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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
December 10, 2015 • 10:30 am
Thomas Jefferson Rm 1-136, W.C.C. Claiborne Building, Baton Rouge, LA

I. **Call to Order**

II. **Roll Call**

III. **Academic Programs**
  A. Letter of Intent
      1. MS in Informatics - ULL

  B. Program Proposals
      1. AS in Engineering Technology - Northwestern
      2. PBC in Business Analytics – Northwestern

  C. Program Reinstatements
      1. MATs in Special Education (Gr 1-5), and (Gr 6-12) - Nicholls

IV. **Center of Excellence: SEED Center for Workforce Excellence** – McNeese
(Continued Designation)

V. **Military & Veteran Friendly Campus – Initial Designation** (4 Institutions)

VI. **Consent Agenda**
  A. Research Centers/Institutes
      1. Full Approval of Professional Sales Institute - LSU
      2. Reauthorization of LSU Hurricane Center
  B. Routine Staff Reports
      1. Staff Approval of Routine Academic Requests
      2. Progress Reports for Conditionally Approved Programs/Units
      3. Past Due Reports
      4. Letters of Intent/Proposals in the Queue

VII. **Other Business**

VIII. **Adjournment**

Committee Members: Joseph Farr, Chair; Joel Dupré, Vice Chair; Mark Abraham, Claudia Adley, Marty Chabert, Robert Levy, Collis Temple III, Joe Wiley; LCTCS, LSU, SU, UL System Representatives.

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AGENDA ITEM III A 1

LETTER of INTENT

UNIVERSITY OF LOUISIANA AT LAFAYETTE

MASTER OF SCIENCE IN INFORMATICS

BACKGROUND INFORMATION

The University of Louisiana at Lafayette (ULL) requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Master of Science in Informatics (MSI). The LoI was approved by the UL Board of Supervisors in June 2015 with a revised LoI provided to Regents' staff in November 2015.

STAFF SUMMARY

1. Description

The mission and purpose of the proposed MSI program is to educate graduate students in the use of the scientific method for the application of computing and information technologies, as well as the design, maintenance, and adaptation of information systems that solve problems with an understanding of human needs and context. Graduates of the 33 credit hour program will be trained in the Information Technology (IT) aspect of enterprise computing, regardless of end-user/organization domain or area. Enterprise computing involves all the diverse computing solutions, such as database systems, network, and Web infrastructure, application software, and business processes. The curriculum of the proposed MIS is organized as four components: 18 hours of core coursework; 3 hours of elective coursework; 6 hours from either elective coursework or coursework relevant to a course thread; and the thesis (6 hours of thesis research) or non-thesis option (3-hour Special Project course and 3-hour Capstone course). The proposed program is currently intended to be offered in a traditional, face-to-face delivery method.

The curriculum is sufficiently generalized to allow graduates to find employment, both within and outside of Louisiana, with companies such as the recently opened CGI, Perficient, Enquero, GE Capital Technology Center, IBM Baton Rouge, and CenturyLink in Monroe, to name a few. As Lafayette continues to develop into a regional hub for such services and information technology industries, the initial area of focus of the proposed program is the goal of using information in organizations to improve products and services. Students completing the proposed MIS program will be well-prepared for one or more of the following: (1) to pursue a doctoral program in fields such as Informatics, Information Systems or Information Technology; (2) to pursue middle/upper management positions (e.g., Technology Manager, Chief Information Officer); or (3) to pursue mid-career professional advancement.

The proposed MIS is an institutional priority at this time because the continuing integration of information technology infrastructure by small, medium, and large businesses must be supported by IT professionals who have currency in the field as well as the intellectual agility to assimilate new technologies as they become available. In addition, the offering of a graduate program in Informatics is a natural extension of ULL's existing Bachelor of Science in Informatics which graduated 36 students last academic year.

2. Need

The proposed program will address the current and expected demand for well-prepared computing and information technology professionals in the Acadiana region as well as across the state. According to information provided by Louisiana Economic Development (LED), Louisiana's traditional and emerging industries continue to grow at a healthy rate. These industries include: aerospace, agribusiness, automotive, energy, entertainment & game design, manufacturing, process industries, software development, and water management. Additionally, several key technology companies recently have chosen to locate and/or establish facilities in Louisiana; some of these companies include IBM, CenturyLink, CGI, Enquero, and Perficient. Not only do these technology companies require computer and information technology solutions which are developed and deployed by Informatics professionals, but so-called non-technology companies (e.g., Bell Helicopters, Benteler, ConAgra Foods, and others) do also. Letters of support submitted by many of these companies indicate strong support of the proposed program since it will offer courses aligned with

industry needs, incorporate industry relevant technologies and software development methodologies into course design, and provide for industry internships and capstone opportunities. Overall, the job outlook for computing and information technology occupations is expected to grow faster than average (e.g., 8 - 37% depending upon the specific occupation) between now and 2022, according to the Bureau of Labor Statistics.

In regards to current program offerings in the State by public universities, there are several Masters-level degree programs in the area of Computer and Information Sciences. These programs are aligned with particular areas of computer science, information systems, and computing technology. In contrast to these existing programs, the program proposed by ULL is a multi-disciplinary field of science that involves the study and use of computational thinking as applied to user-centered structure, behavior, and interactions of natural and artificial systems (technics) that store, process, and communicate information. Information sciences, human-computer interaction, and information architecture and management, are among the areas of study in Informatics. The proposed MIS is not intended to replace, mimic, detract from, or compete with existing programs. ULL views the proposed program as one that will complement existing programs and one that will enhance both the quality and quantity of trained people in both core and applied Computer/IT areas.

3. Students

A strong student base will come from existing programs at ULL, especially undergraduate students majoring in Informatics. A survey of senior undergraduate students majoring in Informatics was conducted in February 2015. Of the 22 respondents, 20 (91%) indicated an interest in pursuing a program like the one proposed. Alumni of the undergraduate program would also have interest in the proposed MSI. In addition, a recruitment strategy comprised of three key components has been established to draw student enrollment: (1) establishing pipelines through partnerships with other state, national, and international institutions; (2) implementing an aggressive traditional recruitment campaign; and (3) launching a non-traditional marketing campaign that utilizes social media. The University projects an enrollment of 10 students in Year One with than number increasing to 28 by Year Five.

4. Faculty, Resources & Administration

The proposed program will be housed within the Ray P. Authement College of Sciences. Program implementation would not have any significant impact on the current administrative structure of the institution. Existing infrastructure, library holdings, and related equipment are adequate to meet anticipated need. Sufficient faculty are in place to provide instructional support.

5. Budget

The proposed MSI can be fully implemented with little new costs to ULL as there will be no new additional funds required for supplies, operating expenses or travel. Cost incurred for graduate assistantships and adjunct faculty represent a minimal but necessary investment and will be matched by industry-supported internships and offset by tuition revenue.

