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Agenda

Academic and Student Affairs

Wednesday, June 10, 2026

1:30 PM

Claiborne Building, 1st Floor ▪ Thomas Jefferson Rooms A&B (1-136)
1201 N. Third St. ▪ Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. UNO Transition Update (President Rousse)
- IV. Consent Agenda
 - A. Routine Staff Approvals
 - B. Program Terminations
- V. Academic Programs
 - A. AAS Construction Management and Technology – Nunez Community College
 - B. AS Construction Leadership – Nunez Community College
 - C. AS Nursing – River Parishes Community College
 - D. BS Chemical Engineering – Southern University A&M
 - E. MA Human Resource Management – University of Louisiana at Monroe
- VI. Louisiana Cybersecurity Talent Initiative Fund Update
- VII. Other Business
- VIII. Adjournment

Committee Members: Terrie P. Sterling, Chair; Christian C. Creed, Vice Chair; David J. Aubrey; Ted H. Glaser III; Christy Oliver Reeves; K. Samer Shamieh; Maria Nechaeva (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 IV.A.

Routine Academic Requests & Staff Approvals

Institution	Request
Louisiana Tech University	<p>Request to change the following degree designations:</p> <ul style="list-style-type: none">• Bachelor of Arts in Pre-Professional Speech-Language Pathology to Bachelor of Science in Pre-Professional Speech-Language Pathology• Master of Arts in Speech-Language Pathology to Master of Science in Speech-Language Pathology <p>These proposed changes are intended to better align the programs with accreditation expectations for the foundational sciences, reflect the field’s shift from the public education sector to the clinical sector, and enhance faculty recruitment. Approved.</p>
BOR	<p>Addition of the Pearson Test of English (PTE) Express (2026) to the BOR-approved English Proficiency exam list for international admission.</p> <ul style="list-style-type: none">• The PTE Express is an online, shorter version of the PTE test for English proficiency, previously approved by the BOR for use as an admission standard for international students whose first language is not English.• The PTE was approved in Board Action on 9/25/2024. <p>Adding this instrument provides an additional option for international students to demonstrate their English proficiency remotely for admission purposes. Approved.</p>

AGENDA ITEM IV.B.
Program Termination Requests

Southeastern Louisiana University

MS Population Health Management (CIP 51.2212)

Although initially popular when implemented in 2020, the program has experienced low enrollment and a dwindling number of completers over the last two years. The final two currently enrolled students will complete all degree requirements during the summer 2026 semester. Since there are no other students enrolled in the program and SLU has ceased accepting new applicants, there will be no need for a teach out plan. Additionally, faculty will not be negatively impacted as they have been reassigned to a closely related discipline.

Legend

MS = Master of Science

STAFF RECOMMENDATION

Senior Staff recommends approval of the request for termination for the degree program listed above.

AGENDA ITEMS V.A and V.B

Proposed Associate of Applied Science degree in Construction Management and Technology Proposed Associate of Science degree in Construction Leadership Nunez Community College

Background Information

Nunez Community College requests Board of Regents' approval to offer two new degrees: an Associate of Applied Science degree (AAS) in Construction Management and Technology and an Associate of Science degree (AS) in Construction Leadership. The rationale for establishing two degrees is responsive to the needs of two distinct populations: the AAS is a degree designed for students who want to move directly into the workforce upon completion, while the AS is a degree designed for students who wish to transfer to a university to continue their studies at the bachelor's level.

Both the AAS in Construction Management and Technology and the AS in Construction Leadership were developed at the campus level, approved by the LCTC Board of Supervisors, and submitted to Regents for consideration, after which the proposals were reviewed by CAOs throughout the state. Nunez did not include either program among those on its most recent three-year Academic Plan but did submit off-cycle requests for both.

Staff Summary

While there are significant overlaps in the content of these degrees, they are designed for two populations of students whose goals are distinct. Completion of the AS results in the student completing the lower division preparation for transferring to a traditional four-year degree as well as an industry-based credential in construction management. The AAS results in the completion of three valuable industry-based credentials and produces completers who are workforce-ready.

Demand for well-trained graduates in the construction trades is rising steadily throughout the US, according to the Bureau of Labor Statistics. The recent announcements of economic investment in Louisiana will make this trend especially true here. There is currently no similar program in the New Orleans area, with the closest Construction Management program at BRCC. The AAS degree does not require accreditation but will include National Center for Construction Education and Research (NCCER) credentials in Carpentry, Electrical, and Project Management courses. The AS degree will include American Council for Construction Education (ACCE) accreditation. The curriculum for each has been designed in consultation with local partners who will contribute to the extensive lab work both degrees require. The programs are strongly supported by local industry partners, and each will evolve in consultation with members of the college's advisory boards. Industry partners will assist in evaluating students' final projects and will support students' post-completion success by advising students on career readiness, conducting mock interviews, and employing program completers.

