



Notice of Meetings

Louisiana Board of Regents

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www.laregents.edu

Wednesday, August 26, 2026

Event	Time	Location
Board Development	9:00 AM	Iowa Room 1-153
Committee Meetings**		
Legislative		
Academic and Student Affairs		
Artificial Intelligence		Louisiana Purchase Room 1-110
Audit		Claiborne Building, 1st Floor
Facilities and Property	10:40 AM	1201 N. Third St.
Research and Sponsored Programs		Baton Rouge, LA 70802
Statewide Programs		
Planning, Research, and Performance		
Board of Regents Meeting**	2:00 PM	Louisiana Purchase Room 1-110 Claiborne Building, 1st Floor

ADA Accessibility Requests

If you have a disability and require a reasonable accommodation to fully participate in this meeting, please contact Karlita Anderson five (5) business days before the meeting date via email at Karlita.Anderson@laregents.edu or by telephone at (225) 219-7660 to discuss your accessibility needs.

INDIVIDUAL COMMITTEE AGENDAS MAY BE FOUND AT WWW.LAREGENTS.EDU.

- * The meeting may begin later contingent upon adjournment of previous meeting. Meetings may also convene up to 30 minutes prior to the posted schedule to facilitate business.
- ** The Board of Regents reserves the right to enter into Executive Session, if needed, in accordance with R.S. 42:11 *et seq.*



BOARD of REGENTS
STATE OF LOUISIANA

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

Misti S. Cordell
*Chair
At-Large*

Terrie P. Sterling
*Vice Chair
At-Large*

Dallas L. Hixson
*Secretary
At-Large*

David J. Aubrey
2nd Congressional District

Christian C. Creed
5th Congressional District

Blake R. David
3rd Congressional District

Stephanie A. Finley
3rd Congressional District

Ted H. Glaser III
6th Congressional District

Phillip R. May Jr.
1st Congressional District

Darren G. Mire
2nd Congressional District

Maria Nechaeva
Student Member

Wilbert D. Pryor
4th Congressional District

Christy Oliver Reeves
5th Congressional District

K. Samer Shamieh, M.D.
1st Congressional District

Collis B. Temple III
6th Congressional District

Judy A. Williams-Brown
4th Congressional District

Agenda

Board of Regents Meeting*

Wednesday, August 26, 2026
2:00 PM

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

- I. Call to Order
- II. Roll Call
- III. Public Comments
- IV. Approval of Minutes from June 10, 2026
- V. Reports and Recommendations of Standing Committees
 - A. Legislative
 - B. Academic and Student Affairs
 - C. Artificial Intelligence
 - D. Audit
 - E. Facilities and Property
 - F. Research and Sponsored Initiatives
 - G. Statewide Programs
 - H. Planning, Research, and Performance
- VI. Meauxmentum Moment: Advancing Louisiana's Workforce through the Louisiana Community and Technical Colleges
- VII. Chair's Comments
- VIII. Reports and Recommendations by the Commissioner of Higher Education
- IX. Other Business
- X. Adjournment

**Note: The Board of Regents reserves the right to enter into Executive Session, if needed, in accordance with R.S. 42:11 et seq.*

DRAFT
MINUTES
BOARD OF REGENTS

June 10, 2026

The Board of Regents met at 11:23 a.m. on Wednesday, June 10, 2026, in the Thomas Jefferson Rooms A&B (1-136), Claiborne Building, 1201 N. Third Street, 1st Floor, Baton Rouge, Louisiana. Chair Misti Cordell called the meeting to order.

ROLL CALL

Ms. Emily Skaikay called the roll, and a quorum was established.

Present for the meeting were:

Kim Hunter Reed, Commissioner
Misti Cordell, Chair
Terrie Sterling, Vice Chair
Dallas Hixson, Secretary
David Aubrey
Christian Creed
Blake David
Stephanie Finley
Ted Glaser III
Phillip May, Jr.
Darren Mire
Maria Nechaeva, Student Member
Wilbert Pryor
Christy Reeves
Collis Temple III
Judy Williams-Brown

Mgmt. Board Representatives present were:

LSU System Representative
UL System Representative
LCTC Representative

Mgmt. Board Representatives not present were:

SU System Representative

Absent from the meeting were:

K. Samer Shamieh

Appendix A
Guest List

PUBLIC COMMENTS

Chair Cordell asked if there were any public comments. There were none.

APPROVAL OF THE MINUTES OF THE APRIL 29, 2026 MEETING

Regent Aubrey moved that, in the interest of time, the Board approve Agenda Items IV (Approval of Minutes from April 29, 2026) and V (Reports and Recommendations of Standing Committees) together. There were no objections. Chair Cordell inquired if any member of the Board wanted to take up any of the Committee reports separately and again there were none.

On motion of Regent Hixson, seconded by Regent May, the Board voted unanimously to approve the minutes of the April 29, 2026 meeting, and the Committee recommendations from all the Committee meetings.

EXTENSION OF THE COMMISSIONER'S CONTRACT

Chair Cordell stated that the Board completed its annual evaluation of Commissioner Reed's performance last September as required under the Board's bylaws. She further noted that the annual evaluation allows clear communication of the Board's goals, aligns mutual expectations, and assesses the Commissioner's performance. Regent Creed negotiated the terms of a new contract with Commissioner Reed once the previous contract expired in June 2026.

On motion of Regent Creed, seconded by Regent Hixson, the Board voted unanimously to approve the extension of Commissioner Reed's contract.

CHAIR'S COMMENTS

Chair Cordell made the following comments:

- She welcomed Maria Nechaeva as the Regents' student member for the 2026–27 academic year, noting that the senior biology major is the first Southeastern Louisiana University student to serve on the Board. Regent Nechaeva will serve on the following committees: Academic and Student Affairs; Artificial Intelligence; Legislative; Planning, Research, and Performance; and Statewide Programs. She is also currently the Student Government Association president at Southeastern. Regent Nechaeva previously served as the 2025–2026 student member on the UL System Board. She also served on the presidential search committees for the University of Louisiana at Lafayette and McNeese State University. Attorney Brianna Golden Phillips administered the oath of office. Regent Nechaeva introduced herself, saying that when she ran for office, her platform highlighted the importance of student voice. She wants to help implement change because of student voices and to use student leaders to push the policies the Board supports.
- Chair Cordell announced that State Senator Mike Reese will become the ninth president of McNeese State University in July. She recognized his leadership in the Louisiana State Senate, government, and business community, and noted that Senator Reese previously served as the student member of the Louisiana Board of Regents.
- She shared that Regents hosted the LAHEC Summit on May 20–21 in Baton Rouge. The summit welcomed more than 275 participants from across the state. During the meetings,

Regents welcomed higher education professionals, community stakeholders, law enforcement partners, and prevention and treatment leaders for a two-day statewide conversation focused on student behavioral health, campus safety, student success, and practical solutions.

- The Board of Regents honored 45 future educators at the annual Future Educator Honor Roll event at the Old State Capitol. Public and private universities from across the state nominated students in their teacher preparation programs for this top honor. Attendees heard from Dr. Sabrah Kingham, senior education policy advisor to the Governor, Dr. Jenna Chaisson from LDOE, and Louisiana's 2026 Teacher of the Year, Regina Beard, among others

AUDIT

INTERNAL AUDIT PRESENTATION

Mrs. Laura Soileau and Mrs. Kristin Bourque from EisnerAmper presented a status report on the Board of Regents' Fiscal Year 2026 Internal Audit. Mrs. Bourque explained that the Board of Regents Agency Professional Services Contracts Audit was in progress and nearing completion, with a final report to be issued to management by June 30, 2026. Mrs. Bourque also provided updates regarding follow-up audits. The BOR Support Fund Endowments Process Assessment, the LOSFA Information Technology Security Processes, and the BOR Agency Human Resources will all be deferred until FY 27. The LUMCON Vessel Operations-Daily Rate Computation Audit is in progress, and the report will be issued by June 30, 2026. This presentation was for informational purposes only and required no action.

FINANCE

REVIEW AND APPROVAL OF THE FY 2026–2027 OPERATING BUDGET DISTRIBUTION

Ms. Elizabeth Bentley-Smith, Deputy Commissioner for Finance and Administration, stated that at its March 2026 meeting, the Board of Regents approved a preliminary distribution of the FY 2026–27 higher education operating budget as proposed in the Governor's Executive Budget. The Executive Budget recommended \$1.3B in State General Funds (SGF) for higher education entities, which represented a net decrease of \$40M, including one-time (non-recurring) SGF allocations (\$49.5M), mandated costs reductions (\$4.2M) due to retirement cost savings, and a Taylor Opportunity Program for Students (TOPS) increase related to a means of finance swap between SGF of \$4.4M and the TOPS Fund (\$4.4M). The decreases were offset by

increases of \$5.3M for the LSU First benefits program, a \$4M addition for the START/529 savings program software platform, \$28,726 to support services provided to the University of Louisiana System by the Division of Administration, and a \$13,872 increase to cover inflation costs at the LSU Health Sciences Center – Shreveport per Act 171 of the 2019 Legislative Session.

Ms. Bentley-Smith stated that during the budgeting process the Legislature increased the HB1 recommendation, adding \$65.6M, for a total of \$1.38B in SGF to higher education for FY27. This new funding includes \$56M in formula support for the two- and four-year institutions. The LSU, SU, and LCTC Systems each received an increase in overall SGF of \$8.8M, \$1.8M, and \$11M respectively; the UL System decreased in SGF due to elimination of the (\$20M) in non-recurring funding for the University of New Orleans' debt payments during the current fiscal year. Higher education also received significant support for campus and security upgrades, training programs and workforce initiatives, and Division-1A athletic departments via Statutory Dedications, with additional funding of \$63.6M for FY27. Additionally, HB312 (Supplemental Bill) appropriated an additional \$5.8M in the current fiscal year (FY26) across all our postsecondary institutions. Both bills were sent to the Governor for signature and enactment following the conclusion of the 2026 Regular Legislative Session on Monday, June 1.

Ms. Bentley-Smith added that the FY27 budget added a further \$14.5M, for a total of \$25M for the M.J. Foster Promise adult financial aid program; retained funding of \$70.5M for GO Grants, the state's need-based aid program; and increased funding for TOPS to include HB325 (Brass), passed during the Session, and to reflect the increase in students receiving TOPS Excellence awards.

During the presentation, Regent Pryor questioned institutional criticism of the formula. Finance Chair David replied that the development of the formula was a collaborative effort across all systems but also recognizes that the formula remains underfunded, which can result in institutions questioning the metrics. Chair Mark Romero of the University of Louisiana System (ULS) further elaborated, stating that UL system supports the work of the Board of Regents and views ULS and BOR as having a strong, collaborative relationship. Regent Hixson stated that the formula will never be perfect, but that the focus must not just be on the dollar but providing students with valuable degrees. Regent Aubrey seconded the comments, stating that the formula

is not perfect, but it is better than previous iterations and that higher education must present a united front at the Capitol.

With the State General Fund increases in HB1, the FY27 operating budget distribution by system, including all means of finance (State General Fund, Interagency Transfers, Self-Generated Revenue, Statutory Dedications, and Federal), was presented as follows:

HB 1 Enrolled - General Appropriations Funding for Fiscal Year 2027						
Means of Finance	BOR	LSU	SUS	ULS	LCTCS	TOTAL
State General Fund	\$ 351,242,099	\$ 499,649,265	\$ 68,732,042	\$ 303,469,123	\$ 164,472,814	\$ 1,387,565,343
Interagency Transfers	\$ 14,256,109	\$ 8,485,184	\$ 4,476,791	\$ 259,923	\$ -	\$ 27,478,007
Self-Generated Revenue	\$ 16,050,299	\$ 890,696,001	\$ 116,289,046	\$ 705,227,599	\$ 179,747,107	\$ 1,908,010,052
Statutory Dedications	\$ 208,933,512	\$ 33,250,546	\$ 4,671,737	\$ 20,248,029	\$ 23,435,318	\$ 290,539,142
Federal	\$ 34,232,149	\$ 14,018,275	\$ 3,654,209	\$ -	\$ -	\$ 51,904,633
Total	\$ 624,714,168	\$ 1,446,099,271	\$ 197,823,825	\$ 1,029,204,674	\$ 367,655,239	\$ 3,665,497,177

On motion of Regent Hixson, seconded by Regent Williams-Brown, the Finance Committee recommended approval of the funding distribution recommendations for Higher Education for FY 2026–2026.

