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Agenda

Academic and Student Affairs

Wednesday, August 20, 2025
11:05 AM

Claiborne Building, 1st Floor ▪ Iowa Room 1–153
1201 N. Third St. ▪ Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. Routine Staff Approvals
 - B. Classic Learning Test (CLT) Policy Statement
 - C. AY 2024–2025 Governor's Military and Veteran-Friendly Campus Program – Interim Report
- IV. Academic Programs
 - A. AAS Technical Studies – Bossier Parish Community College
 - B. AAS Helicopter Aviation – South Louisiana Community College
 - C. BS Public Health – Grambling State University
 - D. BS Engineering Technology – Nicholls State University
- V. New Research Center - HSS Humanities Center – Louisiana State University and A&M College
- VI. Other Business
- VII. Adjournment

Committee Members: Terri P. Sterling, Chair; David J. Aubrey, Vice Chair; Christian C. Creed; Ted H. Glaser III; Darren G. Mire; Samer Shamieh; Devesh Sarda (Student Member); LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative
Staff: Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation

AGENDA ITEM III.A.

Routine Academic Requests & Staff Approvals

Institution	Request
LSU A&M	Request to offer the MS in Computer Science (CIP 11.0701) 100% online. Approved.
LSU E	Request to offer a Certificate of Applied Science (CAS) in Paraprofessional Education (CIP 13.1501). Approved.
LA Tech	Request to change the CIP code for the MS in Kinesiology from CIP 31.0505 to CIP 26.0908 to more accurately reflect the program's content and available concentrations. Approved.
Nicholls	Request to change the name of the Bachelor of Science Special Ed Early Intervention Birth-5 (CIP 19.0101) to Early Childhood PK-3 to align the program by name and conceptualization with other programs in the state and nation. Approved.
Southeastern	Request to change the name of the Bachelor of Science in Human Sciences (CIP 19.0101) to Human Development and Family Science (CIP 19.0701) to more accurately reflect the content of the program and make it more recognizable to students. Approved.
ULM	Request to terminate the Bachelor of Science (BS) in Chemistry due to low enrollment and completion. Approved.

AGENDA ITEM III.B.

LOUISIANA BOARD OF REGENTS Classic Learning Test (CLT) Policy Statement

Background

The Classic Learning Test (CLT) was established in 2015 as an alternative to longstanding college admissions examinations including the ACT and SAT. Currently, over 250 public and private institutions of higher education in the United States accept CLT scores in fulfillment of admission criteria; in our state, the web site for Louisiana Christian University indicates that the CLT is accepted as a credential for admission. The CLT is composed of three sections: Verbal Reasoning, Grammar and Writing, and Quantitative Reasoning, each containing 40 questions plus an optional essay. It is administered entirely online and, at two hours, is significantly shorter than both the SAT and ACT.

As per Act 347 of the 2025 Regular Session of the Louisiana Legislature, beginning in Fall 2025 and effective with the high school graduating class of the 2024–2025 academic year, the CLT may be submitted in fulfillment of the examination component of the eligibility criteria for all Taylor Opportunity Program for Students (TOPS) awards.

Effective 2025

The Board of Regents conducted its own statistical analysis to establish a methodology to concord ACT and CLT scores and adopted the following guidelines for minimum CLT scores required for TOPS eligibility; scores differ for in-state and out-of-state or out-of-country applicants:

For Louisiana residents:

<u>Name of Award</u>	<u>ACT requirement</u>	<u>CLT requirement</u>
TOPS Tech Award	17	54
TOPS Opportunity Award	20	66
TOPS Performance Award	23	80
TOPS Honors Award	27	91
TOPS Excellence Award	31	101

For out-of-state or out-of-country residents:

<u>Name of Award</u>	<u>ACT requirement</u>	<u>CLT requirement</u>
TOPS Tech Award	20	66
TOPS Opportunity Award	23	80
TOPS Performance Award	26	89
TOPS Honors Award	30	99
TOPS Excellence Award	34	109

Board of Regents Response Effective July 2025

The Louisiana Office of Student Financial Assistance (LOSFA) administers the TOPS Program under the direction of its parent agency, the Board of Regents. The Board of Regents staff recommends that LOSFA implement, effective with the graduating class of the 2024–2025 academic year, the minimum score thresholds outlined above for each TOPS award category. The concorded scores will be reviewed periodically, and any updates needed will be shared with the Board.

AGENDA ITEM III.C

AY 2024–2025 Governor's Military and Veteran-Friendly Campus Program Interim Report

Background Information

Act 232 of the 2015 Legislative Session enacted R.S. 17:3138.5 to address the need for comprehensive, statewide support to aid military veterans transitioning from military service to enrollment in postsecondary education. Targeting the need for faculty and staff awareness of "veterans' culture" and for orientation and mentoring programs designed specifically for veterans, the law required the Board of Regents (BOR) to establish a process for designating an institution as a Governor's Military and Veteran Friendly Campus (GMVFC, or Friendly Campus), beginning in Fall 2015.

With advice from the Statewide Articulation and Transfer Council and Faculty General Education Committee (SATC-GE), the BOR developed an application process for institutions interested in receiving the designation. In Fall 2015, 28 of Louisiana's 29 public colleges and universities submitted applications to the Governor for initial designation. The law specifies that the designation is to be renewed annually, with an institution's renewal application to include a report containing a series of prescribed data elements from the previous year, indicating veterans' participation in campus offerings. Any institution that fails to maintain Friendly Campus status must again reapply for initial designation if or when the campus chooses to seek it again.

Act 429 of the 2021 Legislative Session (R.S. 17:3138.5) amended Act 232 of 2015 to extend participation in the Governor's Military Friendly Campus Program to *non-public* education institutions, including the colleges and universities of the Louisiana Association of Independent Colleges and Universities (LAICU). This mandate also included institutional reporting of the completion rates of veterans, their spouses, and their children.

