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AGENDA
LA Board of Regents
(Committee of the Whole)
February 22, 2016
Pennington Biomedical Research Center

VI. Academic and Student Affairs

- A. Academic Programs
 - 1. Letter of Intent
 - a. MS in Environmental Resource Science - ULL
 - 2. Program Proposals
 - a. AAS/Automotive Technology & AAS/Diesel Heavy Truck Technology – BRCC
 - b. GC in Dietetic Internship - Nicholls
 - 3. Consolidations/Terminations
 - a. BS/Athletic Training & BS/Communicative Disorders - Nicholls
- B. Center of Excellence
 - 1. Reauthorization of CRE/Plant Biotechnology & Crop Development – LSU A&M & LSU AgCenter
 - 2. Reauthorization of Industrial and Process Technology CWE - Sowela
- C. Consent Agenda
 - 1. Routine Staff Reports
 - a. Staff Approval of Routine Academic Requests
 - b. Progress Reports for Conditionally Approved Programs/Units
 - c. Letters of Intent/Proposals in the Queue

AGENDA ITEM VI A 1a
LETTER of INTENT
UNIVERSITY OF LOUISIANA AT LAFAYETTE
MASTER OF SCIENCE in ENVIRONMENTAL RESOURCE SCIENCE

BACKGROUND INFORMATION

The University of Louisiana at Lafayette (ULL) requests Board of Regents' approval of a Letter of Intent (Lol) to create a proposal for a Master of Science in Environmental Resource Science (ENVRs). The Lol was approved by the Board of Supervisors of the University of Louisiana System in August 2015. The campus has worked to address questions raised by Regents' staff over the past few months.

STAFF SUMMARY

1. Description

The purpose of the proposed program is to increase the pipeline of highly-trained students who can address challenges related to Louisiana's environmental resources. This master's degree program will focus primarily on water and soil resources, including their investigation/characterization, management, remediation, and associated technologies. Students also will be able to probe the relationships of these physical resources with biological processes. The objectives of the proposed program are as follows: (1) To provide a superb curriculum with complementary research and internship experiences for training and educating students in the field of environmental resources; (2) To prepare students for a wide variety of possible careers in the environmental arena; and (3) To develop a highly-skilled, critical-thinking workforce that will benefit the State of Louisiana.

The 35-credit hour curriculum will have thesis and non-thesis options with courses required of the proposed program organized into the categories of Water Resources (6 hrs), Soil Resources (6 hrs), Environmental Methods (3 hrs), Seminar (2 hrs), and Electives (12 hrs, selected from a designated list of courses). Students pursuing the thesis option will enroll in six thesis hours while those pursuing the non-thesis option will complete a three-hour capstone course as well as a three-hour internship. Substantial flexibility is built into the program regarding which courses are available to satisfy the Environmental Methods requirement and 12 hours of electives in order to provide students with the opportunity to individualize their curriculum within the over-arching theme of water and soil resources. This flexible, inter- and multi-disciplinary approach is important for the development of a broad-based applied science program, but at the same time allows for a considerable level of specialization. The campus believes that this educational approach is precisely what is required to develop a workforce that can address a variety of environmental challenges, particularly those dealing with water and soil issues that are specific to Louisiana.

There are currently two MS-level programs in Environmental Science in the State of Louisiana. LSU's 36-credit hour MS in Environmental Science includes thesis and non-thesis options and has focus areas in (1) Biophysical systems, (2) Environmental planning and management, and (3) Environmental assessment and analysis. The MS in Environmental and Chemical Science offered by McNeese includes thesis (37 hours) and non-thesis (31 hours) options and is comprised of coursework in the disciplines of Chemistry, Agricultural Sciences and Environmental Sciences. These existing programs clearly have different missions than the program proposed by ULL which will focus specifically on soil and water resources. ULL offers a BS in Environmental Sciences (implemented in Fall 2011) which has three concentrations: soil and water, environmental quality and digital geography. The proposed MS degree would build upon the existing baccalaureate degree and would provide graduate level education specific to water and soil resources which is currently not available in Louisiana.

2. Need

According to the U.S. Bureau of Labor Statistics, job demand in Environmental Science is driven by “Heightened public interest in the hazards facing the environment, as well as the increasing demands placed on the environment by population growth.” Job growth in this area is expected to be around 15% over the next decade, which is substantially faster than the national average for all jobs. Occupational forecasts provided by the Louisiana Workforce Commission also indicate a rise in demand for Environmental Scientists in the state. Although some environmental science jobs are obtainable with a baccalaureate degree, there are considerable advantages for students who earn a graduate degree in Environmental Science. Earning a graduate degree will provide students with more career options, positions of greater responsibility, and increased pay. Letters of support from companies such as Hydro-Environmental Technology, Inc., Element, Blue Frog, T. Baker Smith and the U.S. Department of the Interior indicate a need for highly-qualified students with a strong background in water and soil resources. These companies have committed to providing paid internship opportunities annually for students enrolled in the proposed program.

3. Students

The proposed program will recruit students on the ULL campus who receive undergraduate degrees in Environmental Science, Geology, Biology, Physics and Chemistry; collectively, these programs graduate approximately 85 students annually. Individuals who have earned a baccalaureate degree in a related scientific or engineering field from institutions other than ULL will also provide a pipeline of potential graduate students. ULL anticipates that the proposed program will initially enroll five (5) students with a projected incoming class of 13 students in Year Five.

4. Faculty, Resources & Administration

The School of Geosciences, which resides in the Ray P. Authement College of Sciences, will house the proposed program. Appropriate infrastructure and facilities are in place for program implementation. No new faculty will be necessary since existing environmental science, geology, biology, chemistry and civil engineering faculty will provide sufficient instructional support. The vast majority of the necessary courses are already available and being taught at ULL.

5. Budget

What is proposed can be fully implemented with little new cost to ULL. This includes no new additional funds required for faculty, supplies, operating expenses or travel. The only anticipated cost incurred would be for four (4) graduate assistantships (2 in YR 1 and 2 additional GAs in YR 2).

STAFF ANALYSIS

The graduate program proposed by ULL, by its very nature, is environmentally-oriented and will offer training to students so that they can secure jobs to help manage water and soil resources in the decades to come. Business and industry in the area serviced by ULL have expressed a need for individuals with such a background and have pledged to provide paid internship opportunities. Due to the specific focus of the program, what is being proposed has a different mission and will appeal to somewhat different student groups in comparison to existing graduate degrees. Such a program can be offered at minimal cost to the institution.

STAFF RECOMMENDATION

The staff recommends that the Board of Regents grant approval of the Letter of Intent to develop a proposal for a Master of Science in Environmental Resource Science (CIP 03.0199) at the University of Louisiana at Lafayette.

AGENDA ITEM VI A 2a
PROPOSED NEW ACADEMIC PROGRAMS
BATON ROUGE COMMUNITY COLLEGE
ASSOCIATE of APPLIED SCIENCE (AAS) in AUTOMOTIVE TECHNOLOGY and
AAS in DIESEL HEAVY TRUCK TECHNOLOGY

BACKGROUND INFORMATION

Baton Rouge Community College requests approval to establish an Associate of Applied Science (AAS) in Automotive Technology (CIP 47.0604) and an AAS in Diesel Heavy Truck Technology (CIP 47.0613). The proposed programs were approved by the LCTCS Board of Supervisors in January 2016 and forwarded to the Board of Regents.

