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**AGENDA**  
**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**  
**June 21, 2017 • 11:00 a.m.**  
**Thomas Jefferson Room 1-136**

**I. Call to Order**

**II. Roll Call**

**III. Academic Programs**

- A. Letters of Intent
  - 1. BA/ Religious Studies – LSUA
  - 2. BA/ Screen Arts – LSU
- B. Academic Proposals
  - 1. AAS/ Systems Administration -- BPC
  - 2. GC/ Early Childhood Education – LSU
  - 3. GC/ Urban and Community Education – LSU

**IV. Consent Agenda**

- A. Previously Approved Centers
  - 1. Center for Business & Information Technologies (CBIT) – ULL
  - 2. Ethyl & Herman Midlo Center for New Orleans Studies – UNO
  - 3. International Lincoln Center for American Studies – LSUS
  - 4. Stephenson Disaster Management Institute (SDMI) – LSU
- B. Routine Staff Reports
  - 1. Staff Approvals
  - 2. Progress Reports for Conditionally Approved Programs/Units
  - 3. Letters of Intent/Proposals in the Queue

**V. Other Business**

**VI. Adjournment**

Committee Members: *Thomas Henning, Chair; Robert Levy, Vice Chair; Claudia Adley; Marty Chabert; Adarian Williams; Collis Temple III; Jacqueline Wyatt; LCTCS, LSU, SU, UL System Representatives.*

**AGENDA ITEM III A 1**  
**LETTER of INTENT**  
**LOUISIANA STATE UNIVERSITY, ALEXANDRIA**  
**BACHELOR of ARTS in RELIGIOUS STUDIES**

**BACKGROUND INFORMATION**

LSU Alexandria requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Arts in Religious Studies. The LoI was approved by the LSU Board of Supervisors and sent to the BoR in March 2016, but was held for further information and discussions with the campus.

**STAFF SUMMARY**

**1. Description**

An academic program in Religious Studies inquires into the nature of religion as a system of human thought and practice, into the ways it influences human identity and culture, and into the social and historical development within and across religious traditions. The focus on religious foundations leads to an appreciation of how they influence and relate to almost every aspect of human existence – economics, ethics, language, philosophy, psychology, science, or sociology, for example. With the exploration of ritual and textual traditions, students begin to appreciate the interaction of religious beliefs and practices with political, social, cultural and economic developments across time and throughout the world. Whether preparing for business, education, health care, legal, ministerial, or social-service professions, students will have developed a skillset that enables them to think critically, communicate clearly, and be aware of and sensitive to cultural variation. Graduates will have learned to think, write and speak about religious thoughts, traditions, and experiences in informed and critical ways that can be relevant in any context.

LSUA's intended proposal for a BA/Religious Studies would be designed with a 27-credit major (15-credit Core and at least four RELG electives) and require that students have, at minimum, a minor in another area (e.g., business, communication studies, criminal justice, fine arts, history, international studies, or political sciences). In the preliminary curriculum, students would also complete at least 6 hours of foreign language and have a choice of 24-30 hours of electives, but staff believe that the actual curriculum should be more prescribed, with at least 30 hours in the major and 15 hours in a foreign language, in recognition of the international nature of the major.

**2. Need**

Because of the inherently interdisciplinary nature of a Religious Studies program, majors can be successful in a number of fields, including seminary and ministry, education, non-profit and service-related fields, anywhere in the world. Though almost every university offers at least one course in religious studies as a General Education (humanities) option, and several private colleges or seminaries offer faith-based programs, no public postsecondary institution in Louisiana offers a Religious Studies degree. To enter a rigorous, non-denominational study of religion, students do have choices, but they must leave the State (e.g., to go to the University of Alabama, Central Arkansas, or Mississippi; Florida or Missouri State; or UT Austin).

**3. Students**

Based on the popularity of religious studies courses currently offered, LSUA is confident that the new program will draw the necessary critical mass of students to be a viable degree. Enrollment projections are for growth of about 10 majors per year, with 10 graduates by Year 5. The projections are based on a student survey that yielded 10 students who would major in Religious Studies, if it were available now, and 13 who wanted more information about the possibility.

**4. Faculty, Resources & Budget**

Five current faculty offer graduate expertise in religious studies garnered from Loyola University, Harvard University, Hebrew Union College, and two Baptist Theological Seminaries, and the University intends to

add a sixth professor with a background in comparative religions in the 3<sup>rd</sup> or 4<sup>th</sup> year of implementation. The group currently contributes to course offerings in anthropology, English, ethics, history, philosophy, and religion. Basing costs on 27 credit hours of Religious Studies coursework for the degree, projected costs (from \$10.6K to \$46.5K) for adjuncts and full-time faculty hires during the first five years would be easily balanced by anticipated tuition and fees (\$19.7K to \$117K) as students are attracted to the new program offering.

### **STAFF ANALYSIS**

LSUA asks to develop an undergraduate program in Religious Studies to offer a distinctive major to Louisiana students and to strengthen its standing as an undergraduate institution that emphasizes the liberal arts. The Letter of Intent was accompanied by 34 letters of support from entities as diverse as four government offices (two mayors, two police chiefs), ten businesses, and 20 faith-based groups (churches, schools, temples, and institutes). There are currently enough qualified and interested full-time and adjunct faculty at the University to get such a program started, if it were fully developed and approved for implementation. Staff would like to see the curriculum more prescribed, as discussed above, and consideration of a more descriptive degree title, e.g., Religion & Culture; Philosophy & Religion; or World Religions.

### **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Board of Regents grant approval of the Letter of Intent to develop a proposal for a Bachelor of Arts in Religious Studies at LSU Alexandria.***

**AGENDA ITEM III A 2**  
**LETTER of INTENT**  
**LOUISIANA STATE UNIVERSITY**  
**BACHELOR OF ARTS in SCREEN ARTS**

**BACKGROUND INFORMATION**

Louisiana State University requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Arts in Screen Arts. The original LoI was approved by the LSU Board of Supervisors and sent to the BoR in May 2015 but withdrawn from the queue in September 2016 while the campus worked on structural revisions and responses to staff questions and comments. A new LoI was received in May 2017 and circulated to statewide Chief Academic Officers for review and comment.

