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**BOARD OF REGENTS**

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**AGENDA**

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**February 24, 2017 • 10:15 am**

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

**I. Call to Order**

**II. Roll Call**

**III. Academic Programs**

A. Program Proposals

1. BS / Entrepreneurship – LSU
2. GC / Teaching in the Health Professions – LSU

B. Reconfiguration: MS, PhD / Agricultural & Extension Education

(from MS, PhD / Human Resource Education) – LSU

**IV. Consent Agenda**

A. Routine Staff Reports

1. Staff Approvals
2. Progress Reports for Conditionally Approved Programs/Units
3. Letters of Intent/Proposals in the Queue

**V. Other Business**

**VI. Adjournment**

**Committee Members:** Thomas Henning, Chair; Robert Levy, Vice Chair; Claudia Adley; Marty Chabert; Benson Kinney; Collis Temple III; Jacqueline Wyatt; LCTCS, LSU, SU, UL System Representatives.

**AGENDA ITEM III A 1**  
**PROPOSED ACADEMIC PROGRAM**  
**LOUISIANA STATE UNIVERSITY**  
**BACHELOR of SCIENCE in ENTREPRENEURSHIP**

**BACKGROUND INFORMATION**

LSU A&M requests Board of Regents' approval to create a Bachelor of Science (BS) in Entrepreneurship. A Letter of Intent for this program was approved by the BoR in April 2016; the proposal was approved by the LSU Board of Supervisors in December 2016 and forwarded for Regents' review and consideration.

**STAFF SUMMARY**

**1. Description**

Entrepreneurship focuses on the creation of new enterprises that are sustainable and build economic, social, cultural or intellectual value through idea generation, opportunity recognition, resource acquisition and entrepreneurial management. LSU's BS in Entrepreneurship is designed to foster the entrepreneurial spirit of discovery, evaluation and exploitation of business opportunities. Because of the multidisciplinary nature of entrepreneurship, students will be exposed to a set of courses that provide a strong general business administration core (accounting, economics, finance, management, marketing) as well as courses that focus on innovation and creativity, planning, intrapreneurship, and leadership.

The entrepreneurship degree will build on the common (48-credit) business core that provides students with a solid foundation of standard business process, practices and procedures, and it focuses on developing in the student the "entrepreneurship mindset" – a state of mind which orientates conduct toward entrepreneurial activities and outcomes. An entrepreneurial mindset draws individuals to opportunities, innovation and new value creation, encouraging them to recognize and exploit opportunity, regardless of context. Characteristics include the ability to take calculated risks and accept the realities of change and uncertainty. LSU designed the proposed BS degree to teach, coach and inspire students to be entrepreneurial in their lives by providing them with the tools and experiences necessary to creatively pursue new opportunities and innovations in the start-up, social, and corporate venture arenas.

Because today's graduate will likely have many jobs/careers in their lifetime, this program will teach students how to analyze the ideal approach to creating value, which they can apply across diverse careers and disciplines, within corporations or by starting their own endeavors. Because many of tomorrow's jobs/careers/industries don't yet exist, teaching students to be entrepreneurial will prepare them to recognize opportunity and create value so they may become the inventors and product or job creators. With the expanded business applications, LSU intends to promote pairing the Entrepreneurship degree with other majors (such as: agricultural business; construction management; textiles, apparel & merchandising; sport administration; nutrition and food sciences; etc.), to expand graduates' background, education and readiness to go out and change their world.

**2. Need**

As the ongoing budget crisis highlights Louisiana's dependency on the vagaries of the oil market, "*Innovation in Louisiana*," a recent report by the Public Affairs Research Council of Louisiana (PAR), sees entrepreneurship innovation as a long-term solution to the economic stability of the State. Because new businesses create employment opportunities and add national income by generating new wealth, it is imperative to foster the entrepreneurship mindset in Louisiana. Small businesses alone employ over half of the State's private workforce. Despite this achievement, many small business start-ups fail in the first five years of operation. Education in entrepreneurship will help to improve the State's ability to build a strong and stable economy.

A review of university websites showed that Entrepreneurship degrees are becoming more common around the country. Over 220 universities offer a major in entrepreneurship. Although several campuses in the State offer successful entrepreneurial minors, concentrations, or specializations, none offers a specific degree in

the subject. Thus, this proposed bachelor's degree in Entrepreneurship can be an important building block in furthering strong entrepreneurial communities in Louisiana.

