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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
ACADEMIC & STUDENT AFFAIRS COMMITTEE

January 9, 2020 • 10:30 a.m.

Louisiana Purchase Room, W.C.C. Claiborne Building, Baton Rouge, LA

VII. Reports and Recommendations

C. Academic & Student Affair

1. Consent Agenda
 - a. Updates to CTEP Guidelines
 - b. Routine Staff Reports
 - i. Staff Approvals
 - ii. Letters of Intent/Proposals in Queue
2. Academic Programs
 - a. Letters of Intent
 - i. BS Cloud Computing – Grambling
 - b. Program Proposals
 - i. BA Art – LSU A&M
 - ii. PhD Rehabilitation Sciences – LSUHSC-Shreveport

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

AGENDA ITEM C1 a
PROPOSED CHANGES TO GUIDELINES AND APPLICATION
CLASSROOM TEACHER ENROLLMENT PROGRAM (CTEP)

BACKGROUND INFORMATION

During the 1993 Regular Legislative Session, the Legislature passed House Bill 535, and the Governor later signed into law, Act 253 of 1993 which enacted Louisiana Revised Statutes (L.R.S.) 17:3129.3. This law creates the Louisiana Classroom Teacher Enrollment Program (CTEP), which, if several stipulations are met, allows classroom teachers to attend Louisiana's public colleges and universities tuition free (all other fees must be paid by the teacher) on a space available basis. This law was amended by Act 1213 (HB 2187) of 1995 which is now L.R.S. 17:3129.3(C)(2)(c). The law also requires that classroom teachers who participate in CTEP during any one school year shall be obligated to practice as a classroom teacher in the elementary or secondary schools of Louisiana for at least the subsequent school year. The Classroom Teacher Enrollment Program (CTEP) was reinstated by the Louisiana Board of Regents in June 2018.

STAFF SUMMARY

Staff has recommended minor edits to the CTEP guidelines and CTEP application to clarify language and ensure the intent of the legislation is being met. Staff discussed changes to the language in the guidelines and application with several University Registrars, Chief Enrollment Management Officers, and CTEP program officers. The clarifying changes to the guidelines includes specifying that the course(s) for which the teacher is requesting tuition exemption should lead to an education degree/certification area or to increase the content knowledge of the subject area currently being taught by the applicant. The edit to the application adds space for the teacher to provide the grade or subject area currently being taught. The changes are outlined in the attached guidelines and application.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic & Student Affairs Committee recommend approval of the changes to the Classroom Enrollment Teacher Program (CTEP) guidelines.



LOUISIANA BOARD OF REGENTS

GUIDELINES FOR THE
LOUISIANA CLASSROOM
TEACHER ENROLLMENT PROGRAM
(CTEP)

Revised Guidelines **Presented to the**
Board of Regents

Date: January 9, 2020



BOARD OF REGENTS' GUIDELINES FOR THE LOUISIANA CLASSROOM TEACHER ENROLLMENT PROGRAM (CTEP)

AUTHORIZATION: During the 1993 Regular Legislative Session, the Legislature passed House Bill 535, and the Governor later signed into law, Act 253 of 1993 which enacted Louisiana Revised Statutes (L.R.S.) 17:3129.3. This law creates the Louisiana Classroom Teacher Enrollment Program (CTEP), which, if several stipulations are met, allows classroom teachers to attend Louisiana's public colleges and universities tuition free (all other fees must be paid by the teacher) on a space available basis. This law was amended by Act 1213 (HB 2187) of 1995 which is now L.R.S. 17:3129.3(C)(2)(c). The law also requires that classroom teachers who participate in CTEP during any one school year shall be obligated to practice as a classroom teacher in the elementary or secondary schools of Louisiana for at least the subsequent school year.

The CTEP program is applicable and valid only for courses offered on the main campus offered by the college or university which the teacher plans to attend. CTEP may not be used to schedule off-campus, correspondence, distance learning or **online** courses. Independent study courses, practicum courses, thesis courses, and dissertation courses are not eligible for tuition exemption under the CTEP program. The law creating CTEP limits course enrollment to six (6) semester hours per academic year semester [four (4) semester hours per academic year quarter at Louisiana Tech University]. Course enrollment limits for summer sessions or quarters under this program are those imposed by the college or university in which the teacher enrolls.

