

Blake R. David
Chair

T. Jay Seale III
Vice Chair

Sonia A. Pérez
Secretary

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



Randy L. Ewing
Stephanie A. Finley
Robert W. Levy
Phillip R. May, Jr.
Charles R. McDonald
Darren G. Mire
Wilbert D. Pryor
Gary N. Solomon, Jr.
Terrie P. Sterling
Collis B. Temple III
Felix R. Weill
Judy A. Williams-Brown
Chandler C. Vidrine, Student

BOARD OF REGENTS

P. O. Box 3677

Baton Rouge, LA 70821-3677

Phone (225) 342-4253, FAX (225) 342-9318

www.regents.la.gov

AGENDA

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Wednesday, April 28, 2021

10:00 a.m.

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. LA Tech Program Terminations
 - B. Routine Staff Approvals
- IV. Academic Programs
 - A. Letters of Intent
 1. BS Nursing – Southern University at New Orleans
 2. BS Plant Health Management – LSU A&M
 3. MA Teaching Special Education – Southern University at New Orleans
 - B. Program Proposals
 1. UC Artificial Intelligence – LSU Shreveport
 2. UC Cyber Security & Networking – LSU Shreveport
 3. UC Professional Writing – Nicholls
 4. UC Public History – Nicholls
 5. BS Business Analytics – LSU A&M
 - C. Reconfiguration of BS Petroleum Services – Nicholls
 - D. Reconfiguration of AAS Cyber Technology – BPC

V. New Centers and Institutes

A. Food Innovation Institute – LSU Ag Center

B. Patient Centered Rehabilitation Center of Academic Excellence – LSU HSC-S

VI. Extension of Interim Dual Enrollment Policy

VII. Other Business

VIII. Adjournment

Committee Members: Phillip May, Jr., Chair; Gary Solomon, Jr., Vice Chair; Stephanie Finley; Wilbert Pryor; Terrie Sterling; Collis Temple III; Chandler Vidrine (*student member*); LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative
Staff: Dr. Susannah Craig, Deputy Commissioner for Academic Affairs and Innovation

AGENDA ITEM III.A.

Termination of Four Teacher Preparation Certificates Louisiana Tech University

Background Information

Louisiana Tech University (LA Tech) requests Board of Regents' approval to terminate the following four teacher preparation certificate programs:

1. Post-Baccalaureate Certificate in Middle School Education, Grades 4-8 (CIP 13.1203)
2. Post-Baccalaureate Certificate in Secondary Education, Grades 6-12 (CIP 13.1205)
3. Graduate Certificate in Early Childhood Education, Grades PK-3 (CIP 13.1210)
4. Graduate Certificate in Special Education/Early Interventionist, Birth-5 (CIP 13.1015)

The requested terminations were approved by the University of Louisiana System in March 2021.

Staff Summary

As part of an ongoing effort by LA Tech to review programs with low demand, four certificate programs were identified by the institution for termination. Few or no students had enrolled in each of the programs for a few years leading to the review. LA Tech determined that the Special Education/Early Interventionist program lacked qualified faculty leading to its dormancy. A lack of student demand for the other three programs, most likely due to changes in Department of Education teacher certification options, led to the lack of enrollment. LA Tech will continue offering BS and MAT teacher preparation programs that together average 128 graduates per year.

Staff Analysis

Termination of these four certificate programs helps to ensure clarity for students and the appropriate focus of institutional resources on successful programs that are valuable to students. The elimination of these programs will not have a negative impact on a student's access to teacher certification opportunities.

STAFF RECOMMENDATION

Senior Staff recommends approval of the termination of the following four teacher preparation certificate programs at Louisiana Tech University:

1. **Post-Baccalaureate Certificate in Middle School Education, Grades 4-8 (CIP 13.1203)**
2. **Post-Baccalaureate Certificate in Secondary Education, Grades 6-12 (CIP 13.1205)**
3. **Graduate Certificate in Early Childhood Education, Grades PK-3 (CIP 13.1210)**
4. **Graduate Certificate in Special Education/Early Interventionist, Birth-5 (CIP 13.1015)**

AGENDA ITEM III.B.

Routine Academic Requests & Staff Approvals

Institution	Request
LSU Alexandria	Request to establish the Department of Management and Marketing and the Department of Accounting and Finance in the College of Business. Approved.
LSU Alexandria	Request to dismantle the College of Arts & Sciences and divide its departments into the following new colleges to improve efficiency, elevate the profile of programs, and better align with peer institutions: <ul style="list-style-type: none"> • College of Social Sciences consisting of the Department of Criminal Justice, the Department of History & Political Science, and the Department of Psychology. • College of Liberal Arts consisting of the Department of Communication & Arts, and the Department of English & Humanities. • College of Natural Sciences & Mathematics consisting of the Department of Biological Sciences, Department of Chemistry & Physics, and Department of Mathematics & Computer Science. Approved.
Northshore	Add the Associate of Science and Associate of Arts Louisiana Transfer (LT) Degrees to the curriculum inventory for Northshore Technical Community College. All SACSCOC accredited community colleges in Louisiana are authorized to offer the LT degrees. NTCC received SACSCOC accreditation in 2020. Approved.
Southeastern	Change the name and CIP Code of the MA Organizational Communication (CIP 09.0901) to the MA Strategic Communication (CIP 09.0909) to better reflect program content and industry terminology. CIP Code 09.0909: Communication Management and Strategic Communications, is a new code added during the IPEDS 2020 update. Approved.
SOWELA	Change the name of the Industrial & Process Technology Center for Workforce Excellence to the Industrial, Process, & Liquefied Natural Gas Technology Center for Workforce Excellence. Approved.