STAFF SUMMARY

1. Description

The proposed 60-hour Automotive and Diesel Heavy Truck Technology programs, with their respective embedded certificate components, will be the credit offerings in Phase 2 of BRCC's Transportation Technology Center for Workforce Excellence. (Phase I was the Aviation program.) Beginning in the Fall, the Center will accept 50 new students each semester – 25 in automotive, and 25 in diesel technology. Each class will begin as a cohort to be grounded in the basics in shop safety, automotive/diesel service and electrical systems, after which they will move into either the automotive or diesel tracks, temporarily coming together again for the air conditioning component. After the introductory segment, students will receive specialized instruction on Monday, Wednesday and Friday; on Tuesday, Thursday and possibly Saturday (full days), they will work as interns at approved repair facilities where, under the oversight of an assigned mentor, they will be exposed to all types of vehicles and tasks being performed at the facility.

Each proposed degree includes embedded, stackable CTS credentials and a technical diploma:

- AAS/Automotive Technology -- CTS/Electrical Systems; CTS/Drivetrain; CTS/Suspension, Steering & Brakes; CTS/Drivability Tech; and TD/Automotive Technician;
- AAS/Diesel Heavy Truck Technician – CTS/Truck Suspension, Steering & Brakes; CTS/Truck Drivetrain; CTS/Truck Electrical Systems; and TD/Diesel Heavy Truck Technician.

General education coursework is blended with introductory courses in the first two semesters of the five-semester degree plans.

Program competencies are directly correlated with the knowledge and skills required to prepare an individual for National Institute for Automotive Service Excellence (ASE) certification which is encouraged (or required) by many automotive repair facilities for their employees. The programs will incorporate training and work experience to prepare students for ASE certification with each CTS. The end result will be a Technician with an associate degree and the possibility of an ASE Master Technician Certification. Graduates will be highly competitive for employment, as the ASE certifications communicate that the holder is knowledgeable in every aspect of specific automotive or diesel systems.

2. Need

In 2008, the All Star Automotive Group began documenting the local automotive industry's specific needs for better, locally-trained automotive technicians, including greater consistency in training curricula, increased availability of training vehicles, and greater access to current technology. LA Workforce Commission projections anticipate 80 annual openings for automotive service technicians and 50 diesel medium/heavy truck mechanics in Region 2 (Baton Rouge area). Automobile and heavy truck industry partners have been heavily engaged in program development to the extent of donating vehicles, engines and equipment for the lab and urging admission of a new class each semester because of their need for graduates. As a result, the world class, state-of-the-art automotive and heavy truck training facility will be ready for business this fall (2016), able to deliver National Automotive Certification training to address every facet of the automotive and heavy truck technology for initial and refresher certifications and to serve domestic and foreign dealers throughout the state.

Similar automotive AAS programs are offered at Delgado and at North Shore, with certificate and diploma programs across LCTCS institutions; none focus on training diesel heavy truck technicians. BRCC's proposed programs differ from others by including required internship courses in four of the five semesters, for which students will both observe and participate in cutting edge technology and have the work experience to be eligible for ASE certification upon graduation.

3. Students

To provide quality instruction and oversight, BRCC plans to cap enrollment at 50 new students in each area per year, projecting a consistent enrollment of about 90 with an 80% retention rate and 25 to 50 annual completers, starting in the second year and recognizing that some students will complete a collection of CTSs or the TD but not the degree. The majority of students will be from the East Baton Rouge metropolitan area, including areas of Livingston and Ascension parishes. Upon approval of the new Automotive Technology AAS, the existing dormant diploma and CTSs offered at the Acadian site (previously Capital Area Technical College) will be terminated.

4. Faculty, Resources & Budget

In partnership with industry leaders (including the LA Automobile Dealers Association, the City of Baton Rouge, BR Redevelopment Authority, BR Area Foundation, BR Chamber of Commerce, EBR Parish School Board, LA Workforce Commission), BRCC's new Automotive Training Center (ATC) will contain classroom and lab space for both programs. Groundbreaking for the facility, the anchor of the Transportation CWE, occurred in 2015. The ATC will have sufficient classroom space to permit the offering of general education courses on-site, in addition to the technical courses and labs, all to be offered in the traditional, face-to-face format.

BRCC's automotive department chair has over 30 years of experience in automotive maintenance and has widespread industry contacts and support. He actively works with local experts, securing input of service managers from 15 different dealerships when developing the new curricula. In the first year of implementation, the college will hire an additional full-time instructor for each program and adjuncts, as needed, expecting to have four FTE faculty by the second year, along with a lab assistant and equipment manager and student services staff member. Accreditation costs (\$1650) would recur every five years. The College will fund the programs through program-generated income.

5. Accreditation

Course-level outcomes and competencies will follow the National Automotive Technicians Educational Foundation (NATEF) 'Master Automotive Service Technicians' (MAST) standards. The campus expects both programs to be NATEF certified and accredited by Spring 2018.

STAFF ANALYSIS

BRCC's proposed AAS/Automotive Technology and AAS/Diesel Heavy Truck Technology are newly engineered programs with an instructional approach and heavy internship component that will be unique to the center and establish BRCC as a leader in both initial and continuing education and training for automotive/diesel technicians. The state-of-the-art center will open this fall with comprehensive training programs in automotive and diesel technology, created in response to and in collaboration with voices in the vehicle maintenance/repair industry. The collaborative efforts in developing the new curricula, using NATEF and ASE standards as guides, support an expectation of program excellence in both productivity and prospects for graduates.

STAFF RECOMMENDATION

The staff recommends that the Board of Regents grant conditional approval for the Associate of Applied Science in Automotive Technology (CIP 47.0604) and Associate of Applied Science in Diesel/Heavy Truck Technician (CIP 47.0613) at Baton Rouge Community College, to begin in Fall 2016. By January 1, 2018, the institution will provide an update on enrollment and completion, as well as progress toward accreditation.

AGENDA ITEM VI A 2b
PROPOSED NEW ACADEMIC PROGRAM
NICHOLLS STATE UNIVERSITY
GRADUATE CERTIFICATE IN DIETETIC INTERNSHIP

BACKGROUND INFORMATION

Nicholls State University is seeking Board of Regents' approval to offer a Graduate Certificate (GC) in Dietetic Internship. The proposal was approved by the UL Board of Supervisors at their meeting in December 2015.

STAFF SUMMARY

1. Description & Need

The proposed GC in Dietetic Internship is designed to prepare students for entry-level practice as Registered Dietitians/Nutritionists (RDN) and successfully complete the registration examination for nationally recognized credentials. The curriculum will consist of 15 hours of graduate credit which will include three (3) Dietetics courses (Dietetics Preprofessional Practice I – 3 hrs; Dietetics Preprofessional Practice II - 6 hrs; and Dietetics Preprofessional Practice III – 6 hrs). This curriculum will allow a student to complete a minimum of 1200 hours of supervised practice selecting between two areas of emphasis: Medical Nutrition Therapy and Culinary Nutrition. The GC DICD will collaborate with the existing culinary program for the Culinary Nutrition emphasis; it is also a natural extension of Nicholls' BS in Dietetics which completed 22 students last academic year. Mode of delivery will consist of onsite clinical supervision by clinical faculty and approved preceptors. Students will be awarded a Dietetic Internship Verification Statement Certificate upon successful completion of all competencies of the proposed GC.

