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## AGENDA ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Wednesday, April 24, 2024  
9:50 a.m.

Claiborne Building, 1<sup>st</sup> 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. MS Applied Behavior Analysis – Louisiana State University Shreveport
  - B. MS Clinical Rehabilitation Counseling – Louisiana State University Shreveport
  - C. MS Interior Design – Louisiana State University and A&M College
  - D. MSW Social Work– Northwestern State University
  - E. MSW Social Work – Southeastern Louisiana University
  - F. DETM Engineering Technology Management – Louisiana Tech University
- V. Proposed TOPS Tech Academic Programs Eligibility List for Academic Years 2024-25, 2025-26, and 2026-27
- 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**

<b>Institution</b>	<b>Request</b>
LA Tech	Request to change the designation of the doctoral program in business from DBA to PhD to better reflect the program’s curriculum and purpose. <b>Approved.</b>
McNeese	Request to change the name of the Department of Radiologic and Medical Laboratory Sciences to the Department of Health Professions to more accurately represent the degree programs offered within the department. <b>Approved.</b>

## AGENDA ITEM IV.A.

### Proposed Master of Science in Applied Behavior Analysis Louisiana State University Shreveport

#### Background Information

Louisiana State University Shreveport (LSUS) requests Board of Regents' approval to offer a Master of Science (MS) in Applied Behavior Analysis (ABA). The proposal was approved by the Louisiana State University (LSU) Board of Supervisors and then submitted to Regents for consideration. The proposal was favorably reviewed by Chief Academic Officers statewide and Dr. Ryan Speelman, Associate Professor and Director of the MS in Psychology Behavior Analysis program at Pittsburgh State University. The proposed program was included in the institution's 2023-2024 Academic Plan.

#### Staff Summary

Students in the proposed MS in Applied Behavior Analysis will develop the conceptual foundations and applied skills to practice as behavior analysts in the community. Rates of autism spectrum disorder, attention deficit disorder, and related disabilities have increased nationally, which entails a greater need for qualified professionals to serve them. According to the Centers for Disease Control and Prevention, rates of diagnoses for autism spectrum disorder have increased to approximately 1 in 54, and about 17% of children were diagnosed with a developmental disability. Recognized as an evidence-based best practice treatment for these populations by the U.S. Surgeon General, the discipline of Applied Behavior Analysis has shown significant growth over the last seven years, but the number of certified behavior analysts continues to represent a critical shortage in terms of meeting the needs of the many seeking treatment. The proposed 45-credit-hour degree contains all the required courses for eligibility to test to become a Board Certified Behavior Analyst (BCBA) and a Licensed Behavior Analyst (LBA) in Louisiana, presenting excellent career prospects upon graduation.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
  - a. Workforce Demand and Job Opportunities: This program was developed in response to the growing demand for graduates with these skills and the absence of this type of graduate study in Louisiana.

Occupation	LWC Star Rating <sup>1</sup>	Current Jobs <sup>2</sup>	Projected Jobs 2032 <sup>2</sup>	% Change <sup>2</sup>	Average Salary <sup>1</sup>
ABA Counselors, Other	4-star	1740	1831	5	\$60,000

<sup>1</sup>Source – LWC

<sup>2</sup>Source – Lightcast (in Louisiana)

- b. Curriculum Alignment with Employer Needs: Faculty met with several local community providers of applied behavior analysis through individual meetings, a job fair on campus in April 2022, and staff training events with faculty. These interactions included discussions on undergraduate/graduate internship sites, research collaboration, consultation opportunities for faculty, financing for students enrolled in master's programs, and training and workshops provided by faculty for staff. Additionally, these conversations helped shape the design of the proposed program by allowing completion of the core courses in the first year and offering courses in the evenings and on only Tuesdays/Thursdays so students can continue to work full-time for these community partners during the other three days of the work week. Major courses in the program are aligned with specific student learning outcomes. The knowledge, skills, and abilities (KSAs) incorporated into the course content

align with those identified by the US Department of Labor for Behavior Analysts and related professions.

- c. **Same or Similar In-State Programs:** There is no standalone master’s program in Applied Behavior Analyst in Louisiana. McNeese State University and Nicholls State University offer training in applied behavior analysis as a concentration or program option in a related master's degree. Louisiana State University A&M is about to offer a specialty area in applied behavior analysis within its Ph.D. in Psychology degree program.
- d. **Student Enrollment and Completion:** 121 students in the BS Psychology program at LSUS have enrolled in the six undergraduate behavior-analytic courses over the last year. 49 out of 193 students selected the ABA concentration within the psychology major after only its second year in existence.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	10	19	19	19
TOTAL Estimated Program Graduates	0	9	9	9

- 2. **Resources:** The institution does not anticipate significant costs to implement the proposed program. Existing departmental facilities, student support, and technology will support the new degree.

