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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
March 26, 2014 • 1:30 P.M.

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

- I. Call to Order**
- II. Roll Call**
- III. Academic Programs**
 - A. Letter of Intent
 1. MS in Transportation – University of New Orleans
 - B. Proposed New Programs
 1. CAS in Medical Coding Specialist – River Parishes CC
 2. CAS in Process Technology Foundations – River Parishes CC
 - C. Termination Requests
 1. BS in Medical Laboratory Sciences – University of Louisiana, Monroe
 2. MEd in Educational Technology – Southeastern LA University
- IV. LA Nursing Education Articulation Model**
- V. Consent Agenda**
 - A. Reauthorization of Previously Approved Research Units
 1. National Incident Management Systems and Advanced Technologies (NIMSAT) Institute – University of Louisiana, Lafayette
 - B. Routine Staff Reports
 1. Staff Approval of Routine Academic Requests
 2. Letters of Intent/Proposals in the Queue
- VI. Other Business**
- VII. Adjournment**

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

BoR AGENDA ITEM III A 1
LETTER of INTENT
UNIVERSITY OF NEW ORLEANS
MASTER OF SCIENCE IN TRANSPORTATION

BACKGROUND INFORMATION

The University of New Orleans (UNO) requests Board of Regents' approval for a Letter of Intent (Lol) to create a Master of Science in Transportation. The Lol was approved by the Board of Supervisors for the University of Louisiana System in October 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

Louisiana plays an important role in the national transportation network, and transportation is important to Louisiana businesses, workers and residents. Given the various modes of transportation operating in the State and the broad range of services required of this industry, intermodal transportation has and will continue to be a growing field. In response, Louisiana Senator Francis Heitmeier introduced resolution SR 49 in 2002, calling for the establishment of "graduate, undergraduate and continuing education programs in Maritime and Intermodal Transportation Science." To fulfill the intentions of SR 49 and to prepare students for careers in the transportation industry, UNO is proposing a Master of Science (MS) in Transportation, which will allow students to receive an advanced degree in a topic that is vital to the local, state and national economy.

The goal of the 33-credit hour program is to provide instruction in the most technically advanced, secure, efficient, accessible, dynamic and environmentally responsible systems for moving goods and people. The program will be concerned with all modes of transportation – road, rail, maritime and air – and the connection of people and goods across these modes. The curriculum will include content on: the history and function of freight and passenger transportation; current issues in local, state and national policy; transportation funding and finance; travel data and critical analysis; and skill building. The proposed graduate program will include two primary concentrations: the Transportation Planning Concentration and the Transportation Administration Concentration, which includes a yearlong (two semester) capstone requirement. A third concentration in Transportation will be self-designated in consultation with the program coordinator and faculty advisor, which will culminate in a thesis.

2. Need

No other degree program in transportation exists in Louisiana; as such, the proposed program will offer a unique opportunity to students and will assist in servicing the workforce needs of the transportation industry. There is a critical need in Louisiana (and in the country) for transportation officials and for business to understand the intermodal nature of the transportation system. The job outlook in the Gulf States region for 2013 indicates a tremendous gap in qualified employees with advanced degrees. Furthermore, the five-state region (Texas, Louisiana, Mississippi, Alabama and Florida) is expected to grow at a faster pace than the national rate with respect to transportation occupations. Implementation of the proposed program will produce individuals trained in enhancing the quality, safety and efficiency of our intermodal transportation systems.

The proposed program will complement the existing Master of Science in Urban Studies, the Master of Urban and Regional Planning (MURP), the Master of Public Administration (MPA) and the Bachelor of Science in Urban Studies and Planning programs currently offered by UNO. At present a concentration in Transportation is available to MURP students; however, a graduate program in this field of study would benefit those individuals that want to be more clearly credentialed for the transportation industry. An MS in

Transportation is also the next logical step in the continued growth of the Merrit C. Becker Jr. Transportation Institute (UNOTI), which combines applied research, outreach and education to impact positively the transportation field from the local to the international spheres, and the Department of Planning and Urban Studies.

3. Students

The proposed program will target graduate students who are looking for a specialized career in the transportation industry. This program will also be of interest to students currently enrolled in other degree programs that would switch to transportation instead of having a concentration in this field of study. The institution projects an enrollment of 30 students for the first three years and 40 students for the following two years. UNO anticipates that the program will initially graduate 15 students and 25 students per year in the following three years.

4. Faculty, Resources & Administration

The intended MS in Transportation would be housed in UNOTI. 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 the established programs in urban planning and public administration, current faculty can provide the majority of the necessary course instruction. As the program grows, it is anticipated that the proposed program will require two new faculty lines.

5. Budget

Establishment of the proposed program will be relatively inexpensive in cost since current faculty can provide the majority of course instruction. Initial cost may include marketing initiatives and administrative support. Cost associated with program sustainability (two additional faculty lines) will be covered by tuition.

STAFF ANALYSIS

The proposed program concept is designed to meet the needs of the growing intermodal transportation industry. Since a graduate program in this field of study is not offered in the State of Louisiana, the proposed program would be unique and would provide an educational opportunity currently not available. Such a program can be offered at minimal cost to the institution since it will be building on existing degree programs in the areas of urban planning and public administration as well as on the existing transportation concentration available to those students enrolled in the MURP.

STAFF RECOMMENDATION

The staff recommends that the Committee recommend approval of the Letter of Intent to develop a proposal for a Master of Science in Transportation (CIP Code 45. 9999) at the University of New Orleans.

AGENDA ITEM III B 1
PROPOSED NEW ACADEMIC PROGRAM
RIVER PARISHES COMMUNITY COLLEGE
CERTIFICATE of APPLIED SCIENCE in MEDICAL CODING SPECIALIST

BACKGROUND INFORMATION

River Parishes Community College (RPCC) requests Board of Regents' approval to offer a Certificate of Applied Science (CAS) in Medical Coding Specialist. The original proposal was approved by the Board of Supervisors of the Louisiana Community and Technical College System at its December 2013 meeting.

STAFF SUMMARY

1. Description & Need

Coding accuracy impacts revenues and, possibly, health outcomes, which is highly important to healthcare organizations, insurance agencies, and patients. The proposed CAS in Medical Coding would provide graduates with the education and training required to sit for exams to be certified by the American Health Information Management Association (AHIMA) as a Certified Coding Associate (CCA), Certified Coding Specialist (CCS), or Certified Coding Specialist-Physician-based (CCS-P). The CCA exhibits coding competency in any setting, including both hospitals and physician practices. The CCS and CCS-P exams demonstrate mastery level skills in an area of specialty: hospital-based, or physician practice-based. The three certifications are the only coding credentials currently accredited worldwide by the National Commission for Certifying Agencies (NCCA).