**STAFF SUMMARY**

**1. Description & Need**

Screen arts is an academic discipline that combines essential analytical, creative and practical production skills to provide students with a springboard for a career in the film, television and allied screen industries. LSU's intended BA in Screen Arts will be created to ensure that Louisiana can provide professionals with a skill set conducive not only to the film industry as it currently exists, but, also to enable our students and State to engage in the creation of an indigenous film industry.

LSU would not be creating the degree from scratch. The University has nearly 20 years of experience teaching in several of the related disciplines such as English, film and media arts, film and television, digital media, mass communication, marketing, and theatre. However, the courses have been spread out across departments and colleges and have never been unified into a single degree path. This degree intends to draw on existing resources from related departments to create a distinct degree pathway that will provide graduates with strong screen production and communication skills who can, in turn, facilitate the growth and expansion of the State's film industry.

To address questions of possible duplication, LSU examined four related undergraduate programs: Moving Image Arts (ULL); Film and Theatre (UNO); Digital Media Production (Tulane); and Digital Filmmaking (Loyola). LSU maintains that its' combination of unity and specialization are unique: the core provides a strong theoretical background through its introduction to the main areas of study (production, writing, digital arts), while the intended concentration areas offer more variety and flexibility than any other, single program provides. In addition, the intended BA/Screen Arts includes a unique emphasis on acting-intensive courses, e.g., Acting for the Camera I and II, or Directing Actors for Film. The LoI included seven letters of support from major players in diverse sectors of the Louisiana film industry, suggesting that such a program would be well received by prospective students and professionals, alike. LSU intends to establish a presence in screen arts to leverage existing strengths for this degree and for any additional developments that might build the technological infrastructure and core foundations for the production, study, and financing of screen arts. The program will prepare graduates for a variety of jobs in different capacities within the film and television industry, whether their interest is in the technical aspects of sound, animation, or graphic design, or in the business and administrative realm of entrepreneurship and financing.

**2. Students**

A concentration in Film & Media Arts (FMA) has been part of the existing Bachelor of Liberal Arts for many years, attracting an average of 65 majors and producing 71 graduates over the last three years. FMA courses would be changed to the "Screen Arts" rubric and the concentration will be terminated once the BA/Screen Arts is approved. Students currently pursuing the FMA concentration would be allowed to finish the degree, if they wish, but no new students would be admitted.

**3. Faculty, Administration & Budget**

The intended program would be housed and administered in the College of Humanities & Social Sciences. The campus currently has multiple resources of film equipment to which prospective Screen Arts students

will have immediate access. Well-established partnerships with local companies such as the Celtic Media Center, the Manship Theatre, Louisiana Public Broadcasting, and Côte Blanche Productions will ensure that students are provided with a full complement of intellectual and applied internship opportunities to prepare them for the entertainment industry. The current resources supporting the Film and Media Arts concentration in the BA in Liberal Arts will be utilized to support the program. Therefore, no additional costs to implement the program will be necessary.

### **STAFF ANALYSIS**

LSU states that the primary goal in developing a BA/Screen Arts is to help facilitate the growth of an indigenous film culture based around the passions and visions of Louisiana-based content creators. In addition to training in specific areas, all majors in the intended program would be taught to think creatively and critically about the film and television industry. BoR staff believes that the curriculum, as described, is too broad in scope and should be tightened, as a program proposal is developed, to include more course guidance or directives in the actual concentrations (vs. emphasis, an undefined term in undergraduate programs) and less room for free electives (currently 30 hours).

### **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of Louisiana State University's Letter of Intent to develop a full proposal for a Bachelor of Arts in Screen Arts.***

**AGENDA ITEM III B 1**  
**PROPOSED NEW ACADEMIC PROGRAMS**  
**BOSSIER PARISH COMMUNITY COLLEGE**  
**ASSOCIATE of APPLIED SCIENCE in SYSTEMS ADMINISTRATION**

**BACKGROUND INFORMATION**

Bossier Parish Community College requests approval to establish an Associate of Applied Science (AAS) in Systems Administration. The proposal was approved by the LCTCS Board of Supervisors in May 2017 and forwarded to the Board of Regents for consideration.

**STAFF SUMMARY**

**1. Description**

Systems administrators need to have a broad, overarching knowledge of a variety of IT subject areas. BPCC faculty have met with leading industry experts and mapped out the proposed curriculum to be reflective of industry needs and lead directly into employment as System Administrators or DevOps professionals. The 60-credit (960 contact hour) program is an interdisciplinary blend of existing courses from the Cyber Technology (Network Security and Programmer Analyst) programs that were developed in collaboration with CSRA content experts and BPCC faculty and leadership. Only two new courses will need to be developed to launch the degree: 'Introduction to Scripting,' and 'Introduction to Virtualization Concepts.'

The degree would be offered with two choices of concentration: *Enterprise Information Technology and Development*; and *DevOps*, the intersection of software development, operations, and quality assurance. The AAS will not include any incremental (CTS or technical diploma) credentials; however, several of the courses will be mapped to IBCs desired by industry partners. Both concentrations will include a capstone course with an internship, and graduates will be required to either obtain two industry-based certifications (IBCs) or complete a portfolio of written code. The program will be delivered in a combination of on-site, hybrid, and online classes.

**2. Need**

At the center of healthy partnerships between industry and academic leadership is an understanding of a company's workforce training needs and an institution's ability to develop programming to meet those needs. During SCRA's 2017 Academic Summit, hiring managers and content experts met with BPCC faculty and staff to discuss industry trends, company needs, and academic program alignment. The College learned that CSRA had a need for more systems administrators, but felt that there were not programs in the region that aligned to their occupational needs: though five other LCTCS colleges (CLTCC, LDCC, NTCC, SCLTC, and SLCC) offer programs designed for network and system administration occupations, none is addressing the workforce demand in the northwest region. As a result, BPCC has developed a new Systems Administration program proposal to address local needs.

