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**AGENDA**  
**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**  
**Wednesday, August 21, 2013, 10:00 a.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. Baton Rouge Community College – AAS in Paramedic
  - B. Nicholls – PBC in Applied Business
  - C. LSU – PBC in Construction Management
  - D. UL Lafayette – MS in Accounting
- IV. Proposed Revisions to Academic Affairs Policy**
  - A. AcAf Policy 2.11, Approved Academic Terms and Degree Designations
- V. Consent Agenda**
  - A. Academic Program Change
    1. SCLTC – Program Consolidation: Journeyman Industrial
  - B. Centers and Institutes: Requests for Full Approval or Reauthorization
    1. LA Tech – Reauthorization: Center for Information Assurance
    2. LA Tech – Reauthorization: Integrated STEM Education Research Center
    3. LSU – Reauthorization: Turbine Innovation & Energy Research Center
    4. LSU Law Center – Full Approval: John P. LaBorde Energy Law Center
    5. LSUHSC-NO – Reauthorization: Early Intervention Institute
    6. UNO – Reauthorization: Greater New Orleans Center for Information Assurance
    7. UNO – Reauthorization: Center for Hazards Assessment, Response & Technology
  - C. 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**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**BATON ROUGE COMMUNITY COLLEGE**  
**ASSOCIATE OF APPLIED SCIENCE IN PARAMEDIC**

**BACKGROUND INFORMATION**

Baton Rouge Community College (BRCC) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Paramedic. The program proposal was approved by the Board of Supervisors of the Louisiana Community and Technical College System at their June 2013 meeting.

**STAFF SUMMARY**

**1. Description & Need**

The proposed 60-hour AAS degree in Paramedic is designed to provide individuals with the educational opportunity to acquire the knowledge, skills, values, and competencies for a career as a Paramedic. The US Department of Transportation (DOT) Paramedic National Standard Curriculum forms the basis for the program. Graduates with the AAS – Paramedic will be eligible to sit for the National Registry of Emergency Medical Technicians (NREMT) certification examination and seek state licensure to practice.

BRCC was approached by East Baton Rouge Parish Emergency Medical Services (EBRP-EMS) to develop a partnership to meet accreditation and registry needs in EMS education. The partnership will be a model which will provide an opportunity for the two entities to work together in the development of a highly qualified EMT workforce to include EMT Basic and Paramedic. The cooperative agreement will result in BRCC faculty teaching the general education courses and EBRP-EMS providing all didactic, practical and clinical instruction. A similar partnership exists between South Louisiana Community College (SLCC) and Acadian Ambulance. In addition to the AAS in Paramedics offered by SLCC, only Bossier Parish (BPCC) currently offers the degree program, though Delgado and Nunez both have a CTS in EMT-Paramedic. Lack of a Paramedic degree program in the BRCC service area has led to a shortfall of graduates to meet the local and regional workforce needs of the Baton Rouge area. The program proposed by BRCC would help meet that need in the college's service area.

**2. Students**

BRCC's nursing program currently admits the top 60 out of 200 to 300 applicants to its program each fall. The Sonography program admits the top 10 to 12 applicants to its program each spring. Qualified students interested in allied health who are not admitted to nursing or sonography because of limited space are an excellent pool for the proposed Paramedic program. In addition, EBRP-EMS will refer candidates to the proposed program, including certified paramedics who previously completed training programs but may want to pursue the AAS degree.

**3. Faculty, Resources & Administration**

The proposed program will be administered through the Division of Nursing and Allied Health at BRCC. It will have no impact on the current administrative structure of the institution. The program would incorporate existing general education course offerings of the institution, with faculty from EBRP-EMS providing instruction relevant to the EMS courses. EBRP-EMS has agreed to provide a facility for classroom space and the equipment and supplies used for the clinical education component of the proposed degree program.

#### **4. Accreditation**

The proposed program is currently accredited through EBRP-EMS. Recently, the National Registry of Emergency Medical Technicians (NREMT), the US certification agency covering pre-hospital medical providers, mandated that Paramedic students must successfully complete their education at an accredited program sponsored by Commission on Accreditation of Allied Health Education Programs (CAAHEP). As a result, the partnership between EBRP-EMS and BRCC was created and program accreditation with CAAHEP will be sought once the proposed program is approved.

#### **5. Budget**

As previously noted, BRCC and EBRP-EMS plan to enter into a cooperative agreement to provide the instruction and facilities necessary to offer the proposed AAS in Paramedics. As a result of this collaboration, BRCC will be able to offer this proposed program at no additional cost to the institution. BRCC will be utilizing existing courses and faculty for the general education component of the program and EBRP-EMS will be providing facilities and instruction for the EMS portion of the proposed AAS.

### **STAFF ANALYSIS**

The program proposed by BRCC is one that will address workforce need and provide an educational opportunity for individuals in Baton Rouge and surrounding areas. This is a program that can be offered at no additional cost to the institution due to a partnership with EBRP-EMS. The campus should be recognized for working with industry in order to provide necessary training.

### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend conditional approval of the Associate of Applied Science in Paramedic (CIP Code 51.0904) with the corresponding CTS in Emergency Medical Technician – Paramedic at Baton Rouge Community College. An update on program implementation, to include enrollment and completer data, shall be submitted by September 1, 2014.***

**AGENDA ITEM III B**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**NICHOLLS STATE UNIVERSITY**  
**POST-BACCALAUREATE CERTIFICATE – APPLIED BUSINESS**

**BACKGROUND INFORMATION**

Nicholls State University requests Board of Regents approval of a Post-Baccalaureate Certificate (PBC) in Applied Business. The PBC was approved by the University of Louisiana System at the June 2013 Board of Supervisors' meeting.

**STAFF SUMMARY**

**1. Description**

The proposed PBC in Applied Business is designed to meet the educational requirements for individuals who desire applied skill acquisition in the business disciplines to improve the operations of their own businesses or those of their employers and to improve their career skills and opportunities. The six courses required of the proposed PBC will provide a broad understanding of accounting, economics, business law, marketing and management. Completion of this collection of business courses will benefit individuals who hold undergraduate degrees in fields outside of business (e.g., engineering, liberal arts) who desire a stronger understanding of business concepts and practices without the pursuit of a second undergraduate degree or graduate program. Courses will be offered on a rotational basis so that a student will be able to complete the proposed certificate in five 8-week concurrent online segments or in approximately 10 to 12 months.

**2. Need**

Nicholls is a regional institution that is dedicated to the education of a diverse student body. As part of its mission, Nicholls serves the educational, cultural, and economic needs of southeast Louisiana. As such, the proposed PBC serves the need of a unique population within the institution's service region, specifically the individual currently working in a business setting or the small business owner in need of additional knowledge in core business disciplines. There are a number of maritime and oil and gas related organizations operating in southeast Louisiana. These businesses spend considerable resources training their employees in the fundamental aspects of accounting, finance, management, marketing, economics and information systems as they prepare for leadership roles within their organizations. The proposed PBC will serve as a means for the business community to train employees to take on more business-related responsibilities. Successful completion of the proposed PBC will help create a workforce that is better prepared to meet contemporary business challenges.

At present only two similar programs exist: the Applied Business Post-Baccalaureate Certificate currently offered by Tulane University and the recently approved PBC in Business Foundations offered by LA Tech. Since the primary objective of Nicholls' proposed PBC is to provide regional workforce development and opportunities to the adult learner in the region serviced by the institution, it differs from that of the one recently approved since the primary objective of La Tech's program is to service the northern portion of the State.

**3. Students**

Individuals who are currently employed in organizations or entrepreneurs who would like to gain a general understanding of the basic business disciplines of accounting economics, business law, marketing, and management would be ideal candidates for this program. The proposed PBC will also be attractive to students who wish to pursue the MBA at Nicholls but do not hold an undergraduate degree in business; undergraduate students in areas outside of business who want a foundation in business that can be recorded on a résumé; and persons in the workforce who want instruction in business foundations. Each

applicant to the proposed PBC must have a bachelor's degree (in any field) and meet requirements for admission to the university as a post-baccalaureate student. An initial enrollment of five students is projected to grow to 13 by the fifth year of program implementation. As well, Nicholls expects that there will be three completers in the first year and at least seven in year five.

#### **4. Faculty, Resources & Administration**

Approval of the proposed program will have no impact on the existing organizational structure of the institution. The PBC will be administered by the College Academic Council and the Dean as a College of Business initiative. Because the program will be composed of courses that are currently offered, no new faculty will be necessary. In addition, existing facilities and library holdings are sufficient for implementation and sustainability.

#### **5. Accreditation**

The program is not eligible for accreditation; however, its courses will be delivered by an Association to Advance Collegiate Schools of Business (AACSB-International) accredited institution in Business Administration and Accounting.

#### **6. Budget**

No additional costs are required for the proposed PBC as it will utilize existing faculty resources and course offerings. Since the courses required of the proposed PBC are already being offered for other degree programs, students entering the certificate program will be a new source of revenue. It is anticipated that the target student will be a non-traditional student that would not otherwise seek a degree from the institution.

### **STAFF ANALYSIS**

The proposed PBC will allow for individuals to develop and improve their skill sets in relation to their employment. Such a certificate can be offered at no cost to the institution since the courses required of the proposed PBC are already being offered by the institution and sufficient faculty are in place to provide instructional support. Such a certificate program would provide business training that would benefit the individual and contribute to a more educated workforce.

### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee grant approval of the Post-Baccalaureate Certificate in Applied Business (CIP Code 52.0201) at Nicholls State University, for Fall 2013 implementation.***

**AGENDA ITEM III C**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**LOUISIANA STATE UNIVERSITY**  
**POST-BACCALAUREATE CERTIFICATE – CONSTRUCTION MANAGEMENT**

**BACKGROUND INFORMATION**

Louisiana State University (LSU) requests Board of Regents approval of a Post-Baccalaureate Certificate (PBC) in Construction Management (CM). The PBC was approved by the Louisiana State University System at the July 2013 Board of Supervisors' meeting.

