

*Robert W. Levy*  
*Chair*

*Marty J. Chabert*  
*Vice Chair*

*Collis B. Temple III*  
*Secretary*

*Kim Hunter Reed, Ph.D.*  
*Commissioner of*  
*Higher Education*



**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)

*Claudia H. Adley*  
*Blake R. David*  
*Randy L. Ewing*  
*Richard A. Lipsey*  
*Edward D. Markle*  
*Charles R. McDonald*  
*Darren G. Mire*  
*Sonia A. Pérez*  
*Wilbert D. Pryor*  
*T. Jay Seale III*  
*Gerald J. Theunissen*  
*Jacqueline V. Wyatt*  
*Anthony B. Kenney, Jr., Student*

**AGENDA**  
**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**  
**December 12, 2018 • 11:15 a.m.**

Thomas Jefferson Room: 1-136 W.C.C. Claiborne Building, Baton Rouge, LA

**I. Call to Order**

**II. Roll Call**

**III. Consent Agenda**

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

**IV. Academic Programs**

- A. Letters of Intent
  - 1. BA Art – LSU
  - 2. BS Professional Pilot – UNO
- B. Academic Program Proposals
  - 1. BS Cybersecurity – GSU
  - 2. BS Kinesiology – LSU-A
  - 3. PBC Autism Spectrum Disorder – UL Monroe
  - 4. GC Data Analytics – UNO
  - 5. GC Cardiovascular Nursing – UL Lafayette
  - 6. OTD Occupational Therapy – UL Monroe
- C. Termination - BS General Family & Consumer Sciences – Nicholls

**V. Centers and Institutes**

- A. Urban Entrepreneurship & Policy Institute – UNO (New)
- B. Ethics Institute – LSU (Full Approval)

**VI. Other Business**

**VII. Adjournment**

Committee Members: *Marty Chabert, Chair; Blake David, Vice Chair; Claudia Adley; Anthony Kenney, Wilbert Pryor; Collis Temple III; Jacqueline Wyatt; LCTCS, LSU, SU, UL System Representatives.*

**AGENDA ITEM III A 1**  
**ROUTINE ACADEMIC REQUESTS**  
 Staff Approvals

Institution	Request
BRCC	Request to change the CIP of the <u>AAS/Entertainment Technologies</u> (CIP 50.0602) to <u>CIP 50.0102</u> to reflect curriculum updates and the three Core Areas: digital film production; web design and interactive digital media; and audio recording & engineering. <b><u>Approved</u></b>
Delgado	Request to change the name of the existing CTS/Carpentry (CIP 46.0201) to <u>CTS/Residential Construction</u> to better reflect the content and student learning outcomes of the program: building/repairing structures vs cabinet-making. <b><u>Approved</u></b>
LSUA	Request to award PBCs within the fully online, 21-Credit, non-degree <i>Practitioner Teacher Program</i> (PTP) alternate paths to LA Teacher Certification for teachers currently holding positions with a public or private school entity in LA: <ul style="list-style-type: none"> <li>• 13.1202 Elementary Education GR 1-5</li> <li>• 13.1203 Middle School Education GR 4-8</li> <li>• 13.1205 Secondary Education GR 6-12</li> <li>• 13.1206 Multiple Levels GR K-12</li> </ul> <b><u>Approved</u></b>
Nicholls	Request to change the name of the Dept of Physical Sciences to <u>Dept of Chemistry and Physical Sciences</u> at the urging of the American Chemical Society (accreditor) to highlight the one degree awarded by the department while also recognizing the additional physics, astronomy, & geology coursework offered. – <b><u>Approved</u></b>
NWLTC	Request to terminate the AAS in Technical Studies. The program was approved by the Board of Regents in August 2014, but it was never implemented and no students were enrolled. – <b><u>Approved</u></b>
SLCC	Request to change the name of the CTS/Airframe Structure Mechanic (CIP 47.0608) to CTS/Aviation Maintenance Assistant to better reflect course content, industry terminology, and job postings. <b><u>Approved</u></b>
SLU	Request to offer the existing BA/Criminal Justice (CIP 43.0104) 100% online through the Moodle learning management system, in addition to regular onsite delivery. – <b><u>Approved</u></b>
SOWELA	Request to change the name of the new CTS/Hospitality Management to CTS/Management Trainee (CIP 52.0101), as it was built as the one CTS exit points in the new Business Admin curriculum (and Hospitality Mgt is one of three concentrations in the degree). – <b><u>Approved</u></b>
SUNO	Request to transfer reporting oversight of the BS/Forensic Science program from the Chair, Department of Natural Sciences to the Dean, College of Arts & Sciences. – <b><u>Approved</u></b>
ULM	Request to offer the BBA/Management (CIP 52.0201) 100% online, in addition to regular onsite delivery, with courses presented in an accelerated 8-week format. – <b><u>Approved</u></b>

## AGENDA ITEM III A 2

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

Initial Approval	Program	Staff Analysis	Staff Recommendation for Board Action
04.2013	<p><b>Grambling</b>  <b>BS in Child Development &amp; Early Literacy (Prenatal – Pre-K3)</b>                      CIP 19.0799                      Implemented Fall 2013. Current progress report received 8.27.2018 with supplemental information received 11.1.2018.</p>	<p>Program is continuing to grow with 17 graduates in AY17/18 for a 3-yr average of 13. Enrollment also continues to grow, including 28 transfer students, 8 resulting from an August 2017 MOU with LaDelta CC. A partnership with the Children’s Coalition has led to plans to reopen the GSU/FCS Child Development Lab School in Fall 2019.</p>	<p>Receive and accept the report. <u>No further reporting is necessary.</u></p>
06.2015	<p><b>LSU</b>  <b>Graduate Certificate in Mathematics for Advanced Secondary Instruction</b>                      CIP 27.0101                      Implemented Summer 2017. Current progress report received 9.14.2018 with supplemental information received 10.17.2018.</p>	<p>Enrollment in the program currently only includes Master of Natural Science (MNS) students who complete the course sequence and apply for the Certificate. The first graduates are expected Su19. The program is working on offering the program online and expanding marketing efforts to attract non-MNS students.</p>	<p>Receive and accept the report. A subsequent report is due 10.1.2019.</p>
08.2015	<p><b>LSU</b>  <b>Master in Digital Media Arts &amp; Engineering</b>                      (CIP 11.0804)                      Implemented Fall 2016. Current progress report received 9.14.2018 with supplemental information received 10.11.2018.</p>	<p>The program has 5 total confirmed graduates since implementation, and anticipates 5 more for F18 with a total of 11 students currently enrolled. Students have been placed in internships with successful gaming companies locally and nationally. LSU Foundation staff are working with the program to obtain gaming industry support for student funding.</p>	<p>Receive and accept the report. A subsequent report is due 9.1.2019.</p>
04.2013	<p><b>LSU Alexandria</b>  <b>BS in Elder Care Administration</b>                      (CIP 51.0718)                      Implemented Fall 2013. Current progress report received 9.14.2018 with supplemental information received 11.16.2018.</p>	<p>Declining enrollment numbers prompted review of recruitment efforts and the curriculum’s accessibility to transfer students. Program is also in early stages of changing the name to meet current industry terminology and broaden the scope of program’s appeal. BGS concentration was terminated for Fall 2018. BS program had 4 completers last year, with average of 4 for the past 3 years.</p>	<p>Receive and accept the report. A subsequent report is due 10.1.2019.</p>
09.2017	<p><b>Southern A&amp;M</b>  <b>BS in Finance</b>                      (CIP 52.0801)                      Reinstated F17 after low completer termination S17 appeal. Current progress report received 10.8.2018.</p>	<p>Enrollment currently at 53 with 10 completers last year and 12 expected for 18/19. The Student Recruitment, Scholarship and Outreach committee was established, and marketing, recruitment, and business partnerships have all expanded. Last year, all incoming freshmen received \$2K scholarships funded by the institution.</p>	<p>Receive and accept the report. A subsequent report is due 10.1.2019.</p>