Act 53 of the 2023 Legislative Session (R.S. 17:3138.5) amended Act 429 of 2021 to authorize the Board of Regents to establish additional tiers of recognition for institutions, to increase the duration of the designation from one to two years, and to provide an interim report in the years in which institutions do not submit renewal applications. This year's report is the second-year cycle of the designation and thus requires an abbreviated interim report.

Act 130 of the 2025 Legislative Session (R.S. 17:3138.5) amended previous law to change the name of this designation from "Governor's Military and Veteran Friendly Campus" to "Purple Star Campus". The law increases the duration of the designation from two to three years and adds additional eligibility requirements to those of the previous law. The first year for the Purple Star Campus will begin effective in 2026 to allow the institutions to implement the new criteria. Regents staff will meet with SATC and campus representatives in early Fall to advise them of the new designation and eligibility criteria.

Staff Summary

BOR staff reviewed each application to determine whether each institution continues to meet the requirements for continued designation as a Friendly Campus, with a particular focus on the specific data required by law:

- the number of veterans granted application fee waivers;
- the number who attended the specialized orientation program;
- the number who participated in the priority class registration;
- the number of students (veterans and dependents) who benefited from the articulation and transfer process, including the number of credits accepted and a list of the courses credited; and

- the number of veterans, spouses, and dependent graduates.

Mandatory Criteria for Continued Designation as a GMVFC:

- Waive Application Fees for Veterans: Institutions reported **3,526** application fee waivers for AY 2024–25.
- Veterans' Orientation: Institutions reported **3,079** students participating in the special orientation sessions in AY 2024–25.
- Priority Class Scheduling: Institutions reported that **6,913** students participated in priority scheduling for the fall, winter, spring, or summer semesters/terms of AY 2024–25.
- Military Articulation & Transfer Process: Friendly Campuses reported serving a combined total of **8,494** veteran or dependent transfer students, transferring **139,249** credit hours in AY 2024–25.

Chart 1 details the total number of veteran students, their spouses/dependents, course articulation participation, and total graduates for AY 2024-2025. Chart 2 provides the corresponding information for AY 2023-2024 for comparison. Institutions provided all data required for the 2024–2025 academic year, which are summarized in this chart.

Regents’ policies, including the Matrix, transfer processes, Universal Transfer Pathways (A.A.2.25), Dual Enrollment (A.A. 2.23), and Prior Learning Assessment (A.A. 2.23) provide a framework by which institutions can accept transfer credit and credit for prior learning, which for military students and their dependents is invaluable and directly contributes to their ability to attain credentials and subsequently graduate in a shorter time. As institutions continue to refine and expand the application of these policies, we expect to see an even greater increase in the number of transfer students enrolled and credit hours awarded.

CHART 1: AY: 2024–25 Reported NEW Incoming Enrollment for GMVF Campuses								
SYSTEM	INST.	NEW VETS	TOTAL CREDIT HOURS	TOTAL SPOUSE/ DEPS	TOTAL SPOUSE/DEPS CREDIT HRS	TOTAL CREDIT HOURS VET+ SPOUSE	TOTAL VET GRADS	TOTAL SPOUSE/ DEP GRADS
LSU System	LSU A&M	20	828	641	12,896	661	248	775
	LSUA	233	829	496	1,552	2,380.12	52	74
	LSUE	25	545	21	399	944	7	28
	LSUS	40	2,851	78	1,419.43	4,270.43	165	51
	TOTAL	318	5,053	1,236	16,266	8,256	472	928
SU System	SUBR	18	1,127	22	284	1,411	31	34
	SUNO	0	0	0	0	0	6	5
	SUSLA	9	114	1	7	121	13	10
	TOTAL	27	1,241	23	291	1,532	50	49
UL System	GSU	3	37	6	24	61	6	12
	LA TECH	265	15,855	1,201	53,233	69,088	32	82
	MCNEESE	54	2,359	79	2,731	5,090	11	17
	NICHOLLS	98	258	46	912	1,170	13	17
	NSU	15	360	8	102	462	61	56
	SLU	38	1,596	28	1,393	2,989	32	45
	ULL	100	5,344.40	100	3,894	9,238	72	75
	ULM	59	2,840	102	3,422	6,262	27	31
	UNO	25	1,213	22	749	1,962	15	17
	TOTAL	642	29,502	1,584	66,460	96,322	208	296
LCTCS	BRCC	72	1,155	111	2,507	3,662	60	156
	BPCC	5	47	0	0	47	51	66
	CLTCC	3	15	9	56	71	30	68
	DELGADO	975	2,698	1,942	5,289	7,987	15	21
	FTCC	178	511	302	899	1,410	13	11
	LDCC	245	432	383	715	1,147	24	22
	NTCC	12	182	23	618	800	18	37
	NLTCC	2	20	6	42	62	23	70
	NUNEZ	16	449	4	74	523	23	3
	RPCC	16	376	32	1,254	1,630	36	86
	SOLACC	99	1,854	148	2,917	4,771	35	54
	SOWELA	28	648	50	796	1,444	62	136
	TOTAL	1,651	8,387	3,010	15,167	23,554	390	730
LAICU	DILLARD	0	0	0	0	0	16	154
	LCA	0	0	3	160	160	0	6
	TOTAL	0	0	3	160	160	16	160
GRAND TOTAL		2,638	43,701	5,856	95,548	139,249	1,136	2,163