AGENDA ITEM IV.A.1.

Letter of Intent to Develop a BS Nursing Southern University at New Orleans

Background Information

Southern University at New Orleans (SUNO) requests Board of Regents (Regents) approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Science in Nursing (BSN). The LoI was approved by the Southern Board of Supervisors and submitted to the Board of Regents for consideration. The LoI was then circulated to Chief Academic Officers (CAOs) statewide for review and comment. Staff have worked directly with the campus to address concerns raised during the CAO review. The full proposal for the degree program must be approved by Regents before the start of the 2021 academic year this August to meet Louisiana State Board of Nursing (LSBN) requirements for the institution to begin admitting students in fall 2022. LSBN prohibits the institution from moving forward with hiring and implementation until approval requirements are met.

Staff Summary

Louisiana and the country continue to suffer a shortage of nurses. Additionally, the diversity of the nursing workforce does not match the state's population. SUNO seeks to increase the diversity of nurses to provide better service to the community through culturally sensitive care.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
 - a. Same or Similar In-state Programs: Ten public institutions and eight private institutions in Louisiana offer the BSN. Public institutions graduate an average of 1,588 students per year statewide. All programs are limited in the number of students who can enroll and graduate from the program based on accreditation and LSBN requirements.
 - b. Workforce Demand and Job Opportunities: The US Bureau of Labor Statistics projects a 12% increase in available jobs for nurses through 2028 with growth expected to continue well into the future. Nursing is identified as a five-star job by the Louisiana Workforce Commission. A 2019 report by the LSBN indicated that at that time, there were 38,787 nurses employed in the state with 1,948 unfilled openings. Demand and the shortage are both expected to increase due to the COVID 19 pandemic.
 - c. Students: Also noted in LSBN's 2019 report is that only 69% of qualified applicants to nursing programs were able to find a spot at Louisiana institutions due to the lack of capacity to meet the demand. SUNO anticipates most of its applicants to be from the African American community in the New Orleans region and expects most graduates with local community ties to stay and work in those local communities. The institution is prepared to allocate the necessary resources to enroll 30 students per year for the first several years.

2. Resources

The institution will establish a new department in the College of Arts and Sciences to house the program. Initial investment will include hiring a program director, administrative assistant, and two full time faculty to develop and implement the program through its first year while the first cohort of students are at the sophomore level. An additional four full time faculty will be hired by the second year of implementation to support the program's growth and to offer the more specialized upper-level courses. The institution plans to seek external grant funding to support initial equipment and setup costs.

Staff Analysis

The need for additional opportunities for nursing education and the need for additional nurses in Louisiana is clear. SUNO is well positioned to meet the additional need for the diversification of the nursing workforce as a public Historically Black College or University (HBCU) in a city with a large African American population. The institution initially submitted a Letter of Intent to develop a BSN in 2012 but did not move forward with a proposal due to several issues that could not be resolved at that time. Last year, SUNO hired an external consultant to guide the development of this proposal and have worked to better prepare the institution for the addition of the program. However, concerns were raised during the Chief Academic Officers (CAO) review indicating that a national and local shortage of qualified nursing faculty as well as potential difficulty in securing required clinical positions for students in the New Orleans area may be difficult with other nursing programs in the city and region. In the full proposal, SUNO must directly address its strategy for overcoming both of those challenges, which existing programs in the state also face. Finally, the full proposal must also directly address recently updated accreditation requirements (different from those identified in the LoI) and how those requirements will be met.

STAFF RECOMMENDATION

Senior Staff recommends approval of the Letter of Intent to develop a full proposal for a Bachelor of Science in Nursing (CIP 51.1601) at Southern University at New Orleans.

AGENDA ITEM IV.A.2.

Letter of Intent to Develop a BS Plant Health Management Louisiana State University and A&M College

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 Science (BS) in Plant Health Management. The LoI was approved by the LSU Board of Supervisors 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

The world's population is expected to exceed 9 billion by 2050 and food production must increase to meet this growing demand. Crop yields are constrained by stresses such as disease, pests, drought, and air pollution. LSU proposes developing a program that will prepare students to understand these constraints and design and implement strategies for improving the growing environment by alleviating plant stresses to improve crop performance. The College of Agriculture's Department of Entomology and Department of Plant Pathology & Crop Physiology will jointly offer the program. The program will require an internship and will include an accelerated masters option meeting the needs of professionals who require graduate study for career advancement.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-state Programs:** There is no similar program currently offered in Louisiana, and very few offered in the southeast region. LSU will be poised to attract both in- and out-of-state students to the program, especially with the accelerated MS option incorporated into the curriculum.
 - b. **Workforce Demand and Job Opportunities:** A joint report issued by Purdue University and the US Department of Agriculture indicates that employment opportunities for US graduates with expertise in food, agriculture, or the environment are expected to exceed an average of 57,000 openings annually through 2025 with only about 35,000 graduates to fill those positions. The report notes that a downturn in these positions due to COVID is expected to be temporary with demand rising again quickly. A close partner of the LSU College of Agriculture, the Louisiana Agricultural Consultants Association, has requested a curriculum in Plant Health Management. Graduates will be prepared to serve as consultants, extension agents, and regulatory agents, and those who go on to complete the MS will meet requirements for country agents to be promoted to the Louisiana Cooperative Extension Service.
 - c. **Students:** LSU's BS in Plant and Soil Systems includes a related concentration in Agricultural Pest Management with six students currently enrolled. The proposed program is expected to draw significantly more students with direct marketing and recruiting along with the standalone degree title and accelerated MS option. Based on high enrollment in the College's plant pathology courses along with the pest management concentration, LSU anticipates about 12-18 students enrolled in the program per year.