**AGENDA ITEM III A 3**  
**LETTERS of INTENT/PROPOSALS in the QUEUE**  
**Submitted to BoR by Management Boards**

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
<b>Letters of Intent</b>	UNO	PhD – Justice Studies	06.25.18	06.29– 07.27.18 circulated to CAOs; 08.01 questions sent to campus; 08.01 received initial response; 08.03 suggested mtg to discuss; 12.06 suggested meeting to discuss the program concept/plan, or tabling the request.
	LSU	MS – Healthcare Systems Engineering	07.02.18	07.02- 08.03.18 circulated to CAOs for input; 08.09 sent questions to campus; 08.13 campus responses received; 09.11 additional questions submitted to campus, responses received 9.14; 10.8 ongoing concerns discussed with campus, waiting for written response.
	SLU	BS – Integrated Science & Technology	08.23.18	8.30.18 - circulated to CAOs for input; responses due 9.27.18; under staff review.
	McNeese	DNP – Psychiatric Mental Health	10.29.18	11.8.2018 – circulated to CAOs for input, responses due 12.6.2018
	ULM	BA – Music	10.29.18	11.8.2018 – circulated to CAOs for input, responses due 12.6.2018
	LSU	MS – Sport Management	11.05.18	11.8.2018 – circulated to CAOs for input, responses due 12.6.2018
<b>Proposals</b>	SUSLA	AA – Communication Studies (previously AAS in Media Communication)	05.15.18	6.1.18 – Teleconference to discuss revisiting proposal to narrow the focus to faculty strengths and local needs; 8.6.18 – feedback sent to campus on revised proposal, awaiting response; 11.29.2018 – program proposal tabled due to inactivity and will be removed from the queue.
	FTCC	AAS – Care & Development of Young Children	10.04.18	11.16.18 – Staff & campus discussions on program detail and need; awaiting revised proposal.
	LSU A&M	MS in Child & Family Studies	10.04.18	10.04.18 – Contacted campus to clarify that reactivation of a 5-year suspended concentration as a standalone program may require a proposal for a new program; 10.10.18 – received more information on program plan along with faculty vitae; 11.29.18 – staff requested list of potential external reviewers.
	NSU	BS – Resource Management (conversion from BAS)	10.29.18	11.28.18 – emailed staff questions about program purpose and design, for faculty/dept input; awaiting response.

**AGENDA ITEM IV A 1**  
**LETTER of INTENT**  
**LOUISIANA STATE UNIVERSITY and A&M COLLEGE**  
**BACHELOR of ART in ART**

**BACKGROUND INFORMATION**

Louisiana State University and A&M College (LSU) requests Board of Regents approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Art in Art (BA/Art). The LoI was approved by the LSU Board of Supervisors in June 2018 as a BA in Integrative Art, received by BoR staff, and distributed to statewide Chief Academic Officers for review and comment. The campus made adjustments to the LoI, including changing the name, based on feedback from Chief Academic Officers and Board of Regents staff.

**STAFF SUMMARY**

**1. Description and Need**

The objective of the intended BA in Art is to allow students to combine their visual arts education with another area of study in the form of a minor or second major in an area outside of the School of Art. BA/Art students would be able to pursue a more interdisciplinary course of study than in the highly prescribed Bachelor of Fine Arts (BFA) program leading to a BFA/Studio Arts. BA/Art students have several options in a variety of fields with which to combine with visual arts education to create their degree and prepare for future employment, including such topical areas as: Digital Media Arts & Engineering; Film & Media Arts; Textiles, Merchandising & Apparel; Arts Administration; Computer Science; Entrepreneurship; Music; or Mass Communication. Graduates with an arts background along with another discipline can contribute to creative fields such as game design, video production, apparel design, and digital fabrication as well as art education and therapy.

The existing BFA program at LSU requires students to complete the first year of Art study, and then apply to be admitted to the selective portfolio-based program. Many students are either not admitted or choose not to pursue the professionally-focused BFA and leave the School of Art, often struggling to incorporate Art courses into other degree programs at LSU. Many of these students would prefer to stay affiliated with the School of Art, and the proposed BA in Art would provide that option. Other BA/Art programs in the studio arts are offered at McNeese, Southeastern, and UNO. Based on the strength of those programs, along with the large number of students at LSU, both within the School of Art and in School or Art minors, the program will not be unnecessarily duplicative, nor is it expected to compete for students with the other existing programs in the state.

Upon approval and implementation, all School of Art freshmen would be admitted into the BA in Art, and, after completing the core requirements, they may apply for the BFA or remain in the BA. All students will take three specific core foundation studio art courses and an additional sequence of three courses of their choosing along with Art History and general education. After the second semester, BA students would be required to choose a studio art focus area of at least five courses with six credit-hours at the 4000 level, as well as a minor or second major outside of the School of Art.

**2. Students**

The School anticipates that students will enroll in the BA from a variety of entry points. In addition to new students attracted to LSU specifically for the BA, the program will attract and retain Art students who are not admitted into the competitive BFA program, students who wish to pursue an arts background in a more liberal arts focused program, and students enrolled in the Digital Media Arts & Engineering minor. Some studio arts BFA majors pursue minors and double majors in other disciplines in the university, indicating student interest in expanding an art degree beyond the School of Art; a number of those students may choose to pursue the BA in Art instead. LSU's School of Art is growing. The number of incoming freshmen to the School's BFA program increased by 75% (from 40 to 70) between 2014 and 2017, with another 75% increase (from 25-44) in numbers of students in Interdisciplinary Studies pursuing an Art minor. Based on the number of students who are forced to leave the School of Art when they are not admitted to the BFA, along

with the increasing number of students pursuing minors, the program anticipates as many as 80 students enrolling initially, with the entering class growing by at least 10 students per year. About half will likely switch to the BFA after the first year, which will still leave robust enrollment in the proposed program.

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

The program will be implemented with existing resources. Existing facilities, faculty, and courses are sufficient because of the identical first year curriculum with the BFA. After the first year, if enrollment is as high as anticipated, one new faculty member may be needed in years 2 and 3 of program implementation to cover additional courses needed. The program anticipates developing partnerships and student funding opportunities with state art agencies.