**STAFF SUMMARY**

**1. Description**

The proposed 18-credit-hour online PBC in Construction Management is designed for career-change post-baccalaureate students, including those from architecture, business, engineering, or governmental agencies, to provide individuals the opportunity to develop a skill set developed around construction management core principles. The six courses specifically designed for this program will teach students effective organization and application of knowledge and skills to simultaneously coordinate material, machines, manpower, and money for conversion into a finished product – a constructed facility. The courses will be offered in six modules, each for seven weeks throughout the year. Each module will include two of the required courses so that the course rotation will allow a student to earn the certificate in three consecutive modules.

**2. Need**

This certificate program will be the first of its kind in Louisiana and there is only one other offered in a neighboring state. There is high demand for construction management education in the state. CM faculty have been offering a short course program (16 2-hour courses on various construction topics) for the LA Department of Economic Development; over 250 people have completed the program in three statewide sessions over two years.

**3. Students**

According to the LA Department of Economic Development, the state is experiencing growth in the construction industry at an annual rate greater than 20 percent. Based on the experiences of similar CM certificate programs, LSU expects 20-30 students to enroll in the first year of implementation, with subsequent growth over subsequent years to reach up to 80, based on enrollments in similar programs.. Students must have a baccalaureate to enter the program, but they do not have to have a construction background to succeed in it.

**4. Faculty, Resources & Administration**

LSU has a strong Department of Construction Management because of its mature BS/CM and emerging graduate program and concentrations. Eight faculty members have been identified to be directly involved with the PBC course delivery, and the campus anticipates the need for another instructor as the program grows. The proposed certificate program will be administered by the Department of Construction Management in the College of Engineering and marketed by Academic Partnerships. It will be offered concurrently with LSU's online MS in Construction Management offered concurrently with the LSU Online MS in Construction Management. Approval of the proposed program will not impact any other programs or entities at LSU except to the degree that some of the online PBC courses may be folded into the current BSCM curriculum options.

## **5. Accreditation**

LSU's BS program is accredited by the American Council for Construction Education (ACCE). The campus plans to seek *Non-Degree Recognition* status from the agency, a recognition of quality education for non-degree, career-related education programs with quality processes and content aimed at providing education other than skills training.

## **6. Budget**

The proposed PBC would be concurrently offered with the LSU online MS/CM program, thus sharing costs. The \$100,000 development cost over the first two years would cover two graduate students, course development and teaching, and one administrative staff member. Revenue from the online course enrollments will provide the resources needed to support the program.

### **STAFF ANALYSIS**

The proposed PBC will allow individuals seeking a career change and/or formal education in fundamental construction management principles and skills. The certificate can be developed and offered at minimal cost to the institution, which should easily be covered by demonstrated interest in LSU's online CM offerings in the recent past. The certificate program would provide training that would benefit the individual and contribute to workforce development.

### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend approval of the Post-Baccalaureate Certificate in Construction Management (CIP Code 52.2001) at Louisiana State University, for Fall 2013 implementation.***

**AGENDA ITEM III D**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**UNIVERSITY of LOUISIANA at LAFAYETTE (ULL)**  
**MASTER of SCIENCE in ACCOUNTING**

**BACKGROUND INFORMATION**

University of Louisiana, Lafayette (ULL) requests Board of Regents approval to offer a Master of Science in Accounting (MS/ACCT). A Letter of Intent for this program was approved by the Regents in April, 2012. The draft proposal was reviewed by Betty Chavis, PhD, Chairman of the Department of Accounting at California State University, Fullerton. Where relevant, comments from the External Reviewer, identified as ER and shown in italics, are inserted into the report. The full proposal was approved by the UL System at its meeting in June, 2013.

**STAFF SUMMARY**

**1. Description**

The curriculum for the proposed MS degree is composed of 5 required core courses, 3 electives which allow students to specialize in taxation, auditing, fraud examination or research/analysis, and 2 graduate electives in related fields of business for a total of 30 credit hours (SCH). It is designed to be completed in one calendar year by full-time students. Traditional face-to-face delivery and alternate delivery of some courses will be utilized.

***ER note:** The proposed [core] curriculum is a good fit for the increasing demands of the profession ...rethink not requiring some type of research course or project as a capstone for the program. ... Another void in the program that employers find are often lacking are the soft skills—written and oral communication, business etiquette, leadership skills, etc. These skills can be integrated in the courses that are already included in the program, but it takes special effort to include them.*

ULL responded by revising ACCT 531: Theory of Accounting, which will be offered as a capstone course, generally taken in the student's final semester. It will require demonstration of an appropriate level of research, utilization of technology and professional communication skills in project presentations.

**2. Need**

Louisiana currently offers masters programs in accounting at LSU, UNO and LA Tech in traditional face-to-face classroom format. In addition to better preparation for success in the business community, there are several justifications for an additional master's level program within the State.

- To sit for the CPA exam in Louisiana, the candidate must have completed 150 SCH. The undergraduate program at ULL has graduated 60-70 students annually in recent years with 120 SCH.
- The National Association of State Boards of Accountancy data validate that candidates with graduate coursework in accounting are more likely to pass the CPA exam.
- Currently, students seeking graduate studies in accounting cannot do so in the southwest portion of the state.
- Additionally, a master's degree is the minimum educational attainment necessary to instruct at the community college or university level.

Demand for accountants, both nationally and within the State, is expected to increase. The American Institute of Certified Public Accountants (AICPA) publication, *2011 Trends in the Supply of Accounting Graduates and Demand for Public Accounting Recruits*, states that the most significant recent growth in accounting students is at the master's level, which increased 30% since 2009.

**3. Students**

The proposed MS/ACCT is designed for graduates of bachelor's level programs in accounting, though applicants from other fields can be considered for admission to the program upon completion of six

specific accounting courses. UL Lafayette and McNeese together average 119 of the 711 annual baccalaureates in accounting who would contribute to the pool of prospective students. The campus projects an initial enrollment of 10 students increasing to 30 with 17 graduates by year 5 of program implementation.

#### 4. **Faculty, Facilities and Resources**

Existing faculty are adequate to implement the program. Need for one additional faculty with a doctorate in accounting and CPA credential is projected by year 3 of program implementation. A need for modest additional library acquisitions is projected to support for program implementation. While three computer labs are located in Mouton Hall, the department is preparing a STEP Grant proposal to fund a dedicated accounting computer lab for instruction in both the undergraduate and graduate programs. Access to a state-of-the-art facility with current software will facilitate professional development and reinforce students' understanding of the technological issues facing the accounting profession and the business community.

***ER:** Of particular interest for master's programs in accounting are the use of a variety of databases for research and solving cases. Flipped classrooms are rather easy, with preparations, to integrate into accounting classes. ...If they institute new methods of instruction such as the flipped classroom, additional use of technology will be required. ...It is interesting to note that there is an accounting faculty member who is familiar with online instruction. Additionally, as "perceived weaknesses", the ER lists: Projected decline in percent of State appropriations, unarticulated projected innovative use of technology, projected external resources.*

The campus responded with a plan for making a computer lab available for assessment and instructional needs until funds are available for a dedicated accounting laboratory.

#### 5. **Accreditation**

The Department of Accounting at ULL recently received Accounting Accreditation from the Association to Advance Collegiate Schools of Business International in addition to the College's accreditation by AACSB. Fewer than 180 departments globally have achieved this distinction. The baccalaureate program was praised by the peer review team for excellence in instruction, motivation, advising, dedication and curricular rigor. The MS ACCT will build on these strengths.

#### 6. **Budget**

Minimal additional costs for supplies are needed to implement the proposed program for its first two years. One-third of an additional faculty member's expenses are projected in subsequent years. Enrollment of new students into MS ACCT will generate additional revenues for ULL, both from additional State appropriations as well as tuition and fees.

### **STAFF ANALYSIS**

The proposed MS ACCT is academically sound and relevant for the accounting profession. It is expected to produce graduates needed by the business community. Though the State currently offers three master's programs in accounting, increased access to an additional program is appropriate. Utilization of alternate delivery methods including online and hybrid courses will make some of the coursework available to working students and those not proximate to Lafayette. Additional technology will be needed if new methods of instruction are to be utilized. The University has responded to several of the suggestions from the External Reviewer with sound, well-considered approaches; a progress report should address implementation issues, to include: enrollment, progression and completion data; development of the dedicated computer lab; and use of innovative teaching technology.

### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend conditional approval for a Master of Science in Accounting (CIP Code 52.0301) at the University of Louisiana at Lafayette for Fall 2014 implementation. By 31 August 2015 the campus shall submit a progress report addressing the items listed above.***

**AGENDA ITEM IV**  
**PROPOSED POLICY UPDATE: Academic Affairs 2.11**  
**Approved Academic Terms & Degree Designations**

**BACKGROUND INFORMATION**

Academic Affairs Policy 2.11, *Approved Academic Terms and Degree Designations*, deals with the use of standardized terms and degree designations, consistent with the Board of Regents' Curriculum Inventory (CRIN), in institutions' catalogs, diplomas, commencement programs, transcripts, and other official documents relating to academic program offerings. It requires that postsecondary catalogs and bulletins list and advertise only degree titles of academic programs that are approved by the Board of Regents and listed on the CRIN, and specifies that diplomas may list the authorized degree designation, only, saving degree titles, majors, minors and other details for the transcript. The policy lists standard and alternate degree designations that might be authorized in the CRIN. The policy has been in operation for over a decade, but in some places the intention of the policy was not clear, so campuses were not interpreting it in the same way.

**STAFF SUMMARY**

Regents' staff consulted with previous Academic Affairs staff to clarify the intent of the policy before undertaking a revision to update and clarify the text. Other than revising and updating the layout in listing alternate degree designations used in the CRIN, the most significant change to the policy involved moving a statement that had been generally overlooked in the appendix into a more prominent location within the policy, to the effect that diplomas for earned degrees will continue to display the appropriate degree designation, only, but certificate and technical diploma programs at both the undergraduate and graduate level may include the full degree title on the diploma or certificate of award. The revised policy has been reviewed by campus and system Chief Academic Officers and should be easier to comprehend and to follow.

**STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend that the Board grant approval of the proposed update to Academic Affairs 2.11 policy on Approved Academic Terms and Degree Designations.***

**(Draft)**

## ACADEMIC AFFAIRS POLICY 2.11 APPROVED ACADEMIC TERMS AND DEGREE DESIGNATIONS

### USE of STANDARDIZED ACADEMIC TERMS

The Board of Regents requires colleges, universities, and professional schools to use academic terms and degree designations that are consistent with the Curriculum Inventory of Degree and Certificate Programs (CRIN).