Both programs meet local industry needs and thereby contribute to high-demand markets not currently served by two-year programs in the region. They will be offered in a hybrid format, increasing accessibility for students, and they will present opportunities for PLA credit.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
- a. **Workforce Demand and Job Opportunities:** The proposed degrees will meet demonstrable needs in the region and will prepare students for high-paying jobs, ensuring that a majority of graduates will remain in the region or at least in the state. The key professional area for which both programs prepare students,

Construction Management, is a highly rated, highly compensated career. Construction Management is classified by the LWC as a five-star job that boasts an impressive salary:

Occupation	LWC Star Rating ¹	Current Jobs ²	Projected Jobs 2033 ²	% Change ²	Average Salary ¹
Construction Manager	5	1644	1655	1%	\$105,775

¹Source – LWC

²Source – Lightcast

- b. Curriculum Alignment with Employer Needs: The curriculum for both proposed degrees has been developed in part through conversations with local industry leaders who have also expressed interest in supporting students through capstone experiences and, when possible, offering them positions upon completion.
- a. Same or Similar In-State Programs: Louisiana offers a similar two-year program, the AS in Construction Management at BRCC. Students completing the AS degree may transfer to a number of institutions in the state, including LSU and A&M College, the University of Louisiana Monroe, Southern University, and Southeastern Louisiana University. Nunez is actively working with UNO (soon to be LSUNO) on an MOU for transfer. Given the need for such expertise in all areas of the state and the lack of such programs in the New Orleans area, the two proposed degrees will meet local needs in New Orleans as well as in New Orleans-adjacent parishes.

Student Enrollment and Completion: Interest in the new programs and well-established local employment needs suggest there will be a robust enrollment from the very first year. Enrollment projections provided for both programs are identical and are as follows:

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment for each program	15	18	22	27
TOTAL Estimated Program Graduates for each program	0	10	12	15

2. **Resources**: No additional faculty or staff will be needed for either of the programs. Total costs for equipment and library resources are listed identically for both programs and show a growth from \$2,500 in Year One to \$4,300 in Year Four.

<i>NOTE: These apply to both programs</i>	Current	Needed	Additional Costs
Faculty	Current faculty will offer the courses and administrative support needed for both programs.	One FT faculty for Years 1 and 2, one PT faculty as the program grows, and 1 support personnel	By Year 3, \$67,125
Physical (Facilities, Equipment, Library, & Technology)	Nunez will need to enhance existing equipment and library resources to support both programs.	Equipment and library resources will grow from \$2,500 in Year 1 to \$4,300 in Year 4	By Year 4, \$4,300

Student Support	Existing resources will meet the needs of the program for the first year.	No additional resources needed.	\$0
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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:** Programming will be offered in a hybrid format and during the evening, providing flexibility for working adults to attend classes after work. In this way, the programs can serve all learners. Program offerings are during the day for dual-enrollment students as well as at night for adults.
- **Affordability:** In accordance with Nunez policies, students can apply for credit for prior learning if they previously earned NCCER credentials at work or at another institution. If awarded, students can bypass those courses without having to take and pay for them.
- **Partnerships:** This program will establish its own advisory board which will serve as consultants for curriculum and program matters to ensure that training is aligned with industry needs.
- **Work-based Learning:** Work-based learning opportunities are provided in the form of extensive shop and lab work with industry-led performance evaluations. Students will complete a number of work-based learning projects. For example, in carpentry, projects will be built around the completion of a mini-house and office that will have all the components of a commercial office building. Construction management courses will have a practicum component where students will complete internships in the industry.

Staff Analysis

The proposed degrees will help meet a workforce need in the region and the state and will serve the interests and goals of two distinctive student populations. Student interest as recorded in survey results is strong, as is the support from local partners. Accordingly, students who complete either of these programs are highly likely to obtain high-paying positions and to stay in the state if not in the Nunez service region.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Associate of Applied Science degree (AAS) in Construction Management and Technology and the Associate of Science degree (AS) in Construction Leadership at Nunez Community College with a progress report on the implementation of each program to be submitted as part of the institution’s 2026–2027 Academic Plan.

AGENDA ITEM V.C.

