REGENTS

BOARD *of* REGENTS
STATE OF LOUISIANA

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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
Wednesday, September 20, 2023
11:00 a.m.

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, LA 70802

I.   Call to Order

II.   Roll Call

III.   Consent Agenda

    A. Routine Staff Approvals

IV.   New Center of Research Excellence for the Study of Invasive Species – LSU A&M and

      LSU AgCenter

V.   2023 Statewide Strategic Academic Planning

VI.   Other Business

VII.   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

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Institution	Request
River Parishes Community College	Request to offer the CAS in Medical Coding Specialist (CIP 51.0707) and the AAS in Drafting and Design Technology (CIP 15.1301) 100% online. **Approved**.
LSU A&M	Request to establish a Graduate Certificate (GC) in Agribusiness (CIP 52.0203) with a progress report due October 1, 2024. **Approved**.
LSU Alexandria	Request to offer the BA in History (54.0101) and the BS in Elementary Education (13.1202) 100% online. **Approved**.
LSU Alexandria	Request to establish an Undergraduate Certificate (UC) in Echocardiography (CIP 51.0910) with a progress report due October 1, 2024. **Approved**.
Southern University at New Orleans	Request to offer the BS in Forensic Science (CIP 43.0406), the MSW in Social Work (CIP 44.0701), the BS and MS in Computer Information Systems (CIP 11.0401) and the BS in Business Administration (CIP 52.0201) 100% online. **Approved**.
Grambling State University	Request to offer the MA in Mass Communication (CIP 09.0102) and the MAT in Special Education & Special Ed. M/Moderate Grades 6-12 (CIP 13.1205) 100% online. **Approved**.
McNeese State University	Request to offer the BS in Early Childhood Education Grades PK-3 (CIP 13.1210) and the BS in Elementary Education Grades 1-5 (CIP 13.1202) 100% online. **Approved**.
University of Louisiana at Lafayette	Request to offer the BSBA in Marketing (CIP 52.1401) and the MEd in Special Education, Gifted (CIP 13.1004) 100% online. **Approved**.
University of New Orleans	Request to offer the MS in Hospitality and Tourism Management (CIP 52.0901), the BA and MA in English (CIP 23.0101), the MFA in Creative Writing (CIP 23.1302) and the BA in Philosophy (CIP 38.0101) 100% online. **Approved**.

Initial Approval and Conditional Designation as a Center of Research Excellence
Louisiana State University and Louisiana State University Agricultural Center
Center of Research Excellence for the Study of Invasive Species

Background Information
The Board of Regents Center of Excellence designation was established by the Board in June 2013 and signifies that the designated unit is a statewide academic, research, or workforce leader in its focus area. All Centers of Excellence must demonstrate the following attributes: a strong performance record, a clearly and finitely defined area of expertise, a range of opportunities in its area of designation (academic, research, or workforce), be engaged with the greater community, and be a hallmark of the institution recognized as uniquely strong in its focal area. A Center of Research Excellence is a highly specialized research unit that is well supported through external funding and partnerships, develops new knowledge, enhances the research productivity of faculty, integrates education and research, and positively impacts economic development in the state.

Louisiana State University (LSU) and the Louisiana State University Agricultural Center (LSU AgCenter) are jointly requesting initial approval of the proposed center and Center of Excellence designation of the Center of Research Excellence for the Study of Invasive Species. The request was approved by the LSU Board of Supervisors and submitted to Regents for consideration.

Staff Summary
1. Description
The lower Mississippi River Delta region is vulnerable to threats from invasive species both because the large volume of trade through ports makes it a likely route of introduction of invasive species, and because climatic, agricultural, and geographical features of the region make it susceptible to impacts from the establishment of invasive species. The importance of protecting this shipping corridor from disruptions is critical to national and international food security. The proposed Center will address these threats through a proactive and collaborative approach. Currently, there are no coordinated efforts among states in the lower Mississippi River Valley region to address invasive pest concerns affecting agriculture and regional economies. While the National Invasive Species Council within the U.S. Department of the Interior works in this field, currently there is not an active collaborative research center within this region with multistate initiatives addressing non-native pest species.