Currently there are five dietetic supervised practice programs in the State of Louisiana which are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) and they are offered by: Southern University, North Oaks Hospital, McNeese State University, Tulane University and LA Tech. The University of Louisiana at Lafayette (ULL) has offered such a program but recently suspended enrollment in order to reconfigure the curriculum; it will be off-line for approximately two (2) years. The total possible enrollment for all dietetic supervised practice programs in the State is currently 68 students per year. Six public institutions currently offer a baccalaureate degree or concentration in dietetics (LSU, LA Tech, McNeese, Nicholls, Southern and ULL); these institutions typically graduate a total of 90 students in dietetics on a yearly basis. Since there are more graduates than there are slots available in dietetic internship programs many students have to leave the State in order to pursue the additional training needed to practice as an RDN. Also to be considered are those students from other states that compete with Louisiana residents for the limited dietetic internship positions that are available. The GC proposed by Nicholls would not only address this gap, it would greatly benefit the State by providing more skilled dietitians/nutritionists to meet the health and wellness needs of the population.

2. Students

Students will come to this GC from the six dietetic programs/concentrations mentioned above. It will also be of interest to students from other states. The proposed GC at Nicholls would seek to enroll 14 students each year in the one year internship.

3. Faculty, Resources & Administration

The Department of Allied Health Sciences would administer the proposed GC. Faculty that support the existing undergraduate/didactic program in dietetics would help to support the proposed GC. ACEND mandates that a program such as the one proposed have a full-time program director, thus necessitating the hiring of another faculty member. No additional instructional equipment or facilities are needed due to the off-campus nature of instruction. Thibodaux Regional Medical Center has expressed interest in being one of the main clinical sites and other potential facilities have been identified as well (Teche Reginal,

Ochsner St. Anne, Ochsner Houma, Terrebonne General Medical Center, etc.) The Region III Department of Health has already signed an affiliation agreement in order to serve as the site of the public health rotations.

4. Budget

Resources required for implementation and sustainability of the proposed GC include a faculty coordinator as well as accreditation costs and start-up supplies. A contract fee is being proposed to cover the cost of the program (including tuition). Students will be charged \$10K to complete the proposed GC (as well as a \$50 application fee) which is in line with existing dietetic supervised practice programs in the State. The University will fund this program through program-generated income.

Year	Sources of Expenses			Annual Total Expenses	Sources of Revenue		Annual Total Revenue
	Faculty	Accreditation	Supplies		# of Students	Contract Cost & Fee	
1	\$80,000	\$9,500	\$1,170	\$90,720	14	\$10,050	\$140,700
2	\$80,000	\$1,900	\$ 600	\$82,500	14	\$10,050	\$140,700
3	\$80,000	\$2,000	\$ 500	\$82,500	14	\$10,050	\$140,700
4	\$80,000	\$2,600	\$ 500	\$82,500	14	\$10,050	\$140,700

STAFF ANALYSIS

The proposed GC will assist in expanding the opportunity for individuals to remain in state and complete the dietetic internship component necessary for entry-level practice as a Registered Dietitian/Nutritionist. Nicholls currently offers a BS in Dietetics and the proposed GC would be an expansion of this viable program. Such a program would assist in producing more Dietitians/Nutritionists which have been identified by the Louisiana Workforce Commission as a four star job.

STAFF RECOMMENDATION

The staff recommends that the Board of Regents grant approval of the Graduate Certificate in Dietetic Internship (CIP 51.3101) at Nicholls State University.

AGENDA ITEM VI A 3a
PROPOSED CONSOLIDATION & TERMINATIONS
NICHOLLS STATE UNIVERSITY
BACHELOR of SCIENCE in ATHLETIC TRAINING and
BACHELOR of SCIENCE in COMMUNICATIVE DISORDERS

BACKGROUND INFORMATION

Nicholls State University requests approval to terminate the Bachelor of Science (BS) in Athletic Training and the BS in Communicative Disorders (COMD) for similar reasons, with the intention to reconfigure them both as concentrations within the existing BS in Health Sciences. The requested terminations were approved by the Board of Supervisors of the University of Louisiana System in December 2015.

STAFF SUMMARY

The recommendation to discontinue the BS/Athletic Training and the BS/Communicative Disorders was initiated by Nicholls was based on the relative small size of the programs, the projected and current projected requirements for graduate study in both areas, and the SACSCOC requirement for terminally degreed faculty in each major.

With a three-year average of 9 graduates in Athletic Training and 17 in COMD, Nicholls' programs are among the smaller producers of the public baccalaureate program offerings which collectively average 11 and 33 graduates. Both programs meet the BoR viability minima (of an average of 8 graduates/year), but the entry level into practice for both Athletic Training and Speech Language Pathologists is at or changing to the graduate level. (The Commission on Accreditation of Athletic Training Education will not allow admission into baccalaureate programs after Fall/2022.) As concentrations within the BS/Health Sciences degree, they will continue to prepare students for graduate study. Finally, though the courses in both areas are taught by academically qualified faculty, neither has "terminally degreed" faculty in the major, a SACSCOC requirement. Nicholls does have terminally degreed faculty in the BS/Health Sciences degree program and would maintain the faculty in both new areas of concentration, thus continuing to provide the education service and maintain accreditation.

Athletic Training. Students (39) currently enrolled in the clinical component of the athletic training program will continue in the degree program; all are scheduled to graduate by May 2018. All other majors (76) will be channeled into the new concentration, which will provide students with course work needed for application to Master level athletic training programs.

Communicative Disorders. Students (13) currently enrolled in the clinical component of the COMD program will continue; they are all scheduled to graduate by December 2016. All other majors (46) will be channeled into the new concentration, which will provide students with the 39 hours of COMD coursework and 25 hours of observation that are needed to apply to graduate COMD programs.

STAFF ANALYSIS

The proposed consolidation and its corresponding curriculum revisions are the result of careful and prudent consideration of financial management principles, accreditation requirements, and curriculum design to continue access to undergraduate study in athletic training and communication disorders for students at Nicholls State University. There will be no additional costs associated with the consolidation; maintaining the separate programs would have required additional faculty in both.

STAFF RECOMMENDATION

The staff recommends that the Board of Regents grant approval of the consolidation of the Bachelor of Science in Athletic Training (CIP 51.0913) and the Bachelor of Science in Communicative Disorders (CIP 51.0204) as concentrations in the existing Bachelor of Science in Health Sciences (CIP 51.0000), with termination of the separate degrees on the CRIN at Nicholls State University.

BoR AGENDA ITEM VI B 1
REAUTHORIZATION of a CENTER of RESEARCH EXCELLENCE
LOUISIANA STATE UNIVERSITY and LSU AGRICULTURAL CENTER
PLANT BIOTECHNOLOGY and CROP DEVELOPMENT

BACKGROUND INFORMATION

The Center of Research Excellence (CRE) in Plant Biotechnology and Crop Development, jointly hosted by LSU A&M and the LSU AgCenter, was conditionally approved by the Board of Regents in October 2014 to build upon a rich history of agricultural research in crop development, bring together faculty who are recognized as leading experts in the field and to foster partnerships across the public and private sectors. A report and proposal for continued designation as a Center of Research Excellence was submitted in January 2016.

