

W. Clinton Rasberry, Jr.
Chair

Joseph C. Wiley
Vice Chair

Charlotte A. Bollinger
Secretary

James E. Purcell
Commissioner of
Higher Education



BOARD OF REGENTS
P. O. Box 3677
Baton Rouge, LA 70821-3677
Phone (225) 342-4253, FAX (225) 342-9318
www.regents.state.la.us

Mark T. Abraham
Raymond J. Brandt
Joel E. Dupré
Pamela B. Egan
Joseph P. Farr
William H. Fenstermaker
Chris D. Gorman
Robert W. Levy
Richard A. Lipsey
Edward D. Markle
Roy O. Martin III
Albert D. Sam II
Brooksie L. Bonvillian, Student

AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
4 December 2013 at 1:15 PM

Thomas Jefferson Room A-B, W.C.C. Claiborne Building, Baton Rouge, LA

- I. Call to Order**
- II. Roll Call**
- III. Proposed New Academic Program**
 - A. AAS in Industrial Maintenance Technology – SCLTC
 - B. AAS in Technical Studies – CLTCC
 - C. Associate of General Studies - CLTCC
 - D. Master of Science in Systems Technology - ULL
 - E. Doctor of Nursing Practice - Northwestern
- IV. Consent Agenda**
 - A. Research Centers/Institutes
 1. Request for Authorization (LSU A&M) - Institute for Advanced Materials
 2. Request for Authorization (LSUHSC-S) - Center for Cardiovascular Diseases & Sciences
 3. Request for Reauthorization (LSUS) - Red River Watershed Management Institute
 - B. Routine Staff Reports
 1. Staff Approval of Routine Academic Requests
 2. Progress Reports for Conditionally Approved Programs/Units
 3. Past Due Progress Reports
 4. Letters of Intent/Proposals in the Queue
- V. Other Business**
- VI. Adjournment**

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

AGENDA ITEM III A
PROPOSED NEW ACADEMIC PROGRAM
SOUTH CENTRAL LOUISIANA TECHNICAL COLLEGE
ASSOCIATE of APPLIED SCIENCE in
INDUSTRIAL MAINTENANCE TECHNOLOGY

BACKGROUND INFORMATION

South Central Louisiana Technical College (SCLTC) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Industrial Maintenance Technology. The program proposal was approved by the Board of Supervisors of the Louisiana Community and Technical College System at its July meeting and forwarded to the Board of Regents in November, 2013.

STAFF SUMMARY

1. Description & Need

The Industrial Maintenance Technology program prepares individuals to install, repair, and maintain industrial machinery and equipment such as pumps, motors, pneumatic and hydraulic systems, and production machinery. It includes instruction in material handling equipment, pipefitting, welding, metal fabrication, and millwright. The proposed 60-hour AAS degree will expand the existing, successful technical diploma (TD) program to provide students with a degree option by adding 15 hours (five classes) of General Education coursework. The new, revised curriculum would combine four individual CTS credentials into one, so that the new Industrial Maintenance Technology program would have three stackable levels of achievement on the Curriculum Inventory:

- **CTS**, General Technician (33 hours)
- **TD**, Industrial Maintenance Technician (CTS + 12 hours), with concentrations in maintenance and electrical technician
- **AAS/Industrial Maintenance Technician** (TD + 15 hours of General Education)

One of SCLTC's primary strengths has been in developing training programs to meet the specific skill needs of business and industry that are unique to the college's service area. An Occupational Advisory Committee was consulted in the proposed changes to the curriculum. The addition of an associate degree to the program will provide graduates with a credential that may enhance opportunities for employment and promotion within the industry.

2. Students

SCLTC's industrial maintenance program produces a three-year average of 32 graduates, including the nine (average) graduates in the TD. The college will offer the required courses each semester and projects that eight to ten students will graduate each year, based on the numbers sustained in the existing diploma program.

3. Faculty, Resources & Accreditation

Two current faculty members will continue to offer the technical courses in the industrial maintenance area. Adjunct faculty will be employed on an as-needed basis, as determined by enrollment. Students will complete general education requirements with courses offered by accredited faculty through SACS accredited institutions, or via LCTCS Online. The campus asserts that present library holdings are adequate to expand the IM program, plus SCLTC students have access to shared library resources in institutions at which they may cross enroll. Accreditation is not available for Industrial Maintenance Technology.

5. Budget

As the proposed program expansion for the addition of an AAS degree will only entail the incorporation of 15 hours of general education coursework, additional costs for the degree are negligible and will be absorbed by the campus.

STAFF ANALYSIS

The program proposed by SCLTC will provide a degree option for students in the Industrial Maintenance Technology program, thus increasing their general education and eligibility for promotion. Along with the addition of the AAS, the program revision terminates four industrial maintenance CTS credentials (electrical, hydraulic, millwright, and petrochemical) by combining them into one new CTS/General Technician. The curriculum changes have the support of the Occupational Advisory Committee as the associate degree expands an existing technical program. The institution understands the graduate productivity expectations for the new degree and expects to meet the completer threshold (eight graduates per year) within three years.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend conditional approval of the Associate of Applied Science in Industrial Maintenance Technology (CIP Code 47.0303) at South Central Louisiana Technical College. An update on program implementation, to include enrollment and completer data, shall be submitted by June 1, 2015.

