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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

20 June 2018 • 10:30 a.m.

Thomas Jefferson Room

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

I. Call to Order

II. Roll Call

III. Academic Programs

- A. Letters of Intent
 - 1. MS / Athletic Training – SLU
 - 2. PhD / Industrial Engineering – LSU
- B. Academic Program Proposals
 - 1. AAS / Aerospace Manufacturing Technology – Nunez CC
 - 2. BFA / Dance – NSU
- C. Reconfiguration of PhD/Geography & Anthropology – LSU

IV. Consent Agenda

- A. Previously Approved Centers and Institutes
 - 1. Center for Computation & Technology (CCT) – LSU
 - 2. Center for Geoinformatics (C4G) – LSU
 - 3. John P. Laborde Energy Law Center – LSU
 - 4. Life Course & Aging Center – LSU
 - 5. Turbine Innovation & Energy Research Center – LSU
- 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: *Vacant, Chair; Marty Chabert, Vice Chair; Claudia Adley; Wilbert Pryor; Collis Temple III; Jacqueline Wyatt; LCTCS, LSU, SU, UL System Representatives.*

AGENDA ITEM III A 1
LETTER of INTENT
SOUTHEASTERN LOUISIANA UNIVERSITY
MASTER of SCIENCE in ATHLETIC TRAINING

BACKGROUND INFORMATION

Southeastern Louisiana University (SLU) requests Board of Regents approval of a Letter of Intent (Lol) to create a proposal for a Master of Science in Athletic Training (MS/AT). The Lol was approved by the Board of Supervisors of the University of Louisiana System in April 2018, received by BoR staff, and distributed to statewide Chief Academic Officers for review and comment.

STAFF SUMMARY

1. Description and Need

Southeastern, LSU, and UL Lafayette currently offer professional-level athletic training programs at the baccalaureate level, accredited by the *Commission on Accreditation of Athletic Training Education* (CAATE). Historically, Athletic Training education programs have existed primarily at the baccalaureate level. However, in 2015, the *Strategic Alliance* (CAATE, the *National Athletic Trainers Association* [NATA], the *Board of Certification* [BOC], and the *NATA Research and Scholarship Foundation* [the Foundation]) announced that the appropriate entry-level degree for Athletic Training is a Master's degree. This transition from an undergraduate program to a master's level program mirrors a national trend in healthcare professions. For example, occupational therapists, physical therapists, and audiologists all receive their professional education at the graduate-level. The Strategic Alliance cites some factors that contributed to the need for a graduate-level degree in Athletic Training, including, "the facilitation of changes in patterns of healthcare delivery, the scope of practice, and the related need for greater depth of knowledge in Athletic Training, societal demands for increased accountability, and its approval of a graduate degree as a symbol of professional status." The intended program will prepare its graduates (under the direction of a physician) to provide preventive services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions.

As CAATE has mandated that athletic training education at the undergraduate level be discontinued by 2022, it is necessary to begin the transition of the existing undergraduate Athletic Training degrees to a master's program to meet the workforce demands and maintain accreditation. SLU is requesting approval to convert its Bachelor of Science degree in Athletic Training (BS/AT) to a Master's degree program. (LSU's Lol for the MS/AT was approved in August 2017 and the subsequent proposal has been sent to an external reviewer.)

The intended degree program will have a 50-hour curriculum through which students would progress in a cohort over two years including four semesters plus a summer term. Each semester would include didactic content along with skills-based laboratory and clinical experiences. To complete the degree, candidates must achieve a passing score on the national credentialing exam for athletic trainers, or they must pass a written comprehensive exam administered by the program.

2. Students

SLU averages over 130 majors and 15 BS/AT graduates per year. As a result of growing interest in healthcare professions and contact with athletic trainers during high school, many freshman are aware of the athletic training profession and seek it as a major in college. SLU intends to guide such students into a related undergraduate degree (such as kinesiology, sport management, or health education and promotion) as potential feeder programs to the new Master's. CAATE has projected that the master's degree mandate will result in a national reduction of 50 to 75 university programs, so there is a potential to attract additional out-of-state students to Louisiana with this change. Based on the undergraduate program's success and plans for careful recruitment and advising, the University expects enrollment to start at 12 students in Year 1, growing to 16 by Year 3.

3. Faculty, Resources & Budget

SLU has adequate facilities, equipment, and faculty lines as a function of the current undergraduate program. However, of the three full-time faculty with certification and expertise in athletic training, one is a doctoral-level Assistant Professor and two are instructors without doctorates. The requirement that all faculty possess a doctoral degree to teach in a graduate program drives up the anticipated costs of the program because of the need to replace the two instructors, but the campus anticipates that the additional cost of the two new faculty will be offset by projected tuition and fees. Many of the existing courses at the undergraduate level can meet the needs of the MS program through changes to the course rubrics, descriptions, and content.

STAFF ANALYSIS

The intended Master of Science in Athletic Training would replace the existing BS program and permit the continuation of Athletic Training at Southeastern Louisiana University. The MS/AT program will provide graduates with the appropriate coursework and clinical experiences necessary to pass the certification examination, meet state licensure requirements, and prepare for entry-level practice as confident and competent athletic trainers.

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 Athletic Training at Southeastern Louisiana University.

AGENDA ITEM III A 2
LETTER of INTENT
LOUISIANA STATE UNIVERSITY and A&M COLLEGE
DOCTOR of PHILOSOPHY in INDUSTRIAL ENGINEERING

BACKGROUND INFORMATION

Louisiana State University (LSU) requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a PhD in Industrial Engineering (IE). The LoI was approved by the LSU Board of Supervisors in March 2018. The campus has been working with Regents' staff to address questions raised during a statewide CAO review.

STAFF SUMMARY

1. Description and Need

Industrial engineering is the assessment and development of new methods and technologies that allow for the optimization of complex business, production and manufacturing processes or systems. The field is critical to manufacturing, commodity production, information technology, and healthcare industries – areas vital to the Louisiana economy. Industrial Engineers are employed in logistics, human factors, manufacturing, safety, quality control, financial engineering, and a host of other areas. PhD graduates can also serve in leadership, research, and academic roles in these areas.

The PhD/IE program would be built from a successful area of concentration in LSU's PhD in Engineering Science (ES), and would complement the productive BS and MS/IE programs. While the existing concentration in the ES program is successful, not having a standalone PhD program in IE has kept the undergraduate program from consideration in national rankings, limiting visibility, and has made it challenging for the department to recruit top faculty to support its programs. The recognition of IE as a standalone PhD program will aid in the recruitment of top students and faculty, and benefit doctoral program graduates seeking positions in industry and academia due to the added clarity and focus of the degree name.

In addition to the dissertation, students in the program would complete 6 hours of required research methods and statistics, 12 hours of electives in industrial engineering, and at least 24 hours of additional electives in industrial engineering or other areas meeting career or research goals. The program allows students to study both broad knowledge of industrial engineering and in-depth knowledge of specialty fields such as management systems, quality systems engineering, human-computer interaction, manufacturing systems, systems integration, ergonomics, supply chain management and logistics, and information technology.