STAFF ANALYSIS

By capitalizing upon existing resources, ULL will be able to offer a program that has been designed to address industry needs at minimal cost. The proposed program will directly support the computing and information technology needs and requirements of key companies that have recently established facilities in the Acadiana region, as well as across the state.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend <u>approval</u> of the Letter of Intent to develop a proposal for a Master of Science in Informatics (CIP Code 11.0104) at the University of Louisiana at Lafayette.

AGENDA ITEM III B 1
PROPOSED NEW ACADEMIC PROGRAM
NORTHWESTERN STATE UNIVERSITY
ASSOCIATE OF SCIENCE IN ENGINEERING TECHNOLOGY

BACKGROUND INFORMATION

Northwestern State University (NSU) requests Board of Regents' approval to offer an Associate of Science in Engineering Technology (ASET). The proposal was approved by the UL Board of Supervisors in August 2015. Regents' staff has worked with the campus to address questions raised pertaining to the proposed program.

STAFF SUMMARY

1. Description

The primary objective of the proposed 60-61 credit hour ASET is to prepare students to become engineering technicians. The curriculum is designed to provide practical and hands-on application of basic engineering technology tools and techniques that will allow students to design, maintain, troubleshoot, and repair equipment and systems by gaining pertinent knowledge and skill sets in their specific technical fields. Students will complete a technical core curriculum (Introduction to Engineering Technology, Electrical Principles I & II, Technical Drafting, etc.); general education requirements; and a specialized track of courses based on the selected concentration (industrial or electrical engineering). Courses required of the proposed program will be offered in a traditional classroom setting.

While workforce needs for trained engineering technology professionals in central and northern Louisiana is primarily in the manufacturing sector, graduates of the program will be well equipped to work in other project or technology-oriented industrial sectors as well. Those that complete the proposed ASET will be qualified to fill positons such as test engineering technicians, field safety technicians, production supervisors, design and drafting technicians, and maintenance and repair technicians.

2. Need

The proposed program will help address growing workforce needs of the many industrial, technical, and manufacturing companies Louisiana has attracted over the past five years. The Department of Engineering Technology at NSU (which houses the productive BS in Electronics Engineering Technology and BS in Industrial Engineering Technology) has been working with various manufacturing industries in northwest and central Louisiana over the past few years; it also has close ties with the Manufacturing Managers Association of Central Louisiana. The Association and industry partners have indicated that workforce demand continues to outpace current educational and skilled training pipelines in central Louisiana. Following the cancellation of NSU's AS in Electronics Technology (January 2013) to comply with GRAD Act stipulations, the Central Louisiana Manufacturing Managers Council passed a resolution asking NSU to offer a program like the one proposed since there was not an Accreditation Board of Engineering and Technology (ABET) credentialed AS degree in Engineering Technology offered within the ten parish Central Louisiana Economic Development Alliance Region.

To address workforce requirements, NSU seeks to offer the ASET in a temporary manner until Central Louisiana Technical and Community College (CLTCC) undergoes its transition to a comprehensive Community College and achieves SACSCOC accreditation. At the point in time in which CLTCC is able to offer the ASET, NSU will discontinue the program. Northwestern is committed to assisting CLTCC in achieving SACSCOC accreditation and has worked with them to establish a timeline (estimated at about five years) for when transition of the associate degree program would occur.

3. Students

Students who will be attracted to the proposed program will come from high schools, technical colleges, and manufacturing and technical entities from across the state and region, but most will specifically come from

central Louisiana. Enrollment is estimated to commence with 15 students and grow to 60 students by the end of Year Five. Completers are estimated at 15 in Year Two and could be as high as 75 by the end of Year Five.

4. Accreditation

The proposed program is eligible to seek accreditation with the Engineering Technology Accreditation Commission (ETAC) of ABET. Northwestern will pursue accreditation of the proposed ASET and, at the time of transition of the program to CLTCC, ABET will be notified of the change and they will set up a visit to the new location where the program will be offered. Northwestern's existing BS programs in Industrial Engineering Technology and in Electronics Engineering Technology are both accredited by ETAC of ABET.

5. Faculty, Resources & Administration

The proposed program will reside in the Department of Engineering Technology within the College of Business & Technology. Program implementation will not have any significant impact on the current administrative structure of the institution. Present library holdings, facilities, faculty and other resources are adequate to support the proposed program. Courses required of the proposed program are already offered as part of the existing BS in Electronics Engineering Technology and BS in Industrial Engineering Technology programs.

6. Budget

Little additional expense will be required for implementation and sustainability of the proposed program since the curriculum is composed of existing courses that have capacity to enroll additional students and current faculty will be able to meet instructional needs. The annual cost of the proposed program is expected to range from $1,500 in the first year to $9,000 in Year Four, which would be offset by tuition revenue.

STAFF ANALYSIS

The proposed ASET has the potential to address work force demand in the northern and central regions of the state with minimal additional cost to the institution for implementation. This is a natural progression for NSU since courses required of the ASET are already offered in conjunction with existing baccalaureate degrees and the institution had a similar associates degree (AS in Electronics Technology) on its degree inventory until 2013. Northwestern and CLTCC have worked together to propose the degree offering initially at NSU, with the program transitioning to CLTCC once the institution achieves SACSCOC accreditation and has all program elements in place.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend _conditional approval_ of the Associate of Science in Engineering Technology (CIP Code 15.0000) at Northwestern State University. A progress report on program implementation is due by June 1, 2017.

AGENDA ITEM III B 2

PROPOSED NEW ACADEMIC PROGRAM

NORTHWESTERN STATE UNIVERSITY

Post Baccalaureate Certificate (PBC) in Business Analytics

BACKGROUND INFORMATION

Northwestern State University (NSU) requests approval to offer a Post Baccalaureate Certificate (PBC) in Business Analytics to provide further opportunities to students in areas which are being highlighted as key workforce needs. The request was approved by the Board of Supervisors of the University of Louisiana System in its August meeting and forwarded for Board of Regents consideration in late September.

STAFF SUMMARY

1. Description

The proposed 18-hour certificate program will address one of the key skillsets identified in conversations with industry partners as needed by their employees: the ability to solve problems and think analytically. The certificate offers a very focused curriculum of classes, targeting students who are already in the workforce or who seek additional skills. Six undergraduate courses make up the curriculum, but the actual number of courses a certificate candidate may need will depend upon the student's baccalaureate background and the corresponding need for foundation knowledge. The certificate's component courses will be reviewed periodically to maintain currency in the field. The initial certificate offering will require:

- Advanced Database Systems (CIS 4000)
- Data Analytics (CIS 4070)
- Operations Management (MGT 3580)
- Supply Chain Management (MGT 4460)
- Marketing Research (MKTG 4440)
- Intermediate Business Statistics (BUAD 3120) or Management Science Techniques (MGT 3500)

A student may have earned previous credit for up to 6 of the 18 hours required, in which case s/he may substitute topics course(s) on Business Analytics subject matter to obtain the necessary hours, with the School of Business permission.

