

*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](http://www.regents.la.gov)

### **AGENDA**

### **ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**March 21, 2018 • 9:25 a.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/ Computer Information Systems - NSU

##### **B. Academic Proposals**

1. AAS/ Industrial Electrical Technology – Sowela TCC
2. AAS/ Information Technology & AS/ Computer Science – La Delta CC
3. BS/ Public Health – LSUHSC-NO
4. PBC/ Strategic Corporate Communication – McNeese
5. PhD/ Energy and Earth Sciences – ULL

#### **IV. Consent Agenda**

##### **A. Previously Approved Centers and Institutes**

1. Reauthorization of the NIMSAT Institute – ULL
2. Suspension of the LA Vaccine Center – LSUHSC-NO

##### **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**

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

**AGENDA ITEM III A 1**  
**LETTER of INTENT**  
**NORTHWESTERN STATE UNIVERSITY**  
**MASTER of SCIENCE in COMPUTER INFORMATION SYSTEMS**

**BACKGROUND INFORMATION**

Northwestern State University (NSU) requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Master of Science in Computer Information Systems. The Board of Supervisors of the University of Louisiana System approved the Letter of Intent in August 2017 after which it was received by BoR staff and circulated to statewide Chief Academic Officers for review and feedback. The campus has worked with staff to address questions regarding program concept, and redesigning the curriculum outline into its current form for Regents' consideration.

**STAFF SUMMARY**

**1. Description and Need**

Northwestern State University (NSU) is seeking to develop a full program proposal for a Master of Science in Computer Information Systems (CIS) degree that focuses on understanding and applying different aspects of computer information systems technology as a tool to manage information in the context of organizations and businesses. All areas of private and public enterprise rely on information systems for communication, planning, providing services, control and supporting decisions. The intended MS in CIS program would meet the growing demand for graduates with high-level information skills by providing a pathway for undergraduate students from diverse fields to transition to computer information systems as a career path. The intended 33-credit hour, online curriculum will include a core of courses that will lead to a strong working knowledge of: cyber security; database administration and data mining; networking; programming; project management; and software applications, with a choice of two additional, related elective courses. There will be no concentration paths in the program initially, but as enrollment grows and the program evolves, concentrations may be added to meet student and industry demands.

Upon completion of the program, graduates will be able to:

- Demonstrate an in-depth understanding of six computer information systems areas;
- Illustrate how each area impacts an organization's success;
- Use computer information systems to affect meaningful change; and
- Apply research methods and designs to gain further knowledge in the information systems field.

Future business and organizational climates will be characterized by rapid technological change, intense global competition, faster product life cycles, and more complex, specialized markets. In such an environment, the information needs of organizations are increasingly complex and rapidly changing. Individuals with information systems expertise who can design and develop information systems, manage sophisticated information resources, work on interdisciplinary teams and communicate effectively with business managers, engineers and other end-users are in short supply. The demand for graduates of graduate-level information systems programs both in-state and nationally is high. Information technologies are key to enabling the growth of businesses. Therefore, the advanced knowledge provided by graduate-level information systems programs is needed across a wide range of commercial settings.

**2. Students**

Student interest/demand will likely come from recent graduates of CIS related fields; recent graduates of other baccalaureate programs; and currently employed individuals who hold a baccalaureate degree and are seeking to expand their skill set. The Bachelor of Science (B.S.) in CIS offered by NSU has grown from 120 students to over 275 students within a two-year period. This burgeoning undergraduate program will serve as a pipeline for the proposed graduate program. A recent survey to gauge current student interest indicated a highly positive response. The intended master's degree program will appeal to students who have already earned a related degree who seek to strengthen their current computer information systems (CIS) skills while

also exploring new areas and applications. Likewise, students without a CIS background can return to broaden their understanding and ability to incorporate computer information systems into their current positions. Thirty students are expected to enroll in the first year of implementation, and the University expects that number to increase to 75 by Year Four.

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

The main cost of the proposed program is one new faculty member (\$126K annually) and graduate assistantships. The University plans to increase the number of graduate assistantships each year by one during the first four years of program implementation. NSU expects to fund the proposed program through tuition and fees, but is committed to covering any shortfalls from existing funds during the establishment of the program.

### **STAFF ANALYSIS**

The intended MS in Computer Information Systems program will be designed for students who wish to combine technical competence in information systems with knowledge of managerial and organizational issues so that they may help advance an organization's mission through effective application, protection, and refinement of information resources. While staff broadly support the MS in CIS program concept, because all of the intended courses appear to be new to the campus, the proposal should address new course development and the faculty resources needed to do so. If student response is as robust as the university expects, additional faculty support will probably be necessary.