### **3. Students**

There is a sizeable demand among current LSU students for an entrepreneurship program as can be seen from the number of students interested in the various specializations in the subject. LSU has offered both a minor and a concentration (under the Management degree) for several years. Across the campus, 69 students graduated with the entrepreneurship minor in 2014-15, and an average of 25 management graduates each year earn the entrepreneurship concentration. LSU anticipates that an entrepreneurship degree program would initially enroll 30 majors in the first year and increase to 80 by year five of implementation. As the University's intention is to promote the opportunity for paired degrees (i.e., a BS in Entrepreneurship and a BA/BS degree in another discipline), the enrollment predictions may be conservative. Overall, creation of the degree and expansion of course offerings would substantially expand entrepreneurship education for all LSU students.

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

The BS in Entrepreneurship will be administered by the recently renamed Department of Entrepreneurship and Information Systems (previously the Department of Information Systems and Decision Sciences) in the E.J. Ourso College of Business. LSU intends to leverage its 27 years of history of entrepreneurship education at LSU (including its professional networks, alumni, faculty and current programming administered by the Stephenson Entrepreneurship Institute), a major donation of \$6 million over ten years from Emmet and Toni Stephenson, and a \$550,000 commitment for faculty lines from the Provost, to introduce this new major in the E.J. Ourso College of Business. Additionally, LSU has many existing resources intended to fuel entrepreneurial and innovative initiatives that promote economic development, including the Office of Innovation and Technology Commercialization, Louisiana Emerging Technology Center, and the Louisiana Business and Technology Center.

The donor support not only will help develop and deliver a BS in Entrepreneurship and related programming, it will provide resources that extend beyond the new degree program to support enhancement programs, outreach, and competitions. The private funding will enable the College to expand experiential and practice-based learning options for students by engaging them with the technology park, incubators and small business development offices, and to leverage the leaders of these organizations, entrepreneurs, and small business owners to teach and mentor students as adjunct faculty. The additional support may also provide scholarships to attract top students to the study of entrepreneurship and to support faculty research in the discipline.

### **5. Accreditation**

The E. J. Ourso College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB), with most recent reaffirmation of accreditation during the 2015/2016 academic year. This accreditation is at the college-level and extends to all undergraduate/graduate programs in the college.

## **STAFF ANALYSIS**

This program will equip students with the skills to start a business, become an effective manager in a growing business, assume responsibilities in a family business, or be a more productive member of an ongoing business. It will teach them that to the extent that human action can control the future, they need not expend energies trying to predict it as much as to understand and work with the people who are engaged in the decisions and actions that bring it into existence. Based on the number of students who have pursued the entrepreneurship minor and concentration, there is strong student interest in a BS in Entrepreneurship at LSU.

## **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic & Student Affairs Committee recommend conditional approval of the Bachelor of Science in Entrepreneurship (CIP 52.0701) at Louisiana State University. A progress report on program implementation shall be due by June 1, 2018.***

**AGENDA ITEM III A 2**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**LOUISIANA STATE UNIVERSITY**  
**GRADUATE CERTIFICATE in TEACHING in the HEALTH PROFESSIONS**

**BACKGROUND INFORMATION**

LSU requests Board of Regents' approval to offer a Graduate Certificate (GC) in Teaching in the Health Professions. The proposal concept was approved by the LSU Board of Supervisors in March 2016 but went through significant revisions before being forwarded to the BoR in December for review and consideration.

**STAFF SUMMARY**

**1. Description & Need**

Faculty's preparation for careers in teaching in the academy focus almost exclusively on their research and knowledge of the subject content that they intend to teach; however, pedagogical knowledge and skills often have to be learned by trial and error, from mentors, or through professional education programs. Outside of K-12 teacher education, there are no formal programs in Louisiana that seek to train faculty in teaching and learning using for-credit courses or professional development. Like many postsecondary educators who are content experts, faculty in professional schools receive little or no training in pedagogy and often juggle other diverse and time-consuming responsibilities that make it very difficult to schedule time for professional development of productive interaction with colleagues on the subject of teaching and learning.