2. Need/Relevance

The business world is in the midst of profound changes in regards to analytics and business intelligence. As organizations have collected more and more data they have begun to realize that only a small portion of the potential information treasure is being used to enhance the organization's effectiveness. As a result, employees with data analysis skills are recognized contributors to the organization and have become highly valued. (In June 2015, the LAWorks website listed 394 open positions in 5-star jobs which expressly include "analyst" in the title, including: computer system analysts; financial analysts; management analysts; market research analysts and specialists; and operations research analysts.) The proposed certificate would help students who already have a bachelor's degree acquire additional analytical skills to expand their career opportunities.

Students participating in this proposed certificate program will include working professionals from local business, industry and government that need additional education and training in the manipulation and interpretation of data. The University projects that with intensive, targeted marketing directed to business and industry it should be able to attract 15 new students per year, graduating 21 per year by 2019 (year four).

3.   Faculty, Administration & Other Resources

The proposed PBC will consist of courses that are currently being taught for existing degree programs. The program would be delivered and administered by the School of Business, using existing faculty resources and facilities. Minimal costs would be generated by having an existing faculty member teach one of the required business statistics or management science courses in the summer, when they are not ordinarily offered; this cost ($5K-$10K per summer) would be covered by the increase in revenue in the other courses during the academic year as well as the fact that other, non-PBC students may also enroll in the additional summer course offering.

STAFF ANALYSIS

Student interest is likely to initiate among recent graduates of business and computer information systems fields and employed individuals who find analytics to have become an important element of their work. Implementation of the proposed PBC will require minimal additional resources since the required courses required of each are already offered by the institution with seat availability. To expedite completion, the campus would add to the regular summer offerings; to provide maximum flexibility to the working student, the certificate courses will be offered online.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend <u>approval</u> of the Post Baccalaureate Certificate in Business Analytics (52.1301) at Northwestern State University.

AGENDA ITEM III C 1

PROPOSED REINSTATEMENT

NICHOLLS STATE UNIVERSITY

MAT – Elementary & Special Education M/M (Grades 1-5), and MAT – Secondary & Special Education M/M (Grades 6-12)

BACKGROUND INFORMATION

Nicholls State University requests approval to reinstate the Master of Arts in Teaching (MAT)/ *Elementary Education & Special Education Mild/Moderate, Grades 1-5* and the MAT/*Secondary Education & Special Education Mild/Moderate Grades 6-12.* The request was approved by the Board of Supervisors of the University of Louisiana System at the October 2015 meeting and reviewed by the Department of Education before proceeding to the BoR for consideration.

STAFF SUMMARY

In a statewide program review in 2012-13, three special education MAT programs were cancelled at Nicholls due to lack of enrollments or completers. The cancelled programs included elementary grades 1-5, middle school grades 4-8, and secondary education/content grades 6-12. Unfortunately, with the terminations the area was left with no alternative pathway for teacher candidates to certify in special education – an area where there is an expressed need in the neighboring school districts.

The University is in its third year of participation in the LA Department of Education's *Believe and Prepare* grant program. One of the goals of the third year is to increase the number of special education teachers in school districts as partnerships are strengthened between teacher preparation programs and partnering schools. Terrebonne and Assumption Parish Schools are partnering with Nicholls to increase the number of special education teachers in both districts and to improve mentoring for candidates as they progress though all teacher preparation programs.

At the request of—and working with—those districts, the University requests reinstatement of the two MAT programs that would cover grades 1-5 and 6-12 (for content areas including English, mathematics, science, or social studies). Both will be offered as hybrid programs (less than 50% online); the elementary curriculum is 39 credit hours, and the secondary program is 42 credit hours.

STAFF ANALYSIS

The request for reinstatement responds to the needs of local (Terrebonne and Assumption) school districts. Reinstatement would allow for internship placement of candidates in special education classrooms, leading to eligibility for certification. The curriculum plans for the two MAT "Integrated to Merged Approaches" have been reviewed and approved by LDE for special education teacher certification. Staff support the request.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend <u>conditional approval</u> of the reinstatement of the MAT in Elementary Education & Special Education Mild/Moderate, Gr 1-5 (CIP 13.1202), and the MAT in Secondary Education & Special Education Mild/Moderate, Gr 6-12 (CIP 13.1205) at Nicholls State University.

BoR AGENDA ITEM IV
REAUTHORIZATION of a CENTER for WORKFORCE EXCELLENCE

McNEESE STATE UNIVERSITY

SOUTHWEST ECONOMIC & ENTREPRENEURIAL DEVELOPMENT (SEED) CENTER for WORKFORCE EXCELLENCE

BACKGROUND INFORMATION

The Southwest Economic & Entrepreneurial Development (SEED) Center for Workforce Excellence (CWE) at McNeese State University was conditionally approved by the Board of Regents in September 2014 based on its recognized partnership with industry to provide a hub for innovation in Southwest Louisiana and a center of education and training, access to information, innovation, human capital, and productivity. A report and proposal for continued designation as a Center for Workforce Excellence was submitted in November 2015.

STAFF SUMMARY

Description

The SEED Center provides an avenue for McNeese to support the unprecedented economic development and job growth in southwest Louisiana by providing graduates prepared to enter careers and professions vital to the area and professional development and expertise to practicing professionals in the region. The CWE is an avenue for public-private partnerships to emerge for the common purpose of leveraging resources to support economic development. Its components include: 1) the innovation engineering enterprise; 2) the Institute for Industry-Education Collaboration (IIEC); and 3) the federally funded (EDA) University Center for Economic Development. The Southwest Louisiana (SWLA) Chamber of Commerce offices located within the SEED Center building facilitate the University's direct link to area business and industry.

Activities

During the past year as a designated CWE, McNeese has been continuously developing and enhancing its outreach.

- Approximately 550 students have completed at least one course in Innovation Engineering profile. In Fall 2015 there were 54 students seeking the innovation engineering minor; four will complete it in Spring 2016. An internal program assessment concluded that coursework revisions were needed to better align content and skills with SWLA needs; the updated courses will be initiated in Fall 2016.

- During the 2014-15 academic year, the Institute for IIEC offered over 57 courses to nearly 550 professionals from local industry. The institute is also the fiscal agent and administrator of an Incumbent Workers Training Program grant targeting employees of Firestone Polymers corporation.

- The CWE is considering a new short-course innovation program for business (especially start-ups or small businesses) which would provide a condensed course about the innovation process, inspiring exploration of how things are done and how they can be done better or more efficiently. An intensive weekend or two may help employees become more innovative in their workplace.

- The EDA grant targets the formulation of win-win partnerships between the University and area businesses/industries, supporting activities for the University to remain a vital resource for providing expertise to business and community.

- Because of the co-location of the SWLA Chamber and its business incubator operations in the SEED center building, students using the Center have the ability to both positively impact small business startups and use the business situations for case studies.

Resources and Administration

With the August departure of Janet Woolman, the CWE's previous director, Dr. Nikos Kiritsis, Dean of the College of Engineering and Computer Science, was reassigned to have administrative oversight of the Center, and Bridget McDaniel, Associate Professor of Visual Arts, will assume responsibilities for the innovation program. With these moves, the University will realize less cost for the Center's operations.