2. Resources

The College of Agriculture Dean's office has committed to funding two full time instructors and two PhD assistantships per year to launch the program costing approximately \$235,000 per year. Additional costs such as equipment, facilities, and other instructional materials will be covered by the administering department budgets.

Staff Analysis

The proposed program addresses a clear and specific industry and social need for the state and the country. Students from throughout the region will be attracted to the program's focus, partnerships with regional agricultural organizations, and the accelerated MS option with direct ties to career advancement. The program's full proposal must clearly layout the administrative structure of a program jointly offered by two departments including programmatic decisions, student advising, and connection to industry both to ensure quality student internships and a curriculum relevant to the needs of employers.

STAFF RECOMMENDATION

Senior Staff recommends approval of the Letter of Intent to develop a full proposal for a Bachelor of Science in Plant Health Management (CIP 01.1105) at Louisiana State University and A&M College.

AGENDA ITEM IV.A.3.

Letter of Intent to Develop a Master of Arts in Teaching Elementary Education and Mild/Moderate Grades 1-5 and a Master of Arts in Teaching Secondary Education and Mild/Moderate Grades 6-12 Southern University at New Orleans

Background Information

Southern University at New Orleans (SUNO) requests Board of Regents (Regents) approval of a Letter of Intent (LoI) to create proposals for a Master of Arts in Teaching (MAT) Elementary Education and Mild/Moderate Special Education grades (1-5) and a MAT in Secondary Education and Mild/Moderate Special Education grades (6-12). The LoI was approved by the Southern Board of Supervisors 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

The proposed MAT degrees are graduate alternative certification programs intended to allow individuals who have completed a non-education bachelor's degree to earn a master's degree and initial teacher certification. The integrated programs will prepare students for general education grades 1-5 and 6-12 as well as mild/moderate disabilities. The proposed 100% online programs will provide an accessible option for working professionals and other returning adults to the programs.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-state Programs:** While several institutions throughout the state offer alternative certification programs in teaching, special education is identified as an area of concentration with teacher shortages across the nation. The two programs under development at SUNO are therefore not considered to be unnecessary duplication. The proposed programs will be uniquely positioned to provide access to non-traditional students through its 100% online format.
 - b. **Workforce Demand and Job Opportunities:** One of Louisiana's top needs for certified teachers is in special education. The state currently has nearly 24,000 special education classes, many of which are taught by teachers who do not hold the appropriate certification. According to the National Coalition of Personnel Shortages in Special Education and Related Services, 49 states reported a shortage of teachers certified in special education indicating a growing need for these certifications. The pool of special education certified teachers is further stretched because those professionals often work in many areas outside of education settings such as hospitals and residential treatment facilities.
 - c. **Students:** SUNO's College of Education and Human Development conducted a survey of students currently enrolled in its Child Development and Family Studies, Educational Studies and Post-Baccalaureate programs of whom 80% indicated an interest in the program. SUNO also surveyed human resources directors from partnering school districts. Respondents to that survey indicated that the online format would allow for current teachers to complete the program. The institution is projecting initial enrollment of 20-25 students.

2. Resources

The program will use existing faculty and resources in the College of Education and Human Development. Additional overhead costs are projected to be met through tuition and fees of enrolled students.

Staff Analysis

Southern University at New Orleans has demonstrated a clear need for the addition of dually certified teachers, which the MAT degrees in Elementary and Secondary Education with Mild/Moderate certifications will provide. The 100% online delivery of these programs help to provide access, affordability, and diversity to students in the state. While only one LoI was submitted for both programs with a general education CIP code, staff clarified with the campus that a separate proposal should be submitted for each program with distinct CIP codes to indicate the distinction between certification in grades 1-5 and 6-12. The proposals must clearly outline how the programs will meet Louisiana Department of Education (LDOE) requirements for teacher certification in these areas and must also include confirmation that the institution is authorized by LDOE to offer certification in special education. The institution must also indicate how it will support students in meeting certification requirements, including passage of the appropriate Praxis exams.

STAFF RECOMMENDATION

Senior Staff recommends approval of the Letter of Intent to develop degree proposals for a Master of Arts in Teaching Elementary Education and Mild/Moderate Grades 1-5 (CIP 13.1202) and a Master of Arts in Teaching Secondary Education and Mild/Moderate Grades 6-12 (CIP 13.1205) at Southern University at New Orleans.

AGENDA ITEM IV.B.1-4.

Proposed Undergraduate Certificates

Background Information

In February 2019, the Board of Regents approved the addition of a new upper level Undergraduate Certificate (UC) in Academic Affairs Policy 2.15, *Definitions of Undergraduate Degrees & Undergraduate/Graduate Certificates*. Designed as a focused, incremental, stackable credential, the UC can be linked to an existing degree program major as an additional focus area (concentration or minor), or it can be a stand-alone area of specialization to augment a student's educational background and/or to meet industry demand for higher level training. The certificate is comprised of at least 18 credits, of which at least half must be at the upper level.

The following undergraduate certificates are comprised of existing courses already offered by the institution, and will require no additional resources including faculty, facilities, and supplies that support the program, such as technology or library resources. All proposed programs were approved by each institution's respective management board and submitted to the Regents for consideration.

Staff Summary

Per Regents' policy, these programs each meet the criteria of a Quality Credential of Value.