The proposed Center will bring together scientists from the LSU College of Agriculture, the LSU AgCenter Research Stations, the LSU College of Science, the LSU College of Coast & the Environment, Southern University, UL Lafayette, and Nicholls State University, with the main objective of providing pioneering and transformational solutions to problems associated with invasive species in the lower Mississippi Delta region and mitigating the harm caused by these organisms. The Center will primarily be a research initiative but also will include education and outreach efforts. The Center will support the development of innovative and collaborative research, promote translation of research into management practices or changes in policies, foster the training of students or practitioners with a holistic approach to address invasive species issues, and provide opportunities to increase collaborations among research teams.

2. Objectives and Evidence of Excellence
The LSU AgCenter is working with the Louisiana congressional delegation and other key congressional agriculture leaders in Washington, D.C., to find a possible solution to mitigate the economic, environmental and social threats that new non-native pest species could create to the safety and security of U.S. food and natural resources. The final resolution would be the inclusion of language in the Farm Bill to expand the authorization to $50M (up from $30M), providing funding opportunities for public institutions of higher education to support agricultural research, extension and teaching opportunities in this area.

The Center will seek cooperation with appropriate governmental and non-governmental agencies or organizations whose missions or mandates align with those of the Center. In addition, the Center will provide a framework for the creation of the Mississippi River Invasive Species Consortium, with the LSU AgCenter working as the coordinating institution for research, education, and outreach efforts involving partner institutions in states along the Mississippi River. The approaches to fostering collaboration with partner institutions will include a semi-annual conference on invasive species and coordinated requests for funding from appropriate state and federal agencies and private sources.

Over the next few years, the objectives of the Center for Invasive Species are to establish a multi-state Invasive Species Consortium, organize biannual meetings of the Consortium members, develop interdisciplinary courses and academic programs on invasive species – available to all academic institutions in Louisiana, develop educational materials on invasive species and methods of mitigation and training to extension agents, secure funding for undergraduate and graduate students to study invasive species and to participate in research activities, and to submit 2-3 collaborative proposals per year for extramural funding.

3. Resources and Administration
The Center of Research Excellence for the Study of Invasive Species in the Mississippi River Watershed will function as a virtual center. Member scientists may be domiciled in different units or campuses but will collaborate on grant proposals, research projects, research prioritization efforts, graduate and undergraduate student training, and education efforts. The Center will be directed by senior AgCenter faculty members, with support from appropriate senior campus administrators. Center members will be aligned in cross-disciplinary sectors (to be determined) to facilitate effective partnership and targeted grantsmanship. An Advisory Board will be developed and include senior representatives from non-governmental organizations, state and federal agencies, key commodity and industry stakeholders, and appropriate campus representatives. The proposed Center will have no anticipated impact on campus structure.

4. Funding and Budget
LSU scientists studying invasive species have secured nearly $24 million in external funding over the past five years. Currently, all funds committed to this Center of Excellence are allocated from the AgCenter's existing budget. Total revenue secured for the next five years amounts to approximately $22 million annually from committed state appropriations, federal grants, and awards. Ongoing research initiatives include work on feral hogs with support from the Louisiana Soybean and Grain Board commodity ($40,000), Roseau cane scale support through USDA-APHIS ($1.6M current with more than $7.6 million funded in the past 6 years), USDA-NIFA support of more than $665,000 for insect management projects, commodity board support of more than $475,000 for pest and disease management, and various other industry, agency, and partner university projects. Revenue far exceeds costs associated with the Center for the next five years. Costs include faculty, graduate and research assistantships, and other supplies and needed resources.

Staff Analysis
LSU A&M, the LSU AgCenter, and their collaborative partners seek to address state and national interests by leveraging significant external funds to conduct solution-oriented research on invasive species in the Mississippi River Delta region. A tradition of excellence in securing external funding and research in this area will position LSU to lead the state and the nation in this work.

STAFF RECOMMENDATION

Senior Staff recommends approval of the Center of Research Excellence for the Study of Invasive Species with conditional designation as a Center of Research Excellence for a period of two years. A request for continued authorization and designation as a Center of Research Excellence is due October 1, 2025.

AGENDA ITEM V.

2023 Statewide Strategic Academic Planning

Background Information

The Louisiana Constitution of 1974 gives the Board of Regents the responsibility to approve, disapprove, or modify all existing and proposed degree programs and administrative units of Louisiana's public colleges and universities. In October 2021, Regents approved revisions to Academic Affairs Policy 2.04: Academic Planning and Degree Program Proposals (AA 2.04) aimed at improving the efficiency and effectiveness of the program proposal process. These revisions include the creation of an annual academic planning process requiring that all institutions submit a three-year academic plan that provides a list of intended new programs at the associate level and above along with other relevant information on recently approved programs, low completer programs, and planned program terminations.