ELIGIBILITY: The following conditions must be met to qualify for CTEP.

1. If in a discipline funded by the BESE Tuition Program for Teachers, teachers should apply for the tuition funds to be assured placement in a course with other students who have paid the tuition if they meet course and university requirements. If denied tuition funding for the course(s) s/he intended to schedule under the BESE Tuition Program for Teachers because the tuition funding has been exhausted, teachers may apply for CTEP.

OR

If all funds dedicated to the BESE Tuition Program for Teachers have been exhausted and teachers are not otherwise eligible to enroll in such course(s) pursuant to the BESE Tuition Program for Teachers, established by the State Board of Elementary and Secondary Education for the current semester, quarter, or session, teachers may apply for CTEP.

2. When applying for CTEP, the following requirements must be met.
 - a. Meet all requirements for admission to the technical college, community college, or university at the appropriate level (undergraduate or graduate, degree seeking or non-degree seeking) and have completed the appropriate admissions process and been accepted for admission by the college or university which s/he plans to attend under CTEP.
 - b. Meet all prerequisite requirements for the course(s) in which s/he intends to enroll under CTEP. **The course should lead to an education degree/certification area or increase the content knowledge of the subject area currently being taught by the applicant.**
 - c. Not be, or have been, registered for the semester, quarter, or session in which s/he plans to participate in the CTEP program for the course(s) in which s/he intends to enroll under this program.
 - d. Be employed full-time as a classroom teacher and hold a valid Louisiana Teaching Certificate, or if the application is for the summer session or quarter, have been so employed during the previous academic year.
 - e. Be employed as a classroom teacher by:
 - 1) A city or parish school board; or
 - 2) A non-public school approved by the State Board of Elementary and Secondary Education (BESE).
 - f. Have no outstanding financial obligation to any college or university participating in CTEP
 - g. Commit to a school/district that s/he will practice his/her profession as a classroom teacher for at least the subsequent year.
 - h. Classroom teachers need to be aware that submission of an application for CTEP does not guarantee admission to a course after the drop/add period. If a course is filled with students who have paid tuition, a teacher cannot use CTEP to take the course. If a required number of students do not officially pre-register/register and pay tuition to meet the minimum number of students for courses to be offered, universities drop and do not offer the courses. If that should occur, it will not be possible for a teacher who applied for CTEP to take the course, and it will be too late for them to register for a different course and pay tuition if it is after the drop/add period.

PROCEDURES:

1. Prior to the close of business on the last day for adding courses to student's schedules for the semester, quarter, or session for which the teacher plans to enroll under CTEP, the teacher must:
 - a. Obtain a copy of the CTEP guidelines from the Board of Regents web site or from local colleges or universities.
 - b. Obtain a CTEP Application Form from the Board of Regents web site or from local colleges or universities. In addition, other information about procedures that may be specific to individual colleges or universities.
 - c. Apply and be accepted for admission to the college or university in which s/he intends to enroll under CTEP, at the appropriate level (undergraduate or graduate, degree seeking or non-degree seeking);
 - d. NOT HAVE PREREGISTERED OR REGISTERED for any of the courses in which s/he intends to enroll under CTEP.
 - e. Meet all the prerequisites for the course(s) in which s/he intends to enroll under CTEP.
2. Complete the CTEP Application Form, sign it, and have it signed by the Employing Authority. A new CTEP application must be signed and submitted each quarter/semester.
3. Present the CTEP Application Form to the college or university in which s/he plans to enroll under CTEP.
4. CTEP applicants will be notified within three working days after the last day to add classes whether they are eligible or ineligible to participate in CTEP. It is important that prospective CTEP participants give accurate contact information as to how they may be contacted by the college/university during this time period.
5. CTEP applicants must late register and must pay required fees no later than two working days after being notified that they are eligible to participate in CTEP.

