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AGENDA

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Wednesday, August 24, 2022

11:20 a.m.

Claiborne Building, 1st Floor
Thomas Jefferson Rooms A&B 1-136
1201 North Third Street
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. Terminations
 - B. Routine Staff Approvals
- IV. Academic Programs
 - A. AAS Electrical Construction – Nunez CC
 - B. AAS Instrumentation – Nunez CC
 - C. AAS Medical Assistant – South Louisiana CC
 - D. BFA Musical Theatre – Northwestern State U
 - E. BS Cardiovascular Technology – LSU Health Sciences Center Shreveport
 - F. BS Nonprofit Administration – LSU Shreveport
 - G. BS Occupational Physiology – LSU Shreveport
- V. 2022-2023 Course Articulation Matrix
- VI. Revised Minimum Admissions Standards
- VII. Other Business

VIII. Adjournment

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

AGENDA ITEM III.A.
Program Terminations
Louisiana State University and A&M College

Staff Summary

GC in Fisheries Science and Assessment:

Since the program was established in 2015, enrollment has remained low and it has only produced six graduates and has failed to attract students from outside those already enrolled in the Department of Oceanography and Coastal Sciences. The institution has determined that the Graduate Certificate is an insufficient credential for the field with employers preferring a full graduate degree.

GC in Teaching and Learning in the Health Professions:

The program was designed to provide pedagogical training for faculty primarily veterinary faculty. There is demand for such a program and only a few such programs available, but the institution was unable to secure adequate internal faculty to support the program and it was therefore never fully implemented or marketed. The institution intends to revisit the concept and build a narrower program focus and stronger implementation plan in the future.

STAFF RECOMMENDATION

Senior Staff recommends approval of the termination of the following degree programs:

- 1. GC Fisheries Science and Assessment**
- 2. GC Teaching and Learning in the Health Professions**

AGENDA ITEM III.B.

Routine Academic Requests & Staff Approvals

Institution	Request
LA Tech	Request to change the name of the BS Medical Technology (CIP 51.1005) to BS Medical Laboratory Science following recommendation from the program’s accrediting body. Approved.
LA Tech	Request to establish an Undergraduate Certificate (UC) in Cybersecurity (CIP 11.1003) with a progress report due October 1, 2023. Approved.
LSU A&M	Request to change the CIP of the MS and PhD in Geography from 45.0701: Geography to 30.4401: Geography and Environmental Studies to better reflect program content and department research. Approved.
LSU Shreveport	Request to establish a 100% online Undergraduate Certificate in Nonprofit Administration, which will be administered by the institution’s Regents approved Institute for Nonprofit Administration and Research. Approved.
McNeese State U	Request for approval to establish the following certificate programs that lead to teacher add on certifications with progress reports due October 1, 2023: <ul style="list-style-type: none"> • GC English Language Learners (CIP 13.1401) • GC Special Education Mild/Moderate Gr 1-5 (CIP 13.1017) • GC Special Education Mild/Moderate Gr 6-12 (CIP 13.1019) • PMC Education Technology Leadership (CIP 13.0501) • PMC Reading Specialist (CIP 13.1315) Approved.
Northwestern State U	Request to establish a Post Baccalaureate Certificate (PBC) in Ultrasound (CIP 51.0910) with a progress report due October 1, 2023. Approved.
Southeastern Louisiana U	Request to offer the existing Bachelor of General Studies (CIP 24.0102) and Post-Baccalaureate Certificate in Business Administration (CIP 52.0201) via 100% online. Approved.
UL Monroe	Request to move the School of Construction Management from within the School of Management in the College of Business and Social Sciences to a standalone unit within the College reporting directly to the College Dean to comply with accreditation guideline recommendations. No administrative costs are associated with the change. Approved.
U New Orleans	Request to change the name of the Department of English and Foreign Languages to the Department of Language and Literature. Approved.

AGENDA ITEM IV.A.

Proposed Associate of Applied Science in Electrical Construction Nunez Community College

Background Information

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

Staff Summary

The proposed AAS in Electrical Construction is a 65-credit hour program developed to provide students the opportunity to earn a degree while acquiring the knowledge and skills needed to succeed in a high-wage high-demand technical field. Students will learn to build, install, maintain, and repair electrical systems that provide heat, light, and/or power for residential, commercial, and industrial structures through courses offering a combination of theory and hands-on learning. The addition of general education courses will expand educational options for graduates as these courses will transfer to baccalaureate degree programs if students wish to pursue further education and increase opportunities for advancement in the workplace.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-state Programs:** Nunez and SOWELA offer programs in Electrical Construction at the certificate and diploma level, but this will be the first associate-level degree program of its kind.
 - b. **Workforce Demand and Job Opportunities:** According to the Louisiana Workforce Commission, Electrician occupations over the next ten years have four-star ratings and state median annual salaries are reported as \$60k. The projected ten-year growth across the state in these occupations is reported as 1,480.
 - c. **Student Enrollment:** Projected enrollment is based on enrollment in the institution's CTS in Electrical Construction at Nunez. The college has implemented a five-year Strategic Enrollment Plan and new marketing strategy for advertising, which is expected to contribute to program growth.

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment	11	17	23	33	39
Projected Graduates	0	7	12	18	24

2. **Resources:** The addition of this program will have minimal fiscal impact. The program will utilize existing curriculum, facilities, library resources, and student support services.

	Current	Needed	Additional Costs
Faculty	Nunez currently employs the faculty needed to teach all core courses and the 15 credit hours of general education courses.	Nunez plans to hire one new adjunct faculty member within the first five years to support growing enrollment.	Yr. 3+ \$25K
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	No additional resource needs projected.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resource needs projected.	\$0

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

- Accessibility: Sections will be offered during both day and night for working students. All general education courses will be offered in several modalities including face-to-face, online, hybrid, and virtual live.
- Affordability: Nunez general education courses utilize open educational resources.
- Partnerships: Electrical Construction at Nunez is part of the GNO Inc. Mechatronics Apprenticeship training program. As part of the organization’s “GNOu” initiative, this program is designed to enhance and prepare students to be fully qualified in multiple aspects of advanced manufacturing technology.
- Work-based learning: Nunez currently has internships with PBF (Chalmette Refining), Domino Sugar, Laitram, Intralox, Elmer’s and Zatarain’s. Several students in these programs are hired as full-time employees after completion of the program.
- Other program attributes that contribute to closing the achievement gap with underserved populations: By adding the AAS, Nunez will be able to offer Electrical Construction as a Fast Forward Program with the Louisiana Department of Education and through Dual Enrollment. This will allow Nunez to contribute to closing the achievement gap with underserved populations including low income, minority, and adult learners.

Staff Analysis

Data from the Louisiana Workforce Commission indicate that Nunez’s proposed AAS in Electrical Construction program is needed and valuable for the college’s service region and the state. The program will allow Nunez to meet the needs of industry while expanding educational options for students through the transferability of the program’s general education courses.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed Associate of Applied Science in Electrical Construction (CIP 46.0302) at Nunez Community College, with a progress report due June 1, 2024.