	Current	Needed	Additional Costs
<b>Faculty</b>	Current faculty will support the launch of the new program.	Two graduate assistants will be added to provide additional support to students and faculty.	\$15K per year
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing facilities are adequate to support the program.	The institution anticipates modest costs for travel and supplies.	Yr. 1: \$9K Yrs. 2+: \$11K
<b>Student Support</b>	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:** Course availability options include evening offerings, in which each course meets for one three-hour session each week, and courses are available during the day on Tuesdays and Thursdays. This allows students currently working during daytime hours or participating in internships associated with the degree to continue those modes of employment and earn income on three out of five days during the work week.
- **Affordability:** Several community behavior analysis companies have expressed interest in funding their current employee's education as they work to add a Board Certified Behavior Analyst (BCBA) certification to their credentials for advancement. This is financially lucrative for those companies as it allows them to bill more per hour for a higher-credentialed employee. Additionally, the MSABA is comprised of 45 credit hours, significantly fewer than many of those in related fields.
- **Partnerships:** LSUS houses the Community Counseling and Psychology Clinic (CCPC), which allows students to participate in research and clinical work on campus. Partnerships with local behavior analysis companies have already been developed with undergraduate students, and companies have requested students for clinical internship hours and hiring. Schools in the area have

shown an interest in behavior analytic practice (new job postings, hiring consultants, contacting LSUS faculty for assistance with students, etc.), indicating good promise for partnerships in local school districts.

- **Work-based Learning**: The Association for Behavior Analysis International requires that individuals complete 2000 hours of supervised fieldwork to apply for the credential of BCBA. The proposed program will require 9 credit hours (across 3 semesters) of practicum and internships in which students will accrue roughly half of these hours working in the LSUS CCPC on campus, with local applied behavior analysis providers, or in behavioral health agencies in the community under the direct supervision of faculty and local certified behavior analysts.
- **Other program attributes that contribute to closing the achievement gap with underserved populations**: The proposed program allows underserved students from the notably diverse Shreveport area and beyond to pursue graduate education within their region in an on-campus, face-to-face setting. Additionally, it will enable students to stay and serve their own underserved community populations. As a regional university, LSUS will host the MSABA, which will be the only formal behavior analysis training opportunity in the northern half of the state and the only master's program in ABA in the whole state, which will significantly increase access to treatment for individuals with autism, developmental disabilities, traumatic brain injury, and other populations which are particularly underserved in the region.

### **Staff Analysis**

According to external reviewer Dr. Ryan Speelman, "There is a great need for Behavior Analysts in all schools, mental health centers, and autism clinics throughout the nation. The number of job openings for Behavior Analysts continues to grow exponentially." LSUS has garnered significant endorsement for the program, as evidenced by the multiple letters of support received from local behavioral health centers, autism clinics, and schools. Many of these letters mention the dire need for professionals with the knowledge, skills, and ethical understanding of ABA principles. Graduates of the proposed MS in Applied Behavior Analysis will effectively help to meet this need.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Master of Science in Applied Behavior Analysis (CIP 42.2814) at Louisiana State University Shreveport with a progress report due October 1, 2025.**

## AGENDA ITEM IV.B.

### Proposed Master of Science in Clinical Rehabilitation Counseling Louisiana State University Shreveport

#### **Background Information**

Louisiana State University Shreveport (LSUS) has requested Board of Regents approval to establish a Master of Science (MS) in Clinical Rehabilitation Counseling. The proposal has been favorably reviewed by Chief Academic Officers statewide and by Dr. Fong Chan, Emeritus Professor, and researcher at the University of Wisconsin-Madison. The proposed program was included in the institution's 2023-2024 Academic Plan.

#### **Staff Summary**

The proposed MS in Clinical Rehabilitation Counseling is a 60-credit hour program offered through the Department of Psychology in the College of Education and Human Development. The proposed program is designed for the individual who seeks a professional counseling career in rehabilitation settings. The mission is to educate and train students at the master's level to meet the needs of qualified personnel in the rehabilitation profession. The program is designed to prepare counselors who specialize in working with individuals with physical, developmental, cognitive, psychological, and neurological disabilities. Students will be equipped with the knowledge, skills, and experiences to empower people with disabilities through the counseling process. The program will prepare students to obtain professional licensure and certification as a professional rehabilitation counselor.

1. **Value:** Per Regents' policy, this program meets the criteria for a Quality Credential of Value.
  - a. **Workforce Demand and Job Opportunities:** According to the Centers for Disease Control and Prevention, approximately 33% of adults in Louisiana have a disability. The Louisiana Licensed Professional Vocational Rehabilitation Counselor Board of Examiners website indicates that there are only 193 Licensed Rehabilitation Counselors in the state, with only five representing the Shreveport/Bossier region, leaving this region of the state underrepresented with licensed rehabilitation counseling professionals to serve clients with disabilities. The data suggests that Louisiana's demand for rehabilitation counselors exceeds the national average.

Occupation	LWC Star Rating <sup>1</sup>	Current Jobs <sup>2</sup>	Projected Jobs 2030 <sup>2</sup>	% Change <sup>2</sup>	Average Salary <sup>2</sup>
Rehabilitation Counselor	3	503	535	6%	\$45,160
Social and Community Service Managers	4	2,159	2,301	7%	\$75,608
Mental Health and Substance Abuse Social Worker	3	987	1099	11%	\$48,079
Healthcare Social Workers	4	1,803	1,853	2.8%	\$59,987

<sup>1</sup>Source – LWC

<sup>2</sup>Source – 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, leadership, career management, communications, and planning.