The curriculum plan was developed in response to the area hospital's interest in the college providing training in medical coding. Though RPCC plans to develop an AAS in Health Information Technology (HIT) if the CAS is successful, students completing the proposed 39-hour CAS curriculum could transfer into the existing AAS/HIT at Delgado or Southern Shreveport, or into the baccalaureate programs in Health Information at SUNO, ULL, or LA Tech.

2. Students

Students have already begun expressing interest in the proposed new CAS opportunity, recognizing the employment potential of the credential, and local healthcare providers have expressed interest and support. The CAS program would also be relevant to dual-enrollment students in the *Jump Start* career pathway. RPCC hopes to launch the program in Fall 2014 and achieve program viability within two years.

3. Faculty, Resources & Accreditation

RPCC has the capacity and infrastructure to offer the Medical Coding Specialist program without additional faculty. The program will be offered through the Division of Allied Health and Life Sciences, housed in a new facility currently under construction in Gonzales. The faculty are actively developing the new courses in the curriculum and will be ready to begin offering the program in the fall semester, 2014. The minimal costs associated with program development and implementation should be covered by tuition. The campus is preparing for eventual CAHIIM accreditation when the CAS evolves into a full associate degree program.

STAFF ANALYSIS

The proposed program has been created in response to growing workforce need due to changes in insurance coding and healthcare delivery. It was designed to provide graduates a strong academic and technical background so they would be prepared for certification, direct employment, and/or further study. The new CAS will replace the existing, inactive CTS programs in Medical Office Specialist and Medical Records/Billing Specialist.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the Board of Regents grant conditional approval of the Certificate of Applied Science in Medical Coding Specialist (CIP Code 51.0707) at River Parishes Community College. An update on program implementation, to include enrollment, progression and completion data, shall be submitted by July 1, 2015.

AGENDA ITEM III B 2
PROPOSED NEW ACADEMIC PROGRAM
RIVER PARISHES COMMUNITY COLLEGE
CERTIFICATE of APPLIED SCIENCE in PROCESS TECHNOLOGY
FOUNDATIONS

BACKGROUND INFORMATION

River Parishes Community College (RPCC) requests Board of Regents' approval to offer a Certificate of Applied Science (CAS) in Process Technology Foundations. The proposal was approved by the Board of Supervisors of the Louisiana Community and Technical College System at its December 2013 meeting.

STAFF SUMMARY

1. Description & Need

The CAS in Process Technology Foundations is designed to provide students a learning milestone as a half-way point toward completion of the AAS in Process Technology (PTEC). The 36-hour certificate includes 23 hours of general education and introductory computer technology coursework, plus 13 hours of introductory process technology material which lays the foundation for more advanced study in process technology and completion of the associate degree. The proposed curriculum was approved by RPCC's process technology and instrumentation advisory board, as well as by the Louisiana Chemical Association.

2. Students

The proposed CAS is targeted particularly at high school, dual-enrollment students in anticipation of the *Jump Start* career pathway under development by the LA Department of Education for the Class of 2018. The basic general education courses are regularly available as dual enrollment, and the additional introductory PTEC courses would allow career-oriented dual-enrollment students to complete a credential while in high school.

3. Faculty, Resources & Accreditation

The proposed CAS would not require the development or delivery of any new courses. The courses would be taught by regular, existing faculty and should not require any budgetary adjustments. The AAS degree at RPCC is accredited by the Association of Technology, Management and Applied Engineering (ATMAE). Accreditation is not available below the associate degree level, but the CAS would enjoy the same quality assurance measures as the AAS.

STAFF ANALYSIS

The proposed program has been created in response to evolving high school diploma options in an effort to attract prospective students to the process technology field. The CAS has been endorsed by the college's industry advisory board as a worthwhile preliminary credential with workforce applicability.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the Board of Regents grant conditional approval of the Certificate of Applied Science in Process Technology Foundations (CIP Code 15.0699) at River Parishes Community College. An update on program implementation, to include enrollment, progression and completion data, shall be submitted by July 1, 2015.

AGENDA ITEM III C 1
PROPOSED TERMINATION
UNIVERSITY OF LOUISIANA AT MONROE
Bachelor of Science in Medical Laboratory Sciences

BACKGROUND INFORMATION

At the Board of Regents meeting on 22 January 2014, the University of Louisiana at Monroe (ULM) requested approval to terminate the Bachelor of Science in Medical Laboratory Sciences (BS/MLS), after a year-long strategic planning process to prioritize programs, identify consolidations and eliminations, and reduce spending by \$1.5 million over three years. Five individuals offered public comment on the importance of medical laboratory scientists, and the anticipated impact on the area if ULM's program were terminated. In the discussion that followed, ULM offered more details on the considerations that led to the termination request, including the annual shortfall the institution had to absorb to deliver the program. It was noted that there are five other BS/MLS programs that would remain on the state's curriculum inventory as available options to address the workforce need, one being a new program at LSUA, and that ULM's program had had the lowest 3-year average of completers. The Regents voted to defer the BS/MLS termination request until the March meeting so that advocates could organize a specific proposal to keep the program viable.

STAFF SUMMARY

A report from ULM summarizing the actions taken to seek partnerships to sustain the MLS program is attached. It includes details of a survey of the MLS community in northeastern Louisiana, a meeting with hospital and laboratory representatives, and discussions of possibilities for collaboration with other institutions. Based on the estimated \$238,492 annual net savings from program termination, the campus proposed that the MLS community commit to an annual pledge for \$238,500, adjusted each year (up or down) based on program enrollment, for 5 years, or until the program becomes self-sufficient by reaching a goal of 20-students per cohort. A final meeting with hospital and laboratory CEOs was tentatively scheduled for the week of 17 March, at which time ULM would learn if a commitment to support the MLS program would materialize. At the time of this summary, the meeting has not occurred and there is no acceptable agreement for a community partnership.

STAFF ANALYSIS

ULM's decision to seek termination of the BS/MLS degree program was made after serious consideration of the costs, consequences, and alternative sources of program delivery. The University developed a program closure process that addresses the needs of the students, the faculty, and the institution. It has met with the regional MLS community and outlined the terms to maintain the program. If there is no financial commitment by the BoR meeting on 26 March, ULM asks to continue with the request for termination so that they may let students and faculty know if they will need to make other plans. However, to give the community maximum time to respond, two alternative staff recommendations are offered and staff will provide an update and final recommendation at the meeting.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend that the full board grant approval of the termination of the BS in Medical Laboratory Sciences (CIP Code 51.1005) currently offered by the University of Louisiana at Monroe.

