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STATE OF LOUISIANA

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# Agenda

## Academic and Student Affairs

Wednesday, September 24, 2025  
10:45 AM

Claiborne Building, 1st Floor ▪ Louisiana Purchase Room 1–100  
1201 N. Third St. ▪ Baton Rouge, LA 70802

I. Call to Order

II. Roll Call

III. Consent Agenda

A. Routine Staff Approvals

IV. 2025 Statewide Strategic Academic Planning

V. Other Business

VI. 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
LDCC	Request to offer the following programs 100% online: <ul style="list-style-type: none"><li>• AALT &amp; ASLT Louisiana Transfer (CIP 24.0199)</li><li>• AAS Business Office Administration (CIP 52.0401)</li><li>• AAS Business Technology (CIP 52.0101)</li><li>• AAS Computer and Information Technology (CIP 11.0901)</li><li>• AAS Criminal Justice (CIP 43.0104)</li><li>• AS Teaching Grades 1–5 (CIP 13.0101)</li></ul> <b>Approved</b>
LSU A&M	Request to offer the following program 100% online: <ul style="list-style-type: none"><li>• MS Geography (CIP 30.4401)</li></ul> <b>Approved</b>
LSUA	Request to offer the following program 100% online: <ul style="list-style-type: none"><li>• BS Chemistry (CIP 40.0501)</li></ul> <b>Approved</b>
LSUHSC-NO	Request to offer the following program 100% online: <ul style="list-style-type: none"><li>• MSN Nurse Educator (CIP 51.3801)</li></ul> <b>Approved</b>
LSUS	Request to offer the following program 100% online: <ul style="list-style-type: none"><li>• BS Finance (CIP 52.0801)</li></ul> <b>Approved</b>
GSU	Request to offer the following program 100% online: <ul style="list-style-type: none"><li>• UC Data Analytics (CIP 30.7101)</li></ul> <b>Approved</b>
Southeastern	Request to offer the following programs 100% online: <ul style="list-style-type: none"><li>• UC Medical Sales (CIP 52.1801)</li><li>• BBA Business Administration (CIP 52.0201)</li></ul> <b>Approved</b>
ULM	Request to offer the following program 100% online: <ul style="list-style-type: none"><li>• BBA Management (CIP 52.0201)</li></ul> <b>Approved</b>
SUNO	Request to offer the following program 100% online: <ul style="list-style-type: none"><li>• BSN Nursing (CIP 51.3801)</li></ul> <b>Approved</b>

## AGENDA ITEM IV.

### 2025 Statewide Strategic Academic Planning

#### **Background Information**

The Louisiana Constitution of 1974 gives the Board of Regents (BOR) the responsibility to revise or eliminate an existing degree program, department of instruction, division, or similar subdivision and to approve, disapprove, or modify a proposed degree program, department of instruction, division, or similar subdivision. In October 2021, Regents approved revisions to the Academic Affairs policy on Academic Planning and Degree Program Proposals ([AA 2.04](#)) in order to improve the efficiency and effectiveness of the academic planning process. These revisions included the creation of an annual cycle requiring that all institutions submit a three-year academic plan that provides a list of proposed new degree programs at the associate level and above along with updates on recently approved programs, low completer programs, changes in program modality, and planned program terminations.

This year, the BOR organized a series of meetings that paired system- and campus-level decision-makers with directors of the state's eight regional economic development offices as well as representatives from the Louisiana Workforce Commission and the Louisiana Office of Economic Development to ensure the alignment of academic programs with short- and long-term workforce needs. Such meetings exemplify the BOR's shift in our understanding of student success: while degree completion remains an important goal, the BOR is keenly interested in how students succeed *after* degree completion. Are our students entering well-paying careers and earning more than their colleagues who did not complete the same credential? Are they choosing to remain in Louisiana as they begin their career lives and progress through increasingly rewarding opportunities? These are the additional markers of student success. Our academic planning process emphasizes our commitment to that success by ensuring that our academic programs align with current and future workforce needs. As we prioritize and promote our new understanding of student success, generous support from Arnold Ventures has enabled partnerships with the Burning Glass Institute and the Education Strategy Group. These partnerships have introduced additional predictive workforce data as well as technical support for our institutions as they go about the work of academic planning. All these efforts have heightened the level of intentionality in our work so that academic planning can be informed by, and in turn will contribute to, the current and future economic needs of the state.