AGENDA ITEM IV.B.

Proposed Associate of Applied Science in Instrumentation Nunez Community College

Background Information

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

Staff Summary

The proposed AAS in Instrumentation is a 64-credit hour program that provides classroom and hands-on training allowing students to develop the knowledge and skills to successfully perform the tasks required of an entry-level Instrument Fitter and Technician. Instrument Fitters and Technicians perform key installation and maintenance functions across several industries and are trained in piping, tubing, fasteners, and working with metal production. Instrumentation technicians and fitters must be familiar with electrical systems, craft-specific drawings and must be experts in the hand and power tools specific to their trade. The addition of general education courses will expand educational options for graduates as these courses will transfer to baccalaureate degree programs if students wish to pursue further education and increase opportunities for advancement in the workplace.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-state Programs:** While other statewide community colleges also offer associate-level programs in Instrumentation, the proposed program at Nunez was developed in partnership with local industry to meet their workforce demands in the Nunez service area.
 - b. **Workforce Demand and Job Opportunities:** According to the Louisiana Workforce Commission Instrumentation occupations over the next ten years have four-star ratings and state median annual salaries are reported as \$62k. The projected total openings over ten years in Region 1 is 1230, with annual total openings of 123.
 - c. **Student Enrollment:** Projected enrollment is based on expansion of the successful technical diploma in Instrumentation at Nunez, employer demand for graduates, and the college's new marketing plan for advertising.

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment	8	14	20	30	36
Projected Graduates	0	4	7	10	14

2. **Resources:** The addition of this program will have minimal fiscal impact. The program will utilize existing curriculum, facilities, library resources, and student support services.

	Current	Needed	Additional Costs
Faculty	Nunez currently employs the faculty needed to teach all core courses and the 15 credit hours of general education courses.	Nunez plans to hire one new adjunct faculty member within the first five years to support growing enrollment.	Yr. 3+ \$25K
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	No additional resource needs projected.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resource needs projected.	\$0

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

- Accessibility: Sections will be offered during both day and night for working students. All general education courses will be offered in several modalities including face-to-face, online, hybrid, and virtual live.
- Affordability: Nunez general education courses utilize open educational resources.
- Partnerships (with industry, other institutions): Instrumentation at Nunez is part of the GNO Inc. Mechatronics Apprenticeship training program. As part of the organization’s GNOu initiative, this program is designed to enhance and prepare students to be fully qualified in multiple aspects of advanced manufacturing technology.
- Work-based learning (paid internships, apprenticeships, etc.): Nunez currently has internships with PBF (Chalmette Refining), Domino Sugar, Laitram, Intralox, Elmer’s and Zatarain’s. Several students in these programs are hired as full-time employees after completion of the program.
- Other program attributes that contribute to closing the achievement gap with underserved populations: By adding the AAS, Nunez will be able to offer Instrumentation as a Fast Forward Program with the Louisiana Department of Education and through Dual Enrollment. This will allow Nunez to contribute to closing the achievement gap with underserved populations including low income, minority, and adult learners.

Staff Analysis

The proposed AAS in Instrumentation will allow Nunez to meet the needs of industry in its region while expanding educational options for graduates with the inclusion of transferrable general education courses. Nunez partnerships with industry ensure the program content will meet employer needs and support employment of graduates.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed Associate of Applied Science in Instrumentation (CIP 15.0404) at Nunez Community College, with a progress report due June 1, 2024.

AGENDA ITEM IV.C.

Proposed Associate of Applied Science in Medical Assistant South Louisiana Community College

Background Information

South Louisiana Community College (SLCC) has requested Board of Regents' approval to offer an Associate of Applied Science (AAS) in Medical Assistant (MA). The program proposal was approved by the Louisiana Community and Technical College System (LCTCS) Board of Supervisors and submitted to the Board of Regents for consideration. The proposal was then circulated to Chief Academic Officers statewide for review.

Staff Summary

The proposed AAS in Medical Assistant was developed to prepare students for employment in private and large group physician's offices, clinics, hospitals, medical records, laboratories, and insurance companies. Supervised and preceptor-based clinical externships are included in the curriculum. The MA profession is a vital part of the medical community with these professionals now working in expanded roles in urgent care clinics and covid testing centers. Upon completion of the program, graduates will be eligible to sit for the national certification exams for Medical Administrative Assistant, Clinical Medical Assistant, and Certified Coding Associate. The addition of the 15 general education hours creates greater opportunities for graduates who are interested in furthering their education in other areas of the medical field.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-state Programs:** The only other AAS MA is currently offered at Bossier Parish Community College in north Louisiana. There are presently no AAS MA programs available in the Acadiana region.
 - b. **Workforce Demand and Job Opportunities:** Louisiana Workforce Commission (LWC) projections indicate that in the Acadiana Region, within ambulatory health care services, hospitals, and nursing and residential facilities, the average employment for medical assistants in the health care sector is around 11,000 jobs with a 7% projected increase over the next 10 years.
 - c. **Student Enrollment:** Students routinely reach out to the SLCC Admissions Office requesting information about the Medical Assistant program. Currently, the CTS program has 103 students enrolled. Enrollment projections are based on initially retaining 40% of the CTS students to go on and complete the AAS, with enrollment growth projected as the program becomes more well-known.

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment	40	60	70	70	70
Projected Graduates	18	27	35	39	42

2. **Resources:** The addition of this program will have minimal fiscal impact. One existing full-time faculty will serve as the program coordinator. The program will utilize existing facilities, library resources, and student support services.

	Current	Needed	Additional Costs
Faculty	SLCC currently employs the faculty needed to teach the general education courses.	SLCC plans to hire adjuncts as needed to staff classes in the first 5 years of the program's expansion.	Yr. 1+ \$4,300
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	No additional resource needs projected.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resource needs projected.	\$0

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

- Accessibility: The college is offering the MA program in a hybrid format which allows for students to connect to didactic classes virtually. SLCC has a laptop loan program to assist students with technology needs.
- Affordability: Previously earned IBCs will be considered for credit for prior learning, equivalent courses from other colleges will be granted transfer credit. OERs will be used when available.
- Partnerships (with industry, other institutions): With the opening of the New Iberia Campus, exam tables have already been received through in-kind donation from industry partners. Introduction letters were sent to local Physician's Offices and Urgent Care Clinics to encourage industry partnership.
- Work-based learning (paid internships, apprenticeships, etc.): The curriculum includes an internship course where students will have access to virtual clinical coding assignments. This will provide students with a 360-degree learning experience in the medical coding field and the experience they need to pass their first medical coding certification exam.
- Other program attributes that contribute to closing the achievement gap with underserved populations: By adding the AAS MA, SLCC will offer a pathway program not offered at any public college in the Acadiana region, narrowing the achievement gap with underserved populations including low income, minority, and adult learners.

