BOARD OF REGENTS
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AGENDA
ACADEMIC & STUDENT AFFAIRS COMMITTEE
December 11, 2019 • 11:15 AM

Thomas Jefferson A&B (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
3. Letters of Intent / Proposals in the Queue

IV. Academic Programs

A. Letters of Intent

1. MS Computer Networking & Administration – Southeastern

B. Program Proposals

1. AAS Machine Tool Technology – SOWELA
2. UC TESOL – SLU
3. BS Learning Experience Design & Innovation – LSU
4. GC Machine Learning & Artificial Intelligence – UNO
5. MS Athletic Training – ULL and SLU
6. MS Cyber Security & Operations – UNO
7. PhD Industrial Engineering – LSU A&M

V. Centers & Institutes

A. Louisiana Addiction Research Center – LSU HSC-S (New)

B. Center for Brain Health – LSU HSC-S (Full Authorization)

VI. Other Business

VII. Adjournment

Committee Members: Collis Temple III, Chair; Blake David, Vice Chair; Claudia Adley; William Jewell; Wilbert Pryor; Gary Solomon, Jr.; Jacqueline Wyatt; LCTCS Representative; LSUS Representative; SUS Representative; ULS Representative

AGENDA ITEM III A 1

ROUTINE ACADEMIC REQUESTS

Staff Approvals

Institution	Request
LCTCS	Request from CLTCC to offer the AAS Cloud Computing and from LDCC to offer the AAS Full Stack Cloud Developer. Programs are eligible for staff approval per Board action August 2019 for "very similar LCTCS Cloud Computing programs across the system" based on system-wide plan to implement these programs on all campuses. **Approved**
LSU	Request to offer the existing BA Sociology and BS Mass Communication 100% online. **Approved**
LSU	Request to change the name of the current BS/Early Childhood Education, Grades PK-3 (CIP 13.1210) to BS / Early Childhood Education so that the one degree can have two teacher certification concentrations: PK-3, and Birth-Age 5. **Approved**
LSU	Request to offer an additional path to teacher certification within the BS/Early Childhood Education (CIP 13.1210), for ages Birth to 5. The certification path has been reviewed and endorsed by staff of the LA Department of Education and approved by BESE at its meeting October 16, 2019. **Approved**
LSU	Request to change the CIP for the Master of Landscape Architecture (MLA) from 04.0601: Geology/Earth Science, General, to 30.3301: Sustainability Studies to better reflect the focus of the program and to align with other Landscape Architecture programs. **Approved**
LSU	Request to establish the School of Collaborative Academic Programs as an administrative home for cross-disciplinary academic programs involving more than one school or college on campus. **Approved**
Nicholls	Request to change the name of the Department of Languages and Literature to the Department of English, Modern Languages, and Cultural Studies. **Approved**
Southeastern	Request to change the name and CIP of the BS in Health Education and Promotion (51.2207) to the BS in Health Sciences (51.9999) to better reflect the breadth of the program's curriculum and available electives and to better align with standard language in the field. **Approved**
SOWELA	Reconfigure and rename the AAS in Graphic Art to AAS in Digital Arts and Communication and change CIP from 50.0402 (Commercial and Advertising Art) to 50.0401 (Design and Visual Communications) to better reflect broadened program content and purpose. **Approved**
UNO	Change the CIP Code for the BS Health Care Management from 51.2211 (Health Services Administration) to 51.0701 (Health/Health Care Administration/Management) to better reflect program content and purpose. **Approved**

AGENDA ITEM III A 2

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS

Initial Approval	Program	Staff Analysis	Staff Recommendation for Board Action
05.2018	**LA Tech** **GC Business Administration** CIP 52.0201 Implemented Fall 2018. Current progress report received 10.4.19 and additional information received 10.10.19.	Successful implementation of the program resulted in 76 completers in its first year (including current MBA students) with 30 expected this year. Planned updates to SIS software will enable the institution to differentiate between completers who are current MBA students, GC only students, and GC only students who go on to enroll in the MBA.	Receive and accept the report. A subsequent report is due October 1, 2021.
08.2018	**LDCC** **AAS Paramedicine** CIP 51.0904 Implemented Fall 2018. Current progress report received 10.8.19 with additional information received 11.19.19.	The first 6 graduates completed the program last year and 11 are expected by the end of this year. Current program enrollment has increased from 17 last year to 45 this year. Program accreditation was achieved in September 2018, additional faculty have been hired to support program growth, and courses have been added to support student interest in continuing to a nursing program.	Receive and accept the report. A subsequent report is due July 1, 2021.
04.2013	**LSU Alexandria** **BS Long Term Care Administration** CIP 51.0718 Implemented Fall 2013. Current progress report received 9.6.2019.	Program enrollment continues to gradually increase. This past year, 7 students graduated with 12 expected next year. Program is now available 100% online, and the name was changed from Elder Care to Long Term Care in June to better reflect the breadth of the program. The accreditation self-study will be submitted next spring.	Receive and accept the report. A subsequent report is due October 1, 2020.
06.2015	**LSU A&M** **GC in Mathematics for Advanced Secondary Instruction** CIP 27.0101 Implemented Fall 2015. Current progress report received 9.6.2019.	Program's only graduate was from summer 2019 and the program anticipates 3 for the coming year and next year. Implementation of online programming and marketing and recruitment of non-MNS students has progressed slower than anticipated.	Receive and accept the report. A subsequent report demonstrating stronger enrollment and completion is due October 1, 2021 or program will be terminated.
06.2015	**LSU A&M** **GC in Strategic Communication** CIP 09.0999 Implemented Fall 2015. Current progress report received 9.6.2019.	Program graduated 10 students this past year and anticipates continued strong enrollment and graduation numbers going forward. They are tracking outcomes for GRE waiver students and continue to work on developing an online version of the program.	Receive and accept the report. A subsequent report is due October 1, 2020.
06.2017	**LSU A&M** **GC in Urban and Community Education** CIP 13.0410 Implemented Fall 2018. Current progress report received 9.6.2019 and additional information received 11.20.19.	The first 2 graduates completed the program last year, and 4 are expected this year. An active faculty search is ongoing to replace one of the primary program faculty who left last year. A social media marketing campaign has been launched, and flexibility in the course requirement for the research component are being implemented to provide more options for students.	Receive and accept the report. A subsequent report is due October 1, 2020.

