

BoR AGENDA ITEM V-A
LETTER of INTENT
UNIVERSITY OF NEW ORLEANS
BACHELOR OF SCIENCE IN HEALTH CARE MANAGEMENT

BACKGROUND INFORMATION

The University of New Orleans (UNO) requests Board of Regents' approval for a Letter of Intent (LoI) to create a Bachelor of Science in Health Care Management. The LoI was approved by the Board of Supervisors for the University of Louisiana System in August 2013. Over the past couple of months, campus representatives have worked to address questions raised by Regents' staff regarding the proposed academic program.

STAFF SUMMARY

1. Description

The proposed 120-credit hour curriculum will provide a diverse and academically sound health management program to equip students with knowledge, research skills, and an awareness of the current practices in the field of health care administration. The program, offered through the Association to Advance Collegiate Schools of Business (AACSB) accredited College of Business Administration, will be composed of business core courses, as required of all majors in the College. In addition to the business core, the planned curriculum would include a broad background in health services administration, environmental control, epidemiology and communicable disease control, community health education, public health law, current health issues, and leadership. An internship component would provide the opportunity for students to apply course content and attain practical experience in the health care setting. Graduates of the program would be prepared for entry-level administrative positions in various types of health care facilities, organizations and agencies such as hospitals, public health agencies, long-term care facilities, medical group practices, health maintenance organizations and clinics, or for entry into graduate and/or professional programs. In addition, the program will benefit current health care facility workers who wish to broaden their management skills and knowledge of complex issues facing health care systems in order to advance in their careers.

2. Need

The BS in Health Care Management would be developed in response to a growing need in the Greater New Orleans metropolitan area for individuals with a solid base of business skills specific to the health care industry. Several health care providers (including Ochsner, West Jefferson, and East Jefferson) have expressed the need for new graduates in health care management as well as a way to provide education to their current employees since these organizations do not have the resources or the time to provide the necessary advanced training in business skills to employees themselves. New Orleans is experiencing a growing medical corridor, known officially as *Bio District New Orleans*, a state-enabled economic development district that was created by the State of Louisiana in 2005 for the purpose of developing a biosciences industry in New Orleans to provide research and development, health care delivery, and stable, high-paying jobs. Furthermore, the completion of the University Medical Center (UMC) and a \$2 billion investment in the UMC and Veteran's Administration (VA) hospital will create over 3,000 new jobs. There is much concern in the industry that the developing health care corridor of New Orleans will have state-of-the-art facilities but lack the skilled workforce necessary for success; UNO hopes to address that concern through the proposed program.

While four public institutions in the state offer baccalaureate programs with similar course content (SUNO: BS/Health Information Management Systems; ULL: BS/Health Information Management; LA Tech: BS/Health Information Management; and ULM: BS/Health Studies) and an LoI for a collaborative BS/Health Management Systems at Southeastern and McNeese was approved by the Regents in October 2013, the program proposed by UNO would meet the diverse needs of business and health care institutions in the New Orleans area. All of the institutions noted above have been engaged in conversation to discuss the potential

for collaborative delivery. After careful review by the provosts and deans of the related colleges, it was determined that the content and focus of each program is uniquely different, as each prepares students with knowledge and skills appropriate to employer demand in the specific region served by the institution. It was agreed that there is potential for sharing delivery of common course components and that this possibility will be explored as the programs evolve.

3. Students

The proposed program would attract students who would typically pursue a bachelor's degree in business administration, but who would prefer a health care specialization at the undergraduate level. The institution anticipates that 30 students would be admitted each year during the first three years of implementation, rising to 40 students each year for the fourth and fifth years. By the end of year two, UNO expects to have produced 15 completers, increasing to 25 by years three through five. Such projections are based on the continued requests for this type of program as well as interest created by the ongoing construction of health care facilities in Greater New Orleans and the corresponding potential for job growth.

4. Faculty, Resources & Administration

The intended BS in Health Care Management would be housed in the College of Business Administration. Program implementation would not have any significant impact on the administrative structure of the institution. Present library holdings, facilities and resources are adequate to sustain the program. With established business degree programs and the existing MS in Health Care Management, there are faculty in place to provide instructional support; however, the institution does anticipate a need for hiring additional faculty.