AGENDA ITEM III B
PROPOSED NEW ACADEMIC PROGRAM
CENTRAL LOUISIANA TECHNICAL COMMUNITY COLLEGE
ASSOCIATE OF APPLIED SCIENCE IN TECHNICAL STUDIES

BACKGROUND INFORMATION

Central Louisiana Technical Community College (CLTCC) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Technical Studies. The program proposal was approved by the Board of Supervisors of the Louisiana Community and Technical College System at its October 2013 meeting.

STAFF SUMMARY

1. Description & Need

The proposed program is designed to provide students an opportunity to earn an associate degree in areas in which CLTCC does not offer specialized degree programs. The 60-credit hour curriculum will include 15 credit hours of general education courses and completion of an existing Technical Diplomas (TD) program that does not offer a specific associate degree. Current programs meeting this criteria are: A/C Refrigeration, Automotive, Building Technology Specialist, Carpentry, Electrician, Forestry, Industrial Instrumentation and Electrical, Industrial Manufacturing, Computer Technology, Outdoor Power Equipment, and Welding.

Such a program will enable students to acquire occupational competencies in a specific technical field as well as gain basic general education competencies without the institution having to create several additional stand-alone programs. The proposed program will have a positive impact by providing an expansion of education opportunities for individuals residing in the region serviced by CLTCC. Students completing the proposed AAS in Technical Studies will be more marketable in the workforce and the transfer of general education courses to a variety of baccalaureate degree programs will be possible should the student wish to pursue further education.

There is not a similar program offered in Central Louisiana to serve the needs of CENLA citizens and economic development in the area. This proposed program will support the recent change in mission of CLTCC to a comprehensive community college which was created to better serve the needs of the central part of the state.

2. Students

Potential students will come from the technical diploma programs currently offered at CLTCC that do not offer a specific associate degree. Additionally, this proposed AAS will attract those individuals that would not have attended CLTCC due to there not being an AAS degree in these programs.

It is projected that in year one, 35 students will enroll in the proposed program with that number increasing to 57 by year five. At the end of year one, the institution anticipates the proposed program will produce 16 completers with that number expanding to 30 by year five.

3. Faculty, Resources & Administration

CLTCC will administer the proposed program under the General and Developmental Studies Division. Implementation of the proposed AAS will have no effect on the current administrative structure of the institution. CLTCC will utilize current facilities and faculty to facilitate the establishment of the proposed program, and the expansion of library services required in order to meet SACSCOC standards will provide sufficient support.

4. Accreditation

There is no specialized accreditation available for the proposed program.

5. Budget

CLTCC is currently offering each of the Technical Diplomas that make up the AAS in Technical Studies as well as the necessary general education courses required by already approved and functioning degree programs. The only additional cost to be incurred during the first four years will be associated with the hiring of adjunct faculty to sufficiently support the instruction of the general education courses.

STAFF ANALYSIS

The program proposed by CLTCC is one that will allow for a student to receive technical training for which there is a workforce need while also receiving basic general education competencies that increase employment and educational opportunities. Since CLTCC is basically packaging existing courses into an AAS in Technical Studies, there are very minimal additional costs for program implementation.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the full board grant conditional approval of the Associate of Applied Science in Technical Studies (CIP Code 47.9999) at Central Louisiana Technical Community College. An update on program implementation, to include enrollment and completer data, shall be submitted by July 1, 2014.

AGENDA ITEM III C
PROPOSED NEW ACADEMIC PROGRAM
CENTRAL LOUISIANA TECHNICAL COMMUNITY COLLEGE
ASSOCIATE OF GENERAL STUDIES

BACKGROUND INFORMATION

Central Louisiana Technical Community College (CLTCC) requests Board of Regents' approval to offer an Associate of General Studies (AGS). The program proposal was approved by the Board of Supervisors of the Louisiana Community and Technical College System at its October 2013 meeting.

STAFF SUMMARY

1. Description & Need

The 60-credit hour AGS is designed to provide the flexibility needed to meet the needs of students who have a variety of backgrounds and interests. Students pursuing this degree organize their coursework around general education core requirements (42 credit hours). Students then, in conjunction with an advisor, select 18 credit hours of courses in a concentration area. The following concentration areas and examples will be available within the AGS degree:

1. Healthcare (Allied Health, Nursing, Medical Assisting)
2. Business (Accounting, Computer Applications, Legal Assisting, Management)
3. Technology (Electronics, Computer Networking, Computer Maintenance, Drafting, Computer Numerical Controls, Automation).

The objectives of the proposed AGS are as follows: (1) to enable students to acquire general education competencies; (2) to enable students to develop marketable skills for the workplace and enhance employment, retention, and promotion opportunities in the chosen field; and (3) to provide students the opportunity to transfer general education courses to 4-year institutions to continue their educational progress.

The proposed program is an essential offering of any community college. Its flexibility allows for a diversity of educational experiences without having to create separate stand-alone programs. Such a program is designed to prepare students for immediate employment and enhance possibilities of retention and promotion in their choice careers as well as to prepare students for advanced educational opportunities. The AGS is a common, flexible degree offered by nine other community and technical colleges. Offering the AGS at CLTCC will provide Central Louisiana residents a pathway to increased education and employment opportunities, thus enhancing the quality of life in the area.