STAFF SUMMARY

Description

As a research, education and outreach initiative to develop pioneering and transformational solutions for the challenges facing agriculture, particularly crop production, in the 21st Century, the CRE continually seeks to foster collaborative approaches to innovation and discovery among faculty in Louisiana institutions through partnerships among public and private sectors and leadership in plant biotechnology and crop development, including: genomics, molecular biology, breeding and protection.

The intent of the Center is to foster collaborations among researchers in the LSU AgCenter, LSU A&M, other postsecondary institutions, and industry that will result in submission of funding proposals to NSF, USDA and other agencies. Involvement in this Center will expose researchers to perspectives, expertise, and sources of funding to which they would ordinarily not be exposed. In addition, the cooperative work of basic and applied plant biologists enhances training programs for students in biotechnology and crop development, areas that are expected to suffer workforce shortages in the near future.

Activities

Though in its initial development, the Center is becoming a foundation of resources to prioritize and coordinate innovative research activities and avoid unnecessary duplication of efforts. Thirty scientists (and their students) from LSU, the LSU AgCenter, and the UL, Lafayette have participated in events sponsored by the Center in 2015.

- Three events have helped to initiate the Center's collaborative work: (1) a faculty "meet and greet" in which some 15 faculty from LSU and the AgCenter presented brief overviews of their programs and discussed strategies for increasing collaboration; (2) a "Plant Biology Symposium" with presentations by faculty graduate students and a keynote by Susan McCouch, a rice geneticist/breeder from Cornell; and (3) a lecture by David Mackill, a plant breeder from Mars, Inc.
- Center faculty associated with plant biology, biotechnology, and crop development are collaborating to design curricula for both undergraduate and graduate student education in applied biology and agriculture sciences through an interdisciplinary undergraduate minor and graduate certificate program. The minor will be ready for implementation after approval by the LSU Faculty Senate Courses & Curriculum Committee.
- Regular meetings of graduate students involved in plant biology research are planned to begin over the next year to strengthen the LSU graduate student community.
- Exemplifying the interdisciplinary nature of the Center's work, faculty in the College of Engineering, the Department of Biological Sciences, and the AgCenter are collaboratively developing a national proposal for an Engineering Research Center (ERC) to address needs across the Food-Water-Energy Nexus.

Relationships established and strengthened by continuing Center activities are expected to result in a greater volume of funding proposals to USDA, NSF and other agencies.

Resources and Administration

The CRE has received no direct funding during its initial year. Instead, it is funded through a variety of sources including direct state appropriations, federal funding through faculty, and awards from industry, crop checkoff, and federal and international sources for which proposals are submitted regularly.

The core faculty are linked by long-term projects on commodity-based research. Drs. Leonard and Stout will provide internal leadership supporting and coordinating faculty participation in Center activities. Annual funding opportunities will drive research productivity and challenge additional faculty in the Center for collaboration. The history of success for plant variety development suggests sustainable productivity for the foreseeable future. Key faculty working on selected projects will be provided internal leadership for coordination of efforts. Interactive meetings with participants from the Center will be scheduled to promote integrated research and funding opportunities.

External Support and Collaboration

To support and expand its research efforts, the Center consciously pursues sources of extramural funding.

- Funding from Louisiana's plant commodity boards and private industry support exceeded \$1.3 million during 2015. Involvement in the Center will expose researchers to perspectives, expertise, and sources of funding which they would not ordinarily encounter on their own.
- Patenting and commercialization of LSU crop varieties, both domestically and internationally, currently generates approximately \$8 million in annual royalties. Collaborative efforts of the Center can be expected to increase the generation of patents and licensing in this area.

The Center has secured oral commitments and letters of support from prospective members of an advisory board, the first meeting of which will occur during 2016. Initial roles for the advisory board will be to: identify future limitations for food systems and crop variety development; review the activities of the Center's individual participants; offer suggestions on revising the Center's primary goals and objectives; and review the Center's progress.

STAFF ANALYSIS

LSU and the LSU AgCenter have created a Center of Research Excellence to facilitate positive interactions among scientists, both public and private, and coordinate the efforts and resources of multiple individual programs in a way that should expedite the development of pioneering solutions for current and future problems facing Louisiana agriculture and critical to feeding the growing world population. Confident that the collaborative outreach will expand to draw in agriculture faculty across the state (e.g., a McNeese, SUBR, La Tech, and ULM), staff believe that the designation as a Center of Research Excellence should be extended for five-years to recognize and promote its success.

STAFF RECOMMENDATION

The staff recommends that the Board of Regents grant full approval of continued designation of the Center of Research Excellence in Plant Biotechnology and Crop Development at LSU A&M University and the LSU AgCenter, with a report and proposal for continued designation as a CRE due by 1 March 2021.

BoR AGENDA ITEM III A
CENTER of RESEARCH EXCELLENCE
LOUISIANA STATE UNIVERSITY and LSU AGRICULTURAL CENTER
PLANT BIOTECHNOLOGY and CROP DEVELOPMENT

BACKGROUND INFORMATION

LSU A&M and the LSU AgCenter have proposed designation of a Center of Research Excellence (CRE) in Plant Biotechnology and Crop Development as a research, education and outreach initiative to foster collaborative approaches to innovation and discovery through partnerships within public and private sectors. The proposal was approved by the LSU Board of Supervisors at its September 2014 meeting.

STAFF SUMMARY

Description

LSU proposes establishment of a CRE in Plant Biotechnology and Crop Development to provide pioneering and transformational solutions for agricultural issues in the 21st century. Louisiana has a number of scientists working independently, either in basic biotechnology or conventional crop development, for whom the lack of coordinated effort likely limits opportunities for successful grantsmanship and delays technology development. The proposed CRE would work to provide leadership in the field of biotechnology and crop development, addressing physiology, genomics, molecular biology, bioinformatics, breeding and protection. Research focus would emphasize development of technologies to meet future needs in crop production: yield enhancement, biotic and abiotic stress tolerance, and improved nutritional composition of crops. The CRE would organize team efforts to efficiently generate technologies, traits, and varieties to meet predicted challenges, serving as a foundation of resources to prioritize and coordinate research activities to speed development and avoid unnecessary duplication of efforts, and establishing a critical mass of faculty from across the state to expand the expertise available to move the technology forward. The proposal anticipates that the CRE would experience the added benefits of motivating industry investment into successful discovery and development.

LSU's current programs are well recognized throughout the state and nation. Industry-leading programs in rice, sugarcane, sweet potato, grains, and peas now employ 21st century tools in molecular selection, trait identification and gene mapping to enhance focus and improve productivity. For example, non-GMO herbicide resistance traits developed by LSU scientists are the industry standard in rice, and these traits are being expanded and deployed into both pure lines and hybrids. Such technology has provided unique advantages to producers of selected food crops (such as rice) that do not allow use of GMO technology for crop enhancement.