5. Budget

Potential costs would be detailed in a full proposal. The University anticipates that any additional costs would be covered by tuition.

STAFF ANALYSIS

The proposed program concept is designed to meet the growing needs of the health care industry in the Greater New Orleans Metropolitan area as development of the long-anticipated medical corridor in New Orleans continues. Considering the needs of the new hospital complexes and the needs of existing health care systems and health service agencies in this region, there is and will continue to be a demand for a workforce with the knowledge and skill sets required of entry-level health care administration positions. In addition, the proposed program will help prepare students for UNO's robust MS in Healthcare Administration.

STAFF RECOMMENDATION

The staff recommend that the Board of Regents approve the Letter of Intent to develop a proposal for a Bachelor of Science in Health Care Management (CIP Code 51.2211) at the University of New Orleans.

BoR AGENDA ITEM V-B
PROPOSED NEW CENTER for WORKFORCE EXCELLENCE
FLETCHER TECHNICAL COMMUNITY COLLEGE
DEEPWATER CENTER for WORKFORCE EXCELLENCE

BACKGROUND INFORMATION

Fletcher Technical Community College (FTCC) requests Board of Regents approval of a Deepwater 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 Deepwater proposal was approved by the LCTCS Board of Supervisors at its November 2013 meeting, and a final proposal was submitted to BoR staff in January 2014.

STAFF SUMMARY

Description

The oil and gas industry is typically divided into three major sectors: upstream (deepwater), midstream, and downstream. The upstream/deepwater oil sector is also commonly known as the *exploration and production (E&P) sector*, and makes up 88% of all oil & gas revenues. The upstream sector includes the search for potential underground or underwater crude oil and natural gas fields, drilling of exploratory wells, and subsequent drilling and operation of the wells that recover and bring the crude oil and/or raw natural gas to the surface. Downstream and midstream sectors make up the remaining 12% of oil & gas revenues. The downstream sector commonly refers to the refining of petroleum crude oil and the processing and purifying of raw natural gas, as well as the marketing and distribution of products derived from crude oil and natural gas. Midstream operations are often included in the downstream category and considered to be a part of the downstream sector.

Fletcher's focus is in the upstream sector and is uniquely strong in deepwater oil & gas production. FTCC partnered with industry leaders to develop the CTS/Production Helper and AAS/Integrated Production Technologies (IPT) to provide specialized academic and technical skills training for technicians in the industry. The AAS, officially launched in 2010, has grown from 55 students to 169 and produced 27 graduates in its first two academic cycles: 11 in 2011-12, and 16 in 2012-13. With the technological advances in deepwater production, many operators currently require that new employees possess a certificate or degree in a related curriculum, and FTCC's program is uniquely tailored to fill the need. In addition to the IPT program, the faculty and advisory board are planning a complementary Production Maintenance curriculum with a target implementation date of Fall 2015.

Need and Benefits

Production technicians are specialists in instrumentation, automation, computer, electrical, mechanical, safety, and process systems. Graduates of the IPT program can expect to work at state-of-the-art production facilities, offices, and control rooms equipped with advanced technologies. The industry advisory board projects the starting salaries of IPT graduates to average \$60,000 with opportunities to increase earnings through overtime. With 50 percent of the industry labor force eligible for retirement within 10 years, continued development of new technologies, and new deepwater discoveries, the industry's need for qualified employees continues to increase. FTCC is addressing these demands. With input from the 17 oil & gas and service company leaders on the IPT Program Advisory Committee, the Petroleum Department is positioned as a partner-of-choice for oil & gas students, workforce trainees, and industry training managers. As one advisory member put it, "Together, we train, educate and develop the skill sets needed ...to meet the rigorous demands of the oil and gas industry."

Designation as a Petroleum Center for Workforce Excellence would recognize Fletcher's quality programming and value to the community, and it would help recruit students into the region. (90 percent of program graduates seek employment within the community.) The program currently has enrolled students from CA, FL, HI, MS and TX, with inquiries or applications from NC, OR and WV. As a Center, its outreach

base (enrollment, industry partnerships, specialized programming) would be stronger, and the college could establish a differential tuition and fee structure for Center programs. The intention is to be the national deepwater training school, the model for excellence in education and training, effectively partnering with local, state, federal and private interests to meet the expanding demands of the industry.