Louisiana State University – Shreveport

- **UC Artificial Intelligence (AI)**: AI, one of the highest paid areas of computer science, is 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. The proposed program will provide students the opportunity to gain specialized skills in areas of AI such as information visualization, intelligent systems, machine learning, and robotics. This UC will appeal primarily to computer science students looking for a specific skill set and credential in AI. An increase in the popularity of AI courses over the past several years led to the development of this program. The institution anticipates five students enrolling in the first year, increasing to 20 per year by year five. Courses for the program are offered both on campus and online.
- **UC Cyber Security & Networking**: LSU-S has a partnership with Cisco, one of the world's leading network companies. The partnership includes access to Cisco's suite of courseware materials qualifying students to take the Cisco Certified Network Associate (CCNA) exam for certification in the field. Institutional investment and several grants have been dedicated to building the necessary infrastructure at the institution to offer these courses. These upgrades along with an extreme national shortage in qualified cyber security professionals has driven the 46% growth of cyber security courses in the computer science program. The certification opportunities from the 18-credit curriculum are expected to attract as many as 60 students within the first year of implementation. The program will be available in a hybrid format with courses offered on campus and online.

Nicholls State University

- **UC Professional Writing**: According to the National Association of Colleges and Employers Job Outlook 2020 Survey, 77.5% of employers value "communication skills (written)" in job candidates, and the US Bureau of Labor Statistics projects strong job growth for technical writers. The proposed program is designed to prepare students from a wide spectrum of disciplines both within and beyond the communication fields in areas such as business communication, editing, technical writing, and grant writing. Students may take all courses in the curriculum either on campus or online. Nicholls expects most enrollment to be current students from the College of Business and those in social science and humanities programs who are already required to take at least one course required for the

certificate. Enrollment is expected to grow to about 10-15 students per year after full implementation.

- **UC Public History:** Public history refers to the application of historical knowledge to real-world issues by making history relevant and useful. Examples of public history professions include historical consultants, government historians, curators, archivists, and cultural resource managers. Museums, film and media, and policy organizations also utilize public history professionals. Nicholls seeks to establish a credential that recognizes a student's specific skill set in this area appealing to history students as well as those in other related social science, humanities, and arts fields. The US Bureau of Labor Statistics projects a 6% growth in employment for historians and 9% growth in employment for archivists, curators, and museum workers over the next ten years. The curriculum includes courses on public history, historic preservation, and a public history related internship. The program would initially be available on campus with the goal to make it available 100% online by fall 2022. Based on the results of a student interest survey, Nicholls anticipates about 15 students per year with full implementation.

Staff Analysis

Undergraduate certificates were designed to leverage institutional resources into shorter, specifically targeted credentials consisting primarily of upper level undergraduate course work. Since the February 2019 approval of UCs, the Board has approved 25 programs that are currently being implemented. Approval of the proposals as presented will bring the state's inventory to 29. Given that the UC is a relatively new credential in Louisiana, it is difficult to assess the long-term potential of these programs before full implementation. Staff support the innovative approach many institutions are taking with these programs in areas that support student and industry needs. Regular progress reports are required for all new undergraduate certificates, and staff will closely monitor program progress and value for the statewide inventory of these programs. An annual report will be presented to the board with this information.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the following Undergraduate Certificates with progress reports due October 1, 2022:

Louisiana State University – Shreveport

- **UC Artificial Intelligence**
- **UC Cyber Security & Networking**

Nicholls State University

- **UC Professional Writing**
- **UC Public History**

AGENDA ITEM IV.B.5.

Proposed Bachelor of Science in Business Analytics Louisiana State University and A&M College

Background Information

Louisiana State University and A&M College (LSU A&M) has requested Board of Regents' approval to establish a Bachelor of Science (BS) in Business Analytics. Because the proposed program is an expansion of existing programs and requires minimal additional resources, the Letter of Intent (LoI) was waived per Regents' authorization for staff waivers in August 2019. The proposal was circulated to chief academic officers statewide for review, and responses were supportive of the program.

Staff Summary

The demand for data-driven decision making is increasing across industries. Businesses are adding employees who know how to prepare, analyze, and interpret data. The proposed program aims to provide students with practical analytics skills for the business areas of accounting, finance, management, and marketing. Students will take the same business core courses required of all business students, then seven additional courses focused on data analytics. These courses will ensure student proficiency in the four primary components of analytics: preparative analytics, descriptive analytics, predictive analytics, and prescriptive analytics.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-State Programs:** While several institutions offer business programs, no other institution in the state currently offers an undergraduate degree in business analytics. LSU A&M, Grambling, Northwestern, and UNO all offer either undergraduate or graduate certificate programs in analytics.
 - b. **Workforce Demand and Job Opportunities:** Data analytics is becoming increasingly important in all industries and jobs focused on analytics are expected to increase.
 - US Department of Labor Bureau of Labor Statistics (BLS): Overall employment in the field of Business Analytics and related fields are projected to grow 7% from 2018 to 2028. Some occupations are projected to grow at much faster rates including Market Research Analyst (20%) and Operations Research Analyst (26%).
 - Burning Glass Technologies (job and labor market analytics company): Job postings requiring data analysis and visualization skills are projected to grow by 29.1% over the next 10 years.
 - c. **Student Enrollment and Completion:** Projections were based on enrollment in other business programs that have been made available 100% online at LSU and on market analysis.

	Year 1	Year 2	Year 3	Year 4	Year 5
NEW Prog. Enrollment	10	30	55	80	90
TOTAL Prog. Enrollment	10	38	81	129	161
Prog. Graduates	0	5	20	40	65

2. **Resources:** Most courses for the degree are already taught in the general undergraduate business program. Adjunct faculty will be hired to cover the addition of three new courses.