UPDATE ON LEGISLATIVE STUDY RESOLUTIONS WITH FISCAL OVERSIGHT

Ms. Bentley-Smith discussed actions taken during the 2026 Regular Legislative Session with significant fiscal implications for higher education. She presented the two bills and two resolutions that require various degrees of fiscal oversight by postsecondary institutions. House Bill 1084 (Rep. Turner) authorizes each public higher education institution to increase tuition, and fee amounts by no more than 10% annually, for all programs that grant any credential of value without approval of their respective system management boards. Act 772/SB 484 (Sen. Abraham) requires the Board of Regents to develop a comprehensive framework “that provides for the systematic and ongoing evaluation of fiscal health, operational efficiency, and institutional effectiveness” inclusive of a uniform fiscal policy, fiscal early warning system, and corresponding corrective action plan as needed.

Ms. Bentley-Smith further presented two resolutions, HR 168 (Rep. Young) and SR 172 (Sen. Reese). HR 168 requires the Board of Regents to conduct a comprehensive study on collegiate athletic funding across the state, focusing on areas such as current athletic funding structures, fiscal impacts of revenue-sharing on operational budgets, costs related to name, image, and likeness, and regulatory oversight and the impact of collegiate athletics on local and regional economic development. SR 172 will evaluate both the funding structure of higher education in the state and the formula metrics that allocate funding to public two- and four-year institutions. Regent Pryor asked how the Task Force members will be chosen; Ms. Bentley-

Smith responded that Legislative leadership will select those members. This presentation was for informational purposes only and required no action.

LEGISLATIVE

2026 LEGISLATIVE UPDATE

Regent Mire recognized Regents' staff for their work during the 2026 Legislative Session. Commissioner Reed reflected on the session's challenges and achievements, thanking Regents' staff and partners for their efforts throughout the legislative process.

Ms. Brianna Golden updated the Board on the following legislative actions:

Legislative Studies

- SR 172 – Higher Education Funding and Funding Formula (Sen. Reese)
- HR 168 – Athletic Funding Study (Rep. Young)
- HR 17 – TOPS Study Resolution (Rep. Turner)
- HB 1058 – TOPS Data (Rep. Bamberg)
- HR 171 – MJ Foster and TOPS Tech Study (Rep. Turner)
- HR 144 – Carbon Capture Study (Rep. Owen)
- SR 176 – Digital Identification Verification (Sen. Mizell)

Bills Requiring Policy Changes

- SB 484 – Fiscal Health (Sen. Abraham)
- HB 636 – Caleb Wilson Hazing Prevention Act (Rep. LaFleur)
- HB 738 – Standard of Evidence (Rep. McMakin)
- HB 649 – Dual Enrollment Access (Rep. Brass)
- SB 347– Power-Based Violence (Sen. Barrow)
- SB 304 – Accreditation (Sen. Edmonds)
- HB 513 – Name, Image, and Likeness (Rep. Young)
- HB 42 – Phased Retirement (Rep. Bacala)

Regents Implementation / Involvement

- HB 749 – College Savings Security (Rep. Carver/Sen. Foil)
- SB 305 – Career Alignment (Sen. Edmonds/Rep. Freiberg)
- SB 399 – Louisiana Higher Education Research Security Council (Sen. Bass)

Financial Aid / Affordability

- HB 325 – TOPS Tech Eligibility (Rep. Brass)
- HB 407 – MJ Foster Promise Award (Rep. Larvadain)

FACILITIES AND PROPERTY

CONSENT AGENDA

Mr. Chris Herring, Associate Commissioner for Facilities Planning and Emergency Management, reported on the Consent Agenda's Small Capital and Third-Party Projects report, containing the projects approved by staff since the previous meeting:

A. Small Capital Projects

1. **LSU A&M: Bernie Moore Stadium Outdoor Track Replacement, Baton Rouge, LA** – Louisiana State University and A&M College, Auxiliary Revenues \$360,000
2. **LSU A&M: Intellectual Data Management Water Tank Research Project, Baton Rouge, LA** – Louisiana State University and A&M College, United States Office of Naval Research Grant \$350,000
3. **LSU A&M: Life Sciences Building Energy Efficiency Lighting Replacement, Baton Rouge, LA** – Louisiana State University and A&M College, Louisiana Public Service Commission Grant \$850,000
4. **LSU A&M: Louisiana Transportation Research Center LED Lighting Replacement, Baton Rouge, LA** – Louisiana State University and A&M College, Louisiana Department of Transportation and Development Funds \$270,000
5. **LSU A&M: Tiger Park HVAC Modifications, Baton Rouge, LA** – Louisiana State University and A&M College, Auxiliary Revenues \$330,000

On motion of Regent Temple, seconded by Regent Glaser, the Facilities and Property Committee voted unanimously to recommend approval of the items on the Consent Agenda's Small Capital Projects report.

HOUSE BILL 2 UPDATE

Mr. Herring provided the Board with an update on the final posture of House Bill 2 (HB 2), the state's capital outlay bill, upon completion of the 2026 Regular Session, noting the bill was awaiting the Governor's signature. He highlighted the 47 projects funded for public postsecondary education institutions and LUMCON, totaling approximately \$287M in new fiscal year 2026–27 state funding, as well as the four projects funded outside of higher education that

benefit public institutions, then discussed the \$19M in new deferred maintenance funding. This item was for informational purposes only. No action was required.

OTHER BUSINESS

Mr. Herring updated the Committee on legislation passed during the 2026 Regular Session impacting capital planning. Specifically, he discussed Act 260, Act 772, and House Bill 755, describing the impact on improving small project execution in the future.

RESEARCH AND SPONSORED INITIATIVES

APPOINTMENT OF CHAIRHOLDERS WITHOUT NATIONAL SEARCH: PENNINGTON BIOMEDICAL RESEARCH CENTER AND LSU HEALTH SCIENCES CENTER – NEW ORLEANS

Ms. Carrie Robison, Deputy Commissioner for Research and Sponsored Initiatives, noted that Pennington Biomedical Research Center and LSUHSC–New Orleans have requested to appoint holders to BoRSF-matched Endowed Chairs without conducting a national search. In accordance with the Endowed Chairs program policy, these appointments are submitted to the Board for approval.

Pennington Biomedical Research Center requested to appoint Dr. Corby K. Martin, Associate Executive Director of Scientific Education, to the Louisiana Public Facilities Authority (LPFA) Endowed Chair in Nutrition, a \$1 million Chair matched by the BoRSF in 2015–16.

LSU Health Sciences Center – New Orleans requested to appoint Stephen C. Hernandez, MD, Associate Professor and Residency Director in the Department of Rhinology, Head & Neck Oncology & Skull Base Surgery, to the Daniel W. Nuss MD Chair in Skull Base Surgery, a \$1.2 million Chair matched by the BoRSF in 2022–23.

Ms. Robison noted that both proposed appointments met the criteria set forth in policy related to filling a chair without a national search.

On motion of Regent Mire, seconded by Regent Finley, the Research and Sponsored Initiatives Committee recommended that the Board of Regents approve two requests to waive the national search requirement:

- **Pennington Biomedical Research Center: Appoint Dr. Corby K. Martin to the Louisiana Public Facilities Authority (LPFA) Endowed Chair in Nutrition; and**
- **LSU Health Sciences Center – New Orleans: Appoint Stephen C. Hernandez, MD, to the Daniel W. Nuss MD Chair in Skull Base Surgery.**

As stipulated in Board policy, copies of the Letters of Appointment sent to Dr. Martin and Dr. Hernandez must be submitted to the Board within 90 days of this approval.

OTHER BUSINESS: UPDATE ON BOARD OF REGENTS SUPPORT FUND

Ms. Robison indicated that Constitutional Amendment 3, which proposed the liquidation of the Kevin P. Reilly, Sr. Louisiana Education Quality Trust Fund and its subfunds, including the Board of Regents Support Fund (BoRSF), was not ratified by the May 16 vote. As a result, the BoRSF will operate all programs and subprograms included in the FY 2026–27 Plan and Budget included in House Bill 1 of the 2026 Regular Legislative Session. The traditional competitive processes will be utilized to develop funding recommendations for the Regents, with requests for proposals for the FY27 cycle to be released in early July. She added that staff plans to convene stakeholders, including members of the Board, advisory bodies, systems, and institutions, to undertake a full consideration of BoRSF program offerings and propose any changes that will meet the Fund’s constitutionally mandated goals and ensure highest and best use of the limited dollars available.

STATEWIDE PROGRAMS

CONSENT AGENDA

A. TOPS EXCEPTIONS

Robyn Lively, Senior Attorney for the Louisiana Office of Student Financial Assistance (LOSFA), notified the Committee that Sections 705.A.6 and 7 of the TOPS administrative rules

require TOPS recipients to continue to enroll full time for the fall and spring semesters of each academic year, to remain enrolled throughout the semester, and to earn a minimum number of credit hours by the end of the academic year. Section 2103.E authorizes the governing body to grant an exception to the full-time, continuous enrollment and annual earned-hour requirements when the “student/recipient has exceptional circumstances that are beyond his immediate control and that necessitate full or partial withdrawal from or non-enrollment in an eligible postsecondary institution.” She noted that eleven requests for exception to the TOPS requirements were reviewed and approved by the LOSFA Advisory Board at its meeting on May 7, 2026. The students have presented facts and circumstances that the students believe justify the granting of an exception as an exceptional circumstance.

On motion of Regent Sterling, seconded by Regent Nechaeva, the Statewide Programs Committee voted unanimously to recommend Board approval of the Consent Agenda items.

PLANNING, RESEARCH, AND PERFORMANCE

CONSENT AGENDA

Ms. Courtney Britton presented the Consent Agenda. The first item consisted of two initial applications and six license renewal applications from academic degree-granting institutions. She noted that all application materials had been reviewed by staff and applicants are institutions accredited by a U.S. Department of Education recognized accreditor. Institutions submitting renewal applications had previously been approved as licensed institutions by the Board of Regents.

The next item on the Consent Agenda was recommendations from the Advisory Commission on Proprietary Schools. The Commission recommended approval of two Associate of Occupational Studies degrees, three initial license applications and 43 license renewal applications.

On motion of Regent Hixson, seconded by Regent Mire, the Planning, Research, and Performance Committee unanimously recommended that the Board of Regents approve the items listed under the Consent Agenda.

- A. R.S. 17:1808 - Academic Licensure
 - 1. Initial Applications
 - a. Grand Canyon University, Phoenix, AZ
 - b. Texas State University, San Marcos, TX
 - 2. Renewal Applications
 - a. Concordia University Irvine – Irvine, CA
 - b. Fielding Graduate University – Santa Barbara, CA
 - c. Herzing University – New Orleans, LA
 - d. Infinity College – Lafayette, LA
 - e. University of Southern California – Los Angeles, CA
 - f. University of the Pacific – Stockton, CA
- B. Advisory Commission on Proprietary Schools
 - 1. Associate of Occupational Studies Degrees
 - a. Blue Cliff College Metairie – License #2361
 - AOS in Clinical and Administrative Medical Assisting
 - AOS in Health Information Management, Billing and Coding
 - 2. Initial License Applications
 - a. Stepful, Detroit, MI
 - b. RX Tech School, Shreveport, LA
 - c. MedEra Technical Institute, Hammond, LA
 - 3. Renewal Applications
 - a. ABCDL Truck Driving Academy - License #2373 - Hammond, LA
 - b. Baton Rouge Dental Assistant Academy - License #2191 - Cedar Park, TX
 - c. Baton Rouge School of Court Reporting - License #2083 - Baton Rouge, LA
 - d. Beso Beauty - License #2264 - Metairie, LA
 - e. Carter's Career Center - License #2286 - Monroe, LA
 - f. CDL Mentors - Lake Charles - License #2299 - Lake Charles, LA
 - g. Coastal College - Hammond - License #791 - New Orleans, LA
 - h. Coastal College - Lafayette - License #1002 - New Orleans, LA
 - i. Coastal College - Monroe - License #957 - New Orleans, LA
 - j. Coastal Truck Driving School of Lake Charles - License #2372 - New Orleans, LA
 - k. Community Helpers Early Learning Professionals - License #2399 - Lake Charles, LA
 - l. Delta College - West - License #2400 - Baton Rouge, LA
 - m. Delta College of Arts & Technology - Lafayette Branch - License #2075 - Baton Rouge, LA
 - n. Dental Assisting Solutions - License #2402 - Shreveport, LA
 - o. Elise Phlebotomy Training Center - License #2317 - Harvey, LA
 - p. Feliciana Medical Training Academy - License #2378 - Jackson, LA
 - q. Goodwill Technical College - License #2210 - New Orleans, LA
 - r. Hospitality Opportunity and Service Training (HOST) - License #2312 - Baton Rouge, LA
 - s. ITI Technical College - License #2007 - Baton Rouge, LA