External Support and Collaboration

The SEED Center remains a true 'town and gown' partnership, located in the $12.9M debt-free facility built on the McNeese campus through the support and collaboration of the Calcasieu Parish Police Jury, City of Lake Charles, and SWLA Economic Development Alliance. (See the summary of the proposal for initial designation, atch'd.) The Lake Area Alliance/McNeese Engineering Partnership advisory group, comprised of 20 industry leaders who hire McNeese graduates, meets at least twice a year to discuss current items in the engineering profession and the innovation engineering program at McNeese. The application for continued designation as a CWE contained several letters of recommendation, including one from the SEED Center Business Incubator and one from the SWLA Alliance, both of which, with the Chamber Southwest, are co-located in the SEED Center facility. All expressed their appreciation for the industry collaboration. As the Vice President of Engineering at ReCon noted, placing a number of critical functions under one umbrella gave McNeese the ability to provide local industries with better and timelier service.

The IIEC brought in nearly $400K for its training services during FY 2014-15, though it anticipates a drop in petrochemical professional development due to the impact of oil prices on industry budgets. The EDA grant funding will continue to provide $100K for the foreseeable future with expected, regular renewals.

STAFF ANALYSIS

McNeese's SEED Center was designated a Center for Workforce Excellence in 2014 based on the quality of its Innovation Engineering program, its level of growth and productivity, and its position as a center of education and training in innovation engineering. In the last year the SEED Center has continued to expand its outreach and program productivity, demonstrating collaboration with and responsiveness to business partners through innovative approaches to training effectiveness. Regents' staff believes that the SEED Center at McNeese State University qualifies for full, five-year designation as a Center for Workforce Excellence.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend full approval of continued designation of the Southwest Economic & Entrepreneurial Development (SEED) Center for Workforce Excellence at McNeese State University, with a report and proposal for continued designation as a CWE due by 1 December 2020.

BoR AGENDA ITEM IV
PROPOSED NEW WORKFORCE CENTER of EXCELLENCE

McNEESE STATE UNIVERSITY

SOUTHWEST ECONOMIC & ENTREPRENEURIAL DEVELOPMENT (SEED) CENTER of WORKFORCE EXCELLENCE

BACKGROUND INFORMATION

McNeese State University requests Board of Regents approval of a Southwest Economic & Entrepreneurial Development (SEED) Center of Excellence. A *Center for Workforce Excellence* (CWE) partners with business and industry to provide top quality education and training programs to meet defined and discovered workforce needs. The SEED proposal was approved by the University of Louisiana Board of Supervisors at its June meeting, and a final proposal was submitted to BoR staff in July 2014.

STAFF SUMMARY

Description

The SEED Center has an established record as a foundation of excellence in cross-collaboration and creativity with a unique focus aligned with current and strategic regional or statewide workforce needs. It is a natural complement to the university's partnership with the Chamber Southwest Louisiana Economic Development Alliance as a point where the public-private-government sectors merge for optimal leveraging of resources to create and sustain a skilled and knowledgeable workforce of innovative thinkers. In a unique setting, University students and faculty are co-located with business and industry leaders and planners, building a synergy of learning, problem-solving and collaboration opportunities unmatched elsewhere in the state. As a regional hub for innovation and with its active partnerships with business and industry, the Center also serves as an accelerator to the job market for McNeese students.

SEED offers innovation engineering education and training directly related to industries in the region. Its core focus is the placement of students to meet regional workforce needs, as interns and as graduates, which it accomplishes through three main components:

1) the innovation engineering enterprise which touches every discipline on campus, but especially in collaboration with engineering, agriculture, and business;
2) the Institute for Industry-Education Collaboration (IIEC, approved in February 2010), providing customized workforce training for business and industry; and
3) the federally funded University Center for Economic Development

McNeese offers a unique "Innovation Engineering" minor, open to students from all majors and comprised of courses designed to teach the skills to create, communicate, and commercialize meaningful and unique ideas for new businesses and/or for revamping current operations. The minor demonstrates the advantages of interdisciplinary collaboration and teaches a systematic approach to developing innovative solutions. Students have opportunities to work on real-world, real-time problems, side-by-side with business partners. Since fall 2011 participation has tripled, with nearly 330 enrollments in innovation engineering courses from across 23 disciplines and all six colleges. Student interest in the innovation courses has come primarily from majors in engineering (163 enrollments), business (59, mostly majors in management and general business), and art (29). Innovation courses and public-private partnerships are extended in the creation of a culture where innovation and collaboration among campus units and local business and industry has become integral in fulfilling regional workforce demands.

Need and Benefits

McNeese has a very important opportunity to be integral to the largest economic expansion in the history of Southwest Louisiana. Economic projections indicate a $65 Billion expansion slated for the SW Louisiana area between now and 2019, with an estimated associated increase of 18,800 permanent direct, indirect, and induced jobs. Major impacted industries are in liquid natural gas and related service industries, indirect financial services, and healthcare. Demand for engineers, business majors, nursing and allied health

majors, and agriculture/natural resource management majors is projected to grow significantly, as is demand for university outreach related to regional economic development. Services to the university and economic communities include: the innovation engineering curriculum; student internships, the IIEC's specialized training and professional development programs; the University Center's data and networking resources and support for economic development; the discipline-specific advisory groups linking curricula to practice in the field; and the intellectual capital afforded the community through faculty expertise. The SEED Center serves as the entity where public, private and governmental sectors merge to leverage resources and realize "Workforce and Innovation for a Stronger Economy" (WISE) initiatives.

External Support and Collaboration

In 2010, McNeese, the Calcasieu Parish Police Jury, City of Lake Charles, and the SW Louisiana (SWLA) Economic Development Alliance signed the SEED Center Charter, officially coming together in the name of economic growth for the entire region. The $12.9M SEED Center facility on the McNeese campus opened debt-free in August 2013 as a true town-and-gown partnership, merging existing resources to create an economical, efficient and effective one-stop shop with the services, technology and experience to capitalize on economic development opportunities for all of the region. The collaboration between business and academia creates untold opportunities for entrepreneurial students and faculty researchers to study new ways to add value to regional commercial and manufacturing partners.

The SEED Center houses the MSU Small Business Development Center, the Innovation Lab, the Student Business Incubator, the SEED Center Business incubator, and the SWLA Economic Development Alliance. Since 2010 its Institute for Industry-Education Collaboration has offered courses from fundamentals of project management or grant/procedure writing to basic metallurgy, electrical engineering for non-electrical engineers, and project management, bringing in over $350K per year and generating over 2,200 enrollments from companies like AXIALL, CITGO, Dupont, PPG Industries, and ConocoPhillips. In conjunction with the SEED Center, McNeese provides intellectual capital to support product development, testing, and training through student and faculty expertise, university technology and prototyping through the University Center for Economic Development and Innovation, established with a 5-year $500K grant from the Economic Development Administration. All of its activities center around facilitating partnerships and collaboration to educate and develop the workforce and strengthen the economy.