Proposed Associate of Science degree in Nursing River Parishes Community College

Background Information

River Parishes Community College requests Board of Regents' approval to offer an Associate of Science degree in Nursing (ASN). Completers of the program will be career-ready and eligible for licensure. The proposal was developed at the campus level, approved by the LCTC Board of Supervisors, and submitted to Regents for consideration, after which it was reviewed by CAOs throughout the state. RPCC did include the program among those on its most recent three-year Academic Plan.

Staff Summary

RPCC's ASN, a cohort program, will integrate theory and practice, allowing students to learn and move beyond theory to application. Such integration will occur in the clinical practicum portion of the program which will be supported by local healthcare providers. Didactic portions of the program will be offered in person—an approach typical of such programs—and clinical portions will be completed at off-site locations and in simulation labs. Courses comprising the General Education component of the degree will be available in person and online, making it easy for students to select modes that best accommodate their schedules. Enrollment in ASN programs across the LCTC is impressive with an average of 81.5 students among them. The introduction of the ASN will address a long-recognized need: at the state level, Louisiana is experiencing what the proposal describes as “a critical shortage of nurses,” and the Louisiana Workforce Commission anticipates the need for 6,000 Registered Nurses (RNs) through the year 2033. More specifically, in RPCC's service region, the need for RNs is expected to grow by 6% in the next 10 years, ensuring that program graduates will have opportunities to seek employment in the service region.

In addition to blending theory and practice, the ASN will expose students to innovative technologies, help them become fluent in digital literacy, and foster skills in critical thinking and clinical decision-making. The capstone course, “Transition to Nursing Practice,” will integrate theory and practice in ways that will prepare students for the licensure examination. Throughout the course of the program, students will learn to use sound clinical judgment, develop leadership skills, demonstrate personal and professional behavior, communicate effectively, use information technology in the decision-making process, and incorporate findings from current research.

Students at River Parishes Community College, including those currently pursuing a Technical Diploma in Practical Nursing, have expressed strong interest in pursuing an Associate of Science degree in Nursing. Surveys of student interest have resulted in impressively high and enthusiastic responses: of the 136 students currently enrolled in Health Sciences at RPCC, 95% indicate that they would be likely to pursue the ASN. This degree would qualify them to sit for the licensure examination and would make them career-ready for entry-level employment as RNs. The vast majority of these students reside in the RPCC service area which makes the practicality and the appeal of introducing this degree at RPCC even greater: potential students who have other commitments, such as employment, child and elder care, and so on, would find it difficult to complete a degree of this type at another LCTC location, particularly given the need for the didactic portion of the program to be offered on campus in traditional, face-to-face configurations.

A number of existing programs, populations, and partner institutions will serve as feeders for the ASN. These include local high school students as well as those who are completing the Louisiana Transfer Associate of Science with a concentration in Biological Sciences. The development of the ASN is supported by members of RPCC's Health Sciences Advisory Board. Members of that group serve in healthcare-related positions in

the service area and look forward to offering employment to program graduates: their familiarity with the quality and curriculum of the program will make them likely to hire or recommend employment for students who complete the ASN. Graduates will be eligible for immediate employment as RNs, or they may choose to transfer to baccalaureate Nursing programs.

The ASN aligns with RPCC’s strategic plan, particularly in terms of the section devoted to stakeholder success. The ASN will appeal to area high school students as well as to students enrolled in other programs throughout the LCTC, and completion of the degree will make students transfer-eligible. Students in the program may receive support from various sources, including MJ Foster, TOPS, and the Carl Perkins Grant. As noted above, representatives from local healthcare agencies have expressed interest and enthusiasm for supporting the program and hiring its graduates. More generally, the ASN will help address employment gaps in the service region, making it even more likely that students will remain in the area upon completion.

Finally, the program proposal makes clear the well-developed plan for program assessment which will include formative program assessment as well as surveys of graduates at milestone moments in their careers, including upon graduation and six months out. RPCC intends to seek accreditation for the ASN from the Accreditation Commission for Education in Nursing (ACEN). While there are significant costs anticipated for the first five years of the program, including the hiring of 5 full-time faculty, 5 part-time faculty, and two staff, as well as the development of new spaces, revenue is expected to offset those costs completely.

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

Workforce Demand and Job Opportunities: The ASN meets an increasing need for nurses in the region and the state. The information below represents data specific to the Regional Labor Market Area (RMLA) 2 where RPCC is located.