For the purpose of identifying, advertising, and awarding of **both undergraduate and graduate credentials**, the following terms shall be used for diplomas, transcripts, catalogs, and all publications by public campuses and systems. A degree, diploma or certificate is an award conferred on a student by a college, university or professional school upon completion of a unified program of study including a grouping of campus-approved courses and requirements (e.g., minimum GPA). All levels of award are referenced in the aggregate as 'Degrees' in the CRIN.

- A **Degree Title** is the complete label of a Degree Program, consisting of a Degree Designation (e.g., Associate of Science) and the Degree Subject Area (e.g., Biology). It is listed in the Regents' Inventory under the categories "Degree Level" and "Degree Description/Option" (e.g., Associate of Science in Biology).
  - The **Degree Designation** for each authorized program at public institutions of higher education is listed in the Board of Regents' Inventory of Degree and Certificate Programs. Some professional programs include the name of the general subject area as part of the Degree Designation (e.g., Bachelor of Architecture, Master of Social Work) and are listed on the CRIN as approved by the Board of Regents. (A list of authorized designations is attached.)
  - A **Degree Subject Area** is the primary discipline which constitutes the focus of a program of study listed in the Board of Regents' Curriculum Inventory. The Degree Subject Area is usually the same as the Major (e.g., Biology; History; Sociology).
- A **Curriculum** is a listing of requirements for a degree or credential: required and elective courses, required program activities, and assessments..

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

- A **Major** is that part of a Degree Program which consists of a specified group of courses in a particular discipline(s) or field(s). The name of the Major is consistent with the Degree Subject Area on the CRIN. A Major usually consists of 25% or more of total hours required in an undergraduate curriculum. Establishment of a Major requires prior approval by the Board of Regents.
- A **Minor** is that part of a Degree Program which consists of a specified group of courses in a particular discipline or field, consisting usually of 15% or more of total hours required in an undergraduate curriculum. Minors may be instituted without prior approval by the Board of Regents.
- A **Concentration** is an alternative track of courses within a Major or Option, accounting for at least 30% of the Major requirements. Concentrations may be instituted without prior approval by the Board of Regents. Example: a concentration in molecular biology within a biology major.
- An **Option** is an alternative track of courses within a Major, accounting for 50% to 80% of the Major requirements. Establishment of an Option requires prior approval by the Board of Regents; options are listed on the CRIN.

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

WORDING of CATALOGS, DIPLOMAS, COMMENCEMENT PROGRAMS, TRANSCRIPTS and Other Official Documents

- University/College **Catalogs or Bulletins** shall list and advertise only Degree Titles of academic programs approved by the Board of Regents. Separate curricula may be given only for approved degree titles; Minors, Concentrations, etc. not listed in the Board of Regents' Inventory may be described in the text or footnote. These limitations shall also apply to any official advertisements for academic programs.
- Higher education **Diplomas** for earned degrees shall list and advertise the appropriate Degree Designation, only, and may indicate superior academic achievement for outstanding grade point average and/or completion of an approved honors curriculum. Diplomas shall not include the name of the Degree Subject Area, the Major, the Minor, the Option, the Concentration, or any other descriptive term, except when such terms are included in the approved Degree Designation.
  - Certificate and Technical Diploma programs, both undergraduate and graduate, may include the full Degree Title on the diploma or certificate of award.
- For undergraduate degrees, all higher education **Commencement Programs** shall list the appropriate Degree Designation only and may indicate superior academic achievement for outstanding grade point average and/or completion of an approved honors curriculum. Commencement Programs shall not include the name of the Degree Subject Area, the Major, the Minor, the Option, the Concentration, or any other descriptive term, except when such terms are included in the approved Degree Designation.
- For graduate degrees, **Commencement Programs** may also include the Degree Subject Area, the title of the approved thesis and/or dissertation, the name of the major professor, and the name of the awarding department.
- Student **Transcripts** may also list Degree Titles, Majors, Minors, Options, and/or Concentrations. These terms shall not be used to suggest augmentation of a given academic program distinct from the approved Degree Title.

## Degree (and Non-Degree) Designations

Public colleges and universities shall identify degree programs on diplomas and commencement programs by the approved Degree Designation, only. Additional program information (e.g., degree titles, major, minor, concentration) is included on the student transcript.

The standard Degree (and Non-Degree) Designations found on the Curriculum Inventory (CRIN) include:

- AA – Associate of Arts
- AAS -- Associate of Applied Science
- AS – Associate of Science
- BA – Bachelor of Arts
- BS – Bachelor of Science
- CAS – Certificate of Applied Science
- CTS – Certificate of Technical Studies
- EdD – Doctor of Education
- GC – Graduate Certificate
- MA – Master of Arts
- MS – Master of Science
- PAC – Post-Associate Certificate
- PBC – Post-Baccalaureate Certificate
- PhD – Doctor of Philosophy
- PMC – Post-Master’s Certificate
- PPC – Post-Professional Certificate
- TD – Technical Diploma

More specific Degree Designations are primarily related to the Classification of the Instructional Program (CIP) Code of the program and are driven by such considerations as program design, common practice, and professional accreditation. The CIP and Designation are assigned to a program as part of the program/proposal review process and are posted on the CRIN.

CIP Category	Alternate Designations Used in the CRIN (in addition to the standard designations)
03	BSF, MSF – Bachelor (Master) of Science in Forestry
04	BAR, MArch – Bachelor (Master) of Architecture BID or BFA – Bachelor of Interior Design or Bachelor of Fine Arts BLA, MLA – Bachelor (Master) of Landscape Architecture MURP – Master of Urban and Regional Planning
09	BAMC, MMC – Bachelor of Arts in (Master of) Mass Communication
11	MSSS – Master of Science in Systems Science
13	AS T – Associate of Science in Teaching (CIP 130101) BME – Bachelor of Music Education EDS – Education Specialist MAT – Master of Arts in Teaching MEd – Master of Education
14	BSBE – Bachelor of Science in Biomedical Engineering BSCHE/MSCHE – Bachelor (Master) of Science in Chemical Engineering BSCE, MSCE – Bachelor (Master) of Science in Civil (or Computer) Engineering BSCM, MSCM – Bachelor (Master) of Science in Construction Management BSEE/MSEE – Bachelor of Science in Electrical Engineering BSEVE – Bachelor of Science in Environmental Engineering BSIE/MSIE – Bachelor of Science in Industrial Engineering BSME, MSME – Bachelor (Master) of Science in Mechanical Engineering BSPE, MSPE – Bachelor (Master) of Science in Petroleum Engineering ME – Master of Engineering

	MSBAE - Master of Science in Biological & Agricultural Engineering MSE – Master of Science in Engineering MSES – Master of Science in Engineering Science MSMSE – Master of Science in Microsystems Engineering
15	BSCET – Bachelor of Science in Construction Engineering Technology BSEET – Bachelor of Science in Electrical Engineering Technology BSIT – Bachelor of Science in Industrial Technology MSETM – Master of Science in Engineering Technology Management
22	JD – Juris Doctorate JD/GDCL – Juris Doctorate & Graduate Diploma in Comparative Law LLM – Master of Law
24	AALT, ASLT – Associate of Arts (or Science), Louisiana Transfer BALA, MALA – Bachelor (Master) of Arts in Liberal Arts CGS, AGS, BGS – Certificate/Associate/Bachelor of General Studies
25	MLIS – Master of Library and Information Science
27	MAS – Master of Applied Statistics
30	BIS – Bachelor of Interdisciplinary Studies MNS – Master of Natural Sciences
40	BSG – Bachelor of Science in Geology
42	SSP – Specialist in School Psychology
43	ASCJ – Associate of Science in Criminal Justice BCJ, MCG – Bachelor (Master) of Criminal Justice
44	BSW, MSW – Bachelor (Master) of Social Work MPA – Master of Public Administration
50	BFA, MFA – Bachelor (Master) of Fine Arts (also found in CIP 231302) BM, BMUS, MM, MMUS – Bachelor (Master) of Music BOID – Bachelor of Industrial Design DMA – Doctor of Musical Arts
51	AD – Associate Degree ASN, BSN, MSN – Associate (Bachelor, Master) of Nursing AuD – Doctor of Audiology BAS – Bachelor of Applied Science DDS – Doctor of Dentistry DNP – Doctor of Nursing Practice DNS – Doctor of Nursing Science DPT – Doctor of Physical Therapy DVM – Doctor of Veterinary Medicine MCD – Master of Communication Disorders MD – Doctor of Medicine MHA – Master of Health Administration MHI – Master of Healthcare Informatics MHS – Master of Health Sciences MN – Master of Nursing MOT – Master of Occupational Therapy MPAS – Master of Physician Assistant Studies MPH – Master of Public Health MSN – Master of Science in Nursing PharmD – Doctor of Pharmacy
52	BBA, MBA, DBA – Bachelor (Master, Doctor) of Business Administration BSBA – Bachelor of Science in Business Administration BSCM – Bachelor of Science in Construction Management MPA – Master of Professional Accountancy

**AGENDA ITEM V A 1**  
**PROPOSED CONSOLIDATION of**  
**TWO ASSOCIATE of APPLIED SCIENCE PROGRAMS**  
**SOUTH CENTRAL LOUISIANA TECHNICAL COLLEGE**

**BACKGROUND**

In an effort to streamline the curriculum inventory, South Central Louisiana Technical College (SCLTC) requests Board of Regents authorization to combine two existing Associate of Applied Science (AAS) degrees into one degree with a Certificate of Technical Studies (CTS) and a Technical Diploma (TD) exit point in two concentrations. The request was approved by the LCTCS Board of Supervisors in its June meeting.

The Journeyman Industrial program prepares individuals for journeyman level employment in the occupational trade area of electrical or pipe trades. The program is designed for those individuals who have been accepted into a Louisiana Apprentice Program providing training in the electrical and/or pipe trades training track. It is a five-year program that includes 65 credit hours of evening instruction. The proposed combined curriculum includes 16 generically titled "Apprentice Trade Technology" courses for which the content and skills training would vary according to the concentration area the student is pursuing: electrical or pipe trades. The CTS and TD exit points allow students to earn credentials of their progress as they continue working to complete the degree.