- t. Lake Charles Dental Assistant School - License #2401 - Cedar Park, TX
- u. Lenora School of Phlebotomy - License #911 - Slidell, LA
- v. LifeShare Phlebotomy School - License #2313 - Shreveport, LA
- w. Louisiana Culinary Institute - License #2045 - Baton Rouge, LA
- x. Louisiana Dental Assistant School - License #2073 - Zachary, LA
- y. Louisiana Dental Institute - License #2287 - Monroe, LA
- z. Next Level Educational Services - License #2331 - LaPlace, LA
- aa. Phlebotomy Training Specialists - License #2383 - Baton Rouge, LA
- bb. Phlebotomy Training Specialists - New Orleans - License #2397 - New Orleans, LA
- cc. Premier Diagnostic Institute - License #2382 - Thibodaux, LA
- dd. River Parishes Institute - License #2351 - Gonzales, LA
- ee. Rosebud Training Academy - License #2369 - Baker, LA
- ff. Royal Angels Anointed Hands - License #2380 - Greenburg, LA
- gg. Saint Christopher College - License #2269 - Carencro, LA
- hh. Sovereign College - License #2316 - Lafayette, LA
- ii. St. Agatha Career Schools - License #2352 - New Orleans, LA
- jj. The H.E.A.R.T. Academy - License #2348 - Baton Rouge, LA
- kk. Trinity Bay Vocational Institute, Inc. - License #2379 - St. James, LA
- ll. Tulsa Welding School - Jacksonville Campus - License #2123 - Jacksonville, FL
- mm. Tulsa Welding School & Technology Center - License #2212 - Houston, TX
- nn. United Dental Institute - Baton Rouge - License #2328 - Baton Rouge, LA
- oo. United Dental Institute - Lafayette - License #2329 - Lafayette, LA
- pp. United Dental Institute - New Orleans - License #2330 - New Orleans, LA
- qq. VitaPath Healthcare Academy - License #2350 - Lafayette, LA

ACADEMIC AND STUDENT AFFAIRS

CONSENT AGENDA

Following roll call, Dr. Denley proceeded with the Consent Agenda, which included routine staff approvals and the termination of one program.

Chair Sterling asked for a motion to approve the Consent Agenda.

On motion of Regent Nechaeva, seconded by Regent Reeves, the Consent Agenda was approved unanimously.

ACADEMIC PROGRAMS

Dr. Denley presented five new academic program proposals for Committee consideration. He began with proposals from Nunez Community College to establish Associate of Applied Science degrees in Construction Management and Construction Technology.

The presentation was temporarily paused upon the arrival of LSU System President Wade Rouse, at which time Dr. Denley yielded the floor.

UNO TRANSITION UPDATE

President Rouse provided an update on the University of New Orleans' transition to the LSU System. He discussed the university's financial position, including efforts to address outstanding payables, strengthen financial controls, and improve long-term operational sustainability.

President Rouse outlined initiatives to align academic offerings with workforce needs by phasing out or restructuring programs with limited demand and focusing resources on high-impact programs. He noted that nine academic programs had either been discontinued through teach-out plans or were undergoing substantial revision.

President Rouse discussed efforts to reduce the university's physical footprint to lower operating costs and address deferred maintenance obligations. In addition, he highlighted initiatives to generate alternative revenue streams, including leasing campus space to a local high school.

He highlighted several strategic leadership appointments made with support from LSU System leadership, including key positions in finance, athletics, advancement, public safety, and academic administration. He also discussed ongoing efforts to increase enrollment, with a goal of reaching 6,000 students for the fall semester through coordinated enrollment management initiatives across the LSU System.

Following the presentation, Chair Sterling opened the floor for questions and comments. Regent David inquired about the branding strategy for LSU New Orleans and the value of leveraging the New Orleans identity in the institution's marketing efforts.

In response, President Rouse highlighted the role of higher education in supporting workforce development and economic growth in Louisiana. He emphasized the importance of expanding educational attainment and workforce participation to maximize the benefits of ongoing capital investment in the state. President Rouse noted LSU New Orleans' role in

providing accessible educational pathways, as well as marketing initiatives utilizing the LSU brand and efforts to strengthen transfer pathways within the LSU System.

Regent Hixson commended President Rousse for his transparency and leadership throughout the transition process, acknowledging both the challenges faced and the progress achieved to date.

Regent Aubrey referenced the Board of Regents' Meauxmentum Master Plan and the importance of aligning academic programs with workforce needs. He also raised concerns regarding graduate retention and asked how LSU New Orleans plans to encourage graduates to remain and work in Louisiana following completion of their degrees.

President Rousse responded that increasing educational attainment and workforce participation is essential to supporting long-term economic growth and expanding employment opportunities within the state. He noted that continued economic development and job creation are key factors in retaining graduates and strengthening Louisiana's workforce.

Regent Mire inquired about LSU New Orleans' engagement with the local business community and asked President Rousse to discuss the institution's outreach efforts and partnerships with regional stakeholders.

President Rousse noted that transition planning efforts included community listening sessions conducted throughout the New Orleans area. He explained that the immediate focus of his administration had been operational stabilization and fiscal management. President Rousse shared plans to establish a search committee comprised of community and philanthropic leaders to assist in the selection of a permanent chancellor, emphasizing the institution's continued commitment to community engagement and collaboration.

Following additional comments from Committee members, Chair Sterling thanked President Rousse for his presentation and update. Commissioner Reed thanked President Rousse for his collaborative leadership and acknowledged the strong partnership demonstrated throughout the transition process. The Committee expressed its appreciation to the LSU New Orleans staff members in attendance for their contributions and continued commitment during the transition process.

ACADEMIC PROGRAMS

Chair Sterling then returned to the Academic Programs agenda item, and Dr. Denley resumed his presentation of the proposed programs. He presented River Parishes Community

College's proposal to establish an Associate of Science in Nursing degree to address regional workforce needs.

Dr. Denley then introduced Southern University's proposal to establish a Bachelor of Science in Chemical Engineering and invited Dr. Lealon Martin, Dean of the College of Sciences and Engineering, and industry representatives to provide additional information regarding the program and its workforce relevance.

Dean Martin provided an overview of Southern University A&M's mission and its commitment to expanding educational opportunities for its student population. He discussed the proposed Bachelor of Science in Chemical Engineering program, emphasizing its potential to strengthen the university's engineering offerings, support workforce needs, and increase opportunities for students pursuing careers in high-demand industries.

Mr. Jake Polanski, Executive Director of Workforce Intelligence at Louisiana Works, presented labor market data demonstrating strong demand for engineers across Louisiana. He highlighted projected growth in chemical engineering occupations within the Greater Baton Rouge region and noted the area's significance as a center for the state's chemical and industrial sectors. Mr. Polanski stated that the proposed program would help address workforce needs and strengthen the pipeline of engineering talent in Louisiana.

Several industry representatives, alumni, business leaders, and students provided public comments in support of the proposed Bachelor of Science in Chemical Engineering program. Speakers highlighted the program's potential to address workforce needs, expand educational opportunities, strengthen industry partnerships, and support economic development in Louisiana. Industry representatives discussed commitments to curriculum development, internships, mentorship opportunities, and other collaborative efforts to support student success and workforce readiness. A current Southern University student also expressed support for the program, highlighting its potential impact on future students and the state's workforce.

Dr. Denley concluded the Academic Programs agenda item with the presentation of the University of Louisiana at Monroe's proposal to establish a Master of Arts in Human Resource Management. He noted that the program would be offered fully online in an accelerated eight-week format designed to serve working professionals and expand access to students throughout Louisiana and beyond.

Prior to the vote, Board Chair Misti Cordell asked Regent David to serve on the Committee to ensure a quorum. Regent David accepted the appointment.

Regent Sterling asked for a motion to approve the proposed Academic Programs.

On motion of Regent David, seconded by Regent Reeves, the motion was approved unanimously.

LOUISIANA CYBERSECURITY TALENT INITIATIVE FUND UPDATE

Dr. Denley presented an update on the Louisiana Cybersecurity Talent Initiative Fund, providing information on the annual \$1 million allocation and the distribution recommended by the Cybersecurity Education Management Council.

Regent Sterling asked for a motion to approve the fund distribution.

On motion of Regent David, seconded by Regent Reeves, the motion was approved unanimously.

REPORTS AND RECOMMENDATIONS BY THE COMMISSIONER OF HIGHER EDUCATION

Commissioner of Higher Education Kim Hunter Reed presented several items to the Board:

- She thanked the Board for their continued support.
- She congratulated the nearly 35,000 Louisiana students who received a degree or another credential from an institution of higher learning in Louisiana during the spring 2026 commencements. She mentioned that she had delivered the keynote address at the University of Holy Cross in New Orleans.
- She welcomed and recognized Lianne Montelibano as the Board of Regents Governor's Fellow for the summer of 2026. Ms. Montelibano is a recent McNeese Student Government Association president and a 2026 graduate of McNeese. She is a biology major aspiring to become an attorney.
- She congratulated Dr. Chris Yandle, who was named a Finalist for the National Association of Government Communicators award. Under his leadership, the Board has won 40 state, regional, and national awards. Dr. Yandle is also an adjunct professor at LSU A&M.
- She concluded by thanking members of the Legislature who were authors or handlers during the 2026 Regular Legislative Session, supporting the higher education package of bills connected to the Board's work.

OTHER BUSINESS AND ADJOURNMENT

Chair Cordell reminded members that the Board will not meet in July. The next meeting will be held August 26, 2026. There being no further business to come before the Board, on motion of Regent Temple, seconded by Regent Sterling, the meeting was adjourned at 3:00 p.m.

Appendix A

Board Meeting Guest List

Wednesday, June 10, 2026

NAME	AFFILIATION
Kristin Bourque	EisnerAmper
Jackie Bach	LSU A&M
Margaret Finch	LSU A&M
William Tulak	LCTC
Brian Roberts	LUMCON/BoR
Taylor Brown	CF Industries
Felicia Graves	Shell Chemical
Jennifer M. Lear	LED-FastStart
Thomas Soltau	Sugarfield Spirits
Adam Beary	Bear Process Safety
Shannon Williamson	Nunez
Kayla Robinson	Shell
Bryan Singleton	Solstice
David Sampson	Shell
Milan Whitmore	Shell
Alasiaah Floyd	Shell
Shauane Keller	Shell
Morris Jones	Shell
Anderson Dotson III	Shell
Marcell Walsh	Shell
Marvin Harrison	Shell
Kia Gram	Shell
Melissa Dotson	Shell
Chris Martin	Dow Chemical
Cindy Long	Shell
Kayura Jones	Shell
H. Wayne Jerro	Southern University, Professor and Chair, Department of Mechanical Engineering
Gretchen Schmidt	RPCC
Regina Davis	ExxonMobil
Reggie Abraham	ExxonMobil
Luria Young	SUBR



BOARD of REGENTS
STATE OF LOUISIANA

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

Misti S. Cordell
*Chair
At-Large*

Terrie P. Sterling
*Vice Chair
At-Large*

Dallas L. Hixson
*Secretary
At-Large*

David J. Aubrey
2nd Congressional District

Christian C. Creed
5th Congressional District

Blake R. David
3rd Congressional District

Stephanie A. Finley
3rd Congressional District

Ted H. Glaser III
6th Congressional District

Phillip R. May Jr.
1st Congressional District

Darren G. Mire
2nd Congressional District

Maria Nechaeva
Student Member

Wilbert D. Pryor
4th Congressional District

Christy Oliver Reeves
5th Congressional District

K. Samer Shamieh, M.D.
1st Congressional District

Collis B. Temple III
6th Congressional District

Judy A. Williams-Brown
4th Congressional District

Agenda Legislative

Wednesday, August 26, 2026
10:40 AM

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

- I. Call to Order
- II. Roll Call
- III. Approval of Policies
 - A. Amendments to the Anti-Hazing Uniform Policy
 - B. Amendments to the Uniform Policy on Power-Based Violence
- IV. Adjournment

AGENDA ITEM III.A.