**3. Students**

Due in part to the industry partnerships in the northwest region and clear connection to available jobs after graduation, student interest in IT programs at BPCC has been growing since 2009. The College plans to build on its current momentum and recruit prospective students by demonstrating how the program is aligned to employment. Both concentrations are designed so that a student could enter directly from high school. Based on an analysis of seven complementary IT programs and concentrations offered by BPCC, it is estimated that the program would begin with 15 students and reach 40 within the first five years.

**4. Faculty, Resources & Budget**

Because the Systems Administration program will rely heavily on existing course offerings within the Cyber Technology and Computer Information Systems programs, it will not be difficult to launch the new

program. The College has strong faculty in place but will need to add additional faculty members in the first and second years: one with skills related to virtualization, Linux, and storage; and the other skilled in programming languages such as scripting and Java. Adequate facilities, equipment, and library resources are in place. LED/CSRA grants will fund development of two new courses for the program, additional instructors with new skillsets as all of the IT programs grow, and initial startup cost for the virtualization course, annual licensing, and server.

#### **5. Accreditation**

Accreditation is not required for program implementation; however, BPCC will seek to have the program accredited through ATMAE (Association of Technology, Management, & Applied Engineering) as an added value. ATMAE's next on-site visit is likely to be in 2020, at which time the program should be ready for evaluation and inclusion.

### **STAFF ANALYSIS**

BPCC's proposed AAS/Systems Administration would expand the College's IT portfolio with another program that reflects its partnerships with the cyber industry and is specifically designed to target a growing IT sector of 5-star job opportunities for which hiring managers have identified workforce gaps and hiring needs.

### **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic and Student Affairs Committee recommend conditional approval for the Associate of Applied Science in Systems Administration (CIP 11.1001) at Bossier Parish Community College, to begin in Fall 2017. A progress report with an update on enrollment, completion, and progress toward accreditation will be due by January 1, 2019.***

**AGENDA ITEM III B 2**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**LOUISIANA STATE UNIVERSITY**  
**GRADUATE CERTIFICATE in EARLY CHILDHOOD EDUCATION**

**BACKGROUND INFORMATION**

LSU requests Board of Regents' approval to offer a Graduate Certificate (GC) in Early Childhood Education. The proposal concept was approved by the LSU Board of Supervisors in April 2017 and forwarded to the BoR for review and consideration.

**STAFF SUMMARY**

**1. Description & Need**

The proposed 12-credit hour GC/Early Childhood Education program is intended to provide coursework for practitioners (teachers, and others who work with infants and toddlers) that will increase their working knowledge of child development and better prepare them to employ best practices with their students. The curriculum will include two core courses (Theories in Child Development, and Child Guidance & Behavior) and a choice of two electives, ranging from Infant Development to a Capstone in Teaching PK3. Graduate courses completed toward this GC could also be applied toward a graduate degree in Curriculum & Instruction. Certified elementary teachers can add on Early Childhood (Grades PK-3) certification by passing the Praxis Early Childhood assessment. The proposed GC would provide an accessible format and the foundational knowledge for certified teachers to prepare for the Praxis to add a certificate endorsement, to prepare students to enter a graduate program in a related field, and/or to provide credits to childcare staff who may need additional hours of early childhood training based on the LA Quality Start Child Care Rating System Model. (The Quality Start system is a voluntary program for licensed child care centers, operated by the Department of Child and Family Services. Centers can earn rating stars based on a number of factors, including staff qualifications and specialized training.)

The close working relationship between LSU's newly renovated early childhood education laboratory (ECE Lab School) and students in the early childhood programs provides unique opportunities for students to perform cutting-edge research in a model demonstration school involving young children, early childhood educators, university students, and research faculty. The certificate would be offered through a hybrid mix of online and face-to-face course delivery.

**2. Students**

LSU intends to market the proposed Graduate Certificate through existing networks within the State and through professional networks, as well as to students currently in the PK-3 baccalaureate program who may wish to segue into graduate studies at LSU. The University hopes to attract 25 students per year.

**3. Faculty, Administration, and Budget**

The proposed GC will be offered by the School of Education in the College of Human Sciences and Education, making additional use of existing coursework.

**STAFF ANALYSIS**

The proposed Graduate Certificate has the potential to be an attractive service and credential for three different sets of students interested in early childhood education. It costs the University nothing to make it available and could possibly make use of excess capacity in existing courses in the area.

**STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic and Student Affairs Committee recommend approval of the Graduate Certificate in Early Childhood Education (CIP 13.1210) at Louisiana State University.***



**AGENDA ITEM III B 3**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**LOUISIANA STATE UNIVERSITY**  
**GRADUATE CERTIFICATE in URBAN COMMUNITY EDUCATION**

**BACKGROUND INFORMATION**

Louisiana State University (LSU) requests Board of Regents' approval to offer a Graduate Certificate (GC) in Urban Community Education. The proposal was approved by the LSU Board of Supervisors at their meeting in December 2016.

**STAFF SUMMARY**

**1. Description & Need**

LSU's proposed GC in Urban Community Education equips individuals who work or desire to work in urban communities with the skills necessary to advocate for and lead in the development of equitable and high quality educational opportunities in urban communities. Through its interdisciplinary analysis of urban issues, the program will increase students' understanding of urban residents' experiences with education and community outreach. The 18-credit hour curriculum will focus on education policy, the history of urban education, current trends in school reform theory and practice, research in education methods, and program development. Graduates will be equipped with critical skills needed to create strong partnerships between schools, families, businesses, governmental entities, and communities. Specifically, graduates will demonstrate an understanding of and competencies in:

- Research based decision-making that links empirical data, policy analysis, and education practice in urban settings;
- Political realities extant across the State that influence the opportunities and outcomes of students educated in urban schools in the region;
- Emerging ideas and models for organizing schools, education systems, and communities nationally; and
- Basic economic theory to inform policy analysis and shape policy-related decisions.