CHART 2: AY 2023–24 Reported NEW Incoming Enrollment for GMVF Campuses

SYSTEM	INST.	NEW VETS	TOTAL CREDIT HOURS	TOTAL SPOUSE/ DEPS	TOTAL SPOUSE/ DEP CREDIT HRS.	TOTAL CREDIT HOURS VET+ DEPS	TOTAL VET GRADS	TOTAL SPOUSE/ DEP GRADS
LSU System	LSU A&M	31	1,838	456	11,043.10	12,881.10	151	702
	LSUA	165	13,591	203	18,740	32,331	44	44
	LSUE	37	2,100.44	11	423.35	2,524	4	19
	LSUS	96	6,198.21	41	1,978	8,176.21	103	40
Total		329	23,728	711	32,185	55,912	302	805
SU System	SUBR	16	665	16	1,363	2,028	8	2
	SUNO	50	1,000	0	0	1,000	120	0
	SUSLA	16	42	47	137	179	6	2
Total		82	1,707	63	1,500	3,207	134	4
UL System	GSU	6	277	6	315	592	9	24
	LA TECH	898	2,411	181	531	2,942	37	55
	MCNEESE	54	2,301	56	2,112	4,413	15	25
	NICHOLLS	317	947	309	925	1,872	27	22
	NSU	22	211	15	159	370	53	54
	SLU	468	1,224	53	141.5	1,364	47	61
	ULL	86	5,269.31	89	3,322	8,591.31	42	37
	ULM	54	2,316	100	3,252	5,568	21	34
	UNO	58	168	33	97	265	19	0
Total		1,963	15,124	842	10,855	25,978	270	312
LCTCS	BRCC	63	3,401.40	124	7,983	11,384	69	104
	BPCC	7	58	2	39	97	36	33
	CLTCC	2	6	53	506	512	17	72
	DELGADO	223	2,504	422	3,647	6,151	25	10
	FTCC	398	1,167	463	1,302	2,469	36	47
	LDCC	425	932	540	974	1,906	24	29
	NTCC	15	439	21	458	897	15	17
	NWLTC	2	6	5	24	30	25	60
	NUNEZ	9	0	0	0	0	6	24
	RPCC	20	375	28	655	1,030	16	56
	SOLACC	99	1,854	148	2,917	4,771	33	4
	SOWELA TCC	24	444	50	1,220	1,664	60	101
Total		1,287	11,186	1,856	19,725	30,911	362	557
GRAND TOTAL		3,661	51,745	3,472	64,265	116,008	1,068	1,678

Staff Analysis

Based upon the applications received, Regents staff have confirmed that all public institutions and two non-public institutions report compliance with the Friendly Campus and Tiers of Distinction programs in this interim year report for the designations.

STAFF RECOMMENDATION

Senior Staff recommends **approval** to forward to the Governor the following **28 public** postsecondary institutions and two **non-public** institutions with an endorsement as continuing to meet requirements for designation as *Governor's Military and Veteran Friendly Campuses* and **21 public** postsecondary institutions and one **non-public** institution as continuing to meet the *Tiers of Distinction Designation for 2024–2026*:

Louisiana Community and Technical College System

- | | |
|----------------------------------|--|
| ▪ Baton Rouge CC, Bronze | ▪ Northshore TCC |
| ▪ Bossier Parish CC, Gold | ▪ Northwest Louisiana TCC, Bronze |
| ▪ Central Louisiana TCC | ▪ Nunez CC |
| ▪ Delgado CC, Silver | ▪ River Parishes CC |
| ▪ Fletcher TCC, Silver | ▪ South Louisiana CC, Bronze |
| ▪ Louisiana Delta CC | ▪ SOWELA TCC, Bronze |

Louisiana State University System

- | | |
|---------------------------------|---------------------------------|
| ▪ LSU A&M, Silver | ▪ LSU Eunice, Silver |
| ▪ LSU Alexandria, Silver | ▪ LSU Shreveport, Silver |

Southern University System

- | | |
|-----------------------------------|---|
| ▪ Southern University A&M | ▪ Southern University Shreveport, Bronze |
| ▪ Southern University New Orleans | |

University of Louisiana System

- | | |
|--|--|
| ▪ Grambling State University, Silver | ▪ Southeastern Louisiana University, Silver |
| ▪ Louisiana Tech University, Bronze | ▪ University of Louisiana Lafayette, Silver |
| ▪ McNeese State University | ▪ University of Louisiana Monroe, Silver |
| ▪ Nicholls State University, Bronze | ▪ University of New Orleans, Bronze |
| ▪ Northwestern State University, Silver | |

Louisiana Association of Independent Colleges and Universities

- Dillard University
- Louisiana Christian University, **Bronze**

AGENDA ITEM IV.A.

Proposed Associate of Applied Science in Technical Studies Bossier Parish Community College

Background Information

Bossier Parish Community College (BPCC) has requested Board of Regents' approval to offer an Associate of Applied Science (AAS) in Technical Studies. The program proposal was approved by the LCTCS Board of Supervisors and forwarded to the Board of Regents for consideration. The proposal was then favorably reviewed by Chief Academic Officers statewide.

Staff Summary

The proposed AAS in Technical Studies is designed to support BPCC's already established career and technical programs that do not currently lead to an associate degree (air conditioning and refrigeration, electrician technology, industrial manufacturing, welding, etc.) The program will enable students to acquire both occupational skills in a specific technical area and a basic general education without the institution having to create multiple associate degree programs. The degree will improve graduates' competitiveness for available supervisory positions that require technical skills as well as evidence of analytical, communication, and problem-solving skills. It will also expand educational opportunities for graduates as the general education courses will transfer to baccalaureate degree programs should the student wish to pursue further education.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Workforce Demand and Job Opportunities:** According to the "Executive Summary" of the Louisiana Workforce Development Report 2024, "...skilled trade occupations are expected to experience the most employment growth in Louisiana over the next ten years." The focus areas for the proposed AAS are all 3-, 4-, and 5-star jobs according to the Louisiana Workforce Commission.