STAFF ANALYSIS

McNeese is asking to establish a Center for Workforce Excellence based on the strength and quality of its SEED Center, which effectively functions as a hub for innovation in Southwest Louisiana and a center of education and training, access to information, innovation, human capital, and productivity. There are clear connections with and support from business and industry to the benefit of students, faculty and the community. Designation as a Center for Workforce Excellence would recognize McNeese State University's quality programming and value to the region and the state.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend conditional approval of the proposed Southwest Economic and Entrepreneurial Development (SEED) Center of Excellence at McNeese State University, with a report and proposal for continued designation as a Center for Workforce Excellence due by 1 November 2015.

AGENDA ITEM V

Designation as a *Governor's Military & Veteran Friendly Campus*

BACKGROUND INFORMATION

Act 232 of the 2015 Legislative Session enacted R.S. 17:3138.5 to address the need for comprehensive, statewide support to aid military veterans in their transition from military service to enrollment in postsecondary education. The law requires the Board of Regents (BoR) to establish a process, to begin in the Fall 2015 semester, for designating an institution as a *Governor's Military and Veteran Friendly Campus* (Friendly Campus). The designation is to be based upon nine specified criteria—five mandatory, and at least three required of the four additional criteria in the law.

During its meeting in October 2015, the Board of Regents endorsed applications from 24 institutions as having met the requirements to receive the initial designation as Friendly Campuses and authorized the staff to forward them with a report to the Governor, which was completed on 28 October.

STAFF SUMMARY

BoR staff adopted the following recommendations of the Statewide Articulation and Transfer Council regarding specifications and timelines for initial and renewal applications, in accordance with the law:

- For initial designation in Fall 2015, an institution must have at least three criteria actively in place: two of the five *Mandatory Criteria*; and one of the four *Additional Criteria*. For those not yet in place this fall, the application must include a reasonably detailed plan to fully implement all eight minimum requirements by Fall 2016. They must include enough detail for the BoR to affirm the institution's qualification for the designation.
- Deadlines for initial applications, signed by the Institution and System Chief Academic Officer, were 10 October or 21 November.
- Renewal applications (and any new applications for designation) will be due by 15 July each year, at which time all requirements must be in place and/or ready for implementation. The renewal application must include a series of data elements relative to the criteria for Friendly Campus status.

The process summary is an Attachment to this staff report.

For the second round of applications, BoR staff have received applications for initial designation from four public postsecondary institutions. Staff reviewed each application to determine whether the institution met the requirements for initial designation as a Friendly Campus, combining criteria that are actively in place on the campus with the requirements planned for implementation by the fall semester of next year. The application from SUBR was received on 1 December and is being revised by the campus to more fully describe its procedures; if the revised application is received by 10 December, if will be included with the applications submitted to the Governor with a report indicating that all have met or will meet the requirements specified in the law, per the BOR's process for initial designation during this fall semester. Others that wish to seek the designation may apply for initial designation in July 2016.

STAFF RECOMMENDATION

*The staff recommends that the Committee recommend **approval** to forward the following institutions' applications to the Governor with an endorsement as having met requirements to receive the initial designation of **Governor's Military & Veteran Friendly Campus**:*

- ***Grambling State University***
- ***Louisiana Tech University***
- ***Southern University and A&M College*** *(pending receipt of revised application by 10 Dec)*
- ***University of Louisiana, Monroe***

Designation as a *Governor's Military & Veteran Friendly Campus*
Fall, 2015

To be designated as a *Governor's Military & Veteran Friendly Campus*, an applicant institution must be able to demonstrate or affirm that it currently meets at least 2 of the 5 Mandatory criteria listed below, at least 1 of the 3 required Additional criteria, and that it has a reasonable plan to fully implement all (8) requirements within the first year.

Institutions must have a method in place to identify and verify military members/ veterans and their spouses (or dependents, which would include the spouse) in the student record system.

CRITERIA [ACT 232, 2015 Legislative Session]

-- ALL of the following Mandatory Criteria:

1. Adopt and fully implement a process to:
   a. Recognize & align military education/training/experience with appropriate coursework.
   b. Provide for transfer of academic credit hours, earned by veterans and their spouses from regionally accredited institution, that are aligned w/ receiving institution's course & program requirements.
2. Offer waivers of application fees for veterans.
3. Offer special veterans orientation programs providing detailed information on available programs, services, and accommodations.
4. Maintain deployment readmission policies that provide for the prompt readmission of veterans with the same academic status that they had when last attending or admitted.
5. Offer priority class scheduling to veterans:
   a. At least as early as honors college, athletes, disabled &/or spring invitational students, or
   b. At least a day prior to general undergraduate class registration, if the campus does not offer other priority scheduling to any of the groups listed above.

-- AT LEAST 3 of the following Additional Criteria:

6. Offer at least one course each semester (Fall, Spring) in History, Political Science, English, or Mathematics or a Credit Course introducing the college experience, covering transition, leveraging benefits, & disability issues – either course to be **specifically designed for** *and exclusively available to veterans.*
7. Offer free tutoring to veterans
8. Host a workshop at least twice/year to provide instruction on career opportunities, interviewing skills, resume writing, and networking.
9. Host an ROTC program affiliated with any branch of the armed services.

Application for Initial Designation

1. To be recommended for initial designation as a *Governor's Military & Veteran Friendly Campus*, a public postsecondary education institution must demonstrate (summarize) the policies and procedures currently in place or planned for implementation by Fall 2016 to fulfill the criteria on the application checklist and detail.

   * At least 2/5 of the Mandatory and 1/3 of the Additional criteria must be currently *in place (*offered and available) for Initial designation in 2015.
   * The application must include enough information and detail for BoR to determine that the institution meets the criteria.

2. The application must be certified by the Chief Academic Officers of the institution and the System Office and submitted to the Board of Regents (Karen.denby@regents.la.gov). Deadlines for BoR consideration in 2015 are:
   * 10 October Deadline → 28 October BoR Meeting
   * 21 November Deadline → 9 December BoR Meeting

3. BoR will forward a recommendation to the Governor, with a written report indicating that the institution meets the criteria for initial designation as a *Governor's Military & Veteran Friendly Campus* for up to one year.

Application for Renewal – Due 15 July.

4. The application for renewed designation will be available by May 2016 and may include additional or adjusted criteria. It will be due to the BoR each year by 15 July. All criteria must be in place (or ready for implementation by Fall 2016), and the application must include a report from the previous year as it relates to veterans.

5. The report must include data indicating the number of Veterans from the previous year who:

   a. Were granted application fee waivers/refunds/credits.

   b. Attended the special orientation program/session.

   c. Participated in priority class registration opportunities.

   d. Used the military articulation & transfer process, including:

      i. Number of credit hours accepted through the transfer process, and

      ii. List of courses credited.

If approved, BoR will grant the institution a renewed designation for a year. If denied, the BoR will provide written notice to the institution of the deficits, and the institution will have up to 45 days to correct or amend its renewal application. If the institution does not submit a corrected/amended application by the deadline, or if the application does not meet the requirements as determined by the BoR, the institution will not receive the designation for that year and may reapply the following July.

