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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Wednesday, March 27, 2024

11:20 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. Academic Programs
 - A. AAS Cardiovascular Sonography – Fletcher Technical Community College
 - B. AAS Invasive Cardiovascular Technology – Delgado Community College
 - C. BMT Music Therapy – Louisiana State University and A&M College
 - D. BS Computer Engineering – Southern University and A&M College
- V. Revised Uniform Policy on Governor’s Military- and Veteran-Friendly Campuses
- VI. Other Business
- VII. Adjournment

Committee Members: Terrie P. Sterling, Chair; Christian C. Creed, Vice Chair; David J. Aubrey; Stephanie A. Finley; Wilbert D. Pryor; Judy Williams-Brown; 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
Grambling	Request to offer the MA in Mass Communication (CIP 09.0102) 100% online. Approved.
McNeese	Request to offer the BS in Radiologic Sciences (CIP 51.0911) 100% online. Approved.
McNeese	Request to change the degree designation for baccalaureate programs in Accounting, Business Administration, Finance, Management and Marketing from Bachelor of Science (BS) to Bachelor of Science in Business Administration (BSBA) in accordance with program accreditation recommendations. Approved.
McNeese	Request to terminate the MS in School Counseling (CIP 13.1101) due to ongoing issues with program sustainability. Approved.
McNeese	Request to change the name of the BS and MS in Health and Human Performance to Kinesiology to better align with the programs' CIP code and content. Approved.
SLCC	Request to change the name of the AAS in Business Office Administration to Administrative Professional Studies to better reflect program content and purpose. Approved.

AGENDA ITEM IV.A.

Proposed Associate of Applied Science in Cardiovascular Sonography L.E. Fletcher Technical Community College

Background Information

L.E. Fletcher Technical Community College (Fletcher) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Cardiovascular Sonography. 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. The proposed program was included on the institution's 2024 Academic Plan.

Staff Summary

The proposed 63-credit hour AAS will provide healthcare facilities with trained cardiovascular sonographers specializing in obtaining, reviewing, and integrating information regarding echocardiograms and non-invasive vascular studies. The program was developed, in part, following requests from several community partners as the need for cardiovascular treatment services in the region has increased in recent years. Students completing the program will have the opportunity to sit for both the Vascular Ultrasound Certification Examination and the Cardiac Ultrasound Echocardiography Certification Examination. Once certified, graduates will be able to begin working in healthcare settings or continue to advance their careers through individual sonography certifications including electrophysiology, invasive studies, and pediatric sonography.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Workforce Demand and Job Opportunities:** Several local healthcare partners have submitted letters of support for the development of the proposed degree along with the commitment to eventually hire graduates of the program.

Occupation	LWC Star Rating ¹	Current Jobs ²	Projected Jobs 2030 ²	% Change ²	Average Salary ¹
Diagnostic Medical Sonographers	5-star	1153	1250	9.1	\$64,860

¹Source – LWC

²Source – Lightcast

- b. **Curriculum Alignment with Employer Needs:** Fletcher's Chancellor, the Dean of Nursing, and community healthcare leaders held several discussions regarding the need for a program like this in the region. Hospital industry partners expressed the need for trained personnel in cardiovascular procedures. The proposed curriculum provides students with skilled training and hands-on instruction. Each major course in the program is aligned with specific learning outcomes and the knowledge provided by this program will allow graduates to sit for national board certification. The knowledge, skills, and abilities (KSAs) incorporated into the course content directly align with those identified by the US Department of Labor for Cardiovascular Sonographers and related professions.
 - c. **Same or Similar In-State Programs:** If approved, this will be the first Associate Degree program in Cardiovascular Sonography in the state. LSU Health Sciences Center in Shreveport currently offers a BS in Cardiovascular Technology and Delgado Community College is proposing a new AAS in Invasive Cardiovascular Technology this month. Both programs offer the potential for partnership with Fletcher's proposed program.
 - d. **Student Enrollment and Completion:** The program will be marketed to new and existing students through website updates, email campaigns, and student advising outreach which will target students

interested in healthcare focused careers.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	20	40	50	50
TOTAL Estimated Program Graduates	0	10	20	30

2. **Resources:** Student tuition will offset some costs, while BOR’s Establish Regional Healthcare Innovation Partnership funding in the amount of \$293,611 will assist with faculty costs, equipment needed to furnish the lab, and the start-up of the program.