- The college is developing 'flex time' scheduling, to include evening, weekend, 7/7 and 14/14 options to accommodate the non-traditional work schedules of offshore employees. Some of the courses will include 50% lecture/lab and 50% on-line delivery using '3D imaging' technology.
- Departmental faculty and curriculum specialists will develop customized, non-credit programs to meet an organization's specific training requirements.

External Support and Collaboration

FTCC is already recognized and supported by the oil & gas production industry leaders. Members of the IPT Advisory Committee, created in the 2008-09 academic year, view themselves as long-standing business partners of Fletcher, proud to "have seen an idea blossom into a critical role and need for our industry." In addition to time and expertise, the industry donates equipment, space, and access (e.g., internships) to Fletcher because the college provides training specific to its needs and expected competencies. The Advisory Committee and the Advisory Board, combined, bring together 24 presidents and senior executives from such entities as Black Hawk OFS, BP, C&D Productions, Chevron, ConocoPhillips, Copestone Inc, Danos, Halliburton, LMOGA, Shamrock, Shell, and the Southern States Energy Board to focus on content, quality, and success of the proposed Center for Workforce Excellence.

Since 2009, companies including AT&T, BP, ConocoPhillips, Entergy, and Fourchon Oilman's Association have contributed over \$5 Million to the IPT program for building construction, lab equipment, curriculum development, and scholarships. These include a \$4 Million donation by BP America, Inc. to construct and equip a new IPT building, with matching state funds, which is scheduled for completion and dedication in March 2014. FTCC also has full access to a Production Skid, owned and operated by BP America, which it may use until it can build its own \$2.5 Million skid, next up in the strategic plan.

FTCC's responsive, collaborative relationship with private industry also results in Shell hiring many students as interns and 98 percent of IPT students employed in oil & gas upon graduation. Fletcher, South Central Technical College (SCLTC), and Nicholls State University all provide different but complementary education and training related to oil & gas operations in the region. SCLTC's process technology program focuses on the downstream sector, preparing individuals to monitor, operate and maintain equipment in processing crude oil and raw materials into chemical/petrochemical products. FTCC and SCLTC are negotiating to jointly offer their marine operations programs for specialized training for Coast Guard and FCC credentials. Nicholls' AS/Petroleum Services Safety Technology and BS/Petroleum Services prepare students as safety professionals who study materials, structures, codes and operations to recognize and control hazards. The two institutions share lab space and equipment and have articulation agreements in place for IPT courses. Instructors from Fletcher and Nicholls are working together in a shared IPT curriculum development project funded by a \$250K gift from BP.

STAFF ANALYSIS

FTCC is asking to establish a Center for Workforce Excellence based on the strength and quality of its Integrated Production Technology program, its level of growth and productivity, and its position as a center of education and training in deepwater oil and natural gas production. Given the clear industry need, support and financial commitment, experienced advisory board, facilities, and workforce relevance, staff believe that FTCC 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 Deepwater Center for Workforce Excellence at Fletcher Technical Community College, with a report and proposal for continued designation as a Center for Workforce Excellence due by 1 March 2015.

BoR Agenda Item V-C

Advisory Council for Teacher & Leader Preparation Effectiveness

The Louisiana Board of Regents has been approached by state stakeholders requesting that a group be formed to publicly discuss shifts occurring in PK-12 schools and ways in which PK-12 and higher education can work collaboratively to address the shifts when preparing new teachers and new leaders at Louisiana's public universities. In response, staff recommends that an Advisory Council for Teacher and Leader Preparation Effectiveness be formed to provide stakeholders an opportunity to provide input regarding the preparation of new teachers and leaders. A description of the proposed advisory council has been provided below.