This is the first year that we have been able to carry out a full state-wide multi-year review. Last year, the inaugural year, included only one year planning submissions. This process does not replace the campus development of individual degree program proposals. Instead, it is designed to give Regents a comprehensive programmatic review of institutional plans, together with an analysis of how those plans will impact labor market needs across regional labor market areas and across the state.

Staff Summary

Process

Policy requires that a three-year academic plan be developed annually by each public institution in the state. This year's plans underwent review and approval at the system level and were then submitted to Regents for assessment. Plans were then circulated to Chief Academic Officers (CAOs) statewide, Regional Economic Development Organizations, and a representative from Louisiana Economic Development for review and comment.

In February, Regents staff hosted a statewide webinar for Chief Academic Officers to review the academic planning process and resources provided to support their planning activities, including their Regents-funded access to Lightcast Labor Analytics and the online interactive statewide curriculum inventory. Institutions were provided with an academic plan template requiring an executive summary, a list of planned new programs, a review of recently approved degree programs, programs with a low number of graduates, and planned program terminations. For this second year of implementation of the new academic planning process, institutions were required to submit a list of planned programs for the coming year and programs they are exploring for years 2 and 3.

Planned New Programs

The purpose of institutional academic planning is to facilitate the efficient statewide coordination of academic degree program offerings. The annual academic planning process provides the opportunity for collaboration and partnership among institutions, encourages innovation in program design to meet employer and student needs, and minimizes unnecessary program duplication.

A list of planned new degree programs for the coming year is enclosed in Attachment A.

Staff reviewed the proposed program list, in consultation with Regional Economic Development Organizations, Louisiana Economic Development, and supplemented those discussions with Academic Affairs' detailed labor market gap analysis. The gap analysis was based on real-time position postings and current and forecasted employment data provided by Lightcast, a national data market labor company that partners with higher education entities. Regents staff carried out the analysis both at the state and the Regional Labor Market Area (RMLA) level.

A summary of the labor market gap analysis is enclosed in Attachment D.

The analysis of Lightcast data sheds light not only on statewide needs, but also on specific regional foci. The analysis provides insight into needed occupations, together with those areas of skill and knowledge that are currently in demand in certain areas of the state.

Based on that gap analysis, the programs that comprise this year's academic plans will make a positive contribution to the needed educational capacity surfaced by this analysis in each region and across the state. Once created, the programs will serve critical statewide needs in areas such as Healthcare, Teaching, Web and Software Development, Cybersecurity, and Data Science. They will also fill important regional needs, such as Nursing, Counseling, and Engineering.

Academic Affairs staff will make the labor-market analysis available to management board staff and leadership at each institution. The analysis, and customized real-time Lightcast reports, will be available to be utilized as part of the upcoming year's Academic Planning work, and also during the creation process for programs that will be proposed for approval during this coming year. BOR has provided institutions with their own access to the Lightcast platform.

This year's Academic Planning process highlights a variety of ways in which our institutions might partner in the creation of new educational experiences. This coming year the Academic Affairs team will facilitate regional cross-system discussions to explore how new partnerships might strengthen existing and future planning.

Next Steps for Program Approval

For each of the 54 programs listed in Year 1 of the academic plans, institutions must submit their full proposal documents. These proposal documents will contain detailed information about employment trends as well as how the curriculum will meet the needs of that industry sector in their region. These proposals will then undergo the standard rigorous statewide review and analysis process before coming before the Board for final approval.

Review of Existing Programs

As part of the academic planning process, institutions are asked to consider the value and performance of their full inventory of programs. Institutions provided updates on recently approved programs, plans for low completer programs, and requested program terminations.

- Recently Approved Programs

Regular progress reports are required for every new academic degree program until the program can demonstrate sustainability. Staff evaluate program enrollment, completion, accreditation, and other related factors. When new programs are not succeeding as expected, Regents staff work directly with institutions to determine whether action can be taken to improve program performance or if the program should be terminated.

Institutions submitted five years of enrollment and completer numbers when available for those newly approved programs that still require regular progress reporting. Attachment B is a summary of the status of those programs with progress reporting requirements for this year.

