

Robert W. Levy
Chair

Marty J. Chabert
Vice Chair

Collis B. Temple III
Secretary

Joseph C. Rallo, Ph.D.
Commissioner of
Higher Education



Claudia H. Adley
Blake R. David
Randy L. Ewing
Thomas G. Henning
Richard A. Lipsey
Edward D. Markle
Charles R. McDonald
Darren G. Mire
Sonia A. Pérez
Wilbert D. Pryor
T. Jay Seale III
Jacqueline V. Wyatt
Adarian D. Williams, Student

BOARD OF REGENTS

P. O. Box 3677
Baton Rouge, LA 70821-3677
Phone (225) 342-4253, FAX (225) 342-9318
www.regents.la.gov

AGENDA

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 21, 2018 • 10:05 a.m.

Louisiana Purchase Room

W.C.C. Claiborne Building, Baton Rouge, LA

I. Call to Order

II. Roll Call

III. Academic Programs

A. Letters of Intent

1. BFA/ Dance – NSU
2. OTD/ Occupational Therapy – ULM
3. PhD/ Criminal Justice & Criminology – SUBR and GSU

IV. Consent Agenda

A. Reauthorization of a Previously Approved Institute:

1. Institute for Coastal Ecology & Engineering (ICEE) – ULL

B. Routine Staff Reports

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

V. Other Business

VI. Adjournment

Committee Members: Thomas Henning, Chair; Marty Chabert, Vice Chair; Claudia Adley; Wilbert Pryor; Collis Temple III; Adarian Williams; Jacqueline Wyatt; LCTCS, LSU, SU, UL System Representatives.

AGENDA ITEM III A1
LETTER of INTENT
NORTHWESTERN STATE UNIVERSITY
BACHELOR of FINE ARTS in DANCE

BACKGROUND INFORMATION

Northwestern State University (NSU) requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Fine Arts (BFA) in Dance. The LoI was approved by the ULS Board of Supervisors in December 2017 and circulated to statewide Chief Academic Officers for review.

STAFF SUMMARY

1. Description

A Bachelor of Fine Arts (**BFA**) is an undergraduate degree for professional education in the visual or performing arts, a degree for students who wish to gain as much experience and skill in arts as possible, usually consisting of at least 60 credits of arts courses. A BFA and a BA degree differ in that one takes more liberal arts courses with the BA (general studies such as literature, history, etc.), while the BFA curriculum focuses more on intensive art and design studies. NSU's intended program would be designed to prepare students to be well-rounded professional performers, choreographers, educators, and active leaders in the dance community who are skilled in both performance and composition of dance.

True to the nature of a BFA, the 120-credit curriculum would be made up of a 40-credit university/general education core, a 40-credit dance core, 32-hours of dance technique, and 8-hours of dance electives. Courses would range from basic dance technique (ballet, jazz, modern) to anatomy for dancers, rhythmic analysis, and composition and pedagogy. Many of the courses are already offered as part of the Theatre program. The intended program would complement existing degree offerings in the arts (Music and Theatre) as a natural progression for the University.

2. Need

Louisiana's occupational forecast predicts 30 annual openings across the state for dancers and choreographers. One does not need a college degree to be a dancer, but in a survey of BS/Theatre alumni regarding their work in the industry and their opinion about a possible BFA/Dance at NSU, 22/36 of the respondents (61%) had graduated with a dance-performance concentration and agreed that they would have preferred a BFA. Alumni noted that: credentials are important to professional dancers; the word 'dance' is, unfortunately, absent from the NSU degree they had earned. Letters from current students consistently mention their frustration with having to major in Theatre with a concentration in Dance because of the number of core classes they must complete in theatre.

NSU has conducted several surveys to assess interest. Of 33 high school student dancers across Louisiana who responded to questions about interest in pursuing dance as a college major, 20 (61%) were interested in pursuing a BFA, and 30 (91%) said they would consider Northwestern if the BFA/Dance were offered there. Of 33 dance educators across the country whose former students are attending colleges with noted dance programs, 22 (68%) said they would recommend a BFA/Dance degree to their students, and 28 (84%) would encourage their students to apply to NSU if it offered the degree. As one noted, "If a dancer wants to be taken seriously in the dance world, a BFA in Dance is always a plus on their resume." The teacher's words were echoed by an NSU alumna who observed that the most common degree among the most successful dancers was a BFA/Dance. Currently, only Tulane offers a dance major in Louisiana; it is just not an option for most students.

3. Students

The BS/Theatre requires students to complete 36 credit hours in Theatre courses (such as Script Analysis and Theatre History Literature I-III) which may not be applicable to a career in dance. Students often choose to minor in dance so that they may take courses directly relevant to their dance education while pursuing

another major, or they pursue double concentrations (e.g., in Musical Theatre and in Dance) until their senior year when they drop one so that they may graduate within four years. NSU has produced an average of 23 Theatre graduates over the last three years, averaging 13 majors in the dance-performance concentration and 4 graduates, and 10 declared minors and 2 graduates per year. BFA enrollment is projected at 20 majors in the first year, rising to 35 by year four. The University realizes that it must produce 10 graduates per year for a new program to be viable, but based on the strength of its performing arts program, enrollment in current dance classes, student and alumni feedback, and letters of support from a variety of sources it believes that a dance degree could be a very successful component of its School of Creative and Performing Arts.