	Current	Needed	Additional Costs
Faculty	Currently faculty and staff will provide support for the proposed program.	The program will require a program director in year 1 and a medical director, and one full-time instructor in year 2.	Yr. 1 = \$80K Yrs. 2+ = \$156K
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	Ultrasound machines training manikins and associated software will be needed to start the program.	\$128,000
Student Support	Enrollment specialists currently on staff will be available to serve students for scheduling, advising, etc.	No additional resources are 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 in the proposed program will be offered in a hybrid format (some online, some in person) to provide students with flexibility when scheduling classes.
- **Affordability:** The program will utilize OER and First Day Access (an online course material delivery system) of books when available. Students can utilize TOPS Tech, MJ Foster, Pell Grants, and loans for this program. There is also a potential to utilize funding from the Louisiana Workforce Commission upon approval.
- **Partnerships:** Cardiovascular Institute of the South, Terrebonne General Health System and Ochsner Bayou Region will serve as the program’s primary hospital partners and have offered lab space as well as clinical space for the program to be developed. LSU Health Sciences Center in Shreveport and Delgado Community College will also serve as partners to the program, allowing the transfer of basic sonography courses between institutions.
- **Work-based Learning:** Lab and clinical placement experiences at healthcare facilities in the area are part of the program curriculum.
- **Other program attributes that contribute to closing the achievement gap with underserved populations:** Many students in the local community who live in low-income areas have shown interest in sonography, but the closest college offering the program is over two hours from their homes. The proposed program will provide an opportunity for those underserved populations to receive education in the field they have interest in. The hybrid course design will assist adult learners by allowing them to maintain employment opportunities while continuing with lifelong learning.

Staff Analysis

Given the prevalence of cardiovascular diseases and related conditions in our state, the demand for cardiovascular procedures, diagnostics, and treatments will continue to increase, leading to higher demand for these specialized sonographers. Cardiovascular-related occupations remain in the top tier of need in recent labor market analysis data in this Regional Labor Market Area (RLMA). The aging population requires more medical imaging services, including ultrasound procedures. The proposed program will provide the graduates needed to meet the projected demand for individuals with these skills.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Associate of Applied Science in Cardiovascular Sonography (CIP 51.0901) at L.E. Fletcher Technical Community College, with a progress report due October 1, 2025.

AGENDA ITEM IV.B.

Proposed Associate of Applied Science in Invasive Cardiovascular Technology Delgado Community College

Background Information

Delgado Community College (Delgado) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Invasive Cardiovascular 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. The proposed program was included on the institution's 2024 Academic Plan.

Staff Summary

In the Spring of 2022, hospital industry partners, Ochsner Clinics & Hospitals and Touro Hospital approached Delgado with a need for trained personnel in invasive cardiovascular procedures to work side-by-side with interventional cardiologists and assist with the diagnosis and treatment of cardiovascular disease. This generalist degree program, along with a separate proposed Post-Associate Certificate program, will prepare students to assist in cardiac catheterization procedures. The proposed 60-credit hour AAS will prepare competent entry-level cardiovascular technicians in the cognitive, psychomotor, and affective learning domains for invasive cardiovascular technology. Program graduates will be eligible to sit for the national board examination administered by Cardiovascular Credentialing International (CCI).

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.

- a. **Workforce Demand and Job Opportunities:** There are currently several 4–5 star high-wage, high demand employment opportunities for graduates in this field and related allied health fields in the region. Growth is expected to be largest in Orleans, Jefferson, and East Baton Rouge Parishes.

Occupation	LWC Star Rating ¹	Current Jobs ²	Projected Jobs 2030 ²	% Change ²	Average Salary ¹
Cardiovascular Technologists and Technicians	4-star	875	965	10.3	\$57,595
Diagnostic Medical Sonographers	5-star	1424	1662	16.7	\$64,856

¹Source – LWC

²Source – Lightcast

- b. **Curriculum Alignment with Employer Needs:** Hospital industry partners approached the College's Dean of Allied Health and expressed the need for trained personnel in Invasive Cardiovascular procedures. The proposed curriculum provides students with skilled training and hands-on instruction. Each major course in the program is aligned with specific learning outcomes and the knowledge provided by this program will allow graduates to sit for national board certification. The knowledge, skills, and abilities (KSAs) incorporated into the course content directly align with those identified by the US Department of Labor for Cardiovascular Technologists and related professions.
- c. **Same or Similar In-State Programs:** If approved, this will be the first Associate Degree program in Invasive Cardiovascular Technology in the state. Currently, LSU Health Sciences Center in Shreveport offers a BS in Cardiovascular Technology and Fletcher Technical Community College is

proposing a new AAS in Invasive Cardiovascular Technology this month. Both programs offer the potential for partnership with Delgado’s proposed program.