- Terminations

Nine institutions submitted requests to terminate a total of twenty-eight programs at or above the associate level. Most of these requests resulted from institution review of programs with low enrollment and completion numbers. Other terminations reflect adjustments in institutional offerings to ensure program alignment with student and employer needs and standards in their respective fields. Attachment C is a list of these program termination requests.

- Low Completer Programs

Regents sets thresholds for the number of graduates various degree program types are expected to produce to be considered viable. Those programs that do not meet those thresholds, excluding new programs still in the implementation phase, are considered low completer programs. The thresholds are as follows:

Completer Thresholds (3 yr avg)	
Associate, Bachelor's, Ugrad Level Certs.	8 STEM, 10 non-STEM
Master's, Grad Level Certs.	5 STEM, 6 non-STEM
Doctorate, Post-Doc Level Certs.	2 STEM, 2.5 non-STEM

Institutions were required to provide a full list of all low completer programs along with justification for keeping the programs and plans to increase enrollment and completion. Staff continue to work directly with each institution on the full evaluation of low completer programs.

Staff Analysis

The academic planning process has proven useful in analyzing the statewide and regional perspectives on the development of new academic degree programs. The inclusion of the review of recently approved programs and those programs that are not producing graduates as expected provide the institution, systems, and Regents with a fuller picture that facilitates planning to strengthen the state's program inventory. The planning process, including the statewide review of the plans, has revealed opportunities for collaboration and partnership between the state's two- and four-year institutions.

The academic plans submitted this year were created in collaboration with industry partners and are based on workforce demand. In the time since the plans were developed, institutions have gained increased access to robust workforce data through Lightcast, which will allow more in-depth workforce demand analysis during the upcoming planning process. Staff will work with systems and institutions to support engagement with Regional Economic Development Organizations (REDOs) as needed. Regents staff will also continue to work with institutions to identify opportunities for partnership and cross campus collaboration early in the upcoming planning process.

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STAFF RECOMMENDATION

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Senior Staff recommends the Board take the following actions on the 2023-2024 institutional academic plans:
- **Receive and accept the year one list of planned new degree programs.**
- **Receive and accept the progress report on recently approved programs.**
- **Approve the requested program terminations.**

Attachment A – Planned New Programs Year 1 (2023-2024)

RLMA	Institution	Program Name	High Need Field
1	Delgado	AAS Cardiovascular Technology*	Healthcare
		AA Homeland Security and Emergency Management	
	LSUHS-NO	PhD Biomedical Sciences*	Healthcare/STEM
		PhD Counselor Education and Supervision*	Education
	Nunez	None	
	SUNO	BS Data Science*	IT
		BS Cardiopulmonary Science*	Healthcare
		BA Music	Social Service
		BS Public Health	Healthcare
	UNO	BS Neuroscience	STEM
2	BRCC	AAS Physical Therapy Assistant*	Healthcare
		AAS Occupational Therapy Assistant*	Healthcare
		AAS Respiratory Therapy Technician*	Healthcare
		AAS Echocardiography	Healthcare
	LSU A&M	BA Energy, Environment and Sustainability	STEM
		BA Honors Interdisciplinary	
		BM Music Therapy*	Healthcare
		MID Interior Design	
		MS Architecture*	STEM
	NTCC	None	
	RPCC	AS Forensic Science	Social Service
		AAS Health Information Management	Healthcare
	Southeastern	BS Educational Studies	Education
		MS Occupational Safety, Health, and Environment Management*	STEM
		MS Physician Assistant Studies*	Healthcare
	SUBR	DPP Public Policy*	Social Service
		PsyD Psychology*	Social Service
3	Fletcher	AAS Cardiovascular Sonography	Healthcare
		AAS Histology Technician	Healthcare
	Nicholls	BS Engineering Technology*	Engineering
		MA History	Social Service

These programs were also listed on Year 1 of the 2022 Academic Plans.