	Current	Needed	Additional Costs
Faculty	Most of the courses included in the interdisciplinary program are already taught through the general undergraduate business degree	Adjunct faculty will be hired to teach three new business analytics courses for the program.	Yr 1-2: \$36,000 (1.5 FTE) Yr 3-4: \$72,000 (3 FTE)

Physical (Facilities, Equipment, Library, & Technology)	Existing facilities and related resources are adequate to support the program.	No additional resource needs projected.	\$0
Student Support	Existing student services will adequately support the program.	No additional resource needs projected.	\$0

3. Master Plan Priorities: The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.

- Accessibility: The program will be offered both on campus and 100% online.
- Affordability: LSU’s E.J. Ourso College of Business supports transfer credit, including Prior Learning Assessment credit, whenever possible within the curriculum.
- Work-based learning: LSU will continue to build on existing partnerships with local businesses to support paid internship opportunities for students.

Staff Analysis

LSU has developed a program that clearly fills a gap in the state’s academic offerings for the high demand field of business analytics. During the statewide review of the proposal, one institution responded, “The [business school] administrator and faculty reviewed the proposal and believe such a program is long overdue for the state of Louisiana.” The program was developed to build on the business analytics minor and to build toward the Graduate Certificate and MS in Analytics to better serve current business students and to appeal to additional prospective students interested in the field.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed BS in Business Analytics (CIP 30.7102) at Louisiana State University and A&M College with a progress report due October 1, 2022.

AGENDA ITEM IV.C.

Proposed Academic Program Reconfiguration Convert the BS in Petroleum Services into the BS in Safety Management and BS in Petroleum Engineering Technology Nicholls State University

Background Information

Nicholls State University (Nicholls) has requested Board of Regents' (Regents) approval to reconfigure the existing BS in Petroleum Services (BSPS) into the BS in Safety Management (BSSM) and BS in Petroleum Engineering Technology (BSPET). Because the programs are currently successful concentrations and the request requires no additional resources to implement, the Letter of Intent (LoI) was waived per Regents' authorization for staff waivers in June 2020. The UL Board of Supervisors approved Nicholls' proposal to split the existing BSPS into the BSSM and BSPET and submitted it to Regents for consideration. The request was born out of an advisory board recommendation to rename the degree(s) to provide better recognition of the specific skills acquired in each of the proposed degree programs. Implementing the reconfiguration requires no programmatic changes or resources.

Staff Summary

Nicholls State University's current BSPS program, which completes an average of 43 graduates annually, combines work experience and academic coursework to prepare students for management positions in the drilling, production, service and supply segments of the petroleum industry. Students may choose a concentration in Safety Technology (PSST) or Exploration and Production (PSEP). The PSEP concentration prepares students for oil and gas drilling and production operations for both offshore and land operations including pipeline and some petrochemical plant operations. The PSST concentration develops students for managing safety operations and implementing safety concepts and technology in industrial operations. This includes oil and gas, general industry, construction and occupational safety. Reconfiguration of the existing BSPS into two distinct degree programs is in response to student and business needs for more clarity of the degree content and the skills instilled in graduates. Because concentrations are not listed on the actual diploma, it can be confusing to potential employers as to what qualifications the BSPS graduate possesses. By creating two stand-alone degree programs, an action endorsed by the program's advisory board, there will be better recognition of the specific skill sets gained in each of the proposed degree programs. The proposed reconfiguration will require no change in administrative structure or staffing and can be implemented at no cost to the university as all coursework is currently delivered under the existing BSPS. This separation stands to increase enrollment through visibility of more easily recognized credentials. Furthermore, establishing two distinct programs will allow faculty to more easily adapt to changing industry needs by modifying the curriculum accordingly in order to better prepare graduates for the workplace of today and in the future.

Staff Analysis

The proposed separation of the two programs will more accurately reflect the difference between the related fields and provide a more accurate degree title for recruitment and for graduates in the job market. The reconfiguration requires no additional resources and no change in curriculum, faculty, administration, or accreditation.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed reconfiguration of the BS in Petroleum Services into the BS in Safety Management (CIP 15.0701) and the BS in Petroleum Engineering Technology (CIP 15.0903) at Nicholls State University with a progress report on implementation of the split due October 1, 2022.

AGENDA ITEM IV.D.

Proposed Academic Program Reconfiguration Convert the AAS in Cyber Technology into the AAS in Cyber Security and AAS in Software Development Bossier Parish Community College

Background Information

Bossier Parish Community College (BPCC) has requested Board of Regents' approval to reconfigure the existing Associate of Applied Science (AAS) in Cyber Technology into the AAS in Cyber Security and AAS in Software Development. The LCTCS Board of Supervisors approved BPCC's proposal and submitted it to Regents for consideration. The reconfiguration request was also approved by the College's Computer Technology (CTEC) Advisory Board. Implementing the reconfiguration requires no programmatic changes or additional resources.

Staff Summary

BPCC's current AAS in Cyber Technology program has seen a three-year average of 23 completers since its implementation in 2013. Cyber Technology students currently choose a concentration in either Network Security or Program Analyst. These concentrations have very little course overlap and are no longer true concentrations operating as distinct and separate programs.

The Network Security concentration provides students with the skills needed to manage an organization's network security needs. The degree prepares individuals to function as entry level network security specialists and includes instruction on technologies that keep network assets secure, conducting forensic analyses, encryption techniques, and organizational security management. The Program Analyst concentration focuses on programming techniques for software applications and prepares individuals to function as entry level programmers and work in a team environment. The analyst program also includes instruction in a variety of programming languages on programming logic, writing, and executing code to create and troubleshoot software applications, data structures, and computer architecture.