4. Faculty Resources & Budget

NSU expects that the BFA would require no additional expenditures for the first two years and that talent scholarship monies would continue to be allocated from the University Scholarship Fund to offer incoming students a talent-based scholarship. Full-time dance faculty teach 12-15 hours per semester. The two current full-time dance faculty would be able to handle course development and teaching for the first two years, and as enrollment grows a third full-time faculty member would be hired by August 2020. It is expected that revenue generated from additional student tuition and fees will cover salary and benefits for the new faculty member.

While the Lol addresses the faculty needs relative to this program, it does not describe existing and future facilities. The National Association of Schools of Dance, which would serve as the program's accrediting body, places significant emphasis on adequate facilities for dance programs. Additional information on dance facilities and resources should be provided in a proposal, if one is to be submitted.

STAFF ANALYSIS

There is a strong indication of student interest in a BFA at Northwestern based on the number of students who have pursued the topic as a minor or concentration and in responses to separate surveys of current students, alumni, and high school students. NSU has a strong and vibrant Creative and Performing Arts program in place. The intended BFA in Dance appears to have support from prospective majors in Louisiana and among the national dance community and could be developed with a limited investment due to existing faculty and current, relevant course offerings.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the Letter of Intent to develop a full proposal for a Bachelor of Fine Arts in Dance at Northwestern State University.

AGENDA ITEM III A2
LETTER of INTENT
UNIVERSITY OF LOUISIANA – MONROE
DOCTOR of OCCUPATIONAL THERAPY

BACKGROUND INFORMATION

The University of Louisiana, Monroe (ULM) requests Board of Regents' approval of a Letter of Intent (LoI) to create a Doctor of Occupational Therapy (OTD). The LoI was approved by the Board of Supervisors of the University of Louisiana System in December 2017, received by BoR, and sent to the statewide Chief Academic Officers for review and feedback.

STAFF SUMMARY

1. Description and Need

ULM is one of three public institutions in Louisiana (along with the two LSU Health Science Centers) offering the Master of Occupational Therapy (MOT) program, the current entry level for occupational therapy professionals. Originally approved by the BoR in 2012, the program has averaged 26 graduates among its first two cohorts. The Accreditation Council for Occupational Therapy Association (ACOTA), in recognition that the dynamic nature of health and human services demands evidence-based and theoretically sound occupational practice, has mandated that the profession transition toward a doctoral-level single point of entry for occupational therapists by 1 July 2027. In response to the ACOTA mandate, the University is seeking approval to develop a program proposal to establish a professional occupational therapy doctoral degree (OTD) program to replace its existing MOT.

ULM's MOT program consists of five semesters of coursework, followed by six months of clinical rotations. The intended doctoral program will increase focus on advanced-clinical practice skills, research, policy and scholarship by increasing the required coursework and adding a 14-week doctoral internship and a capstone project. The intended OTD will prepare graduates to secure positions as expert clinicians in specialty or emerging practice areas, as contributors to clinical research teams, as administrative leaders within health care organizations and as faculty in OT education programs.

The demand for occupational therapists who focus on enabling clients to maximize their physical, cognitive, and emotional limitations has increased. The U.S. Department of Labor's Bureau of Labor Statistics (BLS) projected employment of occupational therapists to increase by 26% and of occupational therapy assistants to increase by 30% or more between 2008 and 2018. This projection is based on the Bureau's assumptions that demographic trends and advances in medical technology will continue to fuel demand for therapy services.

Program transition nationwide has been moving at a rapid pace. A recent survey by the American Occupational Therapy Association of the 152 accredited MOT programs found that 81% of the institutional respondents had started working on a transition to the doctorate and planned to have it completed within 10 years. To date, no public university in Louisiana offers the OTD, though the MOT is offered by the two LSUHSCs and UL Monroe. A LoI from LSUHSC-S to establish an OTD program was approved by the BoR in August 2017 and a full proposal is under development.

2. Students

ULM has provided occupational therapy education programs for over 45 years, beginning with a BS/OT (1971-2006) and adding an AS/OT Assistant in 1981 and the MOT in 2012. Collectively, the two programs produce an average of 55 graduates and have nearly 100% graduation rates, national board passage, and employment rates. If approved for development and implementation, graduates of the OTD will directly impact the number of doctorally-prepared students in the State who possess specialized skills to address the changing healthcare environment. Also, because the doctoral program requires students to complete an internship component that will include a research project toward establishing evidence-based practice skills, future OTD graduates will add to the body of knowledge and have an immediate impact on the State's quality

of healthcare. ULM currently accepts 30 students per year into the MOT. Because the intended OTD program will replace the existing Master's, the campus anticipates that the program size will remain the same.

3. Faculty, Administration, Budget

Many of the resources needed for an OTD program are already in place. If approved for development and later for implementation, the MOT program will be phased out as the OTD is brought on line. The Occupational Therapy program currently employs five 9-month faculty, including the Program Director (PD) and the Academic Fieldwork Coordinator (AFWC). To ensure that the intended program will be in compliance with ACOTE, these two positions and two faculty will transition from the MOT to the OTD program. In addition, three faculty lines as well as the addition of a capstone coordinator will be needed to support the transition to the OTD. Cost associated with implementation and sustainability of the proposed program will primarily be offset by tuition and fees.