Occupation	LWC Star Rating ¹	Current Jobs ²	Projected Jobs 2034 ²	% Change ²	Average Salary ²
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	4-star	561	586	4%	\$52,644
Welders, Cutters, Solderers, and Brazers	4-star	894	1,038	16%	\$53,976
Electricians	4-star	770	930	21%	\$53,191

¹Source – LWC

²Source – Lightcast (in Louisiana)

- b. **Curriculum Alignment with Employer Needs:** The development of the AAS in Technical Studies was informed by input from program faculty, advisory committees, and regional industry partners who consistently emphasize the value of well-rounded graduates with both technical skills and foundational general education competencies. Employers in advanced manufacturing, skilled trades, and facilities maintenance noted that employees with communication, problem-solving, and critical thinking abilities are better prepared for advancement and supervisory roles.
 - c. **Same or Similar In-state Programs:** Similar AAS programs have been implemented at Baton Rouge Community College, Central Louisiana Technical Community College, Fletcher Technical Community College, Louisiana Delta Community College, Northshore Technical Community College, South Louisiana Community College and SOWELA Technical Community College. This

program will specifically serve students located in the northwest region of Louisiana and will align with technical diploma programs offered by BPCC.

- d. **Student Enrollment and Completion:** Students currently enrolled in technical diploma programs will provide a source of students for the proposed program. Enrollment estimates are based on conversations with current students who have expressed interest in continuing their studies to earn an associate degree.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	20	24	24	28
TOTAL Estimated Program Graduates	10	12	12	14

2. **Resources:** BPCC does not anticipate additional costs to offer the program since existing faculty, facilities, and equipment are already in place to support the program. General education courses required for technical students to complete the degree are already offered.

	Current	Needed	Additional Costs
Faculty	Program can be implemented with current general education faculty.	No additional resources are needed.	\$0
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	No additional resources are needed.	\$0
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:** General education courses required for the AAS in Technical Studies may be completed fully online or through a hybrid approach across multiple campuses. This flexibility allows students, especially those in rural areas, to access courses in a way that fits their schedules.
- **Affordability:** OER materials are integrated throughout BPCC's general education curriculum to support accessibility and reduce costs for students. BPCC also uses Follett, a digital bookstore program, to provide students with immediate access to required textbooks and other learning materials for a flat fee per credit hour. In addition, BPCC offers a comprehensive prior learning assessment matrix that grants credit for industry-based credentials in credit-bearing programs.
- **Partnerships:** BPCC maintains strong partnerships with industry representatives that serve on advisory boards for each of the four technical diploma pathways that connect directly to the proposed AAS. These collaborations ensure that students have clear pathways into the workforce and provide opportunities to build relationships with employers while completing their studies. Examples include Weyerhaeuser, International Paper, Roy O. Martin, Cleco, Acme Refrigeration, Alliance Compressors and Coburn's Electric.
- **Work-based learning:** Internship opportunities currently exist within the Electrician Technology pathway through a 150-hour internship component. Work-based learning is embedded in all other programs through project-based instruction and industry engagement. Students in Welding, HVAC, and Industrial Manufacturing complete hands-on assignments modeled after real world job scenarios.
- **Other program attributes that contribute to closing the achievement gap with underserved populations:** The AAS in Technical Studies will target underserved populations by showcasing accessible pathways for low-income students, adult learners, and veterans. With all four eligible

pathways qualifying for the MJ Foster Promise Program, the program reduces financial barriers and creates opportunities for students to pursue post-secondary education and achieve upward mobility.

Staff Analysis

BPCC's proposed AAS in Technical Studies will provide students with technical training, for which there is a workforce need, while also enabling them to acquire basic general education competencies that increase employment and educational opportunities. The benefits to the community will be well-rounded employees in technical fields who will have the depth and breadth of knowledge to adapt to the ever-changing workforce.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed AAS in Technical Studies (CIP 47.9999) at Bossier Parish Community College, with a progress report on program implementation submitted as part of the institution's 2026–2027 Academic Plan.

AGENDA ITEM IV.B.

Proposed Associate of Applied Science in Helicopter Aviation South Louisiana Community College (SoLAcc)

Background Information

South Louisiana Community College (SoLAcc) has requested Board of Regents' approval to offer an Associate of Applied Science (AAS) in Helicopter Aviation. The program proposal was approved by the LCTCS Board of Supervisors and forwarded to the Board of Regents for consideration. The proposal was favorably reviewed by the Chief Academic Officers statewide, and the proposed program was included in the institution's 2024–2025 Academic Plan.

Staff Summary

The proposed Associate of Applied Science in Helicopter Aviation prepares students for immediate employment as certified helicopter pilots, therefore responding to growing workforce demands. The program's embedded FAA certification provides an additional credential which will increase students' marketability. The program will be in New Iberia, a hub of aviation and industry activity, which will help generate support from multiple partners. These include the Aviation Academy of Louisiana (AAL) which has already pledged substantial support in the form of facilities, equipment, instructors, consultation on curriculum, and training. Students in this program will be eligible to receive support from the MJ Foster Promise Program and other forms of Financial Aid. The large population of veterans who are likely to enroll in the program will also be eligible for military benefits. The proposed program aligns with the Governor's Focus on Aviation Excellence initiative.

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

Workforce Demand and Job Opportunities: By producing employment-ready graduates, the AAS in Helicopter Aviation will support the mission of SoLAcc by expanding access to high-quality, workforce-driven education and training in a specialized and in-demand field, thereby contributing to regional workforce development and economic growth.