The annual academic planning process does not replace the campus-level development of individual degree program proposals. Instead, it provides Regents with a regular, comprehensive, programmatic review of institutional plans as well as an analysis of how those plans are responsive to labor market needs in individual regions and throughout the state. These follow from the list of strategic occupation areas that Louisiana labor market data show need additional capacity both regionally and throughout the state. Through innovations in policy and process, partnerships between our state's public institutions and representatives from government and industry, and collaborations with external consultants, our work demonstrates the intentionality with which we approach the academic planning process, all with an eye toward achieving the goals of our state's strategic plan for higher education, *Louisiana Prospers*.

#### **Staff Summary**

##### **Process**

Policy requires that a three-year academic plan be developed annually by each of Louisiana's public institutions of higher education. Regents staff circulate submitted academic plans to the four system-level Chief Academic Officers (CAOs) for review and comment. Regents staff then meet with each of the four CAOs as well as with institution-level leaders in academic affairs to review and adjust plans as needed. Regents staff also meet with representatives from each of the state's eight Regional Economic

Development Organizations (REDOs), the Louisiana Office of Economic Development (LED), and the Louisiana Workforce Commission (LWC) to discuss academic plans in the context of current and anticipated regional and statewide workforce needs. The plans included in this month's Board materials reflect the input that we have received from all those sources.

In March, Regents staff hosted a statewide webinar for CAOs to review the academic planning process and to provide resources designed to support their planning activities, including Regents-funded access to [Lightcast Labor Analytics](#) and the online [interactive statewide curriculum inventory \(CRIN\)](#). Institutions were provided with [a three-year academic planning template](#) and instructed to provide an executive summary, a list of planned new programs for the next three years, a review of relatively new programs with progress reporting requirements, plans to improve programs with a low number of graduates, notifications of changes in modality, and planned program terminations.

### **Planned New Programs**

The purpose of institutional academic planning is to facilitate the efficient statewide coordination of academic degree program offerings, helping keep our institutions vital and ensuring the success of our students while meeting both regional and statewide needs. The annual academic planning process provides an opportunity for collaboration and partnerships among institutions, encourages innovation in program design to meet student and employer needs, and minimizes unnecessary program duplication. Academic plans may be adjusted throughout the year based on shifting institutional resources or priorities resulting from a strategic review of regional and state needs as well as an ongoing assessment of an institution's program inventory with regard to productivity and value: in short, academic planning draws from our commitment to return on investment—for our students, for our institutions, and for our state. A list of planned new degree programs for the coming year is included in Attachment A: that list includes 35 programs, 17 of which are expansions from existing concentrations or minors. In total, 17 of our institutions have requested approval for the development of plans for these new programs.

Regents staff and the four system-level CAOs reviewed the proposed program list and consulted with personnel from the eight REDOs, the LED, and the LWC. These conversations were informed by the access we have provided to detailed labor market analysis through Lightcast, a national data market labor company that partners with higher education entities. Lightcast is a powerful tool that produces data based on real-time position postings as well as current and forecasted needs. Regents staff carried out the analysis at both the state and the Regional Labor Market Area (RLMA) levels and supplemented that analysis with additional information provided by the REDOs. Lightcast data reveals not only statewide needs but also needs that are specific to each of the state's eight economic regions. Such insights will ensure that the academic planning process will contribute meaningfully to the educational and economic needs of the state. Next year, that data will be supplemented by additional predictive workforce data from [the Burning Glass Institute](#). A summary of the labor market analysis is enclosed in Attachment D.

### **Next Steps for Program Approval**

Academic planning includes requests for approval of programs to be planned over a three-year period. Year 1 is a year of planning, not implementation: in approving Year 1 listings, Regents are giving a "green light" for campuses to develop full-scale plans which must be submitted for the Regents' review by August of the following year. These fully developed proposal documents will contain detailed information about employment trends and explanations of how the proposed curriculum will meet the needs of industry in the institution's region. The full proposals will undergo the standard rigorous statewide review and analysis process before being presented to the Board for final consideration and approval for implementation. Programs listed for Years 2 and 3 in academic planning documents allow Regents staff, personnel from LED and LWC, and the Regents themselves a longer view on plans that are in development.

## **Review of Existing Programs**

As part of the academic planning process, institutions are charged with assessing the value and performance of their full inventory of programs. Institutions provide updates on recently approved programs and other programs requiring regular progress reports, the status and plans for low completion programs, planned changes in modality, and requested program terminations.

- **Program Progress Reports**

Regular progress reports are required for every new academic degree program until the program demonstrates success and sustainability. Regents staff evaluate programs by analyzing their performance and considering factors contributing to program vitality. That analysis includes reviewing recent enrollment, growth, and completion rates over the last 3 years. Academic plans include narratives describing program performance, issues that have hindered growth (if such is the case), and action plans to be implemented to bolster program success. When new programs fall short of expectations, Regents staff work directly with institutions to determine whether action may be taken to improve program performance or whether the program should be terminated. Institutions submit 5 years of enrollment and completion numbers when available for those programs that require regular progress reporting. Attachment B is a summary of the status of those programs with progress reporting requirements for this year.