STAFF ANALYSIS

ULM has a history of preparing its graduates to be competent Occupational Therapy practitioners. With the revisions to the ACOTE standards, ULM must transition its existing MOT to the OTD by July 2027 to maintain ACTOE accreditation status. After July 2027, new occupational therapists will need the doctorate to practice. Because the intended OTD will replace the MOT, many of the existing resources needed for the transition are already in place; a full proposal would need to elaborate on any requirements for additional faculty, library resources, and research and/or clinical experiences.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic & Student Affairs Committee recommend approval of the Letter of Intent to develop a full proposal for a Doctor of Occupational Therapy at the University of Louisiana, Monroe.

AGENDA ITEM III A 3

LETTERS of INTENT for NEW ACADEMIC PROGRAMS

Grambling State University: PhD/Criminology & Justice Administration; Southern University A&M: PhD/Criminal Justice

BACKGROUND INFORMATION

In Spring 2017, faculty and administrators from Southern University A&M (SUBR) met with BoR staff to describe plans to develop a PhD in Criminal Justice (CJ) and the hurdles they would face in getting such a program approved. Over the summer, both SUBR and Grambling State University (GSU) finalized Letters of Intent (LoI) to develop similar PhD programs, unbeknownst to each other or to BoR staff. Their respective Boards of Supervisors approved the LoI's in July and August, forwarding them to the BoR for consideration. Staff met (by phone) with campus and system representatives and asked that they develop a collaborative document that addressed: (a) the need for a PhD in Criminal Justice; (b) the need for *two* PhDs, offered by the two regional campuses; and (c) a discussion of how the two programs would be focused and differentiated, not by geography but by content and specialty. The joint supplement to the Letters of Intent (attached) was circulated, along with the LoI's, to the statewide Chief Academic Officers (CAOs) for review and comment. Because of the similarities in the intended programs and the BoR staff's findings and recommendations, the two agenda items will be summarized and presented together.

Framework for Evaluation of a Letter of Intent. The Louisiana Constitution charges the Board of Regents with the responsibility to "approve, disapprove, or modify a proposed degree program..." In carrying out this duty, the Board has consistently and unequivocally used the following factors: aligning program offerings with a well-delineated framework of role, scope and mission among the different kinds of institutions; avoiding duplication; supporting workforce demands and economic development through thoughtful program review and approval; and maximizing the use of instructional and physical resources. The Academic Affairs Policy 2.04 of the Board reflects these very goals.¹ Staff's analysis and recommendations of these LoIs, as with all others, are therefore guided by the framework clearly established by Board's actions and Board policy.

STAFF SUMMARY

1. Description

The National Criminal Justice Reference Service notes that the fields of criminology and criminal justice differ in each field's viewpoint of criminal law and behavioral science. Generally speaking, criminology is more theoretical as it identifies the psychological and sociological aspects of lawmakers, criminal activity and public perceptions of the legal system, leading to careers in research, academia, and policy development. Criminal justice tends to focus on the institutional response to crime and deviance, e.g., criminal investigations, various courts and correctional systems and their procedures, policing methods, and conflict resolution. These distinctions are also evident in their separate research interests, professional associations, and professional journal publications. Despite their differences, both areas of study require a comprehensive understanding of the legal system as a whole and how crime impacts society. Criminology and criminal justice are not mutually exclusive areas of study, but rather are complementary in their relationship. Ideally, they should be studied in tandem to create a knowledge base that provides unique insight into the social determinants of crime and how the justice system might better address it.

¹ AA 2.04 provides that the following factors will be considered in assessing Letters of Intent and Staff routinely requests that LoIs address these factors, namely that the program must (a) be consistent with the existing role, scope and mission of the institution; (b) be deemed essential for the wellbeing of the state, region, or academy, indispensable to fulfilling critical educational needs of the State, or able to demonstrably promote economic development in the State; (c) not unnecessarily duplicate a program at another public institution of higher education in Louisiana; (d) be consistent with the mandates within any legal settlement currently in force; and (e) have adequate and sustained funding from the institution.

For graduate-level students to have true appreciation for these academic disciplines, it is necessary to understand crime in the context of both theory (Criminology) and practice (Criminal Justice). For example, an advanced-level criminal justice program without strong traces to criminology is susceptible to becoming a vocational training center for police and other law enforcement personnel, with little programmatic emphasis on scholarship and analytical training. Likewise, a criminology program without an in-depth understanding of the societal response to crime offers a limited perspective within the criminology discipline. Members from the American Society of Criminology and the Academy of Criminal Justice Sciences describe the relationship between the two disciplines as “two sides of the same coin” and conclude that “in order to ensure the survival of the discipline, it is necessary to merge theory and practice to refrain from mutually exclusive identification with ‘criminology’ or ‘criminal justice’.