Staff Analysis

SLCC's proposed AAS MA will further the mission of the college by opening access to higher levels of training for students interested in medical careers. CAOs from around the state support implementation of the proposed program. The program will benefit citizens of the Acadiana region by providing a low-cost, high-quality education in a field that is in high demand.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed Associate of Applied Science in Medical Assistant (CIP 51.0801) at South Louisiana Community College, with a progress report due June 1, 2024.

AGENDA ITEM IV.D.

**Proposed Bachelor of Fine Art in Musical Theatre
Northwestern State University**

Background Information

Northwestern State University (NSU) requests Board of Regents approval to establish a Bachelor of Fine Art (BFA) in Musical Theatre. The proposal was approved by the University of Louisiana System (ULS) Board of Supervisors then submitted to Regents for consideration. The proposal was then circulated to Chief Academic Officers statewide for review.

Staff Summary

At the recommendation of the National Association of Schools of Theatre, the primary accreditor for theatre programs, NSU converted the BA Theatre into a BS program in 2006, reducing the number of required hours in the program from 140 to 120 and focusing program structure on pre-professional training courses and activities. NAST also recommended eventually transitioning the program’s concentrations to standalone BFA programs, which started with the 2018 shift of program concentrations into a BFA in Dance and BFA in Production and Design, and will continue with the proposed BFA in Musical Theatre. The revised BFA curriculum will include courses that provide students with the knowledge and skills required in professional musical theatre and related professions including an increased focus on performance technical training in singing, dancing, and acting.

- 1. **Value:** Per Regent’s policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-state Programs:** The proposed program will be the only standalone BFA in Musical Theatre offered by a public institution in Louisiana. UL Lafayette offers a BFA with concentrations in dance or theatre but does not include a focus on musical theatre.
 - b. **Workforce Demand and Job Opportunities:** The proposed program provides students with skills for performing arts and related careers with a focus on musical theatre such as teaching, administration and management, or continuation on to graduate study. The US Bureau of Labor Statistics lists the job growth outlook for related careers as higher than average such as actor (32%), dancer and choreographer (31%), and director/producer (24%) as much higher than average 2020-2030.
 - c. **Student Enrollment and Completion:** NSU reports that current theatre concentration graduates have seen a slight decline in enrollment and completion as students increasingly prefer the BFA and are less likely to enroll in the NSU BS program or enroll in the BFA Dance program instead. Enrollment in musical theatre courses, however, has increased. The institution anticipates that with the transition to the more desirable BFA and increased visibility of the standalone program will lead to an overall increase in productivity for the program. NSU also surveyed high school student performers to gauge interest in the program and plan to recruit from high school performance programs throughout the state and broader region including through NSU’s annual Louisiana Thespians Festival for high school students from across the state.

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	20	28	35	43	45
Program Graduates	-	-	14	17	20

2. Resources

Program implementation will require no additional resources since all facilities and faculty are already in place for the existing concentration.

	Current	Needed	Additional Costs
Faculty	Eight existing full time and adjunct faculty at NSU will be sufficient to support the program in its first 2 years.	Additional adjunct faculty and graduate assistant support may be needed starting in year 3.	Yr. 3+ \$77,000
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are sufficient to offer the program.	No additional resource needs projected.	\$0
Student Support	Existing student support resources are sufficient for the proposed program.	No additional resource needs projected.	\$0

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

- Accessibility: Due to the nature of the program, major course work will be in person. Online course options for the remainder of the curriculum will be made available when possible.
- Affordability: The program is designed to prepare students directly for musical theatre professions reducing overall training costs for students not enrolled in a BFA program. All students who meet GPA requirements receive performance scholarships.
- Partnerships: NSU has a Memorandum of Understanding (MOU) in place with Bossier Parish Community College to support student pathways and is in the process of formalizing an MOU with Paris Community College in Texas for a 2+2 pathway from AA in Theatre to the proposed BFA. The institution also has an partnership with the New Orleans Center for Creative Arts.
- Work-based Learning: Practice-based learning is a key component of the BFA. Several public performance opportunities are integrated into the curriculum.
- Other program attributes that contribute to closing the achievement gap with underserved populations: The program and its faculty are closely connected with the community and an advisory board ensuring both representation and opportunities for underserved populations of students and community members.

Staff Analysis

In recent years, NSU has focused attention on its performance arts programs to better meet the needs of students and the industry. The proposed BFA leverages existing strengths at the institution while responding to both accreditor recommendations and changes in industry needs. The program's unique focus in the state is expected to draw students to the institution from throughout the region. Staff will monitor program growth and outcomes for graduates through the program's implementation over the next several years.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed Bachelor of Fine Arts in Musical Theatre (CIP 50.0509) at Northwestern State University with a progress report due June 1, 2024.

AGENDA ITEM IV.E.

Proposed Bachelor of Science in Cardiovascular Technology Louisiana State University Health Sciences Center Shreveport

Background Information

Louisiana State University Health Sciences Center Shreveport (LSU HSC-S) requests Board of Regents approval to establish a Bachelor of Science (BS) in Cardiovascular Technology. The proposal was approved by the Louisiana State University (LSU) Board of Supervisors then submitted to Regents for review. The proposal was then circulated to Chief Academic Officers statewide for feedback. Regents staff worked with the institution to address issues raised during the review.

Staff Summary

In 2020, heart disease was the number one cause of death in Louisiana responsible for 28% of deaths in the state. The purpose of the BS in Cardiovascular Technology at LSU HSC-S is to prepare students to work side-by-side with interventional cardiologists to assist in the diagnosis and treatment of cardiovascular disease. This program will provide students with the latest training required to assist in cardiac and peripheral catheterization. Graduates of the program will be eligible to sit for the national board exam administered by Cardiovascular Credentialing International (CCI) and earn the Registered Cardiovascular Invasive Specialist credential (RCIS). The Society of Cardiovascular Angiography and Interventions (SCAI) recently updated the best practices for the cardiac catheterization lab to include the RCIS requirement. Graduates will also be trained to work with cardiologists, cardiovascular nurses, and other highly skilled healthcare specialists to perform sophisticated tests to assist with diagnosis and allow the qualification and quantification of cardiac disorders.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-state Programs:** LSU of Alexandria offers a BS in Health Professions with related concentrations in Cardiovascular Technology and Cardiac Devices Sales and Marketing. The BS in Cardiovascular Sonography program offered at Louisiana State University Health Sciences Center in New Orleans is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The proposed BS in Cardiovascular Technology differs from these programs because it encompasses three of the five specialty areas in the field of Cardiovascular Technology in one degree: invasive cardiovascular technology, noninvasive vascular technology, and adult echocardiography.
 - b. **Workforce Demand and Job Opportunities:** LSU HSC-S developed the proposed program in collaboration with industry partners to fill the need for cardiac sonographers and catheterization lab technicians. According to the U.S. Bureau of Labor Statistics, overall employment is expected to grow 12% for diagnostic medical sonographers and cardiovascular technologists from 2019-2029, faster than average for all occupations. According to the US Department of Labor's CareerOneStop.org, the projected employment for cardiovascular technologists and technicians will increase 8% from 2018-2028 in Louisiana, which is more than the 5% change projected nationally.
 - c. **Student Enrollment and Completion:** LSU HSC-S engaged with employers and surveyed current students in related programs at LSU HSC-S, LSU Shreveport, Centenary College, Bossier Parish Community College, and Louisiana Delta Community College to gauge student interest in the program. The institution intends to enroll 8 students in the first year growing slowly to ensure capacity to employ adequate faculty as the program grows. The program is expected to eventually grow to a sustainable 26 total students enrolled per year.