- d. **Student Enrollment and Completion:** The program will be marketed to students through recruitment efforts at high schools, through the institution’s Dual Enrollment program, and at on-campus events for students who may not have been admitted into other Allied Health programs at Delgado. The College also plans to host in-person and virtual information sessions to introduce the program to potential students and answer questions related to invasive cardiovascular technology, highlighting the program’s relevance and impact.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	10	15	15	17
TOTAL Estimated Program Graduates	0	6	8	11

- 2. **Resources:** The college will need to hire one new full-time faculty member who will serve as coordinator of the program. Current faculty in Radiologic Technology will provide teaching assistance to the program. Existing departmental facilities, student support, technology, and related resources will support the new associate degree and no additional resources are projected to implement the program.

	Current	Needed	Additional Costs
Faculty	Currently faculty and staff will provide support for the proposed program.	One new faculty will serve as coordinator of program.	\$65K per year
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	No additional resources are projected.	\$0
Student Support	Existing resources will support the needs of the program.	No additional resources are 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 curriculum will be designed with both in-person and hybrid course schedules providing students with multiple points of access to content delivery and a variety of scheduling options.
- **Affordability:** Students can submit documentation of all previously earned IBCs, military credit, certifications, or work experience. Upon evaluation, students may earn credit for prior learning that could be applied toward this degree. Other out-of-pocket student expenses associated with training will be mitigated since most of the clinical-based training will be completed on-site at hospital affiliates who will provide needed training materials.
- **Partnerships:** Ochsner Clinics & Hospitals and Touro Hospital will serve as the primary hospital partners for training at the onset of the program. Both Ochsner and Touro have multiple locations throughout the Greater New Orleans area and beyond. The College is also working with the following partners to create an educational and career pipeline for this program: New Orleans Public School System Career Academies, Jefferson Parish Public School System Career Academies, University of New Orleans, University of Holy Cross, and Nunez Community College.
- **Work-based Learning:** Lab and clinical placement experiences at healthcare facilities in the area are

part of the program curriculum.

- **Other program attributes that contribute to closing the achievement gap with underserved populations:** Many students applying to Allied Health programs are often first-generation college students, coming from various racial, ethnic, and socioeconomic groups. The proposed program will help close achievement gaps among these students by providing them with an opportunity to join a cohort model program that provides a clear pathway to degree completion on a designated time schedule, small class size, small instructor/student ratio, and a supportive environment that includes services such as program tutors and mentors and access to clinical experiences in renowned affiliated hospitals where they can become employed.

Staff Analysis

As Louisiana's population continues to require quality healthcare services, especially given the prevalence of cardiovascular diseases and related conditions, the demand for invasive cardiovascular procedures, diagnostics, and treatments will continue to increase, leading to higher demand for skilled technicians who can assist cardiologists with cardiac catheterization procedures. Cardiovascular-related occupations remain in the top tier of need in recent labor market analysis data in this Regional Labor Market Area (RLMA). Further, as the population ages, the incidence of cardiovascular diseases tends to rise creating a demand for healthcare professionals who can address the complex needs of older patients, including those requiring invasive cardiovascular interventions.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Associate of Applied Science in Invasive Cardiovascular Technology (CIP 51.0901) at Delgado Community College, with a progress report due October 1, 2025.

AGENDA ITEM IV.C.

Proposed Bachelor of Music Therapy Louisiana State University A&M

Background Information

Louisiana State University A&M (LSU A&M) requests Board of Regents' approval to offer a Bachelor of Music Therapy (BMT). The proposal was approved by the LSU Board of Supervisors and then submitted to Regents for consideration. The proposal was then favorably reviewed by Chief Academic Officers statewide. The proposed program was included on the institution's 2024 Academic Plan.