### **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 Master of Science in Computer Information Systems at the Northwestern State University.***

**AGENDA ITEM III B 1**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**SOWELA TECHNICAL COMMUNITY COLLEGE**  
**ASSOCIATE of APPLIED SCIENCE in INDUSTRIAL ELECTRICAL**  
**TECHNOLOGY**

**BACKGROUND INFORMATION**

Sowela is seeking Board of Regents' approval to offer an Associate of Applied Science (AAS) in Industrial Electrical Technology. The proposal was approved by the LCTCS Board of Supervisors during their meeting in December 2017 and forwarded to the BoR in February 2018.

**STAFF SUMMARY**

**1. Description and Need**

Sowela currently offers an Industrial Electrician Technical Diploma (TD) program that generates an average of 66 completers annually, with 77 in AY 2016-17. The program's advisory committee, made up of local industry partners, has recommended that the college expand the program into a full associate degree by adding a general education component. Following the committee's advice, in creating the new degree, the college will replace three of the current courses (Residential Wiring Installation, Technical Math for Electricians, and Application Basics) with two new ones (Electrical Safety, and Commercial & Industrial Systems) plus the 15-credit General Education core for AAS degrees, including English Composition I, College Algebra, American History, and electives in natural and social sciences. With the curriculum changes, the current Certificate of Technical Studies (CTS) component in Residential Electrician will be renamed as CTS/Industrial Electrician Helper.

Industrial Electrician, the content area of the proposed degree, carries a 5-star rating with the Louisiana Workforce Commission. Local industry partners advise that the course changes and expansion of the current diploma program into a degree will enhance students' abilities to enter the workforce with a higher starting salary. The technical diploma will remain as an exit point within the proposed degree.

**2. Students**

The existing TD program is strong. A number of currently enrolled students will be expected to choose to continue their studies to complete the associate's degree. Sowela expects to begin implementation this Summer (2018), anticipating 31 declared majors for the Fall semester.

**3. Faculty, Resources, Administration**

The faculty currently teaching in the TD program and in General Education courses will continue to provide that service; no new faculty are anticipated. The AAS will fall under the School of Industrial Technology and supports the mission of the College. If approved, the campus will begin working toward achieving programmatic accreditation by the Association of Technology, Management & Applied Engineering (ATMAE).

**STAFF ANALYSIS**

Development of the proposed AAS in Industrial Electrical Technology has led to minor course changes within the existing diploma program; the addition of General Education coursework will provide graduates with a more well-rounded education and the degree-in-hand should lead to higher starting salaries as they enter the workforce.

**STAFF RECOMMENDATION**

***The Senior Staff recommend that the Academic & Student Affairs Committee recommend approval of the Associate of Applied Science in Industrial Electrical Technology (CIP 46.0302) at Sowela Technical Community College, with a progress report due by 20 December 2019.***

**AGENDA ITEM III B 2**  
**PROPOSED NEW ACADEMIC PROGRAMS**  
**LOUISIANA DELTA COMMUNITY COLLEGE**  
**ASSOCIATE of APPLIED SCIENCE in INFORMATION TECHNOLOGY**  
*and*  
**ASSOCIATE OF SCIENCE in COMPUTER SCIENCE**

**BACKGROUND INFORMATION**

Louisiana Delta Community College (LDCC) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Information Technology and an Associate of Science (AS) in Computer Science. The proposals were approved by the LCTCS Board of Supervisors and forwarded to BoR staff for review in early February 2018.

**STAFF SUMMARY**

**1. Description & Need**

As technology continues to evolve, it is becoming increasingly important to have well-trained individuals who understand how complex systems work – as well as those who can continue to develop new software and applications. Northeast Louisiana has seen significant investments by multinational technology and telecommunications companies over the past several years, including CenturyLink and IBM, but also Graphic Packaging, Vantage Health and St Francis Medical. The companies continue to contribute to the regional economy by providing goods and services as well as creating employment opportunities. LDCC, the only community college located in northeast Louisiana, is responding by developing degree and certificate programs to provide timely training and skilled workers to support the regional corporate IT infrastructure and growth.

The proposed AAS in Information Technology is designed to prepare graduates to listen, communicate and solve technical issues related to information support and services, network systems, and security. All majors in the proposed 60-credit hour associate degree would share a 21-credit hour information technology core as well as a 9-credit hour business core (Intro to Business; Customer Service; Business Communications) before choosing electives that will lead to one of the following Certificate of Technical Studies (CTs): Systems and Network Administrator; Network and Security Analyst; or Client Implementation and Support Specialist. Upon completion of the program, students will be prepared to take the A+, Network+, or Security + certification exam, increasing their marketability as IT professionals. The component certificates are also stand-alone, providing opportunities for computer technology professionals in the workforce to update their skills and certifications. The proposed AAS is designed to replace the previous computer technology program and its various component credentials, terminated in 2017 to make way for the redesign.

