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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Wednesday, April 27, 2022

10:55 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. Routine Staff Approvals
- IV. Academic Programs
 - A. AAS Construction Science – River Parishes CC
 - B. MAT Elementary Education Special Education Mild/Moderate, Grades 1-5 – SUNO
 - C. MAT Secondary Education Special Education Mild/Moderate, Grades 6-12 - SUNO
 - D. MS Computer Networking and Administration – Southeastern Louisiana U
- V. Other Business
 - A. Degree Program Proposals and Academic Planning - Update
- VI. Adjournment

Committee Members: Blake R. David, Chair; Stephanie A. Finley, Vice Chair; Wilbert D. Pryor; Gary N. Solomon, Jr.; Terrie P. Sterling; Judy A. Williams-Brown; Cameron T. Jackson (*student member*); LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative
Staff: Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation

AGENDA ITEM III.A.

Routine Academic Requests & Staff Approvals

Institution	Request
LSU A&M	Request to change the name of the BS in Learning Experience Design and Innovation to the BS in Learning Experience and Instruction Design to improve clarity in the program's purpose and better align with industry terminology. Approved.
LSU HSC New Orleans	Request to change the name of the Department of Rehabilitation and Counseling to the Department of Counseling to better reflect the full breadth of counseling and counseling-related programs offered in the department. Approved.
LSU Shreveport	Request to change the name of the BS in Community Health to the BS in Public Health to better represent the program's revised curriculum and concentrations aligned with Council on Education for Public Health accreditation standards. Approved.
SUBR	Request to change the degree designation and CIP code of the MA in Clinical Mental Health Counseling (CIP 42.2803) to the MS in Clinical Mental Health Counseling (CIP 51.2310) to better align with the program's revised curriculum. Approved.
SUSLA	Request to establish a Certificate of Applied Science (CAS) in Cybersecurity (CIP 11.1001) Approved.

AGENDA ITEM IV.A.

Proposed Associate of Applied Science in Construction Science River Parishes Community College

Background Information

River Parishes Community College (RPCC) has requested Board of Regents' approval to offer an Associate of Applied Science (AAS) in Construction Science. The program proposal was approved by the Louisiana Community and Technical College System (LCTCS) Board of Supervisors and forwarded to the Board of Regents for consideration. The proposal was then circulated to Chief Academic Officers statewide for review.

Staff Summary

The proposed AAS in Construction Science is a 61-credit hour program that provides the basic skills and knowledge for entry-level construction management positions such as Assistant Superintendent, Superintendent, and Assistant Project Manager. The proposed program will emphasize the applied science aspects of construction, such as building systems, construction documents, and surveying. The program's focus is on training individuals to enter the workforce immediately upon graduation.

A recent Louisiana Office of Economic Development (LED) announcement provides evidence that construction-related jobs will be in high-demand in RPCC's service area, specifically. On October 14, 2021, Governor John Bel Edwards announced that Air Products will develop a \$4.5 billion clean energy complex in Ascension Parish, less than 5 miles from RPCC's main campus. It is estimated that this project will create more than 2,000 construction jobs in the area over three years.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-state Programs:** While Delgado Community College and Baton Rouge Community College currently offer AAS degrees in related construction fields, the proposed Construction Science program at RPCC will have less emphasis on management and will focus more heavily on the applied science components of construction making the program uniquely different from others.
 - b. **Workforce Demand and Job Opportunities:**
 - According to the Louisiana Workforce Commission, Construction Managers, First Line Supervisors, Construction and Building Inspectors, and Cost Estimators are in high demand, with current open positions totaling 201 in Louisiana. Typical pay for such positions ranges from \$27.83/hour to \$46.49/hour. All jobs within this career cluster are rated 5 stars, indicating high-wage and high-demand.
 - In 2021, RPCC was awarded a \$1.49 million dollar grant from the Delta Regional Authority/Department of Labor to provide training programs to prepare the region and Louisiana's workforce for high-wage jobs in the hydrogen, solar and wind energy sectors. RPCC anticipates using this funding to offer short-term, non-credit training leading to jobs within the renewable energy sector. Students within the proposed AAS in Construction Science will be able to enroll in these short-term courses, in addition to their for-credit courses, to enhance their skills and marketability.
 - c. **Student Enrollment:** New students will be recruited from local high schools and the general river region population. The majority of RPCC's current technical program offerings are geared towards employment in the petrochemical industry (Process Technology, Instrumentation, Industrial Maintenance). This program will allow students to enroll in a technical program that is not focused exclusively on employment in the petrochemical industry, providing an opportunity to a new market of students.