**STAFF SUMMARY**

The proposed conversion of the two degrees into one AAS/Journeyman Industrial degree is an efficient and effective way for SCLTC to manage its apprenticeship programs and its curriculum inventory. Students will be able to designate their apprenticeship area upon enrollment, and the campus will be able to expand into additional apprenticeship areas in the future.

**STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend that the full board grant approval for the consolidation of the AAS/Journeyman Industrial: Electrician and AAS/Journeyman Industrial: Pipetrades to one AAS/Journeyman Industrial degree, a CTS/General Apprentice, and a TD/Journeyman Industrial (all CIP 46.0000), effective immediately. The ongoing requirement for a progress report will continue until the program achieves viability.***

**AGENDA ITEM V B 1**  
**REQUEST FOR REAUTHORIZATION OF A PREVIOUSLY APPROVED**  
**RESEARCH UNIT**

**LOUISIANA TECH UNIVERSITY**  
**CENTER FOR INFORMATION ASSURANCE**

**BACKGROUND INFORMATION**

Louisiana Tech University (LA Tech) is requesting reauthorization of the Center for Information Assurance. The Center was granted conditional approval by the Board of Regents in December 2007 with full approval granted through June 30, 2013 in January 2010. In support of the request for reauthorization, the University of Louisiana System forwarded said request to Board of Regents staff for consideration on July 1, 2013.

**STAFF SUMMARY**

**1. Description and Need**

The Center for Information Assurance is an interdisciplinary, collaborative, research center in the School of Accountancy and Information Systems in the College of Business. The mission of the Center is to foster, support and conduct research in information assurance and related areas in business and computer information systems for Northwest Louisiana and the United States. In particular, research has focused on furthering knowledge in information assurance and computer security across all types of industries. The need for information assurance and cyber security has increased dramatically since the Center was founded in 2007. Recently, President Obama identified the cyber security threat as one of the most serious national security, public safety, and economic challenges that the nation currently faces. In an attempt to address increasingly sophisticated threats and the new vulnerabilities introduced by rapidly changing technology, the Center conducts relevant research and works with the Cyber Innovation Center in Bossier City, the local Office of Homeland Security, the National Security Agency (NSA), and accounting and information systems professionals.

**2. Activities**

Over the last few years, the Center has accomplished a great deal including, but not limited to, the following:

- Development of a Digital Forensics Laboratory which allows for research related to digital forensics
- Research resulting in significant publications including an acceptance at the top IS Journal, *MIS Quarterly*
- Supporting and funding doctoral students with information assurance-related dissertations
- Establishment of industry partnerships with the Cyber Innovation Center in Bossier City as well as with CenturyLink in Monroe
- Conducting cyber research for the accounting profession and in the computer information systems area leading to getting courseware certified by NSA/Department of Homeland Security (DHS)
- Presentations at conferences and proceedings regarding research findings.

Activities and accomplishments of the Center led LA Tech's successful efforts to attain the highest and most prestigious awards in the country in cyber security and information assurance, that of being designated as a National Center of Excellence (CAE) in Information Assurance Education and a Center of Excellence in Information Assurance Research (CAE-R) by the NSA and the DHS. Only 35 schools in the country have attained both the CAE and CAE-R designations.

### **3. Resources and Administration**

The administration of the Center has recently changed as a result of the move of the Information Systems faculty group to the School of Accountancy. The Director of the Center will now report to the Director of the School of Accountancy and the Dean of the College of Business. The facilities and equipment associated with the Center have also changed dramatically since the Center was initially approved: the new College of Business building was completed and the Center is housed in a two-office suite in the new building; and a new Digital Forensic Laboratory, with new computers, was completed and is used for research and classroom activities.

### **4. Budget**

The Center operates completely on external funding. Sufficient funding is in place for the next five years to support the initiatives of the Center which will help support additional research, data collection, and doctoral student support.

## **STAFF ANALYSIS**

As previously noted, activities of the Center since inception have resulted in LA Tech being identified as a National Center of Excellence in Information Assurance Education and a Center of Excellence in Information Assurance Research by the NSA and the DHS. Multiple activities are proposed for the future (research colloquium, research workshops, etc.) which will build upon successes achieved to date and will advance research in the areas of cyber security and information assurance.

## **STAFF RECOMMENDATION**

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

**AGENDA ITEM V B 2**  
**REQUEST FOR REAUTHORIZATION OF A PREVIOUSLY APPROVED**  
**RESEARCH UNIT**

**LOUISIANA TECH UNIVERSITY**  
**INTEGRATED STEM EDUCATION RESEARCH CENTER**

**BACKGROUND INFORMATION**

Louisiana Tech University (LA Tech) is requesting reauthorization of the Integrated STEM Education Research Center (ISERC). The Center was granted approval by the Board of Regents in June 2008 (through July 1, 2013). In support of the request for reauthorization, the University of Louisiana System forwarded the request to staff for consideration on July 2, 2013.

**STAFF SUMMARY**

**1. Description and Need**

Housed in the College of Engineering and Science, ISERC is an interdisciplinary center bringing together faculty and resources in the sciences, technology, engineering, mathematics, education, and business. Building on the past successes of multidisciplinary collaborations at LA Tech, ISERC is focused on the following objectives:

- To serve as a catalyst for future research in engineering and science education at LA Tech and throughout the nation;
- To provide a focal point for continued multidisciplinary collaboration in engineering and science education reform;
- To nationally disseminate innovative practices in engineering and science education; and
- To promote a culture of educational innovation among all engineering and science faculty.

**2. Activities**

To date ISERC has generated over \$6.4 million in external funding, mostly from federal sources such as the National Science Foundation, Department of Education, Department of Homeland Security, and the National Aeronautics and Space Administration. These projects have allowed the Center to become a national leader in STEM education reform and have led to a new innovative *Living with the Lab* (freshman year engineering program) integrated engineering curriculum as well as new courses developed through the NSF Partnerships for Innovation Project (in collaboration with LA Tech's College of Business). The Center has also developed workshops, student activities, and high school STEM curricula.

ISERC projects have had significant direct and indirect impacts on STEM education at LA Tech. ISERV activities have included programs to increase recruitment of students to STEM disciplines and to help improved student success and, therefore, increase retention. As a result of such activities, Tech has seen both an increase in enrollment in STEM disciplines and an increase in the quality of work produced by STEM students.

**3. Resources and Administration**

There has been no change to the administrative structure of ISERC; it continues to reside in the College of Engineering and Science and has a Director to manage day-to-day activities. At present there are four faculty whose current research projects support the goals of ISERC.

**4. Budget**

Funding for the Center has come primarily from outside sources such as federal grants and private industry. The Center is currently in a cycle where several multiyear grants have recently ended, and faculty are in the

process of writing new grant proposals for another cycle of funding. While there are promising opportunities and there is a history of success in securing grants, the only assured revenue is for AY 2013-14; all estimated revenue past this academic year has yet to be awarded.

### **STAFF ANALYSIS**

ISERC has been a leader in reinventing engineering and science education in an attempt to meet the challenges of the 21<sup>st</sup> century. The staff is impressed with the amount of external funding secured to-date to afford Center operations; however, no revenue is assured past 2014. Past funding is a strong indicator that the proposed budgets through AY 2017-18 will be realized. Given these promising circumstances, the staff tenders the following recommendation:

### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend reauthorization of the Integrated STEM Education Research Center (ISERC) at Louisiana Tech University effective August 21, 2013 through AY 2013-14. By July 1, 2014, a progress report updating Center activities to-date and documenting funding secured to afford expanding and/or future Center operations shall be submitted.***

## **AGENDA ITEM V B 3**

### **REQUEST FOR REAUTHORIZATION OF A PREVIOUSLY APPROVED RESEARCH UNIT**

#### **LOUISIANA STATE UNIVERSITY and A&M COLLEGE TURBINE INNOVATION and ENERGY RESEARCH CENTER**

##### **BACKGROUND INFORMATION**

Louisiana State University and A&M College (LSU) is requesting reauthorization of the Turbine Innovation and Energy Research Center (TIER). The Center was first granted five-year approval by the Board of Regents in September 2001. An additional authorization of five years was approved in January 2008, at which time a request for reauthorization was required by 2013. The request for reauthorization was approved by the LSU Board of Supervisors at its June 2013 meeting.

##### **STAFF SUMMARY**

###### **1. Description and Need**

The primary mission of TIER is to enhance the understanding of flow, heat transfer and combustion in a gas turbine and propose innovative solutions for improved design, performance and reliability. The objectives of the Center are to work toward the development of advanced technologies that will: (1) improve the performance and reliability of gas turbine systems and produce energy/thrust at lower costs and reduced emissions; (2) develop clean energy solutions for transportation and power generation; (3) provide education, training and service to the energy-related industries in the state and nationwide; and (4) maintain a well-funded national center of excellence in the area of gas turbines and energy.

Louisiana's economy depends extensively on energy and the production and utilization of oil and gas. It is therefore important for a flagship institution like LSU to lead the technology in an area of such strategic importance to the state. In order to maintain a national program of excellence in the energy area, there is a need for a critical mass of faculty and students, collaborative interdisciplinary interaction, and the necessary infrastructure. This can only be developed under the umbrella of a Center. Several key faculty have developed successful individual programs over the years, and TIER has brought them together by establishing a nationally recognized group that has made significant progress since its inception. Given the recognized importance of energy for the country and the State of Louisiana, the increasing relevance of natural gas in the power generation and transportation fields, and the continued interest in the area of renewables, the TIER Center represents a critical need.

###### **2. Activities**

The Center has had notable accomplishments over the past 12 years in the following key research areas: gas turbine/synthetic fuels combustion; gas turbine aerodynamics and heat transfer; advanced material coatings to protect turbine components; and software analysis for health-monitoring data from cogeneration facilities. Research conducted by faculty associated with TIER over the last five years has resulted in over 40 publications and the awarding of 17 grants. TIER faculty have received significant recognition such as the Heat Transfer Memorial Award in the Science category for the American Society of Mechanical Engineers (ASME), the 76<sup>th</sup> Anniversary Medal of the ASME Heat Transfer Division, and the Heat Treating Society (HTS) Bodycote Best Paper in Heat Treating Award.