### **STAFF ANALYSIS**

The intended BA in Art at LSU would be a natural addition to the School of Art. The program would not only provide an opportunity for students who are not admitted into the highly competitive BFA program to continue on an art path, but for students to integrate other disciplines of interest into their degree in order to better prepare for diverse employment opportunities that will benefit from an arts background.

### **STAFF RECOMMENDATION**

***The Senior Staff recommends approval of the Letter of Intent to develop a full proposal for a Bachelor of Art in Art at Louisiana State University and A&M College.***

**AGENDA ITEM IV A 2**  
**LETTER of INTENT**  
**UNIVERSITY of NEW ORLEANS**  
**BS in PROFESSIONAL PILOT**

**BACKGROUND INFORMATION**

The University of New Orleans requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Science in Professional Pilot. The University of Louisiana Board of Supervisors approved the Letter of Intent in August 2018; BoR staff received and circulated the LoI to statewide Chief Academic Officers for review and feedback, and have been studying similar programs to address questions raised during the review.

**STAFF SUMMARY**

**1. Description and Need**

UNO's intended pilot training program would prepare students for careers in the field of aviation, including all of the courses and labs necessary for Federal Aviation Administration (FAA) certifications and ratings as: Private Pilot, Instrument Rating, Commercial Pilot Certificate – Airplane Single and Multi-engine Land, and Certified Flight Instructor. The program would be offered in collaboration with New Orleans Aerial Tours & Flight Training (NOAT&FT), an FAA-approved Part 141 Flight Training School located ten minutes from the UNO Lakefront campus, which will serve as a contract provider.

In addition to regular pilot flight training for the listed FAA certifications, the intended 120 credit hour curriculum includes the 39-credit General Education core and a 42-credit Aviation Core: 14 courses addressing aerodynamics, safety and weather as well as airport and crew management, human factors in aviation, and aviation law. The professional pilot curriculum is planned to follow a cohort model, with the professional AVIA courses to be provided in a "lock-step" progression through Spring, Summer and Fall semesters over four years, including flight training to be conducted two to three times per week.

The LA Workforce Commission's 2016-26 occupational projection tables list statewide demand for 4-Star commercial pilots with annual new growth of 10, and 90 annual openings (20 in the New Orleans region). However, on a larger scale, Forbes (Jul 2018) and others write of a 'perfect storm' pilot shortage threatening global aviation that is driven, in part, by a combination of mandatory retirement at age 65 and changes in accrued flight time requirements for new commercial co-pilots (at 1500 hours, vs the previous 250 hours). They note that higher standards pit private and business aviation against commercial airlines, with all competing for a dwindling pool of qualified pilots. Major US airlines do not appear to be directly experiencing the pilot shortage yet, but smaller regional airlines are, as are airlines (like Ryanair) in Europe. LA Tech, approximately 300 miles north of UNO, currently offers the only public aviation bachelor's program in Louisiana and has already interviewed 190 students for the 30 available slots for the Fall 2019 term. Pilot training is an expensive endeavor, but by teaming up with NOAT&FT, UNO could provide a significant service to students through the intended program which goes beyond the operation of aircraft.

**2. Students**

The LoI projects an estimated enrollment of 20 new students in the first year of program implementation, considered conservative in light of the projected demand for pilots at regional airports in the future.

**3. Faculty, Resources & Budget**

All in-class lecture courses will be held on the UNO campus. The 39 credit hours of General Education core will be taught by regular campus faculty, and UNO will certify NOAT&FT faculty through the University's process of evaluation and validation. No new courses would have to be developed as NOAT&FT will teach all program courses under the AVIA rubric, though the courses will go through the internal approval process

to be added to the catalog. No additional facilities would be required to start up the program. One graduate assistantship would be needed to support program implementation each year, as would 0.5 FTE of staff support.

The program will be fully self-supported by student tuition/fees at a cost of \$157,400 per student for the 4-year program. A formal agreement between UNO and NOAT&FT outlines the responsibilities of each party in the intended program and specifies the contract rate for NOAT&FT at \$117,333 per student, coupled with UNO tuition of \$40,047 per student. The Lol states that UNO plans to pursue sponsored scholarships from airlines and that TOPS, Pell, student loans, and regular or Parent Plus loans are available as financial options for incoming students.

#### **4. Accreditation**

NOAT&FT has been an FAA approved facility since 2004. In addition to ensuring that FAA approval is maintained, UNO will be expected to pursue accreditation of the degree program by the Aviation Accreditation Board International (AABI) and to show how the proposed program meets AABI expectations.

### **STAFF ANALYSIS**

UNO's Lol describes a bachelor's degree concept which will include a 39-credit General Education core, a 42-credit Aviation core, and a 39-credit professional pilot series of courses that will meet FAA commercial and private pilot standards, with instrument and multi-engine ratings. If the Lol is approved, the subsequent proposal should discuss issues of insurance liability for both the institution and the student, with input from the Office of Risk Management. The agreement with NOAT&FT stated that each party would maintain \$1 Million in liability and property damage insurance, which seemed low to campus reviewers in light of potential losses in an accident, as did the minimum coverage required of each student enrolled in the program. The full proposal should also address the campus' intentions regarding qualifying for financial aid from the Department of Veterans Affairs for flight training, and address how it will make itself eligible for VA certification. Finally, the proposal should clarify the involvement of UNO faculty, if any, in developing and/or teaching any of the courses outside of the General Education core.

### **STAFF RECOMMENDATION**

***The Senior Staff recommend that the Academic & Student Affairs Committee recommend approval of the Letter of Intent to develop a full proposal for a BS in Professional Pilot at the University of New Orleans.***



**AGENDA ITEM IV B 1**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**GRAMBLING STATE UNIVERSITY**  
**BACHELOR of SCIENCE in CYBERSECURITY**

**BACKGROUND INFORMATION**

Grambling State University (GSU) requests Board of Regents' approval to establish a Bachelor of Science degree in Cybersecurity. The Letter of Intent was approved by the Board of Regents in December 2017. The proposal was approved by the ULS Board of Supervisors at its meeting in October 2018 and submitted to the BoR for review and consideration.

**STAFF SUMMARY**

**1. Description & Need**

GSU seeks approval to establish a bachelor's degree that will provide comprehensive training, foundational knowledge, and the latest techniques to develop professional capability in cyber/information security through a blend of computer science, technical cyber, and law/policy/ethics courses. Graduates will be able to analyze a problem; design, implement, and evaluate a computer-based solution to meet a given set of requirements in the context of the discipline; communicate effectively with a range of audiences about technical information; and make informed judgments based on legal and ethical principles. They will know how to work effectively in teams, analyze and evaluate systems with respect to maintaining operations in the presence of risks and threats, and apply security principles and practices to the hardware, software, and human aspects of a system to keep it operating smoothly. The 120 credit hour curriculum is designed to provide students with a strong core of mathematics (21 credits), computer science (15 credits), and cyber security (37 credits), and would include an 11-course core plus a choice of two senior-level electives such as *Computer Risk Management*, *Cyber Gaming*, and *Intrusion Detection & Protection Systems*. Cybersecurity principles and techniques are addressed in other undergraduate programs offered in Louisiana, but the topic is primarily covered in courses, electives, or concentrations within Computer Science degree program curricula (such as is done by LA Tech, Southern A&M, and UNO). The degree proposed by Grambling will be the first in the state dedicated to cybersecurity.