BOR ADVISORY COUNCIL FOR TEACHER AND LEADER PREPARATION EFFECTIVENESS

| ELEMENTS | DESCRIPTIONS |
|-------------------------------------|---|
| Rationale: | A need exists for key stakeholders in Louisiana to engage in public discussions about shifts that are occurring in schools and identify ways in which PK-12 and higher education can work collaboratively to prepare new teachers and leaders who are prepared to address the changes. |
| Purpose of Advisory Council: | To support higher education's efforts to prepare effective new teachers and leaders whose students are college and career-ready. |
| Focus of the Meetings: | Input during the meetings will be focused on: <ul style="list-style-type: none"> • Improvement of teaching, learning, and leading within teacher and leader preparation programs; • reporting of relevant information to the public regarding the effectiveness of teacher and leader preparation programs; and • Identification of research related questions about teacher and leader preparation effectiveness that can be pursued by higher education. |
| Outcomes: | Information generated by the advisory council will be used by the Board of Regents and public universities to: 1) Make systemic changes to the curriculum within teacher and leader preparation programs; 2) Generate teacher and leader preparation reports that will be disseminated to the public; and 3) Pursue external funding to support changes to the teacher and leader preparation programs and implement research studies in Louisiana. |
| Meetings: | A minimum of two advisory council meetings per year. |
| Chairmanship: | Board of Regents Member |
| Membership: | The advisory council will be composed of members representing the following stakeholders: Board of Regents, Board of Elementary and Secondary Education, Louisiana Department of Education, Office of the Governor, legislators, public universities, private universities, private providers, PK-12 school/district partners, educator organizations, business/community partners, parents, and other interested partners. |
| Staffing: | The Louisiana Board of Regents will provide the necessary staff to organize and implement the meetings. The Louisiana Association of Colleges for Teacher Education (e.g., college of education deans) will be asked to serve in an advisory capacity to work with the Board of Regents to plan the meetings. |

Staff Recommendation

The staff recommends that the Board of Regents grant approval to create a BoR Advisory Council for Teacher and Leader Effectiveness.

BoR AGENDA ITEM V-D1
REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT
LSU HEALTH SCIENCES CENTER in NEW ORLEANS
LOUISIANA VACCINE CENTER

BACKGROUND INFORMATION

Louisiana State University Health Sciences Center in New Orleans (LSUHSCNO) is requesting reauthorization of the Louisiana Vaccine Center (LVC). The Center was originally granted one-year conditional approval by the Board of Regents (BoR) in October 2008 with continued approval granted in August 2009. A request for reauthorization of center status was requested by June 2012; however, a one-year extension was granted (August 2012) allowing center status to remain in place until June 1, 2013. The request for reauthorization through June 2017 was approved by the LSU Board of Supervisors at their December 2013 meeting.

STAFF SUMMARY

1. Description

The LVC, headquartered at LSUHSCNO, is a critical mass of investigators whose work focuses on research and education in infectious diseases and vaccine technology. The Center has a presence at major university campuses in the area, namely LSUHSCNO, Tulane Health Sciences Center, and Xavier University of Louisiana, in coordination with their commercialization partner, the New Orleans BioInnovation Center (NOBIC), a regional wet-lab biotechnology incubator. Initial funding of \$5.5 million over five years for the Center was awarded by the BoR from the Post-Katrina Support Fund. In recognition of the breadth and strength of local research in infectious disease and vaccines, the initial funding proposal was ranked #1 of all applicants statewide and was funded by the BoR in 2007.

The primary goal of the LVC has been to develop and focus interdisciplinary strengths in the basic and translational sciences of microbial pathogenesis, host immunity and vaccine research in order to foster the development of novel approaches to vaccination against infectious disease, with appropriate infrastructure to support future growth and the commercialization of new discoveries. The Center's significant accomplishments to date have demonstrated tangible advances in the critical areas of vaccine-related research, research commercialization, and education. It has established significant academic-industry partnerships with funding and programming plans that provide a focus for vaccine-related research and development in the Gulf South.