Faculty in the Colleges of Agriculture and Science and the Agricultural Center traditionally center on focused goals with highly specialized research efforts. They enjoy a history of collaborative success with new crop varieties and/or unique plant traits with value in agricultural systems. The scientists secure external funding from federal agencies, national and state commodity organizations, and industrial sources to support their work, with outcomes of intellectual property exceeding \$30 million during the past few years. As a side benefit to the technology development process, faculty contribute to doctoral, post-doctoral, and international scholars' training that leads graduates to positions in academia and industry.

Existing and Projected Programs

- LSU scientists are global leaders in the area of crop development, with LSU varieties planted on millions of acres in the U.S. and throughout the world, including: more than 60% of all rice acreage from Missouri to the Gulf of Mexico; sugarcane varieties in North, Central and South America, South Africa, and Australia; sweet potato varieties as industry leaders in the U.S. and beyond; and lines of marsh grasses licensed to commercial suppliers for coastal restoration.

Attachment: 22 October 2014 Agenda Item: Initial Designation

- Patenting and commercialization of LSU crop varieties, both domestically and internationally, generate some \$8M in royalties, annually, expected to continue at that level for several years.
- Faculty members who would be part of the CRE are recognized experts for variety development in several commodities and are involved in regional and international collaborations for the advancement of small grain crops, with projects such as the Puerto Rico Winter Rice Nursery and collaborative networks and partnerships such as SUNGRAINS, the Quaker International Oat Nursery, Rice Technical Workers Group, and International Sugar Cane Technologists.
- There has not been extensive collaboration among researchers in areas of plant biotechnology and crop development, a problem the CRE hopes to remedy. The Center plans to host an annual or biennial colloquium to identify common interests, complementary skills and expertise in the plant sciences. One goal of the colloquium would be to establish teams of faculty and resources to pursue funding opportunities in the public-private sectors.

LSU's plant biotechnology and crop development initiatives are not stand-alone programs; rather, they interface closely with crop production and protection disciplines such as agronomy, soil science, water management, entomology, plant pathology, and weed science. All would be part of the proposed CRE due to their supportive relationships with plant biotechnology and crop development.

Resources and Administration

The proposed Center would have no anticipated impact on current Campus structure. Research, education and outreach in plant biotechnology and crop development occur in many units within LSU and the LSU AgCenter. The proposed CRE would function as a virtual center 'without walls,' meaning that member scientists would remain domiciled in different units but collaborate on grant proposals, research projects, research prioritization efforts, and graduate and undergraduate student education and training efforts. A senior faculty member would be selected to serve as director, with support from appropriate senior campus administrators. An Advisory Board is planned, with membership to include representation from biotechnology companies, economic development agencies, key commodity and industry stakeholders and appropriate campus unit heads. Current awards and pending grant proposals easily cover estimated costs for the next two years.

External Support and Collaboration

The proposed CRE is funded through a variety of sources including direct state appropriations, federal funding through faculty grants, awards from industry, crop check-off, and other federal and international sources for which proposals are submitted regularly. LSU scientists in plant biotech and crop development secured more than \$2.5M in external grants for the current fiscal year, a high level of support that has existed for many years and is anticipated to continue for the foreseeable future. For example, the group already has \$3.2M in support pending for the coming fiscal year. The proposal included letters of support from Louisiana RiceMill, LLC, the Louisiana Rice Growers Association, the Louisiana Rice Research Board, and the Louisiana Sweet Potato Association, all acknowledging LSU's role in creating new varieties of crops for Louisiana and anticipating benefits from coordinated research and increased interactions among scientists that the CRE would facilitate.

STAFF ANALYSIS

LSU has a long history of leadership in research, particularly in the area of plant and crop development. Coordinating efforts and developing curricula will further facilitate educational opportunities within LSU and also will create shared opportunities among other Louisiana universities and for the international community. The proposed Center of Research Excellence has an impressive record and strong potential.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of the initial designation of the Center of Research Excellence in Plant Biotechnology and Crop Development at LSU A&M and the LSU AgCenter, through January 2016.

BoR AGENDA ITEM VI B 2
REAUTHORIZATION of a CENTER for WORKFORCE EXCELLENCE
SOWELA TECHNICAL COMMUNITY COLLEGE
INDUSTRIAL & PROCESS TECHNOLOGY CENTER for WORKFORCE
EXCELLENCE

BACKGROUND INFORMATION

The Industrial and Process Technology Center for Workforce Excellence (CWE) at Sowela Technical Community College was conditionally approved by the Board of Regents in December 2014 based on the strength and quality of its Industrial and Process Technology program, its level of growth and productivity, and its position as a regional center of education and training in process technology. A report and proposal for continued designation as a Center for Workforce Excellence was submitted in February 2015.

STAFF SUMMARY

Description

Establishment of the Industrial and Process Technology CWE has strengthened Sowela's commitment and ability to provide state-of-the-art training in a technology-enhanced environment. The Center focuses on three programs that are proven to be vital in meeting the workforce needs for graduates in high-wage, high-skill, and high-demand fields: industrial instrumentation; industrial electrician; and process technology. Enrollment in Sowela's process technology program alone has grown from 552 students in 2012-13 to 970 in 2014-15. The College leads the state in productivity in all three areas, but particularly in Industrial Instrumentation Technology which produced 102 AAS graduate in 2014-15 while NWLTC, the next most productive of the six providers, had 18 AAS graduates. With the completion of the Regional Training Center (RTC) this year, the CWE will offer students an expanded facility with state-of-the-art equipment and additional specialized faculty, which in turn will allow for increased capacity to support industry expansion.

Sowela was ranked 12th among the Top 50 Associate Degree Producers in Engineering (PTEC) Technologies/Technicians in Community College Week's annual Top 100 index for 2014, and among the top four Louisiana community colleges for workforce training by the Southern Economic Development Roundtable in 2015.

Activities

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

- To extend services, Sowela began offering introductory PTEC course at an Instructional Service Center in DeRidder, LA, in Fall 2015. The courses act as a feeder program for local residents and individuals stationed at Fort Polk who are interested in exploring the petrochemical industry.
- Sowela partnered with Lake Charles LNG to expand the dual enrollment PTEC and Instrumentation offerings at Lake Charles Boston Academy and in three other parishes, allowing students to complete the PTEC program more quickly after high school graduation.
- The CWE is a key provider of trained, highly skilled workers for the Sasol project, the largest foreign capital investment in the history of the nation. Employers such as Axial Corporation and Sasol have expressed their satisfaction with past graduates and confidence in the CWE "to continue to enhance programs that are already serving the needs of industry" and pledged their ongoing support because of projections for increased demand for industrial operators and quality graduates.
- The AAS/Chemical Laboratory Technology (approved by BoR in June/2015) and the non-credit Non-Destructive Testing programs will soon be added as Phase II to the CWE's umbrella to provide additional opportunities for high-demand occupations utilizing state-of-the-art equipment.

- The PTEC Fast Track program, specifically designed to help those with an associate’s degree (or higher) to attain the AAS/PTEC within as little as 16 weeks, is an innovative approach to training that meets community and industrial needs. Since the first cohort began on 27 May 2014, two additional cohorts have completed the program (Spring/2015 and Fall/2015).