AMENDMENTS TO THE UNIFORM ANTI-HAZING POLICY

The Board of Regents remains committed to working collaboratively with Louisiana's public postsecondary institutions to advance a comprehensive approach to hazing prevention. The Uniform Policy on Hazing Prevention, first adopted in 2018, established a consistent statewide framework designed to promote student safety through prevention, education, reporting, and institutional accountability.

The proposed revisions incorporate the requirements of Act 309 (Caleb Wilson Hazing Prevention Act) and enhance the BOR's existing policy by strengthening prevention initiatives, clarifying institutional responsibilities, and improving reporting and compliance requirements. These updates reinforce the BOR's continued partnership with institutions to foster safe learning environments and reduce the occurrence of hazing throughout Louisiana's public higher education system.

Major components of the policy revisions include:

- ***Strengthens institutional accountability by incorporating enhanced sanctions for hazing violations***, including the permanent banishment of organizations when a hazing incident results in a student's death. (See proposed addition, page 4 of the Uniform Policy)
- ***Establishes organizational reporting obligations and clear expectations for reporting alleged hazing incidents***, coordinating with law enforcement, documenting institutional actions, and maintaining confidential and anonymous reporting mechanisms. (See proposed addition, pages 5–6 of the Uniform Policy)
- Strengthens institutional responsibilities to provide ***comprehensive hazing prevention education for students and expand annual training requirements*** for recognized student organizations, organizational advisors, and institutional hearing panels. (See proposed addition, pages 7–8 of the Uniform Policy)
- ***Expands public disclosure requirements*** by requiring institutions to maintain publicly accessible information regarding organizational findings of responsibility for hazing and disciplinary sanctions while protecting individual student privacy. (See proposed addition, pages 8–9 of the Uniform Policy)

STAFF RECOMMENDATION

Senior Staff recommends approval of the addition to the Uniform Anti-Hazing Policy.

Board of Regents Uniform Anti-Hazing Policy

UPDATED August 26, 2026

I. INTRODUCTION

The Louisiana Board of Regents (BOR) is committed to promoting safe learning environments where all students may participate fully in campus life without being subjected to hazing or other conduct that threatens their health, safety, or dignity. This policy is adopted pursuant to Act 309 of the 2026 Regular Session of the Louisiana Legislature, known as The Caleb Wilson Hazing Prevention Act, which directs the BOR to establish uniform policies and best practices to strengthen the prevention of hazing and ensure the consistent reporting of hazing incidents across Louisiana's postsecondary education institutions.

All Louisiana postsecondary institutions and their governing boards shall implement policies and procedures in compliance with applicable laws and this policy and shall take prompt and appropriate action to investigate and effectively discipline those accused of such conduct in a manner consistent with all applicable laws.

In cases of any inconsistency, the statutory provisions shall supersede any such inconsistent provision in this Policy and in any institution's policy. This Uniform Policy establishes statewide minimum standards for hazing prevention, education, reporting, investigation, disciplinary action, and transparency to ensure consistent implementation throughout Louisiana's postsecondary education systems. Governing boards and institutions may adopt stricter policies allowing additional protections, provided that all such policies shall comply with applicable laws and this policy.

II. Policy Statement

Hazing is prohibited in any form, and every postsecondary education institution shall maintain effective measures for preventing, reporting, investigating, and responding to hazing. Institutions shall ensure that recognized student organizations operate in a manner consistent with Louisiana law and the educational mission of the institution.

Every institution, student organization, advisor, employee, and student has a responsibility to prevent, report, and respond to hazing. Institutions are expected to foster organizational cultures built upon integrity, accountability, and respect rather than coercion or abuse.

All Louisiana postsecondary institutions shall prohibit hazing and take all reasonable measures to address hazing, including without limitation: adoption of effective policies; promotion of a safe campus culture; education and training; clear communication to campus organizations, students and other stakeholders of laws and policies; as well as prompt and faithful enforcement thereof. All Louisiana postsecondary institutions shall provide a supportive educational environment free from hazing, one that promotes its students' mental and physical well-being, safety and respect for one's self and others by implementing such policies and procedures and through prompt and appropriate action to investigate and effectively discipline those accused of such conduct in a manner consistent with all applicable laws.

III. SCOPE

This policy applies to all Louisiana postsecondary institutions in accordance with federal and state law, including Act 309 of the 2026 Legislative Session of the Louisiana Legislature, The Stop Campus Hazing Act (SCHA), The Jeane Clery Disclosure of Campus Policy and Campus Crime Statistics Act (Clery Act), and other applicable laws. This Policy also applies to all postsecondary education management boards, institutions, recognized or affiliated student organizations, organizational advisors, employees, volunteers, and students. Institutions shall apply this Policy to conduct associated with pledging, initiation into, affiliation with, participation in, holding office in, or maintaining membership in any student organization, regardless of whether the conduct occurs on or off campus, whenever the institution has authority under applicable law or institutional policy to address the conduct.

For purposes of this Policy, all definitions, including the definition of "hazing," shall have the meaning set forth in R.S. 17:1801 and, R.S. 14:40.8 and R.S. 14:502.

IV. HAZING PROHIBITION AND DISCIPLINARY ACTIONS

A. General Prohibition

Hazing in any form is strictly prohibited at every postsecondary education institution in Louisiana.

No student, student organization, organizational officer, member, new member, alumnus, volunteer, employee, advisor, coach, or any other individual affiliated with an institution or organization shall engage in, encourage, direct, permit, authorize, assist in, condone, or knowingly benefit from hazing.

Institutions shall take prompt, appropriate, and consistent disciplinary action against any individual or recognized or affiliated student organization determined, through applicable institutional disciplinary procedures, to have violated this Policy. Sanctions shall be commensurate with the nature and severity of the violation and imposed in accordance with Louisiana law and institutional policy.

B. Criminal Liability and Campus Discipline

Individuals who engage in hazing are subject to both institutional discipline and potential criminal liability. Following a determination of responsibility through applicable institutional disciplinary procedures, institutions shall impose sanctions consistent with R.S. 17:1801, including expulsion, suspension, or dismissal from the institution, with a minimum separation from the institution of one academic semester, quarter, or comparable academic period. The imposition of institutional discipline shall not limit or otherwise affect the authority of law enforcement or the courts to pursue criminal penalties under R.S. 14:40.8 and R.S. 14:502.

A student found responsible for hazing shall be subject to disciplinary action, including expulsion, suspension, or dismissal from the Institution, and shall not be permitted to return for at least one academic semester, quarter, or comparable academic period, as required by R.S. 17:1801. Recognized or affiliated student organizations found responsible for hazing may be subject to disciplinary action, including suspension, deactivation, loss of institutional recognition, or other sanctions deemed appropriate by the Institution.

If a hazing violation by a recognized or affiliated student organization results in the death of an individual, the Institution shall permanently banish the organization and prohibit it from re-chartering, re-establishing, or operating under any name, alias, or affiliated organization, as required by Louisiana law.

Failure by an Institution to permanently banish a student organization as required by this Policy and R.S. 17:1801 shall subject the Institution to the statutory penalties established by law, including a two-year prohibition on State Bond Commission approval of debt following notice of noncompliance.

Institutional disciplinary action under this Policy is independent of, and in addition to, any criminal investigation or prosecution. Individuals may also be subject to criminal penalties as provided by R.S. 14:40.8 and R.S. 14:502.

V. REPORTING REQUIREMENTS

Timely reporting of suspected hazing is essential to protecting the health and safety of students, facilitating appropriate institutional action, and ensuring compliance with applicable law. Accordingly, all institutions and recognized student organizations shall comply with the reporting requirements set forth in Act 309, codified in R.S. 17:1801, and other applicable laws.

A. Organizational Reporting

A recognized or affiliated student organization shall promptly report an alleged hazing incident to both the institution with which it is affiliated and the appropriate law enforcement agency when:

1. The organization has reason to believe that any member, officer, or representative has participated in an incident of hazing; or
2. The organization has taken disciplinary action against one of its members, officers, or representatives for hazing;
3. The organization, or any of its members, officers, or representatives, has been disciplined by a national, regional, or parent organization for conduct involving hazing.

Failure of an organization to report hazing as required by Louisiana law shall result in disciplinary action by the institution in accordance with institutional policy.

B. Institutional Reporting Responsibilities

Upon receiving a report or other credible information alleging an incident of hazing, an institution shall:

1. Promptly report the alleged incident to the appropriate law enforcement agency as required by Louisiana law;
2. The information reported shall include all information and details received by the Institution relating to the alleged hazing incident, with no information redacted, including the names of all individuals alleged to have committed the act or acts of hazing identified in the report, as required by law; and
3. Document all actions taken in response to the report, including the date the report was received, reports made to law enforcement, investigative actions,

interim measures implemented, disciplinary proceedings, sanctions imposed, and the final resolution of the matter.

Institutions may utilize third-party reporting software or other electronic reporting systems to satisfy documentation requirements, provided such systems maintain the information required by law.

C. Online Reporting

Each institution shall maintain an online reporting system that permits any individual to submit a confidential or anonymous report of suspected hazing. The reporting system shall permit third-party reporting and shall be readily accessible through the institution's website.

D. False Reports

An individual who knowingly submits a false report of hazing with the intent to deceive or cause harm may be subject to disciplinary action in accordance with institutional policy. This provision shall not discourage or diminish the obligation to report suspected hazing in good faith.

E. Immunities and Amnesty

An individual acting in good faith who reports or assists in the investigation of a report of an incident of hazing, or who testifies or otherwise participates in a disciplinary process or judicial proceeding arising from a report of such an incident, shall not be subjected to disciplinary action by the Institution in which the individual is enrolled or employed for any violation of the Institution's code of conduct that is reasonably related to the reported incident, provided that suspension or expulsion from the Institution is not a possible sanction for the underlying violation.

The immunity provided under this Policy shall not apply to an individual who perpetrates or assists in the perpetration of the reported hazing incident.

Each Institution shall maintain an amnesty policy for any student who, in good faith, reports an incident of hazing to the Institution. Such student shall not be sanctioned by the Institution for a nonviolent violation of the Institution's code of conduct, such as underage drinking, that is revealed in the course of making such a report.

V. Annual Hazing Prevention Education

Each Institution shall implement comprehensive hazing prevention education programs designed to increase awareness of the dangers of hazing, encourage reporting, and promote compliance with Louisiana law and institutional policy. Each Institution and

recognized or affiliated student organization shall make available information regarding medical care, reporting options, counseling services, and other institutional or community resources to any student who is an alleged victim of hazing.

A. Annual Student Education

Beginning with the Fall 2027 academic semester, and annually thereafter, each Institution shall provide every enrolled student with educational information regarding the dangers of hazing and the Institution's prohibition against hazing. Such education may be provided in person, electronically, or through a combination of instructional methods.

B. New Student Orientation

In addition to the annual education requirement, each Institution shall provide educational information on the dangers of and prohibition against hazing to all incoming students during the new student orientation process.

If a student is a minor, the Institution shall provide the educational information to the student's parent or legal guardian, consistent with Louisiana law.

VI. Training

A. Student Organizations

Each institution-recognized organization shall annually complete at least two (2) hours of hazing prevention education and training. Such training may be provided in person, electronically, or through a combination of both and shall be provided to all members, prospective members, and any individual employed by or volunteering with the organization.

Each organization shall annually submit a training completion report to the appropriate office designated by the institution with which it is affiliated identifying all members, employees, and volunteers who received the required education. The report shall include an attestation verifying that the identified individuals completed the required training.

Failure to comply with the requirements of this Section shall result in the deactivation of the organization's operations on campus until all requirements have been satisfied.

B. Student Organization Advisors

Each individual designated by the institution or by a recognized student organization to serve as an organizational advisor shall complete a minimum of one (1) hour of hazing prevention education and training annually prior to serving in an advisory capacity.

Advisor training shall include, at a minimum:

- a. An overview of applicable hazing laws and institutional policies;
- b. Reporting obligations and institutional reporting procedures; and
- c. Advisor responsibilities related to the prevention, identification, and reporting of hazing.

Organizational advisors shall submit a training completion report to the appropriate office designated by the institution, evidenced by an attestation verifying completion of the required education.

C. Institutional Hearing Panels

Each individual serving on an institutional hearing panel or disciplinary body responsible for adjudicating alleged hazing violations shall complete a minimum of one (1) hour of hazing prevention education and training annually prior to serving on the panel.