###### **3. Resources and Administration**

Professor Acharya is the founding Director of the TIER Center and reports to the Dean of the College of Engineering. Mechanical and Industrial Engineering is the Center's lead department, and the department chair is involved with the Center as a member and administrative point-of-contact for the Dean. At present there are eight key faculty members associated with the Center. These key TIER faculty meet regularly to discuss future plans and strategies. TIER maintains close interaction with industry personnel, and seeks their advice and input on important matters. This group of industry personnel serves as an unofficial

advisory group for TIER,

TIER has several unique, one-of-a-kind facilities for engine component testing. A rotating internal-cooling rig, a hot-cascade, a combustion laboratory, and plasma-spray facility highlight the major facilities that very few universities in the country have. Each of these facilities has nearly a million dollars invested in and around it in terms of the structure and instrumentation. In addition there are many other major facilities including a large-scale wind tunnel, low-speed cascade facility and component test rigs for internal and film cooling of turbine components.

#### **4. Budget**

TIER's funding comes from a variety of different grants and contracts, and varies from year to year. Annual funding for TIER related projects involving TIER faculty is in the range of \$1.25 million to \$1.5 million per year, reflecting the Center's ability to attract center level funding.

### **STAFF ANALYSIS**

The Center for Turbine Innovation and Energy Research is a clear asset to both the State and to LSU. Its strong external support (past, current, and future) and continuing history of profitable work product speaks for itself. It is the staff's opinion that TIER is well positioned to continue its enviable record of success for years to come.

### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend full reauthorization for the Center for Turbine Innovation and Energy Research at LSU and A&M College for a period of five years, effective immediately.***

**AGENDA ITEM V B 4**  
**REQUEST FOR FULL APPROVAL OF A ONE-YEAR CONDITIONALLY**  
**APPROVED RESEARCH UNIT**

**LSU PAUL M. HEBERT LAW CENTER**  
**JOHN P. LABORDE ENERGY LAW CENTER**

**BACKGROUND INFORMATION**

The LSU Paul M. Hebert Law Center requests full approval of the John P. Laborde Energy Law Center. The Energy Law Center was granted one-year conditional approval by the Board of Regents in October 2012 and, subsequently, the LSU Board of Supervisors approved naming the Center for John P. Laborde, LSU and LSU Law '49, in recognition of his gift of \$2 million to create a double distinguished chair in Energy Law and for support of the Center. The LSU Board of Supervisors granted full approval of the Center at their June 2013 meeting.

**STAFF SUMMARY**

**1. Description and Need**

Legal and regulatory issues surrounding the energy industry have become increasingly complex and specialized over the past 30 years as new forms of energy have emerged and regulation of the energy sector has increased. In this context, the demand for legal professionals with a broad, deep and interdisciplinary background in energy law will only grow more pressing. This is especially pertinent to Louisiana since a substantial portion of our state's economy is directly dependent on energy production and related industries. To meet this demand, the Center, as a unit within the LSU Law Center, will work to provide superlative preparation for "client-ready" attorneys who are able to meet the needs of our State and the broader national community.

The Center will offer JD students a wide range of courses, seminars and programs for the concentrated study of energy law and policy as well as the opportunity to enhance their understanding and effectiveness through the study of the science, engineering and business energy in courses offered by LSU. The Center also plans to serve as a "go-to" resource for companies, policymakers, and other interested stakeholders focused on legal and related policy issues touching on the energy sector. In addition, a key focus will be on research regarding the myriad of issues arising from the development of existing and new energy sources. Through these activities, the LSU Law Center will strive to become one of the premier academic centers in the United States for teaching and scholarship in energy law and policy.

Specific objectives of the Center are as follows:

- To provide JD and, later, LLM students, with an enhanced legal curriculum to prepare them for practice in the complex areas of twenty-first century energy law;
- To establish certificates of specialization and a range of joint degrees to provide students the opportunity to combine an in-depth understanding of energy law with the study of science, engineering, business, and other disciplines as they relate to the twenty-first century energy sector, domestic and international, in all of its manifestations;
- To ensure that LSU law students will be able to cross-register for additional courses in science, engineering, and business-related disciplines through the LSU Energy Law Center and LSU A&M;
- To provide the legal expertise necessary to drive economic development in the Louisiana energy industry;
- To serve as a repository of research and a source of consultative services for law firms and businesses throughout Louisiana and across the Gulf Coast wishing to expand their energy-related work; and
- To expand continuing legal education opportunities for attorneys in the energy field.

## **2. Activities**

During the period of conditional approval, the Center has achieved the following accomplishments:

- Robert D. Sloan, former Executive Vice President, General Counsel and Secretary of Entergy Corporation, joined the faculty as Professor of Professional Practice and Director of the Laborde Energy Center;
- Two additional newly-hired faculty members with experience in energy and environmental law were appointed, and it is anticipated that others will be appointed, including two distinguished endowed chairs;
- Energy and Environmental Law courses offered at LSU Law have more than doubled in number and enrollment over the course of one year with the addition of new faculty;
- Approximately 6,000 square feet on the 4<sup>th</sup> floor of the LSU Law Library has been designated as the initial home for the Center. Renovations are under way to provide three faculty offices, a conference room, an office for support staff and space for a new student-run *LSU Journal of Energy Law and Resources*;
- A national search is under way for the first holder of the Nesser Family Distinguished Endowed Chair in Energy Law; and
- Law Center Chancellor Jack Weiss and Laborde Energy Center Director Robert Sloan have engaged colleagues from the LSU A&M Campus in discussions about joint course offerings and joint development activities in support of the interdisciplinary goals of the Center.

## **3. Resources and Administration**

There has been no change in the administrative structure of the Center. As noted above, space has been allocated to the Center in the LSU Law Library. Courses will be taught in the existing 12 classrooms already being used for LSU Law Courses. These classrooms are equipped for laptop use, high definition recording, and multi-media stations to enhance teaching through technology.

## **4. Budget**

The funding of the Center will be from the LSU Law Center and from private funds. Salaries of two of the three new faculty members in energy law hired to date will be funded from vacant faculty lines. The earnings from the Nesser and Laborde Endowments will provide a substantial portion of the salary of the faculty to be recruited for those chairs. The Law Center has received donations to establish the Jackson B. and Rosemary Davis Professorship in Energy Law and the Edward J. Womac, Jr. Professorship in Energy Law. Each of these professorships recently received matching funds from the Board of Regents. The Law Center also plans to conduct a targeted campaign during the upcoming year to provide support funds for the proposed Center.

### **STAFF ANALYSIS**

The Center will substantially advance the multi-faceted mission of LSU Law. The Center has been designed to address the demand for legal professionals with a broad, deep and interdisciplinary background in energy law as well as to provide resources useful to business and legal professionals, state government entities, and policy makers. Research regarding energy policy will be part of the Center's initiative as well.

### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend full approval of the John P. Laborde Energy Law Center at the LSU Paul H. Hebert Law Center for a period of five years, effective immediately.***

**AGENDA ITEM V B 5**  
**REQUEST FOR REAUTHORIZATION OF A PREVIOUSLY APPROVED**  
**RESEARCH UNIT**

**LSU HEALTH SCIENCES CENTER IN NEW ORLEANS**  
**EARLY INTERVENTION INSTITUTE**

**BACKGROUND INFORMATION**

LSU Health Sciences Center in New Orleans (LSUHSCNO) is requesting reauthorization of the Early Intervention Institute. The Institute was first granted five-year approval by the Board of Regents in December 1998. Additional authorization was granted in December 2009, at which time a request for reauthorization was required by 2013. The request for reauthorization was approved by the LSU Board of Supervisors at their July 2013 meeting.

**STAFF SUMMARY**

**1. Description and Need**

The Early Intervention Institute (EII), in conjunction with the Human Development Center (HDC), provides interdisciplinary training of health care professionals who are involved in the care of children with developmental disabilities. Key components of EII include:

- Interdisciplinary training of current and future professionals and paraprofessionals to adopt evidence-based, child- and family-centered care; especially as related to assessment and therapeutic interventions in home, community, clinical and educational settings;
- Outreach projects designed to provide professional development to early childhood interventionists working in community settings and/or educate and support families to actively promote the development of their children in home and community settings using recommended practices;
- Community services provided in a variety of settings including: the integrated pre-school program operated by EII as well as clinics and pediatrician offices, family homes, community childcare, pre-school and school programs;
- Model demonstration projects designed to demonstrate high fidelity implementation of promising and/or evidence-based practices in applied settings;
- Research/evaluation projects designed to investigate the efficacy of particular recommended practices and/or focusing on specific populations within the realm of early intervention services;
- Disseminate information related to current recommended/evidence-based practices in Early Intervention.

EII addresses several important needs for LSUHSCNO and, in a broader sense, for the State of Louisiana. First, the need to provide trained medical professionals, clinicians, educators, and child care providers who are knowledgeable of early childhood evidenced-based practices continues to exist. Second, EII is recognized throughout Louisiana as having the expertise and capacity to develop solutions to pressing individual, program, and system level needs related to young children with disabilities and their families. Finally, the infrastructure of EII is necessary to allow the HDC to fulfill part of its core mission. Fulfilling this function allows HDC to continue to leverage funding from the federal government and other extramural sources for a wide range of activities, projects, and personnel preparation for not only young children with disabilities and families but indirectly also for individuals with disabilities throughout the lifespan.

**2. Activities**

Some of the many recent and ongoing activities and accomplishments of EII noted in the reauthorization proposal include:

- Faculty and staff associated with the EII and the HDC regularly provide lectures and supervision for graduate students in various LSUHSC-School of Allied Health departments; medical students from LSUHSCNO and Tulane; and Education and Child Development programs offered by colleges and universities in the Greater New Orleans area.
- With support from a contract from Louisiana's Children's Special Health Services, the EII provides training, field-experiences and supervision to medical students (residents at LSUHSCNO and Tulane as part of their rotation in pediatrics.
- Faculty and staff of the EII provide informational sessions with parent and advocacy organizations to provide information, training and referral to families of young children with disabilities.
- EII was contracted by the Department of Health and Hospital's EarlySteps program to create a series of on-line and face-to-face training modules that all EarlySteps providers are required to complete before being deemed eligible for reimbursement by the EarlySteps program.
- HDC and EII recently received funding from the Department of Health and Hospital's Office for Citizens with Developmental Disabilities and the Louisiana Developmental Disabilities Council to conduct a research project investigating the efficacy of training family members to implement evidence-based practices to support the development of young children with Autism Spectrum Disorders.