**2. Students**

Prospective students will be drawn from the education, social service, humanities departments and professional programs who are currently enrolled at LSU as well as non-traditional students who are employed in community-based organizations, non-profits, educational management organizations or other education-focused organizations. LSU anticipates that the program would initially enroll 30 students in the Y1 and increase to 70 students by Y5 of implementation.

**3. Faculty, Administration & Budget**

The six courses required of the proposed GC are already offered; therefore, there are no anticipated costs to implement the program. An administrative committee will be formed with faculty representatives from the participating units – Sociology, School of Education, and the School of Human Resource and Education – to oversee this program.

**STAFF ANALYSIS**

The proposed graduate certificate will provide students with a focused knowledge base and skill set and enhance their ability to work in urban education settings. The proposed certificate program can be offered at no cost to the institution.

**STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the Graduate Certificate in Urban and Community Education (CIP 13.0410) at Louisiana State University.***

# AGENDA ITEM IV A 1

## REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT UNIVERSITY OF LOUISIANA AT LAFAYETTE CENTER FOR BUSINESS & INFORMATION TECHNOLOGIES

### BACKGROUND INFORMATION

The University of Louisiana at Lafayette is requesting reauthorization of the Center for Business & Information Technologies. The Center was first recognized by the Board of Regents in 2002 as the Apparel-Computer Integrated Manufacturing Center and was renamed in April 2003. In May 2012, continued approved was granted through academic year 2016-2017. A request for reauthorization was received by staff in May 2017.

### STAFF SUMMARY

#### 1. Description and Need

The Center for Business & Information Technologies (CBIT) is a recognized leader in technology-based economic development, focusing its research activities on fostering technology-driven innovations in a wide range of application domains -- including healthcare, education, economic and workforce development, energy/oil & gas, and business process automation. By serving as the interface that bridges the gap between university-based research & development and technology-driven economic development, the Center strives to make Louisiana a better place to live, work, and do business. It seeks to accomplish its mission through the strategic platform of research, development, and technology transfer in the areas of business and information technologies.

- ▶ Research: Conduct applied research in business and information technologies to create new knowledge.
- ▶ Development: Transform research and intellectual capital into commercializable innovative technologies.
- ▶ Technology Transfer: Bring innovations to the marketplace to foster entrepreneurship and economic development.

#### 2. Activities

CBIT continues to work and make positive impacts in a broad range of areas, including supporting State and local government, technology-based economic development, workforce development, education, healthcare, entrepreneurship, homeland security, and incubating new centers of excellence with public and private sector stakeholders. Some salient accomplishments of the center include, but are not limited to:

- CBIT hosts the CajunCodeFest, which brings together students from across the region along with professional software developers, designers, innovators, health care leaders, educators, and entrepreneurs to build exciting new prototypes and tools. At its most recent competition, in 2017, CBIT collaborated with LUS Fiber, Lafayette Parish Assessors, C.H. Fenstermaker & Associates, CGI, Enquero, Oppportunity Machine, and Socrata to challenge teams to develop applications that make use of open government data. To date, CajunCodeFest has generated over \$340,000 in external sponsorship funds.
- CBIT led the efforts of UL Lafayette to establish the Center for Visual and Decision Informatics (CVDI), a National Science Foundation Industry-University Cooperative Research Center (NSF IUCRC) that works in partnership with government, industry, and academia to develop the next-generation visual and decision support tools and techniques that enable decision-makers to significantly improve the way their organizations' information is organized and interpreted.
- CBIT has re-directed its focus on Smart and Connected Community, as an extension of its work on enterprise technologies and on information technologies for population and community health.

### **3. Resources and Administration**

CBIT is housed within Abdalla Hall, located in the University Research Park. Abdalla Hall is a modern, 50,000-ft facility comprised primarily of laboratory and office space. Its location is easy accessible to the Center's industry clients and is conducive to supporting advanced technology infrastructure, including supercomputing, visualization, and high-speed fiber-optic communications. The CBIT shares staff under the umbrella of Informatics Research Institute (IRI). Collectively as a unit, CBIT is committed to accomplishing its mandate in the three focal areas of research, development and technology transfer and, thus, will contribute time to reflect a balanced allocation of resources to these areas.

### **4. Budget**

The majority of the Center's funding is through federal and state grants/contracts (approximately \$3.7M). Current and anticipated funding is more than sufficient to support the operations of the Center.

#### **STAFF ANALYSIS**

The continued need for and usefulness of the Center for Business & Information Technologies at the University of Louisiana at Lafayette is evident. The Center has been highly visible and successful. Staff is confident that funding sources are sufficient enough to cover associate expenditures through June 30, 2022.

#### **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic and Student Affairs Committee grant full approval for the Center for Business & Information Technologies at the University of Louisiana at Lafayette for a period of five years, with a reauthorization report due by 1 July 2022.***

## AGENDA ITEM IV A 2

### REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT

#### UNIVERSITY of NEW ORLEANS

#### ETHYL & HERMAN MIDLO CENTER for NEW ORLEANS STUDIES

#### BACKGROUND INFORMATION

The University of New Orleans (UNO) requests reauthorization of the Ethyl & Herman Midlo Center for New Orleans Studies. The center was approved by the Board of Regents as the Ethyl & Herman Midlo *International* Center for New Orleans Study in December 1991, and its name was changed, in practice, almost immediately to the shorter, less unruly version. The University submitted a request for renewed authorization in March 2017, asking that the shorter name become part of the reauthorization.