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	8	18	22	26	26
Program Graduates	-	8	10	12	14

2. Resources

The first year of the program will be primarily supported by current faculty. One additional full-time faculty member will be hired as the program director for approximately \$100,000. Another \$65,000 has been allocated for teaching stipends for current faculty or additional adjunct support. Approximately \$12,000 per year is budgeted to cover lab facility needs, travel and program supplies. Tuition revenue is expected to exceed costs by year two with projected enrollment.

	Current	Needed	Additional Costs
Faculty	Nine current full-time faculty and several adjunct faculty at the institution are available to teach in and support the program.	One additional full-time faculty member will be hired as program director. Additional stipends will be added for existing faculty teaching in the program.	Yr. 1+ \$165,000
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities and online infrastructure are sufficient to launch the program.	Facility and supply needs are budgeted at \$10,000 per year.	Yr. 1+ \$10,000
Student Support	Existing student support resources will be adequate for the proposed program.	No additional resource needs projected.	\$0

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

- **Accessibility:** The program will initially be offered primarily face-to-face. However, given the interest from prospective students to engage in the program part time and as working adults, the institution is exploring hybrid options and alternative scheduling.
- **Affordability:** Some course textbooks, access to various electronic journal databases, and point-of-care medical resources are provided free to LSH HSC-S students. Many employer partners provide scholarships or tuition programs for employees to enroll in this and related programs.
- **Partnerships:** The institution has received a letter of support to develop an MOU with LSU Shreveport (LSU-S) to establish LSU-S as the primary feeder program to the proposed BS. The institution has received letters of support from several area partners that already collaborate with the institution to support the proposed program including Allegiance Health Management, Cardiovascular Institute of the South, Christus Shreveport-Bossier, several Ochsner regional divisions, and Willis-Knighton Health System.
- **Work-based Learning:** LSU HSC-S has multiple regional clinical contracts that provide paid learning opportunities for students and is working to add more.
- **Other program attributes that contribute to closing the achievement gap with underserved populations:** LSU HSC-S aims to increase diversity in the healthcare professions. The new Allied Health Education and Discovery Scholar tuition waiver program is targeted to reward students from underrepresented groups for academic success, demonstration of leadership, and commitment to community service.

Staff Analysis

LSU HSC-S developed the proposed program in direct response to needs expressed by industry partners, and the program has been designed to include avenues to industry-based credentials in one of many growing healthcare fields. The institution is well suited to prepare professionals in the field serving the greater Shreveport-Bossier region and beyond. A partnerships with the region's community colleges and LSU Shreveport will provide a strong pipeline for the program and greater opportunities for students on multiple educational pathways increasing access and affordability.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed Bachelor of Science in Cardiovascular Technology (CIP 51.0901) at Louisiana State University Health Sciences Center Shreveport with a progress report due June 1, 2024.

AGENDA ITEM IV.F.

Proposed Bachelor of Science in Nonprofit Administration Louisiana State University Shreveport

Background Information

Louisiana State University Shreveport (LSUS) requests Board of Regents approval to establish a Bachelor of Science (BS) in Nonprofit Administration. The Louisiana State University (LSU) Board of Supervisors approved the proposal and submitted it to Regents for consideration. Chief Academic Officers statewide reviewed the proposal and Regents staff worked with the institution to address issues raised during the review process. The proposal also included a proposed Undergraduate Certificate (UC) in Nonprofit Administration, which has been granted approval by Regents staff.

Staff Summary

The proposed program will prepare students for nonprofit organization management through courses that provide knowledge and skills in strategic planning, board governance, resource development, financial management, cultural competency, program development, and volunteer management. Graduates will be prepared for employment in the nonprofit sector including but not limited to: volunteer coordinator, program administrator, fundraising executive, grant writer, and executive director/CEO. Students will also have the content knowledge to pursue the Certified Nonprofit Professional Credential, which is the only nationally recognized credential in nonprofit management that requires specific course completion, a baccalaureate from an accredited institution, a minimum of 300 internship hours or comparable professional experience, participation in a conference, and other leadership and service activities. The Bachelor of Science in Nonprofit Administration will be housed in the Institute for Nonprofit Administration and Research (INAR) in the College of Arts and Sciences, which is a Board of Regents-designated Institute, dedicated to expanding the mission of conducting researching and disseminating knowledge about nonprofit organizations. The Institute also offers nonprofit educational programs including the MS Nonprofit Administration, professional development seminars, and quality research and statistical analysis.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-state Programs:** The proposed program will be the only standalone undergraduate nonprofit administration program in the state. LSUS also offers the only standalone nonprofit administration master's degree. Nonprofit administration and related courses are available embedded in other programs throughout the state, but the proposed program will provide a unique focus and offer in depth study.
 - b. **Workforce Demand and Job Opportunities:** According to a 2020 Johns Hopkins report, employment in the nonprofit sector in Louisiana is nearly the same as employment in manufacturing. In the Shreveport-Bossier area approximately 2,000 nonprofits employ almost 20,000 workers. Executives from the area's largest nonprofit organizations including the Red Cross, Boy Scouts, Providence House, 4-H, YWCA, Holy Angels, North Louisiana Economic Development, Volunteers of America, and Volunteers for Youth Justice have all expressed support for the program. Nonprofit administration related positions identified as four and five star jobs by the Louisiana Workforce Commission are Social Service Manager, Medical and Health Services Manager and Administrative Services Manager. The US Bureau of Labor Statistics identifies Public Relations and Fundraising Manager as having higher than average growth 2020-2030 and an annual median salary of \$119,860.

- c. Student Enrollment and Completion: In addition to drawing new first-year students to the institution, LSUS anticipates that the program will be a significant draw for associate-degree graduates from local two-year institutions including Southern University Shreveport and Bossier Parish Community College, especially those graduating from general studies and business programs. LSUS surveyed students in related programs and courses at the institution and found significant interest in the proposed degree.