Occupation	LWC Star Rating ¹	Current Jobs ²	Projected Jobs 2035 ²	% Change ²	Average Salary ¹
Registered Nurse	5	9,483	10,034	6%	\$80,507

¹Source – LWC

²Source – Lightcast

- a. Curriculum Alignment with Employer Needs: The curriculum for the proposed ASN has been developed in part through partnerships with local healthcare organizations, and representatives from those organizations have expressed enthusiasm for the program as well as a commitment to hire its graduates.
- a. Same or Similar In-State Programs: Louisiana offers 8 ASN programs as well as a Technical Diploma. These programs boast high enrollments—but still there is a need for more opportunities for students to pursue this degree, particularly in the service region, much of which is rural and where time constraints and financial burdens prohibit potential students from commuting outside the service region. In addition, for many in the target population, the BSN is an unaffordable option. Of the 8 ASN programs in the state, the average enrollment is 81.5.
- b. Student Enrollment and Completion: Interest in the new program, based on student responses to surveys and admissions inquiries as well as the healthy enrollments in likely feeder programs, suggest there will be a robust enrollment from the very first year. Enrollment projections are as follows:

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	30	24	48	48

TOTAL Estimated Program Graduates	0	0	24	0
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Resources: Specialized faculty will be needed, as will dedicated spaces such as simulation labs. The proposal indicates that, over the course of the first five years, 5 full-time and 5 part-time faculty will be needed as well as two staff, an Administrative Coordinator and an Executive Assistant. Initial expenses will be covered by LCTC’s Healthcare Expansion Fund which was established through a \$25 million appropriation authorized by the Louisiana Legislature during the 2022 Regular Session and transferred to Louisiana Community and Technical Colleges Workforce Training Rapid Response Fund. The purpose of the initiative is to rapidly expand healthcare workforce training capacity across the state in response to critical industry demand. RPCC has \$868,718 available from this fund to support launching the ASN program.

	Current	Needed	Additional Costs
Faculty	Current Practical Nursing faculty will initially help offer courses for the ASN.	5 FT and 5 PT faculty as well as two staff	By year 5, \$828,000
Physical (Facilities, Equipment, Library, & Technology)	RPCC does not have adequate facilities and equipment to support what is anticipated to be a high-enrollment program.	Facilities and equipment will need to be budgeted for the first year, after which no additional expenses are anticipated.	In year 1, \$165,000
Student Support	Existing resources will meet the needs of the program for the first year.	No additional resources needed.	\$0

2. **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 didactic and laboratory components of all nursing courses (NURS) in the proposed Nursing AS will be offered on campus, with less than 50% being offered online. Clinical components (practicums) will take place off campus using alternate course scheduling, including days, evenings, and weekend clinical schedules, contingent upon hospital and clinical site availability. Consistent with Louisiana State Board of Nursing guidelines for clinical practicums, some of the required clinical practicum hours will be obtained through low and high-fidelity simulations in the clinical lab setting on campus. General education courses will have onsite and online options.
- **Affordability:** OER textbooks are used in many of the general education courses required in the Nursing AS. Students who have already completed the Medical Assistant certificate and obtained certification (Certified Clinical Medical Assistant) or the Practical Nursing program and obtained their licensure (LPN) may receive prior learning assessment credit. Examples include but are not limited to: AP, CLEP, and IBCs. Course credit assessments will be conducted by the program coordinator/director.
- **Partnerships:** Currently, RPCC has many community partners who consistently dedicate time and other resources to RPCC Health Sciences Programs to support student success. Specific community partners include area high schools, hospitals, outpatient clinics, industry, as well as faith-based organizations. Among those listed in the proposal are the Ochsner System, the Franciscan Missionaries of Our Lady of Health System, Gonzales Health Care, the Baton Rouge Clinic, the Baton Rouge General Health System, the Cardiovascular Institute of the South, and West Ascension Parish Hospital.
- **Work-based Learning:** The Nursing AS will have instructor-led applied learning clinical practicums in

each nursing course: Fundamentals of Nursing, the Adult Nursing sequence (I, II, and III), Mental Health Nursing, and Maternal-Child Nursing will all have clinical components in healthcare facilities. The curriculum also includes a capstone course, Transition to Nursing Practice, which will integrate all theory and practice in preparation for the licensure examination. The laboratory and clinical components meet the curriculum requirements (instructional hours per credit hour) promulgated in the Louisiana Administrative Code (46.XLVII.3521.C.1.b) and are consistent with the learning outcomes for each course.