3. Students

Currently, 17 students in the PhD/ES program are focused on IE and work directly with the Department of Mechanical & Industrial Engineering's (DMIE) seven tenured IE faculty. During the past five years, an average of four out of eight graduates in the ES program have chosen to focus in Industrial Engineering. LSU expects that most of the current ES students in the IE concentration will switch to the new PhD/IE when it is available. LSU also expects additional growth in the program due to increased prominence generated by the standalone program. The College has a recruitment target of three PhD students enrolled for each IE faculty member.

4. Faculty Resources & Budget

Since the seven existing IE faculty already serve PhD/ES students concentrating in IE, program implementation would be cost neutral. Due to rapid growth in the BS/IE program in recent years (going from 17 to 39 graduates between 2014-15 and 2016-17), an additional tenure-track faculty member was hired in 2015. PhD students will be supported through faculty grants and contracts, departmental Graduate Assistant funds, and fellowships. Should the program be implemented, the DMIE will also pursue funds from private sources. In addition, the department hopes that growth of the undergraduate and graduate IE

programs will lead to future expansion of faculty and allow implementation of online training for professionals as an additional source of outreach and revenue. Equipment needs of faculty and students will be largely met with existing resources shared with mechanical engineering.

STAFF ANALYSIS

The doctoral program envisioned by LSU will appeal to current students concentrating in Industrial Engineering, and will also attract additional students and top faculty in the field. The intended program has a proven track record of student interest, is a good fit with the university's flagship mission, and can be offered at minimal cost to the institution as it is essentially a 'breakaway' from the existing PhD in Engineering Science. The addition of the PhD/IE is a natural expansion of the institution's IE programs.

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 PhD in Industrial Engineering at LSU.

AGENDA ITEM III B 1
PROPOSED NEW ACADEMIC PROGRAM
NUNEZ COMMUNITY COLLEGE
ASSOCIATE of APPLIED SCIENCE in AEROSPACE MANUFACTURING
TECHNOLOGY

BACKGROUND INFORMATION

Nunez Community College requests approval to establish an Associate of Applied Science (AAS) in Aerospace Manufacturing Technology (CIP Code 15.0801). The proposed degree program, developed by Nunez in collaboration with SpaceTEC Partners, Inc (SPI) and employee development specialists from Boeing, was forwarded by LCTCS for Board of Regents' consideration in June 2018.

STAFF SUMMARY

1. Description

The objective of the proposed 61 credit hour AAS is to prepare graduates to be fully engaged in aerospace manufacturing and assembly operations such as they might encounter at NASA's Michoud Assembly Facility in New Orleans. The curriculum development was guided by SpaceTEC, a National Resource Center for Aerospace Technical Education, created in part through a grant from the National Science Foundation. Soon after Boeing moved into the Michoud facility in November 2017, Nunez established a formal relationship with SPI to develop a job and task analysis. This led to a comprehensive curriculum map for skill and content mastery and certification as an aerospace technician with a manufacturing endorsement. The AAS would include 15 credits in General Education, 6 in basic industrial technology (plant safety and quality control), and 40 hours (13 courses) of aerospace technology. The program includes two stackable credentials: a Certificate of Technical Studies (CTS) after 24 credits, and a 46-credit Technical Diploma.

The curriculum includes instruction in electrical and mechanical assembly, adhesive bonding and fabrication, welding for aerospace manufacturing, surface coatings, and composite materials. Students who have earned the associate degree will be able to successfully complete the tasks required for an entry level aerospace technician and will be eligible to sit for the SpaceTEC Core certification exam. To offer this new program, Nunez intends to start a cohort of students in the first fall semester of this year and have new courses ready as the group progresses, so that by the end of four semesters all program courses will be offered on a predictable schedule of daytime and evening opportunities for students to enroll.

2. Need

The proposed Aerospace Manufacturing Technology program will provide an opportunity for students to train for high skilled, high wage jobs as aerospace technicians at companies like Boeing and Lockheed Martin in the greater New Orleans area, for which local residents with the necessary skills have been difficult to find. The skills learned will also be applicable to other industrial, manufacturing settings. (Although *aerospace technician* is not rated by the Louisiana Workforce Commission, closely related manufacturing engineering technicians are rated at 4 stars.) In the coming years, the Michoud Assembly Facility in New Orleans will be building the rocket's core stage for NASA's Space Launch System (SLS) project as well as the rocket's engines and key electrical systems. Graduates of this AAS/Aerospace Manufacturing Technology program will be needed at Michoud, referred to as a "world-class manufacturing hub" by NASA's Marshall Space Flight Center Director, to work with companies like Boeing and Lockheed Martin on the Orion project, Sinter Metal Technologies (bonding powder-based metals), or Advanced Cutting Solutions (kit-cutting fiberglass, Kevlar and dry carbon).

3. Students

Nunez' largest program is currently the Industrial Technology program which prepares students to enter large manufacturing and processing industries. As the only program specifically targeting the aerospace industry, the proposed degree should interest students who might not have previously considered the

institution, especially as the college partners with LA Economic Development for program marketing and recruitment. The campus plans to enroll a cohort of 15 in the first semester, followed by another in evening courses the second semester, so that by the fourth semester of implementation there will be two daytime and two evening groups progressing through the curriculum. Limits on lab facilities are a consideration; however, increased demand for courses could be met with flexible scheduling and additional industry support in securing adjunct instructors, equipment, and supplies. The first graduates should be seen by the end of Year 2.

4. Faculty, Resources & Administration

The proposed program will be housed in the Technical Department at Nunez, which focuses on the skilled crafts and construction trades programs (including industrial technology, welding, and heating ventilation and air conditioning). The department is familiar with programs that have a close relationship to their industry, and has experience in building on those relationships to maintain relevance in curriculum and experiences for students. Industry partners are currently assisting the College in hiring a program manager, who will establish an official advisory board to provide additional guidance in course and curriculum development, recruiting both students and instructors, and partnering in placing students and preparing them for the job search. Nunez's primary partner in this effort is Boeing, which provided two representatives to participate in the task and course development process from the beginning. Nunez has also met with a team from Lockheed Martin, who provided input on entry level skills for technicians, and the College is an affiliate of the SPI consortium.

A full-time faculty member will be hired as program manager and lead for the program while teaching 12 credit hours of coursework, and two to three part time faculty are included in the budget over the first five years. In addition, two current instructors will be involved in teaching the ARST courses. Though it will be a big task to get the program up and running, the College is committed to its success and will provide additional support through instructors as needed.

6. Budget

Nunez has been awarded \$1M in grants to develop and implement this program: \$500K in Rapid Response funds, and \$500K from the LA Economic Development Fast Start program. These funds will support the initial program launch through the first three years. In addition, Nunez will obtain some initial equipment from partner institutions through its affiliation with SPI. Estimated cost of the proposed program for the first year, covering two faculty, outfitting the facility, equipment, supplies, and travel are \$567K, which will be fully covered by grant monies. By the time tuition dollars will be needed to help cover expenses in the third year, the expected enrollment will easily cover costs through tuition and fees.

