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# Agenda

## Academic and Student Affairs

Wednesday, December 11, 2024

1:00 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. Consent Agenda
  - A. Routine Staff Approvals
- IV. Academic Programs
  - A. BS Marine Transportation – Nicholls State University
  - B. BS Data Science – Southern University at New Orleans
  - C. BS Neuroscience – University of New Orleans
  - D. MS Allied Health – Northwestern State University
- V. New Research Centers
  - A. Center for Environmental Research – Southeastern Louisiana University
  - B. Center of Excellence in Equine Health and Sports Performance – Louisiana State University A&M
- VI. Reports
  - A. Articulation and Transfer Executive Summary 2024
  - B. Articulation and Transfer Report 2024
  - C. Postsecondary Inclusive Education Executive Summary 2024
  - D. Postsecondary Inclusive Education Report 2024
- VII. Other Business

## VIII. Adjournment

Committee Members: Terrie P. Sterling, Chair; Christian C. Creed, Vice Chair; David J. Aubrey; Stephanie A. Finley; Wilbert D. Pryor; Judy Williams-Brown; Kennedy M. Orr; 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
CLTCC	Request to change the title and CIP of the Associate of Applied Science (AAS) Cloud Computing (CIP 11.0902) to AAS Cyber Security (CIP 11.1003) to more accurately reflect the program's curriculum and purpose. <b>Approved</b>
Delgado CC	Request to change the title of the AAS Polysomnographic Technology to AAS Sleep Technology to more accurately reflect the program's curriculum and purpose. <b>Approved</b>
FTCC	Request to change the titles of the following programs to more accurately reflect the programs curriculum and purpose: <ul style="list-style-type: none"> <li>• AAS Integrated Production Technologies to AAS Energy Production Technologies</li> <li>• AS Cardiopulmonary Care Science to AS Respiratory Therapy</li> <li>• AAS Office Systems Technology to AAS Administrative Office Management</li> </ul> <b>Approved</b>
LA Delta CC	Request to change the title of the AAS Information Technology to AAS Computer and Information Technology to more accurately reflect the program's curriculum and purpose. <b>Approved</b>
LSU A&M	Request to change CIP Codes for the Bachelor of Science (BS), Master of Science (MS), and Doctor of Philosophy (PhD) in Kinesiology from (CIP 13.1314) to (CIP 31.0505) to more accurately reflect the curriculum and purpose of the degrees. <b>Approved</b>
Northwestern	Request to establish an Undergraduate Certificate (UC) in Honors Professional Ethics (CIP 38.0104) and a UC in Honors Critical and Analytical Thinking (CIP 38.0101) with a progress report on implementation submitted as part of the institution's 2025 Academic Plan. <b>Approved</b>
ULL	Request to change the names of the following Academic Units to more closely align with national best practices across major universities and professional organizations: <ul style="list-style-type: none"> <li>• Department of Biology to School of Biological Sciences</li> <li>• School of Music and Performing Arts to School of Music and School of Dance and Theatre</li> <li>• Department of Visual Arts to School of Visual Arts</li> </ul> <b>Approved</b>
ULM	Request to establish a Graduate Certificate (GC) in Marriage and Family Therapy (CIP 51.1505) with a progress report on implementation submitted as part of the institution's 2025 Academic Plan. <b>Approved</b>

UNO	Request to establish an Undergraduate Certificate in Wind Energy (CIP 14.4899), an Undergraduate Certificate in Aerospace Manufacturing (CIP 14.0201), and a Post Baccalaureate Certificate in Accounting (CIP 52.0301) with progress reports on program implementation submitted as part of the institution's 2025 Academic Plan. <b>Approved</b>
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## AGENDA ITEM IV.A.

### Proposed Bachelor of Science in Marine Transportation Nicholls State University

#### **Background Information**

Nicholls State University requests Board of Regents approval to offer a Bachelor of Science (BS) in Marine Transportation. The proposal was approved by the Board of Supervisors for the University of Louisiana System (ULS) then submitted to Regents for consideration. Regents staff approved the institution's request to add the proposed program to its 2026 Academic Plan due to evidence of need and external support for the program. The program was approved by Chief Academic Officers statewide.

#### **Staff Summary**

The proposed BS in Marine Transportation was born out of a larger initiative that falls under the recently created Universities of Louisiana Maritime Academy (ULMA). Currently, there are only six (6) Maritime Academies in the United States, positioning ULMA to provide an innovative approach conceptualized to meet the maritime industry's critical workforce needs by increasing students' exposure to opportunities associated with Louisiana's waterways. The establishment of the proposed program will enable the ULMA to seek federal designation as a State Maritime Academy from the Maritime Administration (MARD) of the United States Department of Transportation.

The proposed program builds upon Nicholls' existing Maritime concentration and requires specific knowledge, skills, and abilities to meet both general education and core degree requirements as outlined by the United States Coast Guard (USCG) to prepare students to be eligible to sit for the USCG Third Mate's license exam for any gross tonnage vessel and earn the endorsement for Standards of Training, Certification and Watchkeeping. This four-year program will be unique in Louisiana and equivalent to the other marine transportation programs.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
  - a. **Workforce Demand and Job Opportunities:** Data from Lightcast indicates that Louisiana is a "hotspot for this kind of job" market. Louisiana averages 6,400 jobs in the market for Captains, Mates, and Pilots of Water Vessels with an average of 12 new job postings per month. The demand is expected to grow by 2.5% or 158 new positions between 2024 and 2030 with the majority of the openings in the New Orleans/Metairie and Houma/Thibodaux area followed by Baton Rouge, Morgan City, and Lafayette.

Occupation	LWC Star Rating <sup>1</sup>	Current Jobs <sup>2</sup>	Projected Jobs 2033 <sup>2</sup>	% Change <sup>2</sup>	Average Salary <sup>2</sup>
Captains, Mates, and Pilots of Water Vessels	5-star	6,400	6,558	2.5%	\$103,376
Transportation, Storage, and Distribution Managers	5-star	1,648	1,765	7.1%	\$87,922
Logisticians	5-star	1,884	2,121	12.6%	\$69,160

<sup>1</sup>Source – LWC

<sup>2</sup>Source – Lightcast

- b. **Curriculum Alignment with Employer Needs:** The Bachelor of Science in Marine Transportation degree requires specific courses as outlined by the USCG to prepare students to be eligible to sit for the USCG Third Mate's license exam for any gross tonnage vessel and earn the endorsement for Standards of

Training, Certification and Watchkeeping.

c. Same or Similar In-State Programs:

The proposed program which builds upon Nicholls’ existing Maritime concentration will be the only one in the state of Louisiana. The addition of the Marine Transportation, BS program will allow Nicholls to continue to provide the students and Southern Louisiana with additional opportunities.

d. Student Enrollment and Completion: Graduate projections are based on the Nicholls AI Danos College of Business Administration retention and graduation rates. Additionally, students accepted into the cohort will be highly vetted, highly motivated students due to the competitive admissions process. Enrollment is expected to show significant growth by year 4.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	15	30	45	60
TOTAL Estimated Program Graduates	0	0	0	15

2. **Resources:** An Executive Director funded by the University of Louisiana System (ULS) was hired in November 2024. Four additional full-time faculty will be hired over the next four years. The US Department of Transportation Maritime Administration and industry will provide access to ships for training purposes. The system and institution will seek state and federal funds, along with industry partner funding, to assist with the purchase of a navigational simulator and other program costs. ULS anticipates additional funding of up to one million dollars in support of the ULMA with an additional two million dollars in federal support.

	Current	Needed	Additional Costs
<b>Faculty</b>	There are no current faculty in place to support the program.	An Executive Director and four additional full-time faculty will be hired over the next four years.	Yr. 1: \$266,000 Yr. 2&3: \$392,000 Yr. 4+: \$518,000
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Current classroom and office space will support the program. Access to training ships will be provided through federal resources and industry partnerships.	A navigational simulator will be needed.	Yr. 2: \$2,000,000
<b>Student Support</b>	Existing student support resources will support the program.	One additional staff support person will be hired.	Yr. 1+: \$36,400

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.

- **Accessibility:** The proposed Marine Transportation courses will be offered during the day and evenings primarily using the traditional face-to-face instruction format. As allowable, hybrid and online course work will be interwoven into the curriculum to allow students the time needed for physical-presence course requirements and quality of life activities. Applicants for the proposed program must meet the physical standards of the USCG and all requirements for licensing as a United States Merchant Marine, as established by federal law.

- **Affordability:** Industry support for the Louisiana Maritime Academy and this proposed program is anticipating bringing firms to offer tuition reimbursement benefits and/or tuition assistance.
- **Partnerships:** The ULMA will operate within a consortia model with the potential for the proposed program to receive a maritime federal designation. Additionally, an array of 4-year and 2-year degree programs, 2+2 pathways, and specialized Standards of Training, Certification and Watchkeeping (STCW) training programs and courses will be offered across the consortium. Industry partners have been heavily engaged in conceptualizing the proposed program as well as in the creation of the ULMA. Such partners include, but are not limited to: Bollinger Shipyards, Edison Chouest Offshore, Jackson Offshore Operators, LUMCON, Open Waters, etc. Many have partnered with Nicholls Al Danos College of Business to develop the program and provide internships, curriculum, and instruction.
- **Work-based Learning:** The proposed program includes students’ involvement in summer “at sea” experiences with industry partners as part of the curriculum. Opportunities will be assessed with Nicholls Office of Career Services for Maritime Industry-specific career fairs to link graduates with potential employers, and the College is actively building additional partnerships in the industry.
- **Other program attributes that contribute to closing the achievement gap with underserved populations:** The proposed Marine Transportation program will seek to increase the number of students and graduates from a diverse population who can gain more access to the maritime industry as captains, mates, and pilots of water vessels, logisticians, and other related careers.

### **Staff Analysis**

Nicholls’s proposed BS in Marine Transportation is designed in support of House Bill 258 of the 2023 Regular Session of the Louisiana Legislature for the establishment of a baccalaureate degree program to prepare students to sit for the licensure examination for unlimited tonnage marine vessels. This program will play a vital role in meeting the maritime industries’ critical workforce needs and fill a gap in the state’s Maritime Academy institution degree offerings. Appropriations from the state and federal government, along with industry partner funding, will be used to cover the cost of the program.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Bachelor of Science in Marine Transportation (CIP 49.0309) at Nicholls State University, with a progress report on program implementation submitted as part of the institution’s 2025 Academic Plan.**

## AGENDA ITEM IV.B.

### Proposed Bachelor of Science in Data Science Southern University at New Orleans

#### Background Information

Southern University at New Orleans (SUNO) requests Board of Regents approval to offer a Bachelor of Science (BS) in Data Science. The proposal was approved by the Southern University Board of Supervisors and then submitted to Regents for consideration. The proposed program was included on the institution's 2023–2024 Academic Plan, and the program proposal was reviewed by Chief Academic Officers statewide.

#### Staff Summary

There is a growing need within the state and nationally for professionals with expertise beyond statistics and computer science skills to transform complex data into valuable products. The proposed BS in Data Science will equip students with the necessary knowledge and skills to pursue professional careers as data scientists and data analysts throughout a wide variety of industries. The program curriculum is comprehensive and rigorous, covering the data science lifecycle, including data ethics, governance, statistical and mathematical concepts, computing, and advanced data science coursework, such as machine learning (ML) and data mining. The program is designed to be hands-on, project-based, and highly practical, focusing on using data to address decision-making in various sectors, including government and healthcare. The program also includes professional development featuring guest speakers from relevant industries to further support students' professional pursuits and encourage industry collaboration. Furthermore, in line with SUNO's HBCU mission, the program will directly address the need for more diversity in the technology industry, particularly in computer-related fields in Louisiana and the wider region.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
  - a. Workforce Demand and Job Opportunities: Louisiana is showing a rising demand for professionals to manage high volumes of data with multiple four- and five-star job areas in the sector, according to the Louisiana Workforce Commission. The proposed program will prepare students for data science and analytics careers throughout industry.

Occupation	LWC Star Rating <sup>1</sup>	Current Jobs <sup>2</sup>	Projected Jobs 2033 <sup>2</sup>	% Change <sup>2</sup>	Average Salary <sup>2</sup>
Management Analyst	5-star	3,697	4,529	23%	\$93,870
Operations Research Analyst	5-star	607	814	34%	\$67,475
Market Research Analyst	4-star	4117	5215	27%	\$57,616

<sup>1</sup>Source – LWC

<sup>2</sup>Source – Lightcast

- b. Curriculum Alignment with Employer Needs: SUNO faculty have engaged with alumni, community representatives, and prospective employers to develop the proposed program. The program aligns with local, regional, and state workforce strategies by focusing on high-demand data science skills essential across various Louisiana industries, including healthcare, energy, finance, and information technology. By producing graduates with the analytical and technical skills needed to work with data, extract insights, and solve complex problems, the program helps meet local employers' needs and attract new businesses to the area, creating new jobs and supporting economic growth in the region.



- c. Same or Similar In-State Programs: While data science is offered as a focus area at other institutions in the state, including an undergraduate certificate at UL Lafayette and a graduate certificate at Louisiana Tech, the proposed program will be the first standalone BS Data Science in the state.
- d. Student Enrollment and Completion: SUNO anticipates attracting adult learners and underrepresented minority students, especially transfer students and those with associate degrees, from the greater New Orleans metro area.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	15	24	41	60
TOTAL Estimated Program Graduates	0	0	0	8

- 2. **Resources**: The proposed program will be implemented with existing faculty. SUNO anticipates the potential need for adjunct faculty starting in year 2 and plans to hire an additional full-time faculty member in year 3. Existing facilities are adequate to support the program, but new servers, workstations, and software will be purchased to launch the program. Depending on program growth, additional support staff may be needed by year 4. The institution is currently developing a recruitment and retention plan to attract and keep high-quality faculty in the competitive data science market.

	Current	Needed	Additional Costs
<b>Faculty</b>	Existing faculty will be used to implement and support the program.	Adjunct faculty will be hired as needed, and one additional full-time faculty will be hired in year three.	Yr. 2: \$4,000 Yr. 3: \$74,000
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing facilities are adequate to support the program.	Hardware and software will be purchased to launch the program with annual budgeted upkeep.	Yr. 1: \$44,500 Yr. 2+: \$10,900
<b>Student Support</b>	Existing resources will meet the needs of the program for the foreseeable future.	One additional support staff will be hired in year 4.	Yr. 4+: \$40,000

- 3. **Master Plan Priorities**: The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
  - **Accessibility**: The proposed Data Science program is increasing access to this high demand area by providing online and hybrid options that meet the needs of nontraditional students and promoting diversity and inclusion. By offering a range of flexible options for learning, the program can help remove barriers to education and create pathways to success for students from diverse backgrounds.
  - **Affordability**: The proposed Data Science program offers flexible online and hybrid learning options that eliminate the need for students to commute to campus, thereby reducing transportation and housing costs and allowing for continued employment while enrolled. The program also uses Open Educational Resources (OER), freely available digital materials that can replace costly textbooks and other course materials.
  - **Partnerships**: SUNO has already developed direct partnerships with the FBI and Department of Homeland Security for student internships and potential future employment opportunities. The department is actively engaged with building additional industry partnerships. SUNO also anticipates

partnering with community colleges through the state’s new Universal Transfer Pathways to build a student pipeline for the proposed program.

- **Work-based Learning**: The proposed curriculum includes applied learning opportunities, including capstone projects, case studies, and other hands-on experiences that enable students to apply their knowledge and skills to real-world problems. By working on practical projects and engaging with industry leaders, students can gain valuable insights into the data science industry and prepare themselves for successful careers.
- **Other program attributes that contribute to closing the achievement gap with underserved populations**: Through SUNO’s HBCU mission, the proposed program will aid in diversifying the data science workforce in New Orleans and the surrounding region.

### **Staff Analysis**

SUNO’s proposed BS in Data Science will be the first standalone degree in the field in the state. Designed in line with national standards for data science programs and in collaboration with the community and industry, the program will prepare students to meet a direct workforce need in the New Orleans area and statewide. The program’s required capstone project, along with SUNO’s industry partnerships, promises strong job preparation and opportunities for graduates.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Bachelor of Science in Data Science (CIP 30.7001) at Southern University at New Orleans, with a progress report on program implementation submitted as part of the institution’s 2025 Academic Plan.**

## AGENDA ITEM IV.C.

### Proposed Bachelor of Science in Neuroscience University of New Orleans

#### **Background Information**

The University of New Orleans (UNO) requests the Board of Regents' approval to offer a Bachelor of Science (BS) in Neuroscience. 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 2023–2024 Academic Plan.

#### **Staff Summary**

The proposed 120-credit-hour interdisciplinary program is intended to prepare students for graduate/professional school or employment in the broad field of neuroscience. Neuroscience is the scientific study of the nervous system (the brain, spinal cord, and peripheral nervous system), its functions, and disorders. The program's curriculum, which integrates multidisciplinary science, technical writing, communication, philosophy, and ethics, ensures that graduates are not only well-versed in neuroscience but also equipped with essential skills for various professional fields. This comprehensive education will prepare students for successful careers in medicine, research, biotechnology, and many other technical professions, benefiting both the local and broader communities.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
  - a. **Workforce Demand and Job Opportunities:** Health care is a constant community need. Although the proposed undergraduate program is not solely a medical program, it provides the undergraduate background necessary for students moving on to medical school and for students with interest in a variety of health care professions. The information in the chart below is specific to parishes located in Louisiana Regional Labor Market Area (RLMA) 1, where UNO is located. This includes Orleans and surrounding parishes.