06.2015	**LSU A&M** **GC in Applied Depositional Geosystems** CIP 40.0603 Implemented Fall 2015. Current progress report received 9.6.2019.	Enrollment for the past 3 years has been 3, 3, and 2 with 5 this year. The program has seen 3 completers for each of the past 3 years. Faculty continue to have confidence in value of program, but attribute low enrollment to fluctuations in the petroleum engineering field. New courses are being added to better match current student and market demands, and course scheduling flexibility is being considered to better accommodate working professionals. Additional research funding to support students is also being pursued.	Receive and accept the report. A subsequent report is due October 1, 2020.
12.2017	**LSU A&M** **PhD in Biological Engineering** CIP 14.4501 Implemented Fall 2018. Current progress report received 10.31.2019.	Current enrollment is 10 and the first 6 graduates are expected next year. LSU expects 2-3 graduates per year after that with more significant enrollment growth after the program's first 5 years. New courses have been added for 2019, along with two new faculty members and a newly constructed lab.	Receive and accept the report. A subsequent report is due October 1, 2021.
03.2018	**LSU HSC-NO** **BS Public Health** CIP 51.2201 Implementation delayed until Fall 2020. Current progress report received 11.21.2019.	Program implementation has been delayed until August 2020 due to the limited time period to recruit students after the program received accreditation from the Council on Education for Public Health on March 2, 2019.	Receive and accept the report. A subsequent report is due October 1, 2021.
06.2018	**Nunez CC** **AAS Aerospace Manufacturing Technology** CIP 15.0801 Implemented Fall 2018. Current progress report received 10.1.19.	Enrollment has grown quickly since implementation with current enrollment at 66 and expected enrollment for next year to be over 100 though several students will exit the program after completing the CTS or TD. The program expects its first four graduates of the AAS this year and anticipates eight for next year.	Receive and accept the report. A subsequent report is due October 1, 2020.
03.2014	**RPCC** **CAS Medical Coding Specialist** CIP 51.0707 Implemented Fall 2015. Current progress report received 7.30.19 and additional information received 10.10.19 and 11.19.19.	Program completion continues to be low since implementation, but a new program coordinator will be hired by the beginning of next fall, and accreditation is anticipated to be complete by 2022. The new externship program continues to be adjusted to ensure student participation and completion.	Receive and accept the report. A subsequent report is due December 1, 2020.
09.2017	**Southern BR** **BS Finance** CIP 52.0801 Reinstated from recommended termination in Fall 2017. Current progress report received 11.14.19.	For Fall 2019, 30 new freshmen enrolled for a total current enrollment of 71 with 13 graduates projected this year. New courses in finance were developed and added to the curriculum, and collaboration with the Louisiana Department of Insurance includes financial support for promotion of the Risk Management and Insurance concentration.	Receive and accept the report. A subsequent report is due October 1, 2020.
09.2017	**Southern BR** **GC Therapeutic Recreation** CIP 51.2309 Implementation delayed until Fall 2020. Current progress report received 11.6.19.	MS Therapeutic Recreation was terminated, and the two remaining students are expected to graduate in Spring 2020. The GC plans to begin enrolling students after that for Fall 2020.	Receive and accept the report. A subsequent report is due October 1, 2021.

08.2017	**SOWELA** **AAS Surgical Technology** CIP 51.0909 Implemented Summer 2018. Current progress report received 10.28.19.	The program graduated 4 students in its first year and has 10 students currently enrolled. CAAHEP accreditation was awarded to SOWELA in May 2019, with an on-site review scheduled for 2024.	Receive and accept the report. A subsequent report is due October 1, 2020.
05.2015	**SOWELA** **ASN Nursing** CIP 51.3801 Implemented Fall 2016. Current progress report received 11.4.19.	The program graduated 22 students as projected last year and expects 35 next year. The program has had a 100% NCLEX-RN Pass Rate for first-time test takers in addition to a 100% employment rate for both graduating classes. The program achieved accreditation in March 2018 with the next evaluation scheduled for Fall 2020.	Receive and accept the progress report. No further reporting is required.
08.2013	**ULL** **MS Accounting** CIP 52.0301 Implemented Fall 2014. Current progress report received 10.25.2019.	The program had 8 graduates this past year and expects similar numbers for the next two years. Program incorporated a GMAT/GRE waiver program for applicants that meet minimum undergraduate GPA to attract more students. Adjustments have been made to the curriculum to meet Graduate School and AACSB accreditation requirements.	Receive and accept the progress report. No further reporting is required.
08.2014	**UNO** **BS Health Care Management** CIP 51.0701 (previously 51.2211) Implemented Fall 2016. Current progress report received 7.1.2019 and additional information received 10.29.19 and 11.21.19	Program joined Association of University Programs in Healthcare Administration to begin certification process and anticipates full certification by 2022. The first 7 graduates completed the program this past academic year, and 15 are expected this coming year with 77 students enrolled.	Receive and accept the progress report. A subsequent report is due October 1, 2021.

AGENDA ITEM III A 3

LETTERS of INTENT/PROPOSALS in the QUEUE

Submitted to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	Grambling	BS Cloud Computing	10.25.19	10.29 – Sent to CAOs for review 11.19 – Responses received, under staff review.
	LSU-A	BS Computer Science	11.21.19	11.23 – Sent to CAOs for review, responses due 12.16.
Program Proposals	NSU	UC Business Analytics	07.02.19	11.6 – Staff contacted campus with questions regarding evidence of employer and student interest and need.
	NSU	UC Leadership Studies	07.02.19	11.19 – Staff contacted campus with questions regarding curriculum and student interest.
	UNO	UC Unmanned Systems Management	08.29.19	10.11 – Staff contacted campus with several concerns regarding lack of details provided in proposal.
	LSUHSC-S	PhD Rehabilitation Science	09.16.19	10.29 – Contacted external reviewer; 11.4 – External reviewer confirmed, report due 12.6.
	FTCC	AS Geology	10.24.19	11.18 – Staff contacted campus with several questions and items for clarification; 11.25 – Responses received, under staff review.
	ULM	BA Music	10.25.19	Under staff review
	UNO	BS Urban Construction Management	10.25.19	Under staff review
	LSU	BA Art & Design	10.28.19	11.6 – Staff sent questions to campus about current school enrollment, projected faculty needs, and program title; responses received; 11.23 – Staff sent additional concerns about proposed title; response received, under staff review.
	LSU	PhD Experimental Statistics	10.28.19	11.22 – List of external reviewers received from campus; staff contacting potential reviewers.