- **Terminations**

Requests for termination typically result from institutional review of programs with low enrollment and completion numbers. Other terminations reflect adjustments in institutional offerings that ensure program alignment with student and employer needs as well as discipline-specific standards. Attachment C is a list of program termination requests. These include 20 programs from 8 institutions which will be terminated, upon Regents' approval, in September 2025. In addition, institutions plan to present 23 more programs for termination throughout this academic year. Those programs are still working through approval processes at the campus and system levels. Programs scheduled for termination later in the year will be presented to the Regents as recommended termination dates approach, providing institutions time to notify faculty, staff, and students and, where needed, to develop teach-out plans. Since the implementation of academic planning in 2022 through the most recently approved termination in August 2025, we have terminated 80 programs, all in the interest of institutional efficiency and alignment with workforce needs. Today's request to terminate an additional 20 programs brings that total to 100; by the end of the academic year, we anticipate the total will grow to 123.

Requests for termination generally begin at the campus level. They are then reviewed at the system level before being presented to the Board of Regents. Once a termination request is fully approved, the teach-out plan is developed, reviewed at the various levels, and submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for approval. While decisions regarding termination are ideally made at the institution level, the Board of Regents has the authority to terminate underperforming programs when such an action seems appropriate and responsible. Regents staff continue to work with institutional and system leaders on plans concerning the viability of programs that do not meet productivity thresholds. The overall performance of programs in an institution's inventory, especially those identified as falling below expectations, will inform further termination recommendations as well as the review of proposed new programs as they are submitted throughout the year.

- **Coordinated Cooperative Academic Partnerships**

The academic planning process presents opportunities for collaboration and partnerships between and among the state's two- and four-year institutions. Such is the case in the development of academic collaboratives like the [LA Cyber Academy](#) which draws from faculty at six different institutions to offer students a credential of value that is not the result of efforts at any one campus but is, in fact, the result of an active, meaningful collaboration among many. Collaboratives such as the LA Cyber Academy model an exciting new path forward, where talent drawn from multiple locations collectively offer credentials of

value, all while conserving resources at each participating location. In fact, as part of the low-producing program analysis carried out this year by Academic Affairs staff, several core disciplines were identified as opportunities for further institutional collaboration. This fall, Regents staff will work with the three university systems to establish up to five new such collaboratives in areas where enrollment and completion numbers at multiple institutions are cause for concern, but in disciplines that are critical to the state's ongoing needs. These new cross-institutional collaborations will improve efficiencies and sustainability for more than 20 bachelor's degree programs, each of which would otherwise be at risk of termination given low levels of enrollment and rates of completion.

### **Staff Analysis**

In its current iteration, the academic planning process offers a powerful tool for analyzing the statewide and regional perspectives on the development of new and existing academic offerings. The inclusion of the review of recently approved programs and those programs that are not producing graduates as expected provide the institution, the individual system, and the Regents with a more complete picture that facilitates planning to strengthen the state's program inventory. Today, senior staff recommend the acceptance of the list of 35 planned programs, 20 immediate program terminations, and up to 5 academic collaboratives. Further, senior staff have received indications from management boards regarding the planned termination of 23 additional programs throughout the current academic year. We will bring those terminations to the Board of Regents for action at the appropriate times.

### **STAFF RECOMMENDATION**

**Senior Staff recommends the Board take the following actions on the 2025–2026 institutional academic plans:**

- **Receive and accept the Year One list of planned new degree programs**
- **Receive and accept the program progress report**
- **Approve the requested changes in modality**
- **Approve the requested program terminations**
- **Receive and accept the model of academic collaboratives**