Related Occupation	LWC Star Rating <sup>1</sup>	Current Jobs <sup>2</sup>	Projected Jobs 2034 <sup>2</sup>	% Change <sup>2</sup>	Average Salary <sup>1</sup>
Medical and Health Services Managers	5-star	1325	1775	34%	\$122K
Medical Scientists	4-star	100	133	33%	\$84K

<sup>1</sup>Source – LWC

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

- b. **Curriculum Alignment with Employer Needs:** The proposed curriculum includes courses from six (6) different departments for the 40 credit hours in the major. This is comparable to the bachelor-level Neuroscience curricula currently offered by four private universities in Louisiana. Major courses in the program are aligned with specific student learning outcomes. The knowledge, skills, and abilities (KSAs) incorporated into the course content align with those identified by the US Department of Labor for related professions.
    - c. **Same or Similar In-State Programs:** Currently there are four existing BS in Neuroscience programs offered in Louisiana, all at private institutions of higher education (Tulane, Loyola, Xavier, and

Centenary). The proposed degree will be the first of its kind offered by a public university, which will greatly increase access to this important biomedical field for residents of Louisiana and neighboring states.

- d. **Student Enrollment and Completion:** UNO anticipates an enrollment of 10 students in YR1, with that number increasing to 36 by YR4. Students enrolled in UNO’s biology and psychology programs will have interest in the proposed program. It is anticipated that students from across the state and in adjacent states will be attracted to the proposed program, thus increasing UNO’s enrollment.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	10	19	30	36
TOTAL Estimated Program Graduates	0	0	3	6

2. **Resources:** All personnel and facilities required for the startup of the program are already available. The new program will strategically combine the resources of different departments to produce a new undergraduate program in neuroscience. Additional funds will only be needed if the program grows considerably, in which case the hiring of a new faculty member and an additional teaching assistant would be needed starting in YR 4. Anticipated revenue generated through enrollment will adequately cover the cost to sustain the program.

	Current	Needed	Additional Costs
<b>Faculty</b>	Existing faculty in the department will support the program.	One additional full-time instructor and one teaching assistant may be needed if program sees considerable growth.	Yrs. 4+: \$100K
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing offices and classrooms are sufficient to support the program.	No additional resources needed.	\$0
<b>Student Support</b>	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources are needed.	\$0

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
- **Accessibility:** The proposed degree program does have a focus on in-person classes, but some courses in the program will be available 100% online.
  - **Affordability:** The program’s core courses will use Open Educational Resources (OER) whenever feasible. UNO accepts transfer courses from accredited institutions of higher learning, including local community colleges.
  - **Partnerships:** The BS in Neuroscience program will provide opportunities for partnerships with other educational institutions as well as health care organizations in the neurological field. Planned collaborations with other educational programs include the Cold Spring Harbor Laboratory Summer Undergraduate Research Program, the Mayo Clinic Biomedical Summer Undergraduate Research Program, Pepperdine University Summer Undergraduate Research in Biology, the Rockefeller University Summer Undergraduate Research Fellowship and the Sloan-Kettering Summer Undergraduate Research Program.

- **Work-based Learning:** Neuroscience meshes with human and veterinary medicine, medical research, pharmaceutical development, and technology development. Examples of local internships include biomedical imaging at Med Vet; drug and materials discovery at companies located at The Beach at UNO; animal behavior studies at Audubon Zoo and Aquarium; working with special needs pediatric populations at Butterfly Effects Children and Ochsner Michael R. Boh Center for Child Development; and working with elderly patients with dementia and memory issues at LCMC Woldenberg Village for Advanced Dementia Care.
- **Other program attributes that contribute to closing the achievement gap with underserved populations:** The Brookings Institution, a nonprofit organization based in Washington, D.C., ranked UNO third in the nation for providing equal access to higher education for students from all income levels. By offering an undergraduate program in Neuroscience, UNO will be opening the door to a segment of the population that currently may be unable to access similar programs offered at nearby selective universities like Tulane and Loyola.

### **Staff Analysis**

The proposed BS in Neuroscience at UNO will be the only such program offered by a public university in the state, which will greatly increase access to this important biomedical field for residents of Louisiana and neighboring states. The program's multidisciplinary curriculum ensures that graduates are not only well-versed in neuroscience but also equipped with essential skills for various professional fields. The proposal has received enthusiastic support from local entities, including the New Orleans BioInnovation Center (NOBIC), Team Gleason Foundation, and the Director of the Neuroscience Center of Excellence at LSU HSC New Orleans, to name a few.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Bachelor of Science (BS) in Neuroscience (CIP 26.1501) at University of New Orleans with a progress report on program implementation submitted as part of the institution's 2025 Academic Plan.**

## AGENDA ITEM IV.D.

### Proposed Master of Science in Allied Health Northwestern State University

#### **Background Information**

Northwestern State University (NSU) requests Board of Regents' approval to offer a Master of Science in Allied Health (MSAH). The proposal was approved by the University of Louisiana System Board of Supervisors (ULS) and submitted to the Board of Regents for consideration. The proposal was reviewed by external consultant, Dr. Kevin R. Clark, Associate Professor and Associate Director, Radiologic Sciences Graduate Program, The University of Texas, MD Anderson Cancer Center. Dr. Clark was extremely supportive of the proposed program. The program was favorably reviewed by Chief Academic Officers statewide and was included in the institution's 2023–2024 Academic Plan.

#### **Staff Summary**

MSAH graduates can pursue careers in healthcare management, clinical leadership roles, health education, research, community health initiatives, and specialized clinical practice within various allied health fields like physical therapy, occupational therapy, respiratory therapy, or dental hygiene. These healthcare professions are rapidly growing and present career opportunities for individuals in these careers. The School of Allied Health at NSU seeks to provide a specialized program of study via the proposed MSAH, to be delivered 100% online.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
  - a. **Workforce Demand and Job Opportunities:** The proposed program was designed to prepare allied health professionals to advance in their fields and become leaders in the areas of clinical education and clinical operations for a variety of supervisory positions in the state. The data reported below is specific to Regional Labor Market Area (RLMA) 7, which is where NSU is located.

Related Occupation	LWC Star Rating <sup>1</sup>	Current Jobs <sup>2</sup>	Projected Jobs 2033 <sup>2</sup>	% Change <sup>2</sup>	Average Salary <sup>1</sup>
Medical and Health Service Managers	5-star	1045	1294	24%	\$112K

<sup>1</sup>Source – LWC

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

- b. **Curriculum Alignment with Employer Needs:** The proposed degree was created following multiple conversations with the School of Allied Health's Advisory Council, which is comprised of regional industry and healthcare partners, ensuring that program graduates have the skills necessary to address workforce needs. The knowledge, skills, and abilities (KSAs) incorporated into the course content align with those identified by the US Department of Labor for related professions.
    - c. **Same or Similar In-State Programs:** This would be the first MSAH in the state of Louisiana.
    - d. **Student Enrollment and Completion:** The proposed MSAH is a natural extension of the existing Bachelor of Applied Science in Allied Health (BASAH), which began in 2018 and has graduated over 110 students. A needs assessment survey of students enrolled in the BASAH conducted in 2019 indicated that, of the 108 responses received, eighty-six percent (n = 92) of the respondents indicated an interest in pursuing a master's degree within five years of graduation in allied health if it were offered online from a university in Louisiana.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	6	13	21	24
TOTAL Estimated Program Graduates	0	0	5	6

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

	Current	Needed	Additional Costs
<b>Faculty</b>	Existing faculty in the department will be sufficient to support the program.	No new faculty are needed.	\$0
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing offices and classrooms are sufficient to support the program.	The program will be available 100% online. No new facilities or equipment is needed.	\$0
<b>Student Support</b>	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources are needed.	\$0

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.

- **Accessibility:** The proposed program will be offered 100% online.
- **Affordability:** Online programs eliminate the need for commuting, reducing transportation costs for students. Online programs also allow students to maintain employment while pursuing their education. This flexibility enables individuals to generate income while enrolled, making education more financially sustainable and aligning with the goal of affordability.
- **Partnerships:** Letters of support were provided by Bossier Parish Community College, Baton Rouge Community College, Christus Shreveport-Bossier Health System, Louisiana Technical and Community College System, and Willis-Knighton Health System.
- **Work-based Learning:** The proposed program integrates professional development components, such as virtual workshops, simulations and virtual labs, into the curriculum and also includes remote internships, incorporating experiential learning modules, and establishing mentorship opportunities.
- **Other program attributes that contribute to closing the achievement gap with underserved populations:** NSU faculty offer tailored support services for online learners, such as academic advising, counseling, and mentorship programs, addressing the unique needs of underserved populations. This targeted support contributes to the success of low-income individuals, minorities, and adult learners.

**Staff Analysis**

The proposed MSAH seeks to provide a specialized program of study that will prepare students to become leaders in allied health professions in the areas of clinical education and clinical operations. The MSAH program at NSU will provide skills in leadership, research, teaching, and business skills to ensure success for its students.

**STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Master of Science in Allied Health (CIP 51.0000) at Northwestern State University with a progress report on program implementation submitted as part of the institution's 2025 Academic Plan.**



## AGENDA ITEM V.A.

### Proposed Center for Environmental Research Southeastern Louisiana University

#### **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.

Southeastern Louisiana University (SLU) is requesting approval to establish the Center for Environmental Research (CER). The University of Louisiana System (ULS) Board of Supervisors approved the request and submitted it to Regents for consideration.

#### **Staff Summary**

##### **1. Description and Need**

The focus of SLU's proposed CER is to investigate the potential environmental impacts of Carbon Capture and Storage (CCS) and other industrial activities on the region through the development of rigorous environmental monitoring. In recognition of the significant environmental issues and public concern regarding CCS activities, SLU developed the proposed center that will bring together a multi-disciplinary group of faculty and scientists to comprehensively study and address these issues.

Louisiana has positioned itself to be a leader in CCS due to its existing pipeline infrastructure and petroleum-skilled workforce. As of February 2024, there are over 20 permit applications for Class VI wells associated with proposed CCS sites in Louisiana, with the majority of these sequestration sites proposed in south Louisiana, an area that is dominated by wetland, freshwater, and estuarine habitats. As a result of the rapid expansion and growth of CCS, there is a significant urgent need for information on the potential impacts of CCS activities on the state's biodiversity, wetland habitats, and freshwater resources.

##### **2. Initiatives and Objectives**

The primary mission of the CER is multifaceted and includes the following:

- To serve as the centralized, integrative environmental research and monitoring entity for CCS and other renewable energy-related activities in Louisiana in both aquatic and terrestrial ecosystems.
- To monitor biodiversity and ecosystems in Louisiana and beyond through integrative short-term and long-term research projects.
- To use scientific findings to advance environmental awareness and inform decision-makers about the potential impacts of CCS activities.
- To develop outreach and education materials to publicize and visualize our monitoring activities to the public, stakeholders, and decision makers through project websites and data dashboards, public and community engagements, and K-12 education programs.
- To communicate the results of our environmental research to potential users through outreach and education that informs citizens about CCS and other renewable energy-related activities and how they affect biodiversity and ecosystems.

The CER will conduct environmental monitoring by gathering pre- (baseline) and post-perturbation data, allowing for the detection of any potential issues, leaks, and environmental impacts arising from CCS activities, leading to a more rapid response of containment and protocol modification if an issue arises. Information from the CER will provide some sense of assurance to the public that CCS activities are being monitored by an independent entity.

### **3. Resources and Administration**

The CER will be administered by a Director and Assistant Director who will report to the Dean of the College of Science and Technology. The Director of the Center will function in several capacities, including that of a liaison between the Center and Southeastern's administration, as well as various external agencies and organizations in the federal, state, and private sectors. The Director will coordinate all activities and research projects that are awarded to the university through the Center. An Assistant Director will take the lead on data consolidation among labs, project scheduling and site coordination with stakeholders, personnel management and administration, equipment maintenance and troubleshooting, and emergency response and coordination. The Director and Assistant Director will serve as both research faculty and administrators of the Center for Environmental Research. While their appointments will be in the Center for Environmental Research, they will both retain their status as tenured faculty in the Department of Biological Sciences and may teach for the department as needed and available.

Existing facilities that will support the CER, its faculty, and its activities are the Department of Biological Sciences in the Thelma Ryan Hall and Old Biology Building; research facilities and equipment in the Vertebrate Museum housed in Thelma Ryan Hall; the chemistry/physics department facilities in Pursley Hall; and the Turtle Cove Guest House and Galva Canal Boatshed/Classroom Complex.

### **4. Budget**

The proposed CER builds on the success of both the Air Products CCS project in Lake Maurepas and the success of SLU's College of Science & Technology, whose funds awarded for the period 2019 through 2024 are \$24,632,127. For its initial research activities, the CER will use a portion of the remaining \$2.85 million from the Air Products Lake Maurepas Phase III funding. The institution anticipates that the establishment of the CER will result in additional federal and private grant funding and increased capacity for generating contract revenue to provide the needed support for the Center and a potential return to the University of \$2.85 million from the center's first year.

Salary for the Director and Assistant Director of approximately \$200,000 per year will be the primary institutional expenditure to support the CER. Principal Investigators in the CER will each be provided a research salary supplement to lead initiatives in their focal research areas, ranging from \$6,000 to \$10,000/yr. depending on professorial rank and institutional base salaries. The budget includes a small amount of funds for administrative travel, office supplies, and equipment. Additionally, external, project-specific funds may be generated for additional course buyouts, summer salaries, supplemental salaries, and general project costs for Center faculty.

### **Staff Analysis**

The proposed CER has been developed to meet a direct regional need for active monitoring of CCS activity in the Louisiana Gulf region and will be the first center in the state to focus on this issue. SLU's record of securing external funding in this area, along with its connection to both industry and the community, position the institution to successfully meet this need.

### **STAFF RECOMMENDATION**

**Senior Staff recommends authorization of the Center for Environmental Research at Southeastern Louisiana University. A progress report and request for continued authorization is due December 1, 2026.**

## AGENDA ITEM V.B.

### Proposed Center of Excellence in Equine Health and Sports Performance Louisiana State University and A&M College

#### **Background Information**

The Board of Regents Center of Excellence designation (Academic Affairs Policy 2.05A) was established by the Board in June 2013 and signifies that the designated unit is a statewide academic, research, or workforce leader in its focus area. All Centers of Excellence must demonstrate the following attributes: a strong performance record, a clearly and finitely defined area of expertise, a range of opportunities in its area of designation (academic, research, or workforce), engagement with the greater community, and recognition as a uniquely strong in its focal area hallmark of the institution. A Center of Research Excellence is a highly specialized research unit that is well supported through external funding and partnerships, develops new knowledge, enhances the research productivity of faculty, integrates education and research, and positively impacts economic development in the state.

Louisiana State University and A&M College (LSU) is requesting initial approval of the proposed center and Center of Research Excellence designation of the Center of Excellence (COE) in Equine Health and Sports Performance. The request was approved by the LSU Board of Supervisors and submitted to Regents for consideration.

#### **Staff Summary**

##### **1. Description**

Through the LSU School of Veterinary Medicine's pioneering work in clinical services and research, the Equine Health Studies Program (EHSP) has consistently addressed some of the most critical health challenges facing horses today. Focus areas include equine laminitis, orthopedics and biomechanics, stem cell and regenerative medicine, gastric and colonic ulcers, respiratory and vascular diseases, and clinical pharmacologic trials. These efforts have been driven by faculty primarily within the Department of Veterinary Clinical Sciences (VCS) and supported by collaborations with experts in the Departments of Pathobiological Sciences (PBS) and Comparative Biomedical Sciences (CBS), as well as other key LSU entities like the LSU AgCenter, LSU Animal Science, LSU Department of Engineering, and the Pennington Biomedical Research Center (PBRC). The EHSP has also established vital partnerships with leading industry players such as Elanco Animal Health, Boehringer Ingelheim Animal Health, SmartPill Corporation, Merial Limited, Hilltop Bioscience, and Axiota, Inc., among others. These collaborations are essential for discovering new diagnostic methods and treatments for both common and complex equine diseases. With the COE designation, the institution plans to build on these existing relationships and develop new collaborations with faculty from the Division of Biotechnology and Molecular Medicine (BIOMMED), Tempest Biotech, and other entities within and outside the LSU system.