LSU's GC in Teaching in the Health Professions will focus on building the capacity of highly qualified healthcare educators (DVMs, PhDs, MDs, DDSs, PharmDs, and other healthcare educators at the technical level) to integrate content into the curriculum to meet high standards for delivering quality, professional level education. The proposed 16-credit online program, offered by the LSU School of Veterinary Medicine in collaboration with the Health Science Centers in Shreveport and New Orleans, will deliver a rigorous program of standards-based, technology-enhanced courses for faculty, administrators, and graduate students across all content areas in academic healthcare. The *Quality Matters Rubrics Standards* instrument will be used to ensure that a standard online protocol is being followed. The online environment will support flexibility in scheduling and promote supportive and collaborative learning experiences leading to the following specific objectives:

- Develop leadership and teaching expertise within the healthcare professions;
- Provide experiences to help faculty design courses and assess clinical skills mastery, classroom practices; and
- Integrate technology into teaching practice.

A 2010 survey administered by the Association of American Veterinary Medical Colleges (AAVMC) documented faculty's perceptions of issues, challenges, and opportunities regarding professional development programs. Survey respondents expressed high interest in learning how to ask effective questions to engage their students, discover principles of learning and motivation, and foster self-directed learning. The proposed certificate will address these areas of interest, allowing faculty to bring enhanced pedagogical skills to their students as they integrate these new skills into their teaching practices. After careful review of existing courses on teaching and learning, it was determined that to meet the needs of students targeted in this program, new courses had to be created which address the pedagogical concepts of teaching in clinically-based medical, veterinary, pharmacy, dental, nursing and allied healthcare education, in the healthcare education context.

**2. Students**

The program is tailored for healthcare educators who are seeking to develop their teaching through pedagogical training and reflection, but who may not have multiple opportunities to gain practical

experience in the classroom. The program will be marketed to post-professional healthcare educators in professional schools and community and technical colleges. The curriculum is designed to be completed in one year, with students ideally beginning the program as a cohort and courses generally offered in a sequence of 7-week modules, culminating with a capstone course. Because the curriculum is entirely online, it will provide the flexibility needed to accommodate variations in schedules and professional development needs of the faculty-students.

LSU projects that enrollment will range from 15 to 30 students over the next five years. As the proposed GC will be offered online, the university expects that the projections are very conservative, anticipating that class numbers will increase as the opportunity is promoted throughout the state and nationally.

### **3. Faculty, Administration, and Budget**

The School of Veterinary Medicine will deliver and oversee the proposed certificate, with program coordination handled by Dr. Annie Daniel. To offer courses that are attractive to all healthcare educators, current faculty within the Shreveport and New Orleans Health Sciences Centers and the Veterinary School will work collaboratively to meet the teaching demands. LSU anticipates that adjunct faculty will be required to co-teach courses along with existing faculty, and that operating expenses to include travel, supplies, and course development resources will be incurred as well. Projected costs will largely be offset by tuition and fees; however, the University expects a deficit of approximately \$6,000 in the first year of implementation, which will be covered by the LSU School of Veterinary Medicine.

### **STAFF ANALYSIS**

A Graduate Certificate in Teaching in the Health Professions will provide faculty and graduate students formalized training in teaching and learning in academic healthcare settings. The proposed program will be tailored to healthcare educators who desire to increase their effectiveness as teachers and teaching scholars by developing skills in teaching methods, teaching materials, assessment and evaluation, and educational technology. Projected expenses associated with program implementation will largely be offset by tuition and fees.

### **STAFF RECOMMENDATION**

***The Senior Staff recommend that the Academic and Student Affairs Committee recommend approval of the Graduate Certificate in Teaching in the Health Professions (CIP 51.9999) at Louisiana State University.***

**AGENDA ITEM III B**  
**PROPOSED ACADEMIC PROGRAM RECONFIGURATION**  
**LOUISIANA STATE UNIVERSITY**  
**MS & PhD in AGRICULTURAL and EXTENSION EDUCATION**

**BACKGROUND INFORMATION**

Louisiana State University (LSU) requests Board of Regents' approval to establish an MS and PhD in Agricultural & Extension Education (AEE) by reconfiguring the existing MS and PhD in Human Resource Education to separate the AEE concentrations as separate degrees under another College on the campus. This request is very similar to the recently approved MS and PhD/Textiles, Apparel & Merchandising which were pulled from the MS and PhD/Human Ecology in November, 2016.