Staff Summary

The proposed Bachelor of Music Therapy (BMT) degree at LSU A&M will prepare individuals to use music in therapeutic relationships to address clients' physical, psychological, cognitive, emotional, and social needs with evidence-based music intervention. Music therapists work in various settings, including general and psychiatric hospitals, community mental health agencies, rehabilitation centers, daycare facilities, nursing homes, schools, and private practice. Music therapists provide services for adults and children with psychiatric disorders, cognitive and developmental disabilities, speech and hearing impairments, physical disabilities, and neurological impairments.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Workforce Demand and Job Opportunities:** Music therapy services are well-represented across the country and jobs are available in many different areas where music and health intersect. Creating a sustainable model for creating music therapy jobs in medical, school, long-term care, and community facilities in Louisiana is part of a longer-term strategic plan for the LSU chair of Music Therapy.

Occupation	LWC Star Rating ¹	Current Jobs ²	Projected Jobs 2032 ²	% Change ²	Average Salary ¹
Music Therapists	3-star	672	730	8.6	\$61,038

¹Source – LWC

²Source – Lightcast (in Louisiana)

- b. **Curriculum Alignment with Employer Needs:** When developing the program, the chair met with many different stakeholders who would support the students by helping with clinical training at their facilities, or by potentially hiring them. Each major course in the program is aligned with specific student learning outcomes and the knowledge provided by this program will prepare graduates to sit for national board certification. The knowledge, skills, and abilities (KSAs) incorporated into the course content directly align with those identified by the US Department of Labor for Therapists and related professions.
 - c. **Same or Similar In-State Programs:** If approved, this will be the first music therapy program at a public university in Louisiana. Currently only Loyola University, a private institution in New Orleans, offers a Bachelor of Music Therapy.
 - d. **Student Enrollment and Completion:** In Fall 2022, to gauge interest, the School of Music worked with the program chair to create an FAQ about music therapy which faculty shared with current students. Due to the interest and feedback received from student emails and meetings, the chair offered a course titled "Music Therapy and Arts in Health" in the Spring of 2023. Thirteen students enrolled in

the course and several expressed interest in a Music Therapy program if one were to become available.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	10	25	50	67
TOTAL Estimated Program Graduates	0	0	0	8

2. **Resources:** The college will need to hire one new full-time faculty member and 1 part-time clinical faculty in year 2 and an additional full-time clinical faculty member in year 3 who will serve as coordinator of the program. Existing departmental facilities, student support, technology, and related resources will support the new degree and no additional resources are projected to implement the program.

	Current	Needed	Additional Costs
Faculty	The current full-time tenured faculty who also serves as the program director will cover all teaching, supervision, program development, and other chair responsibilities.	One new full-time faculty and one part-time clinical faculty will be hired in year 2 and another full-time clinical faculty in year 3.	Yr. 2: \$162K Yrs. 3+: \$212K
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	New instruments, IT equipment, and software are needed to implement and sustain program.	Yr. 1: \$25K Yr. 2: \$5K Yrs. 3+: \$9K
Student Support	Existing resources will support the needs of the program.	No additional resources are 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 curriculum is designed to provide students with as much flexibility as possible when course scheduling. Faculty will provide accessible course curricula and digital resources.
- **Affordability:** Prospective music therapy students may apply for music performance scholarships available to students who qualify at the entrance audition. Many of the materials needed for music therapy classes, such as journal articles, are available through LSU library resources.
- **Partnerships:** Because each student will engage with 4 clinical practicum sites and an internship as part of their programming, the School of Music will create a variety of health, educational, and community partnership agreements. Local partners include Our Lady of the Lake and Baton Rouge General Hospitals. Other partners will include the LSU Early Childhood Education Lab school and other public and private schools (infant – 12th grade) in the Baton Rouge area, hospice and palliative care facilities, facilities that serve adults with developmental disabilities, and other medical and rehab facilities.
- **Work-based Learning:** Learning about professionalism and ethical work-based competencies span across the entire music therapy curriculum, all practicum classes, and the intensive immersive 6–9 month internship.
- **Other program attributes that contribute to closing the achievement gap with underserved populations:** Because talented musicians from underserved families in Louisiana may not have access to music lessons in high school to prepare for college music auditions, the LSU School of

Music allows Louisiana students who are accepted to LSU but not accepted directly into an instrumental music studio, an opportunity to take music courses their first semester, giving them time to gain skills for an audition, learn foundational skills in music theory, and take the beginning Music Therapy course. If a student successfully passes the audition at the end of the first semester and has a successful Music Therapy interview, they can begin the Music Therapy major in the second semester. If they do not pass the audition, the faculty and staff will work with campus advisors to help the student identify a degree that is more in line with their skills, while encouraging them to continue participating in music ensembles.