##### **2. Objectives and Evidence of Excellence**

The staff and faculty within EHSP have wide clinical expertise, including equine emergency and critical care, ambulatory practice, internal medicine, soft tissue and orthopedic surgery, sports medicine, rehabilitation, osteopathy, and Eastern medicine, including acupuncture. Eighteen members of faculty currently deliver the program, representing one of the strongest equine clinical teams in the nation. They are supported by talented veterinary technicians who specialize in equine practice, as well as a trained animal osteopath and two members of faculty with expertise in alternative (Eastern) therapies. The school currently manages over 2,500 equine patients per year presenting to the Veterinary Teaching Hospital and plans to expand equine caseload in the coming years to meet the increasing needs of Louisiana's equestrian industry. Creation of the proposed new Center of Excellence will allow LSU to continue growing its equine clinical team, with expansion in the areas of sports medicine and rehabilitation. This upward trajectory in clinical capability will bring new distinction to LSU Vet Med and its pivotal role in the region.

The Equine Health Studies Program has always delivered impressive research impact, securing over \$4M in extramural funding over the past 10 years in areas such as gastroenterology, musculoskeletal disease, laminitis, pulmonology, theriogenology, infectious disease, production medicine, parasitology, and immunology. This landscape of important clinical research is represented by experts able to deliver cutting-edge science that will generate new diagnostic tests and therapeutic modalities to safeguard equine health, well-being, and performance. Indeed, their collective activity has delivered over 200 peer-reviewed manuscripts in prestigious journals and over 300 scientific presentations at national and international conferences to date. This body of clinical research also supports the rigorous training and development of numerous graduate students and house officers at LSU Vet Med.

The EHSP COE aims to continue its traditions of providing instruction to veterinary students, the most efficient and expedient consultation services to equine referring veterinarians, and participation in local, state, and regional continuing education seminars to exchange the most contemporary information regarding equine health care. COE faculty will continue to interface with industry representatives to maintain a dialogue to ensure the center is meeting the needs of the equine industry. Additionally, the center will provide continuing education through information published on the EHSP website, participate in local, regional, state, national, and international meetings and engage constituents through in-person meetings, telephone consultations, clinical services, and other interactions. The EHSP COE designation will be a driving force in supplying the latest equine services and information to benefit horses.

### **3. Resources and Administration**

The administrative structure of the COE will mirror that of the current Equine Health Studies Program (EHSP), with Dr. Frank Andrews serving as the Director who reports to the Dean. Dr. Andrews, a board-certified veterinarian with 35 years of clinical and research experience, oversees a \$1.246 million budget. The EHSP currently funds 2.5 full-time faculty equivalents (FTEs), a clinical instructor in Animal Osteopathy, a research intern, two equine house officers, and five research associates who support research studies and provide care for the ninety horses housed in the pastures and research barns of the EHSP year-round. More than 30 full-time faculty will be directly engaged with the COE. The center will provide financial and academic support for research technicians, post-doctoral fellows, PhD and MS candidates, and clinical house officers, further enhancing its academic and research capabilities.

Existing clinical facilities consist of an 18,000-square-foot equine hospital that accommodates 2,500 to 3,000 horses annually. The installation of the MRI unit and CT unit with table has enhanced diagnostic capabilities. Current research facilities consist of a research laboratory, the Charles V. Cusimano Laboratory, the Sports Performance Center with a highspeed treadmill, and a lameness and performance pavilion to diagnose lameness and gait issues. In addition, the EHSP has 32 equine stalls in two on-campus research barns.

With the establishment of the proposed COE, LSU is envisioning the ambitious construction of a new LSU Vet Med Equine Health and Sports Performance Center of Excellence equine hospital, equine clinical skills building, and research facility. This facility will be home to the preeminent equine healthcare and research facility in the region, combining superior clinical practice, expert translational research, and world-class teaching into one modern facility located directly on the LSU Vet Med campus. LSU's aim is to have this new facility built and operational by 2029. The proposed new facility will allow the discovery of new methods to improve the health, well-being, and performance of horses.

### **4. Funding and Budget**

The foundation of the EHSP's funding was laid in 2003 through Louisiana Act No. 1009, which established a dedicated fund in the State Treasury. This fund allocates \$750,000 annually from the pari-mutuel Live Racing Facilities Economic Redevelopment and Gaming Control Act. Additionally, the center receives \$194,783 from the Governor's Biotech Initiative (GBI) and \$301,411 in matching funds from LSU Vet Med, bringing the total annual funding to \$1.245 million.

The EHSP is committed to continuing this legacy by pursuing extramural funding from a variety of sources, including targeted equine research organizations such as The Grayson Jockey Club Research Foundation, the United States Equestrian Organization, the American Quarter Horse Association, the American Association of Equine Practitioners Foundation, and the American College of Veterinary Internal Medicine Foundation. Additionally, the center will seek funding from the United States Department of Agriculture (USDA) and private industry, as well as from the National Institutes of Health for research in comparative orthopedics, stem cell applications, and regenerative medicine. The COE will collaborate closely with other investigators within LSU Vet Med, LSU AgCenter, and LSU A&M, leveraging their extensive experience in securing competitive funding to submit highly competitive proposals. The center will also focus on promoting the horse as a model system for investigating important diseases that affect both humans and animals.

Current fundraising efforts are focused on the \$57 million new facility mentioned above as well as establishing an endowed chair in equine research (a donor has been identified). This endowed chair would provide a substantial corpus gift, generating interest each year to offset salary costs, purchase new equipment, and cover laboratory expenses, all in pursuit of groundbreaking scientific discoveries. The designation of the EHSP as a Center of Excellence is expected to significantly enhance these and other fundraising endeavors, ensuring the continued success and impact of the center's mission.

### **Staff Analysis**

The EHSP has a strong history of providing excellence in education, research, and community engagement. The planned equine hospital would elevate Louisiana as a premier destination for equine health education, research and scholarship, and horse treatment. The proposed center will be the first of its kind in the state and clearly meets COE designation standards.

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the Center of Excellence in Equine Health and Sports Performance. A request for continued authorization and designation as a Center of Research Excellence is due December 1, 2026.**

## AGENDA ITEM VI.A.

### 2023–24 Articulation and Transfer Report Response to Act 356 of the 2009 Regular Legislative Session

#### Background Information

Act 356 of the 2009 Regular Legislative Session	provides for a comprehensive statewide transfer and articulation framework for Louisiana's public secondary and postsecondary institutions.
Act 308 of the 2022 Regular Legislative Session	provides for the development and implementation of Universal Transfer Pathways in high-demand fields for Louisiana's public postsecondary institutions.
Act 205 of the 2022 Regular Legislative Session	provides for "reverse transfer" agreements between Louisiana's public postsecondary institutions, allowing the transfer of academic credit from universities to community colleges.

#### Staff Summary

Act 356 (2009) established one of the nation's most far-reaching transfer and articulation policies for its time. The legislation created the Statewide Articulation and Transfer Council (SATC), a statewide articulation matrix governing the transfer of credits amongst institutions at all levels, the statewide Louisiana Common Course Numbering (LCCN) system, and various policies to align articulation and transfer policies statewide. Since 2009, the Board of Regents has worked to meet the requirements set forth by the legislation and provides a yearly progress report to the House and Senate Committees on Education.

Act 356 (2009) also requires monitoring of and compliance with the tenets of the law, specifically requesting yearly information on the following:

- the number of students enrolled in associate's degree transfer programs
- each student's rate of progress through transfer programs
- the number and percentage of students who complete associate's degree transfer programs
- the number of students earning associate's degrees that transfer to four-year colleges and universities
- the number of credits earned, degrees awarded, and time to degree completion for students who have previously transferred associate's degrees
- the number of military students, their spouses, and dependents who apply and transfer to Louisiana postsecondary institutions, and the number of courses articulated and credits awarded

In 2022, Acts 308 and 205 further expanded transfer and articulation efforts by establishing "reverse transfer" and the Universal Transfer Pathways (UTPs) programs.

This year's report describes the essential groundwork that has been laid to support the continued growth of statewide transfer and articulation. This year is the first year of full implementation for the UTPs and

several other newer initiatives, and Regents is working to improve outreach and communication with all stakeholders on the benefits of these programs. It is anticipated that future growth in these initiatives will increase transfer mobility for our students statewide and result in more completers who can enter the workforce upon graduation.

**STAFF RECOMMENDATION**

**Senior Staff recommends approval of the 2023–24 Articulation and Transfer Report and authorization of the Commissioner of Higher Education to submit the report to the appropriate legislative committees on behalf of the Board of Regents.**

# **Articulation and Transfer Report 2023–24**

Response to ACT 356 of the 2009  
Regular Legislative Session

DECEMBER 2024



## Introduction and Background

Act 356 of the 2009 Regular Session of the Louisiana Legislature mandated the establishment of a comprehensive and prescriptive statewide transfer and articulation framework for Louisiana's public secondary and postsecondary institutions. Progressive for its time, this legislation encompassed four specific cornerstones for statewide transfer admission and articulation of coursework.

Its authors provided for 1) the creation of a statewide articulation and transfer council, 2) a comprehensive system of articulation and transfer of credit between and amongst Louisiana public secondary and postsecondary educational systems, 3) the creation of a statewide articulation and transfer agreement including a common core curriculum with a statewide numbering system, seamless transfer of students from two to four-year programs of study via the Associate of Science (ASLT) or Associate of Arts Louisiana Transfer (AALT) degree, and 4) the establishment of monitoring, compliance and reporting systems based upon uniform data collection and reporting methods to ensure statewide and institutional compliance with policy.

R.S. 17:3168 requires an annual report describing the articulation and transfer of credits across public colleges and universities, focusing mainly on transfer associate's degree programs. It directs that the report address: (I.) the number and percentage of students who complete a transfer associate's degree program; (II.) the number and percentage of students who earn a transfer associate's degree and subsequently transfer to a four-year college or university; (III.) the number and percentage of transfer students who complete a baccalaureate degree; (IV.) a comparison of the academic performance of transfer students and native students, including the number of credits earned, degrees awarded, and time to completion of degree; (V.) status of development and implementation of the academic transfer module process; and (VI.) articulation of credits earned by veterans and spouses.

In the fifteen years since this legislation was enacted, the Board of Regents (BOR), the State Board of Elementary and Secondary Education (BESE), and statewide public institutions have met and exceeded the mandates of Act 356 and subsequent clarifying legislation expanding the transfer footprint in Louisiana.

## Considerations

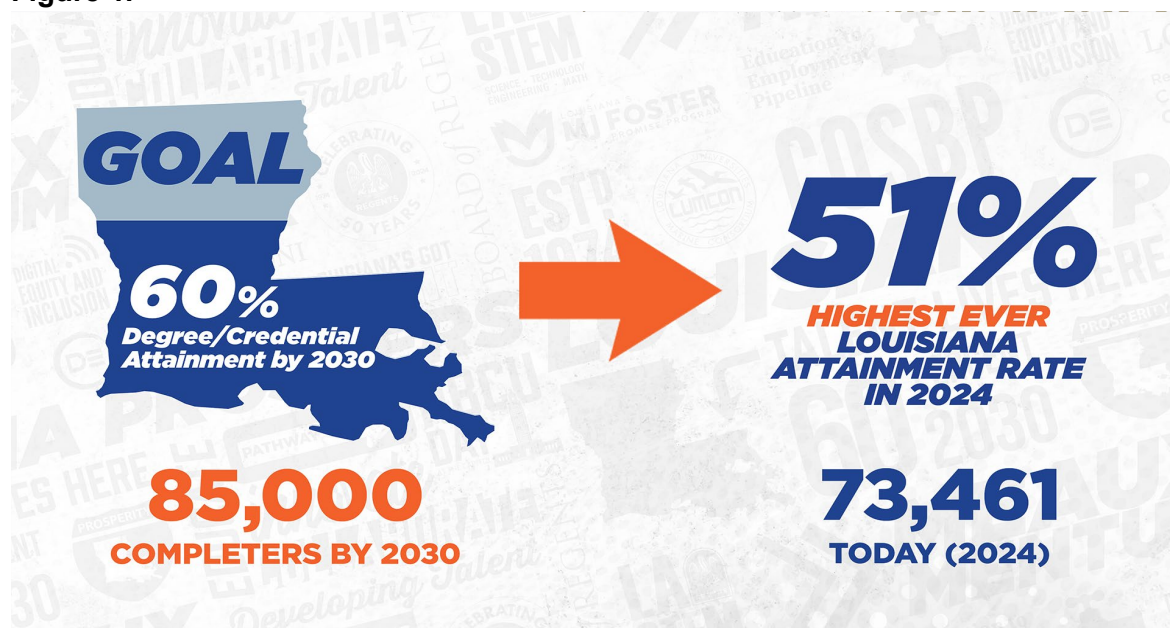
Regents' *Louisiana Prospers* attainment goal of 60% of working-age adults holding a degree or credential of value by 2030 is Louisiana's north star for prosperity and talent development. Regents' and Louisiana's educational stakeholders are working to ensure that categories of students beyond traditional first-year students move successfully through the various postsecondary education pipelines. These populations include high school students taking dual enrollment coursework, high school students with prior learning assessment (PLA) credit, transfer students completing Universal Transfer Pathways (UTPs) and baccalaureate degrees, military students, and adult students who began but did not complete their credentials. The

Board of Regents recognizes that transfer students of all types are critical to attaining our Master Plan Goal.

## Attainment Goal

Over the past three years, Regents has launched several initiatives and partnered with national professional and philanthropic entities to move the needle on credential attainment in Louisiana. In 2024, these efforts resulted in a gain of more than a full percentage point higher than the previous year, bringing Louisiana's statewide attainment level to its current all-time high of 51% (Figure 1).

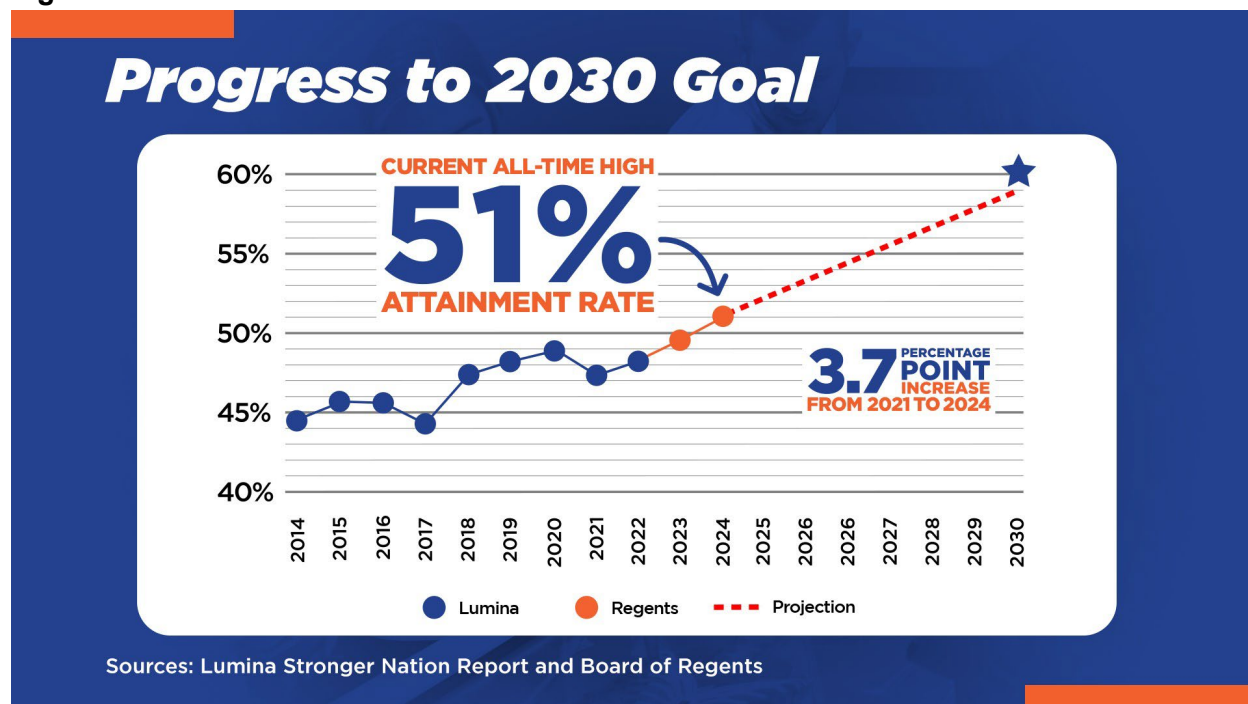
Figure 1.



Overall, during academic year 2023–24 there was a total increase of 73,461 completers.

Increasing credential attainment in the state consists of a multi-pronged effort; in addition to targeting the traditional full-time freshman population, Regents has worked in partnership with the four public postsecondary systems on initiatives increasing the enrollment of high school students attaining academic and technical dual enrollment credit, growing transfer student enrollment at two- and four-year institutions, expanding recruitment of military and adult students, articulating credit for prior learning assessment and the intentional curation of high-demand transfer pathways from two- to four-year high-demand degree programs (Universal Transfer Pathways (UTPs), all designed with students success in mind. All these concerted efforts will contribute to achieving the 60% attainment goal by 2030 (Figure 2).

Figure 2.



## Statewide Articulation and Transfer Council (SATC)

In 2023–24, Regents and SATC continued to work to expand the transfer infrastructure of the state to support the emerging needs of the state's workforce.

Regents staff continued discussions with SATC on topics related to the articulation of courses, expanding the discussion to include Career and Technical Education (CTE) courses.