2. Students

The opportunity for an associate degree will attract students who would not have previously attended the college and incumbent employees planning for advancement in their careers. The proposed degree will also attract students who wish to gain foundational general educational credits prior to moving to an advanced specialized degree. Additionally, potential students will come from the technical diploma programs currently offered at CLTCC that do not offer a specific associate degree and technical certificate graduates. An initial enrollment of 18 is expected to grow to 44 by the fifth year of program implementation. As well, CLTCC expects that there will be eight completers in the first year and at least 20 in year five.

3. Faculty, Resources & Administration

The General and Developmental Studies Division will house the AGS. Implementation of the proposed AGS will have no effect on the current administrative structure of the institution. Initially the program will be absorbed by current faculty and no additional facilities are necessary for implementation. In addition, the expansion of library services required in order to meet SACSCOC standards will provide sufficient support.

4. Accreditation

There is no specialized accreditation available for the proposed program.

5. Budget

Currently approved technical and academic programs will support the degree as concentration area courses and general education course are already offered by CLTCC. As a result, the proposed program can be offered at very little cost to the institution. The only additional cost to be incurred during the first four years will be costs associated with the hiring of adjunct faculty to provide instructional support of the general education courses. Revenue generated from tuition will offset the cost of adjunct instructors; no additional appropriations will be necessary for program implementation or sustainability.

STAFF ANALYSIS

The proposed AGS is one that supports the new mission of CLTCC, that of using innovative educational strategies to create a skilled workforce and to prepare individuals for advanced educational opportunities in and around central Louisiana. The curriculum is consistent with established norms for degrees of this type, and such a program is an essential offering of a community college. All courses required of the proposed degree are already offered by the institution and sufficient faculty and infrastructure is in place. As a result, the program can be offered at very little cost to the institution.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the full board grant conditional approval of the Associate of General Studies (CIP Code 24.0102) at Central Louisiana Technical Community College (with a certificate exit point within the AGS). An update on program implementation, to include enrollment and completer data, shall be submitted by July 1, 2014.

AGENDA ITEM III D
PROPOSED NEW ACADEMIC PROGRAM
UNIVERSITY of LOUISIANA at LAFAYETTE
MASTER of SCIENCE in SYSTEMS TECHNOLOGY

BACKGROUND INFORMATION

The University of Louisiana at Lafayette (ULL) requests Board of Regents approval of a Master of Science in Systems Technology (CIP Code 15.0503). A Letter of Intent was approved by the Regents in April 2012. The draft proposal was reviewed by Dr. Mahyar Izadi, Dean, Lumpkin College of Business & Applied Sciences, Eastern Illinois University. Where relevant, comments from the External Reviewer were addressed in the final version of the proposal. The final proposal was approved by the Board of Supervisors of the University of Louisiana System in October 2013.

STAFF SUMMARY

1. Description

Systems Technology is an emerging career field described in the US Department of Education's Classification of Instructional Programs (CIP) directory as, *"A program that prepares individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in developing energy-efficient systems or monitoring energy use. It includes instruction in principles of energy conservation, instrumentation calibration, monitoring systems and test procedures, energy loss inspection procedures, energy conservation techniques and report preparation."* The University's objectives are to increase the number of graduates in high-demand professions, growing select graduate programs that will result in significant in-state employment in Blue Ocean industries.

Students pursuing the proposed MS degree will select from either a 30-hour thesis or 33-hour project option. Both options require completion of a 12-hour core and 12 elective hours. All students must pass a comprehensive oral exam and make a formal presentation of the student's thesis or project. The delivery of this proposed new MS degree will be in an online format to facilitate access to a wide base within the state of Louisiana and beyond.

2. Need

An MS in Systems Technology will complement ULL's PhD. in Systems Engineering (CIP 14.2701) which was approved by the Board of Regents in September 2011. Online delivery is proposed in anticipation of growth in three sectors of Louisiana's industries in which technology and engineering technology graduates are traditionally employed: (1) support activities for mining [petroleum – inclusive of natural gas and oil]; (2) professional and technical services; and (3) repair and maintenance in refining and manufacturing industries. These sectors are reported to have a projected employment growth of 12.2%, 26.7%, and 12.2%, respectively, by 2020, according to the Louisiana Workforce Commission. Public sector employment is another area where technology and engineering graduates are employed and projected to have increased needs by 2020. Each of these industry sectors will require individuals with advanced knowledge of systems to lead and manage projects and people within Louisiana. Development of the proposed program is supported by an Industrial Advisory Board, which sees a Masters in Systems Technology as beneficial to both potential graduates and to the industries in which they are or will be employed. The proposed program has been initiated, designed, and proposed with strong industry encouragement and input.

There are currently no universities in Louisiana or in the Gulf South region that offer an MS in Systems Technology. Some topical overlap exists between the proposed program and engineering management programs offered at other Louisiana institutions (MS in Engineering and Technology Management offered at Louisiana Tech University, the MS in Industrial Engineering at LSU, and the MS/Engineering Management at UNO); however, careful scrutiny of the program curricula and course descriptions

indicates that the programs are not the same. Existing programs are designed for students with undergraduate engineering degrees; their course pre-requisites and mathematical content are not appropriate for engineering technology students. The target pool of students differs, as well as the educational approach: pre-requisites and course content (depth and focus) within the shared topical areas are more complementary than duplicative.