Hearing panel training shall include, at a minimum:

- a. Hazing definitions and indicators;
- b. Applicable federal and state laws and institutional policies;
- c. Trauma-informed practices;
- d. Due process considerations; and
- e. Sanctioning standards for hazing violations.

Individuals serving on hearing panels shall submit a training completion report to the institution, evidenced by an attestation verifying completion of the required education.

VII. PUBLIC DISCLOSURE AND ONLINE PUBLICATION

The Board of Regents recognizes that transparency promotes accountability and informed decision-making. Consistent with Louisiana law, each Institution shall maintain a publicly accessible website containing information regarding organizational findings of responsibility for hazing while protecting the privacy rights of individual students.

A. Public Website

Each Institution shall maintain a publicly accessible webpage that discloses findings of responsibility and disciplinary sanctions imposed on recognized or affiliated student organizations for violations of the Institution's Hazing Prevention Policy or Student Code of Conduct related to hazing.

At a minimum, for each organization found responsible for a hazing violation, the Institution shall publish the following information:

- a. The name of the organization;
- b. Each specific policy or code provision violated;
- c. A brief description of the violation presented in a manner that protects the privacy of individuals involved;
- d. The date or academic term during which the violation occurred;
- e. The disciplinary sanctions imposed by the Institution; and
- f. The organization's current disciplinary status.

All information published pursuant to this Section shall comply with the Family Educational Rights and Privacy Act (FERPA), applicable state and federal privacy laws, and shall exclude the names and personally identifiable information of individual students.

B. Publication Requirements

The Institution shall update the information required by this Section at least once each academic semester, no later than **April 10** and **October 10**, and additionally as new violations are adjudicated or sanctions are modified.

Each Institution shall establish a retention period for published disciplinary information that is no shorter than the duration of any disciplinary sanction and any associated probationary period.

C. Annual Reporting

Each public postsecondary education management board shall submit an annual systemwide summary of the information required by this Section to the Louisiana Board of Regents no later than **January 30** of each year.

The Board of Regents shall annually compile and publish a statewide summary report and submit the report, together with any legislative recommendations, to the appropriate committees of the Louisiana Legislature no later than **February 28** of each year.

VIII. Effective Date

This Policy shall be effective as of August 26, 2026. Each institution (or a Management and/or Governing Board for each of its member institutions) shall begin establishing policies and procedures in full compliance with this Policy and shall implement those policies no later than October 15, 2026. Each organization shall, as a condition of operating at an institution, adopt the hazing prevention policy that the institution has adopted and shall provide a copy of the policy, either electronically or in writing, to each member and prospective member prior to initiation, acceptance, or participation in organizational activities.

Management and/or Governing Boards must review the policies of each of its member institutions for compliance with this Policy and applicable laws and regulations. Upon verification of such compliance, the Management Board shall forward the institutional policies to the BOR no later than December 15, 2026.

Upon the effective date of this Policy, all institutions shall immediately begin complying with this Policy as well as the institutional policy, once approved by their Management and/or Governing Boards. All policies and processes shall be posted on institutional websites as required by state law. Each Management and/or Governing Board shall ensure that its member institutions' policies comply with applicable federal and state laws and regulations with necessary amendments to reflect any changes to federal and state laws and regulations.

AGENDA ITEM III.B.

AMENDMENTS TO THE UNIFORM POLICY ON POWER-BASED VIOLENCE

The Board of Regents created a Uniform Policy on Power-Based Violence as required by Acts 439 and 472 of the 2021 Regular Legislative Session. Reinforcing the BOR's commitment to maintaining safe campus cultures, this uniform policy was adopted in a special Board meeting on August 10, 2021.

Since its implementation, all public postsecondary systems and their respective institutions have adopted policies aligned to the Board of Regents Uniform Policy on Power-Based Violence, undergone training provided by Regents, and remained statutorily compliant with administrative up-the-chain reporting and data publication requirements.

Reflecting the BOR's commitment to this work, staff propose the following key changes be reflected in the Uniform Policy to align with Act 497 of the 2026 Regular Session:

- Clarify that power-based violence applies *to conduct committed on the basis of sex*, consistent with Louisiana law. (See proposed addition, page 3 of the Uniform Policy)
- ***Implement Enhanced Prevention and Educational Outreach*** to provide information regarding power-based violence no fewer than four times during each academic year. (See proposed addition, page 8 of the Uniform Policy)
- Direct institutions to share information regarding Power-Based Violence *with the parent or legal guardian of an enrolled student who is a minor*. (See proposed addition, page 8 of the Uniform Policy)

In addition to the proposed policy revisions, the appendix has been updated to reflect Act 497's inclusion of unlawful deepfakes within the statutory definition of Power-Based Violence. Because the appendix reproduces statutory language for reference purposes, it is not submitted as part of the Board's action on the Uniform Policy.

STAFF RECOMMENDATION

Senior Staff recommends approval of the addition to the Uniform Policy on Power-Based Violence.

Board of Regents Uniform Policy on Power-Based Violence

UPDATED August 26, 2026



BOARD of REGENTS
STATE OF LOUISIANA

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I. INTRODUCTION

The Louisiana Board of Regents (BOR) is committed to the highest quality and most impactful educational experiences for all students attending public postsecondary institutions (Institutions) in the state. These experiences are key to Louisiana's prosperity and growth, and rely on campus environments that are safe, inclusive, and protective for the entire postsecondary education community. Leadership at all levels must collaborate on policy development and take all ~~necessary~~ reasonable steps to prevent discrimination, harassment, misconduct, and psychological and physical violence. Ultimately, ~~we~~ Institutions must fully commit to building and sustaining a strong culture of respect across campuses, systems, and the state.

Act 472 of the 2021 Regular Session of the Louisiana Legislature (Act 472) directs the Board of Regents to establish uniform policies and best practices to implement measures to address the reporting of power-based violence on Institutions' campuses, the prevention of such violence, communication between Institutions regarding incidents of power-based violence, and the provision of medical and mental health care and other support for alleged victims. This Uniform Policy on Power-Based Violence, originally promulgated pursuant to ~~Act 472 of the 2021 Regular Legislative Session of the Louisiana Legislature and revised as necessary to meet amendments thereto,~~ sets forth processes and procedures to guide public postsecondary education stakeholders in maintaining safety and protection for students and employees. Power-based violence is defined as any form of interpersonal ~~violence intended to control or intimidate another person through the assertion of power over the person.~~ conduct intended to control, coerce, harm, exploit or intimidate another person on the basis of sex through the assertion of power or authority over the person. It includes but is more expansive than sexual misconduct and Title IX misconduct (See statutory definition in Appendix II). ~~Act 472 directs the Board of Regents to establish uniform policies and best practices to implement measures to address the reporting of power-based violence on Institutions' campuses, the prevention of such violence, communication between Institutions regarding incidents of power-based violence, and the provision of medical and mental health care for these alleged victims.~~

Each Institution's Management Board shall institute policies incorporating the uniform policies and best practices prescribed by BOR regarding the prevention and reporting of incidents of power-based violence committed by or against students of an Institution. This Policy shall be effective as of August 10, 2021. Each institution (or a Management Board for each of its member institutions) shall begin establishing policies and procedures in full compliance with this Policy and shall implement those policies. ~~no later than October 15, 2021.~~ Each Management Board must review the policies of each of its member institutions for compliance with this Policy and applicable laws and regulations. Upon verification of such compliance, the Management Board shall forward the institutional policies ~~no later than December 15, 2021,~~ to the BOR.

Upon the effective date of this Policy, all institutions shall immediately begin complying with this Policy as well as the institutional policy, once ~~adopted, under the supervision and control of~~ approved by their Management Boards. All policies and processes shall be posted on institutional websites as required in this Policy. Each Management Board shall ensure that its member institutions' policies comply with applicable federal and state laws and regulations with necessary amendments ~~and must be amended~~ to reflect any changes to federal and state laws and regulations.

II. POLICY STATEMENT

~~The Louisiana Board of Regents (BOR) prohibits discrimination on the basis of sex in any Louisiana public postsecondary institution. This policy applies to all Louisiana public postsecondary institutions in accordance with federal and state law, including Act 472 of the 2021 Legislative Session of the Louisiana Legislature, Title IX of the Education Amendments of 1972 (Title IX), and Title VII of the Civil Rights Act of 1964 (Title VII), the Violence Against Women Act (VAWA), The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act~~ the Jeanne Clery Campus Security Act (Clery Act), and other applicable laws.

The comprehensive scope of this Policy includes procedures to address both power-based violence (which includes sexual misconduct) and Title IX conduct (see Title IX Formal Grievance Procedures). ~~All Institutions shall implement policies, procedures, practices, and educational programs to prevent, respond to, and redress incidents involving acts of power-based violence including sexual misconduct and Title IX conduct.~~ This Policy is designed to help Institutions create and maintain safe learning, working and living environments for all individuals who participate in the institutions' activities and programs, including online instruction. It reflects BOR's strong commitment to promoting an environment that is free from power-based violence, including ~~which includes~~ sexual misconduct and Title IX conduct.

Institutions may develop supplementary procedures to further support the implementation of this Policy. However, this Policy establishes various mandatory obligations with which all institutional policies must comply at a minimum.

~~The BOR~~ will review, evaluate, and make any revisions or amendments to applicable power-based violence policies on an ongoing and as-needed basis.

Inquiries about the application of this policy should be directed to the relevant Institution's Title IX Coordinator, whose contact information is available on each Institution's Title IX website. Institutions shall provide additional information about Title IX on their respective Title IX websites and provide additional information about the U.S. Department of Education's Office for Civil Rights.

This Policy is not intended to infringe upon or restrict rights guaranteed by the United States Constitution, including the right to free speech under the First Amendment or the due process clauses of the Fifth and Fourteenth Amendments.

III. NONDISCRIMINATION

Each Institution must publish a notice of nondiscrimination in their power-based violence policies. The notice must be distributed to all students, employees, applicants for admission and employment, and other relevant individuals. The notice must be prominently displayed on the Institution's website and included in publications of general distribution that provide information to students and employees.

Title IX is a federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity. Title IX prohibits use of federal money to support sex discrimination in education programs and provides individuals protection against such practices. This policy shall be implemented in accordance with applicable state and federal laws, regulations, executive orders, and federal guidance, including, but not limited to, those identified in Appendix I.

~~In compliance with federal law and USDOE federal guidance, including the provisions of Title VII of the Civil Rights Act of 1964 (Title VII), Title IX of the Education Amendments of 1972 (Title IX), Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, the Age Discrimination in Employment Act of 1967 (ADEA), Executive Order 11246, Executive Order 13988, the Vietnam Era Veterans Readjustment Assistance Act of 1974 as amended by the Jobs for Veterans Act, the Uniformed Services Employment and Reemployment Rights Act, as amended, and the Genetic Information Nondiscrimination Act of 2008, an Institution shall not discriminate against individuals on the basis of their race, sex, sexual orientation, gender identity, gender expression, religion, color, national or ethnic origin, age, disability, military service, covered veteran's status, or genetic information in its administration of education policies, programs, or activities; admissions policies; scholarship and loan programs; athletic or other Institution administered programs; or employment.~~

~~As part of their commitment to maintaining a community free of discrimination, and in compliance with Title IX's mandate,~~

Institutions should address allegations of power-based violence, including sexual harassment and sexual assault, in a timely and effective manner. Further, ~~Institutions will~~ shall provide resources as needed for affected persons (Reporters, Complainants, Respondents and third parties within an Institution's community) and will not tolerate retaliation against any person who reports or participates in the investigation of alleged power-based violence or sex discrimination.

IV. SCOPE

This Uniform Policy (Policy) serves as BOR's overarching policy against power-based violence in all of its forms. It outlines procedures mandated by state law and identifies best practices that address both Title IX Conduct and power-based violence which includes sexual misconduct.

This Policy is intended to inform and guide the development of institutional policy to address individuals who have been affected by power-based violence, whether as a Complainant, a Respondent, or a witness, and to provide fair and equitable procedures for all parties. It is applicable to all Institutions with respect to conduct that occurs both on and off campus.

Power-based violence ~~which is addressed in this overarching Policy~~, is a broader term that covers ~~gender/sex-based misconduct beyond the Title IX Regulations' "sexual harassment" definition~~. Power-based violence prohibited by this Policy includes conduct defined in ~~Act 472 RS 17:3399.12~~.

