graduate child development candidates with competencies needed to ensure young children's success in reading, mathematics, and science as it applies to their cognitive, physical and social/emotional development. The proposed BS degree program will emphasize a family/child and early literacy curriculum, with evidence-based teaching practices integrated with all domains of learning. The curriculum, which consists of 120 credit hours for non-certification and 123 credit hours for teacher certification, includes courses and experiences that will provide a foundation in child development, literacy development (reading, mathematics and science), and in assessment methodology. It will initially be offered in the traditional, face-to-face delivery method, but the University plans to move toward online delivery options to further meet the needs of prospective students.

2. Need

The proposed program will address a shortage of qualified child development professionals. Recent and anticipated changes in the training and credentialing of child development/early childhood educators and practitioners indicate that many will need further education. According to the Bureau of Labor Statistics, jobs that employ early childhood professionals are expected to grow nationwide by 25 percent from 2010 to 2020, due to a continued focus on early childhood education.

Although other public institutions in Louisiana offer similar programs, none offer a three-strand literacy focus in reading, mathematics, and science. The degree program proposed by GSU will provide students with a foundation in the principles of Child Development, and it builds upon that foundation to produce graduates with the skills to design and implement programs that focus on developing literacy skills in reading, mathematics, and science. Such a program is uniquely positioned to make a significant contribution to closing the literacy gap in children that come from socioeconomically disenfranchised environments, which will assist in addressing future workforce forecasts for Louisiana and for the nation.

3. Students

The University believes that both traditional and non-traditional students would be attracted to this major. As evidenced in letters of support, several local childcare and Head Start agencies have expressed interest in a unique and flexible childcare degree program that would provide their employees with these essential skills. GSU projects that 41 students would enroll in the proposed program in Year 1, increasing to 165 by Year 5. The University expects 10 graduates by Year 3, and 30 by Year 5. The related associate degree has averaged 43 declared majors and 22 graduates over the last three years; the

related baccalaureate degree has averaged 100 declared majors and four completers per year. The new degree would be marketed to current students, Head Start program administrators, teachers and staff as well as to early childhood professionals and paraprofessionals.

4. Faculty, Resources & Administration

The proposed program would be housed in the College of Arts and Sciences and administered by the Department of Family and Consumer Sciences. It is designed to be an interdisciplinary program, involving collaboration between faculty in the colleges of Arts and Sciences and Education. Faculty currently supporting the existing degree programs will support the proposed program, as will selected science and mathematics faculty. No new faculty will be required. Current library resources and state-of-the-art teaching models and equipment already in the department to augment and sustain the existing curricula provide a sound infrastructure to support the proposed degree program.

5. Accreditation

The teacher certification concentration of the proposed program will be eligible for National Council for Accreditation of Teacher Education (NCATE) review during the next cycle of review. The program will also be evaluated by the National Association for the Education of Young Children (NAEYC), the specialized professional association for early childhood teacher preparation programs, recognized by NCATE.

Once the proposed program is well established, one of its long-range goals is to seek accreditation from the American Association of Family and Consumer Sciences (AAFCS).

6. Budget

Because the proposed program will be replacing two existing degree programs, costs associated with launching the new program will be minimal.

STAFF ANALYSIS

GSU is, in essence, taking two existing degree programs and morphing them into a degree program that will prepare students to implement best practices and individualized instruction to meet the changing needs of the early child. With an in-depth focus on the development of literary skills in reading, mathematics, and science, the proposed program will be unique and will positively impact not only the life of a child but also the future economy of the State of Louisiana.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the full board grant conditional approval of Bachelor of Science in Child Development and Early Literacy at Grambling State University (CIP 19.0799). An update on program implementation, to include enrollment and completer data, shall be submitted by May 2014.

Agenda Item IV

2012-13 ENHANCED ACADEMIC PROGRAM REVIEW

BACKGROUND INFORMATION

Proposed new academic programs are carefully reviewed to assess state and regional needs, curriculum design, and resource requirements. There must be evidence of local student and prospective employer demand as well as an expectation that the new program would become self-sustaining after a reasonable implementation period. The statewide program review repeats that analysis of existing programs to assess whether they should be maintained in the curriculum inventory, e.g., whether program continuation is justified based on costs, productivity, and relevance to student or campus progression.

The statewide program review will be conducted every other year to provide time for actions triggered by the current review to have an impact on program progression. As part of the process, Regents staff will identify programs for which a response is required, triggered primarily by the number of degrees conferred over the last three years:

<u>Degree Level</u>	<u>Productivity Threshold</u>
Associate/Baccalaureate/Post-Bachelor	24 (avg. 8 per year)
Master/Post-Master/Specialist	15 (avg. 5 per year)
Professional/Doctoral/Post-Doctoral	6 (avg. 2 per year)

Campuses are encouraged to take the opportunity to organize or restructure based on a self-evaluation of their entire academic program inventory. As part of the enhanced academic program review, they conducted a basic cost-revenue analysis to identify program areas that might be logical candidates for further evaluation. Thus the process provides opportunity and incentive for a fresh look at the institution's program offerings in light of its own fiscal realities.