3. Students

The intended masters-level program will provide an academic ladder for ULL's very productive (3-year average 67 graduates per year) baccalaureate in Industrial Technology, for which a graduate exit survey showed strong interest in pursuing an advanced degree. Online delivery will facilitate access to a wide student base. Enrollment is estimated to commence with 30 students in the program's inaugural year and grow to approximately 60 students per year by the end of year five. Completers are estimated at five to seven in year two and over twenty by year five.

4. Faculty, Resources & Administration

The University expects to need one additional faculty line, commencing in the second year of program implementation, and increased utilization of adjunct faculty. Modest additional costs for a computer, travel and supplies are anticipated. Funding for graduate assistantships will be reallocated from existing University resources or from external funding obtained by faculty.

The institution indicates that it has the necessary infrastructure, library holdings and technology to support the degree. The administrative structure of the campus will not be altered.

5. Accreditation

Accreditation of ULL's BS in Industrial Technology has been awarded by the Association of Technology, Management, and Applied Engineering (ATMAE). ATMAE accreditation is an evolving option for master's level programs. Once the MS in Systems Technology has produced graduates, the University can enter the process to seek program accreditation.

6. Budget

Additional costs to fully implement the program during its first four years are projected to be \$354,500, including one additional faculty line. The University projects that such additional costs would be offset by tuition revenue.

STAFF ANALYSIS

The MS in Systems Technology is a logical offering for ULL, which has a very strong BS in Industrial Technology as well as a developing Ph.D. in Systems Engineering (approved in Sept 2011). The proposed program will be offered online, which facilitates enrollment by students who are employed full time and as well as those residing outside of the Lafayette area. The External Reviewer engaged in the evaluation process stated the following in his report: *"The Department of Industrial Technology at ULL houses a strong well-known undergraduate program. Launching of the MS in Systems Technology will utilize all the resources available in this department, especially its faculty to the fullest. I expect this program model will be shared at the ATMAE national conference so other institutions can emulate ULL's success from this innovative programming."* Dr. Izadi went on to state that the launching of such a graduate program is very timely and that many industries would benefit from its graduates.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the full board grant conditional approval of the Master of Science in Systems Technology at the University of Louisiana at Lafayette (CIP Code 15.0503). The campus shall submit a progress report on program implementation and enrollment data by January 1, 2015.

AGENDA ITEM III E
PROPOSED NEW ACADEMIC PROGRAM
DOCTOR of NURSING PRACTICE
NORTHWESTERN STATE UNIVERSITY

BACKGROUND INFORMATION

Northwestern State University (NSU) requests Board of Regents' approval of a Doctor of Nursing Practice (DNP). The Letter of Intent was approved by the Regents in January 2013. The draft proposal was reviewed by Dr. Carolyn Williams, President and Dean Emeritus, College of Nursing, University of Kentucky. Feedback provided by Dr. Williams was incorporated into the final version of the proposal. The final proposal was approved by the Board of Supervisors of the University of Louisiana System in October 2013.

STAFF SUMMARY

1. Description

The DNP program is a practice-focused (vs. research-focused) doctoral degree designed for nurses seeking to further their careers in advanced nursing practice. A practice doctorate focuses on applying academic research in evidence-based practice and developing systems of care based on research utilization. The DNP offers an alternative to research-focused doctoral programs.

According to the American Association of Colleges of Nursing (AACN), the majority of DNP programs have focused on a phased-in approach that begins with the entry of masters-prepared advanced practice registered nurses (APRN) into the DNP program. NSU proposes to offer two options for entry into the DNP: (1) Phase One -- post-masters/post-research doctorate entry for individuals who already hold advanced practice nursing certification; and (2) Phase Two -- post-baccalaureate entry for individuals with a baccalaureate nursing degree. Because students in the first phase will already hold advanced practice nursing certification, during the first two years of program implementation extensive clinical supervision of students will not be required. Beginning in year three, however, expanded clinical supervision of students will be necessary and will be addressed by current graduate nursing faculty.

Northwestern's DNP will prepare doctoral-level nurse practitioners primarily through internet teaching-learning modalities in addition to both synchronous and asynchronous distance education in classes delivered via compressed video.

2. Need

Interest in the DNP program exists on several levels. Most national professional and accrediting organizations have endorsed a proposal set forth by the AACN to promote the DNP as the entry level for advanced nursing practice based on the increased complexity of patient care, concerns about the quality of care and patient safety, demands for a higher level of preparation for leaders who can design and assess care, shortages of doctoral-level nursing faculty, and increasing educational expectations for the preparation of other health professionals. The premise is that the DNP prepares for the future in that nurses prepared at the doctoral level with a blend of clinical, organizational, economic and leadership skills will provide a significant, positive impact on health care outcomes.

In the past eight years, over 184 DNP programs have begun enrolling students in 42 states; in 2012, another 101 DNP programs were in planning stages. Nationally, 2011-2012 enrollments in DNP programs grew by 28.9%, with 9,094 students now nationally enrolled in DNP programs, according to the AACN. In Louisiana, as of October 2012, five DNP programs currently admitting students include the following institutions: Loyola University, Southeastern Louisiana University (SLU), University of Louisiana at Lafayette (ULL), Southern University (SUBR), and LSU Health Sciences Center in New Orleans (LSUHSCNO). The four public institutions, all located along the Interstate 10 corridor in Louisiana, received Board of Regents approval in December 2011 with program implementation to begin in fall 2012.