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	25	35	40	40	40
Program Graduates	-	-	20	30	35

2. Resources

Seven full-time faculty currently teach in the MS Nonprofit Administration program through the LSUS Institute for Nonprofit administration. One additional full-time faculty member will be hired to support the proposed program as well as adjunct faculty as needed. No other major resources will be needed for the program.

	Current	Needed	Additional Costs
Faculty	Seven existing faculty will support the program.	One additional full-time faculty member will be hired in the first year to support the program. Additional adjuncts will be hired as needed.	Yr. 1+ \$72,000
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities and online infrastructure are sufficient to offer the program.	No additional resource needs projected.	\$0
Student Support	Existing student support resources will be adequate for the proposed program.	No additional resource needs projected.	\$0

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

- Accessibility: LSUS will offer at least 20% of required courses online.
- Affordability: As with the MS Nonprofit administration, the program will ensure at least 50% of the course utilize affordable education resource materials and several courses in the program will not require textbooks. The program is also designed to support transfer students who have completed an associate degree at a regional community college.
- Partnerships: The proposed program was developed in direct collaboration with local nonprofit partners including the Red Cross, North Louisiana Economic Development, and Volunteers for Youth Justice. These and several other area organizations have committed to support the program and its students and graduates.
- Work-based Learning: Service learning is a critical component of the proposed program and work-based learning will be required of all students.
- Other program attributes that contribute to closing the achievement gap with underserved populations: Several nonprofit organizations in the Shreveport-Bossier area are committed to missions that serve the underserved populations of the region. Graduates of the program will be well prepared to increase the success of those organizations in supporting the needs of the area.

Staff Analysis

Nonprofit administration is recognized as a standalone discipline apart from business due to the differences in structure, financial reporting and management, and mission of nonprofit organizations. LSUS' Institute for Nonprofit Administration provides a strong foundation through its research and industry connections for the proposed program. The institution has provided clear evidence of regional employer support and the need for professionals in this field.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed Bachelor of Science in Nonprofit Administration (CIP 52.0206) at Louisiana State University Shreveport with a progress report due June 1, 2024.

AGENDA ITEM IV.G.

Proposed Bachelor of Science in Occupational Physiology Louisiana State University Shreveport

Background Information

Louisiana State University Shreveport (LSUS) requests Board of Regents approval to establish a Bachelor of Science (BS) in Occupational Physiology. The Louisiana State University (LSU) Board of Supervisors approved the proposal and submitted it to Regents for consideration. Chief Academic Officers statewide reviewed the proposal and Regents staff worked with the institution to address issues raised during the review process.

Staff Summary

The proposed BS in Occupational Physiology is a 120-credit hour program designed to prepare students for entry into advanced graduate studies in Physical Therapy, Occupational Therapy, Athletic Training, Exercise Science and Environmental Science. Occupational and environmental physiology is an emerging field of study that explores the effects of environmental work conditions on the body's physiological systems. This program will prepare students to effectively monitor physiological demands as they relate to environmental stressors and exercise, and design and implement physiological interventions to ensure safety in both controlled and uncontrolled environments. Students will also be prepared for immediate entry into professional areas such as the U.S. Navy and U.S. Airforce and careers specializing in training and educating firefighters, law enforcement, and operational physiologist as well as personal training and strength and conditioning. The program will be delivered in a face-to-face format. Students will utilize the institution's new Atmospheric Chamber to test human subjects in different environmental conditions that mimic the conditions in the field. In addition, students will use the new LSUS Cyber-Collaboratory facility to solve real-world problems associated with prosthetic design, injury prevention, recovery, and occupational and environmental stressors.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-State Programs:** While several programs in the state offer degrees related to exercise science, LSUS's program would be the first bachelor's degree in Occupational Physiology.
 - b. **Workforce Demand and Job Opportunities:**
 - The Louisiana Workforce Commission (LWC) lists Environmental and Health Scientists and Specialists as a 4-star job. The Louisiana employment projections for Exercise Physiologists is expected to increase 11% by 2029, Exercise Trainers and Group Fitness Instructors to increase to 12% by 2026, Physical Therapist to 18% and Occupational Therapist to nearly 21% by 2029.
 - The Bureau of Labor Statistics (BLS) reports that overall employment of Occupational/Exercise Physiologists is projected to grow 13% from 2020 to 2030, faster than average for all occupations.
 - c. **Student Enrollment and Completion:** Initial enrollment is based upon moving students from four current concentrations of Exercise Science, Strength and Conditioning, Pre-Occupational Therapy, and Pre-Physical Therapy from the BS in Public Health program and placing them into the proposed BS in Occupational Physiology. The current concentrations graduate approximately 22 students per year, and the proposed bachelor's degree expects similar numbers. The institution anticipates enrolling approximately 80 students the first year increasing to nearly 140 by year five.

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment	80	92	106	122	140
Projected Graduates	0	5	20	23	27

2. **Resources:** The institution has made significant renovations in the Health and Physical Education building to create a Human Performance Laboratory (HPL) that contains a Human Physiology Lab, Motion Analysis Lab, and Motor Behavior Lab. The HPL is equipped with over \$800,000 of new equipment that will be used extensively under the proposed degree program. The institution has projected expendable supply needs and equipment cost of approximately \$12,000 over a four-year period. Beginning in year three, student scholarships will be added at a cost of \$5,000 increasing to \$10,000 in year four. Tuition revenues for each year of the program is expected to cover the additional costs associated with the program. Several external grant proposals are currently under review for potential funding at LSU (i.e., BORSF Undergraduate Enhancement and LBRN).

	Current	Needed	Additional Costs
Faculty	Six existing faculty in the Department of Kinesiology and Health Sciences will support the launch of the new program.	No additional faculty needed.	\$0
Physical (Facilities, Equipment, Library, & Technology)	Existing resources will meet the needs for program implementation.	Expendable supply needs added in years 2-4. Projected equipment needs in year 4.	Yr. 2 \$2,000 Yr. 3 \$4,000 Yr. 4 \$10,500
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	Projected addition of student scholarships in years 3 and 4.	Yr. 3 \$5,000 Yr. 4 \$10,000

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
- Accessibility: Due to the nature of the program, major course work will be in person. Online course options for the remainder of the curriculum will be made available when possible.
 - Affordability: The general education courses will utilize open educational resources.
 - Partnerships: LSU is currently collaborating with three other universities including Utah State University, Clemson University, and The University of Tennessee on a grant proposal with the U.S. Department of Commerce. In addition, several collaborative research efforts exist between LSU and LSUHSC (i.e., LA Space and Sport Medicine Residency Fellowship in the Department of Family Medicine.) These projects will provide additional clinical experiences for students along with the partnerships with local industry, police, fire, military, and safety at work organizations.
 - Work-based Learning: Most of the coursework is clinically based and includes laboratory experiences. The program will work with local fire, rescue and law enforcement agencies to provide opportunities for students to gain insight into the environmental physiological stressors of the field.
 - Other program attributes that contribute to closing the achievement gap with underserved populations: The proposed program will capture a diverse group of students interested in working in various science fields.