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment	15	22	26	28	29
Projected Graduates	0	5	10	12	15

2. **Resources:** Outside of revenue from tuition and fees, RPCC will seek approximately \$100,000 in Rapid Response funds from LCTCS for Years 1 and 2 of program implementation. Once the program is self-sustaining, which is anticipated by Year 3, annual operating dollars will be used to support the program.

	Current	Needed	Additional Costs
Faculty	RPCC currently employs all the faculty needed to teach the 30 credit hours of general education and business courses for the proposed program.	RPCC will hire 1 new full-time instructor to serve as Program Lead and 4 adjunct instructors to support the program.	\$102K per yr.
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	Additional costs for subscriptions and library resources.	\$8K per yr.
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	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: RPCC will offer courses for this program during the day and the evenings to allow students who work in the construction industry to attend classes.
 - Affordability: The majority of general education courses in the program utilize OER.
 - Partnerships: Once the program is approved, RPCC plans to work with LSU’s Construction Management Department to create articulation agreements for several courses.
 - Other program attributes that contribute to closing the achievement gap with underserved populations: The program has embedded a Certificate of Technical Studies that allows adult learners to stop in and out along the way to the associate degree.

Staff Analysis

Data from statewide workforce entities such as LED indicate that RPCC’s proposed program is needed and valuable for the college’s service region. RPCC’s proposed AAS in Construction Science will benefit citizens of the river region by providing a low-cost, high-quality education in a field that is in high demand. It will benefit industries that hire graduates from the program and will provide for economic development through large scale construction projects in the region.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed AAS in Construction Science (CIP 15.1001) at River Parishes Community College, with a progress report due October 1, 2023.

AGENDA ITEM IV.B.-C.

**Proposed Master of Arts in Teaching Elementary Education
Special Education Mild/Moderate, Grades 1-5
and
Master of Arts in Teaching Secondary Education
Special Education Mild/Moderate, Grades 6-12
Southern University at New Orleans**

Background Information

Southern University at New Orleans (SUNO) requests Board of Regents approval to establish a Master of Arts in Teaching (MAT) for Elementary Special Education Mild/Moderate, Grades 1-5 and a MAT in Secondary Education Special Education Mild/Moderate, Grades 6-12. The Letter of Intent was approved by Regents in April 2021, which was paused until the proposed programs received final approval from the Louisiana State Board of Elementary and Secondary Education (BESE) to offer both post-baccalaureate teacher preparation programs. The pathways were approved by BESE in December of 2021 and revised program proposals were submitted to Regents for consideration in March 2022. Draft proposals were reviewed by Dr. Edward Hill, Interim Provost for Academic Affairs (Former Dean, College of Education) at Harris-Stowe State University, St. Louis Missouri.

Staff Summary

The proposed MAT degrees in Elementary Education Special Education Mild/Moderate, Grades 1-5 and Secondary Education Special Education Mild/Moderate, Grades 6-12 are both graduate alternative certification programs with 39 credit hours designed to allow individuals with non-education bachelor's degrees to obtain a graduate degree and receive initial teacher certification. The integrated programs also prepare candidates in the instruction of students who are identified with mild/moderate disabilities. Each student is required to complete a year-long residency (student teaching or internship) inclusive of the grade level setting. The institution plans to seek program accreditation with the Council for the Accreditation of Educator Preparation (CAEP) after they have achieved three years of graduation data with a projected accreditation date of Fall 2025.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-State Programs:** While there are similar programs that are offered at other institutions throughout the state, SUNO's proposed programs are unique in that they will be offered through 100% online instruction and will provide a much-needed alternative path for students to acquire teacher certification and aid in the state's efforts to decrease the classroom teacher shortage. As one of the three Historically Black Colleges and Universities (HBCU) in the New Orleans area, SUNO will be able to reach those underserved and underrepresented populations.
 - b. **Workforce Demand and Job Opportunities:** Louisiana continues to experience a teacher shortage. The most recent data available indicates that there are approximately 2,500 certified teacher vacancies across the state. The proposed programs will not only provide an additional path for obtaining teacher certification but will also provide teachers who specialize in teaching students with varied levels of special education needs. With students being identified and placed into special education programs at a younger age, school districts are required to have an Individualized Education Plan (IEP) for those students. Additionally, many schools integrate students with special needs into regular classrooms making the need for teachers with special education training even more essential.

- c. **Student Enrollment and Completion:** 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. The institution expects that the online delivery of the programs will attract both in-state and out-of-state students who may otherwise have enrolled elsewhere. SUNO projects initial enrollment in the elementary education special education program of 15 students increasing to 65 by year five with projected graduates of 10 students by year three increasing to 20 students in year five. The secondary education special education program is projected to enroll 6 students in year one increasing to approximately 35 by year five with 6 projected graduates in year three increasing to 15 by year five.