In response to national recommendations that entry level into advanced practice nursing begin at the practice-doctorate level by 2015, the primary need for NSU's development of the DNP is to sustain post-masters and post-baccalaureate educational preparation of advanced practice registered nurses in northern and central Louisiana. Currently, many of these APRNs are pursuing the DNP at out-of-state universities such as the University of South Alabama. Northwestern's proposed DNP would, therefore, be appropriate and beneficial both because of the location of the university's school of nursing (Shreveport) and its track record as the largest single university producer of nurse practitioners in Louisiana.

3. Collaboration with Existing Programs

The four public institutions that currently offer the DNP (LSUHSC-NO, SLU, ULL and SUBR) entered into an *Inter-Institutional Collaborative Agreement to Offer the Doctor of Nursing Practice Degree (ICC)* which addresses provisions for the articulation of core courses and resource sharing relative to the practice-focused doctoral degree. NSU representatives engaged in conversations with the deans from all universities involved in the ICC and, after modifications were made to three core courses, NSU is positioned to participate in all aspects of the ICC and will enter into the established formal agreement upon program implementation. Letters of support from all four institutions were provided, and a common sentiment among the deans was that increasing access to doctoral level education in the northern portion of the state will provide Louisiana's health workforce with competent clinical experts who are prepared to meet the healthcare needs of the rural and medically underserved citizens.

4. Budget

Since a highly producing MSN advance practice program is already well established at NSU (producing over 50 graduates a year), sufficient facilities, faculty, and library holdings to initially deliver the proposed DNP are already in place. However, one additional faculty member will be required to begin the DNP program and a second doctoral prepared faculty will be needed the second year. Equipment costs are projected at \$5,000 in each of the first two years and \$1,000 in each of the following three years. Supplies are expected at \$1,500 for each of the first five years. The annual cost of the DNP program is projected as \$267,300 in each year of years one through five, which would be offset by tuition. The University is committed to providing adequate funding to initiate and support the program.

STAFF ANALYSIS

Based on this new direction in nursing education, staff agrees that there is definite need for the DNP in Louisiana. DNP education in Louisiana will be beneficial to the profession by providing nurses with more in-depth knowledge and skill sets to address individual and community health needs, quality of care, patient safety, and the elimination of health disparities which, in turn, will positively influence the health status of Louisiana citizens. Since NSU has long been on the forefront of graduate nursing education and would provide access to the DNP to constituents of north and central Louisiana, it is reasonable for the institution to offer the DNP. Staff concurs with the following statement made by Dr. Williams in her report, "My assessment of Northwestern's proposal to offer a DNP is that they have a solid case to do so and that they will be able to effectively address the needs for such a program."

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the full board grant conditional approval of the Doctor of Nursing Practice (CIP Code 51.3818) at Northwestern State University (contingent upon SACSCOC approval of Northwestern's request for a level change). By June 1, 2014 the campus will update the Board on progress made toward SACSCOC authorization for a level change and preparations for program implementation.

AGENDA ITEM IV A 1
PROPOSED NEW RESEARCH UNIT
LOUISIANA STATE UNIVERSITY AND A&M COLLEGE
INSTITUTE FOR ADVANCED MATERIALS

BACKGROUND INFORMATION

Louisiana State University and A&M College (LSU) is requesting one-year conditional approval of a new Institute for Advanced Materials (IAM). Approval of this request was granted by the LSU Board of Supervisors in October 2013.

STAFF SUMMARY

1. Description and Need

The purpose of IAM is to serve as a Materials Science and Engineering (MS&E) umbrella organization to foster interdisciplinary research and education which supports the development of advanced materials needed for a broad variety of transformative applications and to ensure that LSU is a major player in the development of materials for the 21st Century. The Institute will have four major functions:

- Manage a new Shared Instrumentation Facility (SIF), a partnership among the Office of Research and Economic Development, the Colleges of Science and Engineering, and thirteen departments involved in Materials Research on the LSU Campus. SIF will pool the resources on campus and provide high-quality characterization capabilities with an affordable fee structure;
- Provide oversight of the recently approved Graduate Certificate in Materials Science and Engineering, which was designed to provide graduate students with an opportunity to receive specialized interdisciplinary education and training in contemporary Materials Science and Engineering;
- Serve as the outreach center for Material Science and Engineering education at LSU; and
- Act as the coordinating organization to guide local industrial partnership to the higher-educational research contacts appropriate to their interests.

The proposed institute will work to channel and focus the energy and aspirations of the research community in Materials Science and Engineering, coordinating facilities, education, and research to advance an interdisciplinary program in MS&E. LSU's MS&E needs a lens through which University research and education can be promoted to the outside world. The proposed Institute will address these needs.