The worldwide threat and reality of cyber-crime, computer hacking, and identity theft are recognized by the public and private sectors alike. Symantec Corporation predicts a 1.5 million shortfall in the global workforce demand for information security professionals; the Bureau of Labor has designated it to be among the 20 fastest growing occupations; and the Louisiana Workforce Commission forecasts 100 annual openings statewide for information security analysts and 180 for computer systems analysts. Through Executive Order 17-31, Governor John Bel Edwards created the Cybersecurity Commission in December 2017 with the stated priority of advancing the State's cyber ecosystem and promoting Louisiana as a leader in cybersecurity. One of the specific goals described in the order is to grow Louisiana's cybersecurity workforce and educate both the public and private sectors on cybersecurity. Grambling's proposed program is both timely and essential.

**2. Students**

GSU currently offers two degree programs that are in related fields: a BS/Computer Science (CS, averaging 10 graduates annually), and a BS/Computer Information Systems (CIS, averaging 19 graduates annually). With the timeliness of the topic and the publicity already surrounding the program, the University expects at least 30 students in the first cohort, joined by another 10-20 computer science majors expected to switch to cybersecurity. A number of CS majors are planning to complete the new minor in cybersecurity due to the additional opportunities it should provide, but the new degree should not negatively affect the existing CS viability. As the Cybersecurity program was developed, the CS curriculum has been updated to include *Bid Data & Cloud Security*, *Information Assurance & Security*, and *Applied Cryptography* as part of the curriculum. If approved, implementation would begin in Fall 2019 and the first 20 graduates are expected in Spring 2022.

### **3. Faculty & Resources**

The proposed Cybersecurity degree program would be housed in the Department of Computer Science (College of Arts & Sciences), which maintains its own file servers and four instructional labs. By the end of this year, all four labs will have been remodeled and modernized. In addition to the four current faculty members, the University has committed to hiring additional faculty and support personnel as needed, projected to be two faculty in Fall 2019 with an additional faculty member anticipated in both 2020 and 2021.

Funds for necessary hardware and software have been allocated through Title III. Other startup funds for the first four years will come from current grants, including the Air Force Research Consortium and the NSF HBCU Undergraduate Program (HBCU-UP) grant (\$2.4M, over four years). The proposal budget includes \$25K per year to fund six research assistantships and four internships, plus three scholarships/fellowships (\$15-20K per year) for the first four years of implementation.

### **4. Accreditation**

The proposed cybersecurity program was designed according to ABET guidelines. Grambling intends to begin preparations for accreditation during the Fall 2019 semester and to submit the accreditation self-study with supporting documentation in 2023.

## **STAFF ANALYSIS**

GSU's proposed Cybersecurity program will directly address the significant need across the nation and in the state for graduates with cybersecurity skills. Over the past year, GSU faculty have developed 18 new courses in the major, including all course syllabi and course outlines that will contribute to the program. The curriculum includes a capstone independent cybersecurity project course in the senior year, and along the way, class projects and funded undergraduate research opportunities have been incorporated into the requirements and challenges in several courses to maximize opportunities for professional growth. In short, the Computer Science department has grown from a shadow of cybersecurity content to preparing to deliver a full and robust undergraduate degree program.

## **STAFF RECOMMENDATION**

***The Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the proposed Bachelor of Science in Cybersecurity (CIP 11.1003) at Grambling State University with a progress report on implementation due 1 October 2020.***

**AGENDA ITEM IV B 2**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**LOUISIANA STATE UNIVERSITY, ALEXANDRIA**  
**BACHELOR of SCIENCE in KINESIOLOGY**

**BACKGROUND INFORMATION**

LSU Alexandria requests Board of Regents' approval to establish a Bachelor of Science in Kinesiology. The Letter of Intent was approved by the BoR at its May 2018 meeting. The subsequent proposal was approved by the LSU Board of Supervisors in October and submitted for Regents' consideration.

**STAFF SUMMARY**

**1. Description**

The Bachelor of General Studies at LSU-A includes a 27-hour concentration in Kinesiology, by far the most popular concentration in the degree. The proposed addition of a standalone BS Kinesiology (and corresponding elimination of the BGS concentration) will not only provide a more complete and structured curriculum in the discipline, it will elevate the profile of the program and provide opportunities for students to concentrate in one of three areas leading to employment or eligibility for graduate school. The 120-credit degree would be offered as a hybrid curriculum (courses offered online and on-site), and will include a 41-credit General Education component and a 24-credit kinesiology core, after which a major could choose from among three 42 credit hour concentrations. The Health & Physical Education concentration with a 42 hour prescribed curriculum is designed for students interested in seeking state teacher certification and becoming health and physical education teachers or coaches. The other two concentrations – Health & Fitness Studies, and Sports Management & Administration – will include 30 hours of required courses and 12 hours of kinesiology electives. Sports Management and Administration students will learn management and leadership skills necessary for the development and operation of sports organizations and athletic programs. Students concentrating in Health and Fitness Studies will acquire knowledge of the science behind physical fitness, develop the skills necessary for implementing effective fitness programs, and will meet the requirements for admission to graduate school in programs such as athletic training.

**2. Need**

Growing problems of obesity, Type II diabetes, and other chronic diseases in Louisiana have led to increasing interest among the population in achieving healthier lifestyles and seeking professional help in doing so. Kinesiology graduates from LSU-A would have numerous employment opportunities in the region in a variety of fields including education, community recreation, healthcare facilities and fitness clubs, and business, thus having a positive impact on both the health and economic outcomes of Central Louisiana. The University considers that expanding its array of degree programs will more fully meet the needs of the community it serves, especially in areas for which a strong interest in the major has been demonstrated. Academic leaders from other institutions in the state have agreed that the LSU-A program is appropriate for the institution and the region.

**3. Students**

The BGS concentration in Kinesiology currently has a robust enrollment of 102 students, with 24 graduates during the 2017-18 academic year. Because a teach-out plan will be put in place for the existing concentration and all new students will be required to enroll in the BS Kinesiology program after the concentration is eliminated in 2019, LSU-A fully expects enrollment in the new degree program to be equally strong once the transition is complete. The University anticipates that the standalone degree will also attract additional students to the institution. The more comprehensive Kinesiology degree program with opportunities to specialize in different aspects of the field should be well-received among current and prospective students.

**4. Faculty, Resources & Accreditation**

Because of the existing kinesiology concentration, the University currently offers most of the courses that would be required for the intended degree, taught by four existing full-time and part-time faculty from Kinesiology and Education. Based on expected enrollment and a more robust curriculum, one additional full-time faculty member will be needed by the second year of program implementation at an approximate cost of \$90K per year. The institution anticipates that the cost of the additional faculty will be covered by the increase in tuition and fees. Because the concentration already exists on campus, the program will require no additional facilities or other special resources besides the standard annual library acquisitions. The Health and PE concentration requires DoE approval for teacher certification as well as CAEP and SHAPE America approval, the standard review and accreditation organizations for the field.