The accompanying Title IX Formal Grievance Procedure covers a narrower subset of conduct (i.e., Title IX Conduct) that must be addressed under a defined formal grievance process as required by the U.S. Department of Education under Title IX Regulations, effective August 14, 2020. When power-based violence meets the criteria specified in the Title IX Regulations, it must be addressed under the Title IX Formal Grievance Procedure, and not this overarching Power-Based Violence Policy, to the extent the processes differ between the two policies. (See 34 C.F.R. §106.44-.45.)

"Sexual harassment" is defined in the Title IX Regulations (§106.30) as conduct on the basis of sex that meets ~~satisfies~~ one or more of the following:

1. ~~An Institution's faculty or staff member/employee conditioning the~~ The provision of an aid, benefit, or service conditioned by an institution's faculty, staff or employee on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to education programs or activities; or
3. Sexual assault, dating violence, domestic violence, or stalking (See statutorily defined terms in [Appendix II](#)).

The Title IX Grievance Procedure applies to an Institution's education program activity, which under ~~is defined by the Title IX Regulations~~ includes locations, events, or circumstances in which an Institution exercises substantial control over both the Respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the Institution. Under the Title IX Regulations, the Title IX Grievance Procedure does not apply to any education program or activity that does not occur in the United States (§106.44(a)).

However, power-based violence that is not covered by the Title IX Grievance Procedure, such as off-campus power-based violence alleged to have an on-campus effect or occurring during a study abroad program, may be addressed under this broader Policy.

~~Combined, the policies and procedures of BOR's and the Management Boards, Louisiana's public postsecondary education systems and their Institutions' policies and procedures~~ are intended to ensure that all students impacted by an incident or Formal Complaint of power-based violence receive appropriate support and fair treatment, and that allegations of power-based violence are handled in a prompt, thorough, and equitable manner.

B. OVERVIEW OF POLICY AND SELECTED DEFINITIONS

Institutions shall address all reports of power-based violence (“Reports”) received by the Title IX Coordinator. Each Institution ~~is authorized under this Power-Based Violence Policy and its accompanying Title IX Formal Grievance Procedure to~~ shall take certain actions to address or remedy power-based violence after receiving a Report, during an investigation, and after an investigation, even if the matter does not proceed to adjudication.

Anyone can report an incident of power-based violence to an Institution under the procedure described in [Section VII](#) of this Policy. For example, a “Reporter” can be any individual who reports to an Institution that they are a victim or survivor of power-based violence or that they have been affected by ~~sex/gender~~ discrimination or power-based violence (sometimes referred to as a “First-Party Reporter”) or that they have knowledge of power-based violence happening to or affecting someone else (sometimes referred to as a “Third-Party Reporter”).

A Report (verbal or written) will become a “Formal Complaint” if a First-Party Reporter files a written and signed document with the Title IX Coordinator describing an incident of power-based violence and indicating that they want the Institution to take further steps, such as conducting a full investigation and possibly holding an adjudication to resolve the alleged issue. An Institution may also convert a Report to a Formal Complaint if the Institution determines that further steps are necessary to address and resolve the matter in compliance with its Title IX obligations, ~~in order to meet. to provide a safe and nondiscriminatory environment for the broader institutional community, it must take further steps to address and resolve the matter.~~ *In such cases, the Complainant must be allowed to submit on paper (hard copy), in electronic form, or in person, whereby the individual can file a Formal Complaint by meeting with the Title IX Coordinator (or Deputy Coordinator) to provide a verbal description of the sexual misconduct which the Title IX Office will use to draft a written document that the individual will review, verify, and sign to constitute a Formal Complaint.*

A “Complainant” refers to an individual who is alleged to have been subjected to an incident of power-based violence (i.e., a First-Party Reporter or a victim or person who has otherwise been affected by power-based violence or, under the Title IX Formal Grievance Procedure governing sexual harassment, an individual who is alleged to be the victim of conduct that could constitute sexual harassment). A Complainant has certain rights under this Policy, as discussed below.

A “Respondent” refers to an individual who has been accused of conduct that could constitute power-based violence prohibited under this Policy (or, under the Title IX Formal Grievance Procedure governing sexual harassment, an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment). A student Respondent has certain rights under this Policy, as discussed below, and under the Title IX Formal Grievance Procedure when that Procedure is applicable.

A “Third Party” refers to any other participant in the process, including a witness to the incident or an individual who makes a Report on behalf of someone else.

As used throughout this Policy, references to the “Title IX Coordinator” shall include any Deputy Title IX Coordinator and any other person expressly designated by the Title IX Coordinator to act on their behalf. Additional definitions are contained in [Appendix II](#).

V. SAFETY EDUCATION

A healthy and prevention-minded campus culture allows students to learn to the best of their abilities on a safe and nurturing campus. Robust education and training programs for both students and employees are the cornerstone of these efforts and essential to building a culture in which sexual misconduct is rare and both Complainants and Respondents are well supported. Prevention depends on clear and well-communicated guidelines, underpinned by regular education on understanding of sexual misconduct and power-based violence, positive versus harassing behaviors, tools for reporting harassment and adjudicating disputes, and sanctions for violations.

Based on management board policy, ~~the administration of each Institution, in consultation with campus or local law enforcement agencies, shall develop and distribute and update~~ updated information to students regarding power-based violence, campus safety, internet and cell phone safety, and online content that is a potential threat to school safety. This information shall be provided to each student not less than four times per academic year through in-person delivery or, online delivery, or a combination of both.

The information shall include instructions on :

1. ~~how to identify and prevent~~ The identification, prevention, dangers, and prohibition of power-based violence and how to detect potential threats to school safety exhibited online, including on any social media platform;
2. How to report incidents of power-based violence, crimes on campus, violations of the student code of conduct, and possible threats to campus safety; and
3. Where to find reports regarding campus safety.

The information shall be distributed as part of new student orientation and shall be posted on an easily accessible page of each Institution's website. If the student receiving this information is a minor, the information shall also be provided to the student's parent or legal guardian.

The reporting process for possible threats to the campus shall, at a minimum, include:

- I. A standardized form to be used by students, faculty, and other personnel to report potential threats. The form shall request, at a minimum, the following information:
 - a. Name of Institution, person, or group being threatened;
 - b. Name of student, individual, or group threatening violence;
 - c. Date and time the threat was made; and
 - d. Method by which the threat was made, including the social media outlet or website where the threat was posted, a screenshot or recording of the threat, if available, and any printed evidence of the threat.
- II. A process for allowing anonymous reporting and for safeguarding the identity of a person who reports an incident of power-based violence or a safety threat.

Each Institution shall adopt a policy to implement the provisions of this Section. That policy must require that for every report of an incident of power-based violence or a safety threat received the actions taken by the Institution and the campus law enforcement agency or security officers be documented. The policies shall also provide for guidelines on referring the reports to the appropriate law enforcement agencies.

VI. RETALIATION PROHIBITION

Retaliation is expressly prohibited under this Policy. Retaliation includes, but is not limited to, intimidation, harassment, threats, or other adverse action or speech against the person who reported the misconduct, the parties, and their witnesses.

~~The BOR, system management boards, and Louisiana's postsecondary Institutions expressly prohibit retaliation.~~ Institutions are prohibited from retaliating against anyone who: 1) in good faith reports what they believe is power-based violence, 2) cooperates with an investigation or proceeding under this Policy, or 3) opposes conduct that they believe to violate this Policy. However, an individual who reports an incident of power-based violence or participates in an investigation or proceeding and has perpetrated or assisted in the perpetration of committing the power-based violence reported, is still subject to an investigation for a potential violation of this policy and may be subject to disciplinary action. Such investigation or subsequent disciplinary action shall not constitute retaliation.

Institutions shall ~~will~~ not only take steps to prevent retaliation but will also take strong corrective action if it occurs. Anyone who believes they have been retaliated against should immediately report it to the Title IX Coordinator, who shall ~~will~~ treat it as a Report. Any individual found to have retaliated against another individual will be in violation of this Policy and will be subject to disciplinary action. Employees who are mandatory reporters (i.e., Responsible Employees) under this Policy are required to report retaliation.

Anyone who knowingly makes a false accusation of unlawful discrimination, harassment, or retaliation of any form will be subject to an investigation for a potential violation of this Policy and may be subject to disciplinary action, up to and potentially including termination for employees and expulsion for students.

VII. REPORTING POWER-BASED VIOLENCE

An Institution's policy shall provide that *anyone* can report an incident of power-based violence (to include Sexual Misconduct and Title IX Conduct).

A Report can be made by any individual who has:

1. Experienced or been affected by power-based violence (i.e., First-Party Reporter);
or
2. Knowledge of or witnessed power-based violence happening to or affecting someone else (i.e., Third-Party Reporter).

Institutions should strongly encourage all individuals to report incidents of power-based violence even if the individual does not intend to pursue a Formal Complaint. In addition, the Institution should take prompt action to provide Supportive Measures for the safety and well-being of any affected person as well as the campus community.

A. REPORTING INCIDENTS OF POWER-BASED VIOLENCE

To make a Report, a reporting individual should report the incident to the **Title IX Coordinator or Deputy Coordinator**. Institutions shall make available contact information for the Title IX Coordinator and any Deputy Coordinator(s), as well as methods for reporting power-based violence. Reporting methods may vary by Institution but shall include, at a minimum, in-person reporting, reporting by mail, and reporting via email.

The alleged victim shall have a right to obtain a copy of any Report made that pertains to the alleged victim.

After making a Report, an individual may choose to file or request a Formal Complaint and pursue resolution (under this policy or the Title IX Formal Grievance Procedure, as applicable) or, if applicable, an Informal Resolution involving the Respondent; may choose to be involved or not be involved in an Institution's investigation and any related proceedings; or may choose to end involvement in the process.

a. ONLINE REPORTING

Institutions shall provide an online reporting system to collect anonymous disclosures of incidents of power-based violence and crimes, and track patterns of power-based violence and crimes on campus. (See additional information about confidential and anonymous reporting in Section D.) The online system shall also include information regarding how to report an incident of power-based violence or crime to a Responsible Employee and law enforcement and how to contact a Confidential Advisor.

B. MANDATORY REPORTING FOR EMPLOYEES

An employee who ~~receives~~ witnesses or receives a direct statement regarding ~~or witnesses~~ an incident of power-based violence committed by or against a student is a Responsible Employee (unless they are designated specifically as a Confidential Advisor). A Responsible Employee shall promptly report the incident to the Institution's Title IX Coordinator. (See [Appendix III](#) for definition of Responsible Employee.)

A Responsible Employee must report all relevant information, including the following if known, to the Title IX Coordinator:

1. The identity of the alleged victim;
2. The identity of the alleged perpetrator;
3. The type of power-based violence or retaliation alleged to have been committed;
4. Any other information about witnesses, location, date, and time that the incident occurred; and
5. Any other relevant information.

However, according to state law a Responsible Employee is not required to make a report if information involving power-based violence was received in the following circumstances:

1. During a public forum or awareness event in which an individual discloses an incident of power-based violence as part of educating others;
2. Disclosure made in the course of academic work consistent with the assignment; or
3. Disclosure made indirectly, such as in the course of overhearing a conversation.

If an individual chooses to make an initial report to an employee other than the Title IX Coordinator, that employee must refer the information to the Title IX Coordinator because the Title IX Office bears responsibility for responding to reports of power-based violence. Once the information is received by the Title IX Coordinator, it should constitute a Report.

BOR recommends as a best practice that, if an employee believes an individual may intend to share any information regarding an instance of power-based violence, the employee should seek to confirm that the reporting party understands the employee's obligations as a mandatory reporter. If the reporting party would prefer to speak with a confidential resource, the employee should direct the reporting party to a confidential resource. Institutions must provide a list of confidential resources in their policies.

C. CONFIDENTIAL AND ANONYMOUS REPORTING

In accordance with state law, unless waived in writing by the alleged victim, the identity of an alleged victim of an incident reported under R.S. 17:3399.13 is confidential and not subject to disclosure except to:

1. A person employed by or under contract with the Institution to which the report is made, if the disclosure is necessary to conduct the investigation of the report or any related hearings;
2. A law enforcement officer as necessary to conduct a criminal investigation of the report;
3. A person alleged to have perpetrated the incident, to the extent required by law; or
4. A potential witness to the incident as necessary to conduct an investigation of the report.