STAFF ANALYSIS

Nunez proposes to offer a new degree program that would contribute to immediate and long-term local and regional economic development, connecting with existing and emerging aerospace industries such as Boeing and Lockheed-Martin in the Michoud Assembly Facility in New Orleans East. The proposed AAS in Aerospace Manufacturing Technology is a technical workforce program developed with active engagement of recipient industries. The program will expand public education and training opportunities in the Greater New Orleans metropolitan area in the manufacturing and processing arena.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic and Student Affairs Committee recommend conditional approval of the Associate of Applied Science in Aerospace Manufacturing Technology (CIP 15.0801) at Nunez Community College, with a progress report on program implementation due by 1 October 2019.

AGENDA ITEM III B 2
PROPOSED ACADEMIC PROGRAM
NORTHWESTERN STATE UNIVERSITY
BACHELOR of FINE ARTS in DANCE

BACKGROUND INFORMATION

Northwestern State University (NSU) requests Board of Regents' approval to establish a Bachelor of Fine Arts (BFA) in Dance. The Letter of Intent was approved by the Regents in February, and the ULS Board of Supervisors approved the full proposal in April 2018, forwarding it to the BoR for consideration.

STAFF SUMMARY

1. Description

A Bachelor of Fine Arts (BFA) is an undergraduate degree for professional education in the visual or performing arts. It is 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 primarily in the supporting background in liberal arts in the BA versus the more intensive focus on training and technique in the BFA. NSU's proposed curriculum will prepare students to be well-rounded professional performers, choreographers, educators, and active leaders in the dance community who are skilled in both composition and performance of dance. The 120-credit curriculum is constructed exclusively of Dance (a 40-credit core, 32 credits in technique, and 8 credits of dance electives) and the 40-credit General Education Core.

Specific objectives for graduates of the BFA/Dance are to:

- Develop technical mastery in dance techniques (professional practices and performance);
- Become knowledgeable of the historical and cultural dimensions of dance and able to apply those dimensions in choreographic and pedagogical environments;
- Articulate critical thinking and creative problem-solving skills in theoretical and practical applications in dance;
- Demonstrate an integral understanding of the principles of dance training: practice, pedagogy, anatomy and kinesiology;
- Understand and apply techniques of choreography, producing and creating work, directing dancers, and producing a concert; and
- Cultivate an appreciation for the technical side of performing arts by working in the lighting, scene, and costume shops.

2. Need

One does not need a college degree to be a dancer, but 61% of NSU alumni with a BS/Theatre who responded to a survey regarding their work in the industry agreed that they would have preferred an opportunity to complete the proposed BFA, noting that credentials are important to professional dancers. Letters of support from current theatre students who are also pursuing the Dance concentration are very clear in their interest in pursuing a pure Dance degree. Likewise, NSU surveys have generated enthusiastic responses from high school dance students across Louisiana and dance teachers from around the southern region who would consider or promote Northwestern as an aspirational destination if the BFA/Dance were offered. As one teacher 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 most common degree among the most successful professional dancers.

After observing classes and meeting with students in focus groups during the reaccreditation process in Spring 2016, the National Association of Schools of Theatre (NAST) recommended that NSU proceed to establish its own major degree program in Dance. Students had expressed the need for more classes to facilitate their dance training, as the BS/Theatre curriculum focuses heavily on core requirements in theatre. The campus is heavily invested in the dance world, serving as host for the Southern Regional Conference of the American College Dance Association (ACDA). As host, NSU worked with 500 dance students, faculty, and musicians, becoming more visible in the dance world of higher education.

3. Students

NSU has produced an average of 23 Theatre graduates over the last three years. In AY 2016-17, eight of the Theatre majors (33 percent of the class of 24) graduated with a concentration in Dance Performance. With an average of 29 students enrolled in either the concentration or the dance minor, 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. Technically skilled and proficient high school dancers seek a BFA in Dance to continue their training; the proposed degree will provide an incentive to stay in or come to Louisiana and increase NSU's visibility as a performance arts center.

4. Faculty Resources & Budget

The proposed BFA can be offered for no additional costs for the first two years. There are currently two full-time dance faculty, one shared faculty position with the LSMSA, and one adjunct faculty member in the Department. By 2020, as enrollment grows, a third full-time dance faculty member will be hired. New courses will be developed as the cohort progresses. Revenue generated from additional student tuition and fees will cover salary and benefits for the new faculty member in the third year of implementation.

The BFA program will be housed within the Theatre & Dance Department in the Creative and Performing Arts Center on the main campus. The Fine Arts building includes space for instruction, administrative and faculty offices, conferences, computer lab and performances. No additional need for facilities is anticipated for the proposed program: studio space for dance training within the Arts Center, the Wellness, Recreation & Activities Center (WRAC), the LA School for Math, Science & The Arts (LSMSA), and the Human & Health Performance Building (HHP) should meet the program's needs.

The National Association of Schools of Dance (NASD) will serve as the program's accrediting body, once the University has become an association member. NSU intends to begin the self-study for accreditation in the fall of 2023, after the program is underway and has built a strong reputation in the dance field.

STAFF ANALYSIS

There is a strong indication of student interest in a BFA in Dance 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, dance teachers, and high school students. NSU has a strong and vibrant Creative and Performing Arts program in place and should be successful in this endeavor. The proposed BFA in Dance has generated interest and 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 conditional approval of the Bachelor of Fine Arts in Dance (CIP 50.0301) at Northwestern State University, with a progress report due by 1 July 2020.

AGENDA ITEM III C

PROPOSED ACADEMIC PROGRAM RECONFIGURATION

LOUISIANA STATE UNIVERSITY

From PhD/GEOGRAPHY & ANTHROPOLOGY to
PhD/GEOGRAPHY and PhD/ANTHROPOLOGY

BACKGROUND INFORMATION

Louisiana State University (LSU) requests Board of Regents' approval to reconfigure the existing PhD/Geography & Anthropology into two separate degrees. The request was approved by the LSU Board of Supervisors in May 2018 and forwarded for Regents' consideration.

LSU's Department of Geography & Anthropology, founded in the late 1920s, has long been a national and international leader in basic and applied research in both areas. The department awarded its first doctorate in 1938, building to a total of 275 by December 2017. In 2000, with increased interest and demand for the anthropology discipline, the PhD/Geography introduced a separate anthropology concentration, and in 2013 *Anthropology* was added to the degree title to acknowledge the joint nature of the degree. Enrollment and graduates in each concentration have been healthy enough to warrant separation into two distinct programs: since 2010, the program has produced 71 graduates: 17 with a concentration in anthropology (averaging 2.13), and 54 in geography (averaging 6.75).