Regents and SATC took the following actions throughout 2023–24 to support this statewide transfer infrastructure: 1) Regents launched the initial 24 Universal Transfer Pathways across all public universities and colleges, and partnered with Student Ready Strategies to create a web presence for the Universal Transfer Pathways; 2) courses that are part of the UTPs have been added to the Articulation matrix, and work is ongoing to update the Matrix to include improved technology to assist in update and maintenance processes; 3) work is progressing on the next set of UTPs to expand the pathways beyond the current offerings; and 4) SHEEO and Lumina have offered to assist with communications and to create a web presence to help support Louisiana transfer policy work. Throughout this past year, the Council committed to working with the Board of Regents on these ongoing and overarching issues to ensure that transfer students will have increased opportunities for articulating their coursework and completing their degrees.

## Moving Forward

The following 2023–24 *Articulation and Transfer Report* meets the statutory requirements of the law and provides an environmental landscape of statewide transfer and articulation. Given the expansion of Act 356 (2009) with the passage of Act 308 (2022), it is appropriate that the following report be considered in the context of the future needs of the state and the anticipation that this new legislation will substantively help to move and expand articulation and transfer efforts to help all transfer students.

# 2023–24 Articulation and Transfer Report

## I. TRANSFER ASSOCIATE'S DEGREE PROGRAMS

In May 2010, the Louisiana Board of Regents (BOR) approved the Associate of Arts and Associate of Science Louisiana Transfer (AALT and ASLT, or "L.T. ") degrees to be added to the curriculum inventory of every SACS-accredited two-year and community college for implementation in Fall 2010. Eleven institutions now offer the degrees: Baton Rouge Community College, Bossier Parish Community College, Delgado Community College, Elaine P. Nunez Community College, L. E. Fletcher Technical Community College, La Delta Community College, LSU Eunice, River Parishes Community College, South Louisiana Community College, Southern University Shreveport, and SOWELA Technical Community College.

Since their inception, L.T. program enrollments have grown steadily (Table 1), from 214 in 2010 to 3,796 in 2024. BRCC currently has the highest number of enrolled L.T. majors at 608, followed by LSUE at 391. The percentage of 2023–24 L.T. majors who went on to graduate was 7% (293), a percentage point lower than 2022–23.

In 2023–24, 52 students graduated with the AST degree (Table 2), a modest increase from the previous year. This year, the yield of graduates to majors increased from 6% to 6.1%. This slight increase could be attributed to the modifications to the AST program structure in 2022 to ensure the program aligned with the state's four-year programs and to remove barriers to graduation, including passage of the Praxis II.

Currently, 31% of the total number of baccalaureate completers (Chart 6) began as transfer students, demonstrating the sizeable impact that can be achieved by better-functioning transfer policy and practice.

Universal Transfer Legislation (Act 308, 2022) restructured the more restrictive ASLT and AALT pathways into more uniform and easy-to-follow transfer maps and provided 24 new curricular pathways to complete those degrees. In 2023–24, BOR staff identified an additional 16 Universal Transfer Pathways with high enrollment and worked with faculty from the selected major departments to structure these associate's degree maps. These 16 UTPs are on track for approval in Spring 2025. By gathering faculty from each discipline, BOR was able to remove

previous challenges, such as course equivalencies, sequences, and prerequisites, which prevented students from completing these degrees. New courses built for these UTPs will go through the approval process for addition to the Articulation Matrix. Regents has developed a dedicated landing page for the UTPs on its website, where students and advisors can review the available pathways and learn about where they can transfer once awarded a pathway associate's degree.

While campuses may continue to promote the traditional L.T. curricula as an option for students aspiring to pursue a bachelor's degree, the new universal pathways provide additional attractive options for students to pursue their degrees. Therefore, students can choose between following the L.T. degrees or the UTPs. With the development of the universal transfer pathways, it is anticipated that student participation will increase due to the flexibility and popularity of the degree maps.

**Table 1: Louisiana Transfer Degree: Enrollments and Graduates, 2023–24**

Institution	AALT		ASLT		Totals	
	Enrollments 2023–24	Graduates 2023–24	Enrollments 2023–24	Graduates 2023–24	Enrollments 2023–24	Graduates 2023–24
Baton Rouge CC	608	69	262	22	870	91
Bossier Parish CC	212	13	46	1	258	14
Delgado CC	350	15	379	8	729	23
Elaine P. Nunez CC	59	13	89	5	148	18
L.E. Fletcher CC	18	0	45	0	63	0
Louisiana Delta CC	138	18	83	3	221	21
LSU Eunice	391	27	281	11	672	38
River Parish CC	119	39	156	21	275	60
South Louisiana CC	80	13	131	11	211	24
SOWELA TCC	13	0	6	0	19	0
S.U. Shreveport	330	4	0	0	330	4
<b>Total</b>	<b>2,318</b>	<b>211</b>	<b>1,478</b>	<b>82</b>	<b>3,796</b>	<b>293</b>

**Table 2: Associate of Science in Teaching (Grades 1-5): Enrollments and Graduates, 2023–24**

Institution	Enrollments 2023–24	Graduates 2023–24
Baton Rouge CC	255	13
Bossier Parish CC	148	3
Delgado CC	174	10
Elaine P. Nunez CC	40	8
Louisiana Delta CC	138	12
River Parish CC	60	4
S.U. Shreveport	30	2

Total	845	52
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## II. TRANSFER ASSOCIATE'S DEGREES AND UNIVERSITY ENROLLMENT

The Louisiana Transfer Degree was designed with a structured curriculum to fold directly into an undergraduate major with the guaranteed transfer of all 60 hours of the General Education Core and junior-level standing upon enrollment in the university. Since the degree's creation in 2010, 1,944 LT graduates have *enrolled* in a university.

From AY 2010–11 to AY 2023–24, the top universities enrolling ASLT graduates are LSU A&M (102), UNO (99), and UL Lafayette (88); the top universities enrolling AALT graduates are LSU A&M (381), SLU (184), and UL Lafayette (166).

There was a slight decrease in the number of L.T. degrees awarded in AY 2023-24 compared to AY 2022–23 (Table 3). Due to the timing of this report, data for the Academic Year 2023–24 transfer enrollees will be available in the next academic year.

**Table 3: Associate's Transfer Degrees and University Enrollment**

L.T. Grad. Year	Degree	L.T. Graduates	Enrolled in a University	Percentage
2010–11	AALT	1	0	0%
	ASLT	6	2	33%
	<b>L.T. (Total)</b>	<b>7</b>	<b>2</b>	<b>29%</b>
2011–12	AALT	38	30	79%
	ASLT	47	32	68%
	<b>L.T. (Total)</b>	<b>85</b>	<b>62</b>	<b>73%</b>
2012–13	AALT	64	52	81%
	ASLT	51	36	71%
	<b>L.T. (Total)</b>	<b>115</b>	<b>88</b>	<b>77%</b>
2013–14	AALT	69	55	80%
	ASLT	60	44	73%
	<b>L.T. (Total)</b>	<b>129</b>	<b>99</b>	<b>77%</b>
2014–15	AALT	125	93	74%
	ASLT	74	54	73%
	<b>L.T. (Total)</b>	<b>199</b>	<b>147</b>	<b>74%</b>
2015–16	AALT	150	120	80%
	ASLT	79	46	58%
	<b>L.T. (Total)</b>	<b>229</b>	<b>166</b>	<b>72%</b>
2016–17	AALT	198	138	70%
	ASLT	75	59	79%
	<b>L.T. (Total)</b>	<b>273</b>	<b>197</b>	<b>72%</b>

2017–18	AALT	204	150	74%
	ASLT	73	47	64%
	<b>L.T. (Total)</b>	<b>277</b>	<b>197</b>	<b>71%</b>
2018–19	AALT	280	207	74%
	ASLT	75	51	68%
	<b>L.T. (Total)</b>	<b>355</b>	<b>258</b>	<b>73%</b>
2019–20	AALT	262	190	73%
	ASLT	86	61	71%
	<b>L.T. (Total)</b>	<b>348</b>	<b>251</b>	<b>72%</b>
2020–21	AALT	254	187	74%
	ASLT	89	54	61%
	<b>L.T. (Total)</b>	<b>343</b>	<b>241</b>	<b>70%</b>
2021–22	AALT	260	178	68%
	ASLT	81	49	60%
	<b>L.T. (Total)</b>	<b>341</b>	<b>227</b>	<b>67%</b>
2022–23	AALT	234	148	63%
	ASLT	78	42	54%
	<b>L.T. (Total)</b>	<b>312</b>	<b>190</b>	<b>61%</b>
2023–24	AALT	211	49	23%
	ASLT	82	20	24%
	<b>L.T. (Total)</b>	<b>293</b>	<b>69</b>	<b>24%</b>

The Associate of Science in Teaching leads to a specific teacher education major and has seen general success in its graduates enrolling in a university (Table 4). Similarly to the L.T. degrees, the proportion of AST graduates who successfully transferred to a university saw a slight bump in 2022–23, with an enrollment rate of 51%. Due to the timing of this report, data for the Academic Year 2023–24 transfer enrollees will be available in the next academic year.

**Table 4: Associate of Science in Teaching (Grades 1–5)**

AS Grade Year	AS/Teaching Completer	Enrolled in University	Percentages
2010–11	43	36	84%
2011–12	59	49	83%
2012–13	27	24	89%
2013–14	46	36	78%
2014–15	35	30	86%
2015–16	32	28	88%
2016–17	22	17	77%
2017–18	27	19	70%
2018–19	36	27	75%
2019–20	21	15	71%
2020–21	19	16	84%
2021–22	21	10	48%



2022–23	49	25	51%
2023–24	52	12	23%
<b>Total</b>	<b>489</b>	<b>344</b>	<b>70%</b>

All non-applied associate's degrees (Table 5) are considered transfer degrees in that they contain primarily transferable academic coursework and a sizeable portion of the 39-hour general education core needed for all bachelor's degrees. These include the Associate of Arts (AA), Associate of Science (AS), Associate of General Studies (AGS), AS Criminal Justice (ASCJ), and AS Nursing (ASN), as well as the Louisiana Transfer (AALT, ASLT) degrees. The chart below shows that 21% of associate's degree graduates in the 2023-24 academic year (Summer/Fall/Winter/Spring semesters or terms) transferred to a university within the year.

**Table 5: 2023–24 Graduates with Associate's Degrees who Enrolled in a University**

Associate's Degree	2023-24 Graduates	Enrolled in University	Percentage
AA	152	59	39%
AALT	211	49	23%
AAS	2,235	103	5%
AAT	89	3	3%
A.D.	23	22	96%
AGS	1,321	453	34%
AS	633	191	30%
ASCJ	12	2	17%
ASLT	82	20	24%
ASN	986	287	29%
<b>Grand Total</b>	<b>5,744</b>	<b>1,189</b>	<b>21%</b>

The data suggest that, as initially envisioned, those who complete the designated transfer degrees are much more likely to transfer to a university to continue their studies. The AD, AA, AGS, AS, and ASN have higher continuation rates with university enrollment (29%-96%). The AD is an Associate's Degree in Veterinary Technology offered through Northwestern State University. The transfer rate for the ASN, which leads to licensure as a Registered Nurse, decreased to 29% this year from 30% last year.

The AAS, designed for direct workforce training and application, had a continuation rate of 5%. Graduates from this program generally go straight into the workforce rather than directly transferring to continue their studies.

Last year, BOR added the Associate of Applied Science (AAS) to the list of acceptable degrees for transfer admission. This new degree allows a pathway for applied associate degree recipients to transition to college; this option has not been available previously.



Currently, LSUA accepts AAS degrees into its four-year Bachelor of Applied Arts and Sciences program. This degree allows students to transfer up to 84 hours of earned credit. The program complements the practical knowledge and skills acquired in an applied art or applied science associate program with more conceptual and theory-based communication, management, and leadership courses. For AY 2023–24, LSUA reported 11 graduates attaining this degree. Enrollment in this program has increased from 17 students in 2022–23 to 30 students in 2023–24.

Additionally, this year ULM added the Bachelor of Applied Science program in Organizational Leadership, which affords another opportunity for students to transfer an associate degree in applied arts or sciences and leverage their courses into a bachelor's degree.

### III. TRANSFER STUDENTS AND THE BACCALAUREATE DEGREE

The table below (Table 6) shows that 31% of 2023–24 baccalaureate graduates began as transfer students. This percentage varies significantly among institutions. LSUA, LSUS, ULM, and UNO showed percentage increases in their transfer completers from the previous year. At the same time, almost every other institution posted decreases in the percentage of completers who began as transfer students.

Of the 18,290 baccalaureate completers during the 2023–24 academic year, 5,648 were transfer students (31%), with 1,165 (6%) transferring with an associate's degree from one of Louisiana's public institutions (Chart 6).

**Table 6: Baccalaureate Completers who Began as Transfer Students**

Institution	2022–23		2023–24		Total Bacc. Completers		% that Began as Transfers	
	Total	w/Asc Degr	Total	w/Asc Degr	2022–23	2023–24	2022–23	2023–24
GSU	231	19	215	21	628	601	37%	36%
LA Tech	231	29	234	20	1,475	1,499	16%	16%
LSU	812	71	808	80	4,733	5,211	17%	16%
LSUA	483	120	556	130	639	710	76%	78%
LSUS	271	84	296	75	408	425	66%	70%
MSU	333	89	304	84	1,020	989	33%	31%
Nicholls	278	56	254	60	1,004	888	28%	29%
NSU	567	217	536	201	1,261	1,215	45%	44%
SLU	514	63	475	54	1,813	1,707	28%	28%
SUBR	252	37	257	32	694	756	36%	34%
SUNO	169	46	141	54	219	187	77%	75%
ULL	791	256	771	229	2,358	2,267	34%	34%
ULM	349	72	400	81	1,064	1,059	33%	38%
UNO	426	54	401	44	868	776	49%	52%
<b>Total</b>	<b>5,707</b>	<b>1,213</b>	<b>5,648</b>	<b>1,165</b>	<b>18,184</b>	<b>18,290</b>	<b>31%</b>	<b>31%</b>

The Board of Regents uses annual completer report data to determine time to degree for 'native' and 'transfer' graduates. In the table below (Table 7), '**Began as First-Year**' graduates are students who first enrolled as entering freshmen. '**Began as Transfer**' graduates are those who enrolled at the degree-granting university after first enrolling at another institution.

In comparing average time to degree, those students who began as freshmen posted a higher time to degree than those who began as transfer students. Overall, in 2023–24, students who began as freshmen at all public postsecondary institutions posted a time to degree of 4.6 years (down from the previous year's 4.7 years). Students who began as transfer students at any public postsecondary institution posted a time to degree of 3.8 years at the four-year institution (static from the previous year).

**Table 7: Average Enrollment Time to Degree (Years)**

Awarding University	Average Time to Degree (Years) Baccalaureate Completers					
	Began as First-year		Began as Transfer		All Graduates	
	2022–23	2023–24	2022–23	2023–24	2022–23	2023–24
GSU	5.6	5.2	4.3	4.4	5.1	4.9
LA Tech	4.2	4.2	3.5	3.7	4.1	4.1
LSU	4.1	4.1	3.4	3.3	4.0	4.0
LSUA	5.7	5.9	2.9	2.9	3.6	3.5
LSUS	5.1	4.9	3.6	3.4	4.1	3.9
MSU	5.0	4.8	3.9	3.7	4.6	4.5
Nicholls	4.9	4.8	4.2	3.8	4.7	4.5
NSU	4.9	5.1	3.9	4.5	4.4	4.8
SLU	4.8	4.8	3.7	3.9	4.5	4.6
SUBR	5.5	5.5	4.1	4.1	5.0	5.0
SUNO	8.1	7.4	6.0	5.7	6.5	6.2
ULL	5.0	5.0	3.8	3.8	4.6	4.6
ULM	5.0	5.0	3.8	3.7	4.6	4.5
UNO	5.1	4.9	4.2	4.0	4.6	4.4
<b>Grand Total</b>	<b>4.7</b>	<b>4.6</b>	<b>3.8</b>	<b>3.8</b>	<b>4.4</b>	<b>4.4</b>

In 2023–24 statewide transfer students graduated an average of 3.8 years after transfer, compared to first-time freshmen, who graduated in 4.6 years. This number (Began as Transfer) varies greatly by institution; this year, transfer students from LSUA had the shortest average time to completion, at 2.9 years; LSU A&M (3.3 years); and LSUS (3.4 years), followed by the subsequent highest average times to completion.

## IV. TRANSFER OPPORTUNITIES

The Board of Regents continues to work with statewide public postsecondary institutions, the Louisiana Department of Education (LDOE), and SATC to collaborate and develop quality transfer programs.

Dual Enrollment (DE) opportunities continue to grow and flourish following statewide recommendations made by the DE Task Force. In 2024, the Task Force was charged by the Legislature to:

- Act 154 and Act 335 expand the membership and functions of the DE Task Force to include the President of the Louisiana Association for Career and Technical Education.
- Identify opportunities for expanding career-relevant college credit and industry-based credentials through dual enrollment, including establishing regional technical high schools operated by partnerships with one or more public colleges or universities.
- Expand virtual instruction programs to increase participation in dual enrollment course offerings in school districts across the state.