This year, 115 programs were included in the review: 87 programs identified by staff, and an additional 28 submitted by the campuses. For each program, the campus prepared a proposition and justification to either continue, consolidate, or terminate the program. Staff considered campus requests in light of: the statewide inventory and issues of unnecessary duplication and/or access; current and projected trends in enrollment and productivity; and the explanation of and interventions to improve the current status.

STAFF SUMMARY

Recommended actions for each of the 115 programs in the 2012-13 academic program review are listed in the attachment, sorted by system, institution, and program (CIP). Brief notes on the rationale for the decision are included with each program entry. Recommendations are summarized as follows:

MAINTAIN -- 68 Programs

Programs under review were recommended to be continued (maintained) based on the campus' input and a judgment of the probability of growth based on one or more factors, including: an indication of positive change in productivity; initiatives initiated since the last review to increase productivity; the program being part of an successful collaborative effort to provide needed courses efficiently; or the program following or contributing to another productive credential (e.g., an AAS program following a strong Technical Diploma (TD) was usually recommended for maintenance because the degree is only 15 hours of general education beyond the TD). STEM program decisions were weighted with the option of a lowered completer breakpoint (6 for undergraduate; 4 for graduate) along with faculty strength and workforce indicators. All *Maintain* recommendations should be considered 'conditional' as all academic programs are expected to produce graduates to be continued in the inventory. The review will be repeated in 2014-15, and low-producing programs will be asked to submit new evidence of change along with arguments for continuation.

CONSOLIDATE – 17 Programs

These programs are being changed to incorporate or to combine with other majors as new degree programs with a shared core and multiple concentrations. In most cases, the old program(s) will be removed from the CRIN, students will be enrolled in the new curriculum, and those currently enrolled as majors will be given the choice of completing the original major or transferring to the new curriculum. In the next statewide program review, the viability measure of the consolidated programs will be the sum of completers in the new program plus those still in the pipeline of the component parts.

TERMINATE – 30 Programs

These programs will be terminated (cancelled) in the statewide curriculum inventory, effective May 2013. Currently enrolled students who are declared majors in the program will be given an appropriate time to complete the degree or transfer to another program.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the full board approve the recommendations relative to 115 academic programs included in the attachment to this review, including:

- ***Maintenance of 68 programs, with enrollment/completer updates at staff request;***
- ***Termination of 30 programs;***
- ***Consolidation of 17 programs, and the cancellation and addition of programs in the Curriculum Inventory, as warranted, effective May 2013.***

The statewide Academic Program Review should be repeated in 2014-15, after receipt of the institutions' 2013-14 completer reports.