In the supplemental justification, the two universities contend that their proposed program’s course content, specializations, and research and teaching interests are significantly different, with SUBR’s program focused on Criminal Justice and GSU’s focus on Criminology and Criminal Justice Administration. However, the broad concept summaries remained duplicative: SUBR with specializations in Corrections, Criminal Investigations Cybersecurity, and Homeland Security; and GSU’s specializations in Corrections, Criminal Justice Administration, Juvenile Delinquency/Deviance, and Law Enforcement/ Policing. The intended programs, as described in the Lol’s, would have a similar structure: a core of research methods courses and seminars on crime and criminal justice, a choice of one out of four content specialization areas, and dissertation research and writing.

2. Need

One of the factors in AA 2.04 is that the program must be “**deemed essential** for the wellbeing of the state, region, or academy, **indispensable to fulfilling critical educational needs of the State**, or able to demonstrably promote economic development in the State.” There is little need for a doctoral program in criminology/criminal justice; rather the need in those areas is at the bachelor’s and master’s level and is fully met at this time. 22 of the 29 public postsecondary institutions produce an average of 978 degrees in criminal justice and corrections per year, including 245 Associates, 545 Baccalaureates, and 188 Master’s degrees. Among the 11 universities in Louisiana that offer degrees in this major (all but LaTech, LSU, and UNO), Grambling’s, averaging 203 graduates per year (100 bachelors and 103 masters), is easily the most prolific program, followed by SUBR with a combined average of 96 graduates (71 bachelors, 25 masters).

LSU does not offer a PhD in Criminology or Criminal Justice by title; rather, it offers a PhD in Sociology, with different specializations, including Criminology. LSU currently has 50 doctoral students enrolled in the program, with 12 studying Criminology as their area of interest. Given that criminology is grounded in the discipline of sociology, LSU’s structure is not uncommon. Only 19 states and Washington, D.C. have a PhD/Criminal Justice or Criminology in their statewide inventories. Most (including Arkansas, Georgia, Mississippi, Missouri, and Virginia) have only one, though both Florida and Texas offer them in four universities. In addition, Walden, Capella and Northcentral Universities are among the major online providers of Criminal Justice PhD’s.

As the high interest in and demand for Criminology/Criminal Justice education is at the undergraduate and master’s level and not at the doctoral level, BoR staff do not see the need for one (much less two) additional PhD programs in Criminology/Criminal Justice in the State. Although the LOIs do address the occupational forecasts for Criminal Justice Professionals, the occupations listed – police and detectives, protective service occupations, correctional officer bailiffs, various agents (ATF, Border Patrol, CIA, DEA, FBI) etc. – do not require a PhD in Criminal Justice. Doctoral opportunities could be attractive to lawyers interested in improving their value in/to the courts, police officers and leaders interested in going into the classroom as faculty, and policy makers interested in the study of criminology, investigation and research, but they could also achieve those goals with the right doctoral program in sociology, public policy, or public administration.

The resources (faculty, graduate/teaching assistantships, library holdings, research direction and guidance, etc.) required to support a PhD program are significant, as are the needs of existing programs and pilot efforts currently underway. A review of the faculty listed in the two LOIs suggests that the lack of a “Criminal Justice” PhD in Louisiana has not hampered their ability to teach the material or maintain CJ program productivity:

- GSU listed 9 CJ faculty:
 - 1 with a Master of Science;
 - 3 with Juris Doctorates;
 - 5 with PhD's in other areas (Public Administration, Sociology, Social Sciences)
- SUBR listed 6 CJ faculty:
 - 3 with PhD's in CJ or Administration of Justice; and
 - 3 with PhD's in other areas (Political Science, Public Policy, Sociology)

It is not clear that a PhD specifically in Criminal Justice is needed in Louisiana at this time, as the content is incorporated within doctoral programs in several related functional areas.

3. Students

Both campuses suggest that as their PhD would be the first of its kind in Louisiana, it would be attractive to Louisiana graduates who currently go out of state for a doctorate in Criminal Justice. GSU wrote of an "accidental sample" of an unspecified number of current graduate students as they entered the departmental office, of which 'approximately 75%' indicated a willingness to pursue a PhD. Based on that, the campus estimated that 15 students would enroll in the first year, growing to 35 students and 17 graduates in Y5. (GSU's estimated program revenue was based on non-resident, part-time student tuition and fees.) SUBR's enrollment projections are based on a number of MS/CJ graduates from SUNO and SUBR who have expressed interest. Southern's estimates also begin with 15 students enrolled, growing to 98 and 10 graduates in Y5. The campuses' projections for 10-17 graduates after only five years is unrealistic: the BoR's program viability breakpoint (trigger for low-completer review) for doctoral programs is 2.5 graduates/year, and the current average number of graduates in all PhD's combined (from LSU, LaTech, ULL, UNO, and the LSUHSCs) is only 5.

4. Faculty, Resources & Administration

Although both campuses have productive Criminal Justice departments, SUBR is better equipped to offer a PhD program if one were deemed necessary at a regional university. Neither the GSU nor SUBR criminal justice Master's program has an active thesis component which would generate experience among the CJ faculty in guiding student research. Though the Master's curricula on both campuses contain options for a thesis, the campuses reported that over the last five years only one GSU student (out of 483 graduates) completed a thesis, as did one of the 110 SUBR graduates. GSU has been approved to offer a practice doctorate (EdD) in Developmental Education since the late 1980s but, as a regional institution, has never been authorized (or requested) to offer a PhD. SUBR maintains five active research (PhD) programs plus a practice doctorate (DNP) in Nursing Practice.