Alternative Recommendation

In light of the community's financial commitment and partnership to maintain the program, the staff recommend that the Academic and Student Affairs Committee recommend that the full board accept the withdrawal of the request for termination of the BS in Medical Laboratory Sciences (CIP Code 51.1005) at the University of Louisiana at Monroe.

**REPORT TO THE LOUISIANA BOARD OF REGENTS
REQUEST FOR TERMINATION OF THE BS IN MEDICAL LABORATORY SCIENCES
UNIVERSITY OF LOUISIANA AT MONROE
March 13, 2014**

1. Introduction

The University of Louisiana at Monroe (ULM) requested termination of two degree programs as part of a reorganization undertaken to improve its financial situation. This action was necessary because of the 19% budget reduction between FY 2009 and FY 2014 resulting from the 54% decrease in state appropriations being only partially offset by the 46% increase in self-generated revenue. The programs requested for termination—BS in Medical Laboratory Sciences (MLS) and BA in Sociology—were selected following three program reviews and an analysis of costs/revenues conducted by ULM's Academic Dean's Council, and a review of available programs elsewhere in the state. This decision was reviewed by ULM's Faculty Senate and approved by its senior administration.

The University of Louisiana System Board of Supervisors approved the termination requests at its December 6, 2013 meeting. However, although the Louisiana Board of Regents (BOR) approved the request to terminate the Sociology program at its January 22, 2014 meeting, it deferred action on the MLS program for 60 days so that the program's advocates could organize a proposal to keep it viable. This report summarizes the actions taken during this period to seek partnerships that would sustain the MLS program at ULM.

2. Survey of need

Because ULM seeks to support regional workforce needs, a survey of the MLS community in northeastern Louisiana was undertaken by ULM's MLS program director so that we would have a clear idea of the need for the program's graduates. This number is critical in assessing program viability because it determines the target for program enrollment, and enrollment determines the number of faculty needed for the program and the revenue it will generate from state appropriations and self-generated sources.

A total of 24 responses were obtained to the survey (see Table 1), and it was concluded that approximately 40 graduates would be needed per year for at least the next five years. This number was estimated based on the 84 positions filled over the past three years and the 50 retirements expected over the next five years. Furthermore, it was determined that a "bridge program" to allow medical laboratory technologists with an associate degree to become medical laboratory scientists with a bachelor's degree was not viable currently since interest appeared low (7 individuals) and there would be insufficient revenue to pay costs.

3. Meeting with hospital and laboratory CEOs and their representatives

ULM MLS faculty provided a list of community individuals who should be invited to discuss the program's viability. That list consisted of the 24 agencies that responded to the needs survey (see Table 2), as well as Regent Joe Farr.

The meeting occurred on the ULM campus and began at 10:00 AM on Friday, February 14. ULM President Nick Bruno, ULM Vice President for Academic Affairs Eric Pani, Regent Farr, and 11 others attended. President Bruno discussed ULM's financial situation and its reorganization in response to that situation. He presented an estimate of the savings that closure of the MLS program would generate after two years (approximately \$300,000) and summarized the presentations made by members of the MLS community at the January 2014 BOR meeting. A discussion occurred about the need for medical laboratory scientists in area hospitals and the difficulty expected to occur if the hospitals could not hire

individuals from the region since it has been difficult to attract people from outside the area to jobs here.

Regent Farr asked for clarification of the cost and revenue estimates that had been presented for the program and considerable discussion occurred regarding how/if supporting costs (e.g., operation of the university's business offices and its physical plant) should be handled. Vice President Pani discussed the need to divide these expenses among the university's academic programs when determining their costs since it is through these programs that revenue is generated.

While the community attendees agreed that they needed medical laboratory scientists and that hiring people from outside the region is difficult, they asked for clarification of program costs and revenues before deciding if they could commit money to ULM in support of the MLS program. Vice President Pani said that he would assemble this information and Ms. Renita Benjamin from Monroe Surgical Hospital volunteered to distribute the data to the group.

4. Discussions regarding partnerships with other institutions

While cost and revenues were being re-evaluated, Ms. Debbie Wisenor, director of the MLS program, contacted her counterparts at other institutions to determine if partnerships that would reduce program costs were possible, for example by sharing courses through compressed video or other technology. As indicated below, a partnership with other institutions does not seem possible at this time because MLS courses typically integrate lecture and laboratory components and the latter must involve hands-on work.

- Our Lady of the Lake College (Debbie Fox): "I agree that this would be a difficult concept to employ because we plan our lecture topics to coordinate with lab and not all CLS programs perform the same types of lab. This is not something I could really give a "yes" or "no" to – I would have to consult administration and at this point I don't know that we are interested in a plan like this. I have started using some videos for my lectures that the students are to listen to at home and the "lecture" time is being used for more hands-on and case study discussion and this is not something I feel can be done remotely. In fact, we just got a new set of classroom furniture with multiple dry erase boards in our classroom in order to promote interaction. I don't know if this feedback is at all useful, but these are my current thoughts."
- LSUHSC- Shreveport: LSUHSC-S is interested in picking up some our clinical sites if our program closes. The program director is on family leave right now, so we have not been able to talk directly with her. Stephanie Blackburn responded, "I will talk to Lynda [the program director] when she gets in this afternoon. Our lectures and labs are integrated also. And this semester, most of my chemistry is lab – there is very little lecture except at the beginning of the semester."
- LSUHSC-New Orleans: No response reported.
- Louisiana Tech University (Terry McConathy): "James [Liberatos, Dean] explained that the two programs are basically not compatible because of different accreditation models, structure of the curriculum, and hospital affiliations."
- McNeese State University: Vice President Pani discussed the possibility of collaboration with McNeese State University Provost Jeanne Daboval. Because both programs use courses in which lectures and laboratories are integrated, a collaboration did not seem possible since the laboratories need to be hands-on, a situation not amenable to an on-line environment.

5. Proposal to hospital and laboratory CEOs

Vice President Pani, ULM Chief Financial Officer William Graves, and ULM Budget Officer Gail Parker re-examined the cost and revenue estimates that were presented for the MLS program. Dr. Pani's

revised estimate indicated that annual net savings from termination of the program would be \$238,492 once full closure occurred after the Spring 2015 semester. Dr. Graves and Ms. Parker reached a similar conclusion.