Action	Notes	CIP	Degree	Degree Subject	Wrk Star	3 yr Cmpl (Avg)	F2011 Upper Level Enrl	F2011 Total Enrl	Cmpl 11-12	Cmpl 10-11	Cmpl 9-10
LCTCS Consolidate	To new 111099 AAS/Cyber Technology	110299	BPCC	INFORMATION PROGRAMMER-ANALYST	Y	2.3		13	3	4	0
LCTCS Consolidate	To new 111099 AAS/Cyber Technology	111001	BPCC	INFORMATION SYSTEMS ADMIN SPECIALIS	Y	.7		11	1	1	0
LCTCS Consolidate	To new 111099 AAS/Cyber Technology	111002	BPCC	Information Network Security Specialist	Y	4.7		46	6	6	2
LCTCS Consolidate	To new 111099 AAS/Cyber Technology	111003	BPCC	Information Network Security Specialist	Y	8.		14	14	6	3
LCTCS Consolidate	To new 111099 AAS/Cyber Technology	111004	BPCC	WEB ANALYST PROGRAMMER	Y	.3		9	0	1	0
LCTCS Maintain	Part-time students the norm; increases expected	190709	BPCC	CARE/DEVELOPMENT OF YOUNG CHILDREN	Y	4.7		79	9	5	0
LCTCS Maintain	Curriculum has been redesigned for more sequence flexibility, enr1 growth	510801	BPCC	MEDICAL ASSISTANT	Y	7.7		77	6	13	4
LCTCS Terminate	Move to ASLT for transfer; not workforce oriented prgm	110101	BRCC	COMPUTER SCIENCE	Y	4.		307	10	2	0
LCTCS Terminate	Low-enrl; low-completer; resources (only 1 fac = adjunct)	131319	CATC	OCCUPATIONAL EDUCATION	Y	4.7		14	5	2	7
LCTCS Maintain	Strong TD; AAS = 15 hrs GenEd beyond TD	151301	CATC	DRFT AND DESIGN TECHNOLOGY	Y	6.3		1	9	6	4
LCTCS Maintain	Part-time students the norm; increases expected	190709	CATC	CARE/DEVELOPMENT OF YOUNG CHILDREN	Y	4.		3	6	2	4
LCTCS Maintain	Rising TD production; additnl 15 hrs GenEd costs little.	520401	CATC	BUSINESS OFFICE ADMINISTRATION	Y	1.3		0	3	1	0
LCTCS Terminate	No longer offered by the campus.	470105	CLTCC	INDUSTRIAL ELECTRONICS TECHNOLOGY	Y	.3		0	0	0	1
LCTCS Maintain	13 completers expected for 2012-13; unique	120301	Delgado	FUNERAL SERVICE EDUCATION		6.7		113	8	6	6
LCTCS Maintain	Unique; 100% lic. pass rate; needed program	510907	Delgado	RADIATION THERAPY	Y	1.7		77	0	5	0
LCTCS Terminate	Low-enrollment; low-completer.	520401	Delgado	OFFICE SYSTEMS TECHNOLOGY	Y	.7		1	0	2	0
LCTCS Maintain	Watch: merger (& Centurylink) should impact productivity	111001	LDCC	ICT: COMPUTER/NETWORKING SUPPORT	Y	5.		29	5	5	5
LCTCS Maintain	Good TD (13.7 grads); AAS = 15 hrs GenEd beyond TD	470105	LDCC	INDUSTRIAL ELECTRONICS TECHNOLOGY	Y	6.7		9	8	7	5
LCTCS Terminate	Low-enrollment; low-completer.	470201	LDCC	AIR CONDITIONING & REFRIGERATION	Y	.		1	0	0	0
LCTCS Maintain	Watch: many changes in curriculum should help	110901	NTCC	ICT: COMPUTER NETWORKING	Y	3.		103	3	1	5
LCTCS Consolidate	CAS/Computer IS (110401) + CTS/Office Careers (520401) = CAS/Business Technology (520101), 33 hrs	110401	Nunez	COMPUTER INFORMATION SYSTEMS	Y	2.3		24	4	3	0