MAT Elementary Education Special Education Mild/Moderate (Grades 1-5)					
	Year 1	Year 2	Year 3	Year 4	Year 5
NEW Prog. Enrollment	15	25	35	45	65
Prog. Graduates	N/A	N/A	10	15	20

MAT Secondary Education Special Education Mild/Moderate (Grades 6-12)					
	Year 1	Year 2	Year 3	Year 4	Year 5
NEW Prog. Enrollment	6	15	20	25	35
Prog. Graduates	N/A	N/A	6	10	15

2. Resources:

Most of the courses required for the proposed program are already offered at the institution as part of the current certification in elementary and secondary education programs through the College of Education and Human Development. No new full-time faculty will be needed to initiate the program. The program will be absorbed by current faculty teaching in the department. Reduced teaching loads will be provided for current faculty members. Depending on program enrollment, the institution projects the need for a new Assistant Professor by year three.

	Current	Needed	Additional Costs
Faculty	The institution's current faculty are sufficient to implement and sustain the program for the foreseeable future.	Depending on enrollment, one new Assistant Professor is projected to be hired by year three in each of the certification levels.	Yr. 3+: \$52,000 (Gr 1-5) Yr. 3+: \$52,000 (Gr 6-12)
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 resources will meet the needs of the program for the foreseeable future.	No additional resources 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 through 100% online instruction which will allow for flexible course scheduling to provide access to a variety of students, especially working adults who have earned a non-education bachelor's degree.
 - **Affordability:** The proposed program will utilize open educational resources (OER) courseware, videos, articles, and websites (Vanderbilt University) that can be used to enhance field experiences and discussion activities in method courses. The institution has also partnered with Pearson to reduce students' cost on textbooks that are not available in the library's offerings through OER. The anticipated savings to students, on average, to be \$75 per course. Students enrolling in the program will also be eligible for the TEACH Grant Program, which provides students with up to \$4,000 per year.
 - **Work-Based Learning:** These proposed degree programs require students to complete a residency requirement as part of the state's licensure requirement.
 - **Other program attributes that contribute to closing the achievement gap with underserved populations:** The proposed program aims to increase diversity in teacher education programs by providing underserved populations an accessible opportunity to gain a master's degree and teacher certification for adult learners through distance education.

Staff Analysis

Southern University at New Orleans has demonstrated a clear need for certified special education teachers across the state. The proposed programs will also provide an additional pathway for non-education bachelor's degree completers to earn a master's degree while obtaining teacher certification. The 100% online delivery of these programs help to provide access, affordability, and diversity to students in the state. BESE has approved SUNO to offer both of the proposed special education teacher certification pathways.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed Master of Arts in Teaching Elementary Education Special Education Mild/Moderate, Grades 1-5 (CIP 13.1017) and Master of Arts in Teaching Secondary Education Special Education Mild/Moderate, Grades 6-12 (CIP 13.1019) at Southern University at New Orleans with progress reports due October 1, 2023.

AGENDA ITEM IV.D.

Proposed Master of Science in Computer Networking and Administration Southeastern Louisiana University

Background Information

Southeastern Louisiana University (SLU) requests Board of Regents approval to establish a Master of Science (MS) in Computer Networking and Administration. The Letter of Intent was approved by Regents in December 2019, which was followed by a temporary pause in the development of the program. In August 2021, University of Louisiana System (ULS) administration submitted a draft proposal for review. Dr. Kyle Cronn of Dakota State University provided a favorable external evaluation of the draft proposal. The revised final proposal was approved by the University of Louisiana System (ULS) Board of Supervisors in February, then submitted to Regents for consideration.

Staff Summary

The proposed MS in Computer Networking and Administration is designed to provide a pathway to high-demand careers in the applied computer science and information technology industries with a focus in the areas of computer networking and administration. This program will prepare students at the graduate level for careers in the rapidly growing computer networking and administration industries in state and nationwide. The program is built upon the same foundations as other graduate level computer science programs but emphasizes both the knowledge and the technical skills needed for the workforce. These include organizational and technological issues involved in enterprise scale networking such as emerging network technologies, network processing, high-performance computing, network programming, and security. The 100% online program provides scheduling flexibility for working professionals and includes the use of virtual hands-on labs. Both a thesis and non-thesis option will be available allowing students to either focus on additional coursework in a specialty area or on research.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
 - a. Same or Similar In-state Programs: While there are several other related master's programs at the state's 4-year institutions, such as those in Computer Information Systems, Computer Systems Technology, Computer Science, and Computer Engineering, Chief Academic Officers at those institutions continue to agree that the demand for technology professionals warrants a breadth of program offerings statewide. The proposed program will provide a unique focus on network administration as opposed to software, algorithm, or engineering development, the common focus areas in computer science programs.
 - b. Workforce Demand and Job Opportunities: The demand for graduates with a degree in computer science is growing at twice the national average according to the Bureau of Labor Statistics. The Bureau projects that new computing jobs will account for 71% of all STEM jobs. Furthermore, Computer Networking and Administration will be the major portions of the computing job market.
 - c. Student Enrollment and Completion: The program expects to initially draw graduates of SLU's undergraduate computer science program who are currently employed in the field, and anticipates that the draw will expand to working professionals throughout the region. SLU anticipates at least 50 students enrolled in the program once it is fully implemented.