### **STAFF ANALYSIS**

The faculty and administration at LSU-A have developed a strong curriculum for Kinesiology with a robust curriculum that will serve students interested in employment or graduate school in a variety of related fields. The program also includes enough flexibility to aid transfer students in graduating in a timely manner. Given the strong enrollment in the existing concentration along with student interest in a standalone degree, staff expect the program to have strong enrollment and graduation numbers within a few years of implementation.

### **STAFF RECOMMENDATION**

***Senior Staff recommend that Academic and Student Affairs Committee recommend conditional approval of the proposal to establish a Bachelor of Science in Kinesiology (CIP 31.0505) at LSU Alexandria with a progress report on program implementation due 1 October 2020.***

## **AGENDA ITEM IV B 3**

### **PROPOSED ACADEMIC PROGRAM**

#### **UNIVERSITY of LOUISIANA, MONROE**

#### **POST-BACCALAUREATE CERTIFICATE in AUTISM SPECTRUM DISORDER**

##### **BACKGROUND INFORMATION**

The University of Louisiana, Monroe (ULM) requests Board of Regents' approval to offer a Post-Baccalaureate Certificate (PBC) in Autism Spectrum Disorder (ASD). The proposal was approved by the UL Board of Supervisors at its meeting in October 2018 and submitted to the BoR for review and consideration.

##### **STAFF SUMMARY**

###### **1. Description & Need**

ASD is a complex and lifelong disability that directly impacts individuals and the family throughout the lifespan, and that requires a variety of professionals to improve treatment outcomes. Its prevalence in the U.S. is currently estimated by the CDC at 1 in 59 births, an alarming increase since 2000, when it was estimated at 1 in 150. ULM's proposed PBC/ASD is targeted toward professionals in the health sciences including nursing, pharmacy, allied health and rehabilitation professions; regular and special education; and social and behavioral sciences such as psychology and social work. The program will provide specific education and training in the area of screening, referral, diagnosis, treatment, and family support to ensure positive treatment outcomes for individuals with ASD. Unique in Louisiana, the 15-credit hour, 100% online curriculum would include five courses that would be offered each semester:

- Understanding Autism in Young Children
- Screening & Referral for Individuals with ASD
- Evidence-Based Interventions for Children & Youth with ASD
- Transitioning to Adulthood for Individuals with ASD
- Family & Professional Partnerships for Individuals with ASD

The cost of providing effective services for children and adults with ASD is continuing to rise, and employers are increasingly seeking employees with specialized training. The Community Foundation of Northern Louisiana and the Living Well Foundation have provided additional financial support through scholarships for a variety of students to pursue specialized education and training for individuals with ASD for the last three years. The Families Helping Families of Northeast Louisiana, a parent support agency, has supported the efforts of the ULM Autism Center (AC) to provide specific training and services for individuals with ASD. Recently, the Blue Cross/Blue Shield Foundation approved a grant for the AC-ULM to conduct research for families raising a child with ASD in a rural and impoverished environments. These activities and levels of support indicate a strong need to have individuals from a variety of disciplines specifically educated in the area of ASD. The online format of the program would allow the PBC/ASD to meet the demand of students/employers from a variety of disciplines in Louisiana and in other states across the U.S.

###### **2. Students**

Students from a variety of health and education programs have indicated a strong interest in additional training and education in ASD. In the last three years, ULM's Autism Center has hosted several well-received activities (including five professional workshops and conferences) that demonstrated student and professional interest, and sponsored autism training scholarships that attracted students from speech-language pathology, occupational therapy, dental hygiene, nursing, radiologic technology, health studies, and occupational therapy assisting. Because an increasingly large number of educators and health professionals serve individuals with ASD and their families, the University projects an enrollment of up to 25 students in the first year, increasing to as many as 100 by Year 5. Students would be accepted into the program for the fall and spring semester, though ULM is open to adding summer course offerings depending on enrollment and demand.

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

The new online courses will be developed and taught by part-time adjunct and regular full-time faculty (paid overload when necessary) at \$3,502 plus 33% fringe benefits so that the proposed PBC will cost \$23,290 in the first years of implementation. New online courses are designed in conjunction with ULM Online personnel and will be taught through the ULM Online program. Tuition and fees will be the total source of revenue, which would bring in \$6,800 per student for the program, based on current ULM tuition.

#### **STAFF ANALYSIS**

The proposed certificate will provide a needed learning opportunity at no cost to the University as it offers enrollment in online classes to bring an introduction to and understanding of ASD to students, families, teachers, and healthcare workers across the state.

#### **STAFF RECOMMENDATION**

***Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the Post-Baccalaureate Certificate in Autism Spectrum Disorder (CIP 13.1013) at the University of Louisiana, Monroe. A progress report is due by 15 June 2021.***

**AGENDA ITEM IV B 4**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**UNIVERSITY of NEW ORLEANS**  
**GRADUATE CERTIFICATE in DATA ANALYTICS**

**BACKGROUND INFORMATION**

The University of New Orleans (UNO) requests Board of Regents' approval to offer a Graduate Certificate (GC) in Data Analytics. The Board of Supervisors of the University of Louisiana System approved the request in October 2018 and submitted the proposal for BoR consideration.

**STAFF SUMMARY**

**1. Description and Need**

The proposed 100% online Graduate Certificate in Data Analytics at UNO will provide students with the tools to meet the increasing demand for professionals who can interpret, explain, and present large quantities of data for decision making. The certificate will be adaptable to serve the needs of students and employers in a wide variety of fields, including in the five key New Orleans industries identified by GNO, Inc: digital media, health sciences, advanced manufacturing, water management, and energy. Consultants from Burning Glass Labor Insights projected the highest demand areas for these skills in the New Orleans area to be in occupations associated with healthcare management, K-12 education, marketing, IT management, and civil engineering. While LSU offers both a GC and Master's degree in analytics, those programs are primarily focused in the field of business financial analytics. The proposed GC emphasizes the application of analytics in fields specific to workforce demands in the New Orleans region.

The 12 hour curriculum includes two required courses in data analytics. Students will then choose one of four focus areas consisting of two applied courses each: data science, management, urban research, or statistical learning.

- Data Science: provides an overview of the design and implementation of database management systems as well as data mining, warehousing, and supporting tools in distributed systems.
- Management: engages students in the theories, methodologies, and technologies to develop, store, share and apply actionable information in information management and business settings as well as for performance analysis.
- Statistical Learning: engages students in the application of statistical methods in science and industry.
- Urban Research: provides an opportunity to apply analytical methods to topics including population estimation and forecasting, economic forecasting, locational analysis, forecasting for transportation and/or housing, as well as project evaluation and monitoring.

Courses will be available sequentially in the fall and spring semesters, and the program will be available to current UNO students as well as external students, including working professionals.