LCTCS Consolidate	Fold into existing AGS (240102)	120503	Nunez	FOODSERVICE PRODUCTION & MANAGEMENT	Y	5.3		19	4	3	9
LCTCS Maintain	Expecting increase in compltrs; only one in NOLA area	220302	Nunez	PARALEGAL STUDIES	Y	5.3		57	8	3	5
LCTCS Consolidate	CAS/Computer IS (110401) + CTS/Office Careers (520401) = CAS/Business Technology (520101), 33 hrs	520401	Nunez	Office Careers		9			13	8	6
LCTCS Terminate	Weak completer (TD, 3.7; AAS, 3.3) and enr1	110901	NW LTC	INFORMATION TECHNOLOGY	Y	3.3		17	3	1	6
LCTCS Maintain	TD is reasonably strong; watch for increased productivity	120503	NW LTC	CULINARY ARTS & OCCUPATIONS	Y	1.3		9	0	1	3
LCTCS Terminate	Unnec Dup - very low completer numbers, no growth potential; BPCC available	190709	NW LTC	CARE/DEVELOPMENT OF YOUNG CHILDREN		1.7		2	1	3	1
LCTCS Maintain	STEM, expensive but needed; 6.3 avg grads. Watch for growth w/ new 2 cohorts per year.	510909	SCLTC	SURGICAL TECHNOLOGY	Y	6.3		17	5	7	7
LCTCS Terminate	Weak TD (4.3 avg), does not support AAS	100303	SLCC	GRAPHICS/COMM/DESKTOP PUBLISHING	Y	1.7		14	2	3	0
LCTCS Maintain	Strong TD and AAS production (Avg - TD, 27; AAS 7)	110901	SLCC	INFORMATION TECHNOLOGY	Y	7.		45	11	4	6
LCTCS Maintain	Strong TD (11.3 avg; 42 enr1); AAS just adds 15 hrs GE	120503	SLCC	CULINARY ARTS & OCCUPATIONS	Y	3.		18	3	5	1
LCTCS Maintain	Respectable TD numbers; minimal cost for GenEd	151301	SLCC	DRFT AND DESIGN TECHNOLOGY	Y	3.		18	5	1	3
LCTCS Terminate	Low-enrollment; low-completer.	190709	SLCC	CARE & DEVELOPMENT YOUNG CHILDREN	Y	3.7		96	4	3	4
LCTCS Maintain	Strong TD (34.3 avg); 5.3 avg AAS; AAS = 15 hrs GenEd	470105	SLCC	INDUSTRIAL ELECTRONICS TECHNOLOGY	Y	5.3		17	2	7	7
LCTCS Maintain	Strong TD (13.7 avg); AAS = 15 hrs GenEd beyond TD	470608	SLCC	AVIATION MAINTENANCE TECHNOLOGY	Y	3.		6	2	3	4
LCTCS Maintain	Upward trend in AAS cmplt: 9-6-5-4-5; also in the supporting TD and CTS	110202	Sowela	COMPUTER TECHNOL-PROGRAM SPECIALIST	Y	6.7		71	9	6	5
LCTCS Maintain	Program will be revised/reframed over the next year.	470608	Sowela	AVIATION MAINTENANCE TECHNOLOGY	Y	1.7		70	1	4	0
LSU Maintain	One of 5 MN specialties	513802	HSC-NO	NURSING ADMINISTRATION	Y	3.	34	34	5	2	2
LSU Maintain	One of 5 MN specialties	513803	HSC-NO	NURSING-ADULT HEALTH & ILLNESS	Y	1.3	5	5	2	1	1
LSU Terminate	Students channeled to DNP (Post-Masters or BSN-DNP)	513804	HSC-NO	Nurse Anesthesia	Y	44.7			43	47	44
LSU Maintain	One of 5 MN specialties	513806	HSC-NO	NEONATAL NURSE PRACTITIONER		2.3	5	5	2	2	3
LSU Consolidate	Revise to move into BS/Natural Resources Ecology & Mgt (030201) as concentration.	030506	LSU	FORESTRY-FOREST MANAGEMENT	Y	5.3	16	23	9	1	6