#### STAFF SUMMARY

##### 1. Description and Need

The Ethel and Herman Midlo Center for New Orleans Studies serves both universities and the public. Since 1992, the Midlo Center has served as an institutional home for individuals who collect, preserve, and promote understanding of New Orleans history, culture, politics, and public policy through sponsored events and seminars, lectures, publications, performances, or exhibits. By promoting research and facilitating collaborations between scholars that are virtually impossible to sustain through traditional departmental means, the Center circulates knowledge from UNO into the wider academic world and the public, while exposing faculty and students to international ideas and research. It also has served as a public face for the University to the wider community through partnerships to produce educational programming and sponsoring forums for debate on social issues that directly affect the New Orleans community. UNO graduate students on semester-long internships get involved in the process, facilitating their training in public history and often leading to permanent employment opportunities.

The Center's collaborative community of scholars has evolved into several on-going programs to support research. New Orleans' archives of its French and Spanish colonial experiences, multiple governments, and complex ethnic and racial composition attract historians from around the world. The Visiting Scholars Program offers research direction and practical support as well as introduction to local collections and scholars who may be of specific assistance. The Midlo Associates Program offers an academic home to local scholars not currently associated with an academic institution, providing access to the University's archival material and a local community of researchers that may help them in their work. Through the Public History Internship Program, the Midlo Center places 10-12 qualified graduate students at museums and archives, setting up internships, monitoring progress, and assessing student work. Many of these internships have led to permanent positions for the students upon graduation.

##### 2. Activities

The Midlo Center is involved in a variety of high-profile partnerships that promote the circulation of scholarship from the university to the community. Among the recent projects and services the Midlo Center has provided are:

- TriPod: New Orleans at 300. Leading up to the New Orleans Tercentennial, the Midlo Center, in collaboration with WWNO and The Historic New Orleans Collection, is producing a weekly series of radio broadcasts related to NOLA history. With an advisory board of nationally recognized historians on the city, the Series has already won national recognition through an Edward R. Murrow Award for Excellence in Broadcast Journalism.
- Freedom on the Move. In collaboration with the University of Alabama and Cornell, the Midlo team has collected over 6,000 examples in a digital humanities project to create a database of runaway slave advertisements from all over the Americas.
- [www.neworleanshistorical.org](http://www.neworleanshistorical.org) is a joint project with Tulane University to maintain a place-based tour site driven by student research and writing. Since assuming editorial direction of the site, the Midlo

Center has initiated collaborations with the Tennessee Williams Festival, The Historic New Orleans Collection, the LA State Museum, and the Preservation Resource Center. The site will be featured at the Organization of American Historians meeting this year.

- The Center has sponsored or co-sponsored public lectures ranging from “Franklin, Armfield, and Ballard: The Men Who Made the Domestic Slave Trade into Big Business” at the To Be Sold symposium, to “The Faces of Feminism in Louisiana, 1965-1980” lecture for Women’s History Month.
- For 15 years, the Midlo Center helped coordinate the educational component of the annual Satchmo Summerfest festival, with UNO public history students involved in the event planning and production.

### **3. Resources and Administration**

The Midlo Center is aligned under the History Department, within the College of Liberal Arts. Since 2013, the Center has been administered by co-directors: Dr. Connie Atkinson, who has been associated with the Center since 1998 (40% Midlo Center, 60% History Department); and Dr. Mary Mitchell, who holds the Midlo Endowed Chair and serves as ex-officio co-director. In 2015, the history department established a digital history laboratory near the center’s location, which is available for use in digital projects.

### **4. Budget**

The Midlo Center was originally approved in 1991, founded upon a gift from Mrs. Ethel Midlo and a legacy of \$600K in her estate for an academic chair. Funds produced by the endowment support a portion of the co-director’s salary and graduate assistants. Today, the Center has neither general fund allocations nor encumbrances. Program funding is drawn from grants and partnerships or collaborations organized by the co-directors.

## **STAFF ANALYSIS**

The Midlo Center has a longstanding history of partnerships among the professional communities within the University and in the community at large. It has sponsored research projects that have generated new material or facilitated the circulation of archival material for scholars studying New Orleans history, and it has served as the resource and ‘educational component’ of many city and state initiatives related to tourism, heritage, and preservation. Through its projects and initiatives, the Midlo Center fulfills its mission of serving the community of New Orleans by keeping its history alive and available.

## **STAFF RECOMMENDATION**

***The Senior Staff recommends that the Academic and Student Affairs Committee recommend full approval for reauthorization of the Ethel & Herman Midlo Center for New Orleans Studies at the University of New Orleans, with a reauthorization report due by 1 July 2022.***

## AGENDA ITEM IV A 3

### REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT

#### LOUISIANA STATE UNIVERSITY, SHREVEPORT INTERNATIONAL LINCOLN CENTER FOR AMERICAN STUDIES

##### BACKGROUND INFORMATION

Louisiana State University in Shreveport (LSUS) requests reauthorization of the International Lincoln Center for American Studies. The Center was first granted full five-year approval by the Board of Regents in May 2002 with subsequent approvals granted in December 2008 and April 2012, with a request for reauthorization due in April 2017. Such a request was received from the LSU System on 30 May 2017 and reviewed for the Board's consideration.

##### STAFF SUMMARY

###### 1. Description and Need

The multidisciplinary International Lincoln Center for American Studies is one of only a handful of Lincoln Centers in the United States. While the focus of other Lincoln Centers around the country is almost exclusively on his legacy in the United States, the LSUS International Lincoln Center has documented the existence of more Lincoln sites abroad than for any other American president, including a spectrum of cities, schools and streets named for him, to a multi-national collection of postage stamps, paintings and statues that bear his image – tangible tribute that recognize the profound democratic legacy that Lincoln has inspired around the globe. The Center offers a year-round cycle of events to faculty, students, and the community through a variety of formats exploring the common theme of American heritage and its relevance for today. Its outreach continues to evolve and focus positive attention from the national and international academic community on LSUS.

###### 2. Activities

Contributions of the International Lincoln Center to perpetuating knowledge about Abraham Lincoln's international legacy include education activities on the LSUS campus, in the nation's capital, and abroad, through lectures, periodicals, conferences, and organized teaching trips to Washington DC. All of its activities are free and open to the public.