Initially Adopted by the Board of Regents - December 10, 1993

Revised Guidelines Adopted by the Board of Regents - December 5, 2002

Revised Guidelines Adopted by the Board of Regents - June 20, 2018

**LOUISIANA CLASSROOM
TEACHER ENROLLMENT PROGRAM (CTEP) APPLICATION**

Note: A new application must be completed and signed each quarter/semester.

1. CONTACT INFORMATION

Please list the following contact information for the teacher who will be completing the course(s).

Name of Teacher:	
Teacher Certification Type and Number:	
Grade Level or Subject Area of Current Teaching Appointment	
Home Mailing Address (Street, City, State, Zip Code):	
E-Mail address:	
Telephone Number:	
Date Application Submitted:	

2. COURSES AND TIMELINES

Please list the courses that the teacher is requesting to take using CTEP.

#	Semester and Year	Course Prefix and Number	Course Title	Credit Hours
1				
2				
3				
4				

Note: A maximum of 6 credit hours may be requested a semester during the fall and spring semesters. More credit hours may be requested during the summer semester.

3. CERTIFICATION CONCERNING INFORMATION PROVIDED, INTENT TO TEACH, NEXT ACADEMIC YEAR IN LOUISIANA SCHOOLS, AND OUTSTANDING DEBT STATEMENT:

I certify that the above information is true and correct to the best of my knowledge, and I also certify that it is my intent to teach as a classroom teacher during the next academic year in a school in Louisiana. I further certify that I do not have any outstanding financial obligations to any higher education institutions in Louisiana.

Signature of Teacher:	
Date:	

LOUISIANA CLASSROOM
TEACHER ENROLLMENT PROGRAM (CTEP) APPLICATION (CONT'D.)

3. CERTIFICATION OF EMPLOYMENT TO BE FILLED OUT BY LOCAL EMPLOYING AUTHORITY:

Name of Teacher:	
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I certify the following:

- This teacher is employed as a full-time certified classroom teacher in the school district;
- This teacher was employed during the last academic years as a full-time classroom teacher;
- This teacher has committed to practice his/her profession as a classroom teacher for at least one subsequent year;
- The school in which h/she teaches is approved by BESE;
- Documentation has been provided to indicate that the State Board of Elementary and Secondary Education tuition program funds are exhausted for the academic quarter/semester.

Name of School/School District:	
Employing Authority Typed Name:	
Employing Authority Signature:	
Date of Signature:	

2011 Louisiana Laws

Revised Statutes

TITLE 17 — Education

RS 17:3129.3 — Louisiana classroom teacher and vocational-technical school instructor enrollment program; creation; regulations; limitations

§3129.3. Louisiana classroom teacher and vocational-technical school instructor enrollment program; creation; regulations; limitations

A. The Board of Regents shall develop, in concert with the institutions of higher learning under its jurisdiction and their management boards, a program for the enrollment of Louisiana full-time classroom teachers and vocational-technical school instructors in courses of instruction for college credit offered on the main campus of said institutions, on a tuition-free basis, where space is available and where the applicant teacher or instructor meets any prerequisite course requirements and all other requirements of this Section. The program

shall be implemented at no additional cost to the state. However, any institution having a teacher or instructor enrolled pursuant to the provisions of this Section may count such enrollment in its computation of student credit hours. All fees required for enrollment, except tuition, shall be paid by the teacher or instructor. For purposes of this Section, "classroom teacher" shall be defined as any full-time classroom teacher employed by a city or parish school board and holding a valid Louisiana teacher's certificate, and any full-time classroom teacher employed by a nonpublic school approved by the State Board of Elementary and Secondary Education.

B. The program shall be implemented not later than January 1, 1994.

C.(1)(a) By September 1, 1993, the board shall adopt rules and regulations to carry out the purposes of the program and, prior to adoption, shall submit them to the House Committee on Education and the Senate Committee on Education for review and comment.

(b) By September 1, 1995, the board shall adopt rules and regulations to implement provisions relative to participation of vocational-technical school instructors and, prior to adoption, shall submit them to the House Committee on Education and the Senate Committee on Education for review and comment.