With SUBR's existing infrastructure around and experience with guiding doctoral research and writing, and its strong ties to the local, state, and federal criminal justice organizations and its Law Center, its intended program has access to minimal resources needed to launch such a program – if Louisiana needed a doctorate in criminal justice.

GSU projected the need for four additional faculty to be added over the first four years. SUBR's LoI stated that the department would be searching for two new faculty and had assembled a pool of qualified adjunct professors to take over some teaching duties in the undergraduate and Master's degree programs to release senior faculty to concentrate on the Doctoral program development.

STAFF ANALYSIS

The Board of Regents has had a long-standing principle of not authorizing doctoral programs at regional institutions, a principle borne out of prudence and good stewardship, a principle that the Board reaffirmed as recently as last year in its response to Act 619. Master Plans and Role Scope & Mission statements across time have focused on the teaching emphasis of regional institutions, with limited graduate programs through the Master's degree reflecting the needs of the regional area or changes within the professions (as in nursing and allied health fields like audiology, pharmacy, and occupational therapy).

That tradition is reflected in the Curriculum Inventory (CRIN), where *only* SUBR and UL Monroe offer *PhD's* (research doctorates), those being:

- ULM – PhD/Marriage & Family Therapy (approved 1995), PhD/Pharmacy (approved 1998 along with the PHARM D, ULM having the only public pharmacy school in the State).
- SUBR – recognizing its role as a land-grant college, SUBR maintains 5 PhD's, including Urban Forestry (2005), Nursing (2000), Environmental Toxicology (1999), Science & Math Education (1998), and Public Policy (1996).

Recent Board action reaffirmed that principle of not authorizing research doctorates at regional institutions. Act 619 of the 2016 Regular Session of the Louisiana Legislature called for the Board of Regents addressed how continued budget shortfalls have required the Board of Regents, systems, and campuses to revisit academic program offerings with an eye toward streamlining the menu while maintaining the quality of the programs that remain. As part of the Act 619 review, the BoR commissioned a review of graduate programs in Louisiana by the National Center for Higher Education Management Systems (NCHEMS). In its response to the Legislature, the BoR echoed the NCHEMS recommendations (with a small adjustment to include the statewide institutions), reiterating that it would

“continue to restrict approval of additional doctoral programs outside the Flagship and statewide institutions except under exceptional circumstances related to the university's mission, area strength, and regional support” ... and any “new doctorates at regional universities will be restricted to ‘professional/practice doctorate’ fields.”

Doctoral education is resource intensive, both in faculty time and energy in guiding students through the dissertation proposal, research and writing process, and in the need for funding support for graduate students to be able to focus on their research without also having to maintain full-time employment. Given the ongoing pressures on colleges and universities to offer programs of quality and integrity while continuously facing budget shortfalls and the long-feared fiscal cliff, staff believe that it would be unwise to consider expansion of the statewide curriculum inventory to offer a research doctorate (or two) at a regional university, particularly a doctorate in a field for which the need and relevance has not been established.

The programs described by SUBR and GSU have little demand and offer little in job prospects to students or economic development benefits to the State. As such, they cannot be “deemed essential for the wellbeing of the state, region, or academy, indispensable to fulfilling critical educational needs of the State, or able to demonstrably promote economic development in the State.” They are also duplicative. Because criminology and criminal justice are not mutually exclusive disciplines, particularly at the doctoral level, any campus writing a full proposal should revise the program concept to incorporate both elements rather than focusing on the one area. Of the two requests presented, because SUBR has the infrastructure and experience to support doctoral-level research and writing, staff believe that, *if* the Regents were to support development of a second doctoral program (in addition to LSU's) at a regional campus, it would most appropriately be housed at SUBR, if the need were justified. In light of the State's fiscal realities and the Board's long-standing position that regional institutions' primary mission is teaching and service, and that research doctorates belong in the flagship and sometimes in statewide institutions, now may not be the optimal time to be developing a PhD proposal in either of the two universities.

STAFF RECOMMENDATION

Based on the reasons provided above, the Senior Staff do not recommend that the Academic and Student Affairs Committee recommend approval of the Letters of Intent from Grambling State University to develop a full proposal to offer a PhD in Criminology & Justice Administration, or from Southern University A&M to develop full proposal for a PhD in Criminal Justice.

AGENDA ITEM IV A1
REQUEST for REAUTHORIZATION of a PREVIOUSLY APPROVED
RESEARCH UNIT

UNIVERSITY of LOUISIANA, LAFAYETTE
INSTITUTE for COASTAL ECOLOGY & ENGINEERING (ICEE) as
INSTITUTE for COASTAL & WATER RESEARCH (ICaWR)

BACKGROUND INFORMATION

The University of Louisiana, Lafayette (ULL) is requesting reauthorization of the Institute for Coastal Ecology and Engineering (ICEE) and authorization to change its name to Institute for Coastal & Water Research (ICaWR) to expand to broader areas of research including coastal ecosystems and water resource management. The ICEE was initially approved by the Board of Regents in January 2007 with continued authorizations in 2009 and 2012. In December 2017, the University of Louisiana System forwarded a request for continued authorization of the Institute under its new name.