2. Activities

The Center has worked to achieve goals established for research, commercialization and education programs, including the generation of significant new external funding in national competition and the establishment of an effective pipeline for the commercial development of Center research. Significant accomplishments to date include, but are not limited to, the following:

- The Center has a strong focus on infectious diseases and vaccines, and its researchers have generated over \$120 million in external research grants in the past six years;
- The Center has helped to develop, staff and promote the use of nine research core facilities designed to aid the flow of vaccine-related research;
- The Center has provided pilot funding to faculty for translational research projects and research commercialization in order to accelerate local research in infectious diseases, vaccine development and related technology with clear potential for commercial development;
- To date, 88 students from local high schools, medical schools, and colleges nationwide have participated in the Center's Summer Research Internship Program to expose students to careers in the biosciences; and

- Between 2008 and 2011, 18 students completed the Bioscience and Education Training (BET) Program designed to address a critical local and regional shortage of trained biomedical research support staff.

3. Resources and Administration

The Center is governed by an Internal Advisory Board with a Center Steering Committee responsible for the organization and oversight of scientific, educational and commercialization activities. A Director is tasked with daily oversight of the LVC and its initiatives. An External Advisory Committee meets annually to review progress and to give advice on future directions to the Center Steering Committee and the Director. At present, there are 61 faculty involved with Center activities. The participating institutions have committed space and research infrastructure to Center faculty: each faculty member has dedicated laboratory space for infectious disease and vaccine-related research.

4. Budget

Initial funding of \$5.5 million over five years was awarded by the Louisiana Board of Regents through the Post-Katrina Support Fund Initiative (PKSFI). The PKSFI award period was June 1, 2007 through June 30, 2013. The budget for the next four years includes new federal funding from the US Economic Development Administration (EDA), the National Institutes of Health (NIH), and corporate support. During this time, the Center will also continue to identify additional resources from federal, commercial and private foundation sources to sustain research, commercialization and educational programs. Funds that have been secured to date are sufficient to support Center initiatives for the next four years.

STAFF ANALYSIS

The Center has been active both locally and in the Southeast Louisiana corridor in consolidating research and development in infectious diseases and vaccine technology. The Center's goal of fostering the development of an educated and trained workforce is increasingly in tune with the needs of a high growth biotech innovation sector. Recent funding support from the EDA clearly recognizes progress made by the LVC and will serve to further enhance the capacity of the Center to stimulate innovative biomedical research and to develop a skilled biotechnology workforce.

STAFF RECOMMENDATION

The staff recommends that Board of Regents grant reauthorization of the Louisiana Vaccine Center at LSU Health Sciences Center – New Orleans for a period of four years, effective immediately.

BoR AGENDA ITEM V-D2a

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

| Initial Approval | Institution | Staff Analysis | Staff Recommendation for Board Action |
|------------------|---|---|--|
| 12.2009 | <p>Bossier Parish Community College</p> <p>AS in Healthcare Management (CIP Code 51.0702)</p> <p>Conditional approval was granted to the program in December 2009. By December 1, 2010, the College was to submit a progress report addressing number of enrollees, retention of students, program completers, placement of graduates, and transfer of graduates into the related BS in Health Studies at ULM. This report was received and accepted in April 2011. A subsequent report was requested by December 1, 2011 and this report was provided in January 2012. At that time, a subsequent report addressing all previous items was requested by December 1, 2013.</p> | <p>The progress report was received by staff in late January 2013. Since the creation of the degree program, the number of graduates, declared majors, and enrollments in program courses continues to increase. In 2013, there were 21 graduates, 118 declared majors and 395 course enrollments. At this time, graduates report new employment at healthcare facilities and internal promotions. Projections for 2014 are for the same kind of increases and continued graduate success.</p> | <p>Receive and accept the progress report. A subsequent report on enrollment and completer data, and progress toward specialized accreditation is requested by December 1, 2014.</p> |
| 08.2009 | <p>Central Louisiana Technical Community College</p> <p>AAS in Drafting and Design Technology (15.1301) and AAS in Industrial Electronics Technology (47.0105)</p> <p>The Board of Regents granted conditional approval to both programs noted with a request for an annual progress report until specialized accreditation was achieved. The campus has complied with this request with the most recent progress report received and accepted in August 2012. At that time, the institution was asked to report on both programs by June 1, 2013.</p> | <p>Progress reports on the two programs were received by staff during the fall 2013 semester. Enrollment for the AAS in Drafting and Design was reported as three with 24 students pursuing the Technical Diploma (TD). In regards to the AAS in Industrial Electronics Technology, enrollment was reported as eight with 31 enrolled in the TD program. The campus stated that students pursuing a TD typically pursue the AAS once the TD is completed. Resources have remained adequate and the advisory boards have been active. The pursuit of specialized accreditation will begin this spring.</p> | <p>Receive and accept the progress report. A subsequent report on enrollment and completer data, and progress toward specialized accreditation is requested by January 1, 2015.</p> |
| 01.2013 | <p>Louisiana Delta Community College</p> <p>AAS in Forensic Science and Technology (CIP Code 43.0106)</p> <p>The Board of Regents granted conditional approval to the program in January 2013 with corresponding CTSS in Crime Scene Evidence Technology and Forensic Technology – Evidence Collection. By January 1, 2014, and annually thereafter, the campus will update the Board on program implementation, to include relevant enrollment and progression data.</p> | <p>The progress report was received by staff in early February 2014. The campus reported that the program gained SACSCOC accreditation in November 2013. Due to this delay, program implementation did not occur until spring 2014. The first cohort has an enrollment of 14 students; there have been no completers to date. The campus has initiated many recruitment efforts in order to increase enrollment.</p> | <p>Receive and accept the progress report. A subsequent report is requested by January 1, 2015.</p> |