Action	Notes	CIP	Degree	Degree Subject	Wk Star	3 yr Cmpl (Avg)	F2011 Upper Level Enrl	F2011 Total Enrl	Cmpl 11-12	Cmpl 10-11	Cmpl 9-10
LSU Maintain	Recently restarted; unique approach; reasonable expectation for growth. Watch.	131001	M ED	SPECIAL EDUCATION	Y	1.	4	4	1	0	2
LSU Maintain	Unique; strong BA & PhD/Theatre; 2-yr completer cycles	500501	MFA	THEATRE		2.7	12	12	0	6	2
LSU Maintain	Program shares core w/ stronger BM, BME; new concentrations offered to boost majors	500901	BA	MUSIC		7.3	9	11	2	11	9
LSU Maintain	Program is unique in state; focused; well funded	520301	PHD	ACCOUNTING		1.	14	14	2	0	1
LSU Maintain	Expect increases due to standards, focus on compl	190709	AS	CARE & DEVELOPMENT/YOUNG CHILDREN		3.3	4	19	3	4	3
LSU Maintain	New in 2008; recently revised curric; strong student interest	230101	BA	ENGLISH		6.7	22	56	7	7	6
LSU Terminate	No longer needed; stu may pursue BGS instead	240101	BLS	Liberal Studies: campus request		12.			7	8	21
LSU Maintain	Revised curriculum; 2nd highest completion rate (grads/univ enrl) in state; STEM	270101	BS	MATHEMATICS	Y	3.	10	22	1	5	3
LSU Maintain	Hold while new BS/MLS gets on track; watch until next program review	511004	AS	CLINICAL LABORATORY SCIENCES	Y	4.7	10	31	4	4	6
LSU Terminate	Will not impact course offerings in fire training	430203	CAS	FIRE SCIENCE	Y	2.		3	3	1	2
LSU Terminate	Will not impact course offerings in fire training	430299	CAS	ARSON INVESTIGATION	Y	.7		0	0	0	2
LSU Terminate	Low-enrollment; low-completer.	520408	CAS	OFFICE PRACTICES AND PROCEDURES		2.		2	1	3	2
LSU Maintain	Program restructuring must show growth in grads. AA 2.12 aprvl needed for on-line delivery.	130301	M ED	CURRICULUM & INSTRUCTION	Y	2.	24	24	3	3	0
LSU Terminate	Low enrollment, low completers, resource constraints	310505	MS	KINESIOLOGY & WELLNESS		3.	7	7	2	4	3
LSU Maintain	Consolidated w/ biochem sci, 2011; combined avg = 8.3	400501	BS	CHEMISTRY	Y	3.3	14	24	3	7	0
LSU Terminate	Low enrollment, low completers, resource constraints	451001	BA	POLITICAL SCIENCE		6.	20	29	5	4	9
SUS Maintain	Base of a Unique BS/MS/PhD prgm; incr recruitment & support; surge of completers expected in next 2 years	030508	BS	URBAN FORESTRY		5.3	10	21	3	5	8
SUS Terminate	Duplication, high cost, low-completer history	040201	BAR	ARCHITECTURE	Y	7.3	48	75	15	3	4
SUS Maintain	Strong BS, research contributions; STEM	260101	MS	BIOLOGY	Y	4.	13	13	4	3	5
SUS Terminate	Low-enrollment; low-completer.	513805	PMC	FAMILY NURSE PRACTITIONER	Y	.		0			
SUS Terminate	Low-enrollment; low-completer.	513821	PMC	NURSING-GERONTOLOGY				0			
SUS Maintain	Support stu prep for Praxis I, II - must show success	131202	SUNO	ELEMENTARY EDUCATION GR 1-5		4.	18	86	6	4	2
SUS Maintain	Support for stu prep: Praxis I, II - must show success	131210	SUNO	EARLY CHILDHOOD ED GR PK-3		1.3		103	2	0	2
SUS Maintain	Program revised in 2009 w new CIP; counting both CIPs shows a strong program (13-7-3 completers)	190707	BA	CHILD DEVELOPMENT & FAMILY STUDIES		3.	3	14	1	7	1
SUS Maintain	Reinstated in 2008; 2 new minors added to attract majors	230101	BA	ENGLISH		1.7	3	16	4	0	1
SUS Maintain	4 yrs old; modified prereqs in UL classes to co-reqs to speed progress; STEM	270101	SUNO	MATHEMATICS	Y	1.3	2	15	2	2	0
SUS Maintain	Formal start in Fall 2010; recently accred; good, reasonable projections	510706	SUNO	HEALTH INFORMATION MANAGEMENT SYSTEM	Y	.	49	74	0	0	0
SUS Maintain	Strong AA feeder; better advisement & changes in FinAid support should boost compltn	511501	SUNO	SUBSTANCE ABUSE	Y	6.3	28	69	8	5	6
SUS Maintain	Watch: impact of new CAS/CTS conversion on enrl, grad.	110701	SUSLA	COMPUTER SCIENCE	Y	6.		34	8	2	8
SUS Terminate	Low-enrollment; low-completer.	190604	SUSLA	EVENT MANAGEMENT	Y	7.		4	2	0	0
SUS Maintain	5 grads in 2013; include AGS/Biol concentratr as completers? Watch for growth	260101	SUSLA	BIOLOGY	Y	2.		36	2	1	3
SUS Maintain	Program stronger than CRIN indicates; errors in campus data reporting have been corrected	511501	SUSLA	HUMAN SERVICES	Y	7.3		79	0	15	7
ULS Maintain	Support for stu prep: Praxis I, II - must show success	131202	GSU	ELEMENTARY EDUCATION GR 1-5		.3	50	93	1	0	0
ULS Consolidate	To existing 131205 BS / Secondary Education & Teaching	131323	GSU	Chemistry Education		0		0	0	0	0
ULS Maintain	Recently consol w/ English Ed; need to incr grads	230101	GSU	ENGLISH		5.7	19	27	3	5	9
ULS Maintain	Route for non-NP MSNs to gain APRN license; no cost to campus; uses same classes as MSN/FNP (513801)	513805	GSU	FAMILY NURSE PRACTITIONER	Y	.7	5	5	2	0	0
ULS Terminate	Program no longer offered by the campus	513805	GSU	FAMILY NURSE	Y	0	0	0	0	0	0