Staff Analysis

Located in a state with a need for innovative person-centered healthcare resources, the LSU Bachelor of Music Therapy will be uniquely positioned to support the need for music therapists in the region in a variety of workforce settings. As the only degree of its kind at a public university in Louisiana, the proposed program will be positioned to help fill a void by providing accessible, comprehensive academic and research programming for student musicians who want to work as music therapists.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Bachelor of Music Therapy (CIP 51.2305) at Louisiana State University A&M, with a progress report due October 1, 2025.

AGENDA ITEM IV.D.

Proposed Bachelor of Science in Computer Engineering Southern University and A&M College

Background Information

Southern University and A&M (SUBR) requests Board of Regents approval to offer a Bachelor of Science (BS) in Computer Engineering. The proposal was approved by the Southern University Board of Supervisors then submitted to Regents for consideration. The proposal was then favorably reviewed by Chief Academic Officers statewide.

Staff Summary

The primary goal of the proposed program will be to prepare students with a solid foundation in computer engineering emphasizing software-based electrical systems. The proposed program will provide students with an understanding of characteristics, concepts, and operation principles of microprocessor controlled electrical circuits. Specialized courses will allow students to be competitive in the field. Courses included in this program are computer vision, cybersecurity and data protection, embedded system design and computer communication systems. The institution will also establish a minor in Computer Engineering to serve those students who want to continue in their respective fields such as computer science, electrical engineering, mechanical engineering, and physics to learn the fundamental skills taught within the Computer Engineering program. The curriculum of the proposed computer engineering program is expected to meet the accreditation requirements of the Accreditation Board for Engineering and Technology (ABET).

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
- a. **Workforce Demand and Job Opportunities:** The proposed program has been designed to prepare students for a variety of computer engineering positions in the state. Most directly related to the program are computer hardware engineering and computer systems engineering. During the next ten years, jobs are projected to grow nearly 20% within the state of Louisiana.

Occupation	LWC Star Rating ¹	Current Jobs ²	Projected Jobs 2030 ²	% Change ²	Average Salary ²
Computer Hardware Engineer	4	2,897	3,331	15%	\$128,678
Computer System Analysts	5	2,529	2,934	16%	\$102,240
Computer Network Architect	5	544	649	19%	\$115,500
Computer & Information Systems Manager	5	2,373	2,892	22%	\$115,134

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 align 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:** Currently, LSU A&M offers the only standalone undergraduate Computer Engineering program in the state. The University of Louisiana at Lafayette offers both a MS and PhD program. Based on the projected growth of computer engineering in the state and across the nation, the proposed program at SUBR will provide additional access for students and contribute to the workforce pipeline. Moreover, there are no current programs at an HBCU in Louisiana. Establishing a computer engineering program at SUBR will provide increased access to students who are underrepresented in the field of engineering.
- d. **Student Enrollment and Completion:** Based on a student survey conducted by the institution, some current electrical engineering and computer science students will migrate into this new program. The institution also expects transfer students from community colleges to make up a portion of the computer engineering enrollment. However, the majority of computer engineering students is anticipated to come from new freshman who will be targeted in the institution’s recruitment efforts.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	15	25	37	125
TOTAL Estimated Program Graduates	0	0	2	5

2. **Resources:** The program will require four total faculty to run the program. The funds for these four positions are currently included in the Southern University operating budget. The program will adjust their program offerings and faculty positions to meet the current needs. Two faculty members will come from the existing faculty with the remaining two positions to be filled with computer engineering faculty. Existing resources and infrastructure in the College of Science and Engineering are sufficient to launch the program and support implementation for the foreseeable future.

	Current	Needed	Additional Costs
Faculty	Two current engineering faculty members from the terminated EET program will be redirected to computer engineering.	Two new faculty will be hired to support the program.	Year 1+ \$180,000
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	Additional costs will be incurred for a travel and supplies.	Year 1+ \$10,000
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources are needed.	\$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 proposed program’s courses will be offered on campus in a traditional format with the ability to adjust to a hybrid and online format as needed.
 - **Affordability:** The Southern University System and the SUBR Bookstore participate in Follett Access, a partnership that allows students to rent textbooks at a reduced cost with the charge posted directly to the students’ tuition and fees bill. In addition, instructors are encouraged to consider OER materials. The institution is also committed to supporting credit transfer and the assessment of prior

learning for credit.