Pursuant to recommendations of the DE Task Force, Regents has partnered with Canusia to create a statewide registration and application management system. South Louisiana Community College successfully piloted the program over the past year and a half. In Spring 2025, Regents and Canusia are bringing in more postsecondary partners (LSU A&M, Northwestern, Fletcher, and SOWELA) with plans to scale statewide in Fall 2025. Utilizing this new system will remove inefficiencies and roadblocks that slow the process for students to apply for enrollment in DE coursework.

Regents will work with LDOE to align the Associate of Arts and Associate of Science Fast Forward pathways with the new transfer pathway curricula to ensure that students who follow those pathways are guaranteed that the coursework they have completed will apply to a degree at every public four-year institution.

At its meeting in December 2023, the State Articulation and Transfer Council (SATC) agreed to collaborate with the Board of Regents to expand existing work around transfer over the coming year in several important ways:

- raise awareness of General Education transferability,
- raise awareness of the universal transfer pathways,
- create an articulation matrix for IBCs and short-term credentials, and
- map articulated technical education journeys that navigate from a short-term credential to graduate school without losing a credit.

Regents will continue to raise awareness of the recent progress in making transfers more seamless. The new Articulation Matrix will be expanded, and back-end technology will be refined to improve the user and target audience experiences.

Ongoing efforts to socialize the UTPs statewide will provide students and institutions a better understanding of career and technical education programs, allowing them to assess opportunities from articulation and transfer to transitioning directly to employment. Many such possibilities already exist within the Louisiana higher education ecosystem.

R.S. 17:3161.1 (2022) requests that Regents and SATC work with statewide public institutions to enter into reverse articulation agreements. Reverse transfer allows students at four-year institutions to "reverse transfer" their coursework to a previously attended community college to complete the requirements for an associate's degree at that institution.

In 2023, Regents launched an initial methodology to identify reverse transfer candidates. Regents have been working with institutions to refine that methodology, utilizing artificial intelligence approaches that use course data to determine if a student meets or comes close to meeting the requirements to earn an 'associate's degree.

Regents has been selected to participate in SHEEO's Community of Practice, which will review financial aid in the state and make recommendations to the Legislature. Regents is looking for strategies to align the eligibility criteria for these financial assistance instruments with its minimum admission requirements and the state's college and career-ready definition.

## V. ACADEMIC TRANSFER MODULE PROCESS

Universal Transfer legislation (Act 308, 2022) created pathways intended to serve as the second iteration of the Louisiana Transfer Degree. The purpose of the legislation is to streamline the transfer process for students statewide by creating transfer pathways for baccalaureate programs that are in high demand across the state. In 2024, 24 UTPs were created and approved; these are now accessible via the Regents' website. There are 16 more UTPs in the queue for development and approval in 2025.

These pathways consist of 60 hours of coursework that result in an associate's degree and then fold into a BA or BS degree at any public four-year institution in Louisiana offering the degree. Any student completing the UTP and transferring to a four-year institution will not be required to complete more than the credits required for the BA or BS degree in that program.

The Board of Regents worked with over 600 faculty to create the original UTPs, which Regents approved at its December 2023 meeting.

Specialized coding has been created to identify the different pathways so outcomes can be tracked.

Lastly, Regents staff have embarked on a statewide information campaign to introduce the UTPs to stakeholders. Various Zoom training and Journey Mapping opportunities have been held to assist campuses in implementing the Pathways. Regents sponsored a Universal Transfer Day at UL Lafayette for advisors who work with students following these transfer

Pathways. Regents staff also attended and presented two workshops at the annual Louisiana Association of College and Admissions Officers (LACRAO) conference. Public postsecondary institutions have requested that Regents host a one-day conference on this topic in 2025.

**VI. MILITARY ARTICULATION AND TRANSFER: VETERANS AND SPOUSES**

Expedited articulation and transfer assist all students in pursuing their educational goals. In this ninth year of the Governor's Military and Veteran-Friendly Campus (GMVFC) program (per Act 232 of the 2015 Session, Act 429 of the 2021 Session, and Act 53 of the 2023 Legislative Session), public colleges and universities reported modest increases in the numbers of many of the elements specifically required to support veterans as well as their spouses and dependents (Chart 8). Additionally, BOR staff created a new Tiers of Distinction program as specified in R.S. 17:3138.5 to recognize higher levels of excellence demonstrated by participants in the Governor's Military and Veteran-Friendly Campus program.

Since the introduction of the GMVFC Program, veterans' services have expanded statewide, now going well beyond the scope of the initial legal requirements. Legislative mandates have also progressed to officially recognize those campuses that go "above and beyond" in providing services to military students, their spouses, and dependents.

The new Tiers of Distinction Law (R.S. 17:3138.5) tasked the Board of Regents to develop and implement new Gold, Silver, and Bronze tiered reward levels of distinction for those *GMVFC designees* that achieve additional specific levels of excellence in working with their military and spouse/dependents population. In consultation with each system's Chief Academic Officers (CAOs) and a national scan of best practices in the field of support for our military students, Regents Staff created the minimum criteria for each level. The Board of Regents approved this program at its March 2024 meeting. The Tier Criteria can be found below (Table 8).

**Table 8.**

<b>Tier Criteria</b>
A Veteran's Center with programming (required for Silver and Gold status)
Ongoing veteran-veteran support, such as a buddy system, veteran peer mentor program, or veteran organization
Dedicated financial aid and advising services trained to specifically serve veterans and service members
Counseling support specifically designed for veteran students
Specifically designed degree pathways that recognize military experience and training
Providing flexible course-taking formats and degree structures that conform with veteran and active service member life obligations
An additional graduation event for veteran students

***For Gold Status, an institution must meet all the tier criteria. For Silver Status, a campus must have a Veteran's Center and meet at least three additional tier criteria. For Bronze Status, a campus must meet at least two of the tier criteria.***

The past nine years have yielded significant gains by the institutions in the number, quality, and variety of program offerings targeting veteran students and their families. BOR continues to work with the Louisiana Department of Veterans Affairs (LDVA) and the LaVet Corps program to implement best practices in student services to military students.

AA Policy 2.23, Prior Learning Assessment (approved by the Regents in March 2022), is critical for all students, especially those with military backgrounds, and ensures that all credits earned by military students can be reviewed and applied to their degree programs.

Academic Year 2023–24 marks the fifth consecutive year of full participation among all statewide public postsecondary campuses in the *GMVFC* program (Table 9). This year, Louisiana Christian University, a non-public institution, also achieved the designation.

**Table 9.**

AY 2023–24 Reported <u>NEW</u> Incoming Enrollment for GMVF Campuses								
SYSTEM	INST.	NEW VETS	TOTAL CREDIT HOURS	TOTAL SPOUSE/ DEPS	TOTAL SPOUSE/ DEP CREDIT HRS	TOTAL CREDIT HOURS VET+ SPOUSE/ DEPS	TOTAL VET GRADS	TOTAL SPOUSE/ DEP GRADS
LSU System	LSU A&M	31	1,838	456	11,043.1	12,881.1	151	702
	LSUA	165	13,591	203	18,740	32,331	44	44
	LSUE	37	2,100.44	11	423.35	2,523.79	4	19
	LSUS	96	6,198.21	41	1,978	8,176.21	103	40
<b>Total</b>		<b>329</b>	<b>23,727.65</b>	<b>711</b>	<b>32,184.45</b>	<b>55,912.1</b>	<b>302</b>	<b>805</b>
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
<b>Total</b>		<b>82</b>	<b>1,707</b>	<b>63</b>	<b>1,500</b>	<b>3,207</b>	<b>134</b>	<b>4</b>
U.L. System	GSU	6	276.5	6	315	591.5	9	24
	LA TECH	898	2,410.67	181	531	2,941.67	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	1,365.5	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	
<b>Total</b>		<b>1,963</b>	<b>15,123.48</b>	<b>842</b>	<b>10,854.5</b>	<b>25,977.98</b>	<b>270</b>	<b>312</b>
LCTCS	BRCC	63	3,401.355	124	7,982.5	11,383.855	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
<b>Total</b>	<b>1,267</b>	<b>10,811.355</b>	<b>1,828</b>	<b>19,069.5</b>	<b>29,880.855</b>	<b>346</b>	<b>501</b>
<b>GRAND TOTAL</b>	<b>3,641</b>	<b>51,369.49</b>	<b>3,444</b>	<b>63,608.45</b>	<b>114,977.94</b>	<b>1,052</b>	<b>1,622</b>

In this inaugural year, 21 institutions met the designated criteria for consideration under the Gold, Silver, or Bronze Tiers of Distinction.

The Board of Regents presented the following 28 public postsecondary institutions and one non-public institution with an endorsement as having met requirements for continued or initial designation as Governor's Military and Veteran-Friendly Campuses (Table 10). In addition, 21 public postsecondary institutions and one non-public institution attained the Tiers of Distinction Designation (Table 10) for 2024–2025:

Table 10. GMVF Campuses and Tiers of Distinction Designees

SYSTEM	INST.	GMVF Designation	Tiers of Distinction Level
LSU System	LSU A&M	√	Silver
	LSUA	√	Silver
	LSUE	√	Silver
	LSUS	√	Silver
SU System	SUBR	√	
	SUNO	√	
	SUSLA	√	Bronze
U.L. System	GSU	√	Silver
	LA TECH	√	Bronze
	MCNEESE	√	
	NICHOLLS	√	Bronze
	NSU	√	Silver
	SLU	√	Silver
	ULL	√	Silver
	ULM	√	Silver
	UNO	√	Bronze
LCTCS	BRCC	√	Bronze
	BPCC	√	Gold
	CLTCC	√	
	DELGADO	√	Silver
	FTCC	√	Silver
	LDCC	√	
	NTCC	√	
	NWLTC	√	Bronze
	NUNEZ	√	
	RPCC	√	
	SOLACC	√	Bronze
	SOWELA TCC	√	Bronze
LAICU	LCA	√	Bronze



## Summary

The Board of Regents, the Statewide Articulation and Transfer Council, and Louisiana's entire postsecondary education system continue to promote student success and improve the transfer and articulation experience statewide by expanding the necessary infrastructure for the initiatives presented in this report.

Significant steps have been taken to improve transfer opportunities in Louisiana. General Education courses are now seamlessly transferrable, the first set of universal transfer pathways has been deployed and the second set of universal transfer pathways have been developed and are on course for approval, conversations are ongoing to include the Louisiana Association of Independent Colleges and Universities (LAICU) in transferring UTPs, further alignment of course articulations to be exact equivalents continue, and a website for UTPs is live, allowing students and advisors to peruse the available UTP options. The Articulation Matrix continues to provide a valuable and necessary service to students, advisors, and faculty across the state. With the expansion of these initiatives by Act 308 (2022), substantive and robust review efforts will enable stakeholders to continue refining and expanding these tools.

Regents has received \$150,000 in funding from Lumina to work with institutions to design an automated transfer system. Additionally, over the past two years, Regents has committed \$150,000 in state support to develop the transfer pathways.

Plans are underway to expand the Matrix to include technical and dual enrollment courses, AP, CLEP, IB, and ACE military opportunities, and refine the technology that underpins the Articulation Matrix.

While much has been accomplished, additional work remains to be done. Regents' efforts to improve outreach and communication effectiveness will continue, ensuring that students from K-12 through retirement age can easily find their path to a postsecondary degree or credential.

## AGENDA ITEM VI.C.

### **ACT 682 of the 2022 Regular Session of the Louisiana Legislature Postsecondary Inclusive Education Advisory Council Annual Report**

#### **Staff Summary**

Act 682, formerly Senate Bill 192, of the 2022 Regular Legislative Session created the Louisiana Postsecondary Inclusive Education Advisory Council (Council).

Under the jurisdiction of the Board of Regents, the Council is charged with identifying opportunities to expand existing or establish new inclusive education programs that provide pathways to postsecondary degree, certificate, and apprenticeship programs designed to increase independent living and employment opportunities for students with intellectual and developmental disabilities. The Council is also charged with developing and implementing an annual application process for public postsecondary institutions to request funds to create or expand inclusive programs.

Annually, Act 682 charges the Council to produce a report addressing the key issues and research topics listed in the legislation.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the "Postsecondary Inclusive Education Advisory Council Annual Report" and authorizes the Commissioner of Higher Education to submit the report to the appropriate legislative committees on behalf of the Board of Regents.**



BOARD of REGENTS  
STATE OF LOUISIANA

**POSTSECONDARY  
INCLUSIVE EDUCATION  
ADVISORY COUNCIL  
2024 REPORT**

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**IMAGE SOURCES (Covers):** University of Louisiana at Lafayette

**IMAGE SOURCES (Interior):** Baton Rouge Community College, Louisiana Board of Regents, Louisiana State University of Alexandria





## **Council Overview**

Act 682, formerly Senate Bill 192, of the 2022 Regular Legislative Session (Appendix A) created the Louisiana Postsecondary Inclusive Education Advisory Council (Advisory Council). Under the jurisdiction of the Board of Regents, the Council is charged to identify opportunities to expand existing or establish new inclusive programs, as well as to develop and manage an application process for public postsecondary institutions to request funds from the Louisiana Postsecondary Inclusive Education Fund.

Per the legislation, the Advisory Council was created with the charge to “identify existing inclusive programs capable of providing technical assistance to institutions creating or expanding inclusive programs and developing a method to provide grants for such technical assistance.”

Annually, Act 682 charges the Advisory Council to produce a report addressing the key issues and research topics listed in the legislation. The legislation stipulates that the report include the following information:

- Identify existing inclusive programs capable of providing technical assistance to institutions creating or expanding inclusive programs and developing a method to provide grants for such technical assistance
- Develop an annual application process for public postsecondary institutions to request funds to create or expand inclusive programs
- Review applications and determine the amount of funds to distribute for each inclusive program
- Determine a method to distribute information about inclusive programs to students and their families

# Overview of Work

The Advisory Council is comprised of various stakeholders including postsecondary education system presidents, postsecondary inclusive education program directors, and various interest groups from public and private agencies across the state (see Appendix B).

In year one (FY23-24), the Advisory Council provided \$540,000 in funding to create four new postsecondary inclusive programs and to support the expansion of five existing programs. This funding allowed for the establishment of the first postsecondary inclusive program in North Louisiana as well as the first program at a Historically Black College and University (HBCU) institution. Additionally, \$100,000 was provided to the Louisiana Alliance of Postsecondary Inclusive Education (LAPIE) to continue its work advocating for Postsecondary Inclusive programs and their students.

This year the Council continued its focus on expanding opportunities for students, including offering planning grants to support preparation for other potential new programs, and providing ongoing support for the state’s existing programs. Applications for funding from the Louisiana Postsecondary Inclusive Education Fund were due to the Advisory Council by January 19, 2024. The application review committee (see Table 1) received applications from both two- and four-year institutions (see Table 2) seeking funds to either begin the planning process or to create a new inclusive program. Committee members reviewed and scored the applications and presented their recommendation to approve all submitted applications to the Advisory Council at its April 2024 meeting (Appendix C). The Council unanimously approved the committee’s recommendation.

**Table 1. PSIE Fund Application Review Committee Members.**

Name	Affiliation
Dr. Tristan Denley	Board of Regents
Dr. Roy Haggerty	Louisiana State University System
Dr. Jeannine O’Rourke	University of Louisiana System
Dr. Wendy Palermo	Louisiana Community and Technical College System
Ms. Bambi Polotzola	Office of Disability Affairs
Dr. Luria Young	Southern University System

**Table 2. Applications to Create and Plan an Inclusive Education Program.**

Applications to Create an Inclusive Education Program	Applications for Planning an Inclusive Education Program
Southern University and A&M College	Central Louisiana Technical Community College

Once the Advisory Council had given its approval, letters were sent via email to the presidents of the four public postsecondary education systems indicating that statute requires that each receiving institution certify that the funds will be appropriately used for the designated award type. The Board of Regents, acting as required in the statute, then distributed the funds to the awarded public postsecondary education institutions on April 26, 2024.



The Advisory Council also unanimously approved an allocation of \$50,000 per year over the next two years (FY24 and FY25) for existing programs with Comprehensive Transition Program (CTP) status. CTP status indicates that a program has been designed specifically for students with intellectual disabilities, aiming to help them continue their academic and career instruction, develop independent living skills, and prepare for gainful employment after graduation; these programs are approved by the U.S. Department of Education. Act 682 specifies that the Louisiana Postsecondary Inclusive Education Fund exists to support programs with approved CTP status.

Letters were sent via email to the presidents of the four public postsecondary education systems indicating that statute requires that each receiving institution certify that it has created an inclusive program and that all funds received shall be used for the inclusive program. The Board of Regents, acting as required in the statute, then distributed the funds to the awarded public postsecondary education institutions on May 17, 2024.