Action	Notes	CIP	Degree	Degree Subject	Wk Star	3 yr Cmpl (Avg)	F2011 Upper Level Enrl	F2011 Total Enrl	Cmpl 11-12	Cmpl 10-11	Cmpl 9-10
ULS Consolidate	Add to 513801/MSN, which is new firm 2011 review 4+1 plan to guide majors into MA/SocSci while enrolled; watch for evidence of impact.	513809	MSN	PEDIATRIC NURSE PRACTITIONER		1.7	2	2	0	5	0
ULS Maintain	Only ID in north LA; should show significant growth soon.	540101	BA	HISTORY		7.	22	31	5	10	6
ULS Maintain	Tech & Nicholls collaborative LEEP project; courses in this program are in other BA, BS, and All Cert programs.	040501	BID	INTERIOR DESIGN		6.7	16	35	6	7	7
ULS Maintain	Critical shortage area. Watch for increased enrl, cmpl.	131015	MAT	SPEC ED-EARLY INTERV: BIRTH-5		1.	7	7	3	0	0
ULS Maintain	Redesigned; should soon see results	131203	BS	MIDDLE SCHOOL EDUCATION GR 4-8		1.3	3	3	1	3	0
ULS Maintain	Consolidate with 521001 to new BS/Mgt (520201)	500901	BA	MUSIC		3.	5	15	2	4	3
ULS Consolidate	Consolidate with 520201 to new BS/Mgt (520201)	520201	BS	Mgt - Bus Mgt & Entrepreneurship		34	98	172	43	37	22
ULS Consolidate	Low-enrollment; low-completer.	521001	BS	Mgt - Human Resource Management		10			4	8	17
ULS Terminate	High cost but productive; GRAD Act (Asc level); will keep the BS/Eng Tech (strong prgm)	131001	MED	SPECIAL EDUCATION	Y	.7	7	7	1	1	0
ULS Terminate	Program redesign should yield growth	150000	AS	Engineering Technology	Y	23.7		30	19	22	30
ULS Maintain	Program redesigned; should soon see results	451001	BA	GOVERNMENT		7.3	20	38	9	5	8
ULS Maintain	Low-enrollment; low-completer.	500903	BM	MUSIC		2.	13	42	2	0	4
ULS Terminate	Low-enrollment; low-completer.	131202	MAT	ELEM ED & SPEC ED M/MOD GR 1-5		0	0	0	0	0	0
ULS Terminate	Low-enrollment; low-completer.	131203	MAT	MID SCH ED & SPEC ED M/MOD GR 4-8		0	0	0	0	0	0
ULS Terminate	Low-enrollment; low-completer.	131205	MAT	SPEC ED & SPEC ED M/MOD GR 6-12		0	0	0	0	0	0
ULS Maintain	Recently consol w MathEd; growing number of majors; high grad number for campus size; STEM	270101	BS	MATHEMATICS	Y	5.	14	43	3	5	7
ULS Maintain	Program redesigned; should soon see results	500901	BA	MUSIC		2.3	11	31	3	2	2
ULS Maintain	7 grads this year; new efforts to recruit; scholarships for majors; stu research opp; STEM	270101	BS	MATHEMATICS	Y	4.3	13	24	4	4	5
ULS Terminate	Low-enrollment; low-completer.	131205	MAT	SECONDARY EDUCATION GR 6-12	Y	1.7		0	0	0	5
ULS Terminate	Low-enrollment; low-completer.	131321	BS	Computer Science Education, Gr 6-12	Y	0	2	7	0	0	0
ULS Maintain	MOU w/ ULL, UNO; increased outreach & student support; STEM	400801	BS	PHYSICS	Y	2.7	17	105	4	2	2
ULS Maintain	Increasing enrollment & completer numbers	160101	BA	MODERN LANGUAGES		6.3	22	49	4	10	5
ULS Maintain	MOU w SLU, UNO; High school outreach; contribution to campus research; STEM	400801	BS	PHYSICS	Y	2.3	11	19	1	5	1
ULS Maintain	MOU w/ SLU, UNO; evolving PhD/EEEO; marketing pilot	400801	MS	PHYSICS		3.3	4	4	3	4	3
ULS Maintain	Only Econ in Regions 3-4-5-6; increased recruitment	520601	BSBA	ECONOMICS		6.3	38	71	6	9	4
ULS Consolidate	Comm St (090101) + Mass Comm (090102) = BA/Communication (090100) w 4 concentrations. Saves on overhead; maintains critical education options	090101	BA	Communication Studies		0			0	0	0
ULS Consolidate	Concentration in new BA/Communications. (See 090101)	090102	BA	Mass Communications		8.			13	3	7
ULS Terminate	Low-enrollment; low-completer.	131206	MAT	MULTIPLE LEVELS GR K-12	Y	3.3	9	9	3	2	5
ULS Maintain	Combined w MathEd in 2011; new efforts to recruit, support	270101	BS	MATHEMATICS	Y	3.3	10	23	1	3	6
ULS Maintain	Growing enrollment & completers; new scholarships,	380101	BA	PHILOSOPHY		5.7	16	28	8	6	3
ULS Maintain	New concentrations in related areas; MOU w/ SLU, ULL;	400801	BS	PHYSICS	Y	4.3	14	24	4	6	3
ULS Maintain	2 new TA slots to teach lab service classes; e-options for	400801	MS	APPLIED PHYSICS	Y	2.7	9	9	4	2	2
ULS Maintain	Streamlined program must show growth in graduates	451001	UNO	POLITICAL SCIENCE		1.	25	25	1	1	1
ULS Consolidate	Consolidate w 540101; name change to MS/Accounting	520301	MS	Accounting (Non Thesis)		20.3	60	60	26	21	14
ULS Terminate	Low-enrollment; low-completer.	521201	BS	GEN. BUS. ADMIN.-COMPUTER SCIENCE	Y	4.3	30	46	3	3	7
ULS Consolidate	Incorporate into 520301 MS/Accounting.	521601	MS	Tax Accounting		13.7	35	35	20	8	13