While the AAS/Information Technology prepares students to protect, maintain, and support customers and staff using existing systems, the proposed AS / Computer Science program will equip students with the fundamentals of programming to actualize the potential power of the computer devices as tools for productivity and creativity. LDCC's proposed 62-credit Computer Science degree program will provide graduates with a strong foundation (27-credit hours) of academically transferable courses in computer programming, software planning and design, and information logic along with a 34-credit General Education core. LDCC is working with its neighbors (UL Monroe, Louisiana Tech, and Grambling) to formalize articulation paths for its graduates to continue in the major. Holders of the AS/Computer Science will be prepared to fill entry-level programming positions in the workforce or to transfer to any one of ten universities that offer a computer science bachelor's degree. Southern University at Shreveport (SUSLA) and Baton Rouge Community College (BRCC) are the only public institutions in the State that currently offer an AS in Computer Science. The Computer Science program at LDCC would serve students in the Northeast Louisiana region and be a conduit that qualified graduates can feed into Computer Science programs. In addition, by choosing two information security electives beyond the six-course computer science core, students can complete a CTS in Secure Software Design.

## **2. Students**

A number of students have expressed interest in both programs, including 15 who enrolled last fall in the College's entry level user support classes related to the proposed AAS. The campus anticipates initial enrollment of 10 majors for the AS/Computer Science, with that number increasing to 20 by the fifth year of program implementation. To increase awareness for both degree programs, the campus plans promote the program by distributing program information to high school students at its annual Technology Fair and Destination Delta events.

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

The proposed AAS/Information Technology and AS/Computer Science programs will be housed in the School of Business and Technology. Currently, both programs combined have seven faculty in place to begin full program implementation; however as they mature, new faculty will be needed, particularly for the AAS program. LDCC anticipates needing a new IT faculty member, who may also serve as a lead instructor, to develop and teach new course offerings by the year 2020. Additionally, the proposed program will have well-equipped computer labs to implement the programs. Implementation costs will be minimized by the existence of classroom and three computer laboratories already in place.

### **STAFF ANALYSIS**

LDCC's proposed programs appear to align with demand and need in the region. All three of its neighboring universities offer bachelor's degree in computer science to which AS graduates could articulate; Delta's program would give students a strong preparation for transfer, and the AAS will prepare them for available positions in the local workforce, and the component industry certifications provide necessary continuing education training for working adults.

### **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the AAS / Information Technology (CIP 11.0901) and the AS / Computer Science (CIP 11.0701) at Louisiana Delta Community College, with progress reports due by 20 December 2019.***

**AGENDA ITEM III B 3**  
**PROPOSED ACADEMIC PROGRAM**  
**LSU HEALTH SCIENCES CENTER in NEW ORLEANS**  
**BACHELOR OF SCIENCE IN PUBLIC HEALTH**

**BACKGROUND INFORMATION**

The LSU Health Sciences Center at New Orleans (LSUHSC-NO) requests Board of Regents' approval to offer a Bachelor of Science in Public Health. The Letter of Intent was approved by the BoR in November 2016. The proposal was approved by the LSU Board of Supervisors in February 2018.

**STAFF SUMMARY**

**1. Description & Need**

The field of public health focuses on improving and protecting community health and well-being, with an emphasis on prevention among large groups of people. LSUHSC-NO's proposed BS in Public Health (BSPH) will equip graduates with the necessary knowledge and skills to address current and emerging challenges for improving and prolonging the life of the population through the understanding of development and implementation of programs for health promotion and disease prevention. The curriculum is designed to accomplish the following: (1) provide a broad understanding of the foundation of public health, including leadership, communication, interprofessional practice, and systems thinking; (2) promote an ethos of ethical behavior and respect for others; (3) encourage scientific inquiry and social responsibility; and (4) equip students with adaptive skills to respond to new knowledge, technologies, and emerging public health issues. Graduates will have *knowledge* in five core public health disciplines (behavioral & community health science, epidemiology, biostatistics, environmental & occupational health sciences, and health policy & management); *skills* in problem solving, health economics, environmental health assessment, and planning & information management; and *attitudes* of professionalism, team work and communication.

The proposed BSPH program is more than a means to produce public health practitioners: it can complement or enrich a traditional biology-based pre-health degree plan for students intending to pursue professional education in medicine, nursing, allied health or other health professions. Admission follows a specific entry-level baccalaureate academic pathway: applicants must complete a defined set (60-credits) of foundational courses, with a cumulative GPA of at least 2.75. The proposed 60-credit BSPH curriculum provides a substantive introduction to the concepts, principles, skills, and methods used in public health practice. Outside of the prescribed BSPH core courses, the curriculum allows for flexibility through a series of directed and focused electives, through which students may choose to focus on epidemiology, health finance & economics, behavioral & community health, or environmental health science. Coursework will present didactic, case-based and experiential opportunities, including a field practicum/internship or structured project that immerses the student in aspects of public health operations under the guidance of a preceptor. As evident in the multiple letters of support for the proposed program, the LSUHSC School of Public Health already has strong ties to community organizations that can serve as a conduit for placement in field experiences.