## ***Annual Program Updates***

Annually, Act 682 charges the Advisory Council to produce a report documenting the detailed accounting of the Fund. During FY24, the following disbursements were made from the FY24 \$1 million allocation (Table 3). The support levels varied depending on the status of the programs: \$20,000 for planning grants; \$50,000 to existing programs; and \$80,000 for the creation of a new program. Currently \$610,000 in unexpended funds remains from the allocation. Of the \$610,000, \$350,000 was approved for disbursement in FY25 by the Advisory Council at the April 26, 2024 meeting. Additionally, the programs at Southern University at New Orleans and the University of Louisiana at Monroe are scheduled to receive \$60,000 once they have received CTP status.



**Table 3. PSIE Fund Distributions.**

<b>Program Name and Institution</b>	<b>Amount</b>
The Program for Successful Employment, Baton Rouge Community College	\$50,000
Program for Successful Employment, Bossier Parish Community College	\$50,000
Central Louisiana Community College	\$20,000
Integrative Community Studies Program, Louisiana State University and A&M College	\$50,000
SPERO, Louisiana State University of Alexandria	\$50,000
Bridge to Independence, Nicholls State University	\$50,000
Lions Connected, Southeastern Louisiana University	\$50,000
UL Life, University of Louisiana at Lafayette	\$50,000
ACES, University of Louisiana at Monroe	\$80,000
JAG-U, Southern University and A&M College	\$20,000

Additionally, Act 682 stipulates that the programs receiving a distribution from the Fund report the following information:

- Whether the program is operational or in development. If the program is in development, the date the program will begin offering services to students shall be reported.
- The student capacity of the program, both in the current and upcoming academic year.
- The actual number of students enrolled in the program.
- The number of students, if any, on a waiting list for the program.
- A description of the services offered through the program.
- The number of students who completed the program, both during the prior academic year and in total.
- The number and percentage of program completers who are employed.
- The number and percentage of program completers who are living independently.

Tables 4 through 15 present responses provided by the institutions. Please note that Baton Rouge Community College (BRCC) and Bossier Parish Community College (BPCC) currently have no students enrolled or completer data. Institution responses are below.

### **Baton Rouge Community College**

The program currently has no students enrolled as it has been in a redevelopment phase under new leadership. The focus has been on revising the curriculum, establishing clear procedures and processes, and creating a comprehensive onboarding framework to ensure the program's success. The first cohort is anticipated to launch no later than Summer 2025. BRCC also has the Program for Successful Employment (PSE), which is separate from its CTP program. PSE does not receive Postsecondary Inclusion Fund (PSIF) monies.

### **Bossier Parish Community College**

BRCC did not have new students enter the program in Fall 2024. There were no active students in Fall 2024 because one student did not re-enroll and the other two students did not qualify for financial assistance and had no reliable transportation to and from campus.



**Table 4. Postsecondary Inclusive Education Programs.**

Current Programs	Programs in Development (to start in Fall 2025)
Baton Rouge Community College	Central Louisiana Technical Community College
Bossier Parish Community College	Southern University and A&M College
Louisiana State University and A&M College	Southern University at New Orleans
Louisiana State University of Alexandria	
Nicholls State University	
Southeastern Louisiana University	
University of Louisiana at Lafayette	
University of Louisiana at Monroe	

**Table 5. Student Capacity of PSIE Programs, 2024-2025 Academic Year.**

Institution	Capacity
Baton Rouge Community College	3
Bossier Parish Community College	3
Central Louisiana Technical and Community College	in development
Louisiana State University and A&M College	6
Louisiana State University of Alexandria	12
Nicholls State University	14
Southeastern Louisiana University	16
Southern University and A&M College	in development
Southern University at New Orleans	in development
University of Louisiana at Lafayette	32
University of Louisiana at Monroe	6

**Table 6. Student Capacity of PSIE Programs, 2025-2026 Academic Year.**

Institution	Capacity
Baton Rouge Community College	5
Bossier Parish Community College	5
Central Louisiana Technical and Community College	in development
Louisiana State University and A&M College	17
Louisiana State University of Alexandria	16
Nicholls State University	16
Southeastern Louisiana University	16
Southern University and A&M College	6
Southern University at New Orleans	5
University of Louisiana at Lafayette	34
University of Louisiana at Monroe	12

**Table 7. Number of Students Currently Enrolled in PSIE Program.**

Institution	Capacity
Baton Rouge Community College	0 <sup>1</sup>
Bossier Parish Community College	0 <sup>1</sup>
Central Louisiana Technical and Community College	N/A
Louisiana State University and A&M College	6
Louisiana State University of Alexandria	12
Nicholls State University	13
Southeastern Louisiana University	16
Southern University and A&M College	N/A
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	32
University of Louisiana at Monroe	6

1 – BRCC and BPCC did not have active programs for the Fall 2024 semester. See page 6 for explanation.

**Table 8. Number of Students Currently on Wait List to Join PSIE Program.**

Institution	Capacity
Baton Rouge Community College	0 <sup>1</sup>
Bossier Parish Community College	0 <sup>1</sup>
Central Louisiana Technical and Community College	N/A
Louisiana State University and A&M College	0
Louisiana State University of Alexandria	0 <sup>2</sup>
Nicholls State University	4
Southeastern Louisiana University	6
Southern University and A&M College	N/A
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	0 <sup>3</sup>
University of Louisiana at Monroe	1

1 – BRCC and BPCC did not have active programs for the Fall 2024 semester. See page 6 for explanation.

2 – Does not have a waiting list. All applicants must apply annually.

3 – Does not have a rolling waiting list.



## ► Services Offered through PSIE Programs by Institution

Institutions were asked to provide a detailed description of the services offered through their individual programs.

### **Baton Rouge Community College**

Services offered include:

- Academic classes
- Employment skills classes
- Internships
- Social and life skills classes

### **Bossier Parish Community College**

- Students must enroll in academic courses chosen by the Bridge program for auditing.
- They will receive instruction from Bridge staff in areas such as employment training, interest assessments, self-advocacy, and independent living skills.
- Participation in short-term internships is required to gain work experience and develop job skills.
- Students will also receive support from Bridge staff and mentors throughout the program.
- Students are encouraged to provide documentation to the Office of Disability Services for any accommodation requests.
- Students are encouraged to meet with Bridge staff for one-on-one counseling and support when needed.

## **Central Louisiana Technical Community College**

This is a new program being developed.

## **Louisiana State University and A&M College**

- Residential programming with apartment living and a university meal plan.
- Academic programming focused on development of functional academics, independent living, social interaction, and workforce development.

## **Louisiana State University of Alexandria**

LSUA's SPERO program is a four-year inclusive postsecondary education program that aims to bring hope to the lives of students with intellectual disabilities. SPERO provides skills training classes to assist students in leading more independent lives and taking up meaningful and rewarding employment in their communities. SPERO focuses on independent living skills, social and communication skills, employment and workforce training, academic success, and social involvement within LSUA and Louisiana communities.

## **Nicholls State University**

The Bridge to Independence CTP offers individuals with intellectual disabilities the experience of college while learning independent living and workforce readiness skills. Students attend classes with non-disabled peers in an inclusive setting. Students have mentors who assist with course assignments for classes they audit and they partake in additional lessons to address academic and social skills in need for greater independence. Students work in campus internships. The CTP recently was approved as a four-year program, to offer more extensive internship and social opportunities.

## **Southeastern Louisiana University**

Lions Connected (LC) students have a choice of a two- or four-year curriculum plan based on one three-hour academic course and one one-hour recreation/leisure audited course and daily life/social skills and career planning. LC students' academic and recreation/leisure courses occur within a traditional university setting with typical peers.

All work-based training occurs in natural environments. This ensures that at least one-half of the program's clock hours are dedicated to academic development and work-based training in the company of typical peers. Each semester, LC students receive Life Skills instruction based on individual student goals created collaboratively by the student, his/her parents, and Lions Connected faculty. The Life Centered Education (LCE) Transition Curriculum by the Council for Exceptional Children is utilized. Transition goals address the following specific domains: daily living skills, self-determination and interpersonal skills, and employment skills.

Beginning year two, LC students participate in an inclusive vocational opportunity (IVO) (unpaid on-campus work experience). IVOs are selected based on student interest and future career options. All LC students participate in life skills and social skills instruction based on individualized needs. LC students have the opportunity to participate in the on-campus Speech Clinic if desired.

LC students receive social skills instruction that provides ample opportunities for socialization with typical peers based on their individual interests. Opportunities include but are not limited to milkshake Mondays in the Student Union, Karaoke Thursdays, daily game hour, membership in student organizations, and on-campus events. LC students are accompanied to these social opportunities by typical peer mentors and friends.

### **Southern University and A&M College**

This is a new program being developed.

### **Southern University at New Orleans**

This is a new program being developed.

### **University of Louisiana at Lafayette**

The UL LIFE Program has four major components: academic growth, career development, independent living, and community involvement. LIFE students participate in functional academic classes within the LIFE program as well as audit university courses in their area of interest. The entire program is driven by the importance of meaningful employment for the LIFE students. Their academic courses are chosen and taught to better prepare them as they enter the workforce. Students audit at least one university course each semester that aligns with their career goals.

All LIFE students receive career instruction throughout their time in the program. Students begin their first semester by taking a career exploration course taught by LIFE staff. All LIFE students, whether in the basic or advanced program, will begin their on-campus internship, accompanied by a Job Coach, in the fourth semester. Students who qualify for the advanced program continue their internship or move to an off-campus internship for the remaining two years, developing more skills and gaining independence in the workplace.

Skills obtained through the program include on-campus living, speech and communication skills through the UL Speech and Language Department, time management, communication skills, vocational skills, nutrition and cooking, sexual education, health and wellness, student orientation, and much more.

### **University of Louisiana at Monroe**

ULM has been providing students with employability and career skills through audited classes. The program has partnered with ARCO to provide self-advocacy skills as well. Students are taken to various areas on campus and explore student organizations and events throughout the semester. ULM is working to expand opportunities for students by providing specific services through other university departments.





**Table 10. Total Number of Program Completers.\***

Institution	Completers
Baton Rouge Community College	0
Bossier Parish Community College	0
Central Louisiana Technical and Community College	N/A
Louisiana State University and A&M College	0 <sup>1</sup>
Louisiana State University of Alexandria	0 <sup>2</sup>
Nicholls State University	34
Southeastern Louisiana University	20
Southern University and A&M College	N/A
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	36
University of Louisiana at Monroe	N/A <sup>3</sup>

\* Data provided by institutions

1 – 2023-2024 was program's first year

2 – First cohort will complete the program in May 2026

3 – 2024-2025 was program's first year

**Table 11. Number of Employed Program Completers.\***

Institution	Employed
Baton Rouge Community College	0
Bossier Parish Community College	0
Central Louisiana Technical and Community College	N/A
Louisiana State University and A&M College	0 <sup>1</sup>
Louisiana State University of Alexandria	0 <sup>2</sup>
Nicholls State University	20
Southeastern Louisiana University	13
Southern University and A&M College	N/A
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	32
University of Louisiana at Monroe	N/A <sup>3</sup>

\* Data provided by institutions

1 – 2023-2024 was program's first year

2 – First cohort will complete the program in May 2026

3 – 2024-2025 was program's first year

**Table 12. Percentage of Employed Program Completers.\***

Institution	Percentage
Baton Rouge Community College	0%
Bossier Parish Community College	0%
Central Louisiana Technical and Community College	N/A
Louisiana State University and A&M College	0% <sup>1</sup>
Louisiana State University of Alexandria	0% <sup>2</sup>
Nicholls State University	58.8%
Southeastern Louisiana University	65%
Southern University and A&M College	N/A
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	88%
University of Louisiana at Monroe	N/A

\* Data provided by institutions

1 – 2023-2024 was program's first year

2 – First cohort will complete the program in May 2026

3 – 2024-2025 was program's first year

**Table 13. Number of Program Completers Living Independently.\***

Institution	Completers
Baton Rouge Community College	0
Bossier Parish Community College	0
Central Louisiana Technical and Community College	N/A
Louisiana State University and A&M College	0 <sup>1</sup>
Louisiana State University of Alexandria	0 <sup>2</sup>
Nicholls State University	10
Southeastern Louisiana University	3
Southern University and A&M College	N/A
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	3
University of Louisiana at Monroe	N/A

\* Data provided by institutions

1 – 2023-2024 was program's first year

2 – First cohort will complete the program in May 2026

3 – 2024-2025 was program's first year



**Table 14. Percentage of Program Completers Living Independently.\***

<b>Institution</b>	<b>Percentage</b>
Baton Rouge Community College	0%
Bossier Parish Community College	0%
Central Louisiana Technical and Community College	N/A
Louisiana State University and A&M College	0% <sup>1</sup>
Louisiana State University of Alexandria	0% <sup>2</sup>
Nicholls State University	29.4%
Southeastern Louisiana University	15%
Southern University and A&M College	N/A
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	11%
University of Louisiana at Monroe	N/A

\* Data provided by institutions

1 – 2023-2024 was program's first year

2 – First cohort will complete the program in May 2026

3 – 2024-2025 was program's first year

## ***Fiscal Year 2025 Funding***

At the October 2024 meeting (Appendix D), the Advisory Council discussed and approved allocation of the \$1 million provided to the Louisiana Postsecondary Inclusive Education Fund in Fiscal Year 2024-2025. The Council approved the \$50,000 allocation that was established at the April 2024 meeting to be disbursed from the FY25 \$1 million allocation. The Council also approved provision of maximum \$20,000 planning grant awards for institutions that are interested in creating a program but require funds to begin the process, as well as up to \$60,000 awards for new programs, with the possibility that programs receiving the \$20,000 award will become eligible for a follow-on \$60,000 award once they receive CTP status.

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, Louisiana Board of Regents, developed an Application for Planning Grants (Appendix F) and an Application for Planning Grant and Initial Program Development (Appendix G). In addition, Dr. Denley, in conjunction with Board of Regents staff, created a guidelines document to steer applicants through the application process (Appendix H). Table 15 indicates the agreed-upon timeline for next steps related to the application process.

**Table 15. Louisiana Postsecondary Inclusive Education Fund Application Deadlines.**

<b>Date</b>	<b>Milestone</b>
October 7, 2024	RFA issued
November 22, 2024	Last day applicants may submit questions about the RFA
November 29, 2024	Application submission deadline 5:00 p.m. CST
December 4-8, 2024	Applications reviewed by review committee
January 2025	Reports and recommendations of review committee provided to the LPIEAC
January 2025	Systems to certify recommended applications

## ***Next Steps***

The Louisiana Postsecondary Inclusive Advisory Council met throughout the year to assess the need for inclusive education programs in the state, create a process for institutions to apply for support from the Louisiana Postsecondary Inclusive Education Fund, and disseminate this information to both institutions and the public. From these meetings, the Advisory Council was able to identify and implement best practices to apply for monies from the Louisiana Postsecondary Inclusive Education Fund and provide support for the creation of four new programs and the enhancement of five existing programs.

In the coming months, the Advisory Council will receive applications to both establish and plan for the establishment of new programs. These applications will be scored by the application review committee. The Advisory Council will consider the recommendations of the review committee at its next meeting in 2025.

# Appendix A

2022 Regular Session

## ACT No. 682

ENROLLED

SENATE BILL NO. 192

BY SENATORS BOUDREAUX, BARROW, BERNARD, BOUIE, CARTER, FIELDS, FOIL, HARRIS, LUNEAU, MCMATH, FRED MILLS, MIZELL, PRICE, SMITH, TARVER AND WARD AND REPRESENTATIVES COUSSAN, FREIBERG, GAINES, GLOVER, JEFFERSON, JENKINS, JORDAN, LAFLEUR, LARVADAIN, LYONS, NEWELL, PIERRE, SELDERS, THOMPSON, WHITE AND WILLARD

1 AN ACT

2 To enact R.S. 17:3138.10 and R.S. 36:651(K)(10), relative to postsecondary education for  
3 students with intellectual and developmental disabilities; to establish the  
4 Postsecondary Inclusive Education Fund as a special fund in the state treasury; to  
5 provide for the purposes of the fund; to create and provide for the Postsecondary  
6 Inclusive Education Advisory Council; to require annual reports with respect to the  
7 fund; and to provide for related matters.

8 Be it enacted by the Legislature of Louisiana:

9 Section 1. R.S. 17:3138.10 is hereby enacted to read as follows:

10 **§3138.10. Louisiana Postsecondary Inclusive Education Fund; Postsecondary**  
11 **Inclusive Education Advisory Council**

12 **A.(1)(a) The Louisiana Postsecondary Inclusive Education Fund,**  
13 **referred to in this Section as the "fund", is hereby created within the state**  
14 **treasury as a special fund for the purpose of funding an approved**  
15 **comprehensive inclusive postsecondary education program at each public**  
16 **postsecondary education institution in the state in order to provide pathways**  
17 **to postsecondary degree, certificate, and apprenticeship programs designed to**  
18 **increase independent living and employment opportunities for students with**  
19 **intellectual and developmental disabilities.**

20 **(b) An approved inclusive education program, referred to in this Section**  
21 **as an "inclusive program", shall mean a federally approved comprehensive**  
22 **transition and postsecondary program offered at a Louisiana public**

Page 1 of 6

Coding: Words which are ~~struck through~~ are deletions from existing law;  
words in **boldface type and underscored** are additions.