**Attachment A – Planned New Programs Year 1 (2025–2026)**

RLMA	Institution	Program Name	High Need Field
1	Delgado	AAS Practical Nursing*	Healthcare
		AAS Process Technology	Manufacturing
	LSUHSC-NO	None	
	Nunez	None	
	SUNO	MEd Educational Leadership	Education
	UNO	None	
2	BRCC	AS Health Studies	Healthcare
		AAS Occupational Therapy Assistant	Healthcare
		AAS Physical Therapy Assistant	Healthcare
	LSU A&M	BS Artificial Intelligence*	IT
		MS Engineering Management*	Engineering
		MS Computational Molecular Medicine	Healthcare
		DBA Business Administration*	Business
	NTCC	None	
	RPCC	ASN Nursing	Healthcare
		AAS Technical Studies*	STEM
	Southeastern	BS Integrated Business and Technology*	Business
		BA Music*	Education
	SUBR	BS Chemical Engineering	Engineering
		MEd Organizational Leadership	Education
		PsyD Psychology*	Mental Health
3	Fletcher	AS Teaching Grades 1–5	Education
		AAS Engineering Technology	Engineering
		AAS Construction Management	Engineering
	Nicholls	None	
4	LSUE	None	
	SoLACC	None	
		MID Interior Design*	
	ULL	PhD Counseling*	Mental Health
5	McNeese	None	
	SOWELA	AAS Data Science, Analytics and Artificial Intelligence	Business
6	CLTCC	AAS Aviation Maintenance Technician	Transportation
		AAS Industrial Engineering Technology*	Engineering
	LSUA	BS Aviation*	Transportation
		BS Agriculture*	STEM

\*This program will be built from an existing concentration or minor.

RLMA	Institution	Program Name	High Need Field
7	BPCC	None	
	GSU	DNP Nursing Practice*	Healthcare
	LA Tech	None	
	LSUHSC-S	None	
	LSUS	BS Healthcare Administration*	Healthcare
		BS Social Work*	Mental Health
	NLTCC	AAS Technical Studies*	STEM
	Northwestern	MBA Business Administration	Business
		MHA Health Care Administration	Healthcare
	SUSLA	None	
8	LDCC	None	
	ULM	MA Human Resources	Business
		MS Computer Science	IT

\*This program will be built from an existing concentration or minor.

## Attachment B – Progress Reports

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

Bossier Parish Community College	AAS Cyber Security
Delgado Community College	AAS Paralegal Studies
L E Fletcher Technical Community College	AAS Care and Development of Young Children
Louisiana Delta Community College	AS Teaching, Grades 1–5
Northshore Technical Community College	AS Nursing
L.S.U. A&M College	MS Athletic Training
L.S.U. A&M College	BFA Film and Television
L.S.U. A&M College	BS Business Analytics
L.S.U. at Alexandria	BS in Kinesiology
L.S.U. at Alexandria	BS Accounting
L.S.U. at Alexandria	BS Computer Science
L.S.U. at Eunice	AS Health Sciences
L.S.U. at Eunice	CGS General Studies
L.S.U. Health Sciences Center - Shreveport	Doctor of Occupational Therapy OTD
L.S.U. Health Sciences Center - Shreveport	MS Medical Sciences
Louisiana Tech University	BSN Nursing (RN to BSN)
Nicholls State University	BS Safety Management
University of Louisiana at Monroe	PhD in Marriage and Family Therapy

The following degree programs have demonstrated successful implementation and show satisfactory progress through enrollment and completer growth. The next report for these programs will be due with the 2026 Academic Plans.

Baton Rouge Community College	AAS Computing and Information Systems
Baton Rouge Community College	AA American Sign Language Studies
Bossier Parish Community College	AAS Fire Science
Bossier Parish Community College	AS Software Development
Bossier Parish Community College	AAS Diagnostic Medical Sonography
Central LA Technical Community College	AAS Cloud Computing
Central LA Technical Community College	AS Business Administration
L E Fletcher Technical Community College	AAS Computer Information Systems
Louisiana Delta Community College	AAS Technical Studies
Nunez Community College	AAS Heating, Air Conditioning and Refrigeration
Nunez Community College	AAS Electrical Construction
Nunez Community College	AAS Instrumentation
River Parishes Community College	AAS Systems Administration
River Parishes Community College	AAS Criminal Justice
South Louisiana Community College	AAS Medical Assistant

South Louisiana Community College  
L.S.U. A&M College  
L.S.U. A&M College  
L.S.U. A&M College  
L.S.U. A&M College  
L.S.U. A&M College  
L.S.U. A&M College  
L.S.U. at Alexandria  
L.S.U. Health Sciences Center - NO  
L.S.U. Health Sciences Center - NO  
L.S.U. Health Sciences Center - NO  
L.S.U. Health Sciences Center - Shreveport  
L.S.U. in Shreveport  
L.S.U. in Shreveport  
Southern University and A&M College  
Southern University and A&M College  
Southern University in New Orleans

Southern University in New Orleans

Southern University in New Orleans  
Southern University in New Orleans  
Southern University in Shreveport  
Southern University in Shreveport  
Southern University in Shreveport  
Southern University in Shreveport  
Southern University in Shreveport  
Grambling State University  
Louisiana Tech University  
Louisiana Tech University  
McNeese State University