STAFF SUMMARY

1. Description

No new courses would be required in the separation of the two doctoral study areas: both would retain the requirements for 60 hours beyond the bachelor's degree or 31 hours beyond the master's, comprised of a 4-hour core, at least 9-hours of graduate level seminars in anthropology or geography, 9 hours in cognate fields outside of the major, and 9 dissertation hours. Course selection will be done in consultation with the student's major professor in preparation for the general exams and dissertation fieldwork, research and writing. Existing seminar course offerings range from *Ritual: Theory, Context & Performance* to *Nature of Culture* in Anthropology, and from *Settlement Geography* to *Coastalclimatology and Hydroclimatology*. There should be no need to develop additional courses for the individual degrees. LSU sustains a stellar international reputation, training doctoral students across a wide range of subfields while fostering interdisciplinary collaborations, but national and international trends and the rising importance of trained specialists in the various subfields of geography and anthropology justify the development of stand-alone PhD programs to help fill future leadership positions around the globe.

2. Need

Although both UL Lafayette and UNO maintain small undergraduate degree programs in Anthropology, LSU is the only public institution in Louisiana with strong bachelor's and master's degrees in both Anthropology and in Geography, as well as the combined doctorate. The Department of Geography & Anthropology has strength in faculty expertise and excellence, and it has reached a point to support two PhD programs with sustainable success.

Neighboring states, with the exception of Mississippi but including Texas, Oklahoma, Arkansas, Alabama, Georgia, and Florida, have at least one public university offering doctoral training in anthropology as an independent discipline. The current joint PhD program at LSU is tied to the joint department name and is reflective of how the disciplines were practiced 80 years ago. Modern geography and anthropology are largely distinctive. Today, individuals with a "PhD in Geography and Anthropology" could be easily misunderstood as lacking the necessary in-depth specialization in either. Two separate PhD programs will bring clarity and identity for each degree earner and help with long-term success. The separation will also positively impact LSU's recruitment and placement of the very best students.

3. Students

An Anthropology concentration was added to the PhD/Geography in 2000, but the existing *PhD/Geography & Anthropology* has been in place in its current form and title, with concentrations in either geography or anthropology, since 2013. Program enrollment averages 52 candidates, with 20 applications, 14 admissions, and 7 new enrollments per academic year. Graduates over the last five years have averaged 2.8 under the guidance of anthropologists and/or studying an anthropology-related topic, and 5.8 under the guidance of geographers and/or studying geography-related topics. The department expects to sustain student interest and its own capacity to average more than 2.5 graduates per year in both areas to maintain program viability.

4. Faculty, Resources & Budget

LSU seeks no new resources, courses, faculty, equipment or facilities for the implementation and sustainability of the separate degree programs. The current full-time tenure-line faculty include 14 geographers and 10 anthropologists who already carry the workload of the programs. Grant and departmental funding is in place to support 32 PhD students - 13 in anthropology, and 19 in geography. The two programs will remain in the Department of Geography and Anthropology, in the College of Humanities & Social Sciences; they will be overseen by faculty members appointed by the department head. The current director of graduate programs in both areas will continue his duties until 2020 to ensure a smooth transition from concentrations to stand-alone PhD degree programs. No new administrative resources will be needed.

STAFF ANALYSIS

Though the proposed reconfiguration should positively impact recruitment of graduate students and recognition of the degrees they earn, LSU anthropologists and geographers will continue to actively collaborate with each other in research laboratories and dissertation committees. Both fields are highly diverse and potentially interdisciplinary endeavors whose students and faculty will continue to engage with and contribute to the intellectual life and initiatives of the University.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the proposed reconfiguration of the PhD/Geography & Anthropology to a separate PhD/Anthropology (CIP 45.0201) and PhD/Geography (CIP 45.0701) at LSU. A progress report on implementation under the new configuration is due on 1 December 2020.

AGENDA ITEM IV A 1

REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE CENTER FOR COMPUTATION & TECHNOLOGY

BACKGROUND INFORMATION

Louisiana State University (LSU) is requesting reauthorization of the Center for Computation & Technology (CCT). The Center was initially granted full approval by the Board of Regents in May 2004 with continued authorization granted in 2008 and 2013. The LSU Board of Supervisors approved reauthorization of the CCT at its May 2018 meeting.

STAFF SUMMARY

1. Description

The LSU CCT is a vibrant and unique research center where an interdisciplinary approach to research, education, and economic development aims to infuse data analysis and interactive computation, high-end high-performance computing (HPC), communications, and analytics into the research and creative activities of a large number of academic disciplines. Originally funded by the legislature as part of a statewide IT initiative, the CCT plays a leadership role at LSU and across the State through the Louisiana Optical Network Infrastructure (LONI) in defining, acquiring, operating, and maintaining high-performance computing, communications, and storage systems to support campus-wide and state-wide research activities.

2. Activities

Several major research projects demonstrate the interdisciplinary nature of the CCT's mission along with its ability to secure major grants. Major projects include a \$1.2 million NSF grant to establish and support the Coastal Resilience Collaboratory, the \$1.8 million NSF and US Department of Energy-funded HPX (High Performance ParalleleX) general-purpose C++ runtime system, and an Intel grant to develop open source software focused on simulation of flows through microspores such as those found in rocks involved in oil and gas extraction. In March 2014, the CCT was named an "Intel Parallel Computing Center" designating the center as a leader in the field along with other premier universities, institutions, and labs around the world. The CCT's new HPC system, named "SuperMIC" and funded with a \$3.92 million NSF Major Research Implementation award, is now fully operational. The system is used jointly by LSU and as part of the NSF's Extreme Science and Engineering Discovery Environment program, a national system of leadership-class HPC machines that scientists can use to share computing resources, data, and expertise. In addition to state grants through the Regents, LUMCON, and the LA Transportation Research Center (LTRC), the center has had success partnering with and securing grants at the federal level with the NSA, the US Geological Society, the National Oceanic and Atmospheric Administration (NOAA), US DoE and others, including several partnerships and projects with private organizations and industry.

The CCT serves LSU in a variety of ways through administrative support and education. The Center works in close partnership with LSU's Information Technology Services (ITS) to provide steady and significant support of research computing, and more broadly, the campus cyberinfrastructure. The recently established interdisciplinary Master's in Digital Media Arts and Engineering (DMAE) degree, developed by the Center with support from the College of Engineering and the School of Art, graduated its first four students last year. The CCT also organizes the annual *Red Stick International Digital Festival*, bringing the video game industry to Baton Rouge.

3. Resources and Administration

Since its inception, CCT has been active in hiring faculty jointly with a variety of different academic units across the LSU campus. Currently, 33 tenure-track or tenured faculty hold joint appointments across 15 academic departments and 8 colleges. In the past five years, three faculty were hired in the area of

computer science and engineering, five in coastal modeling, three in computational materials science, one in analytics and information systems, and two industry experts to initiate and run the new DMAE master's program. In addition, CCT employs several research faculty and scientists and IT and administrative staff. Faculty focus in one of the following Center-identified "focus areas" of research: computational science; system science and engineering; the material world; coast-to-cosmos; and cultural computing.