Occupation	LWC Star Rating ¹	Current Jobs ²	Projected Jobs 2034 ²	% Change ²	Average Salary ²
Commercial Pilot	5-star	234	260	11.1%	\$129,310
Helicopter Pilot	5-star	140	150	7.1%	\$81,113

¹Source – LWC

²Source – Lightcast (in Louisiana)

- a. **Curriculum Alignment with Employer Needs:** Curriculum will be based on insights shared by staff at the Aviation of Academy of Louisiana (AAL), ensuring that students' knowledge, skills, and abilities will be responsive to employers' needs. The embedded FAA rotorcraft certification will also demonstrate the market-ready nature of the program's graduates.
- b. **Same or Similar In-state Programs:** The AAS in Helicopter Aviation will be the only such associate degree offered in Louisiana. Existing aviation certificates and technical diplomas offered at other institutions focus on maintenance and technology, prioritizing on-ground competencies.
- c. **Student Enrollment and Completion:** Recruitment for the AAS in Helicopter Aviation will draw from

populations of adult learners, veterans, and individuals seeking career changes. Dual enrollment courses will also be developed to encourage high school students to consider enrolling in the program. FAA regulations allow individuals 16 years of age and older to qualify for pilot's licensure, so high school students would not be prohibited from admission to the program. Arrangements would need to be crafted with interested students and school boards concerning the nature of participation in the program. While current financial arrangements between the college and school systems would not support the full cost of the flight training, ground school and general education costs could be covered in conjunction with a dual enrollment agreement. Finally, Prior Learning Assessment/Credit for Prior Learning will serve as recruitment incentives. Enrollment estimates are based on conversations with current and potential students who have expressed interest in completing an associate degree in this area.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	14	17	23	26
TOTAL Estimated Program Graduates	10	15	20	25

2. **Resources:** Aviation industry partners will provide the bulk of resources needed to offer the program; in fact, they are committed to providing in-kind support and offering scholarship opportunities for students. Students will bear some costs, including flight training fees, FAA-required medical certification, FAA written exam and check ride fees, aviation supplies including flight headsets, and travel to and from the New Iberia location. The program will require new hires, including a program coordinator, certified flight instructors, ground school instructors, adjunct faculty, and support staff.

	Current	Needed	Additional Costs
Faculty and Staff	Support staff will be required to support proposed program currently in place.	Program Coordinator Ground School Instructors Certified Flight Instructors (Adjunct Faculty)	Yr. 1+: \$182,875 ¹
Physical (Facilities, Equipment, Library, & Technology)	Facilities and equipment will be provided by SoLAcc - New Iberia Vortex Drive Campus.	No additional resources are needed.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources are needed.	\$0

¹Note that flight instruction is not a fixed cost and will scale over time according to enrollment.

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:** General education courses required for the AAS in Helicopter Aviation may be completed fully online or through a hybrid approach across multiple campuses. This flexibility allows students, especially those in rural areas, to access courses in a way that fits their schedules.
 - **Affordability:** Because of the high cost of aviation training, efforts have been made to secure support from industry partners to offset costs to students. In addition, the following opportunities will reduce students' expenses: Financial Aid eligibility including the MJ Foster Promise program, Veterans Affairs education benefits, institutional scholarships, the use of Open Educational Resources (OER), and Prior Learning Assessment.
 - **Partnerships:** The initial and key partnership will be with the Aviation Academy of Louisiana (AAL) which will provide support in the form of facilities, equipment, instructors, consultation on

curriculum, and training. Other partners in the New Iberia area include PHI Aviation, the Bristow Group, and Aviation Exteriors (AVEX).

- **Work-based learning:** Work-based learning experiences and internship opportunities will form key components of the curriculum for the AAS in Helicopter Aviation.
- **Other program attributes that contribute to closing the achievement gap with underserved populations:** The location of this program in a rural area will extend SoLAcc's commitment to removing geographic and socioeconomic barriers to high-quality, industry-aligned education.

Staff Analysis

SoLAcc's proposed AAS in Helicopter Aviation will provide students with hands-on, technical training in aerospace, identified by Louisiana Economic Development as a high-demand field, while also allowing them to gain foundational general education knowledge that will expand their educational and employment opportunities. This approach will result in graduates who are well-prepared for immediate workforce entry and who have the academic foundation to pursue additional education, creating a pipeline of well-educated, skilled employees ready to meet evolving industry needs by providing a direct response to the national shortage of qualified helicopter pilots.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed AAS in Helicopter Aviation (CIP 49.0101) at South Louisiana Community College with a progress report on program implementation due as part of the institution's 2026–2027 Academic Plan.

AGENDA ITEM IV.C

Proposed Bachelor of Science in Public Health Grambling State University

Background Information

Grambling State University (Grambling) requests the Board of Regents' approval to offer a Bachelor of Science (BS) in Public Health. The proposal was approved by the Board of Supervisors for the University of Louisiana System (ULS) and submitted to the Board of Regents for consideration. The proposal was reviewed by Chief Academic Officers statewide, and the proposed program was included in the institution's 2024–2025 Academic Plan.

Staff Summary

The proposed Bachelor of Science in Public Health (BS PUBH) at Grambling State University is designed to equip students with the skills needed to address public health challenges related to chronic and infectious diseases, health disparities, and the social determinants of health. Aligned with the mission of the American Public Health Association (APHA), the BS PUBH emphasizes disease prevention and public health strategies that improve individual and community well-being. Housed within the School of Nursing, the BS PUBH program will share its general education requirements with the pre-nursing track, allowing seamless movement between the two pathways. Students who begin in the pre-nursing program but are not admitted to the professional nursing sequence will have the option to continue their studies in public health without financial or academic disruption. Similarly, students in public health will retain the flexibility to pursue nursing if they meet the admission criteria.