Staff Analysis

The proposed Associate of Science in Nursing degree will help meet a workforce need in the region and the state. Student interest as recorded in survey results is strong as is the support from local healthcare entities whose representatives helped craft the curriculum and who have expressed great interest in hiring program graduates. Accordingly, students who enroll in and complete the program are highly likely to stay in the state if not in RPCC's service region.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Associate of Science in Nursing degree (CIP 51.3801) at River Parishes Community College with a progress report on program implementation to be submitted as part of the institution's 2026–2027 Academic Plan.

AGENDA ITEM V.D.

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

Background Information

Southern University and A&M College requests Board of Regents' approval to offer a Bachelor of Science in Chemical Engineering. The proposal was developed at the campus level, approved by the Southern University System Board of Supervisors, and submitted to Regents for consideration. The proposal was then reviewed by CAOs throughout the state as well as by Board of Regents staff in the Division of Academic Affairs and Innovation and the Division of Administration and Finance. This program was listed in the most recent submission of the SU A&M academic plan.

Staff Summary

The proposed Bachelor of Science in Chemical Engineering “introduces a unique and essential discipline,” according to the program proposal, that will be distinguished from similar programs “due to its interdisciplinary nature and specific industrial applications.” The program is responsive to a “growing global demand for sustainable energy, advanced materials, and pharmaceuticals” and will produce career-ready graduates for a diversity of fields, including biotechnology, food processing, and environmental engineering. The proposal acknowledges “the increasing focus on renewable energy and green manufacturing, [underscoring] the importance of training professionals who can develop alternative fuels, carbon capture technologies, and biodegradable materials.” Regionally, statewide, and nationally, completers will “meet industry needs” in areas such as “energy transition, process safety, and the petrochemical industry” which, as the proposal notes, is “a key economic driver for the state and national economy.” The program will help the College of Sciences and Engineering “expand its interdisciplinary reach” as well as “[advance] science and engineering education.” Like all programs in the requested CIP code, the Bachelor of Science in Chemical Engineering will seek ABET accreditation.

Initially, the Bachelor of Science in Chemical Engineering will be offered in person, but program faculty will examine and adjust delivery modes over time to meet students' needs. Program enrollment will be spurred by students' interest in this field and its emerging opportunities as well as by established transfer pathways, the awarding of prior learning credit, and partnerships with the Louisiana community colleges' Process Technology (PTEC) programs. The Bachelor of Science in Chemical Engineering will follow the college's model of embedding work-based experiences, and it will also be supported by the college's industry partners, among them IBM, Boeing, Lockheed Martin, ExxonMobil, Shell, Dow, Chevron, Entergy, and Google. These and other partners will contribute to the industry-funded internships that are part of the capstone projects, and an industry-based advisory council “will provide steering and continual improvement of work-based learning opportunities.” Industry support for the program proposal has been strong, and planned equipment donations will help fund the program's initial needs; in fact, the program has already received over \$2.2M in financial and in-kind support. This includes \$1.7M from Shell to support program development and program-related academic activities. Shell has also committed to providing additional support during the laboratory design phase. Through this support and support from Bear Process Safety, a Louisiana company, the labs will present state-of-the-art facilities that will prepare students to be workforce ready. Dow has pledged more than \$500,000 to help fund three laboratories, and ExxonMobil has also pledged philanthropic support, although the amount has not yet been determined. These commitments as well as other commitments from external entities to support students in internships and cooperative education indicate the strong commitment industry-based partners have shown in the program. Finally, while similar programs are available elsewhere in the state—specifically, at Louisiana Tech, LSU and A&M College, McNeese, and the University of Louisiana at Lafayette—this will be the only such program at an HBCU.

1. **Value:** Per Regents’ policy, this program meets the criteria for a Quality Credential of Value.
- a. **Workforce Demand and Job Opportunities:** Graduates of the program will benefit from the many employment opportunities in the state: according to the proposal, “Louisiana has the second-highest concentration of chemical engineers in the US”—there are approximately 9,000 such positions within a 50-mile radius of Baton Rouge—“and is fifth-highest in wages” with an average salary of around \$123,000.