2. Resources and Administration

The IAM will have a Director and two executive committees (composed of representatives from all participating departments to oversee the academic and the research programs) who will report directly to the Vice Chancellor for Research and Economic Development. Both committees will be co-chaired with one representative from the College of Science and one from the College of Engineering, each. The executive committees will work with the director to implement the objectives noted above. At the present time, there are approximately 100 faculty from thirteen departments who have chosen to be affiliated with the proposed IAM. Space in the new Chemistry and Materials Building has been allocated for the proposed IAM, with some equipment located at other site but operated as one facility.

3. Budget

The operation of IAM required no additional funding beyond that provided through LSU sources. The SIF will be a cost center with an established budget. All of the classrooms and courses needed for the certificate in MS&E are currently in existence.

STAFF ANALYSIS

The proposed Institute has been designed to serve as an organizational umbrella to assist LSU in managing and expanding educational and research initiatives in the area of advanced materials. Such an approach, which will foster interdisciplinary initiatives and efforts in a growing scientific field, is in line with LSU's strategic research plan. Sufficient funding is in place to support Institute goals and objectives.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the full board grant one-year conditional approval of the Institute for Advanced Materials at LSU A&M, effective immediately. A request for full authorization shall be due by December 1, 2014.

AGENDA ITEM IV A 2
PROPOSED NEW RESEARCH UNIT
LSU HEALTH SCIENCES CENTER - SHREVEPORT
CENTER FOR CARDIOVASCULAR DISEASES AND SCIENCES

BACKGROUND INFORMATION

LSU Health Sciences Center – Shreveport (LSUHSC-S) is requesting full approval for a five-year term of the Center for Cardiovascular Diseases and Sciences. Approval of this request was granted by the LSU Board of Supervisors in October 2013.

STAFF SUMMARY

1. Description and Need

The development of a Center dedicated to cardiovascular and cerebrovascular disease represents a significant priority area for the administration and faculty of LSUHSC-S. Since 2003, a group of interested clinicians and scientists has been actively laying the foundation for this proposed Center which is supported through the Malcolm Feist endowment, a gift made to LSUHSC-S in 1985 by Malcolm Weiller Feist, for the explicit purpose of supporting research in cardiovascular diseases (CVD). While the initiatives supported by this group have facilitated the growth and expansion of CVD research on the LSUHSC-S campus, a more coordinated effort in the form of a recognized center of specialization in the field of CVD is deemed necessary in order to further expand efforts.

The proposed Center seeks to improve the understanding, diagnosis, and treatment of CVD through a multidisciplinary approach that promotes collaboration among programs in basic and clinical research, prevention, epidemiology, and clinical care related to CVD. The main objectives of the proposed Center are:

- To grow and support basic science and clinical research in the area of CVD;
- To provide innovative and comprehensive care for patients from Northwest Louisiana who suffer from complex disorders of the cardiovascular system (heart, brain, peripheral blood vessels); and
- To promote health education in the area of CVD.

CVD is the leading cause (about 33.6% of total mortality from all causes) of death in the United States. Over 82 million (roughly >1 in 3) Americans suffer from one or more forms of CVD, including high blood pressure, coronary heart disease, congestive heart failure, congenital heart defects and stroke. Louisiana is disproportionately affected by CVD, with the nation's fourth highest mortality rate for heart disease and the ninth mortality rate for stroke. While CVD remains the major cause of death in the United States, there has been a significant decline in CVD mortality over the past 50 years. The proposed Center for Cardiovascular Diseases and Sciences seeks to further reduce the burden of CV disease through various initiatives to include (but not limited to): increasing awareness within the community, region, and State of the unique clinical services and specialties available for care of CV disease at LSUHSC-S; integrate clinical services to provide seamless delivery of comprehensive and advanced care for patients with CV disease; encourage and support research in CD disease that translates the findings from basic research into medical practice; enhance the training of graduate students and research training by clinical and postdoctoral fellows in CV disease; and address deficiencies in CV specialists that are critical to LSUHSC-S patient population.

2. Resources and Administration

The Board of Directors (composed of 16 LSUHSC-S faculty members) for the Center for Cardiovascular Diseases will oversee the Center. The Center Director, who has already been identified, will report to the Board of Directors. The Director will be primarily responsible for the development and implementation of strategic and tactical plans to maximize the effectiveness of the proposed Center. The activities of the proposed Center will be supported by the involvement of 45 additional clinical and research faculty who will serve as mentors, collaborators, advisors, educators and providers under the auspices of their current

faculty appointments. In regards to facilities, approximately 400 square feet on the 4th floor of the Medical School has been temporarily designated to be the initial administrative offices for the Center with discussions underway to expand square footage in support of this initiative.

3. Budget

As previously noted, the funding for the Center for Cardiovascular Diseases and Sciences will be provided by the Malcolm Fiest endowment. The proposed annual operating budget for the Center is \$2M. This amount will be derived from the projected earnings of the following investments: interest earned on the Malcolm Fiest Endowment, Malcolm Fiest Oil and Gas royalties, and interest earned on the Malcolm Feist Oil and Gas Endowment. Should the projected earnings of these investments fall short of the estimate in any given year, the proposed Center will draw upon the accumulated balances in each of the accounts noted in order to accomplish the goals and objectives. The total accumulated balance available at this time is approximately \$10M. Salaries of the faculty members affiliated with the Center are (and will continue to be) budgeted 100% to their home clinical or basic research department, but it is anticipated that they will devote up to 10% of their time to Center initiatives.