Presently, there are three private universities in the New Orleans area offering a BSPH (Dillard University, Tulane University, and Xavier University of Louisiana); however there are no public universities in the State that offer a BSPH. The proposed program at LSUHSC-NO will provide students with an affordable, state-focused public-health education to prepare them for career paths such as a Coordinator for Public Health, a Maternal and Child Health Specialist, and a Wellness Associate Health Educator.

**2. Students**

As mentioned, applicants must complete a defined set of foundational courses before admission into the BSPH program. Students will apply for the program in their junior year. LSUHSC anticipates its initial enrollment cohort of students to be modest, projecting 30 students in the Year 2 of program implementation. However, as more students are exposed to the field of public health and the associated career opportunities, the campus expects enrollment to increase to 150 student by Year 5. In addition, the

School of Public Health (SPH) is well established and currently offers five advanced-level degree programs: Master of Public Health (MPH), MS in Biostatistics, PhD in Epidemiology, PhD in Biostatistics, and PhD in Community Health Sciences. The proposed BSPH will complement the SPH's existing structure and offer undergraduate students a seamless pipeline to pursue their graduate or professional studies.

### **3. Accreditation**

LSUHSC-NO School of Public Health is fully accredited through the Council of Education in Public Health (CEPH). Since all degrees offered by the school are accredited as a single unit, the proposed BS degree in Public Health would need to be reviewed for accreditation at the time of the School's next accreditation review, for which the School is currently conducting a self-study in preparation of the review in Fall 2018. The timing of the proposed new degree offers an ideal opportunity to align new accreditation standards for BS degrees in public health with those of the other degrees offered by the SPH.

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

The proposed program will be housed in the School of Public Health (SPH). The LSUHSC currently possess the faculty expertise to administer the proposed program; however, to provide additional flexibility, the SPH will need to add one additional faculty member in each of the first two years of implementation, at least three support personnel, and two graduate teaching assistants, starting in Year 2. Operating expenses, to include travel, supplies, and equipment, will be incurred as well. The estimated revenue from tuition and fees generated by the BSPH program will exceed the projected cost of the program in each of the first five years.

## **STAFF ANALYSIS**

The proposed undergraduate BSPH will help address the growing public health workforce needs in Louisiana. The program will both complement and benefit from the strength and productivity of the existing graduate programs in Public Health offered by the Health Sciences Center as it prepares highly competent and effective public health professionals to address health outcomes and disparities. The relevant first year (Year 3) courses have been developed in preparation for an entry class in Fall 2018; Year 4 courses will be available for the 2018-19 academic year. Projected expenses associated with program implementation will be off-set by tuition and fees.

## **STAFF RECOMMENDATION**

***The Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the Bachelor of Science in Public Health (CIP 51.2299) at Louisiana State University-Health Science Center in New Orleans. A progress report is due by 20 December 2019.***



**AGENDA ITEM III B 4**  
**PROPOSED ACADEMIC PROGRAM**  
**MCNEESE STATE UNIVERSITY**  
**POST-BACCALAUREATE CERTIFICATE in**  
**STRATEGIC CORPORATE COMMUNICATION**

**BACKGROUND INFORMATION**

McNeese State University requests Board of Regents' approval to offer a Post-Baccalaureate Certificate (PBC) in Strategic Corporate Communication. The proposal was approved by the UL Board of Supervisors at their meeting in February 2018 and forwarded for consideration.

**STAFF SUMMARY**

**1. Description & Need**

Good communication practices are at the heart of every successful business, a vital element to an organization's ability to be productive and operate smoothly. The proposed 18-credit hour PBC/Strategic Corporate Communication for students who have completed an undergraduate degree in fields other than communication and are seeking to improve their effectiveness in the organization or to secure positions in sales and marketing roles. Through the six courses in the certificate, students will develop an understanding of organizational culture and the ability to adapt communication strategies to a variety of professional settings and roles, including providing concise summaries of customer needs assessments to all areas of an organization.

The certificate is designed for 100% online delivery of existing courses that are currently offered as components of the BS/Mass Communication, a program that itself generates an average of 33 graduates per year. The courses are designed to provide students with the digital, oral, and written communication skills needed to thrive in the business-to-business marketplace. It will provide the theory and practical, applied skills to develop a communications strategy, create and deliver effective presentations, and write clear and concise business correspondence.