Until 2012, when the School of Human Resource Education & Workforce Development (SHREWD) joined several other schools to form the College of Human Sciences & Education, the College of Agriculture (COA) housed all agricultural and extension education programs. With the reorganization, all coursework and degrees associated with SHREWD moved to the newly formed College. In 2014, the AEE components were relocated to the COA. In September 2015, the Board of Regents approved the creation of the Department of Agricultural and Extension Education and Evaluation (AEEE) within the COA, and related courses were changed to the AEEE rubric for the new department. In October 2015, the BoR approved the new BS/Agricultural & Extension Education which began implementation in Fall 2016.

**STAFF SUMMARY**

**1. Description**

The purpose of the Ag Extension Education & Evaluation department is to prepare and support highly-qualified agricultural and extension professionals to teach, lead and serve youth and adults, focusing on the State's agricultural industry and human capital. LSU currently offers an MS and PhD in Human Resource Education (HRE) with an Adult, Extension and Agricultural Education concentration. The proposed MS and PhD/AEE will be created by extracting the Extension and Agricultural Education components from the existing MS and PhD/HRE to realign them with the AEEE Department (and faculty) which focuses specifically on agricultural and extension professionals. Since the agricultural and extension education coursework is now primarily offered through the COA and the faculty are primarily housed there as well, separation of the two degree programs will maintain progression and consistency in the education pathways and the ongoing research.

The MS/AEE will provide advanced discovery, knowledge and research in areas deemed critical for the success and advancement in careers such as: agricultural education; Cooperative Extension Service; agricultural professions in business, industry and government; and in other non-profit agencies. The 30-36 credit-hour graduate program will offer thesis and non-thesis paths, with both requiring the same 18-hour core block of courses. Instructional topics include: history and philosophy of agriculture and extension education; design and delivery of formal and informal programs; program evaluation; conduct of social science research; and influence of behavior change in society. MS students will choose from five focal areas: general extension education; agricultural education; program evaluation; youth development; and international agriculture.

The PhD/AEE will prepare graduates for leadership positions in public and private schools and colleges, business, government, industry, international organizations, and in the Cooperative Extension System. Students will not be admitted to the PhD until they have completed a Master's degree. The degree will require at least 62 credit hours beyond the Master's, to include: a 20-hour core, 30 hours of AEEE graduate courses and a subject matter core (e.g., Agricultural Education, Community & Extension Education, and International Agricultural Education); and 12 hours of dissertation research. All of the required courses and many of the electives will be offered onsite and via compressed video or online. The two programs will be designated as Hybrid, in that the majority could be completed online.

## **2. Need**

Agriculture is a key industry in Louisiana, and there is documented need for qualified individuals (teachers, extension educators) to teach others about agricultural processes. The Occupational Outlook Handbook predicts that the need for career and technical educators such as high school agriculture teachers will grow by about 9% between 2012 and 2022. Currently, Louisiana has approximately 200 extension educators at the parish level and another 60 extension faculty member with statewide responsibilities. According to the Bureau of Labor Statistics, the number of postsecondary agriculture and extension education positions is projected to increase nearly 20% by 2022. A program like the one proposed by LSU would help to meet the demand and provide a graduate education opportunity for teachers and extension agents.

These two programs would be the only such programs in Louisiana targeting agriculture and extension education professionals. Many students seeking advanced degrees in agriculture or extension education are currently pursuing them either online at institutions out of state (e.g., University of Arkansas - MS in Agricultural and Extension Education; North Carolina State - Master of Agriculture and Extension Education; Texas A&M - Agricultural Development Master Program; Mississippi State - MS in Workforce Education Leadership) or in other disciplines in-state that are not as relevant to their profession. While there are public institutions of higher education in Louisiana with undergraduate degree programs in agriculture (McNeese, LA Tech, SUBR), currently none offers a graduate degree in agricultural and extension education. The reorganization of these programs will afford prospective students opportunities to pursue the desired education from LSU, which has a rich heritage of providing high-quality education and research experiences in agriculture and extension. These programs will also produce innovative discovery and development research as students seek to find answers to questions of interest to the profession.