RLMA	Institution	Program Name	High Need Field
4	LSUE	None	
	SLCC	None	
	ULL	MS Biomedical Science	STEM
		MS Health Sciences	Healthcare
		MS/PhD Social Policy	Social Service
		PhD Applied Computing and Information Sciences	IT
		PhD Applied Economics	
5	McNeese	None	
	SOWELA	None	
6	CLTCC	None	
	LSUA	BS Aviation	
		BS Disaster Science and Emergency Management	
7	BPCC	AAS Technical Studies	STEM
	GSU	BS Public Health	Social Service
		MS Sustainability*	STEM
	LATECH	DETM Engineering and Technology Management*	Engineering
	LSUHSC - S	None	
	LSUS	BS Healthcare Administration	Healthcare
		MS Applied Behavior Analysis	Healthcare
		MS Clinical Rehabilitation Counseling	Healthcare
		MS Occupational Physiology	Healthcare
	NLTCC	AAS Technical Studies	STEM
	Northwestern	MS Allied Health	Healthcare
	SUSLA	ASLT Engineering	Engineering
8	LDCC	AAS Industrial Engineering Technology	Engineering
		AS Construction Management	Engineering
		AS Medical Laboratory Technician	Healthcare
	ULM	BAS Organizational Leadership	
		BS Biomedical Sciences	STEM
		BS Disaster Readiness, Resilience, and Recovery	
		MS Computer Science	IT

These programs were also listed on Year 1 of the 2022 Academic Plans.

Attachment B – Progress Reports

The following recently approved degree programs have demonstrated strong enrollment, have met or exceeded minimum completer threshold requirements, and are on track to meet accreditation requirements if applicable. No further reporting is required for these programs.

- AAS Information Technology, LA Delta CC
- AAS Practical Nursing, SOWELA
- AAS Surgical Technology, SOWELA
- BA Art and Design, LSU A&M
- BGS General Studies, Grambling
- BS Chemical Engineering, McNeese
- BS Nursing, Grambling
- MS Sport Management, LSU A&M
- MS and PhD Agricultural and Extension Education, LSU A&M
- MAT Multiple Levels, Southeastern

The following recently approved degree programs have demonstrated successful implementation and show satisfactory progress through enrollment and completer growth. The next report for these programs will be due October 1, 2024.

- AAS Fire Science, Bossier Parish CC
- AAS Cloud Computing, Delgado CC
- AAS Surgical Technology, Delgado CC
- AAS Care & Development of Young Children, L.E. Fletcher TCC
- BA World Languages, Southeastern
- BS Mass Communication, LSU Shreveport
- BFA Dance, Northwestern
- BFA Production and Design, Northwestern
- BFA Film and Television, LSU A&M
- BS Entrepreneurship, LSU A&M
- BS Learning Experience and Instruction Design, LSU A&M
- BS Safety Management, Nicholls
- BS Petroleum Engineering Technology, Nicholls
- MAT Elementary Education Grades 1-5, SUBR
- MS Athletic Training, UL Lafayette
- MS Child Life, Southeastern
- MS Child and Family Studies, LSU A&M
- MS Computer Information Systems, Northwestern
- DDes Cultural Preservation, LSU A&M
- DNP Advanced Practice Psychiatric Mental Health Nursing, McNeese
- PhD Biological Engineering, LSU A&M
- PhD Anthropology, LSU A&M
- PhD Geography, LSU A&M
- PhD Earth and Energy Sciences, UL Lafayette

The following programs have demonstrated some progress since implementation but have not met enrollment and completion expectations in a reasonable timeframe. Regents staff will work with institutions to identify and address program issues. The next progress reports for these programs are due June 1, 2024.

- AAS Computing and Information Systems, BRCC
- AAS Full Stack Cloud Developer, LA Delta CC
- AAS Coastal Studies & GIS Technology, Nunez CC
- AAS Chemical Laboratory Technology, SOWELA
- BS Applied Microbiology, Northwestern
- BS Chemistry, UL Monroe
- MS Criminal Justice, UL Lafayette

The following programs were approved or implemented within the past two years and are on track for successful implementation but do not yet have significant enrollment or completers. The next progress reports for these programs are due October 1, 2024

- CAS Cybersecurity, SUSLA
- AA American Sign Language Studies, BRCC
- AAS Diagnostic Medical Sonography, Bossier Parish CC
- AAS Computer Information Systems, L.E. Fletcher TCC
- AS Teaching Grades 1-5, LA Delta
- AS Nursing, Northshore TCC
- AAS Construction Science, RPCC
- AAS Machine Tool Technology, SOWELA
- BAAS Applied Arts and Sciences, LSU Alexandria
- BA Theatre, Southeastern
- BA African and African American Studies, LSU A&M
- BS Business Analytics, LSU A&M
- BS Hospitality and Food Industry Leadership, SUBR
- BS Occupational Therapy Assistant, UL Monroe
- MAT Elementary Education Special Education Mild/Moderate Grades 1-5, SUNO
- MAT Secondary Education Special Education Mild/Moderate Grades 6-12, SUNO
- MS Clinical Mental Health Counseling, McNeese
- MS Clinical Nutrition and Dietetics Leaderships, Nicholls
- MS Computer Networking and Administration, Southeastern