Dr. Pani's information was provided to Ms. Benjamin (see Appendix) for distribution to the MLS community (those of Dr. Graves and Ms. Parker were not available when Ms. Benjamin was given this information on March 6). At the same time, a growth plan was provided. ULM's MLS faculty would strive to double the program's enrollment over the next five years to 20 students per cohort, a number they could accommodate with current faculty. If the MLS faculty are successful in recruiting more students, an additional faculty member would be needed.

ULM requested that the MLS community donate \$238,500 yearly over the next five years (or until the program becomes self-sufficient by reaching the 20-student cohort goal). That amount would be adjusted annually by ULM's Chief Business Officer soon after the 14th class day of the fall semester and would be dependent on enrollment in the MLS program. If the MLS faculty are able to recruit sufficient students to meet the program's growth plan, then the requested amount would be reduced; however, the request could increase if the MLS program enrollment declines from its current level. Payment of the request would need to be made by September 30 of each year.

6. Second meeting with hospital and laboratory CEOs and their representatives

At the time this report is being written, a second meeting with hospital and laboratory CEOs is tentatively scheduled for March 17 or 18. We anticipate knowing then if financial support from the MLS program will be forthcoming. ULM will withdraw its request for termination if that support reaches the level requested. Otherwise, it will continue to request termination since no partnership is available to make the program viable and other MLS programs exist in the region (Louisiana Tech and LSUHSC-S) and are willing to accept the students who would have entered ULM's program.

Table 1. Results from survey of need in northeastern Louisiana's medical laboratory science's community.

	Lab Manager	How many MLS/MLT are employed	In the past 3 years, how many vacancies	Of those employed, how many will retire in 5 years	If you employ MLTs, are any interested in the Bridge program?	Human Resource Contact
Franklin Medical Center (Winnsboro)	Lisa Davis	6	3 (almost 6 months at one point to fill a position)	2	0 (no MLTs)	Heather Carroll
Reeves Memorial Medical Center (Bernice)	Penny Kilgore	4 (1 MLT)	4	1	0	Robin Adams
LaSalle General Hospital (Jena)	Evelyn Barker	6	0	1	2	Allyson Fannin
Richardson Medical Center (Rayville)	Jennifer McBroom	9	3		0 (no MLTs, does have a Lab Assistant working on her pre-requisites at Delta)	Tori Melton
Madison Parish Hospital (Tallulah)	Carrie Holmes	7	2	2	1	Max Hegawalt
St. Francis Medical Center (Monroe)	Ricky Hernandez/ Tanya Barrett	51	22 (Average days to fill is 38.26)	10	0	Kristin Hatten
Oncology Associates (Monroe)	Emilea Talton	3	1	0	0	
University Health Conway (Monroe)	Nicole Woody	28	19	10	0 (No MLTs)	Rob Hartman
Glenwood Regional Medical Center (Monroe)	Judy Barnes Jack	31	14	5	0	Jan Walker
Delhi Hospital (Delhi)	McFarland	8	0	1	0	

	Lab Manager	How many MLS/MLT are employed	In the past 3 years, how many vacancies	Of those employed, how many will retire in 5 years	If you employ MLTs, are any interested in the Bridge program?	Human Resource Contact
Northern Louisiana Medical Center	Jack Latour	16	6	0	0	
Riverland Medical Center (Ferriday)	James Cooley	7	3	1	1	
East Carroll Parish Hospital (Lake Providence)	Jamie Scott	6	1	0	1	
Hardtner Medical Center (Urania)	Ken Durastanti	5	2	1	0	LeAnn Cupples
Jackson Parish (Jonesboro)	Millie Burnum	9	2	4	0	
Citizens Medical Center (Columbia)	Sandra Cubbit	8 (1 MLT)	6	0		
West Carroll Memorial Hospital (Oak Grove)	Sue Prine	10 (3 MLTs)	4	1	1	
Green Clinic (Ruston)	Tammy Singleton	8	2	1	0	
Lab Corp	Myra Aycock	7	3	0	0	
Affinity Medical Services (Monroe/West Monroe)	Laura Smith	3	1	1	0	Brad Burtram
Monroe Surgical Hospital (Monroe)	Renita Benjamin	5	3	4	0	
Women's Clinic (Monroe/West Monroe)	Tammy Thomas	3 (1 MLT)	2 (4 months to fill)	0	1	
Arthritis and Diabetes Clinic (Monroe)	Sheila Stark	4	4	1	0	
Morehouse General Hospital (Bastrop)	Stephanie Cork	13	4	1	0 (no MLTs)	
Total		232	84	50	7	

Table 2. List of people invited to meet with ULM to discuss MLS program. Those who attended are indicated.

Agency	RSVP	If you employ MLTs, are any interested in the Bridge program?	Human Resource Contact	Salutation	CEO Fname	CEO Lname	Suffix	Title	Street
Franklin Medical Center		0 (no MLTs)	Heather Carroll	Mr.	Blake	Kramer		Administrator	2106 Loop Road
Reeves Memorial Medical Center		0	Robin Adams	Mr.	Landon N.	Tooke		Administrator	PO Box 697
LaSalle General Hospital	<i>yes</i>	2	Allyson Fannin	Mr.	Douglas A.	Newman		CEO	187 9th Street
Richardson Medical Center		0 (no MLTs, does have a Lab Assistant working on her pre-requisites at Delta)	Tori Melton	Mr.	James	Barret		CEO	254 Hwy 3048
Madison Parish Hospital		1	Max Hegawalt	Mr.	Scott	Barrilleaux		CEO	900 Johnson Street
St. Francis Medical Center	<i>Yes.</i>	0	Kristin Hatten	Mr.	<i>yes</i> Louis	Bremmer	, Jr.	CEO	309 Jackson Street
Oncology Associates	<i>yes job 2-William + Lab Director</i>	0	Rob Hartman	Dr.	Coy W.	Gammage		Administrator	1162 Oliver Road
University Health Conway	<i>yes</i>	0 (no MLTs)	Rob Hartman	Mr.	H. Aryan	McCuire		Administrator	4864 Jackson Street
Glenwood Regional Medical Center	<i>yes</i>	0	Jan Walker	Mr.	Ron	Elder		CEO	503 McMillian Road
Delhi Hospital	<i>yes-2</i>	0	<i>yes + LAB Director</i>	Mr.	Michael	Carroll		CEO	407 Cincinnati Street
Northern Louisiana Medical Center	<i>yes</i>	0	<i>yes</i>	Mr.	Brady	Dubose		CEO	401 E. Vaughn Avenue
Riverland Medical Center		1		Mr.	William H.	Rucker		Administrator	1700 E. E. Wallace Blvd.
East Carroll Parish Hospital		1		Ms.	Ladonna	Englerth		Administrator	336 N. Hood Street
Hardner Medical Center		0	LeAnn Cupples	Mr.	Paul	Matthews		Administrator	1102 N. Pine Road
Jackson Parish Hospital		0		Mr.	Lloyd	Monger		Administrator	165 Beech Springs Road
Citizens Medical Center		1		Ms.	Patty	Laird		CEFO	7939 US HWY 165
West Carroll Memorial Hospital		0		Mr.	Randy	Morris		CEO	706 Ross Street
Green Clinic		0		Ms.	H. India	Carroll		Regional Lab Manager	1200 S. Farmerville Street
LabCorp		0		Mr.	Bobby	Robert			109 Circle Drive
Affinity Health Group	<i>yes</i>	0	Brad Burtram	Dr.	Gary	Jones			300 DeSiard Street
Monroe Surgical Hospital	<i>Yes-Renita Benjamin</i>	0		Dr.	<i>Renita Benjamin</i>	<i>Benjamin</i>		CEO	2408 Broadmoor Blvd
Women's Clinic	<i>yes</i>	1	<i>mayor</i>	Mr.	Jerry	Barnes		CEO	312 Grammont St., Suite 300
Arthritis and Diabetes Clinic		0		Dr.	John E.	Hull			3402 Magnolia Cove
Morehouse General Hospital		0 (no MLTs)		Mr.	William	Bing		CEO	323 W. Walnut Avenue
LSU Health Sciences Center									
Shreveport				Dr.	Robert A.	Barish		Chancellor	1501 Kings Hwy
Total		7							