AGENDA ITEM IV A 1
LETTER of INTENT
SOUTHEASTERN LOUISIANA UNIVERSITY
MASTER OF SCIENCE IN COMPUTER NETWORKING & ADMINISTRATION

BACKGROUND INFORMATION

Southeastern Louisiana University (SLU) requests Board of Regents approval of a Letter of Intent (LoI) to create a proposal for a Master of Science in Computer Networking & Administration. The LoI was approved by the UL Board of Supervisors in June 2019 and forwarded to the Board of Regents for consideration. The LoI was then circulated to Chief Academic Officers (CAOs) statewide for review and comment.

STAFF SUMMARY

1. Description and Need

The proposed MS degree is designed to provide graduates a pathway to high-demand careers in the applied computer science and information technology industries in the rapidly growing areas of computer networking and administration. Graduates will be prepared for positions such as computer network administrator, network specialist, network design engineer, system software developer, and system administrator. US Department of Labor projections indicate that positions in computer networking and administration promise to be a major portion of growth in STEM jobs. The program is expected to appeal to current undergraduates, SLU alum, and working professionals who will be attracted to the 100% online, year-round format. SLU has an ambitious plan to develop eleven new graduate courses rolled out two-to-three per semester as the proposal is developed and during program implementation. The institution has ABET accreditation, required for computer science programs, and will follow ABET standards for program assessment.

2. Students

Southeastern's undergraduate computer science program is expected to provide the majority of enrollment initially with a combination of recent graduates and working professional alums. Given that the program will be offered 100% online, with increased marketing and reputation, the program is expected to build into a nationally and internationally appealing program for working professionals seeking advanced training in the field. Initial enrollment is expected to be 15 new students growing to 60 total students enrolled by year four.

3. Faculty, Resources & Budget

The existing undergraduate program in computer science, along with its faculty and facilities, will provide a foundation for building the proposed program. Both programs will be housed in the newly-constructed 70K square foot Computer Science and Technology Building. One full-time faculty will be hired at approximately $110K per year to implement the program, and if the program meets its enrollment targets, a second full-time faculty member at a similar cost will be hired in year three.

STAFF ANALYSIS

CAOs from around the state support the development of the MS Computer Networking & Administration at SLU but request more specific distinction from other existing programs in the state, particularly those offered online, to ensure there will not be unnecessary duplication. The program proposal must also address several concerns raised about the curriculum content. Staff have shared curricular concerns and recommendations directly with the campus.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic & Student Affairs Committee recommend approval of the Letter of Intent to develop a full proposal for a Master of Science in Computer Networking & Administration at Southeastern Louisiana University.

AGENDA ITEM IV B 1
PROPOSED NEW ACADEMIC PROGRAM
SOWELA TECHNICAL COMMUNITY COLLEGE
ASSOCIATE OF APPLIED SCIENCE in MACHINE TOOL TECHNOLOGY

BACKGROUND INFORMATION

SOWELA Technical Community College (SOWELA) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Machine Tool Technology (48.0501). The program proposal was endorsed by the Board of Supervisors of the Louisiana Community and Technical College System at its October 2019 meeting and forwarded to the Board of Regents for consideration.

STAFF SUMMARY

1. Description & Need

The Machine Tool Technology program prepares students with a combined practical approach to the study of machining and millwright. Specific objectives of the program are to prepare individuals to install conveyor systems, connect machinery to piping and power supplies, repair and maintain industrial equipment and machinery, shape metal parts on lathes, grinders, drill presses, milling machines and computer numerical control machines and make computations for dimensions and cutting feeds and speeds using precision measuring equipment. The proposed 60-hour AAS degree will expand the technical diploma (TD) program to provide students with a degree option by adding 15 hours (five classes) of General Education coursework. The new Machine Tool Technology program would have three stackable levels of achievement on the Curriculum Inventory:

- **CTS**, Machinist Apprentice (33 hours)
- **TD**, Machine Tool Technology (CTS + 12 hours)
- **AAS**, Machine Tool Technology (TD + 15 hours of General Education)

Since 2012, industries in southwest Louisiana have announced over $105 billion of expansions with nearly half of these projects nearing completion, resulting in significant job growth in this area for individuals with an associate degree. The economic growth in the Lake Charles area coupled with the anticipated increases in employee retirements will provide the need for a trained workforce. For the past several years SOWELA has sustained successful non-credit machine tool and millwright short-term courses. Industry leaders have asked SOWELA to develop the AAS in Machine Tool Technology to replace the non-credit courses. The addition of an associate degree will provide graduates with a credential that may enhance opportunities for employment and promotion within the industry. The proposed AAS in Machine Tool Technology will be the only one in southwest Louisiana.

2. Students

SOWELA's non-credit machinist and millwright courses have had a steady stream of participants with a current waiting list of potential students. The institution expects interest in the AAS program to expand as students in the proposed for-credit curriculum will now be eligible to seek financial assistance for their education. SOWELA will continue to collaborate with business and industry, and workforce agencies to identify prospective students. Students currently enrolled in the TD in Machine Tool Technology will also be encouraged to complete the AAS.

3. Faculty, Resources & Accreditation

The proposed AAS will have no impact on the current administrative structure. SOWELA anticipates the need to hire one full-time instructor and one part-time instructor for the AAS. In addition to teaching, the full-time faculty member will also be responsible for the maintenance and upkeep of the machine tool

shop area and all equipment and tools utilized in the program. General education coursework will be taught by existing faculty members.

4. Budget

SOWELA is financially able to implement the proposed AAS in Machine Tool Technology. Present facilities are adequate; equipment and tools are currently available and in use with the non-credit course offerings. The primary budgetary impact will result from salary and benefits for program instructors. SOWELA will encourage pursuit of additional funding through appropriate grant opportunities and partnerships with local business and industry.

STAFF ANALYSIS

The program proposed by SOWELA will provide a degree option for students in Machine Tool Technology increasing their general education and eligibility for promotion. SOWELA is the first LCTCS college in Southwest Louisiana to propose this AAS in Machine Tool Technology. The institution understands the graduate productivity expectations for the new degree and expects to exceed the completer threshold (eight graduates per year) in the first year.

STAFF RECOMMENDATION

The Senior Staff recommends conditional approval of the Associate of Applied Science in Machine Tool Technology (CIP 48.0501) at SOWELA Technical Community College, with a progress report due by December 1, 2021.