Staff Analysis

The proposed BS in Occupational Physiology curriculum will allow LSUS to meet the needs of the region and will prepare students for immediate employment or entry into advanced graduate studies in Physical Therapy, Occupational therapy, Athletic Training, Exercise Science and Environmental Science. Strong enrollment in the existing concentrations along with student interest indicates that LSUS should be able to meet the enrollment targets to support the program.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed Bachelor of Science in Occupational Physiology (CIP 26.0901) at Louisiana State University Shreveport with a progress report due June 1, 2024.

AGENDA ITEM V.

Academic Year 2022-2023 Course Articulation Matrix and Louisiana Common Course Catalog

Staff Summary

The Board of Regents developed the Course Articulation Matrix (Matrix) in 2003 as a resource for students who plan to transfer to public postsecondary institutions in Louisiana and aid those institutions in awarding appropriate course credits to transfer students. The matrix is a comprehensive list of course equivalencies among public and private postsecondary institutions, primarily in the general education core subject areas.

In response to ACT 356 (2009), which required the implementation of a statewide common course numbering system “to facilitate program planning and the transfer of students and course credits between and among institutions,” the *Louisiana Common Course Catalog* (LCCC) was developed. The LCCC includes a statewide rubric, common course numbers, and basic descriptions of common content to be covered for each course on the matrix. The common course descriptions, developed and reviewed by faculty from throughout the state, ensure that a student who transfers with a course from one institution will succeed in a subsequent course at another. The yearly review process for the matrix and the common course catalog are concurrent and approved for the academic year.

The 2022-23 Matrix accurately reflects the current statewide articulation of those academic courses approved by at least five public postsecondary institutions. The matrix will be posted on the Regents’ website as a spreadsheet so that columns can be manipulated for better utility.

In 21-22, Regents staff convened the Statewide Articulation and Transfer Council (SATC) on topics related to the matrix. Regents collaborated with SATC on actions associated with the Articulation Matrix concerning 1) Universal Transfer Legislation, and 2) New General Education rubrics developed by Board Staff for use in the matrix. In the May 2022 SATC meeting, the council committed to working with the Board of Regents on these ongoing issues to ensure that transfer students will not have to re-take general education coursework due to articulation issues.

ACT 308 (2022) of this past 2022 Louisiana Legislative Session substantively clarified and expanded ACT 356 (2009) around the transfer of students and articulation of credit amongst public postsecondary institutions. This new legislation specifically addressed articulation and transfer of general education coursework to ensure that students who complete the general education core at one institution can universally transfer those courses to all statewide public postsecondary institutions.

Staff Analysis

The approval process for the matrix began in Summer 2022 when the Chief Articulation Officers (CARTO), with faculty input, reviewed the matrix and the statewide common course descriptors. Throughout this period, institutions submitted changes (e.g., new courses to be added, changed course numbers, or revisions when courses were dropped from the matrix and campus catalog) and were instructed on implementing the new general education rubrics.

For each general education course, campuses were instructed to provide the institutional exact equivalent course whenever that equivalent course was taught on that campus. Whenever there was no exact equivalent for a general education course, campuses were asked to affirm that the institution would recognize that course as satisfying the appropriate number of student credit hours towards that general education category, and so fulfill a programmatic degree requirement – this is indicated on the matrix by one of the new Regents general education rubrics.

This year's version of the matrix includes numerous course rubric and number changes. Regents staff will continue to work with that campus's Chief Articulation Officers and faculty representatives from each institution to further refine the matrix throughout the year.

Additionally, legislative mandates required by ACT 308 (2022) will be ongoing as Regents staff and SATC work with campus Chief Articulation Officers (CARTO) to further align course articulations as exact equivalents rather than transferring by title and ensure fully functioning of the new Universal Transfer Pathways.

The Articulation Matrix and the Louisiana Common Course Catalog are available upon request or may be accessed on the BoR website through the *Quick Links*: "[Course Articulation Matrix](#)" upon final approval from the Regents.

The Articulation Matrix and LCCC provide a valuable and necessary service to students, advisors, and faculty across the state. With the expansion of these initiatives brought on by ACT 308 (2022), it is clear that substantive and robust review efforts will continue refining and expanding these tools.

STAFF RECOMMENDATION

Senior Staff recommends approval of the Academic Year 2022-2023 Course Articulation Matrix and the Louisiana Common Course Catalog, authorizing BoR staff to continue to work with the institutions to expand and update the Matrix and the Catalog throughout the year.

AGENDA ITEM VI.

Expanding Admission Pathways for Louisiana Public Postsecondary Institutions

Revised Minimum Admissions Standards

Staff Summary

The Board of Regents developed a set of university admissions standards as part of its Master Plan for Public Postsecondary Education in 2001. Those standards set minimum admissions criteria that required:

- the completion of a high school curriculum as required by TOPS
- threshold GPA or ACT score aligned with institutional role (flagship, statewide, or regional)
- college-level mathematics and English course placement requirements

This admission framework became effective in 2005 and was fully implemented at all universities by 2010. Over the next five years, admissions standards were adjusted to the current 19-unit core curriculum and the GPA requirement moved to apply to only those core courses. Since then, there has been little change to the university minimum admissions requirements.

Admissions pathways have been developed to align with the principles of the Master Plan Louisiana Prospers (2019), and position Louisiana's colleges and universities to move the state toward the 2030 goal. The changes clarify the admission pathways for all students who intend to enter or re-enter Louisiana's public colleges and universities, regardless of their higher education path. Community colleges remain open admissions institutions, and new university admissions pathways have been added that value early college educational experiences.

Staff Analysis

Expanding admission pathways to postsecondary institutions in Louisiana is critical to the state's efforts to develop talent and reach the Master Plan goal of doubling the number of credentials awarded annually in our state by 2030.

The most significant proposed change to the policy is the introduction of early college admission pathways for first-year students. These new pathways align with the Master Plan's emphasis on early college experiences and are designed to further support the significant work underway in Louisiana to promote and increase early college opportunities for high school students. The addition of early college admission pathways demonstrates the value of that work and offers opportunities to increase the state's college-going and college success rates.

First-time, first-year admission standards remain a combination of high school curricular requirements and achievement. Two expansions in this area of the policy are proposed:

- expanded admission pathways for students who graduate high school with 17 or 18 units of the high school core curriculum; and
- the addition of HiSET or NRS scores for admission, for those students who earn alternative high school qualifications.

Additionally, the policy calls for one transfer expansion, adding the technical associate's degree to the list of credentials students may use to begin their journey to a bachelor's degree or beyond. The clarified language of this section creates a framework to encourage transfer partnerships between community colleges and universities.

The policy recommends a new admission category for HBCU institutions to align with the HBCU designation approved by the Board in June 2020.