The CCT is housed in the Louisiana Digital Media Center, completed in August 2013, which it shares with Electronic Arts (EA), a prominent video-game development company.

4. Budget

The Center's basic operational expenses, primarily consisting of faculty salaries and supercomputer acquisitions, are funded through \$6.6 million per year in institutional appropriations. The CCT expects to continue its long record of securing significant research grants, estimated at approximately \$13 million per year over the next 5 years.

STAFF ANALYSIS

The CCT is one of LSU's most vibrant and publically visible centers. The Center takes an interdisciplinary approach to research, education and economic development. The collaborative efforts of its faculty, staff and students infuse computation into research and creative activities of many academic disciplines. In concert with efforts to strengthen and broaden the Center's portfolio of research and creative activities, CCT has been particularly successful in developing an infrastructure and climate that are responsive to the needs of Louisiana's digital media industries.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic and Student Affairs Committee recommend continued full authorization of the Center for Computation & Technology at LSU. A report and request for continued authorization will be due June 1, 2023.

AGENDA ITEM IV A 2
REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT
LOUISIANA STATE UNIVERSITY
CENTER FOR GEOINFORMATICS

BACKGROUND INFORMATION

Louisiana State University (LSU) is requesting reauthorization of the Center for GeoInformatics. The Board of Regents granted initial approval of the Center in June 2001, and approved reauthorization in 2007 and 2013. The LSU Board of Supervisors approved continued authorization of the Center at their May 2018 meeting.

STAFF SUMMARY

1. Description

The Center for GeoInformatics (C4G) at LSU is a science and technology unit focused on high precision 3D and 4D Earth positioning. The C4G is a statewide infrastructure of instruments linked to the Global Positioning System (GPS) and other Global Navigational Satellite Systems (GNSS) that allow scientific and professional users to measure their exact position anywhere in Louisiana to the millimeter scale, which is used for high-precision surveying, flood protection, coastal restoration and protection, engineering design, and other applications that require precise elevations. The Center's research focus is the understanding of the dynamic and interconnected nature of sedimentary accretion, geologic subsidence, oceanographic tides and waves, and global sea level rise. The C4G infrastructure is the largest university-owned and operated positioning network in the world. The Center's state-of-the-art *GulfNET* system has proven scientific, commercial, and legal applications that are recognized by Louisiana and the United States as the official positioning reference system for Louisiana.

Subsidence, caused in part by contemporary manipulation of the landscape, has severely disrupted the natural sedimentation and hydrology that had previously sustained the coastal area for hundreds of centuries. Consequently, many coastal wetlands have been deprived of sediment-laden floodwaters that naturally replenish the subsiding coastal plain, thus making the landscape more vulnerable to storm surge, seasonal flooding, and rising global seas. Coastal land loss is the region's best known widespread environmental problem, and subsidence represents a major challenge for Louisiana's coastal environments and communities. An interdisciplinary approach including geology, geography, environmental science, chemistry, physics, physical geodesy, surveying, and engineering is needed to understand the dynamic and interconnected nature of these complex systems through synthesis of information, concepts, and insights. The C4G contributes to this goal through a comprehensive program of research, service, and educational outreach dedicated to ensuring an accurate, precise, and consistent geographic reference framework for the State and other areas in the coastal Gulf.

2. Activities

The C4GNet-maintained real-time network (RTN) of elevation data is utilized by thousands of surveyors, engineers, scientists, and farmers in Louisiana and across the Gulf coast, and it has a direct and indirect economic impact for the State. In 2006, Governor Blanco signed into law RS 50:173.1, which recognized the Center's continuously operating reference stations (CORS) as the official basis for vertical positioning in the State. Through partnerships with various national, state, and local agencies, C4G has provided valuable data for improved weather forecasting, better flood protection levee construction, and guidance for evacuation route planning as a service for mitigating hazards attributed to subsidence.

The Center continues to maintain a robust program of research on critical and timely geodetic issues associated with subsidence and establishing a consistent, accurate, and reliable source for vertical control in Louisiana. The C4G also directly and indirectly supports innumerable scientific and engineering endeavors across Louisiana, including coastal restoration and protection.

3. Resources and Administration

The Center's primary source of income is the state-of-the-art network of over 120 CORS monitoring stations located across Louisiana, Mississippi, Texas, Florida, and the Gulf. The C4G Real-Time network transmits positional corrections to client subscribers in order to improve the precision of professional-grade GPS equipment. The C4G maintains a robust collection of field-operations equipment along with advanced hardware and software. Center offices and classrooms are on the second floor of the Engineering Research and Development Building on the LSU campus, and its network infrastructure is maintained at the Venyu commercial data center on Florida Boulevard in Baton Rouge. In the past two years, the C4G has purchased two relative gravimeters that provide a geodetic network adjustment of elevation data for its customers.

The Center employs 11 research and support personnel in addition to graduate assistants and research assistants, and has 10 active faculty members from several areas, including: Civil & Environmental Engineering, Oceanography & Coastal Sciences, and Geography & Anthropology. This past year, the Center successfully recruited Dr. Ahmed Abdulla, an internationally renowned engineer, to work on the new gravimeters, and this fall, C4G will launch a search for an Assistant Professor in Geodetic Engineering.

4. Budget

C4G receives no State or institutional appropriations; subscription fees collected for *C4GNet* services and monetary awards issued for research activities and contracts are the only sources of funding. All salaries and operating expenses are funded by the C4G-restricted account approved by the LSU Board of Supervisors in 2012. Since 2013, the Center has been awarded more than \$3.3 million in grants, and more than \$3.2 million in contracts and annual subscription fees. Estimated subscription revenue for the next five years is more than \$775K per year, which covers operating expenses. Remaining unencumbered balances are allocated to staffing needs, emergency equipment repair, maintenance, and capital outlay for network infrastructure enhancements.

STAFF ANALYSIS

The C4G continues to excel in its mission through growth in research funding and service to the State and its citizens. It is financially self-sufficient and produces excellent scholarly research that enhances LSU's scientific reputation among its peers, benefits the Louisiana economy, and provides products that protect the lives of its citizens and the future of Louisiana's coast.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic and Student Affairs Committee recommend continued full authorization of the Center for Geoinformatics at LSU. A report and request for continued authorization will be due June 1, 2023.

AGENDA ITEM IV A 3
REQUEST FOR REAUTHORIZATION OF A PREVIOUSLY APPROVED
RESEARCH UNIT

LOUISIANA STATE UNIVERSITY
JOHN P. LABORDE ENERGY LAW CENTER

BACKGROUND INFORMATION

Louisiana State University (LSU) is requesting continued authorization of the John P. Laborde Energy Law Center. The Energy Law Center was granted one-year conditional approval by the Board of Regents in October 2012, then granted full approval in 2013 and renamed the John P. Laborde Energy Law Center in recognition of Mr. Laborde's philanthropy and support. At its May 2018 meeting, the LSU Board of Supervisors approved continued authorization of the Center.