(2) Such rules and regulations shall include but not be limited to the following:

(a) A requirement that the appropriate administrator at the institution approve space availability for the program and that such approval shall be granted absent any documented evidence that space is not available.

(b) A requirement that space availability shall be determined only after the deadline established by the institution for student schedule changes.

(c)(i) A requirement that to be eligible to participate in the program, a teacher or instructor shall not otherwise be eligible to enroll in such course or courses pursuant to the continuing education tuition exemption program established by the State Board of Elementary and Secondary Education.

(ii) By August 1, 1995, the State Board of Elementary and Secondary Education shall provide a copy of the guidelines and eligibility requirements for the continuing education tuition exemption program administered by the board to each institution and if any revisions are made to such guidelines and requirements after such time, the board shall provide the revised guidelines and requirements to each institution on a timely basis.

(iii) Upon receipt of the guidelines and requirements for the continuing education tuition exemption program as provided in Item (ii) of this Subparagraph, each institution shall be responsible for determining eligibility for enrollment in the program as provided by this Section.

(iv) Any teacher who is otherwise eligible for the program as provided by this Section and who is denied enrollment into the continuing education tuition exemption program as provided by the State Board of Elementary and Secondary Education due to insufficient funding for the program for the semester or quarter in which the teacher applies, shall be eligible to participate in the program as provided by this Section.

(d) A requirement limiting the course enrollment of a classroom teacher or instructor pursuant to the provisions of this Section to not more than six credit hours for any one semester or its equivalent for attendance at any institution operating on a quarter system. There shall be no limitation on course enrollment during summer sessions.

(e) A requirement that participation in the program by a classroom teacher or vocational-technical school instructor during any one school year shall obligate such teacher to practice his profession as a classroom teacher in the elementary or secondary schools of the state and such instructor to practice his profession as an instructor in the state vocational-technical schools for at least the subsequent school year.

Acts 1993, No. 253, §1, eff. June 2, 1993; Acts 1995, No. 1010, §1, eff. June 29, 1995; Acts 1995, No. 1213, §1.

AGENDA ITEM C1 b.i
ROUTINE ACADEMIC REQUESTS
Staff Approvals

Institution	Request
LSU HSC-NO	LSU Health Sciences Center in New Orleans requests approval to establish a new Department of Interdisciplinary Oncology (DIO) in the School of Medicine. The formation of this new DIO will allow LSU Health to optimize the administrative organization of its cancer-related faculty, currently housed in multiple different departments, and to better align the academic mission of these faculty with their work as members of the Stanley S. Scott Cancer Center (Cancer Center). <u>Approved</u>

AGENDA ITEM VII C1b ii
LETTERS of INTENT/PROPOSALS in the QUEUE
Submitted to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	LSU-A	BS Computer Science	10.25.19	11.23.19 – Sent to CAOs for review, responses received by 12.17.19; under staff review.
Program Proposals	NSU	UC Business Analytics	07.02.19	11.6.19 – Staff contacted campus with questions regarding evidence of employer and student interest and need; 12.16.19 – Campus submitted responses, under staff review.
	NSU	UC Leadership Studies	07.02.19	11.19.19 – Staff contacted campus with questions regarding curriculum and student interest; 12.18.19 – Campus submitted responses, under staff review.
	UNO	UC Unmanned Systems Management	08.29.19	10.11.19 – Staff contacted campus with several concerns regarding lack of details provided in proposal; 12.14.19 & 12.17.19 – Campus submitted revised proposal and direct responses to concerns, under staff review.
	FTCC	AS Geology	10.24.19	11.18.19 – Staff contacted campus with several questions and items for clarification; ongoing conversation with campus, meeting scheduled for early January.
	ULM	BA Music	10.25.19	Under staff review.
	UNO	BS Construction Management	10.25.19	Under staff review.
	LSU	PhD Experimental Statistics	10.28.19	11.22.19 – List of recommended external reviewers submitted by campus; staff contacted campus with concerns regarding recommended reviewers; 12.4.19 – Campus responded to staff concerns; staff contacting external reviewers.
	LSU	MS Sports Management	12.6.19	Staff contacting external reviewers.
	LSU	PBC Facilities Management	12.6.19	Under staff review.
	LSU	MS Financial Economics	12.6.19	Staff contacting external reviewers.