AGENDA ITEM V A

REQUEST FOR REAUTHORIZATION OF A PREVIOUSLY APPROVED RESEARCH UNIT

PENNINGTON BIOMEDICAL RESEARCH CENTER INSTITUTE FOR DEMENTIA RESEARCH AND PREVENTION

BACKGROUND INFORMATION

Pennington Biomedical Research Center is requesting reauthorization of the Institute for Dementia Research and Prevention (IDRP). The Institute was granted one-year conditional approval by the Board of Regents in October 2008 and then received full approval through June 30, 2013 in August 2009. The LSU Board of Supervisors granted reauthorization of the Institute at their March 2013 meeting.

STAFF SUMMARY

1. Description and Need

The IDRP was conceived based on the need for establishing a significant community of dementia researchers in Baton Rouge, and in Louisiana as a whole, and is justified by the presence of research expertise and resources for dementia research at Pennington Biomedical Research Center (PBRC). Formally established in October 2008, the mission of the IDRP is to improve the quality of life for individuals in Louisiana by generating world-class research programs focused on dementia prevention and by providing vital educational opportunities for individuals affected by dementia.

The educational component of the IDRP is implemented through two principal mechanisms. First, as part of raising awareness for the IDRP, there are events hosted by the Alzheimer's Association and Alzheimer's Services. These presentations are made by individuals from the IDRP and are focused on educating the public, researchers, and dementia caregivers on the latest in dementia research. Secondly, an annual public research symposium outlining the latest in dementia research will continue to be presented by the IDRP. Multiple research components are part of the IDRP as well. The Longitudinal Brain Aging Study (LABrainS) will provide data invaluable to identifying the risk factors that promote dementia, as well as the earliest stages and biomarkers of dementia, so that dementia can be treated and/or prevented. These efforts will further the understanding of dementia; aid PBRC scientists with obtaining NIH funding, pharmaceutical industry contracts, and private foundation grants for dementia; and generate high-impact publications on dementia prevention. Lastly, additional clinical trials for early-stage dementia and mild cognitive impairment have been initiated and will dramatically expand in the next five years.

2. Activities

Over the last five years, the IDRP has exceeded all of the five-year goals/benchmarks which were set at inception in 2008, and the focus of the coming five years is to build upon these successes and to increase the impact and scope of IDRP efforts. Goals achieved include:

- ***Maintain a study cohort of 300 individuals over the age of 60 within the longitudinal dementia study.*** The Institute now maintains a cohort of over 1,900 participants, which is attracting statewide, national and international attention.
- ***Utilize data from the pilot predictive cognitive battery of tests (given as part of the comprehensive cognitive battery) and free-living measures of physical activity to begin the process of understanding the basis for dementia and falls in the elderly.*** This work has been proceeding very well, resulting in numerous manuscripts being published or submitted.
- ***Launch clinical trials for dementia in the next five years.*** There have been three

- pharmaceutical trials resulting in over \$1M in contract dollars.
- ***Continue efforts with public organizations around the State to increase education on dementia and Alzheimer's disease.*** These efforts have been successful and have resulted in the study having participants from 37 parishes around the State and in the IDRP giving annual educational presentations in Lafayette, Alexandria, Shreveport, Monroe and Baton Rouge.
 - ***Continue to grow and strengthen the funding of the IDRP using a variety of mechanisms, including private philanthropy as well as competitive grants from the NIH and other sources.*** Considerable funding has been raised from private philanthropy for IDRP efforts and NIH funding has been received. It is anticipated that more pharmaceutical trials will be conducted as well as working closely with the food industry. Together, these will provide for significant funding for the IDRP program.

Objectives for the next five years include: (1) to grow and maintain the Longitudinal Brain Aging Study and Jo Lamar Dementia Study; (2) to grow the number and scope of NIH grants; (3) to grow the number and scope of pharmaceutical industry-sponsored trials; (4) to grow the size and scope of aging and dementia research; (5) to increase the education and brain wellness programs focused on brain health; (6) to build a geriatrics excellence program with stakeholders around the State; and (7) to increase the amount of imaging research for geriatrics at PBRC and around the State.

3. Resources and Administration

The administration for the IDRP within the PBRC has not changed since inception. The director of the IDRP oversees all aspects of the IDRP and reports directly to the Associate Executive Director for Scientific Affairs and the Executive Director of PBRC. At present there are fourteen faculty associated with the IDRP. The Institute maintains a cognitive testing suite including a waiting room/reception area, three assessment rooms, and three centralized offices on the PBRC campus. Additionally, the IDRP maintains an office on the second floor of the Allied Health Building on the LSU Alexandria campus and an office on the first floor of the University of Louisiana at Monroe College of Pharmacy. The Alexandria and Monroe offices are used for the assessments of individuals in the LABrainS Project. The Director of the IDRP is located on the PBRC campus.

4. Budget

The Institute operates on funding from multiple sources including the NIH, industry contracts, and private foundations at the State and national level. No state funding is necessary. Sufficient funding is in place for the next five years to support the initiatives of the Institute.

STAFF ANALYSIS

IDRP's mission of facilitating research in the area of dementia prevention is an important endeavor due to the fact that Alzheimer's disease (AD) is the sixth largest cause of death in the United States and a major cause of institutionalization of the elderly for which there are currently no treatments nor any disease-modifying medications. The Institute provides an infrastructure for conducting brain aging and dementia research that will hopefully lead to improvements related to dementia. Activities of the Institute since inception have been impressive and staff believes that such efforts should be allowed to continue.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee grant full reauthorization for the Institute for Dementia Research and Prevention at Pennington Biomedical Research Center, effective immediately.