- **Partnerships**: The university, the department, and faculty members have existing partnerships with several organizations that provide internship and employment opportunities for students including Texas Instruments and Boeing. SUBR will continue to further pursue and expand industry partnerships, internships, and job opportunities for students.
- **Work-based Learning**: The proposed Computer Engineering program includes a method for receiving credit when students complete an internship. Industry-based projects and assignments will also be incorporated into the curriculum to provide hands-on learning. Opportunities will be provided by the System Office of Facilities and Planning and local partners.
- **Other program attributes that contribute to closing the achievement gap with underserved populations**: The proposed program will serve students from underrepresented minority groups in computer engineering and from academically underserved communities. This will increase workforce capacity in technology growth areas. Scholarship funds will be pursued through grants and industry partnerships to assist students in completing program requirements in a timely manner.

Staff Analysis

The proposed BS in Computer Engineering will allow Southern University and A&M College to provide students with an additional pathway that will enable expanded employment opportunities in the field of engineering. This will strengthen the computer engineering workforce in the state of Louisiana and serve students from underrepresented communities. The program is in-line with the institution's renewed goals to focus on engineering programs that meet industry and workforce needs. Computer Engineering related occupations remain in the top tier of need in recent labor market analysis data in Baton Rouge and statewide Regional Labor Market Areas (RLMA).

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Bachelor of Science in Computer Engineering (CIP 14.0901) at Southern University and A&M College, with a progress report due October 1, 2025.

AGENDA ITEM V.

Revisions to the Board of Regents Uniform Policy on Governor's Military and Veteran Friendly Campuses

Executive Summary

Pursuant to Act 53 of the 2023 Regular Session, the Board of Regents staff proposes tiers of additional recognition for campuses designated as Governor's Military and Veteran Friendly Campuses (Friendly Campuses). The mandate also extends the duration of the recognition and provides for reporting. These requirements will be addressed as amendments to the Board of Regents Uniform Policy on Governor's Military and Veteran-Friendly Campuses (approved in 2021). The additions to the policy are highlighted in red text.

The Board of Regents staff reviewed current national practices in this area and developed a three-tier recognition system of Bronze, Silver, and Gold status in ascending order. BOR staff selected the criteria for attainment of these designations and, in consultation with System and campus representatives and the Louisiana Office of Veterans Affairs, propose the additions outlined below.

These new tiers will create opportunities for campuses that have exceeded the original requirements of the Friendly Campus legislation to receive recognition and acknowledgment of their efforts. The tiers will also incentivize institutions to expand current efforts and services that support and assist veteran students, their spouses, and dependents.

STAFF RECOMMENDATION

Senior Staff recommends approval of the revised Board of Regents Uniform Policy on Governor's Military and Veteran-Friendly Campuses.

BOARD OF REGENTS UNIFORM POLICY ON GOVERNOR'S MILITARY & VETERAN FRIENDLY CAMPUSES

I. INTRODUCTION

Public policy concerning education support services for military personnel dates back to 1944, when the United States Congress enacted the Servicemen's Readjustment Act (or the G.I. Bill) to provide a range of benefits for returning World War II veterans. The Post-9/11 Education Assistance Act of 2008 expanded veterans' benefits by providing full funding for attendance at in-state public colleges and universities.

Subsequent to the enactment of the federal G.I. Bill, states established their own military veterans' benefits statutes to support active service members, veterans, and their families in transitioning to enrollment in postsecondary education institutions.

Currently, two Louisiana statutes specifically address postsecondary education opportunities for persons serving in the military:

- (1) R.S. 17:3138.5—the Governor's Military and Veteran Friendly Campus Statute—provides a "formal recognition by the governor... to create a supportive environment for military veterans." This statute was fashioned after the national Military Friendly® program.¹
- (2) R.S. 17:3165.2—Louisiana's Military Articulation Credit Statute—provides a framework for transferring military education, training, or experience into postsecondary academic credits.

II. PROCEDURAL HISTORY

R.S. 17:3138.5 and R.S. 17:3165.2 were enacted pursuant to Acts 232 and 233 of the 2015 Regular Session, respectively. Several substantive amendments to both statutes were enacted pursuant to Act 429 of the 2021 Regular Session (*See Part III.*).