AGENDA ITEM VII C2a i
LETTER of INTENT
GRAMBLING STATE UNIVERSITY
BACHELOR OF SCIENCE IN CLOUD COMPUTING

BACKGROUND INFORMATION

Grambling State University (GSU) requests Board of Regents approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Science in Cloud Computing. The LoI was approved by the UL Board of Supervisors in October 2019 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 SUMMARY

1. Description and Need

Cloud computing is the practice of using a network of remote servers hosted on the internet to store, manage, and process data, rather than a local server or a personal computer, for individuals and companies to reduce costs associated with data storage and maintenance of certain hardware and software. The proposed degree will prepare graduates to have the skills needed to address growing workforce needs in cloud computing. Completers of the proposed program will have acquired competencies that will support success in the workplace in each of the three major components of cloud computing: Software as a Service (SaaS), Infrastructure as a Service (IaaS), and Platform as a Service (PaaS).

2. Students

A ten-question survey developed to gauge interest in the proposed degree program was distributed to a sample of GSU students. Over 60% of 100 respondents indicated interest in the proposed cloud computing degree program. In addition, the Board of Regents recently granted approval for three LCTCS Colleges to offer an Associate of Applied Science in Cloud Computing; (with all other LCTCS colleges to follow). Grambling plans to work with the community colleges to develop 2+2 programs. GSU estimates enrollment to start with approximately 20 students in their initial cohort.

3. Faculty, Resources & Budget

While existing faculty and infrastructure in place will support the proposed program, successful implementation and sustainability will require two new faculty as well as a new laboratory. The cloud computing program will initially be supported by federal funds and then will become part of the operating budget.

STAFF ANALYSIS

CAOs from around the state support the development of the BS Cloud Computing at GSU but request more distinction from other programs in the state, particularly regarding preparing students for higher level certifications than the cloud practitioner certification. The program proposal must also address several concerns raised about the curriculum content and sustainability of faculty and resources. Staff have shared all concerns and recommendations directly with the campus.

STAFF RECOMMENDATION

Senior Staff recommend approval of the Letter of Intent to develop a full proposal for a Bachelor of Science in Cloud Computing at Grambling State University.

AGENDA ITEM VII C2b i
PROPOSED ACADEMIC PROGRAM
LOUISIANA STATE UNIVERSITY AND A&M COLLEGE
BACHELOR OF ARTS IN ART

BACKGROUND INFORMATION

Louisiana State University and A&M College (LSU) requests Board of Regents' approval to offer a BA in Art. The program was developed to provide an alternative track from the BFA to students in the School of Art. LSU submitted a Letter of Intent for a BA in Integrative Arts but agreed to change the title to BA in Art based on statewide CAO and staff feedback. Regents approved the Letter of Intent for a BA in Art in December 2018. The LSU Board of Supervisors approved the full proposal with the newly requested title of BA in Art & Design in October 2019 and submitted the proposal to Regents for consideration. After discussions with Regents staff regarding the inclusion of "design" in the title, LSU again agreed to the title BA in Art in December.

STAFF SUMMARY

1. Description and Need

The proposed BA in Art serves to bridge existing fields of study within the LSU School of Art with other programs across the university. The purpose of the degree is to allow students to combine their visual arts education with another area of study in the form of a minor, a second major, or an accelerated master's program outside the School of Art, without exceeding 120 credit hours. The first year in the proposed program would have similar requirements to the existing Bachelor of Fine Arts in Art consisting of a survey of arts course and foundation classes in design, drawing, and composition. Students in the BA would then choose an area of concentration in the School of Art as well as a non-art focus area such as Architecture; Digital Media Arts & Engineering; Film & Media Arts; Interior Design; Textiles, Merchandising & Apparel; Architectural History; Community Design; Arts Administration; Computer Science; Entrepreneurship; Music; Visual Communications; Psychology; and Biology. By integrating studio arts with fields across the university, the school aims to increase the diversity of its students and their scope of understanding across a range of disciplines while providing broader opportunity for a career related to art.