Appendix

BS in Medical Laboratory Sciences Financial Information

1. Annual savings after 2 years with program termination

Termination of the BS in Medical Laboratory Sciences (MLS) program would produce a net annual savings to the University of Louisiana at Monroe of \$238,492 as we “teach out” to the students in the professional program and the program closes following the Spring 2015 semester. This savings results from a total direct cost savings of \$325,000 minus an estimated revenue loss of \$86,508.

Total direct cost savings would be the consequence of laying off three full-time faculty members and transferring one full-time person from MLS to the MA in Gerontology program (with a corresponding reduction in salary as he moves from being a dean to a faculty member). Two part-time faculty members would not be rehired after the 2013-14 academic year. Benefits are computed at the University’s average rate for full- and part-time faculty and current operating expenses associated with the program’s supplies are also included.

The estimated revenue loss assumes that half of the number of students who would have gone into the professional program would leave ULM and is based on interviews with the pre-MLS students conducted by the director of the Clarke M. Williams Student Success Center. The allocated tuition and fees is self-generated revenue paid by the students in the professional program. It includes all course fees paid by the students and the academic portion of their annual tuition as full-time undergraduates plus their professional fees. The allocation of funds from the state is based on the funding formula used by the Board of Regents and the current proportion of the formula amount actually provided to ULM.

Annual expected savings after closure		Revenue (22 students)	
Salaries	\$232,674	Allocated tuition and fees	\$72,987
Benefits	\$85,417	State allocation	\$100,029
Operating expenses	\$6,909	Total revenue	\$173,016
Total direct savings	\$325,000	Estimated loss (50%)	\$86,508
Net savings = \$238,492			

2. Growth plan

ULM’s MLS faculty will strive to double the program enrollment over the next five years to 20 students per cohort to help meet the need for medical laboratory scientists as identified by the hospitals and laboratories surveyed in the region. Although that goal may seem ambitious, it only meets half of the need thus identified. If the MLS faculty are successful in recruiting more students than indicated above, an additional faculty member will be needed. A revised growth plan will be distributed if that happens and additional support from the healthcare community will be sought.

The faculty in the MLS program estimate that they are able to accommodate up to 20 students in a cohort with three full-time and two part-time faculty members—their current staffing level. Because Dr. Ryman and Ms. Wisenor are tenured in this program, they must be given first priority for faculty positions. However, we will be working closely over the next few weeks with them and the other MLS faculty members to determine staffing for the future.

3. Request

ULM is requesting \$238,500 yearly over the next five years (or until the program becomes self-sufficient) from the hospitals and laboratories in the region to retain the MLS program. That amount

will be adjusted annually by ULM's Chief Business Officer soon after the 14th class day of the fall semester and will be dependent on enrollment in the MLS program. If the MLS faculty are able to recruit sufficient students to meet the program's growth plan, then the requested amount will be reduced from above; however, the request may increase if the MLS program enrollment declines from its current level. Payment of the request would need to be made by September 30 of each year.

AGENDA ITEM III C 2
PROPOSED TERMINATION
SOUTHEASTERN LOUISIANA UNIVERSITY
Master of Education in Educational Technology Leadership

BACKGROUND INFORMATION

Southeastern Louisiana University (SLU) requests approval to terminate the Master of Education (MEd) in Education Technology Leadership. The requested termination was approved by the Board of Supervisors of the University of Louisiana System at the February 2014 meeting.

STAFF SUMMARY

The Board of Regents granted approval of the MEd in Educational Technology Leadership in April 2007. Through the years it has been a strong program, with 19 graduates in both 2010-11 and 2011-12, but interest has been waning. Though there were 45 students still enrolled in the program in Fall, 2013, 35 are expected to complete degree requirements this academic year.

Students' diminishing interest in the program can be attributed to the advance of technology into everyday life: there is little workforce demand for classroom teachers with advanced degrees in educational technology, nor for administrative positions in educational technology leadership. All certifications related to the educational technology leadership degree are endorsements to an existing, valid teaching certificate, so program termination would not impact the number of certified teachers available to the school systems.

The termination of the program will not have a significant impact on current students. If the termination is approved, no new enrollments will be accepted (effective immediately) and continuing students in the pipeline will be allowed to continue in the program through spring 2016, if needed, though most are expected to complete degree requirements this spring. The termination of this program will have no impact on other academic programs in the department, college, or university except that faculty resources and energy can be applied to other program needs.

STAFF ANALYSIS

The request for termination is reasonable. The institution should be commended for the thoughtful self-review and difficult decisions made.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of the termination of the MEd in Educational Technology Leadership (CIP Code 13.9999) currently offered by Southeastern State University.