**2. Students**

UNO anticipates that the 100% online program will attract both currently enrolled graduate students in related fields and a broader prospective student pool of working professionals. Initial enrollment is anticipated 10 in the first year, and with aggressive marketing, 20 in the second year with annual growth of up to 30% after that.

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

The two core math courses, while new, are based on special topics courses previously taught at the institution that have been updated by faculty with input from the Veterans Affairs Medical Center on the skills it needs from program graduates. All other courses in the certificate's four applied options are already offered at UNO. Initial program implementation will not require additional faculty resources, but the budget includes \$20K for marketing. Revenue from the distance-learning fee of \$20 per course will be used to cover equipment and software costs for program delivery.

#### **STAFF ANALYSIS**

UNO's proposed Graduate Certificate in Data Analytics fits within the UNO mission, meets the needs of local industry, and utilizes the institution's existing resources. The development of core courses with input from future employers will benefit graduates, and future collaborations with industry will continue to serve the needs of employers and employees alike. The allocation of funds to marketing demonstrates UNO's commitment to building enrollment and creating a strong and productive program.

#### **STAFF RECOMMENDATION**

***Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the Graduate Certificate in Data Analytics (CIP 52.1301) at the University of New Orleans, with a progress report due by 1 June 2021.***



**AGENDA ITEM IV B 5**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**UNIVERSITY of LOUISIANA, LAFAYETTE**  
**GRADUATE CERTIFICATE in CARDIOVASCULAR NURSING**

**BACKGROUND INFORMATION**

The University of Louisiana, Lafayette (ULL) requests Board of Regents' approval to offer a Graduate Certificate (GC) in Cardiovascular Nursing, Family Nurse Practitioner. The Board of Supervisors of the UL System approved the request in October 2018 and submitted the proposal for BoR consideration.

**STAFF SUMMARY**

**1. Description and Need**

The proposed GC will increase the number of nurse practitioners (NPs) with advanced training in cardiovascular health and disease management. The certificate program would provide NPs with the educational preparation, experience, knowledge and ability to practice competently in the specialty area of cardiovascular nursing. The 12-hour curriculum would consist of three courses for 8 credit hours of didactic content, and 4 credit hours (120 contact hours) of clinical practicum experiences. The proposed program could be completed in six months, as didactic courses would be offered online in accelerated terms:

- Spring B Term (8 weeks: 3 credit hours didactic) – *Foundations of Cardiovascular Care*
- Summer Intersession (3 weeks: 3 credit hours didactic) – *Mgt & Care of Cardiac Dysrhythmias*
- Summer Term (8 weeks: 2 credit hours didactic, 4 credit hours & 120 hours clinical) – *Diagnosis & Mgt of Acute & Chronic Cardiac Disorders (Didactic/Clinical)*

As the population ages, there is an increased demand for cardiovascular medical care. The American College of Cardiology predicts that without concerted efforts to optimize the Cardiovascular workforce to meet the nation's health needs, a "crisis of staggering proportions is imminent." Currently, opportunities to pursue graduate level Cardiovascular Nursing coursework in the U.S. are very limited. With 78% of Louisiana identified as being deficient in primary care providers, and with cardiology and related conditions becoming key areas managed by NPs and primary care physicians, this program is focused on meeting the healthcare and workforce needs of Louisiana and the nation.

**2. Students**

The proposed GC is targeted to two types of prospective students: (1) nurses who are already NPs (Family Nurse Practitioners (FNP), Adult-Gerontology NPs, and/or Acute Care NPs) who wish to gain additional knowledge in the cardiovascular specialty area; and (2) students currently enrolled in FNP, adult-gerontology, and/or acute care NP programs who have completed at least the first clinical course and who desire additional knowledge in the cardiovascular specialty. The program will provide an additional specialty area to working NPs and a concurrent specialty to students in the Family Nurse Practitioner (FNP) concentration in the Master of Science in Nursing (MSN) program or in the MSN/BSN to DNP program, particularly through one of the four universities (ULL, McNeese, Nicholls and SLU) that form the Intercollegiate Consortium for a Master of Science in Nursing.

ULL plans to recruit students locally, throughout the state, and nationwide. Initially, applicants will be accepted as a cohort into the program once each year; additional start dates may be added if inquiries and enrollment figures support additional cohorts.

**3. Faculty, Resources & Budget**

Program delivery will be supported by the academic and clinical expertise of faculty and qualified preceptors with documented skills and competence in the cardiovascular specialty area. It will be absorbed in current ULL faculty workload, divided evenly among nine primary faculty members and four supporting clinical faculty, all with appropriate graduate faculty status at ULL, as well as 25 community preceptors in the region with appropriate cardiovascular experience. In addition, the program has established institutional partnerships with 13 hospitals and medical centers throughout south Louisiana and with private physician and NP practices throughout the state. Staff received a letter of support from the Cardiovascular Institute of

the South, pledging to “support ULL by supplying scholarships for several students in the program’s initial years in addition to securing ... qualified preceptors ... to work with students when they are enrolled in the clinical component of the program.”

### **STAFF ANALYSIS**

Staff supports the proposed GC in Cardiovascular Nursing that will provide advanced training and an additional area of expertise to advanced practice registered nurse practitioners. The groundwork has been done and the proposed GC can be implemented with little to no new costs to ULL. Its online delivery of didactic coursework and accelerated scheduling would be a welcome option to both current graduate nursing students and working professionals.

### **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic & Student Affairs Committee recommend conditional approval of the Graduate Certificate in Cardiovascular Nursing FNP (CIP 51.3805) at the University of Louisiana, Lafayette, with a progress report due by 1 June 2021.***

**AGENDA ITEM IV B 6**  
**PROPOSED ACADEMIC PROGRAM**  
**UNIVERSITY OF LOUISIANA, MONROE**  
**DOCTOR of OCCUPATIONAL THERAPY**

**BACKGROUND INFORMATION**

The University of Louisiana, Monroe (ULM) requests Board of Regents' approval to offer a professional Occupational Therapy Doctorate (OTD) degree, set to be the entry-level degree by July 2027 to be licensed as an occupational therapist. The BoR approved the Letter of Intent in February 2018, and a draft proposal was favorably reviewed by Dr. Melissa Sweetman, Founding Program Director of the OTD program at Wingate University, North Carolina. The final proposal was approved by the UL Board of Supervisors at its October 2018 meeting and submitted to the Regents for consideration.

**STAFF SUMMARY**

**1. Description and Need**

ULM is one of three public institutions in Louisiana (including the two LSU Health Science Centers) offering the Master of Occupational Therapy (MOT) program, the current entry level for occupational therapy professionals. Originally approved by the BoR in 2012, ULM's MOT program averaged 27 graduates among its first three cohorts, with 30 graduates in 2018. In 2017, recognizing that the dynamic nature of health and human services requires therapists to be more intellectually and socially sophisticated than ever before, the Accreditation Council for Occupational Therapy Association (ACOTA) mandated an increase in preparation to a doctoral-level point of entry for the profession by July 2027. To have students prepared and eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) Exam by 2027, cohorts would have to begin no later than Fall 2022. With BoR approval, ULM would be the first public university in Louisiana to offer the OTD, welcoming its first doctoral cohort in Fall 2021 to phase in the OTD as the MOT is phased out. A Lol from LSUHSC-S to establish an OTD program was approved by the BoR in August 2017 and that institution is developing its full proposal.