- c. **Same or Similar In-State Programs:** While similar programs exist at other institutions in the state, Southern Louisiana University and A&M College is currently the only institution with an MS in Clinical Rehabilitation Counseling. The need for additional mental health counseling professionals in the state will continue to increase. The proposed program will focus on services to the local (Shreveport-Bossier), regional (Northern Louisiana), and state needs and will not significantly impact enrollment in other programs statewide.
- d. **Student Enrollment and Completion:** Initial projected enrollment in the program is based on student interest surveys conducted with currently enrolled undergraduate students in psychology and other social science disciplines. The institution estimates enrolling 10 new students in year one, increasing to 25 by year four.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	10	15	20	25
TOTAL Estimated Program Graduates	0	10	5	10

- 2. **Resources:** All courses required for the proposed program are already offered at the institution as part of other graduate degree programs. One additional new full-time faculty member with a Ph.D. and expertise in Rehabilitation Counseling will be needed in year one. The addition has been approved by the LSUS administration to support the proposed program.

	Current	Needed	Additional Costs
<b>Faculty</b>	Current faculty will support the launch of the new program.	One new Ph.D. faculty will be needed to support the program.	Yr. 1+: \$70,000
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing facilities are adequate to support the program.	Additional costs will be incurred for travel and supplies.	\$0
<b>Student Support</b>	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 will be offered mainly through face-to-face instruction, with some courses offered online and in hybrid formats. The program's flexibility will serve students who work part-time or full-time while enrolled in the program.
  - **Affordability:** The proposed program will utilize the university's online library holdings, which, as

part of the LOUIS network, have access to peer-reviewed journal articles, books, and datasets. The institution also plans to secure grant funding for students through various federal initiatives that provide funding to universities that train master's level degree rehabilitation counselors.

- **Partnerships:** LSUS has established partnerships with local, state, federal, and nonprofit agencies such as Louisiana Rehabilitation Services, United States Department of Veterans Affairs, and Goodwill Industries of North Louisiana, who are interested in providing practicum and internship opportunities for the program. The institution has also received letters of support and interest in employing graduates upon program completion.
- **Work-based learning:** The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that students complete 700 hours of supervised fieldwork as part of the degree requirements. The program will require 9 credit hours of clinical experience across three semesters, including one practicum (100 hours) and two separate internships (600 hours). For each clinical experience, students have a university supervisor and a site supervisor. Students will be placed with an agency in the community that provides rehabilitation services to individuals with disabilities.
- **Other program attributes that contribute to closing the achievement gap with underserved populations:** The proposed program allows underserved students in the region to pursue graduate education within their community in an on-campus, in-person setting. The program will primarily serve adult learners who are working full-time. Rehabilitation counseling service providers have expressed interest in paying for their employees to take masters-level rehabilitation counseling courses to enhance their competence and skill level.

### **Staff Analysis**

The need for more qualified counselors with specialized knowledge of disability has become paramount. This proposed MS in Clinical Rehabilitation Counseling program will assist in preparing rehabilitation counselors to provide services to underserved individuals with disabilities in the northern region and other parts of the state. Mental health-related occupations remain in a top tier of need, according to recent labor market analysis data in Shreveport and statewide Regional Labor Market Areas (RLMA).

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed MS in Clinical Rehabilitation Counseling (CIP 51.2310) at Louisiana State University Shreveport with a progress report due October 1, 2025.**



**AGENDA ITEM IV.C.**

**Proposed Master of Science in Interior Design  
Louisiana State University A&M**

**Background Information**

Louisiana State University A&M (LSU A&M) requests Board of Regents’ approval to offer a Master of Science (MS) in Interior Design. The proposal has been favorably reviewed by Chief Academic Officers statewide and Dr. Ellen Fisher, Vice President for Academic Affairs and Dean, New York School of Interior Design. Staff worked with the institution to address issues raised during the review process. The proposed program was included in the institution’s 2023-2024 Academic Plan.

**Staff Summary**

The proposed two-year program would be the first graduate degree of its kind in Louisiana, with a curriculum purposefully focused on health and wellness, an emerging trend in the field of interior design. Healthcare interior design is a dynamic field where aesthetics, functionality, and well-being intersect to create spaces that positively impact patients, staff, and visitors. The LSU A&M School of Interior Design was recently awarded a grant from Our Lady of the Lake (Franciscan Missionaries of Our Lady Health System) to create design proposals for the Our Lady of the Lake Tau Center for Behavioral Health’s Baton Rouge facilities.

- 1. **Value:** Per Regent’s policy, this program meets the criteria of a Quality Credential of Value.
  - a. **Workforce Demand and Job Opportunities:** This graduate program has been developed in response to the absence of this type of graduate study in Louisiana and the region.