BoR AGENDA ITEM IV
LA State Board of Nursing
Louisiana Nursing Education Articulation Model

BACKGROUND INFORMATION

When the Nursing Supply and Demand Commission (NSDC) was established through Act 818 of the 1991 Legislature, its charge, in part, was to develop an articulation model that would lead to maximum articulation of coursework as nurses progressed from nursing assistant through the baccalaureate-prepared registered nurse. To that end, the NSDC adopted an articulation plan in 1993 which was refined into the current articulation model in 2005. In Spring 2013, the Louisiana State Board of Nursing took action to reconvene a task force to update and revise the 2005 model for implementation in Fall 2014. The task force completed the revised draft in December 2013. A copy is attached.

STAFF SUMMARY

For purposes of the model, *articulation* is defined as a process through which academic programs facilitate the educational progress of a student with minimal loss of credit or unnecessary duplication of knowledge and skills in the classroom. The LA Nursing Education Articulation Model is designed to provide continuity across programs and streamline the process of awarding transfer credit at all levels, easing the transfer process for students and decreasing the time it takes a student to graduate, thus helping to address health care personnel shortages. Though the 2005 articulation model was effective, the 2014 revisions aimed to bring the model in line with national trends and make it consistent with national articulation models. In essence, a growing body of research links baccalaureate nursing education and lower mortality rates and substantially fewer adverse patient outcomes, leading to an October 2010 recommendation by the Robert Wood Johnson Foundation to increase the number of baccalaureate-prepared nurses in the workforce to 80 percent. An increasing number of nursing graduates of technical and community colleges need educational mobility and seamless progression in their nursing education articulation to the BSN degree.

The model assumes full utilization of and adherence to the BoR master course articulation matrix on the part of nursing education programs and adherence to admission, pre-requisite and progression requirements on the part of the student. The plan then establishes a minimum number of credit hours that must be awarded for the various progression opportunities: nursing assistant to LPN; LPN to RN (Associate); LPN to RN (Diploma); LPN to RN (Baccalaureate); and Associate Degree/Diploma to Baccalaureate Degree.

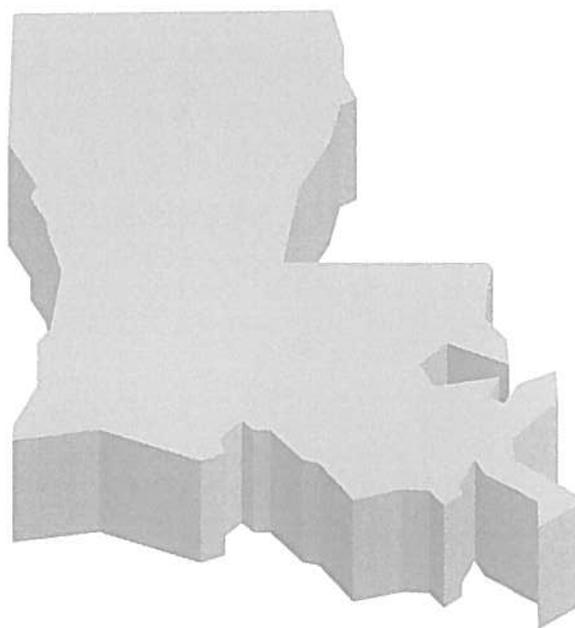
STAFF ANALYSIS

Though substantive changes to the articulation model are minimal, the revision does update the model with more current research and reiterates the importance of opportunities for logical progression in nursing education.

STAFF RECOMMENDATION

The senior staff recommends that the Academic and Student Affairs Committee recommend that the Board of Regents receive and adopt the revised Louisiana Nursing Education Articulation Model.

Louisiana Nursing Education Articulation Model



**Adopted 2005
Revised 2014**

Louisiana Nursing Education Articulation Model

Overview:

Through Act 818 of the 1991 Louisiana Legislature, the Nursing Supply and Demand Commission (NSDC) was established and charged, in part, with the responsibility of developing an articulation model that was organized and integrated in such a fashion to permit the maximum amount of prior training to be credited against the requirements of any subsequent nursing education program(s). This plan was to include nursing assistant through the baccalaureate degree in nursing. To this end, the NSDC adopted an articulation model in 1993 entitled Articulation Plan for Nursing in Louisiana and presented the report to the Joint Legislative Committee on Health and Welfare on April 6, 1993. Through this legislation, the nursing boards were charged with review of standards and action necessary to implement the articulated curricula required. In addition, there was a charge to the Louisiana Board of Regents and other education management boards relative to implementation of the plan. (Appendix A)

That model did and continues to enhance upward mobility in nursing education within Louisiana. The enclosed document reflects a refinement and update of that model that occurred in 2005 and 2014. Revisions are proposed to augment the progression of individuals through all levels of nursing education from nursing assistant to registered nurse.

The proposed revisions allow for:

- Streamlining of the current process of awarding transfer and advanced placement credit at all levels
- Continuity across programs in the process of awarding transfer and advanced placement nursing credit
- Greater ease in the transfer process for students
- Ease in awarding transfer and advanced placement credit for the educational institution
- A decrease in the time it takes a student to graduate, which addresses also, the current health care personnel shortages

The proposed revisions bring the model in line with national trends and also make it consistent with national articulation models.

Several forces lead to a second review, refinement, and update of the model that became effective fall 2014. These forces include:

- The October 2010 release of the Institute of Medicine's landmark report on the *Future of Nursing* initiated by the Robert Wood Johnson Foundation. One of the recommendations stemming from the report included increasing the number of baccalaureate-prepared nurses in the workforce to 80%. Evidence-based recommendations in the report stated in order "to respond to the demands of an evolving health care system and meet the changing needs of patients, nurses must achieve higher levels of education."
- The growing body of compelling research linking a connection between baccalaureate nursing education and lower mortality rates and substantially fewer adverse patient outcomes.
- Settings applying for Magnet designation must show what plans are in place to achieve the IOM recommendation of having an 80% baccalaureate prepared RN workforce by 2020.
- The recent merger of technical and community colleges in Louisiana increasing the number of nursing graduates in need of articulation to the BSN degree.

Definition:

- Articulation is defined as a process through which academic programs facilitate the educational progress with minimal loss of credit and duplication of knowledge and skills.

Goals:

- To facilitate the educational mobility of nursing personnel across the state
- To increase the nursing health care workforce
- To provide seamless progression in nursing education
- To meet the educational needs of the citizens of Louisiana
- To assure a qualified healthcare workforce that meets the health care needs of the state

Assumptions:

- There is a common core of knowledge, attitudes, cognitive and psychomotor skills that graduates of all three types of nursing programs should acquire; however, there are distinct differences in the breadth, depth, scope of preparation and knowledge of each type of graduate.
- Not every individual wishes to seek credentials at the next practice level, however, the opportunity for academic progression should be available for those that wish to do so.
- Clinical experiences at each level contribute to the overall knowledge base
- Public awareness of articulation initiatives is critical to their success.