Reconfiguration of the existing AAS degree into two distinct degree programs is needed for greater clarity of degree content and the skills obtained by graduates. By creating two stand-alone degree programs, an action endorsed by the program's advisory board, there will be better recognition of the specific skill sets gained in each of the degree programs. The proposed reconfiguration will require no change in administrative structure or staffing and can be implemented at no cost to the university. All coursework is currently delivered under the existing AAS in Cyber Technology, which will be terminated upon approval of the proposed reconfiguration.

Staff Analysis

The proposed separation of the two programs will more accurately reflect the difference between the related fields and provide a more accurate degree title for recruitment and for graduates in the job market. The reconfiguration requires no additional resources and no change in curriculum, faculty, administration, or accreditation.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed termination and reconfiguration of the AAS in Cyber Technology into the AAS in Cyber Security (CIP 11.1001) and the AAS in Software Development (CIP 11.0201) at Bossier Parish Community College with a progress report on implementation of the split due October 1, 2022.

AGENDA ITEM V.A.

Initial Authorization of the Food Innovation Institute Louisiana State University Agricultural Center

Background Information

Louisiana State University Agricultural Center (LSU AgCenter) is requesting initial authorization of the Food Innovation Institute. The proposed new institute was approved by the LSU Board of Supervisors and submitted to the Regents for consideration.

Staff Summary

1. Description and Need

The LSU AgCenter Food Incubator is a business incubator that specializes in developing emerging food ventures and providing research-based technical services to existing and emerging companies. The Food Incubator, initially established to provide technical assistance to small food product entrepreneurs, started with 10 clients in 2013 and has since grown to 42 clients producing 125 products sold throughout the southern region. The Food Incubator has provided successful support for several small businesses and currently has a waiting list of potential clients. In response to increased demand for its services, the LSU AgCenter seeks to expand the scope and mission of its food industry support program by increasing the number of clients served, providing additional capacity to clients, offering a wider range of research-based services, and increasing outreach to students and the public. The proposed broad-based interdisciplinary Food Innovation Institute will facilitate research in food science, nutrition, marketing, and business. Researchers and students from these disciplines will work with the local and regional food industry to bring new products to market and improve existing products.

2. Initiatives and Objectives

The Food Innovation Institute will be an interdisciplinary unit focused on supporting the food industry and stimulating economic development through small business incubation, food and marketing research, and student and client education. LSU AgCenter provided the following objectives for the institute:

1. Economic development through supporting creation of new food-related companies and expansion of existing companies.
2. Research application through providing technical assistance that supports the food industry including sensory testing, recipe formulation, shelf-life studies, and nutritional panels.
3. Provide instruction and training to students and the public in food science, business, and marketing.
4. Provide support, education, and testing to start-up and existing companies in Louisiana and throughout the United States in the areas of food safety and best practices for food handling, processing, and packaging to ensure the wholesomeness and security of the food supply.

3. Resources and Administration

Existing facilities include a small bottling line, a large bottling line, laboratory space for food product research and development, refrigeration and freezer space, dry storage space, and commercial kitchen space. Space for the Food Innovation Institute includes over 15,000 square feet of allocated space. Plans to refurbish a large warehouse facility will add approximately 14,000 square feet of space that will include a hot process kitchen, a cold process kitchen, expanded dry and cold storage spaces, administrative offices, a product development lab, and other support facilities as needed. LSU AgCenter is currently seeking \$5,500,000 in external funding through private donors and related organizations and hopes to complete the project in

prioritized phases over the next three years. The institute will continue to be administered under the LSU AgCenter, reporting to the Associate Vice President for Strategic Initiatives.

4. Budget

The Food Innovation Institute will be supported by a combination of state funds, external funds, and self-generated funds. Over the past two fiscal years, the Food Incubator operated on approximately \$400,000 total in LSU AgCenter Funds and \$200,000 in self-generated funds. The Food Incubator has also been supported by a \$2,500,000 grant from the Louisiana Office of Community Development and a \$25,000 grant from the Louisiana Business Incubation Association. LSU AgCenter anticipates revenue will grow from \$270,000 next year to \$525,000 by year 4, and lists \$1,725,000 in pending grant funds for next year, which will support the expansion of the institute's facilities and other initiatives.

Staff Analysis

The rapid growth of and demand for the LSU AgCenter Food Incubator indicates a clear need for the facilities and research-based technical support the unit provides. Authorizing the Food Innovation Institute will elevate the profile of its services, allowing for more success in securing clients and external grants to support innovation, entrepreneurship, education, and research for the region's food industry.

STAFF RECOMMENDATION

Senior Staff recommends approval of the Food Innovation Institute at the Louisiana State University Agricultural Center for a period of two years. A progress report and request for continued authorization is due April 1, 2023.

AGENDA ITEM V.B.

Initial Approval and Conditional Designation as a Center of Academic Excellence Louisiana State University Health Sciences Center Shreveport Patient Centered Rehabilitation Center of Academic Excellence

Background Information

The Board of Regents Center of Excellence designation was established by the Board in June 2013 and signifies that the designated unit is a statewide academic, research, or workforce leader in its focus area. All Centers of Excellence must demonstrate the following attributes: a strong performance record, a clearly and finitely defined area of expertise, a range of opportunities in its area of designation (academic, research, or workforce), be engaged with the greater community, and be a hallmark of the institution recognized as uniquely strong in its focal area. A Center of Academic Excellence has an established record as a foundation of excellence in teaching, research and service as evidenced by distinctive and successful degree programs, established partnerships between the institution and industry, to the community, and/or other postsecondary institutions.