**2. Students**

The primary target audience for this program will be working adults who seek to advance their knowledge of communication for use in their existing careers. With the PBC, graduates will be more effective employees in general, but also prepared to enter corporate sales, organizational communication fields, and consulting industries. The online delivery format will give workforce professionals a means of developing valuable skills around their work schedules.

**3. Faculty Resources & Budget**

No new faculty will be needed to initiate the program because the courses required for the certificate are already offered online as part of the department's regular class rotation. The certificate will be administered by the Department of Mass Communication. Taking advantage of available capacity in course offerings, the certificate should attract additional adult learners to the campus.

**STAFF ANALYSIS**

The proposed certificate will provide a needed learning opportunity to a new group of students, at no cost to the University as it offers enrollment in existing online classes to bring corporate communications skills to students with earned degrees in other areas.

**STAFF RECOMMENDATION**

***The Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the Post-Baccalaureate Certificate in Strategic Corporate Communication (CIP 09.0901) at McNeese State University. A progress report is due by 20 December 2019.***

**AGENDA ITEM III B 5**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**UNIVERSITY OF LOUISIANA LAFAYETTE**  
**DOCTOR of PHILOSOPHY in EARTH & ENERGY SCIENCES**  
**BACKGROUND INFORMATION**

The University of Louisiana, Lafayette (ULL) requests Board of Regents' approval to create a PhD in Earth and Energy Sciences. A draft of the proposal received a very favorable review from Dr. Scott King, Professor of Geophysics at Virginia Tech University, in his evaluation report submitted in January 2018. While the reviewer largely supported the program's concept and design, minor recommendations were made to improve the program concept. The campus addressed all of the concerns raised in its final proposal, which was approved by the UL Board of Supervisors in Feb 2018.

**STAFF SUMMARY**

**1. Description and Need**

ULL's proposed PhD in Earth and Energy Sciences program is an interdisciplinary degree program with a clear focus on energy and the environment that is designed to foster research and understanding in those areas. The multidisciplinary nature of the proposed degree program allows the coursework and research opportunities to extend well beyond traditional earth science or geoscience programs. Four core courses will provide students with a broad foundation that links atmospheric, surface, and subsurface processes, emphasizing environmental problems, data analysis, and problem solving methodologies. Following the core, the 30-credit hours of elective coursework will provide flexibility to allow students and advisors to develop a plan of study that draws from a breadth of relevant existing courses in Biology, Chemistry, Engineering, Geology, Environmental Science, Mathematics, and Physics. Dr. King described the proposed systems approach to studying earth and environmental science problems as cutting-edge and holistic, stating that "this kind of broad, interconnected thinking will be required to address the problems our society faces in the future and, in fact faces right now. Students educated with this broad perspective will be increasingly sought-after in academic, government, and industry." ULL's commitment to the program structure is evident in the interdisciplinary nature of the proposed curriculum, research opportunities, and faculty collaborations.

By integrating the expertise of the School of Geosciences with the Departments of Chemistry and Physics, the proposed doctoral program will provide sequential educational and research opportunities:

- In the area of energy acquisition that go beyond fossil fuels into biofuels, geothermal energy, solar, wave, and wind energy;
- In the area of the environment that includes the chemistry of soils and waters, anthropogenic impacts of energy acquisition on soils and waters, and approaches to anticipating, preventing and mitigating environmental problems associate with energy acquisition; and
- To make fundamental contributions to solve real-world problems and advance decision-making in business and regulatory arenas.

The University anticipates that the program will lead to more translational research, increased technology transfer, more research commercialization, and new, stronger business partnerships. It should also substantially enhance the existing undergraduate and master's-level programs in Chemistry, Physics, Geology and Environmental Science by providing new research opportunities and spurring new collaborations, attracting new faculty, and increasing the production of advanced STEM degrees in the state.

LSU, ULL, and UNO have healthy undergraduate and graduate programs in Geology and Earth & Environmental Sciences, including LSU's PhD/Geology that averages five graduates per year. In 2013, ULL pulled a LoI for a PhD/Interdisciplinary Geosciences from further consideration because of similarities to LSU's existing doctoral program in Geology. Faculty and students in the proposed program will have similar interests, but the program distinguishes itself with its core emphasis on the interplay of Earth, Environmental and Energy sciences, as described in the educational and research foci described above. Graduates of the

proposed program will be well suited to pursue a wide range of career options in a variety of Environmental Science and Geoscience disciplines, including an academic career, research career in federal (Environmental Protection Agency, Department of Energy, and US Geological Survey) and state (LA Department of Environmental Quality or LA Department of Natural Resources) agencies or in the private sector.