AGENDA ITEM IV B 2
PROPOSED ACADEMIC PROGRAM
SOUTHEASTERN LOUISIANA UNIVERSITY
UNDERGRADUATE CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

BACKGROUND INFORMATION

Southeastern Louisiana University (SLU) requests Board of Regents' approval to offer an Undergraduate Certificate in Teaching English to Speakers of Other Languages (UC TESOL). The proposal was approved by the UL Board of Supervisors at its October 2019 meeting and submitted to Regents staff for consideration.

STAFF SUMMARY

1. Description and Need

The aim of the proposed UC TESOL is to open the possibility of teaching English to speakers of other languages in a variety of settings beyond the domestic school system. Individuals with a TESOL certificate may teach English language learners (ELL) in language institutes, adult education facilities, community colleges, tutoring centers, and other non-profit organizations, including churches and civic and social justice groups, in the U.S. or abroad. Additionally, in countries where English is not the majority language, a TESOL certificate paired with a Bachelor's degree in any field typically also enables a fluent English speaker to teach in a K-12 classroom. The proposed certificate was designed based on the 2018 CAEP/TESOL, the national accrediting body for K-12 TESOL/ESL Teacher Education programs in the U.S. The traditional standard credential is a certificate which includes a minimum of 120 contact hours comprised of a combination of coursework and field experience. Such certificates are offered by independent training companies and various universities. The proposed certificate will require 18 credit hours consisting of 338 contact hours that include coursework and field experience.

Northwestern and ULL both offer graduate certificates in TESOL. The proposed program aims to primarily serve current and former SLU students interested in this credential. Content at the two levels is not significantly different aside from the depth of knowledge gained at the graduate level. Students with a bachelor's degree and the UC TESOL will be well qualified to meet employer needs in this area.

2. Students

Initially, those enrolling in the program will primarily be students currently enrolled in the newly reconfigured BA World Languages. Once established, the program will be marketed to students in other majors such as English, SLU's language degree alum, and others in the region interested in adding the undergraduate credential. The department anticipates about a 40% increase in enrollment per year over the first five years.

3. Resources, Administration and Budget

The program will be administered in the Department of World Languages and Cultures and will consist of existing courses taught by current faculty. The program was originally planned as a concentration within the language program but was later developed as an undergraduate certificate to broaden access to students outside the language program. Additional faculty needs will be assessed if the program grows beyond current department capacity, which is not anticipated within the first five years.

STAFF ANALYSIS

The proposed certificate provides a valuable add-on qualification for students in the BA World Languages as well as students in other majors who wish to work with ELL students domestically or overseas. The program will also be valuable as a credential for those who have already completed their undergraduate degree and wish to continue their education at the undergraduate level. The curriculum was developed based on the standards used for teacher certification in this area and will provide students the necessary skills to teach English as a

second language in a variety of settings domestically and abroad.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the proposed Undergraduate Certificate in Teaching English to Speakers of Other Languages (CIP 13.1401) at Southeastern Louisiana University, with a progress report due on July 1, 2021.

AGENDA ITEM IV B 3
PROPOSED NEW ACADEMIC PROGRAM

LOUISIANA STATE UNIVERSITY AND A&M COLLEGE
BACHELOR OF SCIENCE IN
LEARNING EXPERIENCE DESIGN & INNOVATION

BACKGROUND INFORMATION

Louisiana State University and A&M College (LSU) requests Board of Regents' approval to offer a Bachelor of Science in Learning Experience Design & Innovation (CIP 13.0607). Regents approved the Letter of Intent in October 2019, and the full proposal was approved by the LSU Board of Supervisors two days later. LSU later submitted a revised proposal addressing staff and CAO questions and concerns.

STAFF SUMMARY

1. Description and Need

Organizations are increasingly replacing on-site instructor-led training with web-based and e-learning models. The BS in Learning Experience Design & Innovation was developed in collaboration between LSU's School of Leadership & Human Resource Development and LSU Online in response to a significant increase in job postings for positions such as Training and Development Specialist, Distance Learning Coordinator, and other related titles requiring a bachelor's degree. O*NET OnLine, a job market resource for HR and workforce development, projects approximately 13% job growth in this area for Louisiana by 2028, with more than 5K new job openings per year in the greater region including Texas, Louisiana, Mississippi, and Florida. The proposed program will provide students with knowledge and skills in a range of relevant topics including: the development and application of workplace web-based and e-learning technologies; instructional design theories and systems; learning experience design principles; and leadership, team, and change management skills. Students will be prepared to enter directly into the workforce or enroll in graduate school in technology, HR, and education related fields.

The intended 100% online, 120-credit program would include 30 hours in instructional design and 40 hours in leadership and human capital development, differentiating itself from K-12 education programs through its focus on workplace and professional development. Competencies students gain in the program will prepare them to serve as partners in organizational settings, to manage the design of innovative web-based learning solutions, lead design teams, apply learning analytics, select and implement cutting-edge technologies, and select and evaluate learning media and programs.

2. Students

The proposed program will be unique in the country in its purpose and objectives. Increased interest and graduates from existing human resource development programs in the region, including LSU's, along with strong expected job growth in the area of distance learning for workplace training support projected student interest and enrollment growth in the program. LSU Online assessed student interest through employer demand, job openings, the latent adult learner market in the state and region, and enrollment in related programs. Projected initial enrollment in the program is 25 students with approximately 56% growth per year during the first five years.

3. Faculty, Administration, and Budget

The program will be administered by the School of Leadership & Human Resource Development in the College of Human Sciences & Education with support from LSU Online for marketing and delivery. An

existing vacant faculty line in the school will be filled by year two with an expert in learner experience design. An administrative coordinator, two part-time academic coaches, and graduate assistants will be hired in the first three years for a total of $72K plus benefits per year. Marketing, travel, and other expenses are expected at an additional $5K per year. Current facilities are sufficient to support the program, and technology and library expenses will be incorporated into existing LSU Online and library budgets.

STAFF ANALYSIS

Enthusiastic responses from CAOs during the Letter of Intent review support LSU's assertion that this program will address an emerging and rapidly growing area of HR management and training. The unique focus of the program on job and leadership training in the workplace differentiates it from education programs focused on pedagogy for K-12 and can position LSU as a national leader in this area. The program will be offered 100% online, providing a variety of traditional and non-traditional students the opportunity to pursue this degree throughout the state and nation. As requested by staff, the revised proposal provided strong evidence of student and employer interest and justification for a full 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 Learning Experience Design & Innovation (CIP 13.0607) at LSU A&M, with a progress report due on July 1, 2021.

