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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Wednesday, August 23, 2023

11:15 a.m.

Claiborne Building, 1st Floor
Thomas Jefferson Rooms A&B 1-136
1201 North Third Street
Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. Routine Staff Approvals
 - B. 2023-2024 Course Articulation Matrix
- IV. Academic Programs
 - A. AAS Emergency Medical Services Paramedic – Nunez Community College
 - B. AAS Medical Laboratory Technician – Louisiana Delta Community College
 - C. BSN Nursing (RN to BSN) – Louisiana Tech University
- V. Other Business
- VI. Adjournment

Committee Members: Blake R. David, Chair; Stephanie A. Finley, Vice Chair; Christian C. Creed; Darren G. Mire; Gary N. Solomon Jr.; Terrie P. Sterling; Samuel T. Gil (student member); LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative
Staff: Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation

AGENDA ITEM III.A.

Routine Academic Requests & Staff Approvals

| Institution | Request |
|--------------|--|
| LA Tech | Request to change the name of the College of Education to the College of Education and Human Sciences to better align the college name with the research, instruction, and service activities of the various units within the College. Approved. |
| LSU A&M | Request to change the CIP code of the MS and PhD in Agricultural Economics from 01.0103 (Agricultural Economics) to 45.0603 (Econometrics and Quantitative Economics). While the program titles align with the title of the current CIP code, the proposed CIP code's US Department of Education definition better aligns with the focus and content of the programs' curricula and research. Approved. |
| LSU A&M | Request to change the CIP code of the Master of Landscape Architecture (MLA) from 30.3301 (Sustainability Studies) to 04.0601 (Landscape Architecture) to align with the Bachelor of Landscape Architecture CIP and to better align the CIP with the program's content and focus. Approved. |
| Northwestern | Request to establish an Undergraduate Certificate (UC) in Medical Humanities (CIP 51.3204) with a progress report due October 1, 2024. Approved. |
| UL Lafayette | Request to offer the BS in Criminal Justice (CIP 43.0104) 100% online. Approved. |
| UL Lafayette | Request to change the name of the Department of Civil Engineering to the Department of Civil and Environmental Engineering to more accurately represent the focus of the department and degree programs offered within the department. Approved |
| UL Monroe | Request to establish an Undergraduate Certificate (UC) in Spanish for Medical Personnel (CIP 16.0905) with a progress report due October 1, 2024. Approved. |
| SUNO | Request to change the Department of Nursing into the School of Nursing to provide a more independent administrative structure in support of the institution's new BS Nursing. The current Department Chair position will become a Dean position who will report directly to the Vice Chancellor for Academic Affairs. Approved |

AGENDA ITEM III.B.

AY 2023-2024 MASTER COURSE ARTICULATION MATRIX and LOUISIANA COMMON COURSE CATALOG

STAFF SUMMARY

The Board of Regents developed the Master Course Articulation Matrix (Matrix) in 2003 as a resource for students who plan to transfer to public postsecondary institutions in Louisiana and to 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 each academic year.

ACT 308 (2022) substantively clarified and expanded ACT 356 (2009) around the transfer of students and articulation of credit amongst public postsecondary institutions. This 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.

BoR staff worked in concert with the Statewide Articulation Transfer Council to implement the requirements of ACT 308 (2022). This year Regents staff also began developing an online-based interactive application that allows course equivalencies across institutions to be more transparent. Regents staff have also developed new processes for campus submissions to the matrix, and these are now currently in use for the 2023-2024 matrix.

The 2023-2024 Matrix accurately reflects the current statewide articulation of those academic courses that have been approved by this new process. This year, Centenary College, a private institution, will be added to the institutions on the matrix. The 2023-2024 matrix will be posted on the website as a link to the online interactive platform rather than an Excel spreadsheet for the first time since the development of the matrix.

STAFF ANALYSIS

This year’s version of the matrix includes numerous course rubrics and number changes. Regents’ staff will continue to work with Chief Articulation Officers and faculty representatives from each institution to 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 to ensure the full functioning of the new Universal Transfer Pathways.

Finally, the new online matrix has the potential to be a game-changer for all who use it; this user-friendly application will make it very easy for all stakeholders to use this instrument to help guide their transfer questions.

The Articulation Matrix and the Louisiana Common Course Catalog are available upon request or may be accessed on the Regents website in the Academic Affairs, Articulation and Transfer section 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) and the new online application, Regents looks forward to supporting continuing efforts to expand the numbers, increase opportunities and ease the journey of our transfer students.