Occupation	LWC Star Rating <sup>1</sup>	Current Jobs <sup>2</sup>	Projected Jobs 2032 <sup>2</sup>	% Change <sup>2</sup>	Average Salary <sup>1</sup>
Interior Designers	3-star	451	472	5%	\$53,768

<sup>1</sup>Source – LWC

<sup>2</sup>Source – Lightcast (in Louisiana)

- b. **Curriculum Alignment with Employer Needs:** The process for developing the proposed curriculum began in 2017 when the School of Interior Design, in collaboration with the College of Art & Design, convened dozens of healthcare professionals and LSU faculty, students, and administrators for the Design, Health, and Wellness Symposium. The positive response to creating greater opportunities for LSU students to advance careers focused on health and well-being confirmed the faculty’s ambition to offer a MS in Interior Design. Each major course in the program is aligned with specific student learning outcomes and the knowledge, skills, and abilities (KSAs) incorporated into the course content directly align with those identified by the US Department of Labor for Interior Designers and related professions.
    - c. **Same or Similar In-State Programs:** There are currently no graduate programs in Interior Design or Architecture in Louisiana or in the surrounding states.
    - d. **Student Enrollment and Completion:** A recent survey to determine current student interest in this program suggested 17% of Bachelor of Interior Design students would be interested in this graduate program. A minor in interior design was established in 2019 and student enrollment from the College of Art & Design in this minor has increased 200% since 2020. The college has had to redirect many admissions inquiries for graduate study in interior design to institutions beyond our region.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	3	8	12	15
TOTAL Estimated Program Graduates	0	3	5	7

2. **Resources:** The college anticipates the need to hire one new full-time faculty member in year 3 and new graduate teaching assistants upon approval to assist with the undergraduate courses resulting from redirecting faculty to the graduate program. The Director of the School of Interior Design will serve as the 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
<b>Faculty</b>	Current faculty in the School of Interior Design will support the launch of the new program.	One new full-time faculty will be hired in year 3 and graduate teaching assistants will be added to assist with teaching undergraduate courses.	Yr. 1: \$36K Yr. 2: \$54K Yr. 3: \$72K Yr. 4: \$90K
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing facilities are adequate to support the program.	No additional resources are projected.	\$0
<b>Student Support</b>	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 flexible, with opportunities for students to create individual learning paths in collaboration with a graduate faculty advisor. Courses are typically offered on campus;; however, there are opportunities for synchronous and asynchronous online course offerings, such as enrolling in approved electives and independent study courses and evening courses for non-traditional students.
  - **Affordability:** The proposed program will offer opportunities for graduate teaching and research assistantships and has committed to prioritizing open educational resources. The School of Interior Design will accept prior learning credit for several certifications and plans to develop accelerated articulated pathways from other schools in Louisiana offering undergraduate degrees in interior design and architecture.
  - **Partnerships:** Partnerships with industry include employers providing opportunities for graduate-level internships, potential research opportunities with LSU Health New Orleans and Shreveport, Our Lady of the Lake, and Ochsner Health, and students may work with community-based organizations depending on their area of concentration.
  - **Work-based Learning:** The program includes a paid internship experience under the general supervision of graduate faculty members and direct supervision of a professional supervisor in interior design or a related discipline.
  - **Other program attributes that contribute to closing the achievement gap with underserved**

**populations:** This program contributes to closing the achievement gap with underserved populations by offering graduate assistantships and paid internships, providing individualized advising and support for underserved undergraduate students interested in graduate study, maintaining the diversity of faculty, providing leveling courses, and leveraging resources from LSU's Division of Engagement, Civil Rights & Title IX, the Office of Multicultural Affairs, the Clarence L. Barney Jr. African American Cultural Center, and the Women's Center.

### **Staff Analysis**

As the first degree of its kind in Louisiana, students in the proposed MS in Interior Design will support advanced and applied research across multiple scales and settings that shape the interior environment and human behavior. Graduates of the program will be prepared to become leaders and innovators in designing interior environments. LSU A&M has garnered significant support for the program, as evidenced by the multiple letters received from local and global architecture and design firms, and the institution has established strong partnerships with local hospitals and healthcare systems.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Master of Science in Interior Design (CIP 04.0501) at Louisiana State University A&M, with a progress report due October 1, 2025.**

## AGENDA ITEM IV.D.

### Proposed Master of Social Work Northwestern State University of Louisiana

#### Background Information

Northwestern State University of Louisiana University (NSU) requests Board of Regents approval to establish a Master of Social Work (MSW). The proposal was approved by the University of Louisiana System Board of Supervisors and then submitted to Regents for consideration. The proposal was then reviewed by Dr. Robert Vernon, Emeritus Professor at Indiana University School of Social Work, who found the proposed program to have a sound curriculum that aligns with accreditation standards. The proposal was then favorably reviewed by Chief Academic Officers statewide. The proposed program was included in the institution's 2022-2023 Academic Plan.

#### Staff Summary

The proposed MSW is designed to develop clinically trained, evidenced-based social work professionals who are competent to meet the growing need for practitioners with an emphasis on providing trauma-informed practice, particularly in rural central and western Louisiana. The proposed program will build upon NSU's existing Bachelor of Social Work (BSW) offering two options: a traditional two-year (60 credit hour) program as well as an advanced standing one-year (30 credit hour) option for students with BSW degrees from a Council of Social Work (CSWE) accredited program within the past 10 years. Students will be prepared as advanced generalist social work practitioners at the MSW professional level, preparing graduates to become licensed professionals.