- This year, the Center will hold its 34<sup>th</sup> annual Summer Washington Semester, an intensive 3-4 week intersession trip that blends internships and cultural components. Open to all, regardless of home campus or academic major, undergraduate students can earn six credit hours in humanities and social sciences. The program has been recognized in American Political Science Association publications and was the subject of the first journal article published on Washington Semesters.
- Each year, the Center publishes two periodicals in hardcopy and online. *The Lincolnator* is particularly intended for use by secondary school teachers in Louisiana, Volume 21 was published in February 2017. *Abraham Lincoln Abroad* is targeted for scholars and others interested in Lincoln's legacy abroad – the last major area on Lincoln, which is the least researched – though there are more books on him than any other democratic political leader in world history.
- Each year, the Center hosts a *Lincoln Lecture* and a *Constitution Day Lecture*, inviting guest speakers and political scientists from institutions around the country to speak on a variety of topics. Last year the topics were: "Lincoln's Long Shadow: The President and International Law," and "*Marbury v Madison*: Most Important Case in Supreme Court History."
- The triennial 3-day presidential conference, held on campus, attracts national and international participants. The most recent conference, held in 2015, was on the topic, "The Roosevelt Century: TR and FDR."
- The Center maintains a classroom-size collection of photos, paintings, and books showing Lincoln's contemporary legacy in each part of the world. In 2015, the director secured a donor to commission a well-known artist from New Delhi, India (Chaitali Chatterjee) to create the first-ever

series of paintings depicting Lincoln's impact on art and political leaders around the world. The original artwork is displayed in the Internal Lincoln Center on the LSUS campus; the fifth painting is scheduled for completion at the end of this year.

### **3. Resources and Administration**

There have been no changes to the administrative structure of the Center since its last approval by the Board of Regents. The Center is run by Director William D. Pederson, a professor of political science under the LSUS College of Arts and Sciences, and holder of the American Studies Endowed Chair. Dr. Pederson serves as director of the Center half-time and also teaches. Support is provided by a half-time administrative assistant.

### **4. Budget**

Lincoln Center operations are supported primarily through LSUS funds and the American Studies Endowment. The Friends of the International Lincoln Center accepts donations through the LSUS Foundation. Real and anticipated funding is sufficient to support the continuing operations.

## **STAFF ANALYSIS**

The International Lincoln Center continues to conduct multidisciplinary activities that explore the American heritage and its relevance for today through a variety of formats. Its efforts are in line with the mission of LSUS and are beneficial to faculty, students and community members, not only in a local and regional sense, but also throughout the global community.

## **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee grant full approval for the International Lincoln Center for American Studies at Louisiana State University in Shreveport, with a reauthorization report due by 1 July 2022.***

## **AGENDA ITEM IV A 4**

### **REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT**

#### **LOUISIANA STATE UNIVERSITY STEPHENSON DISASTER MANAGEMENT INSTITUTE**

##### **BACKGROUND INFORMATION**

Louisiana State University (LSU) is requesting reauthorization of the Stephenson Disaster Management Institute (SDMI). The Center was first recognized by the Board of Regents in 2007, with full approval in August 2008 and continued authorization in 2012. A request for reauthorization was received in May 2017.

##### **STAFF SUMMARY**

###### **1. Description and Need**

The SDMI's mission is to save the lives of people and animals by continuously improving disaster response management; its vision is to position LSU as the premier academic institution in the world on disaster management. The Institute seeks to close the gap between practitioners and academic researchers by bringing about collaboration between critical players. Its efforts result in leading research that can be applied to the management challenges that face government and business leaders and disaster managers. Affiliated with the EJ Ourso College of Business and the Stephenson National Center for Security Research & Training (SNCSRT) at LSU, SDMI holds a unique place in filling the needs of local, state, and federal agencies for better disaster management practices by adding strategic management and decisions-making skills, training, and subject matter expertise on the various disciplines that comprise disaster management.

The Institute seeks to continuously improve disaster response management through leadership in applied research and executive education. Servicing as the interface between researchers and practitioners, SDMI supports projects that encourage partnerships that translate into real-world solutions, which can be used by the disaster management community, the private sector, and the average citizen to improve the chances of survival and to mitigate the consequences of disasters of any sort or source.

###### **2. Activities**

The Institute has undertaken many initiatives over the past five years and made a number of significant accomplishments, with the following as a few highlights:

- Created hazard mitigation plans for the State of Louisiana and enhanced emergency response to rural parishes in Louisiana. SDMI has successfully navigated 43 of a targeted 56 hazard mitigation plans, working diligently to nest all of the parish plans into the State's plan so their projects can be more easily integrated into the State's next plan update. Geographic Information Systems (GIS) technicians worked for nearly three years to create one of the largest and most spatially accurate geodatabases in the country, cataloguing the state's critical infrastructure.
- Partnered with the Division of Administration to geocode 22 rural parishes' 9-1-1- databases to enhance emergency response for parishes that previously lacked this ability. SDMI successfully provided each parish with a complete and accurate geospatial record of all of its residents and commercial facilities.
- Provided disaster response to the effects of Hurricane Isaac. Operating out of the State's Business Emergency Operations Center (BEOC) on LSU's south campus, SDMI served as the Incident Commander, facilitating communication of information to the business community, providing situational awareness to the Governor's Office, and helping to assess the need and locations for points of distribution of critical supplies.
- During the floods of 2016, SDMI data was critical in helping the State define to FEMA the true impact of both storms and facilitated the issuing of two federal Declarations. The impact process developed by SDMI has now become the standard the State uses to assist in getting federal declarations as well as to determine citizens' eligibility for the Disaster Supplemental Nutritional Assistance Program.