AGENDA ITEM V B 1
ROUTINE ACADEMIC REQUESTS
 Staff Approval

Institution	Request
LA Tech	Request to combine two components of the BA/Management (Bus Mgt & Entrepreneurship/520201, and Human Resources Mgt/521001) into one BS/Management degree (CIP Code 520201) - <u>approved</u> .
LSU	Request to change the name of the PhD in Geography (CIP Code 450701) to PhD in Geography and Anthropology – <u>approved</u> .
LSUHSC-NO	Request to split the existing DNP into two degrees to reflect the additional COA accreditation for graduates' licensing and certification, creating a second DNP/Nursing Practice: Anesthetist, 52/M/A/112012, PostMast40/BSN-DNP143 (CIP 51.3818) - <u>approved</u> .
LSUS	Request to correct the name of the newly approved BFA/Digital Media (CIP Code 500102) to BFA/Digital Arts, as was originally proposed by the campus - <u>approved</u> .
Nicholls	Request to change the name of the AS/Petroleum Services – Safety Tech (CIP Code 150903) to AS/Safety Technology - <u>approved</u> .
Nicholls	Request to change the name of the Bachelor of General Studies (CIP Code 240100) to Bachelor of Interdisciplinary Studies (CIP Code 309999), effective August 2013 – <u>approved</u> .
SLU	Request to change the name of the BS/Health Studies: Rad Technology Option (CIP Code 510911) to BS/Radiologic Sciences - <u>approved</u> .
SUNO	Request to consolidate the Departments of Early Childhood Education and of Elementary Education into a new administrative unit - Department of Teacher Education – is <u>approved</u> .
SUSLA	Request to offer a Certificate of Technical Studies in Healthcare Access Associate, 22/X/N (CIP Code 510712) – <u>approved</u> .
ULL	Request to change the name of the MBA/Business Admin – Health Care Admin (CIP Code 510701) to MBA/Health Care Administration, and the BSBA/Finance – Insurance & Risk Management (CIP Code 521701) to BSBA/Insurance & Risk Management - <u>approved</u> .
UNO	Request to combine two options of the MS/Accounting (Non-Thesis/520301, and Tax Accounting/521601) into one MS/Accounting degree (CIP Code 520301) - <u>approved</u> .

AGENDA ITEM V B 2

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
12.01.2012	BPCC	AAS – Care and Development of Young Children	Conditional approval was granted in April 2008. An annual progress report was requested until specialized accreditation was achieved. The institution complied with this request with the most recent progress report submitted in January 2012. The Board of Regents received the 2011 progress report and requested a subsequent report addressing the number of program enrollments and completers and progress toward specialized accreditation by December 1, 2012.
12.01.2012	BPCC	AAS – Oil and Gas Technology	Conditional approval was granted in February 2010. It was noted that by August 1, 2010 and annually on that date until specialized accreditation has been achieved, a progress report was to be submitted. The most recent progress report was submitted in August 2012. Based on the information provided in the report an update on specialized accreditation was requested by December 1, 2012.
01.01.2013	LSU	Center for Gas Turbine Innovations and Energy Research	The Center was first granted five-year approval in September 2001. An additional authorization of five years was approved in January 2008, at which time a request for reauthorization was called for by January 1, 2013.

AGENDA ITEM V B 3

LETTERS of INTENT/PROPOSALS in the QUEUE

Forwarded to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM/UNIT	RECEIVED	STATUS
Letters of Intent	SUNO	PhD – Social Work	03.13.2013 04.09.2013	Questions sent to campus 03.13.13; revised LOI received 04.09.13. Additional questions/issues submitted to campus 04.11.13; awaiting response.
	LSUS	MA – History	02.15.2013	LoI circulated to CAOs for input with due date of 03.11.13. Questions sent to campus 04.01.13; awaiting response
	UNO	PhD – Advanced Materials and Nanosciences	12.06.2012	LoI circulated to CAOs for input. 01.14.13 staff submitted issues/questions to campus. 03.17.13 campus submitted revised LoI. Additional questions sent to campus 04.08.13. Response received 04.16.13; under staff review.
	ULL	PhD – Interdisciplinary Geosciences	12.06.2012	LoI circulated to CAOs for input. 01.09.13 staff submitted issues/questions to campus. 02.21.13 campus provided response to issues/questions. Additional questions sent to campus 04.08.13; awaiting response
	UNO	PhD - Inter-American Affairs	05.02.2012 01.30.2013	Questions sent to campus 06.05 and 06.14.12. On 09.11.12 staff contacted campus to check on the status. 09.13.12 campus advised that a response to questions was forthcoming. 01.17.13 campus representatives met with staff to discuss LoI . 01.30.13 received revised LoI with changed degree name; circulated to CAOs for input. Questions sent to campus 04.08.13; awaiting response
	LSUA	BS – Radiologic Technology	06.11.2012	Request for additional information sent to campus 07.16.12; staff awaiting response
	LSUS	Master in Criminal Justice Studies	06.13.2012 01.19.2013	Questions sent to campus 06.20.12. Revised LoI received 01.19.13. Staff submitted issues/questions to campus 01.28.13; awaiting response
Program Proposal	LSUS	GC – Secondary Content & Pedagogy	05.02.2012	Questions sent to campus 05.02.12; awaiting response
	LSUS	EdD – Leadership	06.12.2012 10.21.2012 03.04.2013	Report from external consultant received; forwarded to campus 08.07.12 with many issues to be addressed. 10.21.12 updated proposal received; 10.31.12 proposal returned to campus with consultant's issues/ questions more clearly outlined. 03.04.13 revised proposal received; additional questions sent to campus 04.04.13; awaiting response
	SUNO	BS – Forensic Science	04.05.2013	Proposal was reviewed by staff. Questions/issues submitted to campus 04.08.13; awaiting response.