- Adherence to Louisiana Board of Regents transfer matrix for general education courses is occurring at all public post-secondary educational institutions in the state.

Implementation Standards:

- Each school must have autonomy to set admission/progression/graduation requirements.
- Nursing programs in practical, diploma, associate and baccalaureate degree programs must hold approval the Louisiana State Board of Practical Nurse Examiners or Louisiana State Board of Nursing.
- Registered Nurse programs (diploma, associate and baccalaureate degree) must be accredited by a national nursing accreditation agency.
- All graduates must meet minimum program and curriculum standards.
- Any articulation plan must maintain professional standards and promote quality instruction.
- Articulation plans must adhere to the standards of higher education regulatory boards.
- Articulation is a mandatory process for all nursing education programs in Louisiana.
- Adequate faculty and clinical practice facilities are available to support the program.

General Expectations of All Students:

- Student must meet admission and progression requirements of the University/College/School/Technical Program.
- Student must meet all prerequisite and/or general education core requirements
- Student must be a graduate of a Certified Nursing Assistant Program, approved Practical Nurse program or a nationally accredited Diploma or Associate degree program in nursing.
- Students must be certified as a nursing assistant or hold an unencumbered license to practice as a practical nurse or a registered nurse in Louisiana.

Articulation Plan

Nursing Assistants to LPN

Practical Nursing programs will award a minimum of three (3) semester credit hours or the equivalent to a certified nursing assistant upon validation of clinical competencies.

- Must meet admission requirements for the program
- Must be certified as a nursing assistant in Louisiana
- Competency testing may be required
- Work experience may be required

LPN to RN (Associate Degree in Nursing)

A minimum of twelve (12) semester credit hours of nursing credit will be awarded to Licensed Practical Nurses entering an Associate Degree Nursing Program in Louisiana after completion of any general education, prerequisites, and transitional course requirements.

- Must meet admission requirements of the University/College/School
- Must have completed general education/prerequisite coursework
- Must be a graduate of an approved LPN Program
- Must hold an unencumbered license as a practical nurse in the State of Louisiana
- Competency testing/credit examinations may be required.
- Work experience may be required

Once admitted to the professional component of the program, this program can typically be completed in one (1) year of full time continuous study.

LPN to RN (Diploma in Nursing)

A minimum of twelve (12) semester credit hours of nursing credit will be awarded to Licensed Practical Nurses entering Diploma Registered Nursing Program in Louisiana after completion of any general education, prerequisites, and transitional course requirements.

- Must meet admission requirements of the School
- Must have completed general education/prerequisite coursework
- Must be a graduate of an approved LPN Program
- Must hold an unencumbered license as a practical nurse in the State of Louisiana
- Competency testing/credit examinations may be required
- Work experience may be required

Once admitted to program, this program can typically be completed in two (2) years of full time continuous study.

LPN to RN (Baccalaureate Degree in Nursing)

A minimum of nine (9) semester credit hours of nursing credit will be awarded to Licensed Practical Nurses entering a Baccalaureate Degree Nursing Program in Louisiana after completion of any general education, prerequisites, and transitional course requirements.

- Must meet admission requirements of the University/College/School
- Must have completed general education/prerequisite coursework
- Must be a graduate of an approved LPN Program
- Must hold an unencumbered license as a practical nurse in the State of Louisiana
- Competency testing/credit examinations may be required
- Work experience may be required

Once admitted to the professional component of the program, this program can typically be completed in two (2) years of full time continuous study.

Associate Degree/Diploma to Baccalaureate Degree

A minimum of at least one-half (½) the credit hours in the nursing courses required will be awarded to the student pursuing a Baccalaureate Degree in Nursing Program in Louisiana after completion of the general education, prerequisites, and transitional course requirements.

- Must meet admission requirement of the University/College/School
- Must meet general education/prerequisite requirements
- Must be a graduate of a nationally nursing accredited associate degree or diploma-nursing program
- Must hold an unencumbered license as a registered nurse in Louisiana
- Work experience may be required
- Competency testing/credit exams may be required

Once admitted to the professional component of the program, this program can typically be completed in one (1) year of full time continuous study.

Additional Notes:

Institutions will follow Institutional policy relative to the age of coursework being transferred.

All public institutions must follow the Louisiana Board of Regents Transfer Matrix for transfer of General Education Courses.

The Louisiana Board of Regents, the Louisiana State Board of Nursing and the Louisiana State Board of Practical Nurse Examiners adopted the Louisiana Nursing Education Articulation Model which was fully implemented for all new students entering in Fall 2005.

The Louisiana State Board of Nursing took action in Spring 2013 to reconvene a task force focused on revising the current plan for implementation in Fall 2014.

The Louisiana State Board of Nursing and the Louisiana State Board of Practical Nurse Examiners are charged with assuring compliance in implementation of and ongoing utilization of the Louisiana Nursing Education Articulation Model and will report annually to appropriate official public agencies through the annual reports of the respective Boards.

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Acknowledgments

This document reflects the work of a large number of individuals. Thanks are extended to the Nursing Supply and Demand commission (NSDC), the Louisiana Health Works Commission, the Louisiana Council of Administrators of Nursing Education (LACANE), the Louisiana State Board of Practical Nurse Examiners (LSBPNE) and the Louisiana State Board of Nursing (LSBN). Special thanks are also given to the LSBN Task Force on Nursing Education Articulation and the LSBN for convening and staffing the Task Force on behalf of the NSDC.

Draft Approved: February 2005 by the LSBN Taskforce on Nursing Education Articulation

Revised Draft approved December 2013 by the Louisiana Nursing Education Articulation Model Taskforce

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Dr. Gail Poirrier, University of Louisiana at Lafayette
Dr. Janet Rami, Southern University at Baton Rouge
Dr. Velma Westbrook, Nicholls State University
Ms. Pat Egers, Delgado/Charity
Dr. Elizabeth Humphrey, LSUHSC
Ms. Pam Moore, LA Tech University
Ms. Melanie Green, Our Lady of the Lake College
Ms. Patsy Bourgeois, LSBN Board President
Ms. Claire Glaviano, Executive Director, LSBPNE
Ms. Beverly Baker, LSBPNE
Ms. Jean Houin, LSBPNE
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Adopted 02/2005
Revised 04/2014

AGENDA ITEM V A 1
REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT
UNIVERSITY OF LOUISIANA AT LAFAYETTE
NATIONAL INCIDENT MANAGEMENT SYSTEMS AND ADVANCED
TECHNOLOGIES (NIMSAT) INSTITUTE

BACKGROUND INFORMATION

The University of Louisiana at Lafayette (ULL) is requesting reauthorization of the National Incident Management Systems and Advanced Technologies (NIMSAT) Institute. The Institute was granted one-year conditional approval by the Board of Regents in October 2007 with continued approval through December 31, 2013 granted in December 2008. Administrative approval of the request for reauthorization was granted by the University of Louisiana System on February 25, 2014.