STAFF RECOMMENDATION

Senior Staff recommends approval of the Academic Year 2023-2024 Master 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 IV.A.

Proposed Associate of Applied Science in Emergency Medical Services – Paramedic Nunez Community College

Background Information

Nunez Community College (Nunez) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Emergency Medical Services – Paramedic. The proposal was approved by the Louisiana Community and Technical College System (LCTCS) Board of Supervisors and then submitted to Regents for consideration. The proposal was then favorably reviewed by Chief Academic Officers statewide.

Staff Summary

Accrediting bodies at the national level (National Registry of Emergency Medical Technicians NREMT, Commission on Accreditation of Allied Health Education Programs CAAHEP, and the Committee on Accreditation of Educational Programs for the Emergency Medical Service Professions COAEMSP) have indicated that the field of Emergency Medical Services (EMS) will begin requiring a degree for those entering the field in the coming years. The accrediting body for EMS (CAAHEP) has noted at recent conferences that the EMS field is the only medical field that currently does not require a degree to enter the field and there are efforts underway to change this. Nunez aims to make this degree program available as soon as possible to ensure it is fully implemented when the degree becomes a requirement for the profession.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Workforce Demand and Job Opportunities:** According to Lightcast data, overall employment of EMT's and paramedics in Louisiana is projected to grow by more than 20 percent by 2030. This growth pattern is mirrored nationally, with the Bureau of Labor Statistics projecting 20,000 EMT and paramedics openings each year over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

| Occupation | LWC Star Rating ¹ | Current Jobs ² | Projected Jobs 2033 ² | % Change ² | Average Salary ¹ |
|--|------------------------------|---------------------------|----------------------------------|-----------------------|-----------------------------|
| Emergency Medical Technicians and Paramedics | 4-star | 1,051 | 1267 | 20.6 | \$43,220 |

¹Source – LWC

²Source – Lightcast

- b. **Curriculum Alignment with Employer Needs:** The proposed AAS aims to aid in addressing the regional and national shortage of individuals in the EMS workforce and to meet revised professional requirements. Nunez's Emergency Medical Services Education (EMSE) faculty and the College's Advisory Board consulted with potential employers who expressed interest in allowing their employees the opportunity to return to school to obtain an AAS if they chose to further their education. The knowledge, skills, and abilities (KSAs) incorporated into the course content directly align with those identified by the US Department of Labor for Paramedic and related professions.
 - c. **Same or Similar In-State Programs:** One similar successful program exists at South Louisiana Community College where they average 41 graduates per year. This will be the first AAS EMS program aimed at serving the southeast region of the state.
 - d. **Student Enrollment and Completion:** The program will be marketed to students through education

recruitment drives at high-schools including dual-enrollment programs. The program will also be promoted at community events and through community partners who may employ potential students.

| | Year 1 | Year 2 | Year 3 | Year 4 |
|------------------------------------|--------|--------|--------|--------|
| TOTAL Estimated Program Enrollment | 26 | 28 | 35 | 45 |
| TOTAL Estimated Program Graduates | 10 | 8 | 10 | 15 |

2. **Resources:** The major content of this proposed degree is already offered in certifications at Nunez; therefore, no additional resources would be necessary to implement the program. Current departmental funds, facilities, faculty, support, and related resources will support the new associate degree. The new program will not affect the administrative structure of the College.

| | Current | Needed | Additional Costs |
|--|--|------------------------------------|------------------|
| Faculty | Currently faculty and staff can provide the needs of the proposed program. | None projected. | \$0 |
| Physical (Facilities, Equipment, Library, & Technology) | Existing facilities are adequate to support the program. | No additional resources projected. | \$0 |
| Student Support | Existing resources will support the needs of the program. | No additional resources projected. | \$0 |

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
- **Accessibility:** Courses for the proposed program would be offered either face-to-face, web-based or hybrid. The program has adjusted scheduling for students to be able to attend courses without changing current work schedules.
 - **Affordability:** The college currently has a policy in place for accepting prior learning assessments. All general education courses utilize Open Educational Resources (OER). Some community partners are providing financial assistance to their current employees for the program (tuition, books, supplies).
 - **Partnerships:** Nunez’s EMSE program currently has partnerships with clinical sites (Ochsner Health Care, LCMC Health Care, West Jeff Medical Center, East Jeff Hospital, St. Bernard Parish Hospital, Tulane Medical Center, Tulane-Lakeside Medical Center, University Medical Center New Orleans, Children’s Hospital of New Orleans) as well as partnerships with field agencies (City of New Orleans EMS, West Jeff EMS, East Jeff EMS, Gretna Police EMS, St. Charles EMS, Acadian Ambulance Service, A-Med Ambulance Service). These partners provide internships, field practicums and potential employment upon completion of the program. In addition, there is local vested interest in the program through various 1st responder agencies including St. Bernard Fire Department, Slidell Fire Department, Mandeville Fire Department.
 - **Work-based Learning:** Work-based learning occurs with internships that provide the student with experience and training while completing the program. Some facilities providing internships include Ochsner Health Care, LCMC Health Care, West Jeff Medical Center, East Jeff Hospital, St. Bernard Parish Hospital, Tulane Medical Center, Tulane-Lakeside Medical Center, University Medical Center New Orleans, Children’s Hospital New Orleans.