The proposed 3.5 year program will be a clinical based doctorate consisting of seven semesters of coursework, followed by six months of fieldwork, and a 14-week doctoral internship culminating in a capstone project. In lieu of a comprehensive exam or dissertation, successful completion of Level II Fieldwork will be the demonstration of competency signaling that students are prepared to begin the Doctoral Capstone Project, which can be in areas of research, administration, education, advanced clinical practice, leadership, program and policy development, or advocacy. The OTD will prepare graduates to secure positions as expert clinicians in specialty or emerging practice areas, as contributors to clinical research teams, as administrative leaders within health care organizations, and as faculty in OT education programs. Dr. Sweetman, the external reviewer, fully supported the proposed program, noting that "major strengths of the proposed program [are] that it will replace an existing program that already boasts a strong reputation, an approved budget, and a curriculum that has resulted in 100% NBCOT examination pass rates."

**2. Students**

ULM has provided occupational therapy education programs since 1971, beginning with a BS/OT (1971-2006) and adding an AS/OT Assistant in 1981 and the MOT in 2012. Collectively, the AS and MOT programs produce an average of 56 graduates and have nearly 100% graduation rates, national board passage, and employment rates. The MOT program received over 60 applications for 2018 admissions, and the University expects similar application numbers for the OTD program since the doctoral level will be the only entry point for OT in the future. As with the Master's program, ULM intends to limit the entering cohorts to 30 students. With OTD implementation beginning in 2021-22, the MOT will be phased out over three years (2021-24) and the University expects to maintain a steady enrollment of 120 students.

The OTD is uniquely positioned at ULM where students in the Kinesiology, Biology, Psychology, and Health Studies undergraduate programs can select courses that will meet the prerequisite requirements to apply. In addition, there will be opportunities for collaboration between health science students in Speech-Language

Pathology, Nursing, and Pharmacy built into inter-professional education courses. Links to videos and biographies from culturally diverse OT students and practitioners will be included on the ULM OT webpage, and faculty and student representatives will participate in recruiting events that include schools with underrepresented populations to help increase diversity in the applicant and acceptance pools. The OT Program has dedicated funds to support one Graduate Assistantship (GA) and will seek additional funds to establish additional GAs and Foundation Scholarships dedicated to Occupational Therapy students.

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

The OTD program will be administered through the School of Health Professions within the College of Health Sciences. The necessary laboratory equipment and supplies, including resources in book and multimedia formats, are already in place. Each year the department has updated educational materials and technology using the existing budget as well as grant funding through the Living Well Foundation.

The Occupational Therapy department currently employs five 9-month faculty, including the Program Director and the Academic Fieldwork Coordinator. To ensure that the new doctoral program will be in compliance with ACOTE, the last two positions and two OTD-prepared faculty will transition from the MOT to the OTD, and the third faculty member will serve as adjunct part-time faculty. Three new faculty lines and a capstone coordinator will be added between 2020-2022 to support the implementation and transition. Costs associated with implementation and sustainability of the proposed program will primarily be offset by tuition and fees.

### **STAFF ANALYSIS**

ULM has been successfully educating Occupational Therapy practitioners for over 35 years. In response to ACOTE revisions, the University is prepared to transition its MOT to the professional practice Occupational Therapy Doctorate, begin educating its first cohort in 2021, and meet the 2027 deadline. The new program will replace the MOT and allow ULM to continue to produce OT graduates with strong backgrounds in didactic coursework and rich clinical and capstone experiences, ready to continue filling 5-star employment opportunities and serving Louisiana patients.

### **STAFF RECOMMENDATION**

***The Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the proposed Doctor of Occupational Therapy (CIP 51.2306) at the University of Louisiana, Monroe, with a progress report due on 15 June 2021.***

**AGENDA ITEM IV C**  
**ACADEMIC PROGRAM TERMINATION**  
**NICHOLLS STATE UNIVERSITY**  
**BACHELOR of SCIENCE in GENERAL FAMILY & CONSUMER SCIENCES**

**BACKGROUND INFORMATION**

In 2009, Nicholls State University's Department of General Family and Consumer Sciences was disbanded and the existing Bachelor of Science in General Family and Consumer Sciences (GFCS) program was moved to the Department of Psychology. At its October 2018 meeting, the UL Board of Supervisors approved a request from Nicholls to terminate the GFCS program and add it as a reconfigured concentration within the existing BA in Psychology.

**STAFF SUMMARY**

Historically, the field known as Family and Consumer Sciences focused on the home economics aspect of education. Home economics is no longer part of the GFCS curriculum, so the current GFCS title misrepresents the true nature and scope of the degree as well as qualifications of the students upon graduation. Since the GFCS program moved to the Department of Psychology, the program's curriculum has evolved to include 18 hours of psychology in addition to courses in case management, facilitative skills, lifespan development, and introductory counseling and interviewing skills. The program also offers over 500 hours of service learning opportunities where students gain vital hands-on experience with children, adolescents, and adults. The current GFCS curriculum will be transitioned into a new pre-counseling concentration in the existing BA in Psychology.

After a review of the program, SACSCOC recommended the requested change. The decision to pursue the proposed change is supported by Nicholls' college deans and academic administrators and the American Psychological Association (APA) supports pre-counseling as a suitable name for the new concentration. All faculty in the current GFCS program will be maintained and continue to teach in the new BA Psychology pre-counseling concentration. Starting in Fall 2019, Nicholls will transition those of the 122 currently enrolled students with less than 50% of the GFCS degree completed to the BA Psychology program, and those students who have completed more than 50% of the current GFCS program will be given the option to transfer to Psychology or remain in the current GFCS degree. Reporting of GFCS degrees awarded will cease in Fall 2021.

**STAFF ANALYSIS**

Staff support the request to terminate the program based on changes in the curriculum and in the field along with the recommendation by SACSCOC and the support of Nicholls administration. The teach-out plan and the creation of the new pre-counseling psychology concentration will aid in the retention of students currently in the program as well as add clarity in the degree title for future students. Because the program and its faculty are already housed in the Department of Psychology, the change will have minimal administrative impact.

**STAFF RECOMMENDATION**

***Senior staff recommend that the Academic & Student Affairs Committee recommend approval of the proposed termination of the BS in General Family and Consumer Sciences (CIP 19.0101) at Nicholls State University.***

**AGENDA ITEM V A**  
**REQUEST FOR ONE-YEAR CONDITIONAL APPROVAL**  
**UNIVERSITY of NEW ORLEANS**  
**URBAN ENTREPRENEURSHIP and POLICY INSTITUTE**

**BACKGROUND INFORMATION**

The University of New Orleans requests approval to establish the Urban Entrepreneurship and Policy Institute. The request was approved by the UL Board of Supervisors at its October 2018 meeting and sent to the Board of Regents for consideration. Board of Regents policy is to grant conditional approval of new research units, typically for a period of one year.