## **2. Students**

The campus anticipates that the pipeline of students for the proposed PhD/Earth and Energy Sciences to come from existing BS and MS degrees in Chemistry, Environmental Resources Science, Geology, and Physics programs. Student enrollment predictions can be difficult to estimate, particularly because of the nature of the fossil fuel sector. Because the University plans to combine four separate programs into an interdisciplinary PhD program, ULL significantly expands the base of students from which it can recruit. The campus anticipates an initial enrollment of 5 students in Year 1, with the expectation that enrollment will increase to 20 students by Year 5. Future student projections can be difficult to estimate; however, because the campus plans to implement recruiting strategies to attract students regionally and nationally, these student projections may be conservative. The proposed program would offer two admission tracks: the BS to the PhD track, and the MS to the PhD track. Regardless of the track chosen, students will be required to hold a BS degree in Geology, Environmental Science, Physics, or Chemistry; students with an MS degree can transfer up to 18 credit-hours. The campus plans to provide four teaching assistantships to its students in Year 1 of implementation and add three additional assistantships by Year 2.

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

The 21 faculty who would be most directly involved in the proposed program have research interests and expertise that align with the program design. The external reviewer recommended that courses be added to address critical zone science and near surface geophysical methods, and that new faculty eventually be sought with expertise in those areas. If approved, the program will be housed in the Ray P. Authement College of Sciences and jointly administered by the School of Geoscience and the Departments of Chemistry and Physics. Because there is no immediate need for additional research space, classrooms, or faculty and staff offices at this time, the proposed program can be fully implemented with limited cost to UL Lafayette. The cost incurred by seven graduate assistantships represents a necessary investment in the success of the program and will be offset by tuition and fees.

### **STAFF ANALYSIS**

The proposed PhD in Earth and Energy Sciences program is timely, carefully developed, and responsive to national interests and needs. It will complement existing programs at UL Lafayette and be a good fit to the campus and statewide curriculum inventory. With a minimal investment from the University, the program should have a significant local and national impact, producing scholars trained with an interdisciplinary systems approach to solving real-world problems.

### **STAFF RECOMMENDATION**

***The Senior Staff recommend that the Academic & Student Affairs Committee recommend approval of the proposed Ph.D. in Earth and Energy Sciences (CIP 40.0699) at the University of Louisiana, Lafayette. A progress report on program implementation will be due by 1 July 2021.***

**AGENDA ITEM IV 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 originally approved by the Board of Regents in October 2007, with continued approval in December 2008 and March 2014. ULL seeks continued five-year authorization.

**STAFF SUMMARY**

**1. Description**

The Informatics Research Institute (IRI) conducts research and development in the collection, management and analysis of data for societal benefits in collaboration with governmental and industrial partners. Within the IRI, the NIMSAT Institute focuses on informatics research in the context of homeland security and emergency management research, providing education and sustainability outreach and operational support to emergency management professionals. The Institute specializes in all-hazards disaster preparedness and is staffed with academics, first responders and technology experts. From the beginning, the NIMSAT has been a leader in the development of public-private partnership model research and innovative applications, tools and technologies. Research-driven preparedness efforts enhance resilience and strengthen the whole community response to all hazards. NIMSAT's efforts have gained national recognition as best practices.

*Whole community* preparedness drives the need for research in local coordination, continuity plans and awareness of individual responsibility. Maintaining that preparedness requires collaboration, strategic planning, innovation, and entrepreneurship from both the public and private sectors. The Institute's work has advanced preparedness capabilities and makes sustainment efforts more effective and efficient.

**2. Activities**

The NIMSAT Institute partners with the Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP) to provide training, exercise, and operational support to local and state emergency management practitioners, a key element in maintaining and advancing the state's All-Hazards Preparedness Strategy. NIMSAT developed and maintains evacuation support software that supports evacuation logistics and asset tracking for the Department of Health (Office of Public Health). It also provides evacuation fuel demand traffic predictions along with evacuation routes to support the state emergency operations of the LA Department of Natural Resources and the Energy and Transportation Sectors. A sample of projects undertaken since the last authorization are listed below.

- To develop a national model for managing Public Private Partnerships through local and regional Business Emergency Operations Centers (EOCs), NIMSAT is collaborating with the FEMA Private Sector Office and the National Business EOC to initiate a Business Emergency Operations Center (BEOC) Executive Council of US municipalities that have BEOCs in development or operation.
- NIMSAT is the nation's only university-based research institute with an operational mission for direct support of the State EOC during times of disaster or civil emergency. At the national level, the technology platform developed by NIMSAT to manage the LA BEOC is recognized by FEMA as one of the nation's best practices in information sharing.
- Research projects include the "Human Geography Mapping" project, a NSF-funded project that uses social network analysis to identify and enhance community leadership networks to improve

crisis communications and shape public response to disasters – a project funded by a \$195K 3-year NSF grant from 09/2016 – 08/2018.