### **3. Resources and Administration**

The administrative structure of EII has remained the same since inception. EII employed approximately 20 faculty and staff prior to the destruction of the facility that housed the EII preschool programs. It is anticipated that with the completion of the new HDC building in the summer of 2014, additional faculty and staff will be required for EII to expand its early intervention services.

### **4. Budget**

Funding for the EII is derived exclusively from restricted (self-generated) sources (i.e., State and Federal Grants and Contracts). For example, the total amount of assured funds for FY2013 is \$550K, with additional anticipated funds totaling \$43K. Costs – which are largely personnel, benefits, and professional services – should be adequately covered based on assured and pending revenue through 2017.

## **STAFF ANALYSIS**

The staff commends the institution for a successful, productive venture and affirms the Institute's relevance to the role, scope, and mission of the LSUHSCNO. Impressive are activities to-date and funding secured to afford institute operations. Given funding is adequate through AY 2016-17, the staff recommends full approval through that time.

## **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend full reauthorization for the Early Intervention Institute (EII) at LSU Health Sciences Center at New Orleans through July 1, 2017.***

## **AGENDA ITEM V B 6**

### **REQUEST FOR REAUTHORIZATION OF A PREVIOUSLY APPROVED RESEARCH UNIT**

#### **UNIVERSITY OF NEW ORLEANS GREATER NEW ORLEANS CENTER FOR INFORMATION ASSURANCE**

##### **BACKGROUND INFORMATION**

The University of New Orleans (UNO) is requesting reauthorization of the Greater New Orleans Center for Information Assurance (GNOCIA). The Center was granted approval through June 30, 2013 by the Board of Regents in August 2009. In support of the request for reauthorization, the University of Louisiana System forwarded said request to Board of Regents staff for consideration on July 23, 2013.

##### **STAFF SUMMARY**

###### **1. Description and Need**

The Center focuses on the broad area of information assurance (IA), including basic and applied research in computer security, digital forensics, malware analysis, reverse engineering, network security, critical infrastructure protection, spatio-temporal information systems for homeland security, and secure software engineering. The Center's main goal has and continues to be to advance educational, research and development efforts in IA, involving faculty, staff, students, and non-academic personnel (such as law enforcement) in its endeavors. The main objectives of the Center continue to be to attract federal research and educational funding; attract and retain highly qualified students, faculty, and staff; facilitate workforce and economic development; develop outreach programs; and promote societal benefits.

The original rationale for the creation of the Center emanated both from societal and organizational needs, which remain in force. In particular, securing the cyber infrastructure of the state and the nation remains a critical need, and is arguable a more complex problem now than when the Center was created, due to increasingly creative cyberattacks, targeting both traditional computer systems, control systems, and mobile devices such as smartphones. Since the GNOCIA was formed, their efforts have been rewarded via an upgrade to their certification status by the National Security Agency (NSA) and Department of Homeland Security (DHS) – UNO is now designated as a Center of Academic Excellence in Information Assurance Research (CAE-R) and continues to hold a designation as a Center for Academic Excellence in Information Assurance Education.

###### **2. Activities**

Faculty and graduate students associated with the GNOCIA continue to perform cutting-edge research in many aspects of IA and have published more than two dozen refereed papers on digital forensics, malware analysis, virtualization, and spatio-temporal databases since the formation of the Center in 2009. The Center continues to attract federal funding for their work, with over \$500K of funding in force for 2012-13. Furthermore, faculty and students associated with the Center continue working on securing another even more prestigious NSA designation, as a Center of Academic Excellence in Cyberoperations. The NSA has already conducted one site visit to UNO to evaluate the IA curriculum and research, and later this year a formal application to be designated will be submitted by UNO.

###### **3. Resources and Administration**

The administrative structure of the Center has not changed since inception. The GNOCIA is housed in the Department of Computer Science and there is a Director that provides direction and makes decisions regarding the Center by involving affiliated faculty and the department chair. At present there are six core faculty associated with the Center plus other more loosely affiliated faculty and advisors. At least 20

students are associated with the Center, at all levels from undergraduate to graduate, with the expectation that the number of students working with the GNOCIA will continue to grow.

Recently, with the help of federal funding and a Board of Regents Enhancement Grant, there have been substantial improvements made to the GNOCIA's facilities. Such improvements include constructing a high performance data center to support large-scale malware analysis, virtualization, and cloud computing research.

#### **4. Budget**

The Center operates completely on funding derived from grants and contracts. Sufficient funding is in place for the next five years to support the initiatives of Center.

### **STAFF ANALYSIS**

Staff finds that the Center is indeed appropriate to the role, scope and mission of UNO. Accomplishments achieved by the GNOCIA have been impressive and efforts undertaken by the faculty and students affiliated with the Center have advanced IA research. Appropriate funding sources/levels are in place to ensure that the goals and objectives established by the Center for the next five years are obtainable.

### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee grant full reauthorization of the Center for Greater New Orleans Center for Information Assurance (GNOCIA) at the University of New Orleans for a period of five years, effective immediately.***

## **AGENDA ITEM V B 7**

### **REQUEST FOR REAUTHORIZATION OF A PREVIOUSLY APPROVED RESEARCH UNIT**

#### **UNIVERSITY OF NEW ORLEANS CENTER FOR HAZARD ASSESSMENT RESPONSE AND TECHNOLOGY**

##### **BACKGROUND INFORMATION**

The University of New Orleans (UNO) is requesting reauthorization of the Center for Hazard Assessment, Response and Technology (UNO-CHART). The Center was granted conditional approval by the Board of Regents in June 2001 with full approval through September 2007 granted in August 2002. Reauthorization of the Center was approved through June 30, 2013 in October 2008. In support of the request for reauthorization, the University of Louisiana System forwarded said request to Board of Regents staff for consideration on July 23, 2013.

##### **STAFF SUMMARY**

###### **1. Description and Need**

UNO-CHART is an applied social research center comprised of faculty, research associates, and graduate research assistants from various academic departments. Their team members represent sociology, planning, urban studies, political science, fine arts, and engineering sciences. Founded in 2001, UNO-CHART focuses on: hazard research; mitigation; coastal restoration; community education; outreach; and capacity building. UNO-CHART examines the ways in which Louisiana communities prepare for and respond to the inherent risks associated with the Gulf Coast region. Through its applied research projects, the Center continues to fulfill its mission to assist residents, local and state officials, and communities in understanding and reducing risk to hazards.

Striving to provide the most up-to-date information and educational resources, UNO-CHART partners with local communities to support their efforts in increasing safety and resilience. The Center collaborates with stakeholders to learn best practices; provide accessible literature; offer workshops to inform citizens, business owners, non-profit organizations, and elected officials; and encourage open dialogue with local citizens on hazard mitigation. UNO-CHART's approach to sustainability and resilience is based on building community/university partnerships grounded on the principles of: (1) community/organizational collaboration, and (2) building community knowledge as well as scientific knowledge for both basic and applied research.

Southeast Louisiana communities are vulnerable to a variety of disasters, as evidenced by historical impacts (e.g., 28 flood-related disaster declarations, 16 hurricane/tropical storm disaster declarations, and recent chemical disaster since 1956). The combined effects of rapid sea level rise and subsidence will only exacerbate the severity and frequency and sustainability of Louisiana communities. UNO-CHART supports both the risk-reduction efforts of urban and smaller coastal communities.

###### **2. Activities**

Since 2001, UNO-CHART has implemented 64 projects which have been funded by over \$10.2 million of support from multiple federal agencies, state agencies, communities, and foundations. The annual average of funding has been \$791K per year. The projects encompass a range of themes, applied research approaches and numerous participants. Every project supports the defined theme and goals of UNO-CHART. Research efforts address such issues as repetitive flooding; disaster mitigation planning; community resilience assessments; storm mitigation efforts by coastal communities; coastal restoration; community continuity; risk literacy; risk management; and hurricane evacuation of vulnerable populations. In regards to future plans for the Center, a proposal focused on the vulnerability of the elderly in disasters was recently submitted to the National Institutes of Health as was a proposal that (if funded) would extend

existing mitigation focused community education and outreach work into nearby St. Bernard Parish. UNO-CHART faculty and staff also have plans to contact other potential local partners such as Entergy to investigate education and outreach opportunities related to preparing for disaster impacts such as long-term power loss.

### **3. Resources and Administration**

No changes have been made to the way in which the Center was structured when created in 2001. UNO-CHART continues to be staffed by a multi-disciplinary group of faculty, staff and student research assistants representing various academic backgrounds. At present there are six staff members that support the daily operations of the Center with leadership provided by a full-time director. Five faculty associates and five graduate research assistants also are affiliated with UNO-CHART. Since inception, the Center has employed 93 students in the applied research projects, most of them at the graduate level.

### **4. Budget**

The Center operates completely on funding derived from grants and contracts. Sufficient funding is in place for the next five years to support UNO-CHART initiatives.

## **STAFF ANALYSIS**

The staff affirms the importance of the Center to the University and to the New Orleans community particularly in the aftermath of such devastating disasters like Hurricane Katrina. Cooperation/collaboration across disciplines is evident, and the Center's list of accomplishments to date with regard to research projects and publications is impressive. Initiatives are in place to continue with the core mission while forging new partnerships.