**STAFF SUMMARY**

**1. Description and Need**

The proposed Urban Entrepreneurship & Policy Institute will act as UNO's hub for research and academic programming activities relevant to entrepreneurship in urban communities. The Institute would work with the entrepreneurship program in the business school along with faculty and students in philosophy, urban planning, psychology, and other departments to construct an interdisciplinary understanding of entrepreneurship in urban communities. Little research has been conducted on the causes for variances in entrepreneurial outcomes between people of different racial and ethnic groups, and the research that has been done fails to accurately capture informal economic activity and the differences between entrepreneurial activities in different communities. As a result, many programs designed to encourage and support entrepreneurship in various communities do not succeed because of a lack of data to guide the use of resources. The Institute aims to eventually support research-driven activities including micro-lending and mentorship to promote entrepreneurship in New Orleans, to leverage unique public policy opportunities at the intersection of ethics and entrepreneurship, and to attract top scholars and students from throughout the country.

**2. Initiatives and Objectives**

Initially, the Institute's focus will be on conducting research in the area of urban entrepreneurship, particularly focused on the differences in entrepreneurial outcomes between racial and ethnic groups and the reasons for those differences. Efforts to support and encourage entrepreneurship in underserved populations lack the research necessary to guide activities for successful outcomes. The Institute will also work toward building connections within the community and organizations that support urban entrepreneurship, and toward continuing to secure external funding for its activities. Future plans for the Institute include developing mentoring and micro-loan programs for the New Orleans community.

**3. Resources and Administration**

A physical location for the Institute has not been finalized, but space is currently available in multiple locations across campus, with the ideal location identified as within Long Library. The Institute will have a Director who reports directly to the Vice President for Research and Economic Development in the Office of Research and Sponsored Programs. Institute faculty and staff will report to the Director.

**4. Budget**

The proposed Entrepreneurship & Policy Institute will be established with grant funding from the John Templeton Foundation and the Charles Koch Foundation at \$554K and \$115K respectively, and the University anticipates up to \$500K in private donations and additional Koch Foundation funds during the first year of operations. UNO plans to leverage these funds to develop partnerships with organizations in Greater New Orleans area and with other funding agencies to build on the Institute's external support. The expectation is that the Institute will be funded entirely by external sources; no state funds will be required.

## **STAFF ANALYSIS**

The establishment of the Urban Entrepreneurship & Public Policy Institute at UNO will provide the necessary structure and focus to conduct critical research on the practices of a wide range of entrepreneurs in an urban setting. The Institute's future plans are to apply and expand this research to better support businesses of all types and sizes in the metropolitan area. Grant funding is sufficient for the startup of the unit.

## **STAFF RECOMMENDATION**

***Senior staff recommend that the Academic and Student Affairs Committee recommend one-year conditional approval of the Urban Entrepreneurship and Policy Institute at the University of New Orleans, with a progress report and request for full authorization due by January 1, 2020.***

**AGENDA ITEM V B**  
**REQUEST for FULL APPROVAL**  
**LOUISIANA STATE UNIVERSITY**  
**ETHICS INSTITUTE**

**BACKGROUND INFORMATION**

Louisiana State University and A&M College (LSU) requests full approval of the Ethics Institute. The Institute was granted initial conditional approval by the Regents in October 2017. The LSU Board of Supervisors approved the request at its November 2018 meeting and submitted the proposal to the Board of Regents for consideration.

**STAFF SUMMARY**

**1. Description and Need**

The LSU Ethics Institute was established to bring faculty and students together in a conversation about moral literacy by teaching ethics across disciplines and by stimulating meaningful research on ethical discourse. The Institute aims to build a foundation for principled decision making for students while at LSU and after they enter the workforce, to lead education and scholarly work focused on ethics and leadership, and to become a collaborator with industry to address ethical challenges in business. As it continues to build its research and educational activities, the Institute will support course development, promote ethical behavior among students, and provide ethics training for research and industry. The Institute is currently focused on developing research and training in medical, business, and legal ethics based on current faculty research, student demand, and accreditation mandates in these areas, but topics may evolve based on decisions from the faculty-led advisory board. The LSU Ethics Institute is unique in Louisiana in its mission and focus.

**2. Activities and Initiatives**

Since initial approval last year, the Institute created its first faculty research initiative, the Moral Theory Project. Dr. Deborah Goldgaber has created a directory of LSU faculty conducting research in moral theory and will assemble these faculty to form collaborative research partnerships in the next year. The Institute also inaugurated its first teaching ethics workshop, a four-day workshop on the application of moral literacy in the classroom, and has started work on an incentive program for faculty to develop ethics courses. Near future plans include the implementation of a lecture series and the creation of several student research-in-ethics awards. Going forward, the Institute intends to partner with local and regional businesses and organizations to support workforce training, sponsor internships, host student competitions in the area of ethical dilemmas in industry, and partner with LSU Athletics and the SEC to provide ethics training for student athletes and athletics staff.

**3. Resources and Administration**

The Institute is overseen by the Dean of the College of Humanities & Social Sciences (HSS) and is currently managed by staff under the direction of temporary director, Political Science Professor Cecil Eubanks. The LSU Ethics Institute Advisory Board is made up of faculty from around the institution plus a representative from LSU Athletics. The board judges research proposal awards, chooses teaching workshop participants and speakers, and dispenses the Institute's \$1K Inspire Scholarships. The Board hired Dr. Donald Hubin, director of the Center for Ethics and Human Values at Ohio State University, and Dr. Nancy Tuana, founder and former director of the Rock Ethics Institute at Penn State University as consultants to guide the early phases of development of the Institute. Dr. Tuana will also work with the board during the current search for a permanent director, with a new director scheduled to begin during summer 2019.



#### **4. Budget**

HSS will continue to support the Institute through salaries, startup funds, and physical space. As a key component of the College's development plan, the Institute aims to build strong donor support with a goal of bringing in \$450K per year toward establishing a \$10 million endowment to support its operations in 8-10 years. During the Institute's first year, it secured \$64K that funded the first teaching ethics workshop, the first research initiative, and the cost of consultants. Faculty are actively engaged in generating grant proposals and hope to begin supporting Institute activities with grant funding by 2020. The majority of the Institute's expenses are for the new director's salary and graduate student support; funds are provided by HSS during the Institute's first several years.

#### **STAFF ANALYSIS**

The Ethics Institute at LSU has made progress in securing funds and planning initiatives since initial approval last year. The Institute demonstrates strong potential to influence the curriculum and to provide training in ethical decision making. Focusing on subject areas of particular relevance for students and faculty will ensure the Institute's work remains relevant to new and evolving ethical dilemmas facing business and society.

#### **STAFF RECOMMENDATION**

***Senior Staff recommend that the Academic and Student Affairs Committee recommend full approval of the Ethics Institute at Louisiana State University and A&M College for a period of five years, with a progress report and request for continued authorization due by December 1, 2023.***