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| 08.2007 | <p>Louisiana State University at Alexandria (LSUA) BS in Business Administration - BSBADM (CIP Code 52.0201) Conditional approval was granted with various stipulations, including a progress report on program implementation and progress made toward specialized accreditation. The campus has provided progress reports annually as has been requested with the last report received and accepted in January 2013. At that time, a subsequent report addressing the pursuit of specialized accreditation was requested by December 31, 2013.</p> | <p>The progress report was received by staff in mid-January 2014. The campus noted that for fall 2013, ten percent of the undergraduate students (210 of 2026) were BSBADM majors. Graduates of the program were reported as follows: Fall 2012 – 11; Spring 2013 – 16; and Summer 2013 – 5. Status on progress made toward specialized accreditation was provided. Detailed information relevant to the requirement that business programs be supported by a core faculty designated as either Academically-Qualified or Professionally-Qualified was included in the report. The campus demonstrated that a number of steps have been taken to make specialized accreditation a reality for the LSUA Department of Business Administration. A plan is in place for the Department to meet Pre-Accreditation Status within the near future.</p> | <p>Receive and accept the progress report. A subsequent report on enrollment and completer data, as well as on progress toward specialized accreditation, is requested by December 31, 2014.</p> |
| 05.2013 | <p>Louisiana State University at Shreveport (LSUS) EdD in Leadership Studies (CIP Code 52.0213) The Board of Regents granted conditional approval of the degree program (contingent upon SACSCOC approval of LSU's request for a level change). By January 30, 2014, the campus was asked to provide an update on progress made toward seeking a level change with SACSCOC.</p> | <p>The progress report was received by staff in late January 2014. It was reported that in mid-September 2013, LSUS submitted a request to SACSCOC for a level change from a Level IV (offers a masters and specialist degree as the highest degree) to a Level V (offers three or fewer doctorate programs). In their December 2013 meeting, the SACSCOC board provided approval to said request. The next step in the approval process is for a site visit which has been scheduled to occur in April 2014. If the program meets all requirements following that visit, SACSCOC will provide final approval in their June 2014 meeting. The report also documented that 70 applicants applied to the EdD Program of which 22 were accepted into the initial class (spring 2014).</p> | <p>Receive and accept the progress report. A subsequent report on the status of final approval of the level change is requested by August 1, 2014.</p> |
| 10.2012 | <p>McNeese State University Education Specialist in Educational Leadership (CIP Code 13.0401) The Board of Regents granted conditional approval for reinstatement of the program, effective January 2013. The campus was asked to submit a report on program implementation (to include relevant enrollment and progression data) no later January 30, 2014.</p> | <p>The progress report was received by staff in late January 2014. Based on data provided in the report enrollment in the program has increased (Spring 2013: 3, Fall 2013: 12 and Spring 2014: 14).</p> | <p>Receive and accept the progress report. A subsequent report on enrollment and completer data is requested by January 30, 2015.</p> |
| 02.2012 | <p>Northwestern State University MS in Homeland Security (CIP Code 43.0301) Conditional approval was granted to the graduate program in February 2012. By January 1, 2014, the campus was asked to submit a progress report on enrollment and completer data as well as on progress toward achieving specialized accreditation.</p> | <p>The progress report was received by staff in early January 2014. The campus reported that currently 37 students are enrolled in the program. The Homeland Security and Defense Education Consortium Association (HSDECA), the accrediting agency for the graduate program, is currently awaiting recognition by the US Department of Education as an accrediting organization. Once HSDECA receives their recognition, Northwestern will seek accreditation.</p> | <p>Receive and accept the progress report. A subsequent report is requested by January 1, 2015.</p> |