STAFF SUMMARY

1. Description and Need

ULL's Institute for Coastal Ecology and Engineering was initially established in 2007 to provide a framework for organizing the University's highly-productive but relatively independent entities and researchers working in the area of coastal ecology and engineering. The ICEE would be an integrated, multi-disciplinary research group to provide the vision and structural mechanism to optimize university research activities. Over the past decade, the institute's research faculty has grown to 25 members in four colleges, across eight departments, and it has become a nationally competitive team. Its vision has also expanded, maintaining the focus on restoration of the Louisiana coastline and associated in-land marshes, but also seeking a better understanding of the State's watersheds and extreme storm events to better predict inland flooding and ground water depletion. Thus, if approved, the renamed Institute for Coastal & Water Research (ICaWR) will continue to serve as ULL's primary focal point for issues dealing with protecting and enhancing coastal ecosystems and watershed management.

2. Activities

ICaWR has established itself as a premier research entity in the northern Gulf Coast region. With a budget expenditure of \$450,000 in AY 2016-17, the Institute supported 28 research proposals, six of which were collectively awarded over \$2.2M in grants. In addition to the Institute's research contributions, ICaWR works closely with local and regional entities to address issues of concern for the local communities, embodying ULL's core value of being "Committed to Research for a Reason." Some of its more recent activities include:

- Worked with the Acadiana Planning Commission to design and implement a stream gaging system to monitor flood levels in the Vermillion, Teche, and Northern Mermentau river basin which will provide data to help predict future flooding and serve as a basis for an early warning system.
- Assisted in the establishment of an *Indefinite Delivery Indefinite Quantity (ID/IQ)* contract agreement with the Louisiana Coastal Protection and Restoration Authority to assist in addressing pressing technical issues for coastal restoration.
- Won a community grant with the Lafayette Consolidated Government to design and construct two municipal rain gardens as pilot projects for the creation of a community-wide effort to reduce runoff contamination and reduce local flooding.
- Contracted with the city of Broussard to monitor the effects of effluents being released from its state of the art Wetland Assimilated Treatment Plant into the local bayou.

3. Resources, Administration, and Budget

The ICaWR is led by a recently hired Executive Director with a 12 month appointment. Dr. Edwin Theriot's senior leadership team includes Associate Directors from the Departments of Civil Engineering, Ecology, and Geoscience in a leadership structure designed to provide a strong foundation for stimulating cross-disciplined solutions. The Institute's staff expertise is organized as two categories: Institute Management, and Institute Affiliates – directors of research entities already present at ULL, key individual faculty who are directly involved with ICaWR, and additional affiliated faculty and staff who participate by submitting competitive proposals for funding. The Institute will soon relocate its administrative offices to be co-located with engineering staff of the Louisiana Coastal Protection and Restoration Authority (SPRE), a move that should lead to additional synergistic opportunities for collaboration.

The Institute operates primarily on externally secured Federal, State and local grants and contracts. The AY 2017-18 budget reflected \$1.592M in revenue (\$692K in current grants and contracts, plus \$900K in pending/proposed grants in the pipeline), and \$500K in expenses (salary/release time and administrative and technical support). The very active research agenda leads to sufficient funding for the next five years to support the Institute's initiatives.

STAFF ANALYSIS

ICaWR houses faculty of diverse expertise in the areas of coastal and water resources with the goal of addressing complex linkages between terrestrial and aquatic ecosystems in an ever-changing environment. The structure of ICaWR promotes multidisciplinary collaboration to advance the scientific knowledge and technology for restoring Louisiana's coastline and associated wetlands which will preserve and improve these coastal regions as a resource for Louisiana citizens and wildlife. Activities of the Institute since inception have been impressive.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic and Student Affairs Committee recommend approval of the name change and to grant full reauthorization for the Institute for Coastal and Water Research (ICaWR) at the University of Louisiana at Lafayette for a period of five years; a report and request for reauthorization would be due by 1 January 2022.

AGENDA ITEM IV B1
ROUTINE ACADEMIC REQUESTS
Staff Approvals

Institution	Request
GSU	<p>Request to submit LOI for new social sciences program (tentatively, BS/Governmental & Administration Affairs) to replace BA/Political Science, identified in the April 2017 program review for termination upon major revision, due 1 Sep 2017 and extended to 1 Mar 2018:</p> <p><u>Approved:</u></p> <ul style="list-style-type: none">• Terminate BA/Political Science (45.1001) – effective 1 March 2018;• Receive LOI from ULS, upon BoS approval, and add to the Queue for BoR consideration – Feb-Apr 2018.
McNeese	<p>Request to offer the BA/History (CIP 54.0101), concentration in General History, and the MA/English (CIP 23.0101), concentration in Creative Writing, 100% online as a delivery option – <u>Approved.</u></p>
SLCC	<p>Request to terminate the AS/Energy & Chemical Process Technology (ACPT), as well as its TD and CTS/Alternate Energy & Chemical Processing Operations (CIP 150503) for lack of student interest and program viability – <u>Approved.</u></p>