AGENDA ITEM IV B 4
PROPOSED ACADEMIC PROGRAM
UNIVERSITY OF NEW ORLEANS
GRADUATE CERTIFICATE IN MACHINE LEARNING AND ARTIFICIAL INTELLIGENCE

BACKGROUND INFORMATION

The University of New Orleans (UNO) requests Board of Regents' approval to offer a Graduate Certificate in Machine Learning & Artificial Intelligence (GC MLAI). The proposal was approved by the UL Board of Supervisors at its August 2019 meeting and submitted to the Regents for consideration. The campus later addressed staff concerns about the number of faculty required to implement the program.

STAFF SUMMARY

1. Description and Need

The Computer Science department at UNO aims to produce graduate level students qualified for high-demand jobs in the growing areas of ML & AI, one of the highest paying areas of computer science. The proposed program is modeled in content after programs at MIT and Stanford while also leveraging specific strengths of UNO. The twelve-unit program consists of two core foundation courses plus two electives from a select set of related courses currently offered at UNO on topics such as big data analytics, planning algorithms in artificial intelligence, and parallel and scientific computing. ML & AI are transforming industries such as manufacturing, consumer vehicles, healthcare, finance, and online retail. The field also impacts a wide spectrum of business areas from gaming to bioinformatics, and medical diagnostics to stock-market predictions. Several potential employers in the New Orleans region are already in contact and partnership with UNO on developing advanced applications in ML & AI. Graduates will be qualified to work in the tech industry, government agencies, manufacturing, and many industries using technology for automation.

2. Students

UNO students and alum from the department's BS and MS Computer Science as well as some from the College of Engineering, the Department of Math, and the Department of Management frequently take courses included in the proposed program and have expressed interest in a graduate certificate. Student interest in MLAI have led to recent increases in the number of course sections offered in this area. Local IT practitioners from partner businesses and government agencies have also expressed an interest in the program and will be recruited through the program's marketing campaigns. Anticipated enrollment for Year 1 is expected to be ten students, with an increase of ten students per year for the first four years.

3. Faculty, Resources, and Administration

The proposed program will be administered by the Department of Computer Science. All courses in the program are currently offered through UNO's MS Computer Science including some that are already offered simultaneously on-campus and online, and the program will be implemented with current faculty. The department's faculty and staff advisors will provide student support. UNO plans to initiate the program with an investment of approximately $100-$125K (partially funded by an ongoing Board of Regents Enhancement Grant and the Department of Computer Science's budget as part of a continuing infrastructure improvement program) to purchase equipment such as servers to enhance in-house cloud infrastructure that will support the program's additional course sections and research exercises. An additional $15K has been allocated for program launch marketing expenses for the first two years.

STAFF ANALYSIS

UNO has developed a program designed to meet the needs of employers through a condensed, intensive curriculum that working professionals can complete over a short period. Staff initially had some concerns about

whether the program's current faculty numbers were sufficient to support graduate level coursework and advising in increasingly popular classes, however, the campus provided specific explanations on how current faculty can meet program needs (such as simultaneous online and on-campus course offerings) as well as a plan for funding additional faculty if needed as the program grows.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the proposed Graduate Certificate in Machine Learning & Artificial Intelligence (CIP 11.0701) at Northwestern State University, with a progress report due on July 1, 2021.

AGENDA ITEM IV B 5
PROPOSED ACADEMIC PROGRAM
UNIVERSITY OF LOUISIANA AT LAFAYETTE
AND
SOUTHEASTERN LOUISIANA UNIVERSITY
MASTER OF SCIENCE IN ATHLETIC TRAINING

BACKGROUND INFORMATION

Both Southeastern Louisiana University (SLU) and the University of Louisiana at Lafayette (ULL) request Board of Regents' approval to each offer a Master of Science in Athletic Training (MSAT). Both programs were evaluated by external reviewers during the past year, and revised proposals were approved by the UL Board of Supervisors at its October 2019 meeting and submitted to the Regents for consideration.

The Commission on Accreditation of Athletic Training Programs (CAATE), along with other industry organizations in the Athletic Training Strategic Alliance, announced in May 2015 that the entry level degree for Athletic Training would be elevated from the BS Athletic Training to the Master's level. The deadline for all undergraduate athletic training programs to stop admitting students and either terminate the program or transition to the Master's is 2022. All three Louisiana public programs – LSU A&M, SLU, and ULL – announced to CAATE their intentions to transition to the Master's level, which includes termination and teach-out of the undergraduate programs. The three external reviewers for each of Louisiana's programs indicated that they believe there is sufficient need in Louisiana and nationally to justify all three programs making the transition, especially due to a significant number of programs throughout the country choosing to terminate their programs rather than transition to the graduate level. LSU A&M's proposal was approved by the Regents in August 2018, and approval of the SLU and ULL program proposals will ensure Louisiana's transition to the new requirements by the 2022 deadline.

STAFF SUMMARY

1. Athletic trainers are licensed healthcare professionals whose work focuses on the prevention, assessment, treatment, and rehabilitation of injuries and medical conditions in a variety of settings, primarily those with patients who are physically active. The Louisiana market for athletic trainers has expanded in recent years in part as a result of the recognition of athletic training services as vital for safety in school-based and youth sport by public and professional organizations leading to an increase in the number of Louisiana high schools offering a Sports Medicine curriculum. Two laws passed by the Louisiana Legislature in 2011, ACT 314 (Louisiana Youth Concussion Act) and ACT 352 (Serious Sports Injury Law), resulted in certain requirements creating job opportunities for licensed athletic trainers in many Louisiana high schools, a move that has also been endorsed by the American Medical Society for Sports Medicine. US Bureau of Labor Statistics indicates an expected national employment growth for licensed athletic trainers to be 22% from 2016 to 2026. Students from a variety of undergraduate programs, especially Kinesiology, may go on to the MS program. Graduates of the proposed Master's degrees in athletic training at SLU and ULL will be eligible and well prepared for the certification exam leading to licensure and will help to meet the shortage of athletic trainers in Louisiana. Enrollment in the new MS programs around the country may initially be low during the transition away from the BS but is expected to grow after 2022.**Southeastern Louisiana University:** SLU's BS in Athletic Training program currently averages ten graduates per year, and enrollment and graduation numbers are expected to be similar in the Master's program. SLU has three full time faculty lines in athletic training, one tenure track and two lecture positions, plus adjunct positions as needed. One of the full-time lecture positions will be converted to tenure track to help ensure compliance with CAATE requirements for graduate level instruction and advising. The external reviewer, Dr. Kysha Harriell from the University of Miami, indicated in her report that SLU's existing facilities and resources will support the new graduate program, and that the program's home in the College of Nursing and Health Sciences is a strength because it will facilitate the "professional socialization of faculty and students within a health care culture and environment."