- **Other program attributes that contribute to closing the achievement gap with underserved populations:** Within industry partnerships Nunez is attempting to promote the program towards the adult learners (non-traditional 25+ years old) by closing the achievement gap focused on that population age.

Staff Analysis

There is currently a statewide and national shortage of individuals wanting to join the EMS workforce. By offering the AAS degree, Nunez would provide potential students the opportunity to have a college degree to accompany their training and allow students to continue their studies at a four-year institution if they wish to further their education. The program can be implemented with zero cost to the institution.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Associate of Applied Science in Emergency Medical Services – Paramedic (CIP 51.0904) at Nunez Community College, with a progress report due October 1, 2024.

AGENDA ITEM IV.B.

Proposed Associate of Applied Science in Medical Laboratory Technician Louisiana Delta Community College

Background Information

Louisiana Delta Community College (LDCC) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Medical Laboratory Technology. The proposal was approved by the Louisiana Community and Technical College System (LCTCS) Board of Supervisors and then submitted to Regents for consideration. The proposal was then favorably reviewed by Chief Academic Officers statewide.

Staff Summary

The pandemic took a toll on health care workers, worsening already existing shortages in the medical profession. Now that the pandemic has waned, health care workers are leaving the profession at record numbers and fewer college students are enrolling in training programs to meet the imperative need. In response to these challenges, LDCC applied for and received funding through the Congresswoman Julia Letlow FY23 Community Projects grant to develop a program that will not only help to fill the gaps but create a new and different pathway to train Medical Lab Technicians and Medical Lab Scientists. Through interwoven efforts, area high schools, LDCC, ULM and the Edward Via College of Osteopathic Medicine (VCOM) medical school will remove existing barriers for a broader segment of the population.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Workforce Demand and Job Opportunities:** The need for this program was identified by Congresswoman Julia Letlow who represents Louisiana's 5th Congressional District where LDCC is located. The country is suffering critical shortages in the medical profession, so much so that LDCC received congressional dollars to address the demand. LDCC received letters of support from Edward Via College of Osteopathic Medicine, the Monroe Chamber of Commerce, Ouachita Parish School Board, the University of Louisiana Monroe, the City of Monroe, the City of West Monroe, the West Monroe Chamber of Commerce, and Laboratory Management Services for implementation of the program.

| Occupation | LWC Star Rating ¹ | Current Jobs ² | Projected Jobs 2027 ² | % Change ² | Average Salary ¹ |
|--|------------------------------|---------------------------|----------------------------------|-----------------------|-----------------------------|
| Clinical/Medical Laboratory Technician | 4-star | 257 | 270 | 5.4 | \$57,300 |

¹Source – LWC

²Source – Lightcast

- b. **Curriculum Alignment with Employer Needs:** LDCC developed the curriculum for the proposed program in partnership with their current Allied Health Advisory Board, their regional Northeast LA Healthcare Alliance and industry partners. In September, LDCC will host a joint advisory meeting with ULM and members of their current advisory committee. Additionally, biannual advisory meetings with industry will be held to update program requirements, track employee status and success of the program. The program director will work with industry partners on a regular basis for detailed feedback on student success, and based on the advisory committee feedback, additional certifications or credentials may be added.
 - c. **Same or Similar In-State Programs:** Though similar programs exist at South Louisiana Community College in Lafayette and at Southern University at Shreveport, this will be the first AAS in Medical Laboratory Science program located in the northeast region of the state.