External Support and Collaboration

The CWE’s seven-member advisory board represents six local and regional industrial corporations with membership serving in capacities ranging from training to senior management positions. CWE board members also serve (with others) in one of two separate advisory committees for the component programs. Advisory meetings were held throughout 2015 to acquire feedback regarding latest equipment and competencies needed in the respective fields of study, curriculum review, and employer satisfaction. Local industry continues to support the Center’s efforts. In December 2015, Citgo Lake Charles donated \$5K toward Citgo Petroleum Corporation endowed scholarship.

Over the next five years, Sowela will continue to enhance the CWE programs and increase training equipment through additional grant funding, partnerships, and professional development. As noted in the original proposal, the College will open a Regional Training Center (RTC) facility in 2006 which will allow for expansion of current program as well as the addition of phase two programs (non-destructive testing, and chemical laboratory technology). Investments of \$1,539,759 in 2015/16 are shown in the table below.

Program Donations & Investments, 2015/16

Federal Carl Perkins Grant Funds	\$337,836	Equipment, salaries & related benefits, supplies, and equipment upgrades for all three component programs.
HC Drew Estate	\$219,475	Equipment & upgrades – all three programs.
Rapid Response Grant	\$270,000	Salaries & related benefits, supplies, equipment & travel for Strengthening Training & Partnerships to Build Southwest Louisiana – all three programs.
Lake Charles LNG Grant	\$247,192	Equipment & upgrades to meet demands of the Jump Start Initiative – PTEC & Indus Instrumentatn.
WISE Grant	\$465,256	Salaries & related benefits, operating services, supplies, equipment, and travel in support of the new Chemical Lab Technician and NDT programs.

STAFF ANALYSIS

Sowela’s Industrial and Process Technology Programs were designated a Center for Workforce Excellence in late 2014 based on the demonstrated excellence and productivity of the programs and the generous response to and investment in the quality of the training by the region and industrial entities. The College continually seeks input, review, and evaluation to remain responsive to the needs of its students and community. Regents’ staff believes that the Industrial & Process Technology CWE at Sowela qualifies for full, five-year designation as a Center for Workforce Excellence.

STAFF RECOMMENDATION

The staff recommends that the Board of Regents grant full approval of continued designation of the Industrial and Process Technology Center for Workforce Excellence at Sowela Technical Community College, with a report and proposal for continued designation as a CWE due by 1 May 2021.

BoR AGENDA ITEM IV A 1
PROPOSED NEW CENTER for WORKFORCE EXCELLENCE
SOWELA TECHNICAL COMMUNITY COLLEGE
INDUSTRIAL & PROCESS TECHNOLOGY CENTER for WORKFORCE
EXCELLENCE

BACKGROUND INFORMATION

Sowela Technical Community College (Sowela) requests Board of Regents approval of an Industrial & Process Technology Center for Workforce Excellence. A *Center for Workforce Excellence* (CWE) partners with business and industry to provide top quality education and training programs to meet defined workforce training needs. The CWE proposal was approved by the LCTCS Board of Supervisors at its November 2014 meeting and submitted to BoR staff.

STAFF SUMMARY

Description

Sowela partners with community and regional leaders to provide practical, technical education to support of the regional petrochemical industry in the three interrelated components of the proposed CWE – industrial instrumentation, process technology, and industrial electrician -- for which, based on the number of completers each year, it is the primary provider in the state. Process Technology offers hands-on training in monitoring, operating and maintaining processing equipment, with emphasis on petrochemical and refinery processing and plant operations. Industrial Instrumentation prepares graduates to install, maintain and repair measuring and control instruments and to troubleshoot advanced control loops and control logic. Industrial Electricians learn to install, troubleshoot and repair wiring and electrical devices and instrumentation. In all three programs Sowela leads the state in productivity, with 50% more process technology majors (at 632 in Fall/2013) than SCLTC, its nearest partner, and three to five times more completers in the other two components of the proposed CWE.

Phase II of the proposed CWE will focus on the development of an AAS/Lab Analyst degree program and a Non-Destructive Testing (NDT) noncredit workforce training program, maintaining close coordination with local business and industry to ensure that the programs align with their needs. Lab analysts are chemical technicians responsible for multiple testing methods to ensure product quality and safety; the NDT program will relate to inspection and reliability testing of materials and construction. Both will address local industry needs as they arise, with implementation targeted for Fall 2015.

Need and Benefits

With an estimated \$66 Billion industrial expansion in the Southwest Louisiana region planned over the next several years, there is an urgent need for trained workers. The occupational forecast for the Southwest Regional Labor Market projects a 41% increase in demand for petroleum pump system operators, refinery operators, and gaugers over the next 10 years, for which Sowela offers 11 programs leading to industry-based certification, diplomas, or AAS degrees. The \$21 Billion Sasol project, alone, puts Sowela in a key position to train workers in instrumentation, industrial electricity and process technology to meet the demand. Those trained in the proposed Industrial and Process Technology CWE will be immediately employable in well-paying jobs. Industry letters of support for the CWE proposal all mention satisfaction with the quality of graduates, considering their support an investment in a continued source of productive employees.

- In collaboration with state and regional partners, Sowela developed the PTEC Fast Track program: an innovative training opportunity for motivated individuals, specifically targeting those with an associate's degree or higher to attain the AAS in Process Tech. The approach is not a shortened version of the well-established two-year program, but rather the same courses offered in a compressed format: meeting Monday through Friday and stacked as three or four classes per day to cover the 40 credit hours of Process Technology courses in 16 weeks.

Attachment: 10 December 2014 Agenda Item: Initial Designation

- In 2013, Sowela was ranked 18th in the nation by the journal, Community College Week, for the number of engineering technology associate degree graduates, its fourth year in the top 25. The College easily has the most productive programs in Louisiana, with 84 AAS/Industrial Instrumentation Technology and 88 AAS/Process Technology graduates reported in 2013-14.

External Support and Collaboration

Process Technology coursework and hands-on training is conducted in the Process Technology Center, which was funded by a \$2M donation from Phillips66 in 2010-11 and completed in 2012. The center includes regular, computer, and simulator classroom/labs with an open study area, plant simulation and cut-away equipment. Hands-on training equipment provides real-world experiences to process technology and industrial instrumentation students in advanced process control, troubleshooting, and console versus outside operational responsibilities and tasks.

In 2015, Sowela anticipates opening the 75K sq. ft. Regional Training Center (RTC) to deliver high-quality credit and non-credit educational programming to support the growing petrochemical services industry. The RTC has been a collaborative initiative from its inception with \$2.05M donations of land and cash by the Calcasieu Parish Police Jury, the City of Lake Charles, the Chenoult International Airport Authority, and the HC Drew Estate, plus a \$20M Community Development Block Grant. The RTC, designed in collaboration with Sasol North America, will include equipment, classrooms, and labs to support the proposed CWE programs and increase the College's capacity to provide training needed for the region's massive industrial expansion.