2. **University of Louisiana at Lafayette:** During a challenging leadership transition, ULL's program had low graduation (average 5 per year) and certification passage rates (25%) during AY 2014-2015, both of which have improved significantly (average 9 grads per year and 90% pass rate) with new leadership and a renewed institutional commitment to athletic training. ULL has reaffirmed its commitment to the hiring and retention of faculty to support the program, and a search for a full-time faculty member needed for the program is underway. The Department of Kinesiology has a strong culture of students continuing from the BS to the MS in Kinesiology and plans to leverage that strength to encourage students to continue with the new MS in Athletic Training. The external reviewer, Dr. Ron Walker from the University of Tulsa, commended the improved outcomes of the undergraduate program, and expressed confidence that ULL's resources would support the transition to the MS.

STAFF ANALYSIS

The growing need for licensed athletic trainers in Louisiana and nationally is evident and given that many programs throughout the country have decided to eliminate their programs rather than make the transition, the proposed programs at SLU and ULL, along with the approved program at LSU, are positioned to have strong programs to meet employer needs. Both proposed programs received strong support from external reviewers, and both have made the necessary adjustments in implementation plans to respond to external reviewer recommendations and to meet CAATE accreditation requirements.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of each of the proposed Master of Science in Athletic Training programs (CIP 11.0401) at the University of Louisiana at Lafayette and at Southeastern Louisiana University, with progress reports due on October 1, 2021.

AGENDA ITEM IV B 6

PROPOSED NEW ACADEMIC PROGRAM

UNIVERSITY OF NEW ORLEANS

MASTER OF SCIENCE in CYBER SECURITY AND OPERATIONS

BACKGROUND INFORMATION

University of New Orleans (UNO) requests Board of Regents' approval for a Master of Science degree program in Cyber Security and Operations (CIP Code 11.1003). The BoR approved the Letter of Intent in May 2018, and a draft proposal was favorably reviewed by Dr. David Dampier, Chair and Professor of Information Systems and Cyber Security at The University of Texas at San Antonio (UTSA). The final proposal was approved by the UL Board of Supervisors at its October 2019 meeting and submitted to the Regents for consideration. Staff worked with the campus on addressing concerns raised in the external review.

STAFF SUMMARY

1. Description

The proposed 30 credit hour program in Cyber Security and Operations (MS-SCO) will leverage UNO's existing faculty, infrastructure, cybersecurity curriculum, and experience accumulated over 15 years to offer an advanced degree in cyber security and operations with an emphasis on practical, in-demand skills, and advanced understanding of the modern, fast-evolving cyber threat environment. The objectives of the program are to expand UNO's professional degree offerings by providing advanced education in a fast-growing, in-demand area of high importance to the State that addresses growing cybersecurity concerns. The program seeks to increase the knowledge, skills, and employability of graduating students by offering them an employer-relevant credential. The program is designed to attract professionals already employed in cyber roles for advanced career-enhancing training. Implementing a graduate level program in this area will raise the profile of UNO and the Greater New Orleans metro as a national center of advanced cybersecurity expertise.

2. Need

According to the Louisiana Workforce Commission, Information Security Analyst is among the top ten fastest growing occupations with a projected statewide growth of 33.8% through 2024, and a median 2016 salary of over $82K. Growth and salaries in the New Orleans region are even higher. Currently there are no Master's level programs dedicated to cybersecurity in Louisiana. Several institutions across the state, (Louisiana Tech, LSU, Southern University, ULL, as well as UNO), offer a Master's degree in Computer Science, a degree that aims to develop advanced algorithmic thinking and practical software development skills. While those programs include study on security topics, their overall focus is on building a well-rounded software developer, rather than a professional cybersecurity expert as aimed by the proposed program.

3. Students

The proposed MS in Cyber Security and Operations program seeks to address the interests of both traditional and non-traditional students. The program will offer two curricular options – research track (thesis option) and professional track (non-thesis). The thesis option is designed for students interested in a career in cybersecurity research, possibly continuing towards a doctoral degree. The non-thesis option is designed to maximize the acquisition of advanced practical skills and a corresponding professional placement in industry, or government. Projected enrollment for year one is 12 with target ongoing enrollment of 35 by year five.

4. Faculty, Resources & Administration

In recent years, UNO has made a targeted investment in research tenure-track cybersecurity faculty in the Department of Computer Science. Currently five faculty members (out of 14) specialize in cybersecurity. At the 5-year projected enrollment of 35, this translates into student-to-faculty ration of 7:1. This is necessary to provide high-quality educational outcomes and is a point of distinction versus competing programs. Presently, the UNO Department of Computer Science offers concentrations in information assurance at both the BS and MS level, and the courses in the proposed program are currently offered as part of the regular academic schedule.

The UNO Cyber Range facility will provide students with a realistic experience, enabling experimentation in a safe, simulated environment. The Cyber-Physical Systems Lab is a unique 200k facility that allows students to work with real-world industrial control systems, and to understand firsthand the security and forensics concerns of these systems. The UNO Library maintains subscriptions to the full IEEE and ACM electronic technical libraries, which provide access to most of the cybersecurity related research. The present state of library subscriptions fully satisfies the need of the proposed program. The new program will require no new physical infrastructure and can be implemented and operated for the foreseeable future with existing faculty resources.

STAFF ANALYSIS

UNO is well positioned to branch into the Cyber Security field at the graduate level with the proposed program. As a federal National Security Agency designated Center of Academic Excellence in Cyber Operation, students will be well served by a strong program with nationally recognized faculty conducting critical research in the field. Staff are confident in UNO's ability to reach target enrollment and produce successful graduates who will help meet the needs of the state.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee grant conditional approval of the Master of Science in Cyber Security and Operations (CIP Code 11.1003) at the University of New Orleans, with a progress report due by December 1, 2021.

AGENDA ITEM IV B 7
PROPOSED ACADEMIC PROGRAM
LOUISIANA STATE UNIVERSITY AND A&M COLLEGE
DOCTOR OF PHILOSOPHY IN INDUSTRIAL ENGINEERING

BACKGROUND INFORMATION

Louisiana State University (LSU) requests Board of Regents' approval to offer a PhD in Industrial Engineering (IE). The Regents approved the Letter of Intent in June 2018. The LSU Board of Supervisors approved the full proposal in April 2019 and submitted the proposal to the Regents for consideration with a list of potential reviewers submitted to Regents in July. An external reviewer was secured in August, and the favorable report submitted in September. The campus then submitted responses to the reviewer's recommendations for the curriculum.