Students will be prepared to analyze public health data, implement community-based wellness initiatives, and collaborate across disciplines to improve health outcomes. The program will also serve as a foundation for graduate study in public health and expand the workforce readiness in government, nonprofit, and international health sectors. By offering a flexible and mission-aligned curriculum, the BS PUBH will increase the number and diversity of professionals equipped to meet the health needs of communities across Louisiana.

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 BS PUBH provides a pathway for students interested in careers that improve health outcomes and expand access to care. Designed to address the state's growing healthcare workforce shortage, the program builds on Grambling's historic mission to educate African American students and prepare them for roles in fields where they are underrepresented. This program offers a meaningful opportunity to close these gaps and support students seeking employment in a high-demand field.

Related Occupation	LWC Star Rating ¹	Current Jobs ²	Projected Jobs 2034 ²	% Change ²	Average Salary ¹
Medical & Health Services Manager	5-star	6,699	8,583	28%	\$114,774
Occupational Health and Safety Specialists	5-star	2,046	2,353	15%	\$83,844
Health and Safety Engineers	5-star	364	373	2%	\$120,099

¹Source – LWC

²Source – Lightcast (in Louisiana)

- a. Curriculum Alignment with Employer Needs: The university consulted with nursing faculty, alumni, community members, and workforce partners when developing the program's curriculum. Completion of the first two years of the curriculum will provide students with two options for advancement in either the professional nursing or the professional public health program.
- b. Same or Similar In-State Programs: While undergraduate degrees in public health are offered at two other institutions in the state, the proposed program will be the first BS in Public Health at an HBCU in Louisiana.
- c. Student Enrollment and Completion: Grambling will recruit pre-nursing students and others in related majors, such as biology and social work, to pursue the BS in Public Health. Approximately 400 students are currently enrolled in the pre-nursing curriculum, and survey responses indicate strong interest in the proposed program. Some students unable to advance to the clinical portion of the nursing program due to limited seats may choose to change majors, enabling timely degree completion through public health.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	80	136	259	406
TOTAL Estimated Program Graduates	0	0	64	109

2. **Resources**: To support the proposed BS PUBH, initial faculty needs will be met with existing resources. A Director for the proposed program will be selected from the current faculty within the School of Nursing. As enrollment grows, adjunct instructors and an administrative assistant may be added. Grambling plans to pursue external funding and donations to offset indirect program costs.

	Current	Needed	Additional Costs
Faculty	Existing faculty in the department will support the program.	A Director and support personnel will be needed to support the program.	Yr. 1: \$127,000 Yr. 2: \$129,549 Yr. 3: \$132,130 Yr. 4: \$134,773
Physical (Facilities, Equipment, Library, & Technology)	Existing offices and classrooms are sufficient to support the program.	Costs will be incurred for the CEPH accreditation fees.	Yr. 3: \$2,500 Yr. 4: \$3,000
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 BS PUBH program will be offered in a traditional face-to-face format, with the potential to transition to a fully online option to increase access for students across the state. The first two years of the curriculum mirror the general education and prerequisite coursework required for pre-nursing students. Upon completion, students may apply to either the professional nursing program or continue into the upper-level public health coursework, providing multiple pathways to degree

completion.

- **Affordability:** Students may receive credit for prior learning through Advanced Placement (AP) scores, CLEP exam results, or university-administered assessments in designated disciplines. Additionally, the university will support employer-sponsored tuition assistance programs for working students pursuing a degree.
- **Partnerships:** Partnerships with public and private organizations helped shape the proposed BS in Public Health (BS PUBH) program. Memoranda of Understanding with Louisiana Delta Community College and Louisiana Tech University support student transfers and offer pathways from nursing to public health. Collaborations with the Bienville Parish Library, NAMI-Ruston, IBM Skills Academy, and Lotus by BAE, LLC. provide students with hands-on opportunities in community health, mental health education, and wellness promotion. These partnerships enhance the program's focus on health, disease prevention, and support for underserved populations and will offer students access to service learning, internship, and community-based health education opportunities aligned with the program's emphasis on wellness, prevention, and mental health.
- **Work-based Learning:** The proposed BS PUBH curriculum includes a four-credit hour course, PUBH 425: Fundamentals of Program Planning & Evaluation, which requires students to complete 96 hours of experiential, work-based learning in a public health setting.
- **Other program attributes that contribute to closing the achievement gap with underserved populations:** The proposed BS in Public Health (BS PUBH) program offers an alternative path for students interested in health-related careers, especially minority adult learners. It aims to increase minority representation in healthcare and address service gaps in underserved communities. The curriculum equips students with essential skills for addressing public health challenges across all levels of government and in underserved areas.

Staff Analysis

The proposed Bachelor of Science in Public Health is designed for students pursuing careers in community health education and health promotion. The program offers a flexible pathway shared with pre-nursing, allowing students to shift between tracks without academic disruption. Students will gain skills in data analysis, community wellness, and interdisciplinary collaboration, with opportunities for graduate study and employment in public, nonprofit, and international health sectors.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Bachelor of Science (BS) in Public Health (CIP 51.2207) at Grambling State University, with a progress report on program implementation submitted as part of the institution's 2026–2027 Academic Plan.

AGENDA ITEM IV.D.

Proposed Bachelor of Science in Engineering Technology Nicholls State University

Background Information

Nicholls State University (Nicholls) requests Board of Regents approval to offer a Bachelor of Science (BS) in Engineering Technology. The proposal was approved by the Board of Supervisors for the University of Louisiana System (ULS) and submitted to the Board of Regents for consideration. The proposal was reviewed by Chief Academic Officers statewide, and the proposed program was included in the institution's 2024–2025 Academic Plan.