## **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee grant full reauthorization of the Center for Hazards Assessment, Response and Technology (UNO-CHART) at the University of New Orleans for a period of five years, effective immediately.***

**AGENDA ITEM V C 1**  
**ROUTINE ACADEMIC REQUESTS**  
Staff Approval

Institution	Request
CLTCC	Request to offer the existing AAS in Business Office Administration (CIP Code 52.0401) through distance learning technologies – <b><u>approved</u></b> .
LA Tech	Request to move the Computer Information System Group from the Management Department to the School of Accountancy in the College of Business. With this realignment the campus also requests the following name changes: (1) Department of Management and Information Systems to the Department of Management and (2) School of Accountancy to the School of Accountancy and Information Systems – <b><u>approved</u></b> .
LSU	Request to establish the School of Nutrition & Food Sciences and the Department of Textiles, Apparel Design & Merchandising (within the College of Agriculture) and to dissolve the School of Human Ecology – <b><u>approved</u></b> .
LSU	Request to make the following name changes: (1) the College of Arts and Sciences to the <u>College of Humanities and Social Sciences</u> and (2) the College of Basic Sciences to the <u>College of Science</u> – <b><u>approved</u></b> .
LSU	Request to make the following organizational structure changes (for reporting purposes only): (1) move the Department of Mathematics from the College of Arts and Sciences to the College of Science and (2) move the Graduate School from the Office of Academic Affairs to the Office of Research and Economic Development – <b><u>approved</u></b> .
LSUHSCNO & LSUHSCS	Change degree designation for Master of Physician Assistant Studies (CIP 510912) from <i>M</i> to <u>MPAS</u> -- <b><u>approved</u></b> .
Nicholls	Request to create the Department of Petroleum Engineering Technology and Safety Management in University College. This newly established Department would house the existing petroleum services and safety technology programs which are currently contained in the Department of Applied Sciences within the College of Arts and Science – <b><u>approved</u></b> .
Nicholls	Request to offer the following: Post-Baccalaureate Certificate for Add-on Certification in the following content areas: Elementary Education, Gr 1-5 (Add-On, CIP Code 13.1202); Multiple Levels, Gr K-12 (CIP Code 13.1206); and Health and Physical Education, Gr K-12 (CIP 13.1314). Same Post-Baccalaureate Certificates with variation in curriculum for a Certification-Only Alternate Program in the following content areas: Multiple Levels, Gr K-12; and Health and Physical Education, Gr K-12. Graduate Certificate for add-on certification in the following content areas; Educational Technology Facilitation (CIP Code 13.1321); Educational Technology Leadership (CIP Code 13.1321) Post-Masters Certificate for add-on certification in Educational Leadership (CIP Code 13.0401) Post-Baccalaureate Certificate for add-on certification in Reading Specialist (Gr K-12) (CIP Code 13.1315) – <b><u>approved</u></b> .
NSULA	Request to offer the following existing academic programs through distance learning technologies: PBC – Elementary Education (CIP Code 13.1202), PBC – Middle School Education (CIP Code 13.1203) and PBC – Secondary Education (CIP Code 13.1205) – <b><u>approved</u></b> .

SLCC	Request to change the names of existing CTS and AAS programs from "Emergency Medical Services Education" (CIP 510904) to "Emergency Medical Technician - Paramedic" – <b><u>approved.</u></b>
SUBR	Request to merge or realign existing academic colleges, schools and departments, resulting in a reduction of three deans (from nine to six) and 18 departments (from 39 to 21). Changes include the merger of: Education with Arts & Sciences; Sciences with Agricultural, Family & Consumer Sciences; and Nelson Mandela School of Public Policy into the College of Social & Behavioral Sciences; and name change from <i>School</i> to <i>College</i> of Nursing and Allied Health – <b><u>approved.</u></b>
SUBR	Request to reflect the BS/Computer Science – Information Systems and BS/Computer Science – Scientific as two options of the single BS/Computer Science degree (CIP 110901) on the CRIN – <b><u>approved.</u></b>
SUNO	Request to change the names of departments and degrees: Business Entrepreneurship (BS - CIP 520701) to Business Administration (BS - CIP 520201); Management Information Systems (BS - CIP 521201) and (MS - CIP 521299) to Computer Information Systems (BS and MS - CIP 521201) – <b><u>approved.</u></b>
ULM	Request to offer the following existing academic programs through distance learning technologies: BBA in Risk Management and Insurance (CIP Code 52.1701) and MA in English (CIP Code 23.0101) – <b><u>approved.</u></b>
UNO	Request to change the degree designations and subject/name of six programs in Engineering to the following designations and subjects – <b><u>approved:</u></b> BSCS – Civil Engineering (CIP 140801) BSEE -- Electrical Engineering (CIP 141001) MSE -- Engineering Science (CIP 141301) BSME -- Mechanical Engineering (CIP 141901) BSNAME – Naval Architecture & Marine Engineering (CIP 142201) MSEM -- Engineering Management (CIP 151501)

## AGENDA ITEM V C 2

### PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
06.2011	<p>Bossier Parish Community College</p> <p><b>AAS – Industrial Technology (CIP Code 15.0612)</b></p> <p>Conditional approval was granted in June 2011. By July 1, 2012 the institution was asked to provide an update on enrollment and completion numbers as well as on progress toward specialized accreditation. In August 2012 the Board of Regents accepted the 2012 progress report and asked for a subsequent report by July 1, 2013.</p>	<p>The progress report was received by staff on June 24, 2013. Enrollment in the AAS has grown from 20 in fall 2011 to 51 in spring 2013. The number of degree completers has increased as well, with one in spring 2012 and 6 in spring 2013. It was noted that in following the guidelines of ATMAE (Association of Technology, Management, and Applied Engineering) accreditation, a degree seeking accreditation must have a graduate in all concentrations. All graduate of the program have been in the Automation and Controls Concentration. BPCC anticipates having the first graduate in the Engineering Graphics concentration in fall 2013.</p>	<p>Receive the progress report. A subsequent report addressing all previous items shall be due by July 1, 2014.</p>
05.2010	<p>LSU Health Sciences Center New Orleans</p> <p><b>PhD – Epidemiology (CIP Code 26.1309)</b></p> <p>Conditional approval was granted to the program in May 2010. By August 1, 2011, and annually on that date until programmatic accreditation has been achieved a report is due addressing adequacy of funding; enrollment and completer data; placement of graduates; progress toward accreditation, and the delivery of instruction via distance learning technologies.</p>	<p>The progress report was received on July 22, 2013. The PhD program over the past four years has enrolled six full-time students and two part-time students. The program received six applications for fall 2013 admission with one being offered admission. The three students in the first cohort are making outstanding progress with all scheduled to sit for written qualifying examinations in August 2013. Currently the institution is able to offer financial support to PhD candidates as graduate assistants through a variety of grants and contracts. It was reported that to date no doctoral level courses have been offered via distance delivery; however, progress has been made in developing the requisite infrastructure, policies and procedures to make distance format courses available in the future. An update on progress toward specialized accreditation was provided in which it was conveyed that at the September 2013 meeting of the Council on Education for Public Health (CEPH) a vote would be taken on accreditation of the School of Public Health.</p>	<p>Receive the progress report. An update on the status of accreditation is requested by December 1, 2013.</p>

06.2010	<p>LSU Health Sciences Center New Orleans  <b>PhD – Community Health Sciences (CIP Code 51.2208)</b>          Conditional approval was granted to the program in June 2010. By August 1, 2011, and annually on that date until specialized accreditation has been achieved, a progress report is due addressing: (1) adequacy of funds to support graduate assistantships in the program; (2) number of full and part-time students enrolled plus information on placement of program graduates, as appropriate; (3) documentation of utilization of distance delivery to make courses in the program available to part-time students at remote locations; (4) extramural funding awards per faculty in CHS; and (5) progress toward specialized accreditation. Upon acceptance of the last progress report a subsequent report was requested by September 1, 2013. \</p>	<p>The progress report was received on August 1, 2013. The report noted that first and second year full-time students were offered financial support as graduate assistants through several grants and contracts. Over the past two years the PhD program in CHS has enrolled 11 students: nine full-time and two part-time. Ten applications were submitted for fall 2013 and, of those, one was fully admitted and one is pending. For the current 2013-14 academic year, 12 PhD students will be participating in the program (10 enrolled full-time and two enrolled part-time). To date no doctoral level courses have been offered via synchronous distance delivery. It was documented that there are numerous doctoral and masters and doctoral level courses, have been videoed using MediaSite and are available for asynchronous viewing via distance and on-site access. An update on progress toward specialized accreditation was provided in which it was conveyed that at the September 2013 meeting of the Council on Education for Public Health (CEPH) a vote would be taken on accreditation of the School of Public Health.</p>	<p>Receive the progress report.          An update on the status of accreditation is requested by December 1, 2013.</p>
08.2007	<p>LSU Health Sciences Center New Orleans  <b>PhD – Biostatistics (CIP Code 26.1102)</b>          Conditional approval was granted to the program in August 2007 with annual reporting requested until programmatic accreditation has been achieved. The Board of Regents accepted the 2012 progress report in January 2013 at which time a subsequent report was requested by December 1, 2013.</p>	<p>The progress report was received on July 22, 2013. The PhD program enrolled three students during the fall 2012 semester as part of the 5<sup>th</sup> PhD cohort. Since the last report, four PhD students have graduated bringing the total number of graduates to five. In addition, the program has four students who have passed their preliminary examinations, have been admitted to candidacy. Ten applications were received for fall 2013 and five individuals were offered admission into the program with three acceptances. It was noted that at present there are eight PhD level biostatistics faculty and that LSUHSC has committed additional resources to providing distance learning capabilities to all classes offered through the school. An update on progress toward specialized accreditation was provided in which it was conveyed that at the September 2013 meeting of the Council on Education for Public Health (CEPH) a vote would be taken on accreditation of the School of Public Health.</p>	<p>Receive the progress report.          An update on the status of accreditation is requested by December 1, 2013. Should accreditation be achieved as is anticipated the PhD will have no further reporting requirements.</p>