STAFF SUMMARY

1. Description

The John P. Laborde Energy Law Center at LSU prepares lawyers to address 21st century issues in the complex energy sector and to someday be able to assume leadership roles in industry, government, nonprofits, and academia through education and training, research, and public service. Louisiana's energy industry will continue to need expert lawyers informed by an interdisciplinary perspective as the field continues to grow and change in contract negotiations and execution, complex domestic and international arbitration and litigation, cases involving intellectual property, and in various areas of legislation and government policy.

The Energy Law Center's advisory board is made up of alumni and friends from industry, government and the public sector, and academia, including former members of Congress, energy company executives, and representation from local organizations such as the Baton Rouge Area Foundation, Baton Rouge Area Chamber, Greater New Orleans Foundation, and Louisiana Association of Business and Industry. The deans of LSU's College of the Coast & Environment, College of Engineering, and E.J. Ourso College of Business also serve as advisors to the Center. The Center's commitment to interdisciplinary study has been demonstrated through the joint appointment of previous director Professor Blake Hudson with the College of the Coast & Environment.

2. Activities

Developed by Center faculty, the Graduate Certificate in Energy Law and Policy gives students official recognition for demonstrating substantial competence in the study of energy law and related subject areas. In addition to required courses in mineral rights and energy and environmental law, students have access to interdisciplinary electives, participate in 14 hours of experiential learning at energy law related organizations and agencies, and give 10 hours of service to the Center. Since the program was approved in 2015, 30 students have completed the certificate, and over 1100 students have completed the four required courses.

In addition to academic and research activities, the Center publishes the *Journal of Energy Law and Resources*, a student-edited academic journal focusing broadly on energy and its relationship to other areas of law. The Center sponsors regular guest lecture series, hosts visiting professors, and hosted the Institute for Energy Law's 2014 Hartrick Symposium, attended by students from 17 different law schools.

3. Resources and Administration

A new location for the Center is currently under renovation in the Law Center's East Annex Building. A former LSU Law faculty member currently serves as interim director, and a new faculty member has been hired to teach energy law courses, positions replacing two faculty members who have recently left the University. The Center has also hired a full-time coordinator, and an additional staff member to coordinate publication of the *Journal of Energy Law and Resources*.

4. Budget

The Center has raised a total of \$7.5 million from private donors and Regents' matching funds, largely in endowments held by the LSU Foundation. The Center's budget is comprised of State, self-generated, and privately funded revenue that supports faculty and staff as well as research assistants, faculty travel, and other basic expenses that support its operations. Funding for renovations to the Center's future home has been budgeted at \$762K.

STAFF ANALYSIS

The John P. Laborde Energy Law Center has been designed to address the demand for legal professionals with a broad, deep and interdisciplinary background in energy law as well as to provide resources useful to business and legal professionals, state government entities, and policy makers. The Graduate Certificate in Energy Law and Policy provides focused education for students including those who only complete the course requirement portion of the certificate. Future plans for further collaborations with the College of the Coast and Environment and the potential for collaborations with the College of Engineering and the E.J. Ourso College of Business provide for a strong future for the Center.

STAFF RECOMMENDATION

Senior staff recommend that the Academic and Student Affairs Committee recommend continued authorization of the John P. Laborde Energy Law Center at LSU. A report and request for reauthorization will be due June 1, 2023.

AGENDA ITEM IV A4

REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT

LOUISIANA STATE UNIVERSITY LIFE COURSE & AGING CENTER

BACKGROUND INFORMATION

Louisiana State University (LSU) is requesting continued authorization of the Life Course & Aging Center. The Center was initially approved by the Board of Regents in May 2003, with reauthorization granted in 2009 and 2013. Continued authorization was most recently granted by the LSU Board of Supervisors on May 4, 2018.

STAFF SUMMARY

1. Description

LSU's Life Course & Aging Center (LCAC) facilitates interdisciplinary research on human development and education throughout the lifespan from infancy to end of life, with the goal of identifying and promoting preventative measures to reduce the risk of disability and health-related complications associated with aging. The 39 core faculty members of LCAC represent 10 LSU schools and departments, with an additional 20 adjunct faculty from seven different institutions around the state. The Center hosts an annual luncheon and symposium to connect the community with the work of LCAC faculty and students, partnering with the Alzheimer Services of the Capitol Area to disseminate mandatory dementia training for direct care staff in the state.

2. Activities

Since 2013, LCAC core and affiliated faculty have secured more than 50 grants and contracts related to the Center's work. Projects covered a wide range of topics, including behavioral health training programs, various aspects of Alzheimer's disease and cognitive disorders, and nutrition and physical activity across various age groups.

The Center's annual LCAC Community Partners Luncheons and Keynote Speakers have expanded to include a symposium showcasing students' research mentored by LCAC affiliated faculty. Speakers have included experts from LSU, Tulane, Pennington, Cal State Fullerton, Columbia, and Marquette as well as Ms. Eva Kor, Executive Director of the CANDLES Holocaust Museum and survivor of the Auschwitz twin studies. Attendees include faculty, students and staff from various institutions of higher education in the state, community-based advisory board members, and other human service providers in the community with commitments to the work of the LCAC.

3. Resources and Administration

In 2017, LCAC was moved from administrative oversight by the LSU Office of Research and Economic Development to the College of Human Science and Education (CHSE). The new structure allows better focus and utilization of resources for CHSE and LCAC, including focused fundraising efforts and strategic planning, to further both the Center and the College's goals to improve quality of life across the lifespan. In order to ensure adequate research representation across all ages, three positions were added to the LCAC executive board, which now has eight total members from disciplines including Communication Science & Speech Disorders, Education, Kinesiology, Psychology, and Social Work.

4. Budget

The current budget for the LCAC is \$32,562. Funding comes from the College of Human Sciences & Education in the form of course relief for the Director and a Graduate Assistantship, federal grants, private donations, and funding from community partners (including fees from training services). Such revenue is sufficient to support the initiatives of the LCAC.

STAFF ANALYSIS

LCAC research, service, and course offerings contribute significantly to the advancement of the study of life course human development while providing unique training opportunities for social science and allied health students and professionals across the State. The Center's move to CHSE will support its continued growth and provide clear and strong support of its mission. The increase in funding secured by faculty affiliated with the Center since LCAC's last reauthorization in 2013, the expansion of the advisory board, and the addition of courses is evidence that LCAC is productive and healthy. It is anticipated that the LCAC will continue to draw national and international attention to the university and to the faculty whose teaching and research are related to life course development and aging.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic and Student Affairs Committee recommend continued authorization of the Life Courses & Aging Center at LSU. A report and request for continued authorization will be due June 1, 2023.