1 postsecondary institution.

2 (2) Any money donated to the fund or appropriated to the fund by the  
 3 legislature shall be deposited in the fund. Monies in the fund shall be invested  
 4 in the same manner as monies in the general fund. Interest earned on  
 5 investment of monies in the fund shall be credited to the fund.

6 (3) Monies in the fund shall be appropriated to the Board of Regents for  
 7 distribution to public postsecondary institutions only for:

8 (a) The creation, operation, and expansion of inclusive programs.

9 (b) Technical assistance in creating or expanding inclusive programs.

10 (c) Dissemination of information on inclusive programs in Louisiana to  
 11 students with intellectual or developmental disabilities and the parent or  
 12 guardian of the students.

13 (4) Any funds distributed to an institution that remain unexpended or  
 14 unobligated at the end of the fiscal year shall remain in the fund and, subject to  
 15 appropriation, be available for use in the subsequent fiscal year by an  
 16 institution for the purposes as provided in this Section.

17 (5) Funding shall be distributed by the Board of Regents to a public  
 18 postsecondary education management board only upon the certification by the  
 19 board, on behalf of the receiving institution, that the institution has or is  
 20 creating an inclusive program and that all funds shall be used by the institution  
 21 for the inclusive program.

22 (6) The fund is in addition to, and separate from, other monies  
 23 appropriated or allocated to any public postsecondary education management  
 24 board. Allocations from the fund shall not be included in the Board of Regents'  
 25 funding formula calculation, nor shall they supplant any state general fund  
 26 allocations to institutions. The availability of the fund shall not in any way  
 27 substitute, limit, or otherwise affect the allocation of any funds otherwise  
 28 available to those institutions under state or federal laws.

29 B.(1) The Postsecondary Inclusive Education Advisory Council, referred  
 30 to in this Section as the "council", is hereby created under the auspices of the

1 Board of Regents for the purpose of advising the board with respect to inclusive  
 2 programs and methods to fund and expand inclusive programs in the state.

3 (2) The council shall assist the Board of Regents in:

4 (a) Identifying existing inclusive programs capable of providing technical  
 5 assistance to institutions creating or expanding inclusive programs and  
 6 developing a method to provide grants for such technical assistance.

7 (b) Developing an annual application process for public postsecondary  
 8 institutions to request funds to create or expand inclusive programs.

9 (c) Reviewing applications and determining the amount of funds to  
 10 distribute for each inclusive program.

11 (d) Determining a method to distribute information about inclusive  
 12 programs to students and their families.

13 (3)(a) The council shall be composed of the following members:

14 (i) Two members with expertise in postsecondary educational  
 15 programming for students with intellectual and developmental disabilities,  
 16 appointed by the governor.

17 (ii) The commissioner of higher education or his designee.

18 (iii) A director of an inclusive program appointed by the chairman of the  
 19 Senate Committee on Education.

20 (iv) A director of an inclusive program appointed by the chairman of the  
 21 House Committee on Education.

22 (v) The president of the Louisiana State University System or his  
 23 designee.

24 (vi) The president of the Southern University System or his designee.

25 (vii) The president of the University of Louisiana System or his designee.

26 (viii) The president of the Louisiana Community and Technical College  
 27 System or his designee.

28 (ix) The executive director of the Louisiana Developmental Disabilities  
 29 Council or his designee.

30 (x) The director of the Louisiana Rehabilitation Services or his designee.

1                    (xi) An alumnus of an inclusive program appointed by the Louisiana  
2                    Developmental Disabilities Council.

3                    (xii) The parent or legal guardian of a student who is enrolled in or who  
4                    has completed an inclusive program appointed by the Louisiana Developmental  
5                    Disabilities Council.

6                    (xiii) The superintendent of the Special School District or his designee.

7                    (b) Any member selecting a designee shall select the designee from his  
8                    respective system, agency, office, or association who has expertise in transitional  
9                    postsecondary educational services.

10                  (4) A vacancy in the membership of the council shall be filled in the same  
11                  manner as the original appointment.

12                  (5) Members of the council shall elect a chairman, vice chairman, and  
13                  other officers as they consider necessary.

14                  (6) The members of the council shall serve without compensation, except  
15                  for per diem or reimbursement of expenses to which they may be entitled as  
16                  members of the constituent organizations.

17                  (7)(a) The council shall meet upon the call of the chairman or of a  
18                  quorum of the members of the council.

19                  (b) The chairman shall give at least seven day's notice to the members  
20                  of the council of the time and place where each meeting will be held.

21                  (c) The commissioner of higher education shall, no later than  
22                  September 1, 2022, convene the first meeting of the council.

23                  (8) A majority of the members of the council shall constitute a quorum  
24                  for the transaction of business.

25                  (9) The council shall be domiciled in Baton Rouge but may hold public  
26                  meetings elsewhere in the state.

27                  C.(1) By February first of each year, the Board of Regents, with  
28                  assistance from the council, shall submit a report to the Senate Committee on  
29                  Education, the Senate Committee on Finance, the House Committee on  
30                  Education, and the House Committee on Appropriations.

- 1                   **(2) The report shall include:**
- 2                   **(a) A detailed accounting of the fund.**
- 3                   **(b) The following information for each program that received a**  
4                   **distribution from the fund:**
- 5                   **(i) The name of the program.**
- 6                   **(ii) The name of the institution housing the program.**
- 7                   **(iii) The amount provided to the program from the fund for the current**  
8                   **academic year and in total.**
- 9                   **(iv) Whether the program is operational or in development. If the**  
10                   **program is in development, the date the program will begin offering services to**  
11                   **students shall be reported.**
- 12                   **(v) The student capacity of the program, both in the current academic**  
13                   **year and the upcoming academic year.**
- 14                   **(vi) The actual number of students enrolled in the program.**
- 15                   **(vii) The number of students, if any, on a waiting list for the program.**
- 16                   **(viii) A description of the services offered through the program.**
- 17                   **(ix) The number of students that completed the program, both during**  
18                   **the prior academic year and in total.**
- 19                   **(x) The number and percentage of program completers who are**  
20                   **employed.**
- 21                   **(xi) The number and percentage of program completers who are living**  
22                   **independently.**
- 23                   **(xii) The purpose for which monies from the fund were requested.**
- 24                   **(c) Details on each technical assistance grant provided from the fund.**
- 25                   **(d) Recommendations for additional money for the fund, if any.**
- 26                   **(3) Each public postsecondary education management board shall report**  
27                   **to the Board of Regents the information necessary for the Board of Regents to**  
28                   **complete the report.**
- 29                   **(4) The report shall be posted on the Board of Regents' website.**

30                   Section 2. R.S. 36:651(K)(10) is hereby enacted to read as follows:

Page 5 of 6

Coding: Words which are ~~struck through~~ are deletions from existing law;  
words in **boldface type and underscored** are additions.

1 §651. Transfer of boards, commissions, departments, and agencies to Department of  
2 Education; boards, commissions, and agencies within Department of  
3 Education

4 \* \* \*

5 K. The following agencies are placed within the Department of Education  
6 and shall perform and exercise their powers, duties, functions, and responsibilities  
7 as provided by law:

8 \* \* \*

9 **(10) Postsecondary Inclusive Education Advisory Council (R.S.**  
10 **17:3138.10).**

11 \* \* \*

12 Section 3. This Act shall become effective upon signature by the governor or, if not  
13 signed by the governor, upon expiration of the time for bills to become law without signature  
14 by the governor, as provided by Article III, Section 18 of the Constitution of Louisiana. If  
15 vetoed by the governor and subsequently approved by the legislature, this Act shall become  
16 effective on the day following such approval.

\_\_\_\_\_  
PRESIDENT OF THE SENATE

\_\_\_\_\_  
SPEAKER OF THE HOUSE OF REPRESENTATIVES

\_\_\_\_\_  
GOVERNOR OF THE STATE OF LOUISIANA

APPROVED: \_\_\_\_\_



# Appendix B

## Postsecondary Inclusive Education Advisory Council Members

Member	Seat Information
VACANT	Member with expertise in postsecondary educational programming for students with intellectual and developmental disabilities, appointed by the governor.
Dr. Mary Breaud	Member with expertise in postsecondary educational programming for students with intellectual and developmental disabilities, appointed by the governor.
Dr. Kim Hunter Reed	Commissioner of Higher Education
LaKiesha London	Director of an inclusive program, appointed by the chairman of the Senate Committee on Education
Brittany Soden	Director of an inclusive program, appointed by the chairman of the House Committee on Education
Dr. Dan Bureau	President of the Louisiana State University System or his designee
President Dennis J. Shields	President of the Southern University System or his designee
Dr. Jeannine Kahn	President of the University of Louisiana system or his designee
Dr. Willie Smith	President of the Louisiana Community and Technical College System or his designee
Ebony Haven	Executive Director of the Louisiana Developmental Disabilities Council or his designee
Melisa Bayham	Director of the Louisiana Rehabilitation Services or his designee
Gerald "Mitch" Dillon	Alumnus of an inclusive program appointed by the Louisiana Developmental Disabilities Council
Johnny Manela	Parent or legal guardian of a student who is enrolled in or who has completed an inclusive program appointed by the Louisiana Developmental Disabilities Council
David Martin	Superintendent of the Special School District or his designee

# Appendix C

## April 2024 Meeting Agenda

*Gary N. Solomon, Jr.*  
Chair

*T. Jay Seale III*  
Vice Chair

*Darren G. Mire*  
Secretary

*Kim Hunter Reed, Ph.D.*  
Commissioner of Higher Education



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*David J. Aubrey*  
*Misti S. Cordell*  
*Christian C. Creed*  
*Blake R. David*  
*Robert W. Levy*  
*Stephanie A. Finley*  
*Phillip R. May, Jr.*  
*Wilbert D. Pryor*  
*Terrie P. Sterling*  
*Collis B. Temple III*  
*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Samuel T. Gil, Student Member*

### POSTSECONDARY INCLUSIVE EDUCATION ADVISORY COUNCIL AGENDA

Monday, April 8, 2024  
10:30 a.m. to 12 p.m.

Claiborne Building, 6th Floor  
Board of Regents Conference Room  
1201 North Third Street  
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call and Approval of October 30, 2023 Minutes
- III. New Postsecondary Inclusive Education Program Updates
  - **Dr. Jeremy Bell**, University of Louisiana Monroe, ACES Program
  - **Dr. Tonya Rose**, Southern University New Orleans, Exceptional Knights Program
- IV. Consideration of Postsecondary Inclusive Education Fund Application Recommendations
- V. Discussion of Remaining PIEF Funding Allocation and Timeline
- VI. Other Business
- VII. Public Comments
- VIII. Adjournment

Proposed Next Meetings:

*The Board of Regents is an Equal Opportunity and ADA Employer*

# Appendix D

## October 2024 Meeting Agenda



### October Postsecondary Inclusive Education Advisory Council Meeting

**Location:** Board of Regents Conference Room, Claiborne Building, 1201 North Third Street, Baton Rouge, Louisiana

**Date:** Tuesday, October 1, 2024

**Time:** 10:00am – 11:30am

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- I. Call to Order
- II. Roll Call and Approval of April 8, 2024 Minutes
- III. Progress Summary of Postsecondary Inclusive Programs in Louisiana
- IV. Comments from the Governor's Office of Disability Affairs
  - **Mr. Liam Doyle**, Assistant Director
- V. Budget Update
- VI. Update on ACT 790 – Differential Tuition for High Cost Programs
- VII. Postsecondary Inclusive Education Program Updates
  - **Dr. Mary Breaud**, LAPIE
  - **Dr. Misty Reed**, Southern University A&M
- VIII. Fiscal Year 2024-2025 Funding Discussion
- IX. Other Business
- X. Public Comments
- XI. Adjournment

# Appendix E

## Postsecondary Inclusive Education Success Stories One-Pager



### Postsecondary Inclusive Education Advisory Council

#### Graduate Success Stories

### ABOUT PSIE

- ▶ Act 682 of the 2022 Regular Session created the **Louisiana Postsecondary Inclusive Education (PSIE) Advisory Council** with \$1M in funding.
- ▶ PSIE is charged to assist in establishing or expanding higher education inclusive education programs designed to provide pathways to employment and independent living for students with intellectual and developmental disabilities.
- ▶ Student capacity has grown to 110 students for the 2024-2025 academic year, a 34% increase from the previous year.

#### New Programs Established with Act 682 Funding

##### Funded in 2023

- ▶ LSU Alexandria
- ▶ LSU and A&M College
- ▶ Southern University at New Orleans
- ▶ University of Louisiana at Monroe

##### Funded in 2024

- ▶ Central Louisiana Technical CC
- ▶ Southern University and A&M College

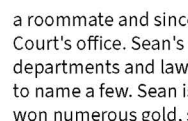
#### Existing Programs Supported with Act 682 Funding

- ▶ Baton Rouge Community College
- ▶ Bossier Parish Community College
- ▶ Nicholls State University
- ▶ Southeastern Louisiana University
- ▶ University of Louisiana at Lafayette



### Sean Adams

Bridge to Independence, Nicholls State University



### Zarah Baylock

Program for Successful Employment (PSE),  
Baton Rouge Community College



### Mitch Dillon

Bridge to Independence, Nicholls State University



One year after graduating from the Bridge to Independence Program in May 2022, **Mitch Dillon** lived independently in his own apartment. He proved he was ready at the age of 23 after living independently in the dorm at Nicholls. He maintains his weekly schedule of working two jobs, working out at Crossfit twice a week and powerlifting three times a week. A support employee assists Mitch with

transportation to his job at Aquistapaces in Covington, which he has held since 2019. His job at Stonecreek Club and Spa (October 2022) is nearby, so he is able to walk to and from work on his own. His goal has always been independence and he's there, thanks to the Bridge to Independence Program at Nicholls State University!

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### **Elizabeth Dupart**

Lions Connected, Southeastern Louisiana University

**Elizabeth Dupart** is a current Lions Connected student, who is completing the program in May 2024. She has been a part of the program for four years and completed an Inclusive Vocational Opportunity in

the bakery section of Mane Dish, Southeastern's cafeteria, gaining culinary job experience. In her spare time, she enjoys making cupcakes for her small business. After graduation, Elizabeth plans to continue utilizing her culinary skills at Tammy Cakes in Ponchatoula, Louisiana.



### **Toni Hunt**

UL LIFE Program, University of Louisiana at Lafayette

The UL LIFE Program has a residential component, which allows students to live in on-campus dorms and gain experience living independently.

The opportunities provided by the program enable students to be supported through LIFE courses focused on independent living and dorm checks to monitor progress and provide support and assistance if needed. **Toni Hunt**, a local student, decided to live on campus her senior year, which enhanced her on-campus experience. Moving on campus gave her the autonomy to join and fully participate in campus organizations. She is graduating from the program this month, after being extremely successful while living in the dorms and navigating her final year at UL Lafayette with the LIFE Program, and is in the process of securing a job at Our Lady of Lourdes Medical Center with the support of Louisiana Rehabilitative Services.



### **Jack Juul**

Lions Connected, Southeastern Louisiana University

**Jack Juul** is a Lions Connected alumnus who finished the program in 2023. During his four years in the program, Jack completed an Inclusive Vocational Opportunity at the REC, Southeastern's Recreational

Center. This opportunity allowed Jack to gain job experience in maintaining equipment and assisting students. Currently, Jack works at Don's Seafood in Covington, Louisiana.



### **Mary Szush**

Bridge to Independence, Nicholls State University

**Mary Szush** is a graduate of Thibodaux High School in Lafourche Parish and completed the Bridge to Independence Program at Nicholls State University in May 2018. In the summer of 2018, Mary became the

first individual in the first cohort of the certificate program to be employed and still holds the position. Mary works for the Lafourche Parish District Attorney's office, where she receives and delivers documents to the Clerk and other offices and performs a variety of other daily office tasks. Mary lives independently with her cat, Harper Rose. Mary enjoys her work and loves to stay in touch with friends over lunch and supper, and through social media. In her spare time, Mary loves taking pictures, especially of family, friends and Harper.



### **Steven Wright**

Lions Connected, Southeastern Louisiana University

**Steven Wright** is a Lions Connected alumnus who completed the program in 2023. During his four years in the program, Steven worked in an Inclusive Vocational Opportunity at Southeastern's Dugas Center as an

assistant to physical therapists, providing support to student-athletes. Currently Steven is managing a section at Michael's in Slidell, Louisiana.

# **Thank You**



## **for Supporting our Students**

**#LAPROSPERS**

[www.laregents.edu](http://www.laregents.edu)

# Appendix F

## Application for Planning Grant

### Postsecondary Inclusion Fund Application for Planning Grant

#### Section 1: CTP Status

Indicate the status of the institution's federally approved CTP program:

\_\_\_\_\_ The institution commits to submitting an application for CTP status within the subsequent year for federal approval of a program.

#### Section 2: Description

1. Provide a detailed description of how the institution will use the planning grant funds to develop plans for a new program and submit a CTP application.
2. Provide details of financial support the institution has already identified or a detailed description of how the institution will use the planning grant funds to identify potential matching funds for a future Initial Program Grant Application.