Act 429 of the 2021 Regular Session extends voluntary participation in the Governor's Military Friendly Campus program under R.S. 17:3138.5 to *non-public* Louisiana postsecondary education institutions, including the colleges and universities that are members of the Louisiana Association of Independent Colleges & Universities (LAICU).

Act 53 of the 2023 Regular Session authorizes the Board of Regents to establish additional tiers of recognition for institutions designated as Governor's Military Friendly Campuses, to extend the duration of the designation, and to provide for reporting requirements.

III. POLICY STATEMENT

The Board of Regents Uniform Policy on Governor's Military and Veteran Friendly Campuses is implemented by the Board of Regents (BOR) pursuant to the mandate articulated in R.S. 17:3138.5 that the BOR "shall establish a process for a postsecondary institution to be designated

as a Governor's Military and Veterans Friendly Campus;" and, pursuant to the BOR's authority under the 1974 Louisiana Constitution, to enact policies in furtherance of the Board's Master Plan goals.

¹ The national Military Friendly® program is the longest-running, most comprehensive review of college university investments in serving military and veteran students.

A. Initial Application

To be eligible to receive the Military Friendly designation, an institution must address the following items, *at a minimum*:

- (1) Public postsecondary education institutions shall adopt and fully implement the military articulation and transfer process as provided in R.S. 17:3165. 2. For non-public postsecondary education institutions, adopt and fully implement a military friendly articulation and transfer process that aligns with nationally recognized standards for evaluating educational experiences in the United States Armed Forces.
- (2) Each institution shall certify that they will assist veterans of the United States Armed Forces **and their spouses and dependents** in pursuing their educational goals by providing expedited transcript analysis, prior learning assessment, portfolio analysis, advising, and testing.
- (3) Upon disclosure of military status on the application of enrollment or at the request of an entering student who is a **veteran, spouse, or dependent of a veteran**, each public postsecondary education institution shall evaluate any transcript of any credit earned from a regionally accredited postsecondary institution, or military education, training, or experience provided that the credit aligns with the course and program requirements of the receiving institution.

Additionally, the following requirements for initial application were developed pursuant to a Memorandum of Understanding signed with the Louisiana Department of Veterans Affairs (LDVA) and each public postsecondary education system:

- (4) Each system will ensure that each participating campus will provide a designated space appropriate for a campus veteran center that is easily accessible for veterans and which facilitates the purpose and goals of that campus' veteran center, to include an on-campus site supervisor, computer and phone service, and private meeting space in which the LaVetCorps² staff member may meet with student veterans.
- (5) Each participating campus shall pay a site fee so that each participating campus may contribute a modest amount towards the travel, training and management of the LaVetCorps Navigators³ working to make Veteran Resource Centers successful.

² LaVetCorps is a cooperative program between the Louisiana Department of Veterans Affairs and AmeriCorps. The mission of LaVetCorps is to empower veterans' families and campus communities to help veterans returning from active military service to successfully transition home to college and their local community.

³ The Louisiana Department of Veterans Affairs provides one LDVA-trained and -employed LaVetCorps service member, a LaVetCorps Navigator, to serve the campus for ten months each academic year. The LaVetCorps Navigator is under contract to serve 30 hours per week, which may take place outside of regular office hours, including evenings, weekends, and holidays, in providing services to veteran students. Service can include but are not limited to community service projects and interaction with local veteran service organizations. Navigators provide referrals to student veterans and their families for services not available on campus to an array of LDVA veterans assistance services and programs, including but not limited to claims, Military Family Assistance Fund, Honor Medal Program, Veteran Homes, Veteran Cemeteries, VAC office counselors and military service organizations. *LaVetCorps members do not supplant or replace any campus employee.*

- (6) Each system will encourage its campus administration and staff to consider insight from LDVA and the LaVetCorps Navigators in long-term strategic planning related to student veterans, including veteran cultural competencies as a part of campus staff orientation and training, and continue engaging with LDVA and community veteran service organizations so that together each participating campus and LDVA will assist Louisiana communities in becoming more aware of the specific challenges veterans face coming back home and the great benefits and unique leadership skills that veterans bring to the heart of a community.