RS 13:5364 defines "veteran" for purposes of this law as a *former or current member of the U.S. Armed Forces or organized militia of the several states and territories, including but not limited to a member of the Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, Air National Guard, Reserves, State Guard, or a commissioned officer of the Public Health Service, Environmental Science Services Administration, or National Oceanic and Atmospheric Administration, or its predecessor, the U.S. Coast and Geodetic Survey.*

AGENDA ITEM VI A 1
REQUEST FOR FULL APPROVAL
LOUISIANA STATE UNIVERSITY AND A&M COLLEGE
PROFESSIONAL SALES INSTITUTE

BACKGROUND INFORMATION

Louisiana State University (LSU) is requesting full approval of the Professional Sales Institute; it was granted one-year conditional approval by the Board of Regents in October 2014. The request for full approval was authorized by the LSU Board of Supervisors at their October 2015 meeting.

STAFF SUMMARY

1. Description and Need

The Department of Marketing in the E.J. Ourso College of Business is requesting full approval of the Professional Sales Institute (PSI). The PSI is dedicated to the education, training, and development of professional sales leaders and to the discovery and dissemination of sales knowledge. It is comprised of a number of program elements. From the curriculum perspective, the Institute created a professional sales concentration (including courses in professional sales, sales management, and a sales practicum) within the existing Marketing baccalaureate degree program. One component of the sales practicum prepares students for sales competitions hosted at universities around the country. Another aspect of the PSI includes assisting businesses looking for interns and full-time professional sales employees. Eventually, the Institute hopes to provide opportunities for these companies to become involved with the Institute by participating in on-campus conferences, symposia, and other activities. Finally, the Institute provides opportunities and motivation for collaborative scholarly research. This research will produce both scholarly and practical insight that will help industry partners and will also advance the body of knowledge in professional sales.

Sales is a particular area of interest for students in the E.J. Ourso College of Business. The purpose of the PSI is to create and sustain a nationally competitive program in professional sales training that will exist as a concentration in the LSU Department of Marketing using a mix of public and private funding. Based on research conducted by the Department, over half of undergraduate marketing majors will take a job in sales. Sales jobs are also the most prevalent marketing-related jobs within Louisiana, and thus any type of training in sales techniques and tactics is a very attractive offering for students. The 2012 US Census indicates that professional sales jobs are the second largest category after management jobs, with professional sales jobs making up roughly 24 percent of the workforce.

Additionally, sales programs and institutes like the one at LSU are becoming a common feature of many flagship universities and top-tier business schools across the United States. According to a study conducted by DePaul University, roughly 101 universities in the United States have some type of sales institute or program. Florida State University, the University of Indiana - Bloomington, and Michigan State University round out some of the larger sales programs in the United States.

2. Major Accomplishments

Since initial approval of the Institute was granted in October 2014 many accomplishments have been achieved. Such accomplishments include, but are not limited to:

- Secured initial private funding to support the PSI ($400K) along with $100K in corporate sponsorships;
- Established Professional Sales Concentration which had an initial enrollment of 40 students with this enrollment growing to 80 in the second year;
- Hired one tenure-track faculty member in Sales Management;
- Successfully participated in regional and national sales competitions;

- Established an Advisory Board as well as a PSI Steering Committee; and
- Hired a PSI Program Director/Instructor.

3. Resources and Administration

The Institute is a research, education, and outreach initiative within the E.J. Ourso College of Business Administration. The Chair of the Department of Marketing established and will continue to guide the strategic direction of the PSI with assistance from the PSI Steering Committee. The PSI Director manages the day-to-day operations and serves as the Advisory Board Chairman. The purpose of the Advisory Board is to provide advice to the PSI Steering Committee with a focus on the operational elements as established in PSI's strategic plan. The primary facility for the PSI is in the new Business Education Complex. The Institute has access to building amenities including all-purpose meeting rooms and interview rooms furnished with video equipment for sales competition training.

4. Budget

The Institute will be primarily funded by the Department of Marketing and through private business donations held in an LSU Foundation Account. The PSI does not anticipate generating research grants or providing executive education, initially. The funding model will continue to focus on donations from interested companies and individuals to help offset non-instructional costs related to the PSI. Anticipated corporate and alumni donations, along with monies drawn from the Professional Sales Educator Fund, will provide sufficient financial support of the PSI for the duration of the approval period.

STAFF ANALYSIS

The Professional Sales Institute aims to create and sustain a nationally competitive program in professional sales training which is a strong area of interest for both students and industry. During the one-year conditional approval period the PSI established a strategic plan and accomplished many targeted goals and objectives. Funding for the Institute appears to be adequate for the approval period.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend full approval of the Professional Sales Institute at LSU A&M. A request for reauthorization of the Institute shall be due by December 1, 2020.

BoR AGENDA ITEM VI A 2
REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT

LSU HURRICANE CENTER

BACKGROUND INFORMATION

Louisiana State University (LSU) is requesting reauthorization of the LSU Hurricane Center (HC). The Center was originally approved by the Board of Regents in August 2000 with reauthorization for a period of five years granted in August 2003. Center activities were suspended between 2008 and 2014 due to budgetary constraints and lack of leadership. In October 2014, the Board of Regents granted the HC reauthorization for a period of one year. LSU is now seeking full reauthorization, with the LSU Board of Supervisors' approval granted at their October 2015 meeting.

STAFF SUMMARY

1. Description and Need

The original mission of the HC was to develop an interdisciplinary research program on hurricanes and their impact on natural and built (human) environments. The initial strengths of the Center were in its core expertise in wind engineering, traffic flow management, Geographic Information System (GIS) and public health impacts. An internal review of the Center conducted in 2008 by the Council on Research concluded that the Center had not achieved its potential. Because of ongoing budget constraints, coupled with turnover in key leadership positions related to the HC, LSU made the decision to seek a suspension in order to assess the Center's strengths and weaknesses, evaluate support needs, and develop a fresh leadership vision.

Between 2008 and 2014, little activity occurred aside from a critical operations component linked to severe weather events in support of the LSU Coastal Emergency Risks Assessment (CERA) activities to provide information to local, state and federal emergency response teams, including the National Weather Service in Louisiana and the Louisiana Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP). Because of the critical importance of the CERA support services to the state during the hurricane season, it was decided that the HC would focus on CERA as its primary function.

Since the Louisiana Sea Grant College Program agreed to support such initiatives and, following an extensive search, a new director has been appointed, LSU is ready to move forward with revitalizing the HC under its new leadership. The new director has the following requirements during the first few years of his service: (1) to re-envision, reorganize and rename the Center in order to position it to more fully engage interdisciplinary teams across the academic and research units of LSU and beyond; (2) to develop and implement a strategic plan that meets review and compliance with the BoR criteria for research centers in higher education; (3) to build a research and outreach program within LSU that engages stakeholders in the emergency management community to provide information preparing communities for the risks of coastal hazards in extreme weather events and help them build resilience capacities; and (4) to conduct innovative research that will enhance the capacity of Louisiana Sea Grant to support the *Weather Ready Nation* goal of the National Oceanic and Atmospheric Administration (NOAA).