The proposed CWE's programs are a regional resource. Outside of industrial investments, in 2013-14 and 2014-15 Sowela has received or anticipates \$400K in Rapid Response grants, \$151K in Carl Perkins grants, \$274 in WISE grant, and \$977K in a Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. Examples of non-fiscal collaboration and support are as important:

- Sowela and McNeese have an established relationship as partners in education. McNeese recently terminated its engineering/process technology, referring potential students interested in plant processing to Sowela for training.
- Industrial internships provide opportunities for students to work in a real-life settings as plant operators. Industrial internships are requested by partners that include Axiall, BioLab, Cheniere, Entergy, Sasol, and Westlake Chemical.
- Advisory committees meet semiannually to ensure program relevance and currency of each of the three programs with industry needs. Seven individuals from the programmatic committees have agreed to serve on the CWE advisor committee to continue development of innovative curricula.

STAFF ANALYSIS

Sowela is asking to establish a Center for Workforce Excellence based on the strength and quality of its Industrial and Process Technology program, its level of growth and productivity, and its position as a regional center of education and training in process technology. Given the clear industry need, support and financial commitment, experienced advisory board, facilities, and workforce relevance, staff believe that Sowela qualifies for an opportunity to establish the center to recognize and promote its success.

STAFF RECOMMENDATION

The staff recommends that the Board of Regents grant conditional approval of the proposed Industrial & Process Technology Center for Workforce Excellence at Sowela Technical Community College, with a report and proposal for continued designation as a Center for Workforce Excellence due by 5 January 2016.

AGENDA ITEM VI C 1a
ROUTINE ACADEMIC REQUESTS
Staff Approvals

Institution	Request
LA Tech	Request to change the name of the Bachelor of General Studies (24.0102) to Bachelor of Interdisciplinary Studies (30.9999) – <u>Approved.</u>
LSU	Request to change the name of the School of the Coast & Environment to the College of the Coast & Environment – <u>Approved.</u>

AGENDA ITEM VI C 1b

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
03.2013	<p>Baton Rouge CC</p> <p>AAS in Helicopter Pilot Operations (47.0608)</p> <p>Conditional approval of the program was granted in March 2013 with an update on program implementation due by June 1, 2014. The report was submitted as requested with a subsequent report called for by June 1, 2015. The report was received and accepted in September 2015 with a subsequent report requested by December 1, 2015.</p>	<p>The progress report was received by staff in early January. Enrollment in the AAS was reported as follows: FL13 – 23, FL14 – 64 and FL15 – 45. The program has graduated five students with seven anticipated for May 2016. The Code of Federal Regulations states that “the US Department of Veteran’s Affairs (VA) shall not approve the enrollment of any VA-eligible person, not already enrolled, in any course for any period during which more than 85 percent of the students enrolled in the course are having all or part of their tuition, fees or other charges paid to or for them by an Educational Institution or VA.” In fall 2015, BRCC was not in compliance with the required 85:15 ratio since 91 percent of students enrolled in the program were VA-eligible students. This resulted in no new VA-eligible students being allowed to enroll in the program until such time as the number of VA-eligible students enrolled in the program drops to 85 percent or less. The campus plans to submit a spring 2016 enrollment report in February at which time they hope to be in compliance with the regulation.</p>	<p>Receive and accept the progress report. A subsequent report is requested by December 1, 2016.</p>
02.2012	<p>Baton Rouge CC</p> <p>AAS in Diagnostic Sonography (51.0910)</p> <p>In February 2012, conditional approval was granted to the program with a progress report due by January 1, 2013. When the 2013 progress report was received and accepted, a subsequent report was called for in one year’s time. That report was provided in February 2015 at which time a subsequent report was requested by January 1, 2016.</p>	<p>The progress report was received by staff in early January. Enrollment in the program has remained at 10, which is the cap. The program has produced a total of 20 graduates with 10 anticipated for spring 2015. On January 15, 2015, the Executive Committee of the Commission for Accreditation of Allied Health Programs (CAAHEP) approved the site visit findings regarding the program and granted five year accreditation, through January 31, 2020.</p>	<p>Receive and accept the progress report. <u>No further reporting is necessary</u> based on specialized accreditation being achieved as well as stabilization of the program.</p>
12.2009	<p>Bossier Parish CC</p> <p>AS in Healthcare Management (51.0702)</p> <p>Conditional approval was granted to the program in December 2009 with a progress report requested within one year. A report was received and accepted in April 2011 with reports also provided in January 2012, March 2013, February 2014 and February 2015. A subsequent report was requested by February 1, 2017.</p>	<p>The progress report was received by staff in late January. Enrollment in the program was reported as: FL13 – 98, SP14 – 105, FL14 – 108 and SP15 – 107. The program has completed an average of 15 students per year over the last three years.</p>	<p>Receive and accept the progress report. <u>No further reporting is necessary</u> based on stabilization of the program.</p>

08.2009	<p>Central Louisiana TCC AAS in Drafting & Design (15.1301) Conditional approval was granted to the program in August 2009 with annual reporting requested until specialized accreditation was achieved. Progress reports were provided yearly with the most recent report received and accepted in March 2015. At that time, a subsequent report was requested by January 1, 2016.</p>	<p>The process report was received by staff in early February. It was reported that due to the lack of progress towards achieving specialized accreditation and low completion numbers, the college has decided to seek termination of the program. The plan is to add a Drafting & Design concentration to the existing AAS in Technical Studies.</p>	<p>Receive and accept the progress report. If the campus would like to pursue termination of the program, a formal request is to be submitted for consideration.</p>
12.2013	<p>Central Louisiana TCC AAS in Technical Studies (47.9999) The program was granted conditional approval in December 2013 with a request for a progress report in July 2014. The requested report was received and accepted in March 2015 at which time a subsequent report was called for by January 1, 2016.</p>	<p>The progress report was received by staff in early February. The campus reported that permission from the Council on Occupational Education to offer the program was granted on January 11, 2016. As a result, the college will begin recruiting students into the program.</p>	<p>Receive and accept the progress report. A subsequent report is requested by January 1, 2017.</p>
01.2013	<p>Louisiana Delta CC AAS in Forensic Science & Technology (43.0106) Conditional approval of the program was granted in January 2013 with annual reporting requested until notified otherwise. The first progress report was received and accepted in February 2014 with a second report following suit in February 2015. When the second report was received and accepted, a subsequent report was requested by January 1, 2016.</p>	<p>The progress report was received by staff in early January. Initial enrollment in the program was reported as follows: FL14 – 38, SP15 – 27 and FL15 – 11. There have been no completers to date. Information regarding recruitment efforts was provided.</p>	<p>Receive and accept the progress report. A subsequent report is requested by January 1, 2017.</p>
02.2012	<p>Louisiana State University MS in Coastal & Ecological Engineering (14.2401) The program was granted conditional approval in March 2012 with a progress report requested in January 2014. The 2014 progress report was received and approved as was one in 2015. A subsequent report was requested by January 1, 2016.</p>	<p>The progress report was received by staff in early February. Enrollment in the program has remained small with the limiting factor being the number of graduate research assistantships available. As of December 2015, the program has produced three graduate with five more expected to graduate in December 2016.</p>	<p>Receive and accept the progress report. A subsequent report is requested by January 1, 2017.</p>
09.2008	<p>Louisiana State University BS in Sport Administration (31.0504) Conditional approval was granted to the program in September 2008. An annual progress report was requested until specialized accreditation was achieved. Such reports have been provided as requested with the last one received and accepted in January 2015. A subsequent report was requested by January 1, 2016.</p>	<p>The progress report was received by staff in early February. Headcount majors in the program have grown from 125 in Fall 2009 to 320 in Fall 2015. The number of completers was documented as follows: AY14-15: 132, AY13-14: 170 and AY12-13: 135. In Fall 2014, the Application for Candidacy was accepted by the Commission on Sport Management Accreditation (COSMA) and plans are in place for the self-study to be submitted in Fall 2016.</p>	<p>Receive and accept the progress report. A subsequent report is requested by January 1, 2017.</p>