Staff Summary

The proposed Bachelor of Science in Engineering Technology (BSET) at Nicholls will prepare students for careers in Louisiana's emerging energy sector by combining applied engineering instruction with industry-specific workforce development. Designed in collaboration with regional industry partners, the program responds to labor market needs tied to new energy generation and delivery systems in south Louisiana. The BSET program will feature an interdisciplinary curriculum with foundational coursework in electrical, mechanical, and geospatial engineering, along with construction management, cybersecurity, and safety. Stackable credentials will allow students to complete short-term training aligned with workforce needs, and students with prior training in related fields may apply earned credits toward degree completion. In addition to preparing students for employment in construction, maintenance, inspections, and energy infrastructure security, the program will support academic pathways into engineering and advanced study. Nicholls will pursue accreditation from the Accreditation Board for Engineering and Technology (ABET) under the Engineering Technology Accreditation Commission. The university currently offers an ABET-accredited program in Geomatics, and the proposed BSET will build on that foundation to support continued workforce and economic development across Louisiana.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Workforce Demand and Job Opportunities:** Regional employers in energy, shipbuilding, and coastal restoration report ongoing challenges in hiring and retaining engineers who are willing to work in southeast Louisiana. In response, Nicholls has expanded its engineering offerings, including a geomatics program, petroleum services and petroleum engineering technology degrees, as well as the proposed engineering technology program supported by GNO, Inc., and partnerships with the University of New Orleans (UNO) and the Louisiana F.U.E.L. Consortium. The Southeast Louisiana Economic Council also identifies engineering as a growing regional workforce need. The information in the chart below is specific to Regional Labor Market Area 3, the Houma Region, where Nicholls is located.

Occupation	LWC Star Rating ¹	Current Jobs ²	Projected Jobs 2034 ²	% Change ²	Average Salary ²
Engineering Manager	5-star	51	58	14%	\$163,304
Industrial Production Manager	5-star	110	118	7%	\$139,041
Construction Manager	5-star	429	473	10%	\$99,432

¹Source – LWC

²Source – Lightcast (in Louisiana)

- b. Curriculum Alignment with Employer Needs: Nicholls designed the BSET program in collaboration with the Southeast Louisiana Economic Council and regional industry leaders, whose input shaped the curriculum to meet workforce needs. These partners have provided letters of support and are committed to ongoing consultation. Faculty also worked with GNO, Inc. to secure a \$1.8 million U.S. Economic Development Administration grant to launch the program as part of the H2theFuture consortium.
- c. Same or Similar In-State Programs: There are currently no other engineering technology programs in the Nicholls service area. The proposed degree is specifically focused on addressing regional energy industry needs.
- d. Student Enrollment and Completion: With strong industry support, renewed interest in engineering education in the region, the opportunity for both the reskilling and upskilling of those currently in the oilfield and petroleum industries, and a history of attracting high-achieving students through one of the state's largest Honors Programs, Nicholls anticipates that BSET retention and graduation rates will surpass university averages.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	20	43	69	91
TOTAL Estimated Program Graduates	0	0	2	18

2. **Resources**: To support the BSET program, new faculty will be required, with funding for these positions included in the H2theFuture grant. Additionally, \$25K in private support is anticipated to renovate laboratory space in Gouaux Hall for engineering technology labs.

	Current	Needed	Additional Costs
Faculty	Existing faculty will support the proposed program.	Up to four new faculty members will be hired over the course of the program.	Yr. 1: \$126,000 Yr. 2: \$252,000 Yr. 3: \$378,00 Yr. 4+: \$504,000
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	Renovations for Gouaux Hall to house engineering technologies laboratories are underway. Additional fees for supplies are needed.	Yr. 1: \$29,000 Yr. 2: \$9,000 Yr. 3: \$13,000 Yr. 4: \$19,000
Student Support	Existing student support resources will support 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 BSET program will be delivered on-ground due to the hands-on nature of the curriculum and student preference. To support working students, hybrid options will be developed as needed. Nicholls has decades of experience offering flexible formats for shift workers in similar programs.
 - Affordability: Nicholls will offer prior learning assessments to support reskilling and upskilling, helping students enroll and graduate efficiently. Nicholls will also work to strengthen transfer agreements with Fletcher Technical Community College and other two-year institutions. While new

course materials will be at the discretion of incoming faculty, most existing applied sciences courses in the BSET curriculum already use AER (Affordable Educational Resources) and OER (Open Educational Resources).

- **Partnerships:** The proposed BSET program has strong support from major organizations like GNO, Inc., C-Innovation, LLC, Edison Chouest Offshore, Marine Technologies, LLC., Morrison Energy, the Greater Lafourche Port Commission and the Louisiana F.U.E.L Consortium. These partners will offer guest lectures, internships, employment opportunities, and serve on the advisory board to ensure continuous improvement. The South Louisiana Economic Council, a long-standing collaborator based on campus, also supports the program's development and guided the grant securing its launch.
- **Work-based Learning:** Students will be encouraged to complete a credit-bearing internship that is integrated into the BSET curriculum.
- **Other program attributes that contribute to closing the achievement gap with underserved populations:** Nicholls strongly supports underserved populations. This is reflected in its current portfolio of technology programs with 21% adult learners, 40% minorities, and 12% low-income students. These statistics are above most university averages. The university offers many support services for underserved students, including affinity groups (C.R.O.W.N., Legacy Leaders), disability services, parenting students support, a Dyslexia Center, and a partnership with the Intertribal Council of Louisiana to provide STEM focused advising.

Staff Analysis

The proposed BS in Engineering Technology will prepare graduates to meet workforce demands in Louisiana's growing energy sector by combining technical training with industry-aligned instruction. Developed in partnership with regional employers, the program integrates applied coursework in electrical, mechanical, and geospatial engineering with training in construction management, safety, and cybersecurity. With stackable credentials and credit options for prior training, the program offers flexible pathways into energy-related careers.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Bachelor of Science in Engineering Technology (CIP 15.0000) at Nicholls State University, with a progress report on program implementation submitted as part of the institution's 2026–2027 Academic Plan.