2. Activities

A focal point of the HC has been and will continue to be development of the state-of-the-art, online, interactive, Google-based mapping technology known as CERA (referenced above). Research-based guidance is provided to emergency managers related to environmental issues associated with operations during a hurricane event and other coastal hazards. LSU's HC, in conjunction with its sister center at Chapel Hill (the Department of Homeland Security/University of North Carolina Coastal Resilience Center of Excellence), has recently established an operational forecasting system for the coasts of Louisiana, Mississippi, and Alabama known as the ADCIRC Surge Guidance System (ASGS). This forecasting system generates near real-time storm surge guidance for updating emergency response groups effectively during a storm event. The HC will continue to support the advancement of the ASGS and CERA. Faculty affiliated with the HC have recently secured multiple grants that underscore this commitment.

3. Resources and Administration

Oversight of the Hurricane Center is provided by a newly appointed Director (January 2015) who reports directly to the Vice President for Research & Economic Development; the Director is also the holder of The Laborde Endowed Chair. The Director meets on a regular basis with the Associate Vice President for Humanities, Social Sciences, Policy Issues and Research Integrity who also holds a joint appointment with the Center for Computation & Technology (CCT). A Faculty Advisory Group has been created to provide guidance; it consists of five faculty members from the CCT, College of Engineering, School of the Coast & Environment, and the College of Sciences.

4. Budget

The HC budget includes funding from the Louisiana Sea Grant College Program, CCT, LSU's Office of Research and Economic Development (ORED), and the beginning of what is expected to be strong federal, state and local funding from granting agencies. Numerous grant proposal initiatives are in the works which will ensure that the five-year estimated costs are met. LSU's ORED will consider a long-term, annual operating budget to provide support for the HC once a strategic plan is completed and undergone a review by the Council on Research. This budget will include resources for partial clerical support and annual operations of the Center.

STAFF ANALYSIS

The Hurricane Center has played an important role in providing information to the state during extreme weather events and assisting with CERA activities, which has been identified as the primary focus of the HC for the foreseeable future. The new Director has been charged with creating and implementing a strategic plan focused on building a strong research and outreach agenda. With leadership in place and funding secured, staff believes that approval for a five-year period is appropriate.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend reauthorization of the LSU Hurricane Center for a period of five year. A request for reauthorization shall be due by December 31, 2020.

AGENDA ITEM VI B 1

ROUTINE ACADEMIC REQUESTS
Staff Approvals

Institution	Request
LA Tech	Request to offer the existing MS in Engineering – Industrial Engineering Concentration, non-thesis option (14.0101) via 100% distance learning technologies – **approved**.
LA Tech	Request to reorganize and consolidate the Department of Agriculture Sciences and the School of Forestry into a single School of Agricultural Sciences and Forestry within the College of Applied and Natural Sciences – **approved**.
LA Tech	Request to reorganize the Computer Information Systems (CIS) Group within the School of Accountancy & Information Systems (SAIS) as the CIS Department within the College of Business, and to rename the SAIS as the School of Accountancy – **approved**.
LSU	Request to change the name of the MS and PhD programs in Plant Health to Plant Pathology and Crop Physiology, same CIP (26.0305) – **approved**.
McNeese	Request to offer the existing MBA (52.0201) via 100% distance learning technologies – **approved**.
McNeese	Request to offer the existing GC in Business Administration (52.0201) via 100% distance learning technologies – **approved.**
McNeese	Request to change the name of the University's College of Engineering to the College of Engineering and Computer Science – **approved**.
SLCC	Request to offer the following programs through distance education (Hybrid), with at least 50% of the coursework available online: AGS (240102); AALT and ASLT (240199) – **approved**.
Sowela	Request to change the name of the AAS/Computer Technology–Programming Specialist to AAS/Computer Software Specialist (110202), and AAS/Computer Technology–Network Specialist to AAS/Computer Networking Specialist (110901) – **approved.**

AGENDA ITEM VI B 2

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
02.2010	Bossier Parish Community College **AAS in Construction Technology & Management (52.2001)** Conditional approval was granted for the AAS in February 2010 with a request for an annual progress report until otherwise noted. The campus has complied with this request; the last progress report was received and accepted in January 2015. A subsequent report was called for by December 1, 2015.	The 2015 progress report was received by staff in late Nov. An update on personnel was provided as was information on a new construction lab and equipment. Information relevant to advisory board meetings and 2+2 agreements was included in the report as well. Enrollment in the program has remained consistent with 31 majors reported for fall 2014 and 28 majors reported for fall 2015. For the past two academic years the program has produced two graduates each year.	Receive and accept the progress report. A subsequent report is due by Dec 1, 2016.
10.2011	Louisiana Tech University **BS in Cyber Engineering (14.9999)** In Oct 2011 conditional approval of the program was granted with a progress report requested by Nov 1, 2012. The requested report was received and accepted in Dec 2012 and in 2013, 2014 and 2015. When the last report was accepted in Jan 2015 a subsequent report was requested by Dec 1, 2015.	The 2015 progress report was received by staff in late Nov. The program has grown to be one of the larger programs in the College of Engineering and Science at LA Tech with 148 students enrolled for fall 2015. In spring 2014 the program produced the first five graduates with all successfully obtaining employment at the time of graduation. The institution anticipates 11 graduates this spring. Various highlights of the program were provided.	Receive and accept the progress report. A subsequent report is due by Dec 1, 2016.
12.2011	LSU Health Sciences Center - NO **Doctor of Nursing – DNP (51.3818)** Conditional approval was granted to the DNP in Dec 2011 with a request for a progress report in Jan 2013. The 2013 report was provided as were reports in Feb 2014 and Dec 2014; a subsequent report was requested by Dec 1, 2015.	The 2015 progress report was received by staff in late Nov. LSUHSCNO admitted the first cohort of DNP post-masters students in May 2012. The first BSN to DNP cohort of 45 nurse anesthesia students were admitted in May 2013. As of the fall 2015 semester, there are a total of 190 DNP students enrolled (171 full-time and 19 part-time). Seven DNP students graduated in AY 2014-15. Two post-masters DNP students are expected to graduate in Dec 2015 and 40 BSN to DNP nurse anesthesia students are to graduate in May 2016 (the first cohort of BSN to DNP graduates). The DNP program received full accreditation from the Commission on Collegiate Nurse Education.	Receive and accept the progress report. Due to the growth and stability of the program no further reporting is necessary.
06.2010	LSU Health Sciences Center – NO **Master of Physician Assistant Studies (51.0912)** The program was granted conditional approval in June 2010 with implementation to occur in Jan 2011. The campus was asked to submit an annual report on the first of every year until notified otherwise.	The 2015 progress report was received by staff in early Nov. An update on recent hires was provided as was information relevant to progress toward initial accreditation by the Commission on Education for the Physician Assistant, Inc. (ARC-PA). While the entering cohort is capped at 30 per year, there continues to be a significant increase in applicants. In	Receive and accept the progress report. A subsequent report is due by Jan 1, 2017.