- d. **Student Enrollment and Completion:** LDCC used various methods to determine interest in the proposed program including college and job fairs, open houses, dual enrollment applications, and student-initiated admission inquiries. The program director, faculty, and staff will work with local high schools to increase program awareness, and joint marketing efforts with ULM and LDCC will focus on enrollment opportunities.

| | Year 1 | Year 2 | Year 3 | Year 4 |
|------------------------------------|--------|--------|--------|--------|
| TOTAL Estimated Program Enrollment | 10 | 15 | 18 | 17 |
| TOTAL Estimated Program Graduates | 0 | 0 | 5 | 5 |

2. **Resources:** All year 1 implementation costs will be covered by funding received from the Congresswoman Julia Letlow FY23 Community Projects grant (including new equipment, tuition and fees for a 20-student cohort, new support services and new faculty salary). Any remaining funding will be used for year 2. As recognition of the program grows, enrollment will grow due to the demand for employment. The college foresees tuition and fees will be used to sustain the program in the future.

| | Current | Needed | Additional Costs |
|--|--|---|--------------------|
| Faculty | LDCC will hire a program director to oversee and teach all MLT courses in the program. | 1 FTE | \$109,500 per year |
| Physical (Facilities, Equipment, Library, & Technology) | Existing buildings will be used to support the program. | New equipment and supplies will be purchased for startup of the program. | \$431,228 Year 1 |
| Student Support | Existing resources will support the needs of the program. | Additional wrap around services such as intensive tutoring, advising, and mentoring will be provided. Tuition and fees will be provided to cohort students. | \$116,195 per year |

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 proposed program has a high school dual enrollment component as well as a defined pathway from associate to terminal degree and exit points along the way.
- **Affordability:** The program will seek financial support for student participants beyond the pilot year. Open education resources will be used for each course in an effort to make the program more affordable to students. Additionally, prior learning assessment and transfer articulation will be utilized when possible.
- **Partnerships:** Upon completion of the AAS in Medical Laboratory Technician, students will have the opportunity to transfer into the Medical Laboratory Science (MLS) program at ULM. Edward Via College of Osteopathic Medicine will also be encouraged to visit students once they transition into the MLS program to discuss the opportunity for enrollment into their Doctor of Osteopathic Medicine program. The partnership with ULM will also result in a joint career fair and joint industry partner

visits to the program throughout the year to increase placement opportunities.

- **Work-based Learning**: Students in the proposed program will have the opportunity to work in their field while pursuing their degree through apprenticeships in partnerships with Glenwood Regional Medical Center, St. Francis Medical Center, and Ochsner/LSU Health System Monroe.
- **Other program attributes that contribute to closing the achievement gap with underserved populations**: This program provides wrap-around support in the form of transportation, childcare and tutoring services, and will create an accelerated path to a work-ready credential and/or bachelor's degree.

Staff Analysis

The proposed AAS in Medical Laboratory Technician is intended to serve both high school dual enrollment students as well as mid-career individuals providing multiple avenues for employment opportunity to inject more people into the workforce, sooner, as they continue along their educational journey.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Associate of Applied Science in Medical Laboratory Technician (CIP 51.1004) at Louisiana Delta Community College, with a progress report due June 1, 2024.

AGENDA ITEM IV.C.

Proposed Bachelor of Science in Nursing (RN to BSN) Louisiana Tech University

Background Information

Louisiana Tech University (LA Tech) requests Board of Regents' approval to offer a Bachelor of Science in Nursing (RN to BSN). The proposal was approved by the University of Louisiana System (ULS) and submitted to Regents for consideration. The proposal was then favorably reviewed by Chief Academic Officers statewide.

Staff Summary

The proposed RN to BSN is a post-licensure professional degree completion program for nurses who want to continue their education beyond the associate degree level. The benefits of the BSN include greater earning potential, career advancement in administration and specializations, and greater hiring demand from hospitals. The RN to BSN program proposed by LA Tech is intended to complement the institution's highly successful Associate of Science in Nursing (ASN) degree. Coupling the ASN program with the proposed RN to BSN will provide a seamless path for nursing students who desire to complete the required pre-licensure program (ASN), take the licensure exam (NCLEX-RN), and begin working as a registered nurse while completing the RN to BSN coursework. This program will provide the richness of perspectives from humanities, social sciences, and natural sciences, as well as the opportunity to learn with other disciplines. The program's curriculum will align with the core competencies recommended by the Institute of Medicine (IOM) and the American Association of Colleges of Nursing Essentials. The Accreditation Commission for Education in Nursing (ACEN) is the accrediting body of the Division of Nursing's ASN program. The proposed RN to BSN requires a Candidacy Eligibility Packet to be submitted to ACEN and a mini self-study that will be completed as part of the process to ensure the program addressed distance learning BSN criteria according to ACEN standards. The projected date of accreditation is 2026. The institution will also seek approval from the Louisiana State Board of Nursing in accordance with regulatory requirements.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Workforce Demand and Job Opportunities:** The Louisiana Nurse Supply report (2021) found 62% of Louisiana's nurses have a baccalaureate or higher degree in nursing. This is well below the target of 80%. Fifty-two (52%) percent of newly licensed RNs surveyed by the LA State Board of Nursing (2021) were prepared at the associate degree level. Seventy-nine (79%) of those surveyed plan to advance their education. The American Association of Colleges of Nursing (AACN) reported 27% of hospitals are requiring new hires to have the BSN and 71.1% reported strong preference for BSN graduates.