AGENDA ITEM V.

Proposed Humanities and Social Sciences (HSS) Humanities Center Louisiana State University and A&M College

Background Information

A Board of Regents approved center (Academic Affairs Policy 2.05) is an academic research unit organized and structured around broad-ranging interdisciplinary research efforts. A center typically resides within an existing academic unit that facilitates efforts of the institution to attract external funding for related research.

Louisiana State University A&M (LSU) College of Humanities & Social Sciences (HSS) requests to establish the HSS Humanities Center (HSSHC). The request was approved by the LSU Board of Supervisors and submitted to Regents for consideration.

Staff Summary

1. Description and Need

The HSSHC's primary mission is two-fold. First, the HSSHC fosters a scholarly culture of human-centered learning and discovery. Second, the HSSHC offers a diverse suite of programming and resources to support researchers' professional development at every career stage.

The HSSHC emerged directly from conversations with HSS faculty, who across dozens of engaged listening sessions in AY 2022–23 spoke to the vital importance of this two-fold mission, and who shared how valuable a humanities center would be to their research and teaching. Many faculty reported coming to LSU having seen the ways humanities centers at other very-high-research-activity schools foster interdisciplinary conversations that empower humane, creative approaches to the world's most pressing challenges. At the same time, faculty also shared how they saw an acute need for intentional and faculty-developed initiatives that would help accelerate their publication of agenda-setting, thought-leading research in all formats, but especially in the form of the book (a key metric of scholarly excellence as measured by bodies including the Association of American Universities).

2. Initiatives and Objectives

LSU's Scholarship First Agenda centers on providing pathways to higher learning, addressing critical problems through ground-breaking research and discovery, and bettering the lives of citizens in every parish. The HSSHC advances this agenda in three specific ways.

First, the HSSHC helps build the foundation for this agenda. As a faculty-created and faculty-driven endeavor, the HSSHC is a valuable recruiting tool for helping LSU attract and retain the best scholars working in humanistic inquiry today. By deepening the scholarly culture within the humanities, the HSSHC accelerates research productivity in this area and enmeshes faculty in a vital, vibrant atmosphere of scholarly excellence.

Second, the HSSHC helps fulfill LSU's mission as reflected in the Scholarship First Agenda. By attracting the best minds in the humanities to LSU's faculty and providing them with a scholarly culture that sustains and accelerates their research, the HSSHC enhances student success, ensuring students work with leading faculty in multiple roles: in the classroom, as mentors, and in students' pre-professional endeavors. The HSSHC's focus on advancing scholarly production supplies tools for faculty to expand and quicken their research activity—activity that often touches on key Pentagon areas, including the human dimensions of agriculture, biotech, the coast, security, and energy. What is more, by empowering scholars working in human-centered

disciplines to produce and publish their research in the most impactful venues and to share their work with the widest set of audiences, the HSSHC drives the College's engagement with the many communities of Louisiana, the betterment of whose lives is the central purpose of the university.

Finally, the HSSHC advances the University's efforts to enhance its national prominence; by supporting individual research excellence and thus driving both the scholarly and student experience-centered dimensions of academic distinction, the HSSHC highlights the multidisciplinary work of the many humanistic disciplines shaping the core of LSU's longstanding excellence in national and international contexts.

3. Resources and Administration

The HSSHC resides in the College of Humanities & Social Sciences, and its Acting Director reports to the Dean of the College of Humanities & Social Sciences. This faculty-driven and faculty-led endeavor has been realized through the efforts of the Acting Director and the HSSHC Advisory Board, which provides support in the form of committee work and ad hoc services. In the spring of each year starting in 2025, the Advisory Board will nominate and recommend to the Dean two new board members drawn from HSS faculty, each of whom will serve a three-year term. The Advisory Board, every three years, will nominate and recommend to the Dean a candidate, drawn from HSS faculty, to succeed the Director whose three-year term has concluded.

The HSSHC operates primarily out of Hodges Hall Room 155, a flexible space located in the suite of rooms belonging to the Office of the Dean of the College of Humanities & Social Sciences. In addition, a partnership with the Department of Geography & Anthropology's Cartographic Information Center has allowed the HSSHC to host its Drop-In Faculty Writing Space in 313 Howe Russel West, a recently renovated library space with necessary environs for faculty to write in quiet. This space also hosts the Second Book Institute Momentum workshops and the Publishing Your Monograph workshops. Spaces for events associated with the mini-residencies are coordinated with the departments and units hosting the visiting scholars.

4. Budget

The HSSHC has secured a philanthropic gift of \$75,000 per year for a three-year pilot program, the Communication to Career Bridge. This program will develop a corps of faculty and graduate students who will help undergraduates parlay communication skills into professional success. From developing multimedia portfolios to practicing interview skills, these specialists will guide students in recognizing, narrating, and leveraging their communication-centered work. This robust support prepares students to secure choice jobs in a highly competitive job market that prioritizes communication, critical thinking, and problem-solving.

Staff Analysis

The proposed HSS Humanities Center will continue to work toward its mission by maintaining successful initiatives and by expanding research support programming for faculty throughout the academic life cycle. The HSSHC's new and continuing programming will remain centered on humanistic inquiry and on the advancement of LSU scholars' professional success and research productivity.

STAFF RECOMMENDATION

Senior Staff recommends authorization of the Humanities and Social Sciences (HSS) Humanities Center at Louisiana State University and A&M College. A progress report and request for continued authorization is due October 1, 2027.