STAFF ANALYSIS

The proposed Center for Cardiovascular Diseases and Sciences aims to reduce the harmful impact of CVD on citizens of Northwest Louisiana through research, education, and clinical care which fits in with the role, scope and mission of the LSUHSC-S. Established priorities and initiatives set forth by those that have been involved with this initiative since 2003 will help guide the proposed Center and funding is in place to support Center endeavors.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the full board grant full approval of the Center for Cardiovascular Diseases and Sciences at LSUHSC-S for a period of five years, effective immediately. A request for reauthorization is requested by December 1, 2018.

AGENDA ITEM IV A 3
REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT
LOUISIANA STATE UNIVERSITY - SHREVEPORT
RED RIVER WATERSHED MANAGEMENT INSTITUTE

BACKGROUND INFORMATION

Louisiana State University at Shreveport (LSUS) is requesting reauthorization of the Red River Watershed Management Institute (RRWMI). The Institute was granted one-year conditional approval by the Board of Regents in September 2001 with continued approval for five years granted in September 2003. In October 2008 continued approval through September 30, 2013 was granted. A request for reauthorization of institute status was approved by the LSU Board of Supervisors at their October 2013 meeting.

STAFF SUMMARY

1. Description

The RRWMI is a unique multidisciplinary educational and research endeavor with a 585-acre wetland (Red River Education and Research Park), state-of-the-art water monitoring technology, GIS laboratory, and environmental assessment and monitoring laboratory. The institute was originally established by LSUS to:

- Conduct research on Red River and its watershed
- Establish public education and outreach programs related to the wetlands in this watershed
- Recommend and facilitate management alternatives for the watershed.

The Institute has been integral in bringing together University, State, City and Industry resources to investigate water issues in the Red River Watershed region. The RRWMI has been monitoring groundwater and surface water in the region; water has become an important issue there due to the discovery and exploration of gas resources in the Haynesville Shale. Data from the RRWMI has helped state water planners in assessing aquifer monitoring approaches and assisting local and parish officials in long-term planning of water resources. The RRWMI also has been involved in monitoring and investigating ecological impacts and control measures related to invasive aquatic plants.

2. Activities

The RRWMI plans to continue several of its current projects into the next five years. Some of the more significant ongoing projects are:

- LSU Caddo Parish Monitoring Well Project and the Southern Caddo Parish Water Crisis. The RRWMI has worked with the Parish to monitor wells and provide feedback and expertise to municipal, parish and state officials.
- Protecting Water Resources in the Haynesville Shale Development. With the significant increase in development of natural gas exploration in the Haynesville Shale area, the RRWMI has worked with regional officials to advise on the implications of extraction methods from this vital source of natural gas.
- The RRWMI coordinates the use of alternative water sources such as the Red River Alluvial Aquifer. The Institute works to maintain the potentially important industrial water supply source, and manages its use with demographic and other regional changes.
- Educational Components for the Community. Over 40 public and academic presentations were made from 2009-2013.

3. Resources and Administration

No changes to the administrative structure have been made, and the RRWMI has maintained key faculty and staff since inception. The Institute constructed a field station on the LSUS property bordering an oxbow

lake, Old River Lake, at the Red River Education and Research Park. The Anderson Watershed Research Station includes a meeting room, laboratory, office, restrooms, covered porch for outdoor education, and a covered drive-through work area. The field station was constructed adjacent to the Institute's state-of-the-art floating Surface Water Analysis and Monitoring Platform (SWAMP). Additional water quality and water monitoring equipment has also been acquired within the last few years.

4. Budget

The budget for the next five years includes institutional support as well as funding from private foundations, grants and contracts, and local government and non-government agencies. Funding is in place to support the initiatives of the RRWMI.

STAFF ANALYSIS

The applied research and community services which the Institute provides both to the University and community are indeed valuable. Sufficient funding has been secured with plans to aggressively develop new revenue streams in order to afford operations through 2018. Continued maintenance of the RRWMI is supported.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the full board grant reauthorization of the Red River Watershed Management Institute at Louisiana State University - Shreveport for a period of five years, effective immediately. A request for reauthorization shall be due by December 1, 2018.

AGENDA ITEM IV B 1
ROUTINE ACADEMIC REQUESTS
Staff Approval

Institution	Request
Fletcher TCC	A request to terminate the AAS in Radiologic Technology (510911) – <u>approved</u> .
Fletcher TCC	A request to offer the existing AS in Criminal Justice (430107) via distance learning technologies – <u>approved</u> .
LA Tech	A request to consolidate the BFA in Photography (50.0605) into the BFA in Art – Studio (50.0702), terminating the Photography (50.0605) program on the CRIN – <u>approved</u> .
LSUS	A request to offer the existing BA in Mass Communications (09.0102) via distance learning technologies – <u>approved</u> .
LSUS	A request to offer the existing MEd in Curriculum and Instruction (13.0301) via distance learning technologies – <u>approved</u> .
LSUS	A request to offer the existing MBA (52.0201) via distance learning technologies – <u>approved</u> .
McNeese	A request to terminate the AS in Nursing (51.3801) – <u>approved</u> .
Nicholls	A request to offer the existing AS in Safety Technology (15.0903) via distance learning technologies – <u>approved</u> .
Northwestern	A request to reorganize and rename the College of Nursing and Allied Health to the College of Nursing and School of Allied Health – <u>approved</u> .
SLU	A request to offer the following PBC programs through distance learning technologies: Gifted Education (CIP 13.1004); SpEd M/M for Elem Gr 1-5, SpEd M/M for Elem Gr 4-8, and SpEd M/M for SecEd Gr 6-12 (CIP 13.1001); and Reading Specialist (13.1315) – <u>approved</u> .
SLU & ULL	A request for approval of the plan for continued implementation of the collaborative DNP: adding the BSN-DNP path within the next 1.5-2 years, maintaining the MSN as a degree in passing – <u>approved</u> .