| Occupation | LWC Star Rating ¹ | Current Jobs ² | Projected Jobs 2030 ² | % Change ² | Average Salary ² |
|------------------|------------------------------|---------------------------|----------------------------------|-----------------------|-----------------------------|
| Registered Nurse | 5-star | 44,519 | 47,997 | 8% | \$77,600 |

¹Source – LWC

²Source – Lightcast

- b. Curriculum Alignment with Employer Needs: The student learning outcomes for the proposed program directly align with the career ready competencies identified by the National Association of Colleges and Employers (NACE). The knowledge, skills, and abilities (KSAs) incorporated into the course content directly aligns with those identified by the US Department of Labor. For example, critical thinking, digital technology, quality control, communications, and planning.
- c. Same or Similar In-State Programs: While other institutions around the state offer RN to BSN programs, the expansion of this degree is needed to assist the statewide efforts to address Louisiana’s shortage of bachelor’s degree trained nurses.
- d. Student Enrollment and Completion: Projected enrollment is set at 25 students in year one increasing to 133 in year four based on the ASN program postgraduate survey data indicating 95% of recent grads intend to enroll in an RN to BSN program within one year of graduation. In addition, articulation agreements with community college partners also provide a strong pipeline of prospective students.

| | Year 1 | Year 2 | Year 3 | Year 4 |
|------------------------------------|--------|--------|--------|--------|
| TOTAL Estimated Program Enrollment | 49 | 105 | 119 | 133 |
| TOTAL Estimated Program Graduates | 0 | 49 | 56 | 64 |

- 2. **Resources**: The approximate cost of the proposed program represents the salary and related benefits associated with hiring two full-time faculty beginning in year one along with some equipment, travel, and supply expenses. Anticipated revenue generated through enrollment will adequately cover the cost to sustain the program.

| | Current | Needed | Additional Costs |
|--|---|--|--|
| Faculty | Existing faculty will begin the development and implementation of the program. | The institution plans to hire two new full-time faculty members in year one. | Year 1+: \$200,564 |
| Physical (Facilities, Equipment, Library, & Technology) | Existing facilities are adequate to support the program. | The institution anticipates having moderate implementation costs of equipment, travel and supplies | Year 1: \$19,820 Year 2+: \$6,375 |
| Student Support | Existing resources will meet the needs of the program for the foreseeable future. | No additional resources projected. | \$0 |

- 3. **Master Plan Priorities**: The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
 - **Accessibility**: The program will be offered online in an asynchronous mode of delivery. The curriculum layout is designed to provide students with flexibility in course delivery that meets the needs of working registered nurses.
 - **Affordability**: The RN to BSN program addresses employer needs for a nursing workforce educated at the baccalaureate level and beyond. As a result, the majority of employers across the region will provide tuition assistance for nurses working in their facilities to advance their education through RN to BSN programs. The Tech Online fee structure will allow flat rate tuition and faculty will work with library services to offer open educational resources to minimize cost to students.
 - **Partnerships**: The proposed degree program will continue to work with the Division of Nursing through the Nursing Advisory Board to provide insight and employment opportunities. The institution

has established articulation agreements with Louisiana Delta Community College and Bossier Parish Community College to provide a pipeline of prospective students.

- **Work-based Learning**: Students in the RN to BSN program will be licensed registered nurses and their work experiences will be woven into the course requirements of the nursing courses.
- **Other program attributes that contribute to closing the achievement gap with underserved populations**: Underserved populations will be able to complete this program through online asynchronous delivery allowing for flexibility as adult learners.

Staff Analysis

The proposed RN to BSN will allow Louisiana Tech University to provide students with a post-licensure professional degree that will enable expanded employment opportunities with greater earning potential, career advancement in administration and specializations in the field of nursing. The program will provide an additional avenue for students to become nurses trained at the four-year degree level.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Bachelor of Science in Nursing (RN to BSN) (CIP 51.3801) at Louisiana Tech University, with a progress report due October 1, 2024.