AGENDA ITEM IV B2

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
02.2016	Baton Rouge CC (47.0604). AAS, Automotive Technology Conditional approval in February 2016 with a progress report requested each year, starting 1 Jan 2018. A report was received 12.14.17.	The AAS in Automotive Technology was implemented in Fall 2016 and has averaged 23 students per semester. The campus anticipates an increase in enrollment due to its recruitment efforts at local high schools, with the first completers in May 2018.	Receive and accept the progress report. A subsequent report is requested by January 1, 2019.
11.2016	Baton Rouge CC (47.9999) AAS, Technical Studies Conditional approval was granted on 11.02.16; a recent progress report was received on 01.29.18.	The program was approved in Fall 2016, however was not implemented until Spring 2017. Since implementation, enrollment has continued to increase. The campus expects 12 graduates in 2018: 8 in Spring and 4 in Fall.	Accept the progress report. A subsequent report is requested by 02.01.18.
02.2010	Bossier Parish CC (15.1001) AAS in Construction Technology and Management Conditional approval on 02.25.2010 with a progress report requested each year; the most recent report was received on 11.28.17.	Although enrollment has been consistent, the number of completers is low, averaging only one completer per year. Staff recommend the campus continue its focus on establishing articulation agreements with La Tech to help bolster interest and completion and report on its efforts in a subsequent report in July.	Accept the progress report. A subsequent report of the program's efforts to increase program productivity by July 1, 2018.
01.2013	Louisiana Delta CC AAS in Forensic Science & Technology (43.0106) Conditional approval in December 2013 with annual reporting requested until notified otherwise. The most recent report was received on 01.22.18.	Program enrollment has remained consistent with previous years, with 34 declared majors in AY 16-17. The program has had 6 completers: one graduate in AY 2015-16, and five in AY 2016-17. The campus provided information about recruitment efforts to attract additional majors.	Receive and accept the progress report. A subsequent report is requested by January 1, 2018.
09.2016	Louisiana State University (44.0701) Bachelor of Social Work Conditional approval on 09.22.16, with a progress report requested each year. The campus submitted its first progress report on 01.23.18.	The campus has delayed the start of the BSW program to give the first cohort of graduates the opportunity to earn a degree from an accredited program. As long as the students are admitted to the program after its candidacy with CSWE, they will have a degree from an accredited program. Thus, the campus will not admit students until July 2018, after the CSWE Commissioners vote on candidacy at their June 2018 meeting.	Receive and accept the progress report. A subsequent report is requested by January 1, 2019.
09.2016	Louisiana State University (30.0000) DDes, Cultural Preservation Conditional approval granted on 09.22.16; a recent progress report was received on 01.04.18.	The program was implemented August 2017. Although the campus largely relied on word of mouth to advertise, the program had an entering class of seven students in fall 2017. Since then, the campus has created marketing materials and increased recruiting efforts.	Accept the progress report. A subsequent report is requested by 02.01.19.

08.2012	<p>LSU Alexandria BS Medical Laboratory Science (51.1005)</p> <p>Conditional approval granted on 08.22.12; a recent progress report was received on 01.04.18.</p>	<p>The campus provided an update on the continuing process of seeking program accreditation. Enrollments have remained stable (FL/15 - 22, SP/16 - 22, FL/16 - 14, SP/17 - 10, FL/17 - 19), and 11 students have graduated over the last three years. The program has successfully placed all graduates.</p>	<p>Accept the progress report. A subsequent report is requested by 12.01.18.</p>
12.2016	<p>LSU Alexandria (51.9999) BS, Health Professions</p> <p>Conditional approval granted on 12.07.16, with a progress report requested each year. The campus submitted its first progress report on 02.14.18.</p>	<p>Presently, there are 12 students enrolled in the program. Because the BSHP is a new degree approved in Dec 2016, there are no graduates yet. LSUA's Dept of Allied Health will submit its request for accreditation services to CAAHEP in FL 2018.</p>	<p>Receive and accept the progress report. A subsequent report is requested by January 1, 2019.</p>
09.2011	<p>Northshore TCC (12.0503) AAS in Culinary Arts & Occupations</p> <p>Conditional approval granted in September 2011 with a request for an update requested each year, with the last report due by 10.01.17 and received 01.03.18.</p>	<p>The campus reported that currently there are 23 postsecondary and 179 HS students enrolled in the AAS program; however, since implementation in 2011, the program has produced only one graduate. Without substantial changes to the program, the AAS appears to be unsustainable. Staff has asked for a justification of its continuation.</p>	<p>Continuation or termination <u>request due by June 1, 2018</u>, or the program will be <u>terminated</u> without campus input.</p>
12.2009	<p>Northshore TCC AAS/Journeyman Industrial (46.0000)</p> <p>Conditional approval granted on 12.02.2009, with a progress report received on 01.12.2018.</p>	<p>There have been 0 graduates of the AAS. The campus intends to close this program, moving all courses to non-credit, once COE reaffirmation is approved next month. Campus has begun the process of terminating the program.</p>	<p><u>Terminate the program</u> upon receipt of the formal request.</p>
05.2010	<p>South Central Louisiana TC AAS, Process Production Technology (15.0903)</p> <p>Conditional approval granted on 05.27.2010 with progress reports requested each year; the most recent report was received on 01.29.18.</p>	<p>This program has been realigned into FTCC. There were 3 students enrolled in SCLTC's program and only 1 of the 3 enrolled in the PPT program at FTCC. The one student is expected to graduate in Spring 2018. Other students wishing to enroll would enter Fletcher's IPT program and the campus would ensure that no credits are lost. No new students will be added, and as of 07.01.18 the Process Production Technology at SCL will be cancelled.</p>	<p><u>Terminate the program</u> at SCLTC for lack of student interest and viability.</p>
03.2013	<p>South Louisiana CC AS, Nursing Program (51.3801)</p> <p>Conditional approval granted on 03.20.2013, with progress reports requested each year; the most recent report was received on 01.09.18.</p>	<p>The program was granted full local board accreditation by the Louisiana State Board of Nursing in Nov 2017. SLCC has graduated 23 and 31 students, with a pass rate for the RN-NCLEX of 91.3% for the Fall 2014 cohort, and 90.3% for the Fall 2015 cohort.</p>	<p>Receive and accept the progress report. <u>No further reporting is necessary</u> based on specialized accreditation as well as program strength</p>
05.2014	<p>South Louisiana CC AS in Energy & Chemical Process Technology (15.0503)</p> <p>Conditional approval granted on 05.21.2014, with a progress report requested by 01.01.18.</p>	<p>The AS degree in Energy and Chemical process technology, as well as the TD, CTS, and TCA credentials in Alternative Energy and Chemical Process Technical were recommended for closure by the campus.</p>	<p><u>Terminate the AS/Energy & Chem Process Tech</u> & its TD and <u>CTS/Alternate Energy & Chem Processing Operations</u> for lack of student interest and program viability.</p>