#### Section 3: Budget, and Budget Narrative

1. What level of funding is being requested (up to \$20,000)?
2. Provide a detailed budget for the requested funds. The budget should be accompanied by a budget narrative that includes the following:
  - Details on each line item.
  - Explanation of the value of each planned expenditure to the program.

# Appendix G

## Joint Application for Planning Grant and Initial Program Development

### Postsecondary Inclusion Fund Application for Planning Grant

#### Section 1: CTP Status

Indicate the status of the institution's federally approved CTP program:

\_\_\_\_\_ The institution commits to submitting an application for CTP status within the subsequent year for federal approval of a program.

#### Section 2: Description

1. Provide a detailed description of how the institution will use the planning grant funds to develop plans for a new program and submit a CTP application.
2. Provide details of financial support the institution has already identified or a detailed description of how the institution will use the planning grant funds to identify potential matching funds for a future Initial Program Grant Application.

#### Section 3: Budget, and Budget Narrative

1. What level of funding is being requested (up to \$20,000)?
2. Provide a detailed budget for the requested funds. The budget should be accompanied by a budget narrative that includes the following:
  - Details on each line item.
  - Explanation of the value of each planned expenditure to the program.

# Application for Initial Program Development

## Section 1: CTP Status

Indicate the status of the institution's federally approved CTP program:

- The institution has received federal approval of the proposed program.\*
- The institution has submitted an application for a federally approved program and is awaiting a decision.\* The application was submitted on this date: \_\_\_\_\_.
- The institution commits to submitting an application within the subsequent year for federal approval of a program, supported by planning grant funds.

*\* Include documentation with the application. Development funds will not be dispersed until CTP Status has been approved*

## Section 2: Description

1. Proposed Postsecondary Inclusive Education Program (PIEP) name:

\_\_\_\_\_

2. Year in which the proposed PIEP will first admit students:

\_\_\_\_\_

3. Enter the number of students:

- Enrolled in the existing program in the current year (enter 0 if this application is for a new program)
- Projected to enroll in the program next year
- Projected to enroll in the program in the year after next



4. In which college, department, administrative unit, or other institutional component will the PIEP “live” at the institution? That is, in what area of the institution will the PIEP be “housed”? Please specify whether this is an academic, continuing education, or administrative unit.
  
5. Provide a general summary of the proposed PIEP: (1 page max)
  
6. Describe how the PIEP will be “organized” at the institution:
  
7. Describe the tuition and fees that will be charged for the program.
  
8. What honor/endorsement/certificate/degree will the institution award to students upon completion of the program?
  - a. Name of the general honor/endorsement/certificate/degree:
  
  - b. Describe the general honor/endorsement/certificate/degree:
  
9. Indicate the length of time needed to complete the PIEP (expressed as terms/semesters or years):
  
10. Is there more than one level or benchmark within the PIEP at which students may exit?  
  
\_\_\_\_\_ Yes/No  
  
If yes, describe the levels or benchmarks:

11. Do students enrolled in the PIE program have opportunities to earn an industry-recognized certificate or certification(s)?

\_\_\_\_\_ Yes/No

If yes, name the industry-recognized certificate or certification(s):

12. Do students enrolled in the PIEP have opportunities to earn micro-credential(s)/badge(s) other than an industry-recognized certificate or certification(s)?

\_\_\_\_\_ Yes/No

If yes, name the micro-credential(s)/badge(s):

13. Describe how students enrolled in the program participate in one or more of the following activities alongside students without disabilities:

- a. Regular enrollment in credit-bearing courses
- b. Auditing or participating in courses for which the student does not receive academic credit
- c. Enrollment in non-credit-bearing, non-degree courses
- d. Internships or work-based learning
- e. Student life and cocurricular activities

### **Section 3: Student Eligibility and Admission**

1. Describe how students with intellectual disabilities are/will be recruited to enroll in the proposed PIEP.
2. Describe the process through which student eligibility will be verified, including the documentation used to assess eligibility:
  - a. Process and documentation to determine eligibility:
  - b. Name and title of individual (or group) who makes eligibility determination:
3. Describe how the final decision to admit students with intellectual disabilities to the PIEP will be made:
  - a. Criteria used to make admission decision:
  - b. Name and title of individual (or group) who makes the final admission decision:
4. Maximum number of students the program expects to serve each year:

### **Section 4: Assessment and Advising**

1. Describe how **assessments** of students' interests, skills, and needs will be/are:
  - a. Conducted
  - b. Used to identify a student's targeted "program of study"
  - c. Used to develop his/her "program of study"
2. Describe the program's **advising structure**.

## Section 5: Employment Opportunities

1. Describe the program's **plan for partnerships with businesses** to promote experiential training and employment opportunities for students with intellectual disabilities.
2. Describe **employment opportunities** available through the program to students **while** enrolled in the program.
3. Describe how the program connects students to **employment opportunities** upon successful **completion** of the program.

## Section 6: Performance Indicators

1. Describe the **performance indicators** established to determine a **student's satisfactory academic progress (SAP)**. What standards are to be applied to evaluate a student's performance in terms of making SAP? Also describe how and when SAP will be assessed and the strategies to be used if it appears a student is not making SAP.
2. **List the performance indicators that will be part of the annual report.** Include both programmatic and student level information, including but not limited to the following: number of applicants, admission rate, enrollment, student retention, students meeting SAP, course completion, program completion, student learning, post-program employment status of students who successfully complete the program, wage level of students who successfully complete the program, industry certifications earned, and student demographics.
3. Identify the individual(s) responsible for collecting the data regarding the PIEP required performance indicators and the institution's additional performance indicators. Also describe when and how the data are/will be collected and used for program improvement.

## Section 7: Match, Budget, and Budget Narrative

1. What level of funding is being requested\* (up to \$60,000)?
2. Provide validation of matching funds at a one-to-one ratio to the requested funding level. Matching funds may include but are not limited to cash from private or state sources, in-kind donations of technology, personnel, construction materials, program space and overhead, facility modification, or corporeal property, internships, scholarships, sponsorship of staff or faculty, or faculty endowment.
3. Provide a detailed budget for the requested and matching funds. The budget should be accompanied by a budget narrative that includes the following:
  - Details on each line item.
  - Explanation of the value of each planned expenditure to the program.
  - Description of matching funds including whether they are cash or in kind and their source(s).

*\* These funds will not be dispersed until CTP Status has been approved*

## Section 8: Program Sustainability

1. Briefly describe the institution's five-year plan for the program regarding:
  - a. Projected enrollment – Does the institution expect enrollment in the PIEP to increase over the next five years? If so, what are the current projections for enrollment **each year** through the next five years?
  - b. Sustainability – How will the institution operate the PIEP over the next five years in terms of funding, staff, and other operational expectations?
  - c. From what sources of funding will the institution draw to sustain the program and support student participation (such as private donations or sponsorships, scholarships, grant funding, etc.)?

# **Appendix H**

## **Application Guidelines**

### **Postsecondary Inclusive Education Advisory Council**

#### **Guidelines for the Submission of Postsecondary Inclusive Education Fund Applications**

**Applications Due:  
November 28, 2024  
5:00 PM**

**FISCAL YEAR 2024-25**

**Request for Applications**

**P. O. Box 3677  
Baton Rouge, Louisiana 70821-3677  
(225) 342-4253**

# Request for Applications

## Important Notices

### I. GENERAL INFORMATION

#### A. BASIS OF AUTHORITY

The Louisiana Postsecondary Inclusive Education Advisory Council (LPIEAC) is charged with enacting R.S. 17:3138.10 and R.S. 36:651(K) (10), relative to postsecondary education for students with intellectual and developmental disabilities; to establish the Louisiana Postsecondary Inclusive Education Fund (LLPIEF) as a special fund in the state treasury; to provide for the purposes of the fund; to create and provide for the Postsecondary Inclusive Education Advisory Council; to require annual reports with respect to the fund; and to provide for related matters.

#### B. PURPOSE OF THE LOUISIANA POSTSECONDARY INCLUSIVE EDUCATION FUND

The Louisiana Postsecondary Inclusive Education Fund (LLPIEF), referred to in this Section as the "fund", has been created within the state treasury as a special fund for the purpose of supporting approved comprehensive inclusive postsecondary education programs at public postsecondary education institutions in the state, thereby providing pathways to postsecondary degree, certificate, and apprenticeship programs designed to increase independent living and employment opportunities for students with intellectual and developmental disabilities.

An approved inclusive education program, referred to in this Section as an "inclusive program", shall mean a federally approved comprehensive transition and postsecondary program offered at a Louisiana public postsecondary institution.

Monies in the fund are appropriated to the Board of Regents for distribution to public postsecondary institutions only for: (a) The creation, operation, and expansion of inclusive programs. (b) Technical assistance in creating or expanding inclusive programs. (c) Dissemination of information on inclusive programs in Louisiana to students with intellectual or developmental disabilities and the parent or guardian of the students.

Funding shall be distributed by the Board of Regents to a public postsecondary education management board only upon the certification by the board, on behalf of the receiving institution, that the institution has or is creating an inclusive program and that all funds shall be used by the institution for the inclusive program.

The fund is in addition to, and separate from, other monies appropriated or allocated to any public postsecondary education management board. Allocations from the fund shall not be included in the Board of Regents' funding formula calculation, nor shall they supplant any state general fund allocations to institutions. The availability of the fund shall not in any way substitute, limit, or otherwise affect the allocation of any funds otherwise available to those institutions under state or federal laws.

**C. PROGRAM ADMINISTRATOR; QUESTIONS ABOUT THIS REQUEST FOR APPLICATIONS (RFA)**

Specific questions shall be submitted via email to the Board of Regents Deputy Commissioner for Academic Affairs and Innovation, Dr. Tristan Denley, at [tristan.denley@laregents.edu](mailto:tristan.denley@laregents.edu) with the subject line "Postsecondary Inclusive Education Fund RFA Inquiry." The deadline for receipt of written inquiries is 4:30 p.m. Central on January 17, 2023. All written inquiries and responses will be uploaded to [www.laregents.edu/inclusive/](http://www.laregents.edu/inclusive/). No inquiries will be accepted after the deadline date to ensure all interested parties receive the same information.

**II. THE POSTSECONDARY INCLUSIVE EDUCATION FUND PROGRAM**

**A. PURPOSE AND PROGRAM OUTCOMES AND STANDARDS**

The purpose of the fund is to support the development or enhancement of an inclusive Comprehensive Transition and Postsecondary (CTP) education program that is consistent with the Higher Education Act (HEA) requirements that the program be a "degree, certificate, or non-degree program at an accredited institution that is designed to support students with intellectual disabilities (ID) who are seeking to continue academic, career and technical, and independent living instruction" in order to obtain competitive integrated employment (CIE).

[Model Accreditation Standards for Higher Education Programs for Students with Intellectual Disability](#)



## **B. ELIGIBILITY**

Public two- and four-year institutions of higher education, including community and technical colleges, are eligible to apply.

For applications that propose to share resources among several institutions, the following rules/guidelines apply:

1. The application must be submitted by a single lead institution. Partnering institutions must be referenced under the heading “Additional Institutions” on the cover page of the application.
2. Documentation that defines the role(s) of the partner institutions must be submitted as an appendix to the application.
3. Only one comprehensive budget page for the project may be submitted for each year of the application. Sub-awards for partnering institutions must be described in the budget justification and referenced in the work plan.

Funds will be provided to, and managed by, the lead institution’s management board, which will be responsible for executing and managing any sub-contracts with partnering institutions. Funds distributed from this source are to be placed in a restricted funds account for the development or enhancement of a Postsecondary Inclusive Education Program (PIEP).

## **C. PROJECT REQUIREMENTS AND CONSIDERATIONS**

The Postsecondary Inclusive Education Fund (LPIEF) Act (682) of the 2022 Regular Legislative Session requires an institution to provide<sup>1</sup>:

1. Evidence that it currently offers a federally approved Comprehensive Transition and Postsecondary (CTP) program via Title IV, which is eligible for federal student aid programs; or
2. Documented evidence of the submission of an application for such federal approval of a program proposed by the institution; or
3. Documentation demonstrating the commitment of the institution's governing board to submit an application within the subsequent academic year for federal approval of a program pursuant to 20 U.S.C. s. 1140.

## D. APPLICATION REVIEW PROCESS

All applications submitted will be reviewed by a panel appointed by the LPIEAC members. The reviewing panel will present their recommendations to the LPIEAC for final approval.

1. **FINAL SELECTION OF APPLICATIONS TO BE FUNDED:**  
After recommendations are submitted, the LPIEAC makes final determinations of applications to be funded based on the competitive review process.
2. **TIMETABLE:** The following schedule for submission, assessment, and approval of funding will apply for FY 2023-24. If any deadline dates fall on a Saturday, Sunday, or holiday, the deadline(s) will be extended until 4:30 p.m. Central of the next working weekday.

October 7, 2024	RFA issued
November 22, 2024	Last day applicants may submit questions about the RFA
November 29, 2024	Application submission deadline 5:00 pm CST
December 4-8, 2024	Applications reviewed by review committee
January 2025	Reports and recommendations of review committee provided to the LPIEAC
January 2025	Systems to certify recommended applications
February 2025	Contracts negotiated and executed

1 – If the institution has received approval for the CTP or has submitted an application for approval, upload the application materials and documentation (including the letter to the institution’s accrediting body) into the online portal as part of the PIEF grant application process.

## E. PROCEDURES AND DEADLINE FOR SUBMISSION OF APPLICATIONS

Submission deadlines are absolute; all institution work on the application, including final approval and submission to the Board of Regents by the designated institution office, must be completed on or before the deadline date and time. All completed application packets must be submitted via the [online portal](#). An application sent to the Board of Regents may be released upon request of the submitting institution if additional changes are needed, provided such request is made before the deadline for receipt. A released application must be resubmitted prior to the deadline to be eligible for funding consideration.

## **F. APPLICATION REQUIREMENTS AND FORMAT**

All narrative sections of the application should be presented in a single PDF document with pages numbered, 1-inch margins at the top, bottom, and each side. In addition, the font should be no smaller than 12 point. Applicants should use either the **Initial Program Development** or **Planning Grant** form as appropriate. Forms must be completed, and applications submitted via the [online portal](#) by the deadline provided.

## **G. PROJECT ACTIVATION DATE AND ANTICIPATED DATE OF COMPLETION**

The project activation date is **August 1, 2023**, and the termination date is **June 30, 2025**.

## **III. PROJECT BUDGET INFORMATION**

Program resources are limited and must be used only to support direct work toward the purposes outlined in Section 1.B of this RFA. The application must include a narrative/justification detailing the costs of and rationales for each expense budgeted to LPIEF and matching support. Indirect costs may not be budgeted to LPIEF but may be provided as institutional support, using the campus's federal negotiated rate.

### **A. DISALLOWED BUDGET ITEMS**

Given the targeted nature of this support, LPIEF funds may not be used for maintenance or repair of equipment, whether existing or purchased with LPIEF funds. Long-term maintenance contracts for equipment cannot be budgeted to LPIEF but may be provided as match.

Submitting entities should also note that the scope of the program does not permit: (1) construction of facilities; (2) routine renovation or upgrading of facilities; (3) purchase of standard motorized vehicles such as cars, trucks, vans, boats, etc.; or (4) purchase of standard office furniture or routine office equipment (e.g., desktop computers and peripherals, copiers, desks, chairs, etc.). Each annual CEA budget must detail and fully justify the specific STEM-related educational, outreach, and/or training uses of the activities included in the proposed budget as related to LPIEF purposes and project objectives.

Costs of meals, snacks, and drinks may be included when necessary for a LPIEF-related event or activity and must comply with State rates as set forth by the Division of Administration Policy and Procedure Memorandum 49 (the State General Travel Regulations). LPIEF funds cannot be used for entertainment costs, including performers, musicians,

and rental of entertainment venues. These activities may be provided as part of host entity support.

Equipment and supplies purchased with LPIEF dollars (excluding promotional materials with no monetary value) may not be given to project participants (faculty, students, teachers, etc.) as personal property during or after the CEA period. These activities may be provided as part of host entity support.

Only under exceptional circumstances may LPIEF dollars be used to support institutional memberships to business, technical, and/or professional organizations. Individual faculty/staff memberships to any of the above are disallowed.

Proposed budgets may not provide for shortfalls or deficits in budgets, tuition payments, augmentation of salaries of individuals pursuing regularly assigned duties (except regular merit or cost-of-living increases), or unspecified contingencies.

Discounts received for equipment purchases may not be counted as part of the host entity support.

**B. FUNDS FOR PERSONNEL**

Include any guidance for salaries/fringe, additional compensation, etc.

**C. STUDENT SUPPORT EXPENSES**

Include any guidance for student scholarships, work-study, tuition/fee provisions, etc.

**D. OTHER EXPENSES**

Except as noted in Section V, above, and subject to state procurement and purchasing guidelines, support may be budgeted for any activity necessary for approved LPIEF work, as explained and justified in the project budget, including equipment, supplies, professional travel, event expenses, consultants, and participant stipends.