Louisiana State University Health Sciences Center Shreveport (LSU HSC-S) is requesting initial approval of the center and Center of Excellence designation of the Center of Academic Excellence in Patient Centered Rehabilitation (CAE-PaCeR). The request was approved by the LSU Board of Supervisors and submitted to Regents for consideration.

Staff Summary

1. Description

LSU HSC-S's proposed new CAE-PaCeR aims to provide and promote advanced practice rehabilitation clinical services and blended learning experiences. The center's objectives are to educate and mentor aspiring rehabilitation professionals, engage multi-disciplinary collaborative teams to model and expand patient-centered healthcare delivery, conduct and disseminate translational research, and increase diversity in the rehabilitation professions. The institution seeks Center of Academic Excellence designation to recognize the institution's successes and excellence in rehabilitation education and services. The designation will also expand opportunities for external funding and collaboration. Activities of the new center will initially establish an infrastructure that brings together the relevant academic, research, and clinical programs of the School of Allied Health Professions (SAHP). The alignment of resources and efforts will enhance the institution's ability to prioritize available resources toward strategic investments to best serve the needs of students, patients, and the community.

2. Evidence of Excellence

The School of Allied Health Professions includes four rehabilitation healthcare degree programs: the Speech and Language Pathology (SLP) concentration in the Master's in Communication Disorders (MCD), the Master's of Occupational Therapy (MOT), the Doctor of Physical Therapy (DPT), and the PhD in Rehabilitation Sciences. SLP students benefit from direct clinical engagement in the Mollie E. Webb Speech and Hearing Center (MEWSHC) where students evaluate and treat patients under faculty supervision. The MOT currently averages 25 graduates per year and graduates have a 100% pass rate on the licensure exam. The program is currently in the process of transitioning to a doctorate (OTD) and will be the only one offered at a public institution in Louisiana, which will decrease the number of students leaving the state to pursue the OTD elsewhere. The DPT averages 35 graduates per year. Post-professional physical therapy residencies are growing in importance in the profession, and LSU HSC-S has the only three accredited residency programs in Louisiana, including the country's only physical therapy residency in Wound Management. Finally, the PhD in Rehabilitation Sciences was recently approved by Regents and will admit its first class in fall 2020. The PhD is expected to be a significant draw for students, researchers, and faculty contributing to the research focus and revenue of the proposed CAE-PaCeR.

The Department of Clinical Services within the SAHP includes three clinics that fit within the focus of the CAE-PaCeR: The MEWSHC, the Faculty Rehabilitation Clinic (FRC), and the Children's Center (CC). The MEWSHC is an outpatient rehabilitation clinic that provides comprehensive care for patients of all ages with speech and language disorders and hearing impairments. The FRC is a 27,000 square foot outpatient clinic where faculty provide comprehensive, multidisciplinary care to patients; it also serves as a clinical site for the rehabilitation degree programs. The CC is a clinical program within the SAHP that provides interdisciplinary diagnostic assessment and treatment recommendations for children with Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorder, Specific Learning Disorders, or other intellectual or developmental delays or impairments. All three clinics engage in collaboration across disciplines with students, residents, and clinical faculty.

3. Resources and Administration

The CAE-PaCeR will be directly connected to both the academic and clinical arms of the SAHP but will report directly to the SAHP Assistant Dean of Clinical Affairs. The core faculty of the proposed CAE-PaCeR includes 13 academic and 17 clinical faculty from the rehabilitation disciplines plus 15 additional affiliated faculty from throughout the institution and its clinics. The center will be housed primarily in dedicated and shared clinical, teaching, and research space in the SAHP academic building. The program and its affiliates will have full access to clinics, labs, classrooms, offices, and other collaboration spaces throughout the SAHP as well as access to facilities through the medical school and graduate school.

4. Funding and Budget

The SAHP has successfully raised nearly \$2,650,000 in contract, grant, and philanthropic funding since 2018. The institution anticipates that the establishment of the CAE-PaCeR will result in more targeted philanthropic fundraising, additional federal and private grant funding, and increased capacity for generating contract and clinical revenue.

Staff Analysis

The LSU HSC-S' proposed CAE-PaCeR will enhance the institution's activities in rehabilitation healthcare, providing critical care for the region's patients, and will also provide academic excellence for future rehabilitation professionals. The establishment of the PhD Rehabilitation Sciences in coordination with the establishment of the CAE-PaCeR will build LSU HSC-S' capacity and contributions to rehabilitative research, innovation, and treatment. The request for continued authorization and designation as a center of excellence should include an update on the evaluation of funding and activity priorities for the CAE-PaCeR resulting from the centralization of the work, efforts to secure grant funding, and the implementation of the PhD Rehabilitation Sciences.

STAFF RECOMMENDATION

Senior Staff recommends approval of the Center of Academic Excellence in Patient Centered Rehabilitation with conditional designation as a Center of Academic Excellence for a period of one year. A request for continued authorization and designation as a Center of Academic Excellence is due April 1, 2022.

AGENDA ITEM VI.

Board of Regents Interim Policy for Dual Enrollment

Executive Summary

In response to the COVID-19 pandemic in Spring 2020, the Board of Regents, in consultation with the Louisiana Department of Education (LDOE) and the Louisiana Office of Student Financial Assistance (LOSFA) developed an interim dual enrollment policy. This policy was designed to assist secondary and postsecondary institutions in navigating changes due to the cancellation of standardized tests and learning disruptions beyond students' control caused by the COVID-19 pandemic. The Interim Policy for Dual Enrollment was approved by the Board of Regents at the April 22, 2020 meeting and was effective through Spring 2021. Regents staff is requesting an extension of this interim dual enrollment policy through Academic Year 2022-23.