McNeese State University  
McNeese State University  
Nicholls State University  
Nicholls State University  
Northwestern State University  
Southeastern Louisiana University  
Southeastern Louisiana University  
Southeastern Louisiana University  
Southeastern Louisiana University  
Southeastern Louisiana University  
Southeastern Louisiana University  
University of Louisiana at Lafayette

AS Health Studies  
PhD Biological Engineering  
PhD Industrial Engineering  
MS Financial Economics  
PhD Construction Management  
PhD Geography  
PhD Anthropology  
DDes in Cultural Preservation  
Bachelor of Applied Arts and Sciences (BAAS)  
BS in Public Health  
PhD Nursing  
UC Categorical Medical Laboratory Science  
PhD Rehabilitation Sciences  
BS Mass Communication  
BS Occupational Physiology  
BM in Music  
MAT in Elementary Education, Grades 1–5  
MAT Secondary Education Special Education  
Mild/Moderate, Grades 6–12  
MAT Elementary Education Special Education  
Mild/Moderate, Grades 1–5  
BS Nursing - BSN  
BS Cybersecurity  
AAS in Polysomnographic Technology  
AS Teaching, Grades 1–5  
AAS Engineering Technology  
CAS Cybersecurity  
BS in Cybersecurity  
DETM Engineering Technology Management  
UC Professional Land Surveyor  
Doctor of Nursing Practice (DNP)  
Advanced Practice Psychiatric Mental Health Nursing  
MS Nutritional Sciences  
MS Clinical Mental Health Counseling  
BS Petroleum Engineering  
MS Clinical Nutrition and Dietetics Leadership  
UC Medical Humanities  
BA World Languages  
MS Athletic Training  
MS Population Health Management  
BA Theatre  
MS Computer Networking and Administration  
MS Child Life  
UC Sales Leadership  
PhD in Earth and Energy Sciences

University of Louisiana at Lafayette  
 University of Louisiana at Lafayette  
 University of Louisiana at Lafayette  
 University of Louisiana at Monroe  
 University of Louisiana at Monroe  
 University of Louisiana at Monroe

MS in Environmental Resource Science  
 MS Athletic Training  
 MS Industrial Chemistry  
 DPT Physical Therapy  
 BA Music  
 PhD Pharmacy reconfigured into:  
 PhD Pharmacy  
 PhD Pharmacology  
 BS Occupational Therapy Assistant  
 OTD Occupational Therapy  
 BAS Organizational Leadership  
 MS Cyber Security & Operations  
 BS Urban Construction Management  
 PhD Justice Studies

University of Louisiana at Monroe  
 University of Louisiana at Monroe  
 University of Louisiana at Monroe  
 University of New Orleans  
 University of New Orleans  
 University of New Orleans

The following programs have demonstrated some progress since implementation but have not met enrollment and completion expectations in a reasonable time frame. Regents staff will meet with institutions to identify and address program issues. An institutional action plan for program improvement is due January 15, 2026, and a report on progress toward meeting enrollment and completion expectations is due June 1, 2026.

Baton Rouge Community College  
 L.S.U. A&M College  
 L.S.U. A&M College  
 L.S.U. in Shreveport  
 Grambling State University  
 Northwestern State University  
 Northwestern State University  
 Northwestern State University  
 Southeastern Louisiana University  
 University of Louisiana at Lafayette  
 University of Louisiana at Monroe  
 University of Louisiana at Monroe  
 University of New Orleans

AAS in Aviation Maintenance Technology  
 PhD Statistics  
 BA African and African American Studies  
 BS Nonprofit Administration  
 BS Cloud Computing  
 MS Computer Information Systems  
 BFA Production and Design  
 BFA Musical Theatre  
 BS Integrated Science and Technology  
 MAT Elementary Education, Grades 1–5  
 BS in Unmanned Aircraft Systems Management  
 UC Spanish for Medical Personnel  
 MA Justice Studies

The following programs were approved or implemented within the past two years and are on track for successful implementation but do not yet have significant enrollment or completers. The next progress reports for these programs are due with the 2025 Academic Plans.