- “Crisis Eye” is another NSF-funded project (\$10K over 2017-18), a computer application to enhance efficiency of wireless communications systems and give Incident Commanders the ability to prioritize communication and data streams during crisis situations, when communication networks are often overloaded or degraded.

The accomplishments illustrate the Institute's recognition as it does its work: 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 NIMSAT Institute is housed within Abdalla Hall, located in the University Research Park with easy access for its industrial clients. NIMSAT shares staff under the umbrella of the Informatics Research Institute (IRI, mentioned previously) as one of four constituent centers that perform as a matrix-based organization: the Center for Business and Information Technologies, Center for Visual and Decision Informatics, LA Center for Health Informatics, and the NIMSAT Institute. The IRI assigns personnel on a case-by-case basis depending upon project needs. Currently, IRI has 40 employees working on projects that can be reassigned among the centers as appropriate.

### **4. Budget**

Over the years, 64.9% of the NIMSAT Institute's funding has been secured through grants, contracts and external funding activities. The Institute operates on institutional funds (\$300K per year) and on external grants and contracts. Sufficient funding is in place or anticipated with reasonable certainty for the next five years to support the Institute's initiatives.

## **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. It has been successful in leveraging the University's investment to secure external dollars that contribute to its own financial stability.

## **STAFF RECOMMENDATION**

***The Senior Staff recommend that the Academic and Student Affairs Committee recommend continued full reauthorization of the National Incident Management Systems and Advanced Technologies Institute at the University of Louisiana at Lafayette. A report and request for continued authorization will be due on 1 March 2023.***

**BoR AGENDA ITEM IV A 2**  
**SUSPENSION of a PREVIOUSLY APPROVED RESEARCH UNIT**  
**LSU HEALTH SCIENCES CENTER in NEW ORLEANS**  
**LOUISIANA VACCINE CENTER**

**BACKGROUND INFORMATION**

The Louisiana Vaccine Center (LVC) at LSU Health Sciences Center in New Orleans (LSUHSC-NO) was initially established by the Board of Regents in October 2008 through a \$5.5M award from the BoR's Post-Katrina Support Fund Initiative (PKSFI). The request for reauthorization was due in June 2012; however, a one-year extension was granted (in August) allowing the Center to keep its status until June 1, 2013; its subsequent request for reauthorization, underpinned by new federal funding, was granted by the BoR in February 2014. Although the Center has a history of research, education and training, and commercialization, the LSUHSC has requested that its status as a Center be suspended while it grapples with internal restructuring as it re-evaluates its purpose, partnerships, and continued research and teaching opportunities with other academic units.

**STAFF SUMMARY**

**1. Description**

The LVC was established as an inter-institutional education, research and development collaboration headquartered at the LSUHSC-NO but encompassing the work of three major Louisiana universities and the New Orleans Bio-Innovation Center (NOBIC). The primary goal of the Center was to consolidate and strengthen world-class research in the areas of infectious diseases, immunology, and vaccines. Since 2008, the LVC has successfully: attracted and retained first class researchers and external research dollars to the region; trained graduate students and postdocs, promoting the development of a knowledge-based workforce in biosciences and research commercialization through internships and fellowships for local graduates and undergraduates; and established new biotechnology ventures in Louisiana.

**2. Activities**

The Center's accomplishments have demonstrated tangible advances in the critical areas of vaccine-related research, research commercialization, and education. It has established significant academic-industry partnerships with funding and programming plans that provide a focus for vaccine-related research and development in the State. To date, significant accomplishments include, but are not limited to, the following:

**Research**

- Center researchers have generated over \$140 million in external funding for research in infectious disease and vaccines. The majority of the funding comes from the National Institutes of Health (NIH), with additional funding from US Department of Defense, the Department of Commerce, USAID, the Gates Foundation, and the National Science Foundation (NSF).
- Over 800 original, peer-reviewed publications have been published by LVC investigators.
- As a result of vaccine-related intellectual property through the LVC commercialization core at NOBIC, over \$600K has been generated in Federal seed funding for three spin-off companies.

**Education & Training**

- Trained over 200 graduate and undergraduate interns since 2008 through summer or year-long research, entrepreneurial internships or graduate fellowships to focus local and regional research and commercialization in infectious disease and vaccine innovation.
- Student opportunities have included: the Biotechnology Workforce Development Program, a 3-month placement for undergraduates interested in biotechnology in local biotech startups housed at NOBIC; and the Summer Biotechnology Workforce Experience, which funds students to spend time at NOBIC gaining hands-on experience and attending presentations on biotechnology development by local start-up companies.