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. PhD graduates, with a broad knowledge can serve in leadership, research, and academic roles in a variety of areas including in logistics, human factors, manufacturing, safety, quality control, and financial engineering.

While all of Louisiana's neighboring states offer a PhD in Industrial Engineering, LSU's will be the first in Louisiana. Several students in the existing PhD Engineering Science focus on Industrial Engineering, a standalone program will allow LSU to raise the profile of the program enabling it to attract high quality faculty and students, be included in national rankings for industrial engineering, and provide more opportunities for faculty to seek external funding through research grants and industry partnerships.

2. Students

The Industrial Engineering concentration in the existing PhD in Engineering Science has graduated about four students per year for the past four years. The program currently has 13 students enrolled with a focus on industrial engineering, and enrollment is expected to begin growing past current enrollment by year three with a target of 25 students enrolled by year five. All current students are expected to switch to the new program, and faculty anticipate the standalone program will raise the profile and reputation of the program attracting high quality students to LSU who might not have considered the PhD in Engineering Science.

3. Faculty, Resources, and Budget

LSU's seven industrial engineering faculty currently support the curriculum and advising of several PhD students in the existing PhD in Engineering Science focus area in industrial engineering. Current faculty are sufficient to launch the proposed program and to provide the necessary advising and PhD courses for the next five to seven years with projected enrollment. The program will be housed in the Department of Mechanical and Industrial Engineering. A mandatory seminar course already exists for all students in the department, but with the implementation of the proposed program, a separate course for IE students will be developed.

STAFF ANALYSIS

LSU's Industrial Engineering faculty are committed to building the profile and growing the program with the separation of the doctoral program from the PhD in Engineering Science into a standalone program, and

staff are confident that the new program will help LSU attract faculty and students, and current faculty attract additional research funding and industry partnerships, as a result. The existing infrastructure will support program implementation and expected program growth will lead to additional opportunities for funding necessary expansions.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the proposed PhD in Industrial Engineering (CIP 14.3501) at Louisiana State University and A&M College, with a progress report due October 1, 2021.

AGENDA ITEM V A

REQUEST FOR ONE-YEAR CONDITIONAL APPROVAL

LOUISIANA STATE UNIVERSITY HEALTH SCIENCES CENTER – SHREVEPORT

LOUISIANA ADDICTION RESEARCH CENTER

BACKGROUND INFORMATION

Louisiana State University Health Sciences Center–Shreveport (LSU HSC-S) requests approval to establish the Louisiana Addiction Research Center (LARC). The request was approved by the LSU Board of Supervisors at its October 2019 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 Louisiana Addiction Research Center (LARC) will bring together a multidisciplinary team of researchers from LSU HSC-S and from community partners. Basic and clinical researchers of LARC will include experts from pharmacology, neuroscience, physiology, medicine and psychiatry, who will work closely with community experts, local and statewide, to foster collaborative research projects. By collaborating with experts who deal with substance abuse disorders (SUD) on a daily basis, LARC will be uniquely poised to extend the current state-of-the-art knowledge to successfully compete for extramural research funding that would be otherwise unattainable if such collaborative research was not conducted through this research center.

2. Initiatives and Objectives

The Center's goal is to develop therapeutic models that optimize compassionate care to people suffering from SUD while improving knowledge and understanding of addiction as a public health issue by way of active collaborations and outreach within the community. It is the intent and purpose of the LARC to investigate multiple locations in the disease state cycle to interrupt, prevent, and treat SUD.

To achieve this purpose, the LARC has several objectives in place:

- Identify and establish optimal models of care for Addiction and Substance Use Disorder in Louisiana through collaborative research involving community partners, providing for the development of a comprehensive continuum of care from prevention to recovery.
- Educate and train providers and our community about SUD and addictive behavior by researching effective communication and educational tools that will impact and optimize patient care and community awareness.
- Collaborate with the North Louisiana Criminalistics Laboratory to develop identification algorithms for illicit synthetic and other abused drugs in use currently in our community and throughout Louisiana.
- Develop treatment modalities through clinical trials and research into other potential agents and therapies.
- Expand and extend our knowledge base on brain structure/function relationships and how they change in SUD.
- Expand basic science-based understanding of addiction through demonstration in animal models and studies of genetics.
- Work with our current Center of Excellence for Cardiovascular Diseases and Sciences (CCDS) to examine the relationships between acute and chronic drug exposure and cardiovascular health, especially regarding methamphetamine.

This center for addiction research will collaborate further with the Ochsner LSU Health Shreveport – Academic Medical Center toward the goal of decreased recidivism, decreased relapse rates, decrease in frequency of ER visits, and decreased number of readmissions. Benefits would include cost reduction for both the community and the hospital, and the improvement in quality of patient care, and would focus on the wellbeing of the Ochsner Shreveport patient population, which has a high number of Medicaid patients, African Americans, and poverty-stricken patients.

3. Resources and Administration

The physical location for the Institute will be the LSU HSC-S campus, specifically the Departments of Pharmacology, Toxicology and Neuroscience and the Department of Psychiatry and Behavioral Medicine. LARC is a collaborative effort at LSU HSC-S and staff within these two units are affiliated with LARC. Various research activities associated with LARC will be conducted at LSU HSC-S and/or at affiliated sites such as the Laboratory for Advanced Biomedical Informatics (LABi) at LSU-Shreveport. Brain imaging will be performed at the Center for Molecular Imaging and Therapeutics. Facilities for clinical trials will be located at the Coordinated Research Services site. Cardiovascular research will take place at the Center for Cardiovascular Diseases and Sciences (CCDS) and the NIH Center of Biomedical Research Excellence (COBRE) in Redox Biology and Cardiovascular Disease on campus. Community-based projects will take place at various sites in Caddo Parish.

4. Budget

LSU HSC-S will provide $50,000/year in general program funding to aid in the execution of LARC goals and objectives, including support of the seminar series, intramural awards, and administrative costs. The Christus Schumpert Endowed Chair in Neurobiology will support a $25,000 intramural research grant annually. For the first conditional year revenue will total $75,000. The Center expects approximately $25,000 in in-kind technology development services provided by LSU-S LABi in support of its proposed algorithm development initiatives, and an estimated $10,000 in educational outreach support provided by community partners, HOPE Connections and the Council on Alcoholism and Drug Abuse of NWLA. All center implementation costs will not exceed revenue for the first year.