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 with a master's degree in social work from an accredited program to be prepared for state licensure. The Louisiana Workforce Commission lists social work occupations as having bright outlooks and indicates an increase in the need for these positions throughout the state.

Occupation	LWC Star Rating <sup>1</sup>	Current Jobs <sup>2</sup>	Projected Jobs 2030 <sup>2</sup>	% Change <sup>2</sup>	Average Salary <sup>2</sup>
Healthcare Social Worker	4	1,788	1,996	12%	\$60,135
Child, Family, and School Social Workers	3	1,292	1,469	14%	\$56,174
Mental Health and Substance Abuse Social Worker	3	987	1099	11%	\$48,079

<sup>1</sup>Source – LWC

<sup>2</sup>Source – 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, leadership, career management, communications, and planning.

- c. **Same or Similar In-State Programs:** Currently, Grambling State University, LSU A&M, and Southern University New Orleans offer Master of Social Work programs in the state. Based on the projected growth and need for social workers and counselors in the state, the proposed program will train future master-level social workers with a unique emphasis on trauma-informed practice. No other university in the state or region has such a focus. There is a disparity in the number of MSW-level programs for social workers between the rural parishes of central and west Louisiana and the metropolitan parishes in the southeastern part of the state. Southeastern Louisiana University is also proposing the addition of an MSW program.
- d. **Student Enrollment and Completion:** Based on a student survey conducted by the institution, current graduates from the Bachelor of Social Work program and other related majors such as general studies, nursing, psychology, sociology, education, science majors, and other helping disciplines will pursue this new program. Students who have earned an undergraduate degree in social work from a Council on Social Work Education (CSWE) accredited institution can apply for the Advanced Standing track and complete their MSW in one year.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	15	40	51	58
TOTAL Estimated Program Graduates	0	28	28	32

2. **Resources:** The program will appoint two full-time faculty who currently teach in the BSW program to support the MSW program in year one, with additional adjunct faculty to be hired as needed. Year two requires three faculty to have a full-time appointment to the program. To receive full accreditation in year three, the program must have a total of four faculty members, including a program director and field director. The cost of implementation of the proposed program would be absorbed within the existing infrastructure of the institution; current facilities are sufficient to launch the program and support implementation for the foreseeable future.

	Current	Needed	Additional Costs
<b>Faculty</b>	Two faculty who currently teach in the BSW will support the MSW implementation and going forward.	One additional full-time faculty will be hired in Year 2, two in Year 3, and one more in Year 4.	Yr. 2: \$92,950 Yr. 3: \$278,850 Yr. 4+: \$371,800
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing facilities are adequate to support the program.	Additional computers and other technology will be purchased for new faculty.	Yr. 2: 2,500 Yr. 3: 5,000 Yr. 4: 2,500
<b>Student Support</b>	Existing resources will meet the needs of the program for the foreseeable future.	Funding will be allocated for up to two grad assistants per year.	Yr. 2: \$12,000 Yr. 3+: \$24,000

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
- **Accessibility:** The proposed MSW program will be offered online to meet students' needs while advancing their education and allowing for active employment while they pursue their MSW degree.
  - **Affordability:** NSU provides students with a flat rate fee for all online students. OER, transfer agreements, and prior learning assessment will also be utilized. The field internship component of the degree provides opportunities for stipends, paid internships, and employment-based internships,

during which students continue to receive their salary.

- **Partnerships**: The Department of Social Work at Northwestern has strong partnerships with the Louisiana Department of Children and Family Services (DCFS) Workforce Development Initiative. NSU is named the Lead University of the Louisiana Universities Child Welfare Workforce Alliance (LUCWWA), consisting of eight public universities in the Title IV-E training initiatives in the state. Other partnerships established as field Practicum sites included Cane River Children’s Services, CASA, Parish School Boards, School-based Health Centers, Hospice agencies, and Natchitoches Regional Medical Center. Plans are underway for NSU also to develop a partnership with Fort Johnson and the Veteran’s Administration to accept MSW interns.
- **Work-based Learning**: The proposed program will consist of a field practicum experience of 900 hours required for each student to complete the traditional two-year MSW pathway and for 500 hours of required field practicum experience for the advanced standing one-year program.
- **Other program attributes that contribute to closing the achievement gap with underserved populations**: The online format of the program will support adult learners currently working. The program will also include Title IV-E Employee Educational Support options for current DCFS employees to obtain their MSW while continuing employment with DCFS. This funding provides tuition assistance for state child welfare employees who have shown a commitment to child welfare and a propensity towards life-long learning. Having an MSW program at NSU will also allow members of the military stationed at Fort Johnson to gain an advanced degree that is valuable to both working in the military and working with veterans.

### **Staff Analysis**

The proposed Master of Social Work program will allow graduates to become licensed professionals in the state of Louisiana and have a direct impact on expanding and improving the well-being of the communities in the state of Louisiana. The addition of a Master of Social Work program at NSU will increase the number of Licensed Master Social Workers and Licensed Clinical Social Workers throughout the state, with particular benefit to the central and southwestern parts of Louisiana. Graduates of this program will also receive training that emphasizes trauma-informed practice, which is unique across the state. Mental health-related occupations remain in a top tier of need in recent labor market analysis data in statewide Regional Labor Market Areas (RLMA).