Occupation	LWC Star Rating ¹	Current Jobs ²	Projected Jobs 2033 ²	% Change ²	Average Salary ¹
Chemical Engineering	5	669	833	25%	\$123,416

¹Source – LWC

²Source – Lightcast

- b. **Curriculum Alignment with Employer Needs:** As noted above, the Bachelor of Science in Chemical Engineering prepares students to enter a thriving workplace, particularly given the regular input from curricular partners such as those named above who will provide insight into the continual evolution of the program.
- a. **Same or Similar In-State Programs:** Four programs in the state offer a BS in Chemical Engineering, each with a healthy number of graduates in the last year. These include LSU and A&M College, the University of Louisiana at Lafayette, Louisiana Tech University, and McNeese State University. Of these, in the last year, the average number of completers was 39.5. This will be the first such degree at an HBCU in Louisiana.
- b. **Student Enrollment and Completion:** Based on the prevalence of industry-related jobs in the region and state as well as enrollments in comparable programs throughout Louisiana, enrollment projections are strong for the initial years of implementation:

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	30	56	82	108
TOTAL Estimated Program Graduates	0	0	0	21

2. **Resources:** According to the program proposal, the expenditures for the first four years will approach \$4.3M, and the revenue will approach \$6.5M. The proposal states that over a five-year implementation and growth period, five faculty will be hired, some funded by salaries reallocated due to resignations or retirements. The proposal also indicates a need for administrative support personnel, program coordinators, and academic advisors. Additional program costs will be offset by “funding from corporate stakeholders including private donations.” The proposal states that “the program will be self-sustaining after year 5.”

	Current	Needed	Additional Costs
Faculty	Initially, existing faculty will support the program.	Five faculty will be hired over the first five years of the program.	\$2.5M

Physical (Facilities, Equipment, Library, & Technology)	New technology and equipment will be needed for the start-up year.	Technology and equipment (\$2.8M + 10% of that per year).	\$2.8M + \$280K/year
Student Support	Support personnel will be needed.	A program coordinator, administrative assistant, and advisors will be hired.	\$125K/year

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 mode of initial delivery for Chemical Engineering will be in-person courses. The long-term vision will be to explore additional modalities for course delivery to align with digital ways of working.
- **Affordability:** Student costs will be kept low through the use of OER and LOUIS materials. Credit for prior learning will be offered, and military programs will offer tuition assistance, scholarships, and other modes of support.
- **Partnerships:** The program was developed in collaboration with representatives on the Dean’s Executive Leadership Council which includes stakeholders from IBM, Lockheed Martin, ExxonMobil, Shell, Dow, Chevron, Entergy, Google, Duke Energy, Procter and Gamble, and Nexus Louisiana.
- **Work-based Learning:** Co-ops are available as program electives, and paid internships will form part of the capstone experience. Students will also have opportunities to participate in micro-internships and site-based learning opportunities.

Staff Analysis

The proposed Bachelor of Science in Chemical Engineering will meet a demonstrated marketplace need and provide completers with an opportunity to obtain a degree that will prepare them to enter a robust marketplace in a key area. Given state-level employment projections, students who complete the degree are likely to remain in Louisiana, thereby contributing long-term to the state’s economy.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Bachelor of Science in Chemical Engineering (CIP 14.0701) at Southern University and A&M College with a progress report on program implementation to be submitted as part of the institution’s 2026–2027 Academic Plan.

AGENDA ITEM V.E.

Master of Arts degree in Human Resource Management University of Louisiana at Monroe

Background Information

The University of Louisiana at Monroe requests approval to offer a Master of Arts degree in Human Resource Management. The proposal was developed at the campus level, approved by the University of Louisiana System Board of Supervisors, and submitted to Regents for consideration, after which it was reviewed by CAOs throughout the state. ULM has included this program on three-year Academic Plans.

Staff Summary

ULM's Master of Arts in Human Resource Management will capitalize on the need for such professionals in the region and the state, as well as on ULM's established relationship with a third-party vendor, Risepoint (formerly Academic Partnerships), which will manage marketing, promotion, and student success coaching in an innovative, fully online, 8-week cohort program. Through the Risepoint model, students will complete the program's required 30 hours in just three semesters: Fall, Spring, and Summer.

The Master of Arts in Human Resource Management will prepare graduates for leadership positions in HR and will equip them with the expertise needed to address the complex challenges of managing an organization's workforce effectively. Students in the program will develop a deep understanding of the evolving HR landscape and will understand the strategic role of HR as related to a company's success. Students will learn how to respond to demographic trends, find ways to address a company's skills gaps, help position companies to participate in the increasingly global nature of business, and ensure compliance with regulations specific to the companies for which they work. Finally, the study of human resource management at the graduate level will signal a completer's specialization in the field, increasing the marketability of the program's graduates.