Delgado Community College  
 Delgado Community College  
 L E Fletcher Technical Community College  
 L E Fletcher Technical Community College  
 L E Fletcher Technical Community College

AA Homeland Security and Emergency Management  
 AAS Invasive Cardiovascular Technology  
 AAS Cybersecurity  
 AAS Cardiovascular Sonography  
 AAS Radiologic Technology

Louisiana Delta Community College  
 Northshore Technical Community College  
 Northwest LA Technical College  
 Nunez Community College  
 Nunez Community College  
 Nunez Community College  
 SOWELA Technical Community College  
 L.S.U. A&M College  
 L.S.U. A&M College  
 L.S.U. A&M College  
 L.S.U. A&M College  
 L.S.U. A&M College  
 L.S.U. A&M College  
 L.S.U. A&M College  
 L.S.U. A&M College  
 L.S.U. A&M College  
 L.S.U. at Alexandria  
 L.S.U. at Alexandria  
 L.S.U. Health Sciences Center - NO  
 L.S.U. Health Sciences Center - Shreveport  
 L.S.U. in Shreveport  
 L.S.U. in Shreveport  
 L.S.U. in Shreveport  
 L.S.U. in Shreveport  
 L.S.U. in Shreveport  
 Southern University and A&M College  
 Southern University and A&M College  
 Southern University and A&M College  
 Southern University and A&M College  
 Southern University and A&M College  
 Southern University in Shreveport  
 Grambling State University  
 Grambling State University  
 Louisiana Tech University  
 Louisiana Tech University  
 Louisiana Tech University  
 Louisiana Tech University  
 Louisiana Tech University  
 Louisiana Tech University  
 Louisiana Tech University  
 Louisiana Tech University  
 Northwestern State University  
 Northwestern State University

AAS Medical Laboratory Technician  
 AAS Patient Navigator  
 AAS Practical Nursing  
 AAS Emergency Medical Services Paramedic  
 AAS Cybersecurity and Information Assurance  
 AAS Wind Energy Technology  
 AAS Respiratory Care  
 BA Chemistry  
 BMT Music Therapy  
 MS Interior Design  
 BS Coastal Meteorology  
 BS Fire and Emergency Services Administration  
 BS Construction Engineering  
 GC Cybersecurity Risk Management  
 GC Financial Analytics  
 GC Agribusiness  
 GC Preparing Future Faculty  
 BS Cybersecurity Technology  
 UC Echocardiography  
 PhD Biomedical Sciences  
 BS Cardiovascular Technology  
 MS Applied Behavior Analysis  
 MS Clinical Rehabilitation Counseling  
 GC Rehabilitation Counseling  
 GC Nonprofit Administration  
 GC Occupational Physiology  
 BS Hospitality and Food Industry Leadership  
 BS Computer Engineering  
 BS Construction Management  
 BBA Risk Management and Insurance  
 BA Digital Media Arts  
 AAS Graphic and Web Design  
 PhD Criminology and Justice Administration  
 BS Governmental and Administrative Affairs  
 UC Health Coaching  
 MS Cognitive Science  
 BS Scientific Visual Communication  
 UC Biological Visualization  
 UC Business Data Analytics  
 UC Medical Physics  
 GC Business Data Analytics  
 GC Health Sciences  
 MSW Social Work  
 BS Sports and Recreation Management

Southeastern Louisiana University  
Southeastern Louisiana University  
University of Louisiana at Monroe  
University of Louisiana at Monroe  
University of Louisiana at Monroe

MSW Social Work  
GC Sport Management  
PhD in Family Systems  
BS Disaster Management  
BS Integrative Science

Each of the following programs has been reconfigured into two stand-alone programs as indicated below.

Bossier Parish Community College

Reconfigure the AAS Cyber Technology into:  
AAS Cyber Security  
AAS Software Development

Nicholls State University

Reconfigure the BS in Petroleum Services into:  
BS Safety Management  
BS Petroleum Engineering

University of Louisiana at Monroe

Reconfigure the PhD Pharmacy into:  
PhD Pharmacy  
PhD Pharmacology

University of Louisiana at Monroe

Reconfigure the PhD in Marriage and Family Therapy into:  
PhD Marriage and Family Therapy  
PhD Family Systems

## **Attachment C – Program Terminations September 2025**

- Bossier Parish Community College
  - AAS Medical Assistant
- River Parishes Community College
  - AAS Construction Science
- Grambling State University
  - M ED Special Education
- McNeese State University
  - MAT Elementary Education, Grades 1–5
  - MAT Secondary Education, Grades 6–12
  - MS Instructional Technology
  - PMC Educational Technology Leadership
  - PBC Special Education Mild/Moderate for Elementary Education, Grades 1–5
  - PBC Special Education Mild/Moderate for Secondary Education, Grades 6–12
  - PMC Academically Gifted Education
  - GC Special Education Mild/Moderate for Elementary Education, Grades 1–5
  - GC Special Education Mild/Moderate for Secondary Education, Grades 6–12
  - PBC Multiple Levels, Grades K–12
  - PMC Reading Specialist
  - GC English Language Learners
- Nicholls State University
  - MAT Secondary and Special Education Mild/Moderate, Grades 6–12
- University of New Orleans
  - MS Tax Accounting
- Louisiana State University Alexandria
  - BS Long Term Care Administration
  - UC Criminal Justice
- Louisiana State University Shreveport
  - BA Sociology