AGENDA ITEM IV A 5

REQUEST FOR REAUTHORIZATION OF A PREVIOUSLY APPROVED RESEARCH UNIT

LOUISIANA STATE UNIVERSITY TURBINE INNOVATION and ENERGY RESEARCH CENTER

BACKGROUND INFORMATION

Louisiana State University (LSU) is requesting reauthorization of the Turbine Innovation and Energy Research Center (TIER). The Center was first granted approval by the Board of Regents in 2001, with the most recent reauthorization granted in 2013. The current request for reauthorization was approved by the LSU Board of Supervisors at its May 2018 meeting.

STAFF SUMMARY

1. Description

TIER's mission is to enhance the understanding of flow, heat transfer, and combustion in gas turbines and to develop advanced manufacturing techniques for making advanced gas turbine engine components by advancing innovative solutions for improved design, performance, and reliability for turbine-based energy generation. These advanced technologies can improve the performance and reliability of gas turbine systems, provide clean energy solutions for transportation and power generation, and improve fabrication of turbine components. The Center also aims to provide education and training to students and industry.

Because Louisiana's economy depends extensively on energy and the production and utilization of oil and gas, TIER's research on clean and affordable energy production using turbines and turbine-related advanced manufacturing is in an area of strategic importance and critical need to the State.

2. Activities

In the last five years, Center faculty have secured 43 research and education grants, published 47 journal articles, and advised 21 graduate students, producing 13 graduates. Under the leadership of Director Guo, TIER has expanded its research scope to include laser-based metal additive manufacturing. Dr. Guo maintains a role on the leadership team of an ongoing \$20 million NSF EPSCoR Research Infrastructure Improvement program awarded to Louisiana for the establishment of the *Consortium for Innovation in Manufacturing and Materials* (CIMM). This project aims to strengthen research focused on advanced manufacturing and materials science and engineering to ensure Louisiana's competitiveness in this area, both nationally and internationally.

Going forward, TIER plans to establish interdisciplinary collaborations with faculty from other departments such as Electrical Engineering and Computer Science in order to further expand TIER research activities into emerging research fields such as Smart Manufacturing and Artificial Intelligence associated with turbine and energy innovation.

3. Resources and Administration

TIER's Director, Dr. Shengmin Guo, reports to the Dean of the College of Engineering, but Mechanical and Industrial Engineering is the Center's lead department, and the department chair is involved with the Center as a member and administrative point-of-contact for the Dean. At present there are four key faculty members associated with the Center. TIER maintains close ties with a group of industry personnel who serve as the Center's unofficial advisory group.

TIER has several unique, one-of-a-kind facilities for engine component testing including a rotating internal-cooling rig, a hot-cascade, a combustion laboratory, and plasma-spray facility, resources that few universities in the country have. Each of these facilities has nearly a million dollars invested in and around it in terms of the structure and instrumentation. In addition, there are many other major facilities including a large-scale wind tunnel, low-speed cascade facility, and component test rigs for internal and film cooling of

turbine components.

4. Budget

TIER's funding comes from a variety of grants and contracts, and it varies from year to year. Annual funding for TIER-related projects involving TIER faculty has been in the range of \$1.25 million to \$1.5 million per year. Due to the retirement of founding Director Dr. Sumanta Acharya in 2014, the Center experienced a dip in grant funding. However, with the expansion of research capabilities and the hiring of a new faculty member, TIER funding has returned to around \$1 million per year and is expected to continue to grow. The Center is financially self-sustaining and does not receive funding from the University.

STAFF ANALYSIS

TIER is a clear asset to both the State and to LSU in the critical area of energy production. Despite the financial and research setback at the Director's retirement, the Center has quickly recovered and continues to grow and attract significant external funding. It is the staff's opinion that TIER is well positioned to continue its record of successful contributions to energy research for years to come.

STAFF RECOMMENDATION

Senior staff recommend that the Academic and Student Affairs Committee recommend continued authorization of the Turbine Innovation & Energy Research Center at LSU. A report and request for continued authorization will be due June 1, 2023.

AGENDA ITEM IV B 1
ROUTINE ACADEMIC REQUESTS
Staff Approvals

Institution	Request
LSU-A	<p>Request to offer a <i>non-degree Practitioner Teacher Program</i> alternative path to certification in the following areas:</p> <ul style="list-style-type: none"> • <u>Elementary (Grades 1-5)</u>; • <u>Middle School (Grades 4-8)</u> for English/Language Arts, Mathematics, Science, and Social Studies; • <u>Secondary Education (Grades 6-12)</u> for Agriculture, Biology, Business, Chemistry, Computer Science, Earth Science, English, Environmental Science, Family and Consumer Science, General Science, Mathematics, Physics, and Social Studies; • <u>Multiple Levels (Grades K-12)</u> for Art, French, Spanish, and Health and Physical Education. <p>BoR documentation of this program is needed for regional and national accreditation purposes; however, no Board of Regents action is required. – Approved.</p>
LSU-A	<p>Request to offer a <i>non-degree Certification Only Program</i> alternative path to certification in the following area:</p> <ul style="list-style-type: none"> • <u>Secondary Education (Grades 6-12)</u> for <i>Chemistry</i>. <p>BoR documentation of this program is needed for regional and national accreditation purposes; however, no Board of Regents action is required. – Approved.</p>
LSU-A	<p>Request to offer a <i>Concentration</i> for a BoR-approved BS Degree in Chemistry for teacher certification in the following area:</p> <ul style="list-style-type: none"> • <u>Secondary Education (Grades 6-12)</u> for <i>Chemistry</i>. <p>BoR documentation of this program is needed for regional and national accreditation purposes; however, no Board of Regents action is required. – Approved.</p>
UL Monroe	<p>Request to offer a <i>non-degree Practitioner Teacher Program</i> alternative path to certification in the following areas:</p> <ul style="list-style-type: none"> • <u>Elementary (Grades 1-5)</u>; • <u>Secondary Education (Grades 6-12)</u> for Mathematics, Biology, Chemistry, English, Social Studies, French, and Spanish. <p>BoR documentation of this program is needed for regional and national accreditation purposes; however, no Board of Regents action is required. – Approved.</p>
UL Monroe	<p>Request to designate the BS/Construction Management (CIP 52.2001) as a <u>Hybrid</u> delivery format, with the last two years (60 hours) of program requirements available through online delivery. – Approved.</p>
UL Monroe	<p>Request to designate the PBC/Mortgage Analytics (CIP 52.0899) as an <u>Online</u> delivery format, with all program requirements offered online through eULM. – Approved.</p>