08.2016	<p>South Louisiana CC (49.0101). AAS, Helicopter Aviation</p> <p>Conditional approval granted in August 2016 with a request for a progress report requested. The most recent report was received 01.18.18.</p>	<p>Although BoR approved the program in Aug 2016, it did not receive SACSCOC approval until May 2017. Since then, 12 students have enrolled. The enrollment mix meets Veterans Administration requirements at an 85:15 ratio and the program is in full compliance with the FAA. Although required, there are no current plans to seek AABI accreditation.</p>	<p>Receive and accept the progress report. A subsequent report must address accreditation and is requested by January 1, 2019.</p>
05.2012	<p>Southern, Shreveport CAS, Sterile Processing Technician (51.1012)</p> <p>Conditional approval granted on 05.23.2012, with a progress report requested each year; the most recent report was received on 1.30.18</p>	<p>The program has had steady enrollment since inception, with 10 students enrolled program in Aug 2017. The program averages 6 completers (AY1415 - 2; AY 1516 - 8; AY1617 - 8).</p>	<p>Receive and accept the progress report. <u>No further reporting is necessary</u></p>
12.2016	<p>UL Lafayette (03.0199) MS, Environmental Resource Science</p> <p>Conditional approval granted on 12.01.16, with a progress report requested each year. The campus submitted its first progress report on 01.19.18.</p>	<p>Currently, 9 graduate students are enrolled, with 8 receiving financial support (including 2 Graduate Teaching Assistants. The campus provided an update on its search for two new faculty members and a Program Director.</p>	<p>Receive and accept the progress report. A subsequent report is requested by January 1, 2019.</p>

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

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	ULL	MAT – Elem Ed	03.01.17	April 2017 - forwarded to LDoE for review and approval (certification path); <u>held in LDoE pending certification policy changes.</u>
	NSU	MS – Computer Info Systems	08.25.17	08.29.17 circulated to CAOs, with input requested by 09.29.17; 10.17.17 questions sent to campus about program concept and design; resp received 11.02 via email; 12.15.17 additional questions sent, w discussion scheduled in January. 01.04.18 staff conferred with campus to discuss necessary revisions to the program concept.
	UNO	MS – Systems Engineering	12.04.17	12.13.17 circulated to the CAOs, with input requested by 01.16.18. Duplicate program descriptions in the LOI & ULL's MS/Engr Tech: staff did not recommend approval; campus requested opportunity to present further argument; item pulled from February agenda & returned to the queue, 02.14.18.
	LSUA	BS – Accounting	02.06.18	02.12.18 circulated to CAOs, with input requested by 03.19.18.
	LSU	PhD – Industrial Engineering	02.06.18	02.12.18 circulated to CAOs, with input requested by 03.19.18.
Program Proposals	LSUHSC-S	BS – Public Health	02.06.18	Under Staff Review.
	FTCC	AAS – Medical Lab Technician	02.09.18	Under Staff Review.
	LDCC	AAS – Information Technology	02.09.18	Under Staff Review.
	LDCC	AS – Computer Science	02.09.18	Under Staff Review.
	Sowela	AAS – Industrial Electrical Technology	02.09.18	Under Staff Review.