The curriculum for the MA in Human Resource Management has been carefully designed to meet learning outcomes that encompass core HR competencies, strategic thinking, ethical considerations, data analytics, global awareness, leadership skills, problem-solving, and critical thinking. These and other learning outcomes align with the NACE list of career-ready competencies as well as with the high-impact practices (HIPs) endorsed by the American Association of Colleges and Universities. Graduates will be prepared to take on leadership roles and make meaningful contributions to the success of the organizations for which they work. The proposed degree, which will be housed in the College of Business and Social Sciences, will fall under the college's accreditation by AACSB (Association to Advance Collegiate Schools of Business). The program will also partner with the Society for Human Resource Management (SHRM) as noted in the "Partnerships" section below.

The proposed degree aligns with ULM's institutional role, scope, and mission in several ways. As stated in the proposal, the program will "deliver a valuable service to our economic region" by providing completers with expertise in "a function that is critical and necessary to nearly every business, governmental, and nonprofit entity." It will "help meet the needs of regional economic development" by producing completers who are ready to serve as "managers of workforce" and who will help build that workforce. The 100% online format will make the program accessible to a large number of potential students, not only in the service region but throughout the country, and the innovative, 8-week, three-semester format will appeal to those who are eager to move quickly to completion and to enter the workforce in this capacity.

The program proposal packet includes three letters of support from external partners, each of whom attests to the need and the importance of the MA in Human Resource Management. These include support from the State Director of the Louisiana Society for Human Resource Management (LASHRM), a Vice President and Human Resource Business Advisor from JPMorgan Chase, and the Executive Director of the Monroe Housing Authority.

The terms of the Risepoint agreement represent no initial cost to the university during program implementation: a negotiated agreement will divide ULM’s online tuition rate between Risepoint and ULM. Revenue from the program is projected to grow from \$283,500 in year one to just over \$1M in year four.

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

Workforce Demand and Job Opportunities: The Master of Arts in Human Resource Management meets a regional and state-level need for completers with expertise in this area of work in multiple fields, including business and industry, governmental affairs, and non-profit organizations. The information below reflects Louisiana data between now and 2035. Demand nationally shows similar anticipated growth.

Occupation	LWC Star Rating ¹	Current Jobs ²	Projected Jobs ²	% Change ²	Average Salary ¹
Human Resources Managers	5	1,428	1,546	8%	\$117,291
Human Resources Specialists	4	6,692	7,323	9%	\$65,312
Training and Development Specialists	4	2,750	3,198	16%	\$63,835
Training and Development Managers	4	210	230	10%	\$107,619

¹Source – LWC

²Source – Lightcast

Curriculum Alignment with Employer Needs:

There is a growing demand for highly skilled human resource professionals. The MA in Human Resource Management would help train and develop individuals to fill the gap as existing employees retire from these higher-level positions. It would also help address the growing demand for well-staffed, highly skilled HRM departments.

Same or Similar In-State Programs: In Louisiana, the only other similarly focused master’s-level program is the Master of Science in Leadership and Human Resource Development at LSU and A&M College.

Student Enrollment and Completion: According to the proposal, data from Gray and Lightcast indicate strong student demand for a program of this type in Louisiana and across the country. Enrollment projections are as follows:

	Year 1	Year 2	Year 3	Year 4
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TOTAL Estimated Program Enrollment	30	60	90	110
TOTAL Estimated Program Graduates	0	10	30	40

2. **Resources:** Beyond the need for adjunct faculty, as the program grows, no new resources are needed.

	Current	Needed	Additional Costs
Faculty	Current faculty meet accreditation criteria and will help staff the program.	Adjunct instructors will be needed: 1 for the first year and 2 for each of years 2-4.	\$10,000
Physical (Facilities, Equipment, Library, & Technology)	Because the program is 100% online, current facilities will suffice.	No new facilities will be needed.	\$0
Student Support	Risepoint will manage publicity, marketing, and student success coaching.	No additional resources 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 Master of Arts in Human Resource Management will be offered fully online in an 8-week course format. This allows the university to provide access to students in their local area as well as regionally and nationally. ULM will be able to reach a wide audience of individuals interested in developing their skills and knowledge in the field of HRM. Online education allows working professionals and individuals with other commitments to pursue advanced degrees without disrupting their careers or personal lives, making education accessible to a wider audience.

Affordability:

This program is designed to focus on key knowledge and skills needed by high-level human resource professionals. This program will be included among those managed by Risepoint, which ULM has under contract. An aggressive recruitment strategy will be employed to target prospective non-traditional students who are employed by organizations that offer tuition reimbursement or educational incentive pay. Students will also be allowed to transfer credit hours from other programs and/or institutions in accordance with current university policy.