AGENDA ITEM IV B 2

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
01.2016	Baton Rouge Community College AAS Aviation Maintenance Tech. (CIP 47.0607) Conditional approval granted on 1.6.2016, with annual progress reports requested. A progress report was received on 6.1.2018.	Students completing the AAS are eligible to take FAA certification exams in both Airframe and Powerplant Aviation Maintenance Tech areas. AAS program has graduated 5 students since program implementation in F2016, with 5 graduates expected next year. 3 of the AAS graduates have self-reported passing both FAA certification exams	Receive and accept the progress report. A subsequent report is requested by 7.1.2019.
02.2015	Baton Rouge Community College AS Computer Science (CIP 11.0701) Conditional approval for reinstatement granted on 2.23.2015 with annual progress reports requested. A report was received on 6.1.2018.	Program has shown strong growth since being reinstated beginning with the F2015 semester with 11-12 graduates for the past two years. Although 175 students had declared the major in Fall 2017, the AS/CS is a tough program that experiences high levels of both interest and attrition.	Receive and accept the progress report. A subsequent report is requested by 7.1.2019
05.2014	Delgado Community College AAS Science Laboratory Technology (CIP 41.0000) Conditional approval granted on 5.21.2014 with annual progress reports requested. A report was received on 6.4.2018.	Program with concentrations in biotechnology and in chemical technology was implemented in F2015. The first 4 graduates completed the program this year with 11 new students and 6 graduates expected next year. Program has received BoR, Brown Foundation, and NSF grants as well as donations from Ocshner to fund equipment acquisitions.	Receive and accept the progress report. A subsequent report is requested by 8.1.2019
08.2015	Delgado Community College AAS Instrumentation & Control (CIP 15.0404) Conditional approval granted on 8.26.2015 with annual reports requested. A report was received on 6.4.2018.	Official program implementation has been delayed until F2018 during SACSCOC and College Curriculum Committee approval process, but 13 students have started taking required courses and the first graduates are anticipated in S2018. An advisory board made up of 16 members of industry continues to support program.	Receive and accept the progress report. A subsequent report is requested by 8.1.2020
02.2017	LSU MS & PhD in Agricultural & Extension Education (CIP 01.0801) Conditional approval granted on 2.24.17. An initial progress report was received 11.30.17 with an updated version received 6.6.2018.	Created from existing concentrations in the Human Resource Education programs, current confirmed enrollment is 11 MS and 15 PhD students with several others still in the old concentration expected to move to new program within the next year. MS program had 4 graduates, and PhD 2 this past year. Numbers are expected to increase as more students confirm AEE classification.	Receive and accept the progress report. A subsequent report is requested by 1/1/2020.
03.2015	LSU GC Behavior Health (CIP 51.2212) Conditional approval granted on 3.25.2015, with annual progress reports requested. A progress report was received on 5.21.2018.	Only 1 completer since program implementation and 1 expected in August, both students from the MS Kinesiology program. Department claims low enrollment is because of administrative barriers and lack of online courses. Due to recent new hires in Kinesiology, program requests one additional year to determine program viability.	Receive and accept the progress report. <u>A subsequent report demonstrating viability is requested by 6.1.2019, or program will be terminated.</u>

03.2015	<p>LSU GC Econometrics (CIP 45.0603)</p> <p>Conditional approval granted on 3.25.2015, with annual progress reports requested. A progress report was received on 5.21.2018.</p>	<p>After the AY16/17 one-year suspension of grad student funding and some of the program's required courses, the program resumed for AY17/18 and had 8 completers, making 18 total since program implementation.</p>	<p>Receive and accept the progress report. A subsequent report is requested by 6.1.2019.</p>
03.2015	<p>LSU GC Fisheries Science & Assessment (CIP 03.0301)</p> <p>Conditional approval granted on 3.25.2015, with annual progress reports requested. A progress report was received on 5.21.2018.</p>	<p>The program had 4 completers for AY17/18, 5 total since program implementation, most being current students in the Dept of Oceanography & Coastal Sciences. Plans are in place to increase visibility outside the department to recruit additional students.</p>	<p>Receive and accept the progress report. A subsequent report is requested by 6.1.2019.</p>
03.2015	<p>LSU GC Geographic Information Science (CIP 45.0702)</p> <p>Conditional approval granted on 3.25.2015, with annual progress reports requested. A progress report was received on 5.21.2018.</p>	<p>An active certificate committee of faculty oversees marketing, admissions, and courses. Two new courses were added to enhance program depth and expand scope. Current enrollment is 6 with 3 new applicants for upcoming year. Program had 3 graduates in each of the past two years.</p>	<p>Receive and accept the progress report. A subsequent report is requested by 6.1.2019.</p>
03.2015	<p>LSU GC Life Span Studies (CIP 19.0701)</p> <p>Conditional approval granted on 3.25.2015, with annual progress reports requested. A progress report was received on 5.21.2018.</p>	<p>No complete applications have been received nor have any completers been recorded. Department determined that lack of online and/or evening courses has deterred interested working professionals from enrolling. School plans to obtain resources and work with LSU Online to develop an online program.</p>	<p>Receive and accept the progress report. <u>Suspend program for up to 3 years until a plan is developed and accepted for implementation.</u></p>
03.2015	<p>LSU GC in Workforce Development (CIP 52.1005)</p> <p>Conditional approval granted on 3.25.2015, with annual progress reports requested. A progress report was received on 5.21.2018.</p>	<p>The 100% online program has had lower enrollment than expected with only 1 graduate since program implementation and 5 enrolled for AY 17/18. It was determined that little to no marketing has been done up to this point, which will be rectified.</p>	<p>Receive and accept the progress report. A subsequent report is requested by 6.1.2019.</p>
04.2016	<p>McNeese State Univ GC Applied Behavior Analysis (CIP 42.0101)</p> <p>Conditional approval granted on 4.27.2016, with annual progress reports requested. A progress report was received on 5.18.2018.</p>	<p>Applications to the program have continued to increase since program implementation, most recently 12 for S2018. The Behavior Analysis Certification Board approved the course sequence in January, ensuring program grads eligibility to take the certification exam. First 2 grads are expected in F2019.</p>	<p>Receive and accept the progress report. A subsequent report is requested by 12.31.2019.</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	UNO	BS – Construction Management	04.23.18	04.23 – circulated to CAOs, with input requested by 05.17; questions sent to campus regarding duplication & need, and GenEd, 06.04; awaiting response.
	LSU	PhD – Experimental Statistics	05.09.18	05.11.18 circulated to CAOs, with input requested by 06.08; 6.12.18 sent suggestions/questions to campus, awaiting response.
Proposals	LSU	MS – Athletic Training	05.09.18	Staff has solicited feedback from external reviewer; reviewer report is expected by July 10.
	SUSLA	AAS – Media Communication	05.15.18	06.01.18 – Teleconference with SUSLA Provost & Dean: concerns about duplication with existing program at BPCC; discussed revising proposal to narrow the focus to faculty strengths and local needs; awaiting response.
	SUSLA	AS – Psychology	05.15.18	06.01.18 – Discussion of AALT as better alternative for a transfer program; campus is considering recommendations; awaiting response.
	SUSLA	AS – Teaching (Gr 1-5)	05.15.18	5.22.18 – Staff working with Colleges of Ed Deans and LDE staff to ensure compliance with teacher certification requirements and transferability; 06.01 campus encouraged to discuss teacher-ed paths with neighboring universities to create a transfer plan for different content areas.