## **3. Students**

LSU AgCenter extension agents are required to complete at least 15 hours of graduate coursework to maintain employment and to be promoted from assistant to associate agent; associate agents must complete an MS degree to be eligible for promotion to full agent. They also participate in a specialization program through which they complete 15 hours of graduate coursework beyond the MS for additional professional advancement. Other prospective students will include high school agriculture teachers who wish to pursue an advanced degree for professional advancement and individuals pursuing opportunities as instructors in adult and business education programs. The graduate programs in Human Resource Education, from which these degrees would be separated, have averaged 4 MS and 2 PhD graduates over the last three years. As with the reconfigured MS and PhD in Textiles & Apparel Management approved in November 2016, LSU anticipates that the proposed programs will grow rapidly when they are more easily found by prospective students and housed within the College of Agriculture.

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

Implementation and sustainability of the program will not have any significant impact on the current administrative structure or costs, as current faculty are already carrying the workload of the programs. The department has lines for six graduate assistantships that can be assigned to either MS or PhD students, plus a graduate scholarship and graduate fellowship.

### **STAFF ANALYSIS**

The proposed programs can be offered at no additional cost since creation of the degrees will be done by extracting existing areas of concentration into stand-alone degrees and moving them to a similarly titled department within the College of Agriculture. They will provide agricultural education teachers, extension agents, and others working in professional agriculture-related fields to advance the profession and increase their knowledge for the benefit of others.

### **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the proposed MS and PhD/Agricultural & Extension Education (CIP 01.0801) at LSU. A progress report on implementation under the new configuration is due on 1 June 2018.***

**AGENDA ITEM IV A 1**  
**ROUTINE ACADEMIC REQUESTS**  
Staff Approvals

Institution	Request
LSU	Request to change the name of the Dept of Information Systems & Decision Sciences (ISDS) in the EJ Ourso College of Business to the <u>Department of Entrepreneurship &amp; Information Systems</u> , to bridge related academic units – <b>Approved</b> .
ULM	Request to offer the MA/Communication (CIP 090101) fully online, starting with the Concentration in Strategic Communication – <b>Approved</b> .

## AGENDA ITEM IV A 2

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

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
02.2012	Baton Rouge CC <b>AAS, Diagnostic Medical Sonography (51.0910)</b>  The program was granted conditional approval in February 2012. A progress report requested each year; the most recent report was received in January 2017.	Enrollment in the program has remained at 10, which is the cap. The program has produced a total of 29 graduates with 12 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 5-year accreditation, through 31 Jan 2020.	Receive and accept the progress report. <u>No further reporting is necessary</u> based on specialized accreditation as well as program strength.
12.2013	Central LA TCC <b>AAS, Technical Studies (47.9999)</b>  The program was granted conditional approval in December 2013 with an annual progress report requested. The most recent report was received in December 2016.	The campus reported the addition of two concentrations to the program: Manufacturing, and Drafting & Design. Currently, the program has five students enrolled. The college plans to seek approval to add two more concentrations to the existing AAS: Industrial Instrumentation & Electrical Technology, and Computer Technology.	Receive and accept the progress report. A subsequent report is requested by January 1, 2018.
03.2012	LSU A&M <b>MS, Coastal &amp; Ecological Engineering (14.2401)</b>  Conditional approval was granted in March 2012 with a request for an annual progress report requested. The most recent progress report was received in January 2017.	Enrollment in the program has grown since the program's inception, with nine students currently enrolled. The program has produced three graduates with five more expected to graduate by August 2017.	Receive and accept the progress report. A subsequent report is requested by January 1, 2018.
09.2008	LSU A&M <b>BS, Sport Administration (31.0504)</b>  Conditional approval was granted to the program in September 2008. An annual progress report was requested, with the most recent report received in December 2016.	The enrollment in the sport administration program grew rapidly after its inception, from 125 in Fall 2009 to 295 in Fall 2016. In Fall 2014, the Application for Candidacy was accepted by the Commission on Sport Management Accreditation (COSMA). The self-study was submitted on schedule in fall 2016 and external reviewers were identified for a site visit in Feb 2017. The campus anticipates that the program will be accredited at the Board of Commissioners meeting in September 2017.	Receive and accept the progress report. A subsequent report is requested by January 1, 2018; unless the campus receives notification of accreditation prior to that date, at which time no further reporting will necessary.
10.2012	McNeese State University <b>Education Specialist, Educational Leadership (13.0401)</b>  Reinstatement of the Education Specialist was granted conditional approval in October 2012. A progress report requested each year; the most recent report was received in December 2016	The program was eliminated due to low completers in May 2011, but reinstated in January 2013. Because a number of students were waiting for reinstatement, there was an influx of 12 completers that year. Since then, the number of enrollments and completers has declined. The campus reported that the program was approved to be delivered 100% online in March 2015, which should eventually attract additional students.	Receive and accept the progress report. A subsequent report is requested by January 1, 2018.