Note: Consistent with FERPA's prohibition on re-disclosure of confidential information, any person who receives another person's confidential information solely as a result of participation in any investigation or proceeding under this Policy is prohibited from using or disclosing such confidential information outside of such forums without express consent or for any improper purpose. This provision only applies to other people's confidential information, as a party is never restricted from discussing their own experience. This provision does not apply to any information learned outside of an investigation or proceeding under this Policy.

An alleged victim shall be advised of the right to seek a Confidential Advisor. See additional information pertaining to [Confidential Advisors](#).

D. ADMINISTRATIVE REPORTING

In accordance with state law, an Institution's Title IX Coordinator, Chancellor, System President, and System Management Board are required to submit summarized reports on power-based violence incidents and to publish those reports on their respective websites.

- a. **Title IX Coordinator:** Not later than **October Tenth (10)** and **April Tenth (10)** of each year, the Title IX Coordinator of an Institution shall submit to the Chancellor of the Institution a written report on the reports received in accordance with the information required in [Appendix III](#).

The Title IX Coordinator of an Institution shall immediately report to the Chancellor of the Institution of an incident reported to the Coordinator if the Coordinator has cause to believe as a result of the incident that the safety of any person is in imminent danger.

- b. **Chancellor:** The Chancellor of each Institution shall submit a report to the Institution's Management Board and System President within **fourteen (14) days** of receiving the report from the Title IX Coordinator in accordance with the information required in [Appendix III](#). The report shall be posted on the Institution's website.
- c. **System President:** The System President shall submit a system-wide summary report within **fourteen (14) days** of receiving the reports from the Chancellors to the System Management Board in accordance with the information required in [Appendix III](#).
- d. **III.** The report shall be published on the website of the system.
- e. **System Management Board:** The System Management Board shall send an annual system-wide summary report to BOR by **December Thirty-First (31)** in accordance with the information required in [Appendix III](#). BOR shall post the report on its website.
In addition, each management board shall send an annual training report to BOR by **January Thirtieth (30)**. The report shall include the number of employees and confidential advisors for each institution, and the number and percentage of those who have completed the required annual training. The training report shall be published on the website of each system.
- f. **Board of Regents:** BOR shall annually submit a report to the Governor, the president of the Senate, the speaker of the House of Representatives, and the Senate and House Education Committees by **February Twenty-Eighth (28)** which shall include the statewide information. The report shall also include any recommendations for legislation. The report shall be published on BOR's website.

E. EMPLOYEE'S FAILURE TO REPORT OR FALSE REPORTING

A Responsible Employee who is determined by the Institution's disciplinary procedures, after exhausting all appeals allowed, to have knowingly failed to make a Report or, with the intent to harm or deceive, made a Report that is knowingly false **shall be terminated**.

F. STUDENT'S FALSE REPORTING

As a Best Practice BOR recommends; Any student who knowingly and in bad faith makes a false accusation of power-based violence or retaliation of any form will be subject to an

investigation for a potential violation of this Policy and may be subject to disciplinary action, up to and including dismissal.

G. IMMUNITIES AND AMNESTY

An individual acting in good faith who reports or assists in the investigation of a report of an incident of power-based violence, or who testifies or otherwise participates in a disciplinary process or judicial proceeding arising from a report of such an incident may not be subjected to any disciplinary action by the Institution in which the individual is enrolled or employed for any violation of the Institution's code of conduct reasonably related to the incident for which suspension or expulsion from the institution is not a possible punishment.

Immunity shall not apply to an individual who perpetrates or assists in the perpetration of power-based violence.

Each Institution shall provide an amnesty policy for any student who reports, in good faith, power-based violence to the Institution. Such student shall not be sanctioned by the Institution for a nonviolent student conduct violation, such as underage drinking, that is revealed in the course of making such a report.

VIII. TRANSCRIPT WITHHOLDING, NOTATION & COMMUNICATION

In accordance with state law, public postsecondary Institutions shall implement uniform transcript notation and communication policies to effectuate communication regarding the transfer of a student who is the subject of a power-based violence Formal Complaint or who has been found responsible for an incident of power-based violence pursuant to an Institution's investigative and adjudication process. The following Section(s), which include procedures relative to the withholding or notation of transcripts during the investigative and adjudication processes, were developed by BOR in consultation with the System Management Boards.

At a minimum, for any student who is the subject of a power-based violence Formal Complaint and who attempts to transfer to another institution, the Institution from which the student seeks to transfer ("Sending Institution") shall either (1) withhold the transcript of the student or (2) place a notation on the student's transcript. If the Sending Institution does not know whether the student seeks to transfer to another Institution, the student's transcript shall either be withheld or notated.

The Sending Institution shall notify the student that their transcript has been withheld or notated, and of the appeals process to have the hold or notation removed. Either the transcript is withheld or the notation remains on the transferring student's transcript until the Institution makes a determination that the transferring student is not responsible for power-based violence or the transferring student prevails in a request to appeal the withholding of a transcript or notation pursuant to Part c of this Section, whichever occurs first.

A. WITHHOLDING STUDENT TRANSCRIPTS

If the Sending Institution chooses to withhold upon the filing of a Formal Complaint, the Institution shall place an administrative hold on the transcript of a student who is the subject of the Formal Complaint. For any student who is the subject of a power-based violence Formal Complaint that also constitutes sexual harassment under Title IX, the Institution should commence an investigation and place a notation on the student's transcript, rather than withholding the transcript.

When a student transcript is withheld, the institution to which the student seeks to transfer ("Receiving Institution") must make a timely inquiry directed to the Sending Institution regarding the purpose of the transcript hold. Upon such an inquiry, the Sending Institution must timely disclose appropriate and factual information, consistent with the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g.

B. NOTATION

If the Sending Institution chooses to notate upon the filing of a Formal Complaint, the Institution *may* place a notation on the transcript of a student attempting to transfer to another institution. For any student who is the subject of a power-based violence Formal Complaint that also constitutes sexual harassment under Title IX, the Sending Institution should commence an investigation and place a notation on the student's transcript, rather than withholding the transcript.

For a transferring student who is the subject of a pending investigation, the notation on the transcript shall read: **"ADMINISTRATIVE MATTER PENDING"** or other notation sufficient to place the Receiving Institution on notice and trigger an inquiry regarding the notation directed to the Sending Institution.

For a transferring student for whom a final decision has been rendered, and the student has been found to be responsible for power-based violence, the notation on the transcript shall read: **"STUDENT FOUND RESPONSIBLE IN VIOLATION OF CODE OF CONDUCT"** or other notation sufficient to place the Receiving Institution on notice and trigger an inquiry regarding the notation directed to the Sending Institution.

When a student transcript is notated as described above, the Receiving Institution must make a timely inquiry directed to the Sending Institution regarding the purpose of the transcript notation. Upon such an inquiry, the Sending Institution must timely disclose appropriate and factual information, consistent with the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g.

For a transferring student found to be responsible for power-based violence, the Sending Institution will determine how long the notation will remain on the student's transcript.

If a student is not found responsible, the Sending Institution must remove the notation and must send an updated version of the student's transcript to the Receiving Institution (if known).

C. TRANSCRIPT WITHOLDING AND NOTATION APPEALS

A student whose transcript has been withheld or notated as described above may request a release of the hold or an expungement of the notation for good cause shown. Cause may include, but is not limited to, when (1) a student who transferred while under investigation was found not responsible or (2) a student was initially found responsible and later evidence showed that the student was in fact not responsible. In the second instance, an Institution must send an updated version of the student's transcript.

Such request shall be submitted in writing to the appropriate decision makers, to be designated by the Institution. The Institution shall notify the requesting student of its decision no later than seven (7) business days from the date that the appeal request is made.

D. APPLICABILITY

State law requires that all Louisiana public postsecondary institutions implement this Transcript, Withholding, Notation, and Communication policy; all Louisiana non-public postsecondary institutions are encouraged to implement this policy. Nothing in this Policy shall prohibit or prevent a Sending Institution from withholding or notating the transcript of a student who is the subject of a power-based violence Formal Complaint, or who has been found responsible for power-based violence, when such student seeks to transfer to a non-public postsecondary or out-of-state institution. The BOR recognizes an obligation to ensure investigation and adjudication of all complaints of power-based violence, regardless of the type or location of the postsecondary institution where they occur. Accordingly, the BOR strongly encourages all institutions to adopt practices that fully meet this obligation.

IX. VICTIMS' RIGHTS POLICY

State law requires institutions to adopt a victims' rights policy, which, at a minimum, shall provide for a process by which a victim may petition and be granted the right to have a perpetrator of an incident of power-based violence against the victim barred from attending a class in which the victim is enrolled.

Institutions are to develop a policy to address victims' rights as required by this law.

X. IDENTIFIED BEST PRACTICES BY BOR

In addition to compliance with federal and state laws and regulations, BOR has prescribed and identified a set of best practices, in accordance with Act 472, which Institutions should implement to address the resolving of power-based violence.

The Title IX Coordinator has authority to resolve or dismiss a Report or Formal Complaint of power-based violence/sexual misconduct or Title IX conduct through Informal Resolution, implement any Supportive Measures, or close the Report or Formal Complaint, if the alleged conduct does not satisfy the USDOE's definition of Title IX Sexual Harassment, or the statutory definition of power-based violence. The dismissal of the Report or Formal Complaint does not preclude action under another provision of an institution's policies.

~~Once the Title IX Coordinator learns of any Report of alleged power-based violence or sex/gender discrimination, they should implement [Supportive Measures](#) as needed and initiate an investigation into the alleged incident.~~

~~**The form of the investigation may vary depending on whether the alleged conduct falls within the scope of power-based violence/sexual misconduct or Title IX Conduct.** If the alleged power-based violence satisfies the USDOE's definition of Title IX sexual harassment (i.e., Title IX Conduct), the Title IX Coordinator should ensure investigation and adjudication of the allegation pursuant to the Title IX Formal Grievance Procedure. However, if the alleged conduct does not satisfy the USDOE's definition of Title IX Sexual Harassment, the Title IX Coordinator will refer to the part of this Policy that addresses BOR's best practices, outlined in the Sections below.~~

~~Following an investigation, the Title IX Coordinator has authority to resolve a Report, including the implementation of any Supportive Measures, and should close the case if the Report does not constitute or become a Formal Complaint.~~

A. INITIAL STEPS & DETERMINATION OF APPROPRIATE PROCEDURES

After an Institution's Title IX Office has received a Report of alleged power-based violence, the Title IX Office should perform an initial assessment consistent with the information below prior to moving forward with an investigation (if one is required/requested) to determine whether the reported conduct meets the USDOE's jurisdictional and definitional requirements to be categorized as Title IX conduct. If that initial assessment reveals that the alleged conduct does meet the definition of sexual harassment as contained within the USDOE's Title IX Regulations, the investigation should proceed pursuant to the Title IX Formal Grievance Procedure. If the alleged conduct does not meet the USDOE's definition of sexual harassment, the investigation should proceed pursuant to this Policy.

B. INITIAL CONTACT WITH POTENTIAL COMPLAINANT

After receiving a Report of power-based violence, an Institution's Title IX Office should notify the individual who is the alleged victim in the Report of the option to have an Advisor

accompany them to any meeting or interview related to the power-based violence process.

In initial contact with a potential Complainant, the Title IX Office should also:

- a. Give the potential Complainant a copy of the relevant policies;
- b. Explain the process for filing a Formal Complaint with the Title IX Office;
- c. Provide the potential Complainant with information regarding the rights/responsibilities as a party in this matter;
- d. Explain the process for investigating and resolving a power-based violence Formal Complaint (including the available appeal procedures);
- e. Explain the procedural differences based on Title IX vs power-based violence conduct;
- f. Instruct the potential Complainant not to destroy any potentially relevant documentation in any format;
- g. Inform the individual of the availability of Supportive Measures with or without the filing of a Formal Complaint;
- h. Discuss the potential Complainant's expressed preference for manner of resolution and any barriers to proceeding (e.g., confidentiality concerns);
- i. Explain the prohibition against retaliation; and
- j. Communicate necessary details of the report to the campus police department for entry into the Institution's daily crime log.

C. SUPPORTIVE MEASURES

If the Title IX Coordinator receives notice of alleged power-based violence, whether through online reporting or other reporting methods, the Title IX Coordinator or designee should contact the Complainant to discuss the availability of Supportive Measures with or without the filing of a Complaint (or Formal Complaint under the Title IX Grievance Procedure) and consider the Complainant's wishes with respect to Supportive Measures. Supportive Measures should also be made available to the Respondent.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent regardless of whether a Complaint (or Formal Complaint) has been filed. Such measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, and increased security and monitoring of certain areas of the campus, and other similar measures.