- Hosted over 100 nationally recognized visiting speakers at a first-class seminar program to present cutting-edge research in infectious disease, immunology, and vaccines.

#### Technology Development & Commercialization

- Developed an integrative pathway of transitioning lab discoveries into commercial opportunities through the commercialization core housed at the NOBIC, leading to multiple spin-offs, over 30 new invention disclosures, and three start-ups (currently in different states of development).
- Awarded \$2.5M in pilot grants for ten local translational research and research commercialization projects designed to support small-scale, targeted studies that help move technologies toward commercialization.
- Hosted a variety of commercialization outreach seminars and events in partnership with NOBIC, including 43 such events since 2014 that attracted 1,635 attendees.

### **STAFF ANALYSIS**

The Louisiana Vaccine Center has accomplished valuable work in the areas of research and technology commercialization in the biosciences since its initial authorization in 2008, but the Health Sciences Center and the LSU System have asked that it be granted a period of time to determine its best approach for its future work, i.e., that the designation be placed in suspension for two to three years until it is ready to apply for reinstatement of the Center recognition with a demonstration of its planning and development of a robust collaborative and targeted funding plan.

### **STAFF RECOMMENDATION**

**The Senior Staff recommends that the Academic & Student Affairs Committee recommend suspension of the designation of the Louisiana Vaccine Center at the LSUHSC-New Orleans until the institution applies for reauthorization with evidence of its internal restructuring and existing and anticipated funding sources and partnerships to rejuvenate its programming efforts.**

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

Institution	Request
BRCC	Request to change the title of the existing AAS/ <u>Business Technology program</u> (CIP 52.0101), with concentrations in Entrepreneurship and Management to <u>AAS/Business Administration</u> . – <b><u>Approved.</u></b>
Nicholls	Request to change the name of the BA/Government to <u>BA/Political Science</u> (CIP 45.1001), which more accurately reflects the degree content, and to change the name of the Dept of Government & Social Sciences to the <u>Dept. of Social Sciences</u> . – <b><u>Approved.</u></b>
Nicholls	Request to offer the <u>BA/Political Science</u> (CIP 45.1001) <u>100% Online</u> as an option for students in addition to the traditional on-campus format. – <b><u>Approved.</u></b>



## AGENDA ITEM IV B 2

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

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
12.2013	<b>Central LA Technical Community College</b> (47.9999) Conditional approval granted on 12.05.2013. A progress report was received on 01.11.2018.	Enrollment in the AAS in Technical Studies degree has increased from two students in Fall 2016 to ten students in the Fall 2017. The program had its first completer in AY 16-17. The number of completers is expected to increase with the recent increase in enrollment and the addition of available concentrations.	Receive and accept the progress report. A subsequent report is requested by January 1, 2019.
03.2015	UL Monroe <b>Master of Science in Nursing</b> (51.3801) Conditional approval granted on 03.25.2015. A progress report was received on 02.16.2018.	5 graduates received the MSN degree in Dec 2017. The MSN includes a Gerontological Clinical Nurse Leader concentration, and the LSBN approved addition of concentrations in Adult-Gerontology Primary Care Nurse Practitioner (apprv'd Fall 2016) and the Family Nurse practitioner (apprv'd Summer 2017). To support the new concentrations, ULM has added one new full-time faculty member and one adjunct.	Receive and accept the progress report. A subsequent report is requested by March 1, 2019.
01.2015	UNO <b>MS in Transportation</b> (45.9999) Conditional approval granted 01.12.2015. A progress report was received 02.20.2018.	There were nine (9) students enrolled in the program for Spring 2018. Since its inception, four students have graduated, with one student expected to graduate in Spring 2018. Graduates of the program are 100% employed.	Receive and accept the progress report. A subsequent report is requested for March 1, 2019.

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

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
<b>Letters of Intent</b>	ULL	MAT – Elem Ed	03.01.17	April 2017 - forwarded to LDoE for review and approval (certification path); held in LDoE pending certification policy changes. By new policy, LDoE will only review programs in June or December. BoR staff offered exception: to bypass the Lol and submit full proposal for staff & external review.
	UNO	MS – Systems Engineering	12.04.17	12.13.17 circulated to the CAOs, input 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; 02.14.18. item pulled from February agenda & returned to the queue. 03.08.18 received detailed response from UNO – under staff review.
	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.
	UNO	MS – Cyber Security and Operations	02.26.18	02.26.18 circulated to CAOs, with input requested by 03.26.18.
	ULM	MME – Music Education	02.26.18	02.26.18 circulated to CAOs, with input requested by 03.26.18.
<b>Program Proposals</b>	FTCC	AAS – Medical Lab Technician	02.09.18	02.27.18 sent questions to campus (need, duplication, curric, resources, clinical sites). 03.09.18 response received; under staff review.