03.2013	<p>South Central Louisiana Community College  <b>AS, Nursing Program</b>  (51.3801)</p> <p>Conditional approval was granted on 03.20.2013, with progress reports requested each year; the most recent report was received on 01.09.17.</p>	<p>The program was first offered at South Louisiana Community College in the Fall 2014 semester. The initial cohort enrolled 40 students. The enrollment for the subsequent semesters were as follows: Fall 2015, 69; Fall 2016, 79. SLCC's current pass rate for the RN-NCLEX is 91.37%. The college is currently working on the ACEN accreditation self-study which will be submitted on January 15, 2017. The ACEN accreditation visit is scheduled for March 1-3, 2017.</p>	<p>Receive and accept the progress report. A subsequent report is requested by January 1, 2018.</p>
05.2010	<p>South Central Louisiana TC  <b>AAS, Process Production Technology</b>  (15.0903)</p> <p>Conditional approval was granted on 05.27.2010 with progress reports requested each year; the most recent report was received on 12.05.16.</p>	<p>The campus reported that the program received reaffirmation of accreditation by the Association of Technology, Management and Applied Engineering (ATMAE) at its annual conference in 2016. Since Fall 2015, 16 students have completed the program.</p>	<p>Receive and accept the progress report. A subsequent report is requested by January 1, 2018</p>
12.2013	<p>University of Louisiana at Lafayette  <b>MS, Systems Technology</b> (15.0503)</p> <p>The program was granted conditional approval in December 2013 with a progress report requested each year; the most recent report was received on 12.07.16.</p>	<p>Total enrollment has been steady, with 9 in Fall 2014; 13 &amp; 17 in Spring and Fall 2015; 20 &amp; 17 in Spring and Fall 2016; and 20 &amp; 17 in Spring and Fall 2016. Two students graduated in Spring 2016 and three graduated in Fall 2016.</p>	<p>Receive and accept the progress report. A subsequent report is requested by January 1, 2018</p>

**AGENDA ITEM IV A 3**  
**LETTERS of INTENT/PROPOSALS in the QUEUE**  
**Forwarded to BoR by Management Boards**

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
<b>Letters of Intent</b>	ULM	BA - Dance	03.17.16	03.24.16 circulated to CAOs with input requested by 04.22.16. Under staff review, discussion with campus.
	LSUA	BA - Religious Studies	03.24.16	03.24.16 circulated to CAOs with input requested by 04.22.16. Campus sent letters of support and is collecting information on student interest.
	GSU	BA – General Studies	10.31.16	11.03.16 circulated to CAOs with input requested by 12.05; 1.13.17 questions and discussion with campus revised program plan, with further discussion through the month; Lol should be ready for presentation to the Board in March.
<b>Program Proposals</b>	BRCC	AAS - Midwifery	07.31.15	01.18.17 – campus requested withdrawal; may restart the proposal process at a later time.
	SUBR	GC - Supply Chain Mgt & ERO Systems	09.09.16	09.15.16 – Questions sent to campus; awaiting response.
	LSUA	BS - Chemistry	01.31.17	02.03.17 – begin Staff review; should be ready for presentation to the Board in March.
	LSU	PBC – Library Science	01.31.17	02.15.17 – Campus and system questions about program details; proposal temporarily pulled, on-hold for later consideration.
<b>Center of Excellence</b>	DCC	Culinary CWE – Continued Authorization	12.05.16	12.22.16 – Staff questions on continuation report; campus is working on response.