Before the COVID-19 pandemic, Act 128 of the 2019 Regular Legislative Session created the Dual Enrollment Task Force. This multi-stakeholder Task Force was charged to make recommendations for the establishment of a statewide framework designed to provide universal access to dual enrollment courses for all eligible high school juniors and seniors. Starting July 2019, the Task Force met at various regional sites across Louisiana and has continued to meet virtually to discuss the challenges and opportunities that exist within the current structure of dual enrollment. In February 2020, the Task Force submitted a report with recommendations to the Louisiana Legislature. In this report, Regents was charged with reviewing Academic Affairs Policy 2.22 (Dual Enrollment) that went into effect starting the 2018-19 school year. The Task Force report noted that the policy's minimum standards for student eligibility for academic dual enrollment courses are complex, have limited the number of students who can participate, and contributes to lower participation rates by African American and Hispanic students.

Regents staff conducted a thorough analysis of the policy impact pre-pandemic comparing Regents' dual enrollment policy to other policies within the southern region and nation. Through this research, Regents staff found that Louisiana is the only state within the 16 states in the Southern Regional Education Board (SREB) area that requires both a grade point average and a composite ACT score to be eligible to participate in academic dual enrollment. It is one of only three SREB states that requires both an ACT sub-score and a GPA to establish eligibility, with states increasingly allowing students to demonstrate readiness through any one of multiple measures. The COVID-19 pandemic expedited further review of this policy in spring 2020. With the cancellation of standardized tests, the interim policy enabled colleges and universities to use additional methods for students to demonstrate readiness to participate in dual enrollment in the 2020-21 school year (see Attachments A & B).

In Fall 2020, dual enrollment participation increased as compared to Fall 2019. Regents staff is requesting an extension of this aspect of the interim dual enrollment policy through Academic Year 2022-23. This will allow for a thorough analysis of the interim policy as well as its impact on increasing dual enrollment opportunities for Louisiana students.

STAFF RECOMMENDATION

Senior Staff recommends approval of the extension of the Interim Policy for Dual Enrollment through Academic Year 2022-23.



Attachment A:
Board of Regents Interim Policy for Dual Enrollment
Public Postsecondary Quality Guidelines

Students wishing to initiate or continue their participation in dual enrollment for the **2021-22 and 2022-23** academic years may be eligible to enroll in academic courses on the Master Articulation Matrix if they meet the following criteria:

- A minimum 2.5 cumulative high school GPA, as determined by the high school,

AND

- Subject-specific demonstration of readiness in Mathematics (for mathematics and science courses) or English (for English, foreign language, history, social science, humanities, or arts survey courses) through either:

1.) Subject-specific minimum scores on any assessment listed in Academic Affairs Policy 2.22 (see table page 2).

OR

2.) Counselor recommendation based on overall student performance and grade trends in the subject (see table page 3).

While the Board of Regents encourages all institutions to follow this policy, we recognize that minimum requirements may be increased for particular courses.



**Academic Affairs Policy 2.22
Subject Specific Placement Scores**

	ENGLISH	MATHEMATICS*
ACCUPLACER	86 Sentence Structure	65 (Elem Alg.) 40 (Col-Level Math)*
ACCUPLACER NG	250 Writing	250 QRAS
ASPIRE	433	431
MAP	245	265
Pre-ACT	18	19
Pre-SAT	25WL	500
EOC	English II: 740	Algebra I: 760, or Geometry: 750
LEAP 2025	English II: Mastery or above	Geometry: Mastery or above (for enrollment in non- algebraic Gen. Ed Math) Geometry: Mastery or above <u>and</u> completion of Algebra II w/C or better for enrollment in College Algebra
ACT	18	19
SAT	500 ERW	510 Math
ALEKS PPL	n/a	35*
*For College Algebra: ≥ 70 Accuplacer College-Level Math; ≥ 263 Accuplacer NG (QRAS), ≥ 250 (AAF) or ≥ 41 ALEKS PPL are recommended.		

**Attachment B:
SSPS Data Entry Guidance**

Dual Enrollment Reporting: In addition to the placement test types listed below, a new code designated as “Z” for “Counselor Recommendation” has been added and should be reported in the English/Math placement test type field for preparatory students (dual enrollment) only.

<u>English Placement Test Type</u>	<u>Code</u>	<u>Math Placement Test Type</u>	<u>Code</u>
Accuplacer Sentence Skills	C	Accuplacer Arithmetic	B
Accuplacer Next Generation - Writing	H	Accuplacer College-Level Math	C
ACT	A	Accuplacer Elem Algebra	D
ASPIRE	Q	Accuplacer Next Generation – Arithmetic	J
ASSET Writing Skills	9	Accuplacer Next Generation – QAS	K
COMPASS-Writing	8	Accuplacer Next Generation – AAF	L
ELS 112 – Intensive English	U	ACT	A
EOC (End of Course)	4	ASSET Elem. Algebra	9
LEAP 2025	5	ASPIRE	Q
MAP	V	COMPASS-Algebra	8
Pre-ACT	W	EOC (End of Course)	4
Pre-SAT	Y	LEAP 2025	5
SAT (2016) – Writing & Language Test	R	MAP	V
SAT (Pre-March 2016)	S	Pre-ACT	W
Counselor Recommendation (for preparatory students only)	Z	Pre-SAT	Y
		SAT (2016) – Math Section	R
		SAT (Pre-March 2016)	S
		Counselor Recommendation (for preparatory students only)	Z