Partnerships:

Understanding the value of partnerships, once the program is approved by the Board of Regents, ULM will work with the Society for Human Resource Management (SHRM) to have the program recognized

as an aligned program. Aligning a Master of Arts program in Human Resource Management with SHRM can bring several benefits to both students and the program itself:

1. **Industry Recognition:** SHRM is a globally recognized professional association for HR practitioners. Aligning the MA HRM program with SHRM will enhance its reputation and credibility by demonstrating a commitment to preparing students for careers in HR that meet industry standards and best practices.
2. **Curriculum Relevance:** SHRM provides guidelines and resources for HR education. Aligning with SHRM can help ensure that the program's curriculum is up-to-date and is aligned with current trends and issues in HR management.

Work-based Learning:

The MA in Human Resource Management will be targeted to working professionals who seek to advance further. Program coursework requires application exercises, case studies, and projects. Some of these projects include work on real workplace problems. For example, in the HRMM 5060 Organizational Change course, students must identify an actual problem in their workplace to study. In HRMM 5050 Performance Management and Training, students develop a performance management plan.

Staff Analysis

The proposed Master of Arts in Human Resource Management degree will help meet a workforce need in the region, the state, and nationally.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Master of Arts in Human Resource Management degree (CIP 52.1001) at University of Louisiana at Monroe, with a progress report on program implementation to be submitted as part of the institution's 2026–2027 Academic Plan.

AGENDA ITEM VI.

Louisiana Cybersecurity Talent Initiative Fund Awards

Background Information

Act 57 of the 2020 Regular Legislative Session commissioned the Cybersecurity Education Management Council (CEMC) and created the Louisiana Cybersecurity Talent Initiative Fund (CTIF). The CTIF provides a mechanism for donations and/or appropriations of funding to support the development of degree and certificate programs in cybersecurity fields offered by public postsecondary education institutions. The goal of the fund is to develop, train, produce, and retain Louisiana’s workforce-ready cybersecurity professionals and improve cybersecurity literacy across industry sectors through programmatic support to institutions.

In FY 2025–26, CTIF received \$1,000,000 in state general funds to be distributed based on the CEMC's recommendations. The CEMC issued a request for applications to invite submissions from any eligible public postsecondary institution.

Cybersecurity Talent Initiative Fund Distribution of Dollars

The CEMC reviewed applications submitted under the 2026 Request for Applications process and approved funding for the following projects:

Recommended Funding Distribution (\$1,000,000)

Institution	Project Title	Category	Amount	Project Description
BPCC	Louisiana Cyber Academy	Sustained	\$179,223	Louisiana Cyber Academy
LSU	AI Cyber Risk Lab	New	\$197,916	AI Cyber Risk Lab
Northwestern State University	Talent Enhancement Program	Sustained	\$30,000	Central Louisiana Cybersecurity Talent Enhancement Program
Nunez	Program Infrastructure	New	\$195,652	Continuous Development and Advancement of Nunez’s Computer Science Cybersecurity Program Infrastructure
UNO	From the Lab to the Workforce	New	\$99,586	AI-Centered Cybersecurity from the Lab to the Workforce
Fletcher	Experiential Learning	Sustained	\$191,000	Enhancing Experiential Learning for Cybersecurity Honors Students and YouthBuild Students to Strengthen Workforce Readiness
LSUS	Cyber Talent Pipeline	Sustained	\$106,623	Comprehensive Cyber Talent Pipeline: Expanding Access, AI Integration, and Workforce Readiness

Sustained Programs Total: \$506,846

New Programs Total: \$493,154

Total Funding Recommendation: \$1,000,000

Strategic Alignment

The approved projects align with state workforce development priorities and demonstrate:

- Strong industry partnerships with at least 25% private sector matching funds

- Clear pathways to employment in cybersecurity fields
- Focus on underrepresented groups in cybersecurity education
- Alignment with NIST Cybersecurity Framework and NICE Workforce Framework standards

STAFF RECOMMENDATION

Senior Staff recommends that the awards be distributed to the projects as selected by the council.

AGENDA ITEM VI.

Extension of the Commissioner's Contract

Last September, the Board of Regents evaluated the Commissioner of Higher Education as required by Board of Regents' Bylaws Policies and Procedures 6.1(a). The Board's evaluation of the Commissioner ensures clear communication of the Board's intentions, aligns mutual expectations, assesses the Commissioner's performance in leading the agency, and maintains accountability for legal, regulatory, and ethical compliance. As this is the final year of the contract, an extension of the contract is before the Board for consideration for approval.