Lastly, given the recent revisions to AA Policy 2.18: Gateway mathematics and English Course Placement Requirements, which expand the statewide implementation of corequisite education in those subjects, two provisions are recommended for removal from the admission policy: the corequisite pilot language and the provision expanding the institutional ability to accept students who would otherwise be counted as exceptions, provided they are enrolled in gateway college-level math and English courses and earn appropriate grades. Board passage of the revised policies on placement requirements (March 2022) makes these provisions unnecessary.

Staff have worked with the systems on these proposed expansion recommendations.

Summary of Proposed Policy Revisions

The following is a bullet-point summary of the proposed admissions expansions and deletions that, with approval, would be implemented in the Board of Regents Minimum Admissions Standards. The changes to the current admission standards are highlighted in blue in the attached policy.

New Additions

- Early college admissions pathways for first-year students are introduced;
- Pathways that recognize for admission HiSET or NRS scores of those students who earn alternative high school qualifications are introduced;
- Expanded admission pathways for students who graduate high school with 17 or 18 units of the high school core curriculum are introduced;
- A new admission category for HBCU institutions is introduced; and
- AAS degrees are included for transfer.

Removals

- The corequisite pilot provision has been removed; and
- The provision that eliminates exceptional status for students who earn appropriate grades has been removed.

Unchanged Elements

- Minimum ACT and GPA thresholds for first-time, first-year students remain unchanged;
- Developmental placement requirements for mathematics and English remain unchanged; and
- Required credit hour, GPA, mathematics and English standards for transfer students remain unchanged;
- Allowable Admission Exceptions remain unchanged.

STAFF RECOMMENDATION

Senior Staff recommends approval of these expanded admission pathways and other proposed revisions to the Minimum Admissions Standards for admission decisions effective Fall 2023.

LOUISIANA BOARD OF REGENTS Minimum Admission Standards

The Board of Regents establishes minimum admission standards for first-year and transfer students to Louisiana public colleges and universities. Two-year institutions are open admission and therefore have no academic requirements for entry. Four-year institutions may adopt additional, more specific or rigorous requirements for admission.

Definitions

First-Time First-Year Student: A *first-time first-year student* is a student who has never attended any college (or other postsecondary institution) after completing high school. This includes students enrolled in the fall term who attended college for the first time in the prior summer term. It also includes students who entered with advanced standing (college credit earned before high school completion including dual enrollment).

Transfer Student: A *transfer student* is a student who enrolls at an institution for the first time who has previously attended another postsecondary institution as a first-time first-year student. This includes new students enrolled in the fall term who transferred into the institution the prior summer. Students classified as first-time first-year and re-entry should be excluded.

Re-entry Student: A *re-entry* (re-admitted) student has previously enrolled at an institution, left that institution, and is re-enrolling at the same institution.

Adult Student: An *adult student* is age 25 or over. Institutions may establish separate admission standards for adult students but must adhere to math and English placement requirements by institution type.

Institution Type: Admissions standards vary by institution type. Louisiana's public institutions fall into the following categories:

Flagship: LSU A&M

Statewide: LA Tech, UL Lafayette, UNO

Regional: LSU-A, LSU-S, McNeese, Nicholls, Northwestern, Southeastern, UL Monroe

HBCU: Grambling, Southern Baton Rouge, Southern New Orleans

Two-year (open admission): Baton Rouge CC, Bossier Parish CC, Central Louisiana TCC, Delgado CC, L. E. Fletcher TCC, Louisiana Delta CC, LSU-E, Northshore TCC, Northwest Louisiana TCC, Nunez CC, River Parishes CC, South Louisiana CC, SOWELA TCC, SUSLA

Core Curriculum: The TOPS Opportunity and BoR Core curriculum is a 19-credit set of high school courses that meet the requirements of the TOPS Opportunity Scholarship.

Early College: College credit earned before completing high school or during the summer immediately following high school graduation, including dual enrollment, AP, IB, or CLEP. Credit hours for AP, IB or CLEP are contingent on the student achieving an appropriate score.

Minimum Admission Standards for First-Time First-Year Students

Two-year institutions are open admission and therefore have no academic requirements for entry.

Two-year: Baton Rouge CC, Bossier Parish CC, Central Louisiana TCC, Delgado CC, L. E. Fletcher TCC, Louisiana Delta CC, LSU-E, Northshore TCC, Northwest Louisiana TCC, Nunez CC, River Parishes CC, South Louisiana CC, SOWELA TCC, SUSLA
No academic requirements for admission to the institution. Individual courses or programs may have academic requirements.

Admissions requirements for first-time first-year students to four-year institutions include:

- A. Completion of a High School Curriculum, AND
- B. Additional Requirements by Institution Type

A. Completion of a High School Curriculum: Meet requirements of one of the following four options.

1) 19-Unit Core¹				
Cumulative GPA of 2.0				
2) 17-18 Units of the Core^{1,2}				
Cumulative GPA of 2.0				
AND				
Core GPA .5 higher than institution min.	OR	ACT Composite 3 points higher than institution min.	OR	Institutional early college requirement with GPA .25 higher than institution min.
3) Alternative HS Credential				
HiSET: 15 on any subtest AND 4 on HiSET Essay	OR	NRS: Score level 6 on NRS approved assessment		
AND				
Institution minimum ACT (applies to flagship and statewide only)				
4) Graduation from a non-US secondary institution³				
Students must have completed a recognized secondary program comparable to a U.S. high school preparatory core.				

¹TOPS Opportunity Scholarship Core HS Curriculum

²For **out of state students**, institutions may substitute a maximum of three qualifying core courses. The course substitutions and confirmation of the out-of-state college prep core must be noted in the record.

³Additional requirements for **international students** can be found on page 5.

B. Additional Requirements by Institution Type

The following requirements apply to students under the age of 25. Institutions may set different minimum admission requirements for students aged 25 and over.

Flagship: LSU				
GPA on the Core at least 3.0	OR	Associate Degree OR 18 early college academic credit hours with at least 2.5 GPA	OR	ACT at least 25 OR SAT equivalent
AND				
Meets minimum placement requirements for standalone mathematics AND English (AA 2.18)				
Statewide: LA Tech, UL Lafayette, UNO				
GPA on the Core at least 2.5	OR	Associate Degree OR 15 early college academic credit hours with at least 2.25 GPA	OR	ACT at least 23 OR SAT equivalent
AND				
Meets minimum placement requirements for standalone mathematics AND English (AA 2.18)				
Regional: LSU-A, LSU-S, McNeese, Nicholls, Northwestern, Southeastern, UL Monroe				
GPA on the Core at least 2.0	OR	Associate Degree OR 12 early college academic credit hours with at least 2.0 GPA	OR	ACT at least 20 OR SAT equivalent
AND				
Meets minimum placement requirements for standalone mathematics OR English (AA 2.18)				
HBCU: Grambling, Southern BR, Southern NO				
GPA on the Core at least 2.0	OR	Associate Degree OR 9 early college academic credit hours with at least 2.0 GPA	OR	ACT at least 20 OR SAT equivalent

Minimum Admission Standards for Transfer Students

Students who leave an institution and wish to re-enroll at the same institution should contact the institution’s admissions office for guidance. All other students switching institutions must meet requirements of one of the following five options. Students may transfer at any time if they meet admissions requirements described above for first-time first-year students.