STAFF ANALYSIS

The establishment of the Louisiana Addiction Research Center at LSU HSC-S will provide the necessary structure and focus to conduct critical research on addiction research. The Center's plans are to apply and expand this research and develop a comprehensive continuum of care from prevention to recovery for substance use disorders. Sufficient funding is available 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 Louisiana Addiction Research Center at Louisiana State University Health Sciences Center – Shreveport, with a progress report and request for full authorization due by January 1, 2021.

AGENDA ITEM V B

REQUEST for FULL APPROVAL

LOUISIANA STATE UNIVERSITY HEALTH SCIENCES CENTER - SHREVEPORT

CENTER FOR BRAIN HEALTH

BACKGROUND INFORMATION

Louisiana State University Health Sciences Center - Shreveport requests full approval of the Center for Brain Health (CBH). The Center was granted initial conditional approval by the Regents in October 2017. The LSU Board of Supervisors approved the request for full authorization at its October 2019 meeting and submitted the proposal to the Board of Regents for consideration.

STAFF SUMMARY

1. Description and Need

The CBH is a collaborative effort bringing together clinicians, neuroscientists, and educators at LSU HSC-S to integrate biology, engineering, and various fields of medicine from molecular genetics to human brain imaging using cutting-edge technology to implement state-of-the-art care, pioneering neuroscience research, and top-quality education in the area of Brain Health. The goal of the CBH is to combine clinical care, research, education and community support for brain injury and disease to provide efficient and coordinated outreach, promotion, and program development. Over the past two years since initial conditional approval, the Center has exerted a coordinated effort to build on institutional strengths in the fields of neurodegenerative disease, stroke, neurorehabilitation, and health care disparities.

Centers in the state with similar missions are the Institute for Dementia Research and Prevention at the Pennington Biomedical Research Center and the Neuroscience Center of Excellence at LSU HSC–New Orleans. The CBH compliments the work of these research units by serving a different geographic area of the state, providing a clinical component for brain injury and disease, and offering neurorehabilitation training and care.

2. Activities and Initiatives

Activities since initial conditional approval have centered around the mission to teach, heal, and discover in the area of brain health. Some of the ways that CBH has worked toward these goals is by:

- Convening all available neuroscience-related faculty to conduct a SWOT analysis for the Center, identify priority initiatives, and set strategic objectives.
- Creating disease specific research teams of basic scientists, clinical researchers, and care providers in the areas of Alzheimer's disease, Parkinson's disease, stroke, epilepsy, neurorehabilitation, and healthcare disparities as well as other community-serving, team-driven initiatives.
- Providing 2-4 $25K internal pilot neuroscience research project grants and developing research opportunities for allied health starting with the paper to digital conversion of medical charts through the Research Electronic Data Capture database project.
- Revising and adding courses to the neuroscience curriculum, establishing an annual seminar series, expanding residency and degree program offerings, and establishing an annual Research and Industry Day to foster collaboration.
- Build an expand a CBH website and social media presence, host workshops for faculty grant-writing, and outreach to underserved children.

CBH Goals for the next five years include:

- Promote innovation in clinical outcomes management for brain injury and disease by supporting the expansion and innovation of clinical outcome studies of dementia, expanding stroke and neurorehabilitation services, improving support for underserved patients and caregivers, and increasing community awareness.
- Promote research in brain injury and disease by hiring additional clinical and basic science faculty, seek

and retain funding through grants and philanthropy, establishing an infrastructure for a neuroscience training program, developing an electrophysiology core and an animal behavioral core.
- Promote education in brain injury and disease by continuing to enhance neuroscience education for faculty and students, implementing faculty and diversity mentorship programs, and building student diversity recruitment and retention programs.

3. Resources and Administration

As of September, the CBH has 38 participating faculty from LSH HSC-S plus another ten from LA Tech and LSU Shreveport. Faculty contributions include a wide range of activities including serving on the Center's internal and external advisory boards, conducting research, media and community outreach and engagement, securing external funding, and working directly with students. LSU HSC-S's recent receipt of the former Christus Schumpert Cancer Treatment Center campus as a gift, as well as the new partnership Ochsner Health Systems have enabled the establishment and rapid success of the CBH. In addition to basic science research facilities on campus, the CBH leverages existing facilities including the School of Allied Health Profession's Faculty Clinic and Children's Center, the institution's new Clinical Research Department, and the Laboratory for Advanced Biomedical Informatics at LSU Shreveport. Additionally, Ochsner has committed to building a new state of the art imaging facility that will provide the CBH state of the art equipment and facilities supporting research and community service.

The Center's director, who reports to the institution's Vice Chancellor for Research, works with an internal advisory board made up of LSU HSC-S faculty affiliated with the Center. Two members of the board also serve as assistant directors who are responsible for development and maintenance of specific program areas such as clinical services and outreach activities. The Director and internal board consult with community partners and an external advisory board to troubleshoot issues, help manage Center growth, and identify and evaluate opportunities. The Center's two staff members include a Community Engagement Coordinator and Center Administrator.

4. Budget

The Center currently has three sources of support: institutional, philanthropic gifts, and grants. Since the Regents granted conditional approval in 2017, the Center has secured just over $115K in grants in addition to the $15K Beaird Foundation Grant secured before approval. A significant donation was given to the institution to support the neurological rehabilitation work of the center as the Mindful of Our Mission Rehabilitation Initiative, currently totaling $320K. The Center has also secured a $25K gift in support of the Alzheimer's Disease Program, and two endowed positions supporting the Center's work total $200K. Finally, the center will receive approximately $288K in institutional support this year, and projects $121K per year after that due to successful fundraising and grant application efforts. An application for a $480K NIH grant has been submitted to build clinical trial infrastructure.

STAFF ANALYSIS

The CBH has made tremendous progress toward their initial goals focused on the tenets of their mission. Fundraising efforts through grants and philanthropy are already bringing the CBH closer to self-sustainability with limited institutional support. The Center promises to be an asset to the region through community outreach and to the various fields in the research and treatments associated with brain health.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic and Student Affairs Committee recommend full approval of the Center for Brain Health at Louisiana State University Health Sciences Center – Shreveport for a period of five years, with a progress report and request for continued authorization due by December 1, 2024.