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Master of Social Work (CIP 44.0701) at Northwestern State University of Louisiana, with a progress report due October 1, 2025.**

## AGENDA ITEM IV.E.

### Proposed Master of Social Work Southeastern Louisiana University

#### **Background Information**

Southeastern Louisiana University (SLU) requests Board of Regents approval to establish a Master of Social Work (MSW). The proposal was approved by the University of Louisiana System Board of Supervisors and then submitted to Regents for consideration. The proposal was then reviewed by Dr. Melanie Bergeron, MSW Field Director at Southeastern University, Lakeland, Florida, who found the proposed program to have a sound curriculum that aligns with accreditation standards. The proposal was then favorably reviewed by Chief Academic Officers statewide. The proposed program was included in the institution's 2022 Academic Plan.

#### **Staff Summary**

The proposed MSW is designed to train students in clinical social work interventions and practices in working with individuals, families, groups, and communities in rural settings. The master's degree will allow social work professionals to gain knowledge and skills associated with the clinical practice of social work and is considered the terminal degree in the field. The proposed program will be offered in two options. The first option is the advanced standing option, a one-year program for students who have earned a bachelor's degree in social work from a Council of Social Work Education (CSWE) accredited program within the past five years. The second option is the traditional standing option, a two-year program for students who do not hold an undergraduate degree in Social Work. The education to be provided in the proposed MSW program will allow graduates to become licensed professionals. Southeastern currently offers a Bachelor of Arts in Social Work, which would provide a strong pipeline for graduates to further their studies and increase job opportunities with a master-level social work program.

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 with a master's degree in social work from an accredited program to be prepared for state licensure. Students will be prepared for various social work and counseling positions in the state. Most directly related to the program are healthcare social workers, child, family, and school social workers, as well as mental health and substance abuse.

Occupation	LWC Star Rating <sup>1</sup>	Current Jobs <sup>2</sup>	Projected Jobs 2030 <sup>2</sup>	% Change <sup>2</sup>	Average Salary <sup>2</sup>
Healthcare Social Worker	4	1,788	1,996	12%	\$60,135
Child, Family, and School Social Workers	3	1,292	1,469	14%	\$56,174
Mental Health and Substance Abuse Social Worker	3	987	1099	11%	\$48,079

<sup>1</sup>Source – LWC

<sup>2</sup>Source – 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, leadership, career management, communications, and planning.

- c. **Same or Similar In-State Programs:** Grambling State University, LSU A&M, and Southern University New Orleans currently offer Master of Social Work programs in the state. Based on the projected growth and need for social workers and counselors in the state, the proposed program will train future master-level social workers with a unique set of skills to serve the residents of rural communities. Northwestern State University of Louisiana is also proposing the addition of a MSW program to its curriculum inventory.
- d. **Student Enrollment and Completion:** Based on a student survey conducted by the institution, current graduates from the Bachelor of Social Work program and other related majors such as psychology, sociology, human sciences, human development and family studies, and criminal justice will flow into this new program. Students who have earned an undergraduate degree in social work from a Council on Social Work Education (CSWE) accredited institution can apply for the Advanced Standing track and complete their MSW in one year.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	15	20	28	38
TOTAL Estimated Program Graduates	15	15	18	20

- 2. **Resources:** The program will require two new faculty to run the program consisting of a program director and field director. The institution projects that a third faculty member will be needed in year three of the program. The proposed program's implementation cost would be absorbed within the institution's existing infrastructure; current facilities are sufficient to launch the program and support implementation for the foreseeable future.

	Current	Needed	Additional Costs
<b>Faculty</b>	Current faculty will share time between the BSW and MSW programs.	Two new faculty will be hired to support the program.	Year 1+ \$166,400
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing facilities are adequate to support the program.	Additional costs will be incurred for travel and supplies.	\$0
<b>Student Support</b>	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 MSW program is designed to be a face-to-face program. It also integrates field education into the curriculum so that students can put what they are learning in the classroom into practice in the field. Classes will be scheduled to accommodate the internship with flexibility to accommodate all student's schedules.
  - **Affordability:** Use of OER, transfer agreements, prior learning assessment, and employer-funding. The department also promotes a textbook rental program.
  - **Partnerships:** Southeastern has strong partnerships with the Louisiana Department of Children and



Family Services through several grants/projects, including the Discovery Renew Family Project, the Title IV-E Child Welfare Scholar Project, and the Louisiana Child Welfare Training Academy.

- **Work-based Learning**: The proposed program will consist of 450 hours of internship in a clinical social work setting at a community agency under the supervision of a licensed master's level social worker across two semesters.
- **Other program attributes that contribute to closing the achievement gap with underserved populations**: The proposed program will serve students from underrepresented minority groups attending academically underserved communities.