Other visual or studio art programs in the state include McNeese, Southeastern, UNO and Grambling. During the CAO review, institutions from around the state indicated that it was appropriate for LSU to have a BA in Art program and did not consider the program to be unnecessary duplication given that the program primarily serves students already enrolled at LSU. The curriculum was designed to provide students with a strong foundation in art, while leaving room for other majors or focus areas so a student may craft a career path from the breadth of options available at the institution. While jobs for studio artists are limited, graduates of LSU's program can pursue a variety of art-related careers such as web developer, Art teacher, and advertising managers, which are all expected to experience above 10% growth through 2024.

2. Students

The College of Art & Design at LSU uses direct admission, and freshmen are advised by college counselors during freshmen orientation. After the first year, students must currently apply and be admitted into the BFA or change to a major outside the school. Currently, approximately 25% of students are not admitted into the BFA, and switch to another major elsewhere in the university, which can lead to a student needing to take more than 120 hours to complete a degree. Most of the students who change majors go on to include an art-related minor in their curriculum. This new degree program will not only attract students directly into the program but will provide an alternative to the BFA for students who still wish to pursue an art degree. Enrollment in the School of Art's BFA program and its minors has been growing significantly since 2014. Based on the number of students who currently are not admitted into the BFA after freshmen year, the number of students who pursue Art minors, and the continued enrollment growth in the college, the program

anticipates initial enrollment of up to 50 students with growth of 10 students per year for several years.

3. Faculty, Resources, and Budget

The program will be implemented with the 30 tenure and tenure-track faculty currently in the School of Art, and the facilities that are available throughout the College of Art & Design. Once enrollment reaches 50 students, which is expected by the end of the first year of implementation, the School anticipates needing an additional one- and one-half FTE faculty to support the program through additional courses and student advising, with a total of three FTE needed by enrollment of 160, which is anticipated by year four. Initial costs for adding one- and one-half FTE faculty plus one graduate assistant will cost \$121.5K, with the cost of three assistants and three FTE faculty in year four will be \$278.8K. These faculty hires will be considered for the program by the College Dean in conjunction with four expected retirements from the College faculty in the next five years. Accreditation for the program is included under the College's existing National Association of Schools of Art & Design (NASAD). The proposed program has been submitted to NASAD, and the College will undergo its ten-year accreditation visit and evaluation during the 2020-2021 academic year.

STAFF ANALYSIS

LSU has designed a program that will serve students who enter with the intention of completing the BFA but are not admitted to the program or who decide to pursue a more liberal arts focused art degree with a secondary focus in another discipline of interest. The proposed program will make use of LSU's resources in its Art program by expanding opportunities to students who want to enter art careers without necessarily being traditional studio artists themselves. Staff anticipate strong enrollment numbers based on student interest in the program and flexibility in the curriculum and will monitor the addition of faculty as the program grows. The Baton Rouge art community including museums and other organizations is stated as a strength of the program, and staff will closely monitor the development of those relationships including funding opportunities to support faculty and student activities.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the proposed BA in Art (CIP 50.0702) at Louisiana State University and A&M College, with a progress report due July 1, 2021.

AGENDA ITEM VII C2b ii
PROPOSED ACADEMIC PROGRAM
LOUISIANA STATE UNIVERSITY HEALTH SCIENCES CENTER –
SHREVEPORT
DOCTOR OF PHILOSOPHY IN REHABILITATION SCIENCES

BACKGROUND INFORMATION

Louisiana State University Health Sciences Center – Shreveport (LSU HSC-S) requests Board of Regents' approval to offer a PhD in Rehabilitation Sciences. The program was developed in response to a growing local and national shortage of PhD faculty and researchers in the rehabilitation sciences. Regents approved the Letter of Intent in September 2018, and the LSU Board of Supervisors approved the full proposal in September 2019. This November, Dr. Jennifer Stevens-Lapsley from the University of Colorado Anschutz Medical Campus agreed to conduct an external review of the proposal, and she submitted her favorable report to Regents staff in December.