Attachment C – Program Terminations 2023

- SOWELA Technical Community College
  - AAS Office Systems Technology
- Louisiana State University Alexandria
  - CAS Pharmacy Technician
- Louisiana State University A&M
  - GC Climatology & Climate Change
  - MED Special Education
  - MED Gifted Education
- Grambling State University
  - MED Special Education
  - PMC Developmental Education
- Louisiana Tech University
  - BS Health and Physical Education (Grades K-12)
- McNeese State University
  - BS Health and Physical Education (Grades K-12)
  - PMC Applied Behavior Analysis
- Northwestern State University
  - UC Business Analytics
  - PBC Business Analytics
- University of Louisiana at Lafayette
  - PBC Spec Ed-Early Intervention (Birth-K)
  - PBC French Education (Grades K-12)
  - PBC German Education (Grades K-12)
  - PBC Spanish Education (Grades K-12)
- University of Louisiana at Monroe
  - PBC Accounting Technology
  - PBC Mortgage Analytics
  - PBC Gerontological Studies
  - PBC Educational Leadership
  - PBC Spec Ed M/Mod (Grades 1-5)
  - PBC Spec Ed M/Mod (Grades 4-8)
  - PBC Spec Ed M/Mod (Grades 6-12)
  - PBC Spec Ed-Early Intervention (Birth-K)
  - PBC Early Childhood Ed (Grades PK-3)
  - PBC School Librarian
  - GC Healthcare Advocacy
  - PMC School Counselor

Attachment D – Louisiana Occupation Areas of Strategic Need 2023

Louisiana

- Healthcare Diagnosing or Treating Practitioners
  - Registered Nurses
- Computer Occupations
  - Software Developers
  - Computer Systems Analysts
  - Information Security Analysts
  - Computer Network Architects and Database Administrators
- Health Technologists and Technicians
  - Clinical Laboratory Technologists and Technicians
  - Radiologic Technologists and Technicians
  - Medical Records Specialists
  - Magnetic Resonance Imaging Technologists
  - Cardiovascular Technologists and Technicians
  - Surgical Technologists
- Engineers
  - Chemical, Civil, Electrical and Mechanical Engineers
  - Health and Safety Engineers, Except Mining Safety Engineers and Inspectors
  - Environmental Engineers
  - Industrial Engineers
- Mathematical Science Occupations
  - Data Scientists
  - Research Analysts
  - Actuaries
  - Statisticians
- Engineering Technicians
  - Civil and Industrial Engineering Technologists and Technicians
  - Mechatronics Technologists and Technicians
  - Electrical and Electronic Engineering Technologists and Technicians
  - Aircraft Mechanics and Service Technicians
  - Green Energy
- Life Scientists
- K12 Teachers
  - Math and Science Teachers
  - Middle School Teachers
  - Special Education Teachers

RLMA 1 – New Orleans

- Healthcare Diagnosing or Treating Practitioners
  - Registered Nurses
- Computer Occupations
  - Software Developers
  - Computer Systems Analysts
  - Information Security Analysts
  - Computer Network Architects and Database Administrators

- - Web Developers
- Health Technologists and Technicians
  - Clinical Laboratory Technologists and Technicians
  - Radiologic Technologists and Technicians
  - Magnetic Resonance Imaging Technologists
  - Cardiovascular Technologists and Technicians
  - Surgical Technologists
- Engineers
  - Chemical, Civil, Electrical and Mechanical Engineers
  - Health and Safety Engineers, Except Mining Safety Engineers and Inspectors
  - Environmental Engineers
- Mathematical Science Occupations
  - Data Scientists
  - Research Analysts
  - Actuaries
  - Statisticians
- Engineering Technicians
  - Industrial Engineering Technologists and Technicians
  - Mechatronics Technologists and Technicians
  - Green Energy
- Medical Scientists
- K12 Teachers
  - Math and Science Teachers
  - Middle School Teachers
  - Special Education Teachers