### **Staff Analysis**

The proposed Master of Social Work program will allow graduates to become licensed professionals in the state of Louisiana and directly impact expanding and improving the well-being of the communities in the state of Louisiana. Graduates from this program will receive specific training in social work interventions and practices working with individuals, families, groups, and communities in rural settings. Mental health-related occupations remain in a top tier of need, according to 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 Master of Social Work (CIP 44.0701) at Southeastern Louisiana University, with a progress report due October 1, 2025.**

**AGENDA ITEM IV.F.**

**Proposed Doctor of Engineering and Technology Management  
Louisiana Tech University**

**Background Information**

Louisiana Tech University (LA Tech) requests Board of Regents’ approval to offer a Doctor of Engineering and Technology Management (DETM). Dr Samuel Gholston, chair of the Department of Industrial and Systems Engineering and Engineering Management at the University of Alabama in Huntsville provided a favorable evaluation of the proposed program. The program was also circulated to Chief Academic Officers statewide for comment. The proposed program was included on the institution’s 2023-2024 Academic Plan.

**Staff Summary**

The proposed multi-disciplinary professional doctorate program aims to prepare graduates for advanced knowledge and preparation in the application of engineering principles to managerial and business issues in the engineering industry. Graduates will be able to develop new and improve on existing processes in industry, government, the military, and academia. The curriculum covers engineering, science, mathematical modeling, human factors, and management. The program will be available 100% online, with the exception of a few technical courses that may require hands-on lab work. An advisory committee is directly involved with the curriculum as well as project-based student work completed as part of the program.

- 1. **Value:** Per Regent’s policy, this program meets the criteria of a Quality Credential of Value.
  - a. **Workforce Demand and Job Opportunities:** Engineering continues to be a high demand field in the region and state. The most common job titles for this category in Louisiana include project engineer, chief engineer, engineering manager, director of engineering and engineering project lead.

Occupation	LWC Star Rating <sup>1</sup>	Current Jobs <sup>2</sup>	Projected Jobs 2032 <sup>2</sup>	% Change <sup>2</sup>	Average Salary <sup>1</sup>
<b>Architectural and Engineering Managers</b>	5	1,427	1,613	13%	\$162,552
<b>Computer and Engineering Systems Managers</b>	5	2,275	2,993	31.6%	\$121,763

<sup>1</sup>Source – LWC

<sup>2</sup>Source – Lightcast (in Louisiana)

- b. **Curriculum Alignment with Employer Needs:** Industry is directly involved with the curriculum and will continue to be involved with student engagement, special industry-based projects, and other student work throughout the program. An existing industry advisory board and newly formed industrial advisory council comprised of program alumni will continue to inform program structure, industry engagement, and curriculum. These direct industry partnerships will ensure the program continues to align with employer needs.
    - c. **Same or Similar In-State Programs:** LSU A&M, UL Lafayette, and LA Tech all offer PhDs in Engineering, which focus on the research and academia professions in the field. LA Tech will offer the first professional doctorate in engineering.
    - d. **Student Enrollment and Completion:** LA Tech’s master’s program in Engineering and Technology Management (MSETM) graduates about 40 students per year. LA Tech anticipates this program to be the primary feeder to the professional doctorate with about 65% of MSETM students indicating

interest in continuing on to a doctoral program. With the flexible 100% online format, the institution anticipates the program also appealing to external working professionals.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	8	16	24	32
TOTAL Estimated Program Graduates	-	-	-	6

2. **Resources:** Existing resources at the institution that support the existing master’s degree as well as other doctoral programs in engineering will allow the program to be fully implemented with minimal additional resources. A total of \$42,000 has been allocated to support additional teaching obligations for existing faculty to support the program’s new courses and dissertation supervision.

	Current	Needed	Additional Costs
<b>Faculty</b>	Current faculty will be adequate to implement and support the program.	Existing faculty will receive additional compensation for two new courses and dissertation supervision.	\$42,000/year
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing facilities are adequate to support the program.	No additional resources are projected.	\$0
<b>Student Support</b>	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 proposed program, like the associated master’s degree, has been designed to be available 100% online to ensure accessibility for working adult engineering professionals throughout the region.
- **Affordability:** Flexibility in the online program’s course schedule and curriculum are designed to allow students to continue to work full time while going through the program. Industry and institution supported teaching and research assistantships will also be available. Two of the program’s new courses will use exclusively open educational resources (OER), and many other courses in the program are actively working on moving to using OER to reduce overall costs for students.
- **Partnerships:** LA Tech has several local and regional partnerships in the engineering field and are directly engaged with industry for the development of and implementation of the proposed program. The institution is also partnering with industry to support participation of employees in the master’s and proposed doctoral program.
- **Work-based Learning:** The program supports student employment while enrolled and includes real industry-based projects.
- **Other program attributes that contribute to closing the achievement gap with underserved populations:** The program’s professional focus, flexibility in the curriculum to accommodate a variety of engineering degrees and professionals, and fully online nature are intended to help diversify the field of engineering, especially at the leadership level.