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	15	35	45	50	50
Program Graduates	-	15	20	25	25

2. Resources

The institution has funded over \$380,000 in library acquisitions for computer science in the past four years, which has helped build the capacity for the proposed program. The computer science faculty will be able to launch the program and offered all required courses in the first year with one additional full time faculty member added in year 2. The first two years of the costs for this additional faculty member will be covered by a Louisiana Economic Development grant. Anticipated tuition revenue from enrollment will cover these costs going forward. Additional adjunct faculty may be needed to support the program with expected growth.

	Current	Needed	Additional Costs
Faculty	Ten existing faculty in the Department of Computer Science will support the launch of the new program.	One additional full time faculty member will be added during the year 2. The first 2 years of salary will be paid by an LED grant. One half time adjunct faculty is anticipated by year 3.	Yr. 2 \$110,760 Yr. 3+ \$166,140
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities and online infrastructure are sufficient to offer the program.	No additional resource needs projected.	\$0
Student Support	Existing student support resources will be adequate for the proposed 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:** All courses required of the proposed graduate program will be offered online to accommodate working adults.
- **Affordability:** All software required for the program is available through the department’s online resources reducing the costs for students by eliminating the need to purchase expensive software. The department promotes a textbook rental program.
- **Partnerships:** Southeastern continues to have a strong partnership with DXC Technology in New Orleans, and also partners with Envoc, CGI, and IBM through the department’s Industry Advisory Board and on the employment pipeline.
- **Work-based Learning:** The program is designed to fit the schedules of working professionals allowing those who may be 5-10 years past completion of the undergraduate degree to complete the degree while continuing in their career path.
- **Other program attributes that contribute to closing the achievement gap with underserved populations:** The program’s online format with flexible scheduling and measures to ensure affordability will support the region’s adult population seeking to build their careers in the field.

Staff Analysis

When addressing the need for the program, external reviewer Dr. Cronin stated that “the demand from industry to employ students with a technical background in the network and computing field is at best, insatiable.” He also indicated that while there are several computer technology programs in the state, SLU’s proposed program is unique in its focus on network and system administration. While hiring faculty may be a

challenge as is the case with all similar programs, SLU has indicated it will focus on building endowed professorships to aid in faculty recruitment and will ensure competitive salaries in line with industry standards.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed Master of Science in Computer Networking and Administration (CIP 11.0101) at Southeastern Louisiana University with a progress report due October 1, 2023.

AGENDA ITEM V.A.

Degree Program Proposals and Academic Planning Update

Staff Summary

In October 2021, the Board approved several improvements to the academic degree program approval policy. This included the elimination of the Letter of Intent, the addition of an annual Academic Planning process, and other changes to improve the efficiency and effectiveness such as staff authority to approve certificate programs, the addition of associate degrees to the statewide proposal review process, and the separation of our research unit policy from the degree program policy. The Board also authorized staff to develop the forms and procedures to implement these policy changes.

Over the past several months, Regents staff have been working with system and campus Chief Academic Officers to revise the degree program proposal form and create the new academic planning template. The aim of the revised program proposal form is to aid faculty as they design new programs and staff in analyzing proposed programs, to ensure that they are well aligned with the goals of the Master Plan and Louisiana's workforce needs. The form requires additional detail on program structure, how the design addresses affordability and student success, and how it will prepare students for the various careers available to them. The form also provides a detailed breakdown of the resources required for program implementation. The new academic planning forms have been designed to provide a broad picture of institutional plans for the management of their academic program inventories and how those plans align with institutional, regional, and Master Plan goals.

Over the next several months, Regents staff will work with institutions in the transition to the new proposal form and academic planning process. The review and presentation of academic plans to the Board will align with the annual budget process in the fall.

STAFF RECOMMENDATION

This item is for informational purposes only. No action is required.