- Collaborated with international institutes and universities to increase area resiliency in preparing for potential Zika outbreaks; developed a series of exercises to help the State and selected parishes test the effectiveness of their Zika Response Plans. Such exercises will help improve the overall preparedness for any potential Zika outbreak or any potential mosquito-borne diseases.
- Established an Information Services help desk for Jacob's Engineering and created a call center using a combination of full-time personnel and LSU engineering students (primarily) to provide IT support for 13,000 Jacob's employees throughout North America. The call center has the potential to grow to over 50 students, giving students excellent exposure to soft skills (customer support, conflict resolution, communications, and problem solving) while giving Jacob's a higher level of service than their existing call center in India.
- Served as a conduit for the integration of academic research into the practitioner community: SDMI has actively engaged with researchers throughout the campus to create multiple interdisciplinary teams to pursue research projects from different federal agencies. Partnerships established with departments of sociology, anthropology, geography, engineering, and business, as well as the LSU Medical School to pursue new research funding opportunities such as a \$400K study of health and economic effects of Red Tide throughout the Lake Pontchartrain basin for the Environmental Protection Agency.
- Recognizing the emerging threat of cybersecurity for the disaster management community, SDMI helped draft the State's cyber response plan that has become part of the overall strategy to detect, identify, protect, respond to and recover from a cyber-attack. The Institute has also partnered with the LA National Guard to create the Joint Cyber Training Lab to train soldiers and airmen to develop incident handling procedures for cyber intrusions.

### **3. Resources and Administration**

In 2016, SDMI went through a significant reorganization to right-size the Institute so it could ultimately achieve full sustainability. Brant Mitchell, named as the new Director, was charged with ensuring SDMI becomes a viable applied research initiative, a task he achieved within the first year, putting the Institute on sound financial footing despite not receiving any funding from LSU. The Institute relies on a shared model for critical skilled employees: the SDMI Director also serves as the Director of Operations for the SNCSRT and is an adjunct faculty member for the MPA program. To create efficiencies and consolidate personnel, SDMI recently relocated to the Louisiana Emerging Technology Center, just off campus, in space it also shares with the SNCSRT, Transformation Technologies & Cyber Research Center (TTCRC), and the Jacob's Call Center.

### **4. Budget**

Founded in 2007 with a generous donation from the Stephenson family following Hurricane Katrina, SDMI has established itself as a sustainable, viable and contributing applied institution, achieving the target of 100% sustainability through self-generated research and project funding during FY 2015-16. Over the last five years, SDMI has received more than 50 awards and has been responsible for generating over \$8.6M in research grants and contracts with local, state, and federal entities due to the important nature of the Institute's work. Although SDMI has received grants through state sources, it receives no unrestricted state funding for operations. The Institute rarely works on projects that extend beyond two years. It is fully funded for the next two years, still has \$1.4M in the foundation, and is aggressively pursuing new funding opportunities. (On average, it submits 15 proposals per year, with the majority of those being successful).

### **STAFF ANALYSIS**

SDMI has and will continue to add to the body of knowledge in disaster management and has been effective in accomplishing its mission and goals. Its applied research approach is well received by practitioners and fills a tremendous need for influencing and expanding the successful practice of disaster management.

### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee grant full approval for the Stephenson Disaster Management Institute at LSU A&M. A report and request for reauthorization will be due on 1 July 2022.***

**AGENDA ITEM IV B 1**  
**ROUTINE ACADEMIC REQUESTS**  
 Staff Approvals

Institution	Request
BRCC	Request to offer the AALT/Louisiana Transfer, Humanities Concentration (CIP 24.0199) and the AA/Liberal Arts (CIP 24.0101) 100% Online – <b><u>Approved.</u></b>
LA Tech	Request for reconsideration of the program review recommendation for termination of the BA/Modern Languages (CIP 16.0101), based on the number of secondary majors, service learning in local schools, contributions to the campus course inventory, identical number of faculty needed for the minor as the major, and program quality (based on number of students pursuing graduate degrees) – <b><u>Approved.</u></b>
LA Tech	Request to change the certification degree requirements for the MAT/General-Special Education Mild/Moderate Gr 1-5 (CIP 13.1202) from 42 to 39 hours, as reviewed and approved by the LA Dept of Education – <b><u>Approved.</u></b>
LSUE	Request to offer the AALT/Louisiana Transfer, Humanities Concentration (CIP 24.0199) 100% Online – <b><u>Approved.</u></b>

## AGENDA ITEM IV B 2

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

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
02.2015	Baton Rouge Community College <b>AS Computer Science</b> (11.0701) Conditional approval was granted on 02.23.2015 with a progress report requested by June 1, 2016, received 05.24.2016.	Interest in the program has been consistently strong. To date, there have been 13 completers, with 219 majors in Spring 2017. BRCC's program follows the ABET-CAC standards for accreditation.	Receive and accept the progress report. A subsequent report is requested by June 1, 2018.
01.2016	Baton Rouge Community College (47.0607) <b>AAS Aviation Maintenance Technician</b> Conditional approval was granted on 01.23.2015 with a progress report requested by June 1, 2016, received 05.24.2016.	There are nine students enrolled in the program, with five of those students expected to successfully complete the AAS degree in Spring 2018. In Summer 2016, BRCC was awarded the FAA operating certificate for Powerplant and for the combined Airframe and Powerplant program.	Receive and accept the progress report. A subsequent report is requested by June 1, 2018.
01.2013	McNeese State University <b>MS in Criminal Justice</b> (43.0104) Conditional approval was granted on 01.23.2013 with a progress report requested by June 2, 2016, received 05.31.2017.	Enrollment in the program has been strong since its inception, with 34 students enrolled in 14-15; 62 students in 15-16; and 67 students in 16-17. There were 13 graduates in AY 16-17, with 20 expected to graduate in 2017-18.	Receive and accept the progress report. <u>No further reporting is necessary</u> based on program productivity.
08.2014	McNeese State University <b>BS Health Systems Mgt.</b> (51.2211) Conditional approval was granted on 08.27.2014 with a progress report requested by June 1, 2016, received 05.12.2016.	McNeese and SLU collaborate to offer the BS in Health Systems Mgt. Program enrollment at both institutions is strong and sharing of faculty resources to teach online courses online is working well. Spring 2017 could potentially see 1 McNeese and 1 SLU graduate.	Receive and accept the progress report. A subsequent report is requested by June 1, 2018.
12.2013	Northwestern State University <b>Doctor of Nursing Practice</b> (51.3818) Conditional approval granted on 12.05.2013. Annual progress reports requested, with the most recent received on 05.23.2017.	Since its last report in May 2016, NSULA graduated its first cohort of 13 DNP students. The program currently has 17 students enrolled, with 5 expected to graduate in August 2017. In June 2016, the DNP program received written confirmation of Commission on Collegiate Nursing Education (CCNE) accreditation for five years.	Receive and accept the progress report. <u>No further reporting is necessary</u> based on program productivity.
12.2015	Northwestern State University <b>AS in Engineering Technology</b> (15.0000) Conditional approval granted on granted on 12.10.2015. Annual progress reports requested, with the most recent received on 05.23.2017.	Initial implementation of the program began in Fall 2016. The campus reports that two students are currently enrolled, anticipating that recent marketing and branding efforts will increase enrollment in the AS/ET degree. In Spring 2017, 16 applications were received for the program.	Receive and accept the progress report. A subsequent report is requested by June 1, 2018.