### **Staff Analysis**

LA Tech has developed a professional graduate level degree in direct response to demonstrated student and industry interest. The program's development and continued engagement with alumni and industry will ensure the degree continues to serve the engineering leadership needs of the region and state. Its unique design as an online program with a professional focus allows it to serve a unique purpose, increase access to graduate level study in engineering leadership, and diversify the industry. External reviewer, Dr. Gholston, indicated that the program was valuable in meeting industry need.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Doctor of Engineering and Technology Management (CIP 15.1501) at Louisiana Tech University, with a progress report due October 1, 2025.**

## **AGENDA ITEM V.**

### **Proposed TOPS Tech Academic Programs Eligibility List for Academic Years 2024-25, 2025-26, and 2026-27**

#### **Background Information**

Act 230 of 2015 charged an interagency council with identifying those degrees and programs that are aligned with state workforce priorities. Those recommendations are then presented to the Board of Regents and the Louisiana Workforce Investment Council for final approval.

#### **Staff Summary**

At its March 22, 2024 meeting, the Louisiana Collaborative Partners approved the Proposed TOPS Tech Eligibility List: Academic Programs that are Vocation/Workforce-Focused for Academic Years 2024-25, 2025-26, and 2026-27. The partners also voted to include the appropriate Universal Transfer Pathways for TOPS Tech.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the revised TOPS Tech Eligibility Program list, including the Universal Transfer Pathways for TOPS Tech for 2024-2027, which includes academic years 2024-25, 2025-26, and 2026-27, and authorize Regents' staff to transmit the BOR-approved Program List to the WIC and LOSFA in accordance with the law.**

# **ATTACHMENT I**

**2024-25, 2025-26 and 2026-27 Proposed TOPS Tech Eligible List:  
Academic Programs that are Vocation/Workforce-Focused**

**Important Note:**

*ALL Technical Programs that are offered at state institutions AUTOMATICALLY QUALIFY  
for the TOPS Tech Award. These award/degree types include:*

**Associate of Applied Science (AAS) | Career Technical Certificate (CTC) | Certificate of Technical Studies (CTS) | Technical Diplomas (TD)**

System	Campus	CIP	Degree	Subject Area
<b>ULS</b>				
	La Tech	513801	ASN	NURSING
	McNeese	220302	AA	PARALEGAL STUDIES
	Nicholls	120503	AS	CULINARY ARTS
		150903	AS	PETROLEUM SERVICES SAFETY TECHNOLOGY
	NSU	190709	AS	CARE & DVLPT OF YOUNG CHILDREN
		150000	AS	ENGINEERING TECHNOLOGY
		510808	AD	VETERINARY TECHNOLOGY
		513801	ASN	NURSING
<b>ULS Total</b>				
<b>LSU</b>				
	LSUA	510911	AS	RADIOLOGIC TECHNOLOGY
		511004	AS	MEDICAL LABORATORY SCIENCE
	LSUE	513801	ASN	NURSING
		190709	AS	CARE & DVLPT OF YOUNG CHILDREN
		430107	ASCI	CRIMINAL JUSTICE
		510000	AS	HEALTH/MEDICAL PREPARATION PROGRAM OTHERS
		010000	AS	AGRICULTURE
		510908	AS	RESPIRATORY CARE
	LSUHSCNO	510911	AS	RADIOLOGIC TECHNOLOGY
		513801	ASN	NURSING
		510603	AS	DENTAL LABORATORY TECHNOLOGY
<b>LSU Total</b>				
<b>SU</b>				
	SUNO	511501	AA	DRUG AND SUBSTANCE ABUSE
	SUSLA	110701	AS	COMPUTER SCIENCE
		511501	AS	HUMAN SERVICES
		513801	ASN	NURSING
		520101	AS	BUSINESS MANAGEMENT
		520302	AS	ACCOUNTING
<b>SU Total</b>				
<b>LCTCS</b>	<b>All Campuses</b>	BRCC, BPCC, CLTCC, DCC, FTCC, LDCC, NTCC, NLTCC, NCC, RPCC, SLCC, SOWELA		
		161603	AA	AMERICAN SIGN LANGUAGE INTERPRETING
		520101	AS	BUSINESS
		510908	AS	CARDIOPULMONARY CARE SCIENCE
		110701	AS	COMPUTER SCIENCE
		430107	AS	CRIMINAL JUSTICE
		150303	AS	ELECTRICAL-ELECT. ENGINEER TECH.
		510702	AS	HEALTHCARE MANAGEMENT
		150612	AS	INDUSTRIAL TECHNOLOGY
		513801	ASN	NURSING
		220302	AA	PARALEGAL STUDIES
		140101	AS	PRE-ENGINEERING   ENGINEERING
		510909	AS	SURGICAL TECHNOLOGY
		509999	AA	VISUAL & PERFORMING ARTS
		430301	AA	HOMELAND SECURITY & EMERGENCY MANAGEMENT
		510000	AS	HEALTH STUDIES
<b>LCTCS Total</b>				

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**Universal Transfer Pathways for TOPS TECH**

**Accounting**

**Business (General Business, Finance, Management, Marketing) Computer  
Science**

**Criminal Justice**

**Cyber Security**

**Engineering (Chemical, Civil, Electrical, Mechanical)**

**Kinesiology (Pre- Allied Health, Sports Management)**

**Nursing**



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**TOPS Tech Eligibility Inter-Agency Partners List**

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