04.2008	<p>Nicholls State University  <b>BS – Athletic Training Science (CIP Code 51.0913)</b>          Conditional approval was granted in April 2008; a progress report was requested by August 1, 2008. Progress reports have been submitted by the campus as requested over the last five years.</p>	<p>The most recent progress report was received by staff on June 24, 2013. It was reported that the five-year average for the number of students admitted into the program was 12 with the institution expecting between 12-14 admits for AY 2013-14. The five-year average of completers was documented as eight.</p>	<p>Receive the progress report. A subsequent report addressing all previous items shall be due by August 1, 2014.</p>
12.2008	<p>Northshore Technical Community College  <b>AAS – Care and Development of Young Children (CIP Code 19.0709)</b>          Conditional approval was granted to the program in December 2008 with a request for annual reporting on: adequacy of faculty and other resources; number of students and graduates; placement of graduates; and status of programmatic accreditation. When the 2012 progress report was submitted in August 2012 a subsequent report was requested by June 1, 2013.</p>	<p>The progress report was received on July 19, 2013. At present there are three full-time Care &amp; Development of Young Children (CDYC) faculty and six part-time faculty with adequate financial support in place to ensure success of the program. During the 2012-13 academic year there were 214 students enrolled in the program. It was noted that this program provides training at a technical competency area exit level for persons currently working in the field and required to attain an industry based certification in Child Development Associate (CDA). Therefore, many students enrolling in the program do not complete the entire program and only seek to complete the required hours needed as part of the CDA credential. For 2012-13 completers were reported as: 6 CDYC AAS degrees; 4 CDYC TDs; and 2 CDYC CTSS. Northshore is now prepared to initiate the programmatic accreditation process and, as a result, departmental leadership will begin work during the fall 2013 semester to advance the process of National Association for the Education of Young Children accreditation.</p>	<p>Receive the progress report.          A request for reauthorization of the research unit is to be submitted by July 1, 2014.</p>
12.2009	<p>Northshore Technical Community College  <b>AAS- Journeyman Industrial (CIP Code 46.0000)</b>          Conditional approval of the program was granted in December 2009. A progress report on: (1) number of enrollees and graduates; (2) placement of graduates/pay rates and comparison to other journeymen; (3) employer satisfaction data; and (4) composition and activities of an advisory board was requested by July 1, 2010. Following the submission of the 2010 progress report an annual report has been requested by the Board of Regents. When the 2012 progress report was submitted in August 2012 it was requested that a subsequent report be submitted by July 1, 2013.</p>	<p>The progress report was received on July 19, 2013. During the 2012-13 academic year the Journeyman Industrial programs had an unduplicated enrollment of 223 students; 36 were following the Journeyman Industrial Electrician track and 187 were following the Journeyman Industrial – Pipe Trades track. Completer numbers for 2012-13 were provided for each of the four options as follows: 6 Journeyman Industrial – Electrician TD; 27 Journeyman Industrial Pipe Trades TD; 3 Journeyman Industrial – General Apprentice; Electrician CTS; and 10 Journeyman Industrial – General Apprentice; Pipe Trades CTS. Information about the apprentice program as well as salary ranges for positions secured by graduates was provided. The advisory board is active (meeting twice annually); a list of members and action items to be addressed by this entity in fall 2013 was provided.</p>	<p>Receive the progress report.          A request for reauthorization of the research unit is to be submitted by July 1, 2014.</p>

	<p>South Central LA Technical College  <b>AAS – Journeyman Industrial (CIP Code 46.0000)</b>          Conditional approval of the program was granted in June 2011. The institution was asked to submit an update on enrollment and completion numbers, as well as on progress toward accreditation, by July 1, 2012. The 2012 progress report was received in August 2012 at which time a subsequent report was requested by July 1, 2013.</p>	<p>The progress report was received on July 22, 2013. It noted that though the AAS has had no graduates to date, there were 16 students enrolled in Fall/2012 and 1 this Summer. The 65-hour program will take most students 5 years to complete, as they also work 40 hours/week on the job; first graduates are anticipated in 2017.</p>	<p>Receive the progress report. A subsequent report addressing progress in enrollment and completers is to be submitted by July 1, 2014.</p>
<p>08.2008</p>	<p>Southeastern Louisiana University  <b>BS Health Studies – Clinical Option in Radiologic Technology (CIP Code 51.0911)</b>          Conditional approval was granted for the Clinical Option in Radiologic Technology in August 2008 with various stipulations. It was requested that annually reporting on the number of enrollees, graduates and the placement of these graduates and progress toward specialized accreditation be provided until said accreditation was achieved. In August 2011 a progress report was accepted and, at that time, a subsequent report was requested by August 1, 2013.</p>	<p>The progress report was received on August 1, 2013. Due to ongoing enrollment challenges of this program (37 students enrolled for fall 2013) and the employment requirements for individuals in the field, Southeastern reported that a request for termination will be forthcoming.</p>	<p>Receive the progress report. Upon receipt of a termination request no further reporting will be necessary.</p>
<p>10.2007</p>	<p>Southeastern Louisiana University  <b>Center for Nursing Research in Education and Practice</b>          Conditional, two-year approval of the Center was granted in October 2007 with continued approval through June 30, 2014 granted in March 2010. The institution was asked to submit an annual report addressing unit accomplishments and complete budgets noting external funding secured and related unit costs. The last annual report was received in August 2012 at which time a subsequent report was requested by June 30, 2013.</p>	<p>The requested annual progress report was received on June 28, 2013. The report summarized Center accomplishments, efforts, and budgets in 2012-2013. It was noted that through the auspices of the Center in 2012-13 Southeastern was awarded funding for six projects covering 2012-13, for a total of \$165K. In addition, Southeastern nursing faculty published five refereed journal articles and presented seven papers on Center-related work. The Center also submitted a grant in spring 2013 to USDA Delta Health Grant. Proposed funding would facilitate interdisciplinary development of a health coach program at Southeastern. The grant requested \$318K for 2013-14. An announcement is expected in August 2013.</p>	<p>Receive the progress report. A request for reauthorization of the research unit is to be submitted by June 30, 2014.</p>

## AGENDA ITEM V C 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
06.01.2013	CLTCC	AAS – Drafting and Design Technology (CIP Code 15.1301) and AAS – Industrial Electronics Technology (CIP Code 47.0105)	Conditional approval was granted to both programs in August 2009. It was requested that by June 1, 2010, and annually on that date until both programs achieved specialized accreditation, that a progress report be submitted. Each progress report should address arrangements with proximate SACS-accredited colleges/universities to offer required general education courses; number of enrollees/graduates; placement of graduates; adequacy of resources; establishment of advisory boards; and progress toward accreditation. Reports have been submitted annually by the campus with the last one received in August 2012. The institution was asked to report on number of enrollees and graduates; placement of graduates; and progress toward accreditation by June 1, 2013.
06.02.2013	LSUHSC – Shreveport	Master of Physician's Assistant Studies (CIP Code 51.0912)	Conditional approval was granted to the graduate program in August 2009. Beginning June 1, 2010, and annually on that date until conditions of approval have been fulfilled, the LSUHSCS was asked to submit a report documenting: (1) projected balanced budget for the program; (2) progress toward hiring a second full-time faculty member; (3) status of program accreditation; and (4) number of enrollees, completers, and placement of graduates. A progress report has been submitted annually with the last one received in June 2012 at which time a subsequent report was requested by June 1, 2013. The institution was asked to report on the number of enrollees and completers.
06.30.2013	Southeastern	Center for Nursing Research in Education and Practice	Conditional two-year approval was granted to the Center in October 2007 with continued approval through June 30, 2014 granted in March 2010. At the time of continued approval the institution was asked to submit annual progress reports addressing unit accomplishments and complete budgets noting external funding secured and related unit cost. The most recent progress report was submitted in August 2012 at which time the report was received and a subsequent report was requested by June 30, 2013.
06.01.2013	SUNO	BS Business Entrepreneurship (CIP Code 52.0201)	Conditional approval was granted to the academic program in June 2006. It was requested that beginning June 1, 2007, and on that same date until programmatic accreditation has been achieved, an annual report addressing resource issues and program implementation is to be submitted. The Board of Regents has received progress reports annually from SUNO with the last report received in June 2012. At that time a subsequent report was requested by June 1, 2013.

06.01.2013	SUNO	MS – Management Information Systems (CIP Code 52.1299)	<p>Conditional approval was granted to the graduate program in June 2006. It was requested that beginning June 1, 2007, and on that same date until programmatic accreditation has been achieved, an annual report addressing program implementation; progress toward specialized accreditation; and funding would be submitted. Annual reports have been provided by the institution with the most recent report submitted in June 2012. At that time a subsequent report was requested by June 1, 2013.</p>
06.01.2013	SUNO	BS – Health Information Management Systems (CIP Code 52.1299)	<p>Conditional approval was granted to the degree program in August 2006. The institution was asked to submit a progress report by June 1, 2007, and annually on this date until programmatic accreditation has been achieved, addressing program implementation; progress toward programmatic accreditation; and the allocation of resources. Progress reports have been submitted annually as requested with the last report received in June 2012. A progress report on progress toward accreditation, enrollment/completer numbers and placement of graduates was requested by June 1, 2013.</p>
07.01.2013	SUSLA	CAS – Medical Coding Specialist	<p>Conditional approval was granted to the program in June 2011. At that time a progress report on enrollment and completion numbers, as well as on progress toward specialized accreditation, was requested by July 1, 2012. This report was received in August 2012 at which time a subsequent report on all areas previously noted was requested by July 1, 2013.</p>

## AGENDA ITEM V C 4

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

REQUEST	CAMPUS	PROGRAM/UNIT	RECEIVED	STATUS
Letters of Intent	SUNO	DSW – Social Work	06.21.2013 04.09.2013 03.13.2013	Questions sent 03.13.13; revised LOI received 04.09.13. Additional questions/issues sent 04.11.13; final LOI rcv'd 06.21.13. CAO input received thru 07.30.13. Under staff review.
Program Proposals	BRCC	AAS – Computer Science	06.27.2013	Staff review: awaiting further information from the campus.

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

<i>Draft Proposals</i>	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

<i>Letters of Intent</i>	SLU	BS – Health Management Systems	07.08.13	Circulated to CAOs for review. Lol pulled for revision at System request, 07.31.13.
	LSUS	MA – History	02.15.2013	Lol circulated to CAOs for input. Questions sent to campus 04.01.13. Lol pulled by Regents' staff, 08.12.13; review can be restarted when campus is ready to resubmit.
	UNO	PhD - Inter-American Affairs	05.02.2012 01.30.2013	Questions sent to campus 06.05, 06.14.12. Campus representatives met with staff to discuss Lol 01.17.13. Received revised Lol with changed degree name 01.30.13; circulated to CAOs. Questions sent to campus 04.08.13. Lol pulled at campus request, 07.23.13.
	LSUS	Master in Criminal Justice Studies	06.13.2012 01.19.2013	Questions sent to campus 06.20.12. Revised Lol received 01.19.13. Issues/questions sent to campus 01.28.13. LOI pulled at campus request, 07.15.13.
	LSUA	BS – Radiologic Technology	06.11.2012	Request for additional information sent to campus 07.16.12. Lol pulled at campus request, 07.23.13.
<i>Program Proposal</i>	LSUS	GC – Secondary Content & Pedagogy	05.02.2012	Questions sent to campus 05.02.12. Proposal pulled at campus request, 07.15.13