STAFF SUMMARY

1. Description

The NIMSAT Institute is a homeland security and emergency management research center. The Institute focuses on the development of public-private partnerships and the application of advanced information technologies to enhance the resiliency of the US to all hazards, and to the mission of saving human lives. The NIMSAT Institute seeks to enhance national resiliency to a full range of potential disasters by conducting research leading to innovative tools and applications that empower the homeland security and emergency management community through education, training, outreach and operational support. The NIMSAT Institute is staffed with experienced first responders, academic researchers, and technology experts connecting for a resilient America.

2. Activities

Highlights of Institute activities over the last five years include, but are not limited to, the following:

- Provided operational support to the Louisiana Governor's Office of Homeland Security & Emergency Preparedness and Louisiana Economic Development during the response and recovery of Hurricanes Gustav and Ike in 2008 and Hurricane Isaac in 2012;
- Founded the Louisiana Business Emergency Operations Center (2010) in collaboration with the Governor's Office of Homeland Security and Emergency Preparedness, Louisiana Economic Development, and LSU's Stephenson Disaster Management Center, which was later recognized by the US Department of Homeland Security/Federal Emergency Management Agency as a national best practices public-private partnership model;
- Released a federal study assessing the national consequences of disruptions to Louisiana Highway 1 to Port Fourchon (2011) in collaboration with National Infrastructure Simulation and Analysis Center (NISAC) and the US Department of Homeland Security;
- Provided operational support and economic impact assessments for the Deepwater Horizon Oil Spill;
- Completed the "Compendium of Public-Private Partnerships in Emergency Management," a collaborative initiative of the International Association of Emergency Management (IAEM), and the NIMSAT Institute;
- Launched the Big Business-Small Business Emergency Management Mentorship Program that motivates and encourages large businesses to provide mutually beneficial emergency preparedness, response, and recovery expertise to small business

The accomplishments illustrate the Institute's goals of: conducting research; transforming research into applications; tools and advanced technologies; providing education and sustainability outreach; and using outcomes to provide operational support to emergency management professionals.

3. Resources and Administration

The administrative structure of the Institute has not changed since inception. There is a Director that is charged with overseeing the operations of the Institute with thirteen staff members to assist in supporting the research, development, outreach and administrative functions. In addition, the NIMSAT Institute shares staff with the Center for Business and Information Technology (CBIT). The NIMSAT Institute and CBIT perform as a matrix-based organization that assigns personnel on a case-by-case basis depending on the project needs. Currently, CBIT has 26 employees working on business-related projects that can be reassigned to the NIMSAT Institute on an as-needed project basis.

4. Budget

The Institute operates on institutional funds (\$391K per year) as well as on external grants and contracts. Sufficient funding is in place for the next five years to support the initiatives of the NIMSAT Institute.

STAFF ANALYSIS

Accomplishments achieved to date are impressive; the Institute has provided leadership in the area of homeland security and emergency management, both within Louisiana and across the nation. The Institute has been successful in leveraging the institutional investment provided by ULL to secure external dollars that contribute to the financial stability of the Institute.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend full reauthorization of the National Incident Management Systems and Advanced Technologies Institute at the University of Louisiana at Lafayette for a period of five years, effective immediately.

AGENDA ITEM V- B1
ROUTINE ACADEMIC REQUESTS
Staff Approval

Institution	Request
LSUA	Request to offer a Post-Baccalaureate Certificate (PBC) for a certification-only Alternate Certification programs in the following areas: Elementary Education (Grades 1-5) (CIP 131202), Secondary Education (Grades 6-12) (CIP 131205), and Multiple Levels (Grades K-12) (CIP 131206) – Approved.
LSUHSC-NO	Request for a Name Change of the MHS/Rehabilitation Counseling to MHS/Clinical Rehabilitation & Counseling (CIP 512310) – Approved.
NSU	Request for a Name Change of the MA/Adult Education to MA/Adult Learning & Development (CIP 131201) – Approved.
SUBR	The request to offer the DNP (CIP 513818) fully online was withdrawn, to be resubmitted at a later date. The program will remain listed as "H" (Hybrid) on the CRIN.

AGENDA ITEM V B 2

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

REQUEST	CAMPUS	PROGRAM/UNIT	RECEIVED	STATUS
Letters of Intent	NSU	BS – Applied Science & Technology	11.05.13	Circulated to CAOs for feedback with responses received by 12.05.13. Questions sent to campus 12.10.13; response received 01.09.14; additional questions sent to campus 02.04.14; discussion is ongoing, 02.07.14.
	ULM	BA – Dance	12.17.13	12.19.13 Circulated to CAOs for feedback with responses received by 01.27.14; questions sent to campus 02.03.14; response received 03.17.14. Under staff review.
	LSU	MS – Digital Media & Engineering	12.16.13	12.19.13 Circulated to CAOs for feedback with responses received by 01.27.14; questions sent to campus 02.06.14; awaiting response.
	ULM	MS - Nursing, online	03.12.14	03.17.14 Circulated to CAOs for feedback with responses requested by 04.04.14
	ULM	MPA – Public Administration	03.12.14	03.17.14 Circulated to CAOs for feedback with responses requested by 04.04.14
	UNO	MEd – Higher Education Administration	03.12.14	03.17.14 Circulated to CAOs for feedback with responses requested by 04.04.14
Program Proposals	NTCC	AAS - Oil & Gas Production Technology	12.17.13	Reviewed by staff. Questions submitted to campus on 01.06.14; response received 03.07.14. Under staff review.
	SLCC	AAS – Application Software Dvlpt	02.20.14	Reviewed by staff. Questions submitted to campus on 2.27.14; awaiting response.
	McNeese	PBC – Accounting for Financial Analysis	03.12.14	Under staff review
	McNeese	PBC – Human Resource Management	03.12.14	Under staff review

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

Draft Program Proposals	None at Present		
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