08.2007	<p>LSU Alexandria BS in Business Administration (52.0201)</p> <p>The program was granted conditional approval in August 2007 with authorization for program implementation to being in fall 2008. An annual progress report was requested until specialized accreditation was achieved. The campus has provided an annual report with the last one received and accepted in January 2015. At that time, a subsequent report was requested by December 31, 2015.</p>	<p>The progress report was received by staff in late December 2015. The report identified student learning outcomes of the program as well as degree requirements. Enrollment in the program was grown from 213 in FL 2010 to 347 in FL 2015. The online option has also grown from 11 in FL 2014 to 47 in FL 2015. With the addition of concentrations (Entrepreneurship, Finance, and Computer Management Information Systems), the campus anticipates an increase in enrollment over the next five years. The program has a three-year completer average of 36 per year. An update on the pursuit of specialized accreditation was provided.</p>	<p>Receive and accept the progress report. A subsequent report is requested by December 31, 2016.</p>
06.2008	<p>LSU Shreveport and LSUHSC-S (joint program) Master of Public Health (51.2201)</p> <p>The joint program was granted conditional approval in June 2008. Annual reporting was requested until specialized accreditation was achieved.</p>	<p>The progress report was received by staff in early January. Current enrollment was reported as 29 students with an anticipated admission of six students for spring 2016. To date, 43 students have completed the program with a three-year completer average of five per year. It was reported that initial accreditation for five years from The Council on Education for Public Health (CEPH) Board of Councilors was awarded in October 2015, with said accreditation extending through December 31, 2020. Other updates relevant to faculty, grants, community outreach, etc. were provided.</p>	<p>Receive and accept the progress report. <u>No further reporting is necessary</u> based on specialized accreditation being achieved as well as stabilization of the program.</p>
02.2012	<p>South Central Louisiana TC AAS in Marine Transportation (49.0309)</p> <p>The program was granted conditional approval in February 2012 with a request for an update by January 1, 2013. The 2013 report was received and accepted in March 2013 and annual reporting has been requested since that time. When the 2015 report was received and accepted in January of that year, a subsequent report was requested by January 1, 2016.</p>	<p>The progress report was received by staff in mid-January. The campus noted in the report that due to various reasons, no students have been admitted into the program to date although there is student interest. The construction of a new Maritime Training Center is underway and the campus is working on a credit for prior learning (CPL) policy developed specifically for this program, a policy that recognizes the contributions and sacrifices of veterans and existing maritime workers. The goal is to officially admit students by the spring 2017 semester.</p>	<p>Receive and accept the progress report. A subsequent report is requested by January 1, 2017.</p>
05.2010	<p>South Central Louisiana TC AAS in Process Production Technology (15.0903)</p> <p>Conditional approval was granted to the program in May 2010 with annual reporting requested. Reports were received and accepted in March 2012, February 2013 and January 2015. A subsequent report was requested by December 1, 2015.</p>	<p>The progress report was received by staff in mid-January. The report stated that the program received reaffirmation of accreditation by the Association of Technology, Management and Applied Engineering (ATMAE) in November 2015. As of January 14, 2016, there are 12 students enrolled for spring 2016 and to date 11 students have earned the AAS degree. It is anticipated that an increase in enrollment numbers over the course of the next few semesters will occur as the instructors and students settle into the Galliano campus which has offered the program for only two semesters.</p>	<p>Receive and accept the progress report. A subsequent report is requested by December 1, 2016.</p>

12.2011	<p>Southeastern Louisiana University DNP (51.3818)</p> <p>In December 2011, conditional approval for a DNP was granted to LSUHSCNO, SUBR and a joint offering between ULL and SLU. An update on program implementation was requested by January 1, 2013. SLU submitted the report as requested as well as one the following year. When the 2015 progress report was received and accepted, a subsequent report was requested by January 1, 2016.</p>	<p>The progress report was received by staff in late December 2015. Enrollment in the program has grown from 11 in Fall 2012 to 30 in Fall 2015 for the Post-MSN DNP program. A BSN to DNP path was implemented in fall 2015 with a cohort of five students. In May 2015, eight students in SLU's first DNP cohort graduated. An update on staffing was provided as well.</p>	<p>Receive and accept the progress report. <u>No further reporting is necessary</u> based on program stabilization.</p>
03.2013	<p>South Louisiana CC AS in Nursing (51.3801)</p> <p>Conditional approval of the program was granted in March 2013 with annual reporting requested until specialized accreditation was achieved. The campus submitted progress reports in 2014 and 2015. When the 2015 report was received and accepted, a subsequent report was requested by January 1, 2016.</p>	<p>The progress report was received by staff in early January. It was reported that for fall 2015 there were over 150 applicants for the available 40 slots. In regards to the original cohort (fall 2014), there are 26 continuing students and all are on track for May 2016 completion. An update on faculty and staffing was provided. The campus noted that it is on target for Candidacy status with a mini self-study due to the Accreditation Commission for Education in Nursing (ACEN) due by February 2016.</p>	<p>Receive and accept the progress report. A subsequent report is requested by January 1, 2017.</p>

AGENDA ITEM VI C 1c
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. 11.10.15 Campus reaffirmed commitment to the Lol with response to be submitted soon.
	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. Revised Lol received (11.11.15) – circulated to CAOs for a second time due to refocus of proposed program with feedback provided by 01.08.16. Additional questions sent to campus 01.26.16 with response received 02.02.16. Under staff review.
	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 with response received 01.13.16. Additional questions sent to campus 01.28.16; awaiting response.
	NSU	BS - Applied & Environmental Microbiology	10.29.15	10.30.15 circulated to CAOs with input received by 11.25.15. Questions shared with campus 12.10.15. Revised Lol received 01.27.16. Questions sent to campus 02.02.16; awaiting response.
	Nicholls	BS - Criminal Justice (completer degree)	10.29.15	10.30.15 – preliminary questions to campus: Lol will circulate after additional info is recv'd. Revised Lol received 01.11.16 and was circulated to CAOs with input received by 02.12.16; under staff review.
	NSU	BS – Environmental Chemistry	12.14.15	12.17.15 circulated to CAOs with input received by 01.19.16. Questions sent to campus 01.26.16. Notification was received 01.28.15 that the campus would like to temporarily postpone further consideration of the program at this time.
	Nicholls	BS – Computing Technologies	12.14.15	12.17.15 circulated to CAOs with input received by 01.19.16. Questions sent to campus 01.28.16; awaiting response.
	ULL	MS – Athletic Training	12.14.15	01.22.16 circulated to CAOs with input requested by 02.26.16.
Program Proposals	BRCC	AAS - Midwifery	07.31.15	Under staff review: cost, licensure, accreditation.
	FTCC	AAS - Paralegal Studies	12.14.15	12.22.15 questions to campus (need, accreditation, cost); awaiting response.