	The reporting requirement has been met with the 2014 report received and accepted in Mar 2015. A subsequent report was requested by Jan 1, 2016.	2014-15 the inaugural class completed the program (29).	
06.2007	Southeastern State University **BS in Sport Management (31.0504)** In June 2007 conditional approval of the program was granted with a request for annual reporting until otherwise indicated. Reports have been provided, with the last report received and accepted in Jan 2015. At that time a subsequent report was requested by Dec 1, 2015.	The 2015 progress report was received by staff in late Nov. Enrollment in the program has grown from 33 in AY 08-09 to 110 in AY 2014-15. Completer data for the last three years was reported as follows: AY14-15: 20, AY13-14: 18 and AY12-13: 11. An update on pursing accreditation through the Commission on Sport Management Accreditation (COSMA) was provided.	Receive and accept the progress report. A subsequent report is due by Dec 1, 2016.
05.2008	Southern University at New Orleans **BS in Mathematics (27.0101)** Conditional approval of the program was granted in May 2008 with implementation beginning in Aug 2008. As requested, the institution has provided a progress report annually with the last report received and accepted in Oct 2014. A subsequent report was requested by Oct 1, 2015.	The 2015 progress report was received by staff in late Nov. For fall 2014 it was reported that there were 46 declared majors. The number of completers has fluctuated: AY14-15: 2, AY13-14: 8, AY12-13: 2. For the current academic year the campus projects 8 completers. An update was provided on faculty, staff, goals and objectives.	Receive and accept the progress report. A subsequent report is due by Dec 1, 2016.
08.2011	University of Louisiana at Lafayette **GC in Non-Public Schools Administration (13.0401)** Conditional approval was granted to the GC in Aug 2011 with a request for a progress report by Sept15, 2012. The 2012 progress report was submitted as requested as were progress reports in 2013 and 2014. A subsequent report was requested by Oct 1, 2015.	The 2015 progress report was received by staff in late Sept. It was disclosed that the university did not begin a new cohort in spring 2014, and for fall 2014 there were only two applications. Reasons for lack of interest in the GC were provided. The campus is considering revisiting and revamping the program at this time.	Receive and accept the progress report. A subsequent report is due by Oct 1, 2016.
08.2012	University of Louisiana at Lafayette **MS in Kinesiology (13.1314)** In Aug 2012 conditional approval was granted to the program with a request for an update on program implementation by Oct 1, 2013. In 2013 a progress report was accepted, as was one in 2014. A subsequent report was requested by Oct 1, 2015.	The 2015 progress report was received by staff in late Sept. Enrollment in the program has been strong with 35 students for fall 2015 and 39 students for spring 2015. The program produced 17 completers for AY 2014-15. It was noted that graduates of the program are highly sought after for jobs in the occupational monitoring sector.	Receive and accept the progress report. Based on program enrollment and completers to date no further reporting is necessary.
09.2011	University of Louisiana at Lafayette **PhD in Systems Engineering (14.2701)** Conditional approval was granted to the program in Sept 2011 and a progress report was requested by Oct 1, 2013. The requested report was provided as was one in 2014. A subsequent report was due Oct 1, 2015.	The 2015 progress report was received by staff in late Sept. A brief description of the program was provided along with other background information. Enrollment in the program has been as follows: FL14 – 31, SP15 – 32 and FL15 – 36. The program has had three (3) completers to date.	Receive and accept the progress report. A subsequent report is due by Oct 1, 2016.

05.2012	University of Louisiana at Lafayette **GC in TESOL [Teaching English to Speakers of Other Languages] (13.1401)** The GC was granted conditional approval in May 2012 with a request for a progress report in Sept 2013. Such a report was submitted as was one in Jan 2015. A subsequent report was requested by Dec 2, 2015.	The 2015 progress report was received by staff in early Nov. An update on instructional support was provided. Enrollment in the GC was reported as follows: FL13 – 3, FL14 – 3 and FL15 – 4. There have been no GC completers to date.	Receive and accept the progress report. A subsequent report is due by Dec 1, 2016.

AGENDA ITEM VI B 3

PAST DUE REPORTS FOR APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

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

Past Due:			
Due Date	**Institution**	**Program / Unit**	**Summary**
10.01.2015	DCC	AAS in Polysomnographic Technology	Conditional approval was granted in August 2012 with a request for annual reporting beginning October 1, 2013. The campus has provided annual reports as requested with the last report received and approved on October 22, 2014. At that time a subsequent progress report was called for by October 1, 2015.
10.01.2015	NTCC	AAS in Culinary Arts and Occupations	The program was granted conditional approval in September 2011 with a progress report requested by October 1, 2012. The 2012 report was submitted as requested as were reports in 2013 and 2014. When the last progress report was accepted in 2014 a subsequent progress report was requested by October 1, 2015.

AGENDA ITEM VI B 4
LETTERS of INTENT/PROPOSALS in the QUEUE
Forwarded to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	LSU	BA - Screen Arts	05.19.15	05.28.15 distributed to CAOs for input with responses received by 06.26.15. 06.29.15 questions sent to campus. 07.14.15 campus informed staff a response to questions would be forthcoming.
	NSU	MS – Industrial Management	06.30.15	07.01.15 distributed to CAOs with input received by 08.14.15. Questions sent to campus 09.01.15 with response received 09.09.15. Staff sent questions/ issues to campus 09.30.15; awaiting response.
	NSU	EdD – Adult Learning and Leadership	08.31.15	09.01.15 distributed to CAOs for review with input received by 09.25.15. Questions/issues submitted to campus 10.08.15; response received 11.11.15. Under staff review.
	ULL	MS – Environmental Resource Science	08.31.15	09.01.15 distributed to CAOs for review with input received by 09.25.15. Questions submitted to campus 10.01.15; awaiting response.
	LSUA	BS – Chemistry	09.30.15	10.01.15 circulated to CAOs for review with input received by 11.02.15. Questions sent to campus 12.01.15; awaiting response.
	NSU	BS in Applied & Environmental Microbiology	10.29.15	10.30.15 circulated to CAOs with input received by 11.25.15. Under staff review.
Program Proposals	SUSLA	AAS – Process Technology	10.12.14	10.28.14 questions to campus. 11.20.14 discussed with campus. Response recv'd 11.25.14. Additional questions to campus 12.17.14; response received 01.13; 15. 01.29.15 questions to campus. 04.01.15 campus representative informed staff that additional budget information will be forthcoming. 04.10.15 received revised proposal and additional information from campus; under staff review. 05.26.15 pulled item from MAY 2015 agenda since approval of program by LCA is required; campus notified of this action and requirement. The item was considered by LCA at the August meeting; awaiting response from campus.
	BRCC	AAS/Midwifery	07.31.15	Under staff review: cost, licensure, accreditation.
	NSU	4 Certificate Programs	09.01.15	09.01.15 questions to campus: general plan or strategy for rolling out new certificate programs; awaiting response. Proposals are on hold while staff questions need/ relevance of identical curricula for different credentials; meeting is scheduled.