1) Meet First-Time First-Year Admission Requirements (0+ college credits earned)	
Meet first-year first-time student admission requirements AND be in good standing with the previous institution.	
2) Bridge Program (12+ college credits earned)	
A minimum of 12 college-level credit hours from a Partnership Community College - University First-Year Bridge Program ⁴ .	
AND	
Completed a college-level general education English AND a college-level general education mathematics course with a grade of at least “C” in both.	
3) Earned College Credits (24+ college credits earned)	
Earned the minimum college-level academic credit hours and meet the minimum GPA on college-level academic courses for the institution type:	
Flagship	At least 30 credit hours AND 2.5 GPA
Statewide	At least 24 credit hours AND 2.25 GPA
Regional	At least 18 credit hours AND 2.0 GPA
HBCU	At least 18 credit hours AND 2.0 GPA
2-Year	No minimum requirements for transfer.
AND	
Completed a college-level general education English AND a college-level general education mathematics course with a grade of at least “C” in both.	
4) Have an Associate Degree	
Completed an associate degree (AAS, AA, AS, AALT, or ASLT) or higher.	
5) Adult Student (over age 25)	
Meets the institution’s admissions requirement for adult students.	
AND	
Meets minimum placement requirements for standalone mathematics OR English (AA 2.18).	

⁴Minimum standards for transfer besides the 12 college credits that include English and mathematics are left to the college-University parties. Bridge agreements may require more credits and/or higher GPA.

Additional Requirements for International Students

Students who graduated from a non-US high school must meet the following requirements in addition to regular admission requirements by institution type.

1) Demonstrate English Language Proficiency																			
Students from non-English-speaking countries or from non-English curriculum schools must demonstrate college-level English proficiency before admission. ⁶ All records must be in or officially translated into English.																			
<table border="1"><thead><tr><th colspan="2">English Proficiency for International Students</th></tr></thead><tbody><tr><td>TOEFL (paper-based)</td><td>550</td></tr><tr><td>TOEFL IB</td><td>79</td></tr><tr><td>IELTS</td><td>6.5</td></tr><tr><td>Duolingo</td><td>100</td></tr><tr><td>ACT English</td><td>18</td></tr><tr><td>SAT ERW</td><td>500</td></tr><tr><td>ACCUPLACER NG Writing</td><td>250</td></tr><tr><td colspan="2">Credit for a college-level English course equivalent to CENL 1013 or CENL 1023.</td></tr></tbody></table>		English Proficiency for International Students		TOEFL (paper-based)	550	TOEFL IB	79	IELTS	6.5	Duolingo	100	ACT English	18	SAT ERW	500	ACCUPLACER NG Writing	250	Credit for a college-level English course equivalent to CENL 1013 or CENL 1023.	
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Credit for a college-level English course equivalent to CENL 1013 or CENL 1023.																			
2) Be Admissible to Comparable Institution																			
Students must qualify for admission to a comparable university in their respective country as verified by that country's Ministry of Education.																			

⁵When comparable core courses are not evident, institutions must cite a nationally recognized resource (e.g., AACRAO, WES) demonstrating that the applicants have completed a program of study that would recommend them for admission to a comparable university in their country.

⁶Upon admission, students may be required to enroll in credit-bearing (but not-for-degree-credit) English as a Second Language coursework as determined by the institution.

Provisional Admission

Students should be fully admitted at the time they enroll. At their discretion, institutions may offer provisional admission to first-time first-year students in anticipation of the students meeting the admission standards by the time they begin classes as first-time first-year students. Institutions must have evidence that students meet all admission requirements, and the student record must reflect the final admission information showing eligibility for admission by the end of the first semester or term.

Admission by Exception

Any student who does not meet admission criteria as described above may be admitted by exception if the institution deems the student prepared to do satisfactory academic work at the institution to which they are applying. BoR will conduct regular audits of admission by exception to ensure compliance with this policy.

In addition to the BoR's minimum admission standards, institutions may adopt more specific or rigorous requirements for admission. When a student is admitted by exception to the institution's standards but still meets the BoR's minimum requirements, that student will not be classified as an admission by exception by BoR.

Allowable First-Year Exceptions

Institutions may admit by exception the following allowable percentage of first-year students who do not meet the BoR's minimum admission standards. The calculation of the number of first-year students representing the allowable percentage may be calculated from the previous year's (semester/term) entering class reported as enrolled as of the end of the semester/term.

Flagship:	4% (LSU)
Statewide:	6% (LA Tech, UL Lafayette, UNO)
Regional:	8% (LSU-A, LSU-S, McNeese, Nicholls, Northwestern, Southeastern, UL Monroe)
HBCU:	8% (Grambling, Southern BR, Southern NO)

Additional Exceptions for Non-Resident (Out-of-State and International) Students

A supplemental non-resident exception allowance provides institutions with an opportunity to further develop a geographically and culturally diverse class without restricting opportunities for equivalent exceptions that could otherwise be afforded to qualified Louisiana residents. To achieve this, institutions may enroll a maximum of one hundred (100) non-resident exceptions in addition to the maximum allowance provided in policy.

Summer Provisional Programs & Exception Status

First-time first-year students admitted by exception for the fall semester who participate in a university summer provisional program and successfully complete at least six (6) credits of college-level coursework, including at least one English or Math course (students with placement deficiencies in English and Math must complete both), and achieve at least a 2.3 Summer GPA and a grade of "C" or higher in English/Math, may be recoded as 'Not an Exception' for the Summer term. (Note: Summer and Fall first-time first-year students are combined as one entering cohort for IPEDS and BoR reporting.)

Allowable Transfer Exceptions

Institutions may admit by exception an allowable percentage of transfer students who do not meet the minimum transfer admission standards. The number of transfer students representing the allowable percentage may be calculated from the previous year's semester/term entering transfer class reported as enrolled as of the end of the semester/term.

Flagship:	4% (LSU)
Statewide:	8% (LA Tech, UL Lafayette, UNO)
Regional:	10% (LSU-A, LSU-S, McNeese, Nicholls, Northwestern, Southeastern, UL Monroe)
HBCU:	10% (Grambling, Southern BR, Southern NO)

Penalties for Exceeding Exceptions Limits

Based on audit findings, BoR may take action as it deems appropriate when the number of exceptions to the minimum standards exceeds the allowance. Penalties will be graduated in accordance with the degree, repetition, and/or systemic nature of the violation, as BoR determines.