## **Attachment D – Louisiana Occupation Areas of Strategic Need 2025**

Areas of strategic need were determined quantitatively and qualitatively through the examination of workforce data and conversations with representatives from our state's eight Regional Economic Development Offices, LWC, and LED. The listed occupational areas are the major strategic areas where the data suggests that educational capacity is insufficient to meet the state's current and anticipated needs. Workforce data drew from insights gleaned from Lightcast, a tool available to leaders at all institutions of higher education in Louisiana to facilitate academic planning with an eye toward workforce need. This combination of quantitative and qualitative data ensures that, as we move forward, Louisiana prospers.

### **Louisiana**

- Healthcare Diagnosing or Treating Practitioners
  - Registered and Practical Nurses
  - Pharmacists
  - Psychologists and Mental Health Professionals
  - Physical Therapists
- Computer Occupations
  - Database Architects and Administrators
  - Computer Network Architects and Database Administrators
  - Software Developers
- Health Technologists and Technicians
  - Clinical Laboratory Technologists and Technicians
  - Radiologic Technologists and Technicians
  - Magnetic Resonance Imaging Technologists
  - Cardiovascular Technologists and Technicians
- Engineers
  - Chemical, Electrical, and Marine Engineers
- Data Scientists
- Engineering Technicians
  - Industrial and Electrical Engineering Technologists and Technicians
  - Future Energy Technologists
- Social Workers
- K–12 Teachers
  - Math and Science Teachers
  - Middle School Teachers
  - Special Education Teachers
- Maintenance
  - Millwrights
  - Precision Instrument and Equipment Repair
- Managers
  - Facilities Managers
  - Transportation Storage and Distribution Managers
  - Medical and Health Services Managers
- Construction
  - Construction Managers
  - Skilled trades – Electricians, Plumbers
- Production Occupations
  - Plant and Systems Operators
  - Welders

- Electrical Power-Line Installers/Repairers to statewide

## **RLMA 1 – New Orleans**

- Healthcare Diagnosing or Treating Practitioners
  - Registered and Practical Nurses
  - Pharmacists
  - Psychologists and Mental Health Professionals
  - Physical Therapists
- Computer Occupations
  - Database Architects and Administrators
  - Computer Network Architects
- Health Technologists and Technicians
  - Radiologic Technologists and Technicians
  - Magnetic Resonance Imaging Technologists
  - Cardiovascular Technologists and Technicians
- Engineers
  - Chemical, Civil, Electrical, Marine and Mechanical Engineers
- Mathematical Science Occupations
  - Data Scientists
- Engineering Technicians
  - Industrial and Electrical Engineering Technologists and Technicians
  - Future Energy Technologists
- Social Workers
- K–12 Teachers
  - Special Education Teachers
- Maintenance
  - Computer and Office Machine Repair
  - Precision Instrument and Equipment Repair
  - Millwrights
- Managers
  - Facilities Managers
  - Transportation Storage and Distribution Managers
  - Medical and Health Services Managers
  - Port and Logistics Managers
- Construction
  - Construction Managers
  - Skilled trades – Electricians, Plumbers, Welders
- Production Occupations
  - Plant and Systems Operators
  - Welders

## **RLMA 2 - Baton Rouge**

- Healthcare Diagnosing or Treating Practitioners
  - Dietitians and Nutritionists
  - Registered and Practical Nurses
  - Psychologists and Mental Health Professionals
- Computer Occupations
  - Database Architects and Administrators
  - Computer Network Architects
  - Web and Digital Interface Design
- Health Technologists and Technicians
  - Magnetic Resonance Imaging Technologists
  - Cardiovascular Technologists and Technicians
- Engineers
  - Chemical, Electrical, and Industrial Engineers
  - Electronic Engineering Technologists
- Data Scientists
- Social Workers
- K–12 Teachers
  - Math and Science Teachers
  - Middle School Teachers
  - Special Education Teachers
- Maintenance
  - Precision Instrument and Equipment Repair
  - Millwrights
- Managers
  - Facilities Managers
  - Transportation Storage and Distribution Managers
  - Medical and Health Services Managers
- Construction
  - Construction Managers
  - Skilled trades – Electricians, Plumbers, Welders
- Production Occupations
  - Plant and Systems Operators
  - Welders
  - Logisticians
  - Process Operators
  - I&E Technicians