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| 02.2012 | <p>South Central Louisiana Technical College AAS in Marine Transportation (CIP Code 49.0309) Conditional approval was granted by the Board of Regents in February 2012. An update on enrollment and completion rates for each element of the degree was requested by January 1, 2013. Such a report was received and approved in December 2012 at which time a subsequent report was requested by January 1, 2014.</p> | <p>The progress report was received by staff in late January 2014. The campus conveyed that at present there are 18 students who have been targeted for the Marine Transportation cohort. All of the students are currently taking courses from the Marine Operations program and are also currently employed in the Maritime industry working towards the requisite sea-time. To date there have been no completers. It was stated that due to sea-time mandates of the United States Coast Guard (USCG), students will need longer periods of time for degree completion.</p> | <p>Receive and accept the progress report. A subsequent completer data is requested by January 1, 2015.</p> |
| 08.2008 | <p>Southeastern Louisiana University BS in Engineering Technology (CIP Code 15.0000) Conditional approval was granted in August 2008 with a request for an annual update until the program achieved accreditation from the Accreditation Board of Engineering and Technology (ABET). The campus has complied with this request with the last report received and accepted by the Board of Regents in February 2013. At that time, a subsequent report was requested by December 31, 2013.</p> | <p>The progress report was received by staff in early February 2014. It was reported that 36 students have graduated from the program so far, and a table indicating the number of graduates by concentration for each semester between spring 2011 and fall 2013 was provided. The campus noted that on January 22, 2015 they submitted to ABET their request to have the program evaluated for accreditation with a suggested campus visit date of October 12, 2014.</p> | <p>Receive and accept the progress report. A subsequent report is requested by December 31, 2014.</p> |

BoR AGENDA ITEM V D2b

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

| REQUEST | CAMPUS | PROGRAM/UNIT | RECEIVED | STATUS |
|--------------------------|--------|---|------------|--|
| Letters of Intent | UNO | MS – Transportation | 11.05.2013 | Circulated to CAOs for feedback with responses received by 12.05.13. Questions sent to campus 12.10.13; response received 01.23.14. 02.05.14 additional questions sent to campus; awaiting response. |
| | NSU | BS – Applied Science & Technology | 11.05.2013 | Circulated to CAOs for feedback with responses received by 12.05.13. Questions sent to campus 12.10.13; response received 01.09.14. 02.04.14 additional questions sent to campus; discussion is ongoing, 02.07.14. |
| | ULM | BA – Dance | 12.17.2013 | 12.19.13 Circulated to CAOs for feedback with responses received by 01.27.14. 02.03.14 questions sent to campus; awaiting response. |
| | LSU | MS – Digital Media & Engineering | 12.16.2013 | 12.19.13 Circulated to CAOs for feedback with responses received by 01.27.14. 02.06.14 questions sent to campus; awaiting response. |
| Program Proposals | NTCC | AAS - Oil & Gas Production Technology | 12.17.2013 | Staff review: questions submitted to campus on 01.06.14; awaiting response. |
| | RPCC | CAS – Accounting, Drafting & Design, Medical Coding, PTEC (4) | 12.17.2013 | Staff review: ongoing discussion with campus. |

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

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| Draft Program Proposals | None at Present | | |
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