STAFF SUMMARY

1. Description and Need

The PhD in Rehabilitation Science at LSUHSC Shreveport meet an acute need for additional scientists and academic faculty equipped to face the challenges of modern educational and healthcare environments. The degree is designed to transition clinicians to academia in order to meet the demand for research-trained faculty in rehabilitation science programs such as occupational therapy, physical therapy and speech-language pathology. The rehabilitation sciences PhD program will be a research-focused degree requiring a dissertation and dissemination of the findings of original, mentored research by the student. The first two years of the degree consists of didactic instruction in core courses of research methods, professional development seminars, research/teaching apprenticeships, and statistics, and one of three tracks of rehabilitation science from which the student chooses. The program will be established with three concentration areas: Movement Science, Speech-Language Pathology, and Neurocognitive Rehabilitation.

At present, no university in Louisiana offers a PhD in Rehabilitation Sciences. LSU A&M offers a PhD in Kinesiology with focus areas in Exercise Physiology, Motor Behavior, and Pedagogy and Psychological Sciences through their School of Kinesiology in the College of Human Sciences and Education. The proposed PhD in Rehabilitation Sciences differs from this program due to its focus on transitioning practitioners who already possess clinical expertise into faculty roles for those respective disciplines. According to the Association for Academic Healthcare Centers (AAHC) 77% of the schools of allied health administrators around the country declared faculty shortages to be “a problem.” In addition to the practical need for doctoral-level faculty, accreditation guidelines of individual disciplines require a certain cohort of doctoral-level faculty in order for programs to retain accreditation.

2. Students

LSU HSC-S anticipates a small number of students to enroll annually and intends to manage the capacity according to current faculty workloads to avoid the need for additional faculty during the first several years of implementation. Strategic and controlled expansion will allow the program to evolve with the recruitment of senior faculty members and/or maturation of our current junior faculty towards senior faculty status. Based on a survey of current students and capacity, the institution plans to enroll four students in each of the first two years, and add two additional students per year over the next three years with a projected total of 14 PhD students enrolled by 2024, with four to six of whom would be in the dissertation phase or near the completion of their matriculation.

3. Faculty, Resources, and Budget

The program will be housed in a state-of-the-art academic building for the School of Allied Health Professions (SAHP), built in 2007, with dedicated and shared clinical, teaching, and research space for all the School's programs, including the proposed program. In addition to the classroom space, there is a 27,000 square foot interdisciplinary clinic located on the ground floor frequently used for laboratory teaching, clinical practice, and data collection. There is no anticipated need for new facilities or equipment. Should there be a need for additional equipment, faculty will strategize on seeking external support as needed. Faculty of the SAHP has been successful in multiple grant applications to acquire contemporary equipment for use in teaching and research in the existing rehabilitation clinical programs.

The program will be administered within the School of Allied Health, and existing faculty with expertise in the initial concentration areas will teach courses and provide student advising. Depending on program growth, 1.5 additional FTE faculty at a cost of \$265K will be required a few years after implementation. Revenue from clinical services, as well as external research funding will supplement tuition to cover these costs.

STAFF ANALYSIS

LSU HSC-S has presented a well-documented case for the significant need for additional faculty and scholars in the various fields encompassed under rehabilitation sciences, and the institution is well equipped to meet that need. External reviewer Dr. Stevens-Lapsley, as well as external experts who reviewed the program before the proposal was submitted to the Regents, all agree on the problematic shortage of PhD-level faculty in the rehabilitation sciences, and all concur that LSU HSC-S's proposed program has been well designed to serve students and the needs of the field. Through the progress report process, staff will monitor sources of funding to support additional faculty costs since tuition is not anticipated to cover those costs.

STAFF RECOMMENDATION

The Senior Staff recommend conditional approval of the proposed PhD in Rehabilitation Sciences (CIP 51.2314) at Louisiana State University Health Sciences Center – Shreveport, with a progress report due October 1, 2021.