## **RLMA 3 - Houma**

- Healthcare Diagnosing or Treating Practitioners
  - Registered Nurses
  - Physical Therapists
- Health Technologists and Technicians
  - Radiologic Technologists and Technicians
  - Magnetic Resonance Imaging Technologists
- Social Workers
- Teachers
- Construction

- Construction Managers
  - Skilled trades – Electricians, Plumbers, Welders
- Production Occupations
  - Plant and Systems Operators
  - Welders
  - Industrial and Electrical Engineering Technologists and Technicians
- Aviation Maintenance
- Maritime Engineers
  - Offshore Operations Managers

#### **RLMA 4 - Lafayette**

- Healthcare Diagnosing or Treating Practitioners
  - Registered and Practical Nurses
  - Psychologists and Mental Health Professionals
  - Dietitians
- Computer Occupations
  - Database Administrators and Architects
  - Computer Network Architects
- Health Technologists and Technicians
  - MRI Technologists
  - Cardiovascular Technologists and Technicians
- Mathematical Science Occupations
  - Data Scientists
- Engineering Technicians
  - Electrical and Electronic Engineering Technologists and Technicians
  - Logisticians
- K–12 Teachers
  - Math and Science Teachers
  - Middle School Teachers
  - Special Education Teachers
- Social Workers
- Maintenance
  - Computer and Office Machine Repair
  - Precision Instrument and Equipment Repair
  - Telecommunications installation and Repair
- Construction
  - Construction Managers
  - Skilled trades – Electricians, Plumbers
- Production Occupations
  - Plant and Systems Operators
  - Welders

#### **RLMA 5 - Lake Charles**

- Healthcare Diagnosing or Treating Practitioners
  - Registered and Practical Nurses
  - Nurse Practitioners
  - Psychologists and Mental Health Professionals
- Health Technologists and Technicians

- Clinical Laboratory Technologists and Technicians
  - Cardiovascular Technologists and Technicians
  - Radiologic Technologists and Technicians
- Chemical, Electrical and Industrial Engineers
- Aviation Maintenance Managers
- K–12 Teachers
  - Math and Science Teachers
  - Middle School Teachers
  - Special Education Teachers
- Construction
  - Construction Managers
  - Skilled trades – Electricians, Plumbers
- Production Occupations
  - Plant and Systems Operators
  - Welders

#### **RLMA 6 - Alexandria**

- Healthcare Diagnosing or Treating Practitioners
  - Registered and Practical Nurses
  - Respiratory Therapist
- Health Technologists and Technicians
  - Diagnostic Medical Sonographers
  - Cardiovascular Technologists and Technicians
- K–12 Teachers
  - Math and Science Teachers
  - Middle School Teachers
  - Special Education Teachers
- Construction
  - Construction Managers
  - Skilled trades – Electricians, Plumbers
- Production Occupations
  - Plant and Systems Operators
  - Welders

#### **RLMA 7 - Shreveport**

- Healthcare Diagnosing or Treating Practitioners
  - Registered and Practical Nurses
  - Nurse Practitioners
  - Physical Therapists
  - Pharmacists
- Computer Occupations
  - Database Architects
- Health Information Technologists and Technicians
  - MRI Technologists
  - Cardiovascular Technologists and Technicians
  - Clinical Laboratory Technologists and Technicians
  - Diagnostic Medical Sonographers
- Industrial Production Managers

- Industrial, Civil, and Mechanical Engineers
- Data Scientists
- Engineering Technicians
  - Engineering Technologists and Technicians
  - Electrical and Electronic Engineering Technologists and Technicians
- K–12 Teachers
  - Math and Science Teachers
  - Middle School Teachers
  - Special Education Teachers
- Social Workers
- Construction
  - Construction Managers
  - Skilled trades – Electricians, Plumbers
- Production Occupations
  - Plant and Systems Operators
  - Welders
- Logistics/Distribution Managers

#### **RLMA 8 - Monroe**

- Healthcare Diagnosing or Treating Practitioners
  - Registered and Practical Nurses
  - Nurse Practitioners
- Health Information Technologists and Technicians
  - MRI Technologists
  - Radiologic Technologists and Technicians
  - Diagnostic Medical Sonographers
- Computer Occupations
  - Database Architects and Administrators
  - Computer Network Architects and Database Administrators
- Construction
  - Construction Managers
  - Skilled trades – Electricians, Plumbers
  - HVAC Installers/Repairers
  - Power-Line Installers/Repairers
- Production Occupations
  - Plant and Systems Operators
  - Welders