RLMA 2 - Baton Rouge

- Healthcare Diagnosing or Treating Practitioners
  - Registered Nurses
- Computer Occupations
  - Software Developers
  - Computer Systems Analysts
  - Information Security Analysts
  - Computer Network Architects and Database Administrators
- Health Technologists and Technicians
  - Clinical Laboratory Technologists and Technicians
  - Radiologic Technologists and Technicians
  - Magnetic Resonance Imaging Technologists
  - Cardiovascular Technologists and Technicians
  - Surgical Technologists
- Engineers
  - Chemical, Civil, Electrical and Mechanical Engineers
  - Environmental Engineers
  - Industrial Engineers
- Mathematical Science Occupations
  - Data Scientists
  - Research Analysts
- Engineering Technicians

- o Civil and Industrial Engineering Technologists and Technicians
- o Mechatronics Technologists and Technicians
- o Green Energy
- K12 Teachers
  - o Math and Science Teachers
  - o Middle School Teachers
  - o Special Education Teachers

RLMA 3 – Houma

- Healthcare Diagnosing or Treating Practitioners
  - o Registered Nurses
- Computer Occupations
  - o Software Developers
  - o Computer Systems Analysts
  - o Information Security Analysts
  - o Network Architects
- Health Technologists and Technicians
  - o Clinical Laboratory Technologists and Technicians
  - o Radiologic Technologists and Technicians
  - o Magnetic Resonance Imaging Technologists
  - o Cardiovascular Technologists and Technicians
  - o EMT
- Mathematical Science Occupations
  - o Research Analysts
- Engineering Technicians
  - o Industrial Engineering Technologists and Technicians
  - o Aircraft Mechanics and Service Technicians

RMLA 4 - Lafayette

- Healthcare Diagnosing or Treating Practitioners
  - o Registered Nurses
- Computer Occupations
  - o Software Developers
  - o Computer Systems Analysts
  - o Information Security Analysts
  - o Database Administrators and Architects
- Health Technologists and Technicians and Medical Records Specialists
- Engineers
  - o Chemical and Electrical Engineers
  - o Health and Safety Engineers, Except Mining Safety Engineers and Inspectors
  - o Environmental Engineers
  - o Industrial Engineers
- Mathematical Science Occupations
  - o Data Scientists
  - o Research Analysts
  - o Actuaries
  - o Statisticians

- Mechatronics Technologists and Technicians
- K12 Teachers
  - Math and Science Teachers
  - Middle School Teachers
  - Special Education Teachers

RLMA 5 - Lake Charles

- Healthcare Diagnosing or Treating Practitioners
  - Registered Nurses
- Health Technologists and Technicians
  - Clinical Laboratory Technologists and Technicians
  - Radiologic Technologists and Technicians
- Chemical and Electrical Engineers
- Industrial Engineering Technologists and Technicians

RLMA 6 - Alexandria

- Healthcare Diagnosing or Treating Practitioners
    - Registered Nurses
- Health Technologists and Technicians
    - Clinical Laboratory Technologists and Technicians
    - Radiologic Technologists and Technicians
    - Cardiovascular Technologists and Technicians
    - Surgical Technologists
- Research Analysts
- Civil and Industrial Engineering Technologists and Technicians
- K12 Teachers
    - Math and Science Teachers
    - Middle School Teachers
    - Special Education Teachers

RLMA 7 - Shreveport

- Healthcare Diagnosing or Treating Practitioners
    - Registered Nurses
- Computer Occupations
    - Software Developers
    - Computer Systems Analysts
    - Information Security Analysts
    - Computer Network Architects and Database Administrators
- Health Technologists and Technicians
    - Clinical Laboratory Technologists and Technicians
    - Radiologic Technologists and Technicians
    - Medical Records Specialists
    - Cardiovascular Technologists and Technicians
    - Surgical Technologists
- Electrical and Mechanical Engineers
- Data Scientists
- Engineering Technicians
    - Civil and Industrial Engineering Technologists and Technicians
    - Mechatronics Technologists and Technicians
    - Electrical and Electronic Engineering Technologists and Technicians
- K12 Teachers
    - Math and Science Teachers
    - Middle School Teachers
    - Special Education Teachers
    -

RLMA 8 – Monroe

- Healthcare Diagnosing or Treating Practitioners
    - Registered Nurses
- Engineers
    - Chemical and Electrical Engineers
- Industrial Engineering Technologists and Technicians