08.2015	Northwestern State University <b>BAS in Resource Management</b> (30.9999) Conditional approval granted on 08.26.2015. Annual progress reports requested, with the most recent received on 05.23.2017.	The program launched in Fall 2015. Initially, the major was only open to 3 <sup>rd</sup> and 4 <sup>th</sup> year students. However, 1 <sup>st</sup> and 2 <sup>nd</sup> year students expressed interest and are now allowed to enter the program. The campus anticipates this policy change will increase student enrollment. Currently, there are 27 declared majors.	Receive and accept the progress report. A subsequent report is requested by June 1, 2018.
03.2014	River Parishes Community College <b>CAS in Medical Coding Specialist</b> (51.0707) Conditional approval granted on 03.26.2014. Annual progress reports requested, with the most recent received on 05.23.2017.	To date, there are 28 students enrolled in the program and 11 students who have completed the program. In response to industry partner demand, the faculty recently approved the addition of a one credit hour externship, consisting of 40 contact hours, which will be in the Fall 2017 semester.	Receive and accept the progress report. A subsequent report is requested by June 1, 2018.
08.2014	Southeastern Louisiana University <b>BS in Hlth Systems Management</b> (51.2211) Conditional approval was granted on 08.27.2014 with a progress report requested by July 1, 2016, received 05.20.2016.	McNeese and SLU collaborate to offer the BS in Health Systems Mgt. Enrollment in the program has exceeded initial predictions. Through a grant submitted by the College of Nursing & Health Sciences, a Polycom system was purchased to enhance delivery of the HSM courses.	Receive and accept the progress report. A subsequent report is requested by July 1, 2018.
05.2013	Southern University A&M <b>BM in Music</b> (50.0903) Conditional approval was granted on 05.22.2013 with a progress report requested by 06.01.2017.	Campus awarded 9 degrees in 2015-16, with a 3-year average of 7. Full-time faculty have been assigned to students to facilitate student success.	Accept the progress report. A subsequent report is requested by June 1, 2018.
10.2015	Sowela Technical Community College <b>AAS in Business Administration</b> (52.0101) Conditional approval was granted on 10.28.2015 with a progress report requested by June 1, 2017, received 05.30.2017.	The AAS in Business Administration is offered fully online as well as face-to-face. With enrollment of just over 100 students, the campus anticipates that 15 students will complete the program in the 2017-18 AY.	Receive and accept the progress report. A subsequent report is requested by June 1, 2018.
04.2012	UL, Lafayette <b>BA in Music</b> (50.0901) Conditional approval granted on 04.25.2012. Annual progress reports requested, with the most recent received on 05.22.2017.	Enrollment for the BA in Music began with 46 students in Fall 2013, and rose to 85 majors for Spring 2017. The campus reports 9 graduates in AY 15-16 and 12 graduates in AY16-17. The degree offers concentrations in Music Business and Traditional Music – unique to public university programs in the State.	Receive and accept the progress report. A subsequent report is requested by June 1, 2018.

**AGENDA ITEM IV B 3**  
**LETTERS of INTENT/PROPOSALS in the QUEUE**  
**Forwarded to BoR by Management Boards**

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
<b>Letters of Intent</b>	ULM	BA - Dance	03.17.16	03.24.16 circulated to CAOs. Under staff review, discussion with Provost on possible revision, 02.24.17.
	ULL	MAT – Elem Ed	03.01.17	03.06.17 circulated to CAOs, with input requested by 04.05.17; forwarded to LDoE for review and approval (certification path); held in LDoE pending certification policy changes.
	LSUHSC-S	DOT / Occupational Therapy	05.09.17	05.16.17 circulated to CAOs, with input requested by 06.19.17.
	LSU	MS – Athletic Training	05.09.17	05.16.17 circulated to CAOs, with input requested by 06.19.17.

<b>Program Proposals</b>	SUBR	GC - Supply Chain Mgt.	09.09.16	04.7.17 – Questions sent to campus about program/proposal details, seeking clarification.
	SUBR	ERP Systems	09.09.16	04.7.17 – Questions sent to campus about program/proposal details, seeking clarification.
	SLCC	AA – Liberal Arts, AS – Natl Sci	11.23.16	11.30.16 – Questions sent to campus about purpose, duplication; 03.16.17 – answers received; discussion continues about duplication with the AGS or AA & ASLT.
	LDCC	AS – Computer Sci; AAS – Computer Tech	03.23.17	Under staff review, discussion with campus. Staff recommended consolidating the AAS in CIS and Computer Tech. Campus is working to address.

<b>Center of Excellence</b>	DCC	Culinary CWE – Continued Authorization	12.05.16	12.22.16 – Staff questions on continuation report; campus is working on response; expanded narrative received on 04.05.17; under further discussion and review; 06.01.17 -LCTCS requested postponement of renewal consideration until Aug/Sept board mtg.
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