Additionally, the following requirements for initial application were developed based on best practice recommendations from the Louisiana Department of Veterans Affairs (LDVA), participating campus administrators, including site supervisors, and LaVetCorps Navigators:

- (7) Each participating campus shall provide the LaVetCorps Navigator with actionable means of contacting veteran students.
 - a. Gratis Letter – Best practice recommendation is for each campus to complete a Gratis Letter with their assigned LaVetCorps Navigator to facilitate successful communication with veteran students. (*See Appendix A*)
- (8) Each participating campus shall provide the LaVetCorps Navigator with appropriate introductions/access to faculty and staff willing to work with the veteran center to promote military awareness on campus.
- (9) Each participating campus, per the original application to the Louisiana Department of Veterans Affairs (LDVA) and subsequent contract with the LDVA to participate in the LaVetCorps program, agrees to provide space appropriate to the development and successful operation of a student veteran center.
 - a. Best practice recommendation is to prohibit tables in open hallways, shared office space, and remote or hard-to-locate spaces that are not conducive to the confidential nature of veteran-to-veteran peer mentoring or that hinder or prevent access of veteran students seeking and receiving services offered by LaVetCorps Navigators.

B. Renewal Application

The Military Friendly Campus designation has a two-year renewal cycle, with annual data reporting. Each institution shall submit its renewal application and data submission to the BOR in accordance with the timelines established by the Board. The data submission shall, at a minimum, contain all of the following information from the previous year as it relates to veterans:

1. The number granted application fee waivers.
2. The number who attended the specialized orientation program and a description of the orientation program.
3. The number who participated in the priority class registration.

4. The number who benefitted from the military articulation and transfer process as provided in R.S. 17:3165.2.
5. The number of credit hours accepted through the transfer process.
6. A list of the courses credited through the transfer process.
7. The completion rates of veterans, their spouses, and their children.

For purposes of the Uniform Policy on Governor's Military and Veteran's Friendly Campuses, the BOR reserves the right to amend the renewal application requirements with prior notice to the systems and institutions.

⁴R.S. 13:5364 "Veteran" means a former or current member of the United States Armed Forces or organized militia of the several states and territories, including but not limited to a member of the Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, Air National Guard, Reserves, State Guard, or a commissioned officer of the Public Health Service, Environmental Science Services Administration, or National Oceanic and Atmospheric Administration, or its predecessor, the United States Coast and Geodetic Survey

C. Tiers

The Board of Regents establishes additional tiers of distinction to recognize higher levels of excellence and service demonstrated by institutions currently designated as Governor's Military and Veteran Friendly Campuses. These tiers reflect an institution's commitment to their Veteran and Military students and their spouses/dependents and exist in addition to the requirements for designation as a Friendly Campus.

The levels of excellence that make up the structure of the tiers will consist of Bronze, Silver, and Gold in ascending order of status. The campus designation will be decided based on which of the following veteran services the campus provides:

Tier Criteria
A Veteran's Center with programming (required for Silver and Gold status)
Ongoing veteran-veteran support, such as a Buddy system, Veteran peer mentor program, or Veteran Organization
Dedicated Financial Aid and Advising services trained to specifically serve veterans and service members
Counseling support specifically designed for veteran students
Specifically designed degree pathways that recognize military experience and training
Providing flexible course-taking formats and degree structures that conform with veteran and active service member life obligations
A separate graduation event for veteran students

For Gold Status, a campus must provide all the tier criteria.

For Silver Status, a campus must have a Veteran's Center and must provide an additional 3 of the tier criteria.

For Bronze Status, a campus must provide at least 2 of the tier criteria.

The BOR will add the Tier Criteria to the bi-annual renewal process. Institutions that wish to be considered for these distinctions can submit information regarding the additional tiered criteria they meet.

Appendix A

September 22, 2020

INSERT NAME
INSERT STREET ADDRESS
INSERT CITY, STATE AND ZIP

Dear INSERT NAME,

It is my pleasure to confirm our offer of employment to you as a_____. In this position you will report directly to_____of the Department of_____. The start date will be_____and the end date will be_____. We have agreed that your appointment will be on a gratis basis. This offer letter does not constitute a contract.

This offer is contingent on campus administration and LSU system approval. If you accept this offer, please sign, date, and return one copy of this letter.

Sincerely,

Name
Title
Department

APPROVALS:

Larry Clark
Chancellor
Safety

Bill Wolfe
Associate VC for HR, Purchasing and

I accept the offer as stated above. I understand this offer is contingent on an approval by the LSU System and any other terms of employment not included in this document are not binding.

Signature

Date

Last four digits of SSN