AGENDA ITEM IV B 2

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
06.2012	<p>Louisiana State University A&M</p> <p>MS – Construction Management (CIP Code 52.2001)</p> <p>Conditional approval was granted in June 2012. By September 1, 2013, the campus was asked to provide an update on program implementation, to include relevant enrollment and progression data, progress toward programmatic accreditation, and status of the online delivery of the program.</p>	<p>The 2013 progress report was received in mid-November 2013. It was noted that the program officially started in spring 2013 with an enrollment of eight. For fall 2013, enrollment has grown to 28 (22 enrolled in the online program and 6 working on the degree via traditional campus delivery). It is anticipated that the first cohort of students will graduate the program in spring 2015. Progress toward programmatic accreditation is in process with a self-study report to be completed in conjunction with the first set of graduates in spring 2015. At that time, a formal application will be filed. Information relevant to implementation of the online program was provided.</p>	<p>Receive the 2013 progress report. A subsequent report is due by September 1, 2014.</p>
06.2012	<p>McNeese State University</p> <p>PMC in Family Nurse Practitioner (FNP) and in Family Psychiatric/Mental Health Nurse Practitioner (FPNP) (CIP Code 51.3510)</p> <p>Conditional approval was granted in June 2012 for the Intercollegiate Consortium for the Master of Science in Nursing (ICMSN) Institutions to offer the Post Master's Certificate (PMC) in Family Nurse Practitioner (CIP Code 51.3805), authorizing immediate implementation, and the PMC in Family Psychiatric/Mental Health Nurse Practitioner (CIP Code 51.3510), with implementation in Fall 2013. Progress reports on program implementation were due by September 30, 2013.</p>	<p>The 2013 progress report was received in late September 2013. Enrollment data for the PMC – FNP Program was reported as follows: spring 2013 – 0, fall 2013 – 3, and spring 2014 – 3 are projected. It is anticipated that the first cohort of three students will complete the program in December 2013. No information relevant to the FPNP was provided.</p>	<p>Receive the 2013 progress report. A subsequent report is due by September 30, 2014.</p>
08.2012	<p>Southern University and A&M College</p> <p>Bachelor of Interdisciplinary Studies (CIP Code 30.9999)</p> <p>Conditional approval was granted to the program in August 2012. An update on program implementation, to include relevant enrollment and progression data was requested by October 1, 2013.</p>	<p>The 2013 progress report was received in mid-October 2013 with a supplemental report provided in late-October. At present 106 students have been admitted into the degree program which was implemented in fall 2012. Information relevant to the degree concentrations was provided. In addition, a snapshot of the academic matriculation of twelve students was summarized as a way to demonstrate the academic integrity of the degree program.</p>	<p>Receive the 2013 progress report. A subsequent report is due by October 1, 2014.</p>

05.2012	<p>Southern University – Shreveport CAS – Sterile Processing Technician (CIP Code 51.1012) Conditional approval was granted in May 2012. By September 30, 2013, the campus was asked to submit an update on program implementation, to include relevant enrollment and completer/progression data.</p>	<p>The 2013 progress report was received by staff in mid-October 2013. Initial enrollment in the program was reported as twelve (Fall 2012) with eight completers (August 2013). Information relevant to changes in the curriculum was provided.</p>	<p>Receive the 2013 progress report. A subsequent report is due by September 30, 2014.</p>
---------	---	--	--

AGENDA ITEM IV B 3

PAST DUE REPORTS FOR APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

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

Due Date	Institution	Program/Research Unit	Summary
10.01.2013	SUBR	BS and MS – Mathematics and Physics	The Board of Regents granted conditional approval for the degree program in September 2012. A report on program implementation, to include relevant enrollment and progression data, was requested by October 1, 2013.

AGENDA ITEM IV B 4

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

REQUEST	CAMPUS	PROGRAM/UNIT	RECEIVED	STATUS
Letters of Intent	UNO	BS – Health Care Management	09.05.2013	09.06.13 System notified of staff questions which resulted in a meeting on 09.30.13. Feedback provided by CAOs. 11.01.13 Campus asked to respond to questions; awaiting response.
	UNO	MS – Transportation	11.05.2013	Circulated to CAOs for feedback; responses due 12.05.2013.
	NSU	BAST – Applied Science & Technology	11.05.2013	Circulated to CAOs for feedback; responses due 12.05.2013.
Program Proposals	BRCC	AAS – Computer Science	06.27.2013	Staff review: awaiting further information from the campus. Proposal may be pulled from the queue for resubmission at a later date.

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

Draft Program Proposals	None at Present		
--------------------------------	-----------------	--	--