Supportive Measures should be designed to restore or preserve access to the Institution's education program or activity, including measures designed to protect the safety of all parties and the Institution's educational environment.

D. FILING A FORMAL COMPLAINT

If a potential Complainant wishes to pursue an incident of power-based violence beyond simply reporting it, they may file a Formal Complaint. The filing of a Formal Complaint means that the individual is asking an Institution to take further steps, such as a full investigation and possibly an adjudication to resolve the alleged issue. Any Complainant (i.e., an alleged victim

or survivor or someone who has otherwise been directly affected by power-based violence) may file a Formal Complaint, and the Institution will treat it as such.

An individual who is alleged to have been subjected to an incident of power-based violence (i.e., a victim or a person who has been directly affected by power-based violence) and subsequently files a Formal Complaint will be referred to as a Complainant.

Any Third-Party Reporter (i.e., someone who has knowledge of or witnessed power-based violence) may request for an Institution to treat their Report as a Formal Complaint, but that request would not make the Third-Party Reporter into a Complainant.

Similarly, the fact that the Title IX Coordinator converts a Report to a Formal Complaint does not make the Title IX Coordinator a Complainant. However, the Title IX Coordinator reserves the right to initiate a Formal Complaint in order to meet an Institution's Title IX obligations to provide a safe and nondiscriminatory environment and if the Institution determines that it must take additional steps to protect the campus community. Depending on the conduct alleged and the location of the incident, a Formal Complaint and subsequent investigation will be governed by either this Policy or the Title IX Formal Grievance Procedure.

a. HOW TO FILE A FORMAL COMPLAINT

Individuals seeking to file a Formal Complaint may do so with the Title IX Coordinator. Formal Complaints should be in writing, signed and include all information the individual believes to be relevant (e.g., time, location, and nature of incident, names of individuals involved, witnesses to the incident, names of other persons affected by the incident, etc.).

Individuals seeking to file a Report should be allowed to submit on paper (hard copy), in electronic form, or in person, whereby the individual can file a Formal Complaint by meeting with the Title IX Coordinator (or Deputy Coordinator) to provide a verbal description of the power-based violence which the Title IX Office will use to draft a written document that the individual will review, verify, and sign to constitute a Formal Complaint.

Note: If the Complaint filed satisfies the requirements of a Title IX Formal Complaint as defined by 34 CFR §106.30, the Title IX Office ***should proceed under the Title IX Formal Grievance Procedure.***

b. WITHDRAWAL OF FORMAL COMPLAINT

Institutions should allow for a Complainant to withdraw their Formal Complaint. If a Formal Complaint is withdrawn, the Title IX Office should assess the information provided and proceed accordingly. Withdrawal of the Formal Complaint should ordinarily end the Formal Complaint and resolution process. However, the Title IX Office should reserve the right to proceed with the Formal Complaint, even after the Complainant withdraws it, in order to protect the interests and safety of the Institution's community. In such cases, the Complainant shall be notified immediately of the Institution's decision to proceed.

E. POWER-BASED VIOLENCE GRIEVANCE PROCEDURE

This Section describes the investigation and resolution process for cases in which the Respondent is a student and in which the conduct alleged does not fall within the scope of the Title IX Conduct.

Note: Institutions should also include policies that address procedures for cases involving employees.

Institutions should investigate all Reports of power-based violence reported to the Title IX Coordinator regardless of whether the Report becomes a Formal Complaint. The investigation and adjudication procedures (if needed) ~~will~~ shall be prompt, fair, and impartial.

a. NOTICE TO RESPONDENT

The person alleged to have committed power-based violence is called the Respondent. The Respondent should be notified in writing that a Formal Complaint alleging power-based violence has been filed against them. The Respondent should be advised that they may have an Adviser accompany them to any meeting or interview related to the investigation and resolution process.

Within seven (7) business days of receiving notice of the Formal Complaint, the Respondent should arrange to meet with the Title IX Office. The Title IX Office is required to provide the same information that was presented to the Complainant during their initial contact (See [Section B](#)).

After reviewing the Formal Complaint and meeting with the Title IX Office and appropriate decision makers, the Respondent may choose to end the resolution process by accepting responsibility for the conduct alleged in the Formal Complaint. If the Respondent accepts responsibility for the conduct alleged in the Formal Complaint, the appropriate decision makers should determine the appropriate sanction for the Respondent. If the Respondent disputes the allegations in the Formal Complaint, the matter will proceed to an investigation.

F. INVESTIGATION PROCESS

The Title IX Office should designate Investigators specifically trained in power-based violence investigations to conduct a prompt, thorough, and fair investigation. Assigned Investigators should not be the Title IX Coordinator or the Decision Makers.

The process should begin with intake meetings conducted by the Title IX Coordinator. The investigation phase should include interviewing the Complainant or Reporter, the Respondent, and any witnesses; reviewing law enforcement investigation documents if applicable; reviewing relevant student or employment files; and gathering and examining other relevant documents and evidence.

As a part of the investigation, the Institution should provide an opportunity for all parties to present written statements, identify witnesses, and submit other evidence.

Both Complainants and Respondents should be advised of the utilization of Advisors throughout the investigation process. Parties should be advised that Advisors are not permitted to participate directly in Resolution Hearings or Informal Resolution Conferences, except to the extent an Advisor's participation is required during Title IX grievance hearings; they may be present solely to advise or support the party and are prohibited from speaking directly to the Investigator, the power-based violence Adjudicator, other parties, or witnesses.

G. FINDINGS & INVESTIGATIVE REPORT

At the conclusion of the investigation, Investigators should prepare a report (the "Investigative Report") summarizing and analyzing the relevant facts determined through the investigation, with reference to any supporting documentation or statements. The report should be delivered to the Title IX Coordinator, who should analyze the report to ensure that the investigation was prompt, impartial, thorough, and consistent with this Policy. Before the Investigative Report is finalized, the Complainant and Respondent should be given the opportunity to review one another's statements and may also be provided with a written summary of other information collected during the investigation if the information is requested and the Title IX Office deems it appropriate to disclose.

A Complainant or Respondent should submit any comments about their own statement, or on any investigation summary that might be provided, to the Investigators within five (5) calendar days after the statement or summary was provided. Following the receipt of any comments submitted, or after the five-day comment period has lapsed without comment, the Investigators should address any identified factual inaccuracies or misunderstandings, as appropriate.

The final Investigative Report should provide a summary of the Investigators' impressions, including context for the evidence collected, but should not make a final determination as to whether a violation of the Power-Based Violence Policy occurred, reserving that decision (and any sanctions) for the appropriate decision maker(s). The parties should be provided with a copy of the final Investigative Report simultaneously.

H. RESOLUTION

a. INFORMAL RESOLUTION

For Formal Complaints with a student Respondent, at the discretion of the Title IX Coordinator, the parties should be advised of their option to pursue an Informal Resolution as an alternative to a Formal Resolution. An Informal Resolution should involve a remedies-based, non-judicial process designed to eliminate or address potential power-based violence. This process should aim to assure fairness, to facilitate communication, and to maintain an equitable balance of power between the parties. Institutions should not compel face-to-face confrontation between the parties or participation in any particular form of Informal Resolution.

The Title IX Coordinator should make an initial decision about whether a case qualifies for an Informal Resolution. If both parties then agree to pursue that path, the Institution will halt any investigation or scheduled Resolution Hearing so that the parties can explore the possibility of Informal Resolution. Participation in an Informal Resolution is voluntary, and either party can request to end the Informal Resolution process at any time and commence or resume the investigation process. If the parties agree to a resolution during an Informal Resolution process, the Title IX Coordinator should oversee its implementation, the Formal Complaint should be deemed withdrawn, and the matter should be terminated. An appeal of the process and its result should not be permitted. The resolution should be considered binding, and its breach would give rise to a new Formal Complaint.

b. FORMAL RESOLUTION

Institutions must provide for a process to resolve Formal Complaints. That process should be delineated in their policy. Institutions should avoid the “single investigator” or “sole investigator” model and ensure that the Title IX Coordinator and investigator(s) do not serve as the decision-maker(s) for a Formal Complaint.

Institutions shall use the preponderance of the evidence standard as the burden of proof in resolving all Formal Complaints of Power-Based Violence and Sexual Misconduct under this Uniform Policy in accordance with [RS 17:3394](#). Under this standard, a determination of responsibility is made when the evidence establishes that it is more likely than not that the alleged conduct occurred. This standard shall be applied consistently and equitably to all parties, including Complainants and Respondents, and shall be used in all related investigations, hearings, determinations of responsibility, and appeals, as applicable.

I. SANCTIONS

Institutions should describe the range of sanctions for employees and students.

J. GRIEVANCE PROCEDURE APPEALS

Institutions' policies should provide an appeal process that is equally available to the parties and includes the procedures and permissible basis for the Complainant and Respondent to appeal.

Appeals should only be raised on one or more of the following grounds, for example:

- a. a procedural irregularity that affected the outcome of the matter;
- b. to consider new facts or information that were not known or knowable to the appealing party before or during the time of the resolution and that are sufficient to alter the decision;
- c. the Title IX Coordinator, Investigator, or Adjudicator(s) had a conflict of interest or bias that affected the outcome of the matter;
- d. the decision reached was not supported by a preponderance of evidence; or
- e. the sanctions were disproportionate to the findings.

As to all appeals the Institution should, at a minimum:

1. Notify the other party in writing when the appeal is filed and implement appeal procedures equally for both parties;
2. Ensure the decision maker(s) for the appeal **is/are not** the same individual(s) who reached the determination regarding responsibility or dismissal, the Investigator(s) or the Title IX Coordinator;
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of or challenging the outcome;
4. Issue a written decision describing the result of the appeal and the rationale for the result; and
5. Provide a written decision simultaneously to both parties.

XI. TRAINING

A. RESPONSIBLE EMPLOYEES

Each Institution shall require annual training for each of its (i) Responsible Employees; (ii) individuals who are involved in implementing the Institution's student grievance procedures, including each individual responsible for resolving Formal Complaints of reported power-based violence or power-based violence policy violations; (iii) Title IX Coordinator(s); and (iv) employees who have responsibility for interviewing any alleged victims of power-based violence. Each Institution shall ensure that the individuals and employees receive the training described in this Subsection ~~no later than the beginning of the 2022-2023 academic year.~~

~~No later than January 1, 2022,~~ BOR, in coordination with the attorney general and in consultation with state or local victim services organizations, shall develop the annual training program required in this Section. BOR shall annually review the annual training program and revise it as needed.

B. CONFIDENTIAL ADVISORS

Each Institution shall designate individuals who shall serve as Confidential Advisors, such as health care staff, clergy, staff of a women's center, or other such categories. Such designation shall not preclude the Institution from partnering with national, state, or local victim services organizations to serve as Confidential Advisors or in other confidential roles.

Prior to designating a person as a Confidential Advisor, the person shall complete a training program that includes information on power-based violence (including "sexual harassment" under Title IX, as well as other types of power-based violence falling outside Title IX's jurisdictional requirements), trauma-informed interactions, Title IX requirements, state law on power-based violence, and resources for victims. ~~The Confidential Advisor shall also complete annual training relative to power-based violence and Title IX.~~ The initial and annual training shall be developed by the Attorney General in collaboration with BOR and shall be provided through online materials.

Each Institution's website shall provide the contact information for ~~obtaining~~ accessing a Confidential Advisor.

The Confidential Advisor to an alleged victim of power-based violence shall inform the alleged victim of the following:

1. The rights of the alleged victim under federal and state law and the policies of the Institution;
2. The alleged victim's reporting options, including the option to notify the Institution, the option to notify local law enforcement, and any other reporting options;
3. If reasonably known, the potential consequences of those reporting options;
4. The process of investigation and disciplinary proceedings of the Institution;
5. The process of investigation and adjudication of the criminal justice system;
6. The limited jurisdiction, scope, and available sanctions of the institutional student disciplinary proceeding, and that it should not be considered a substitute for the criminal justice process;
7. Potential reasonable accommodations that the Institution may provide to an alleged victim; and
8. The name and location of the nearest medical facility where an alleged victim may have a rape kit administered by an individual trained in sexual assault forensic medical examination and evidence collection, and information on transportation options and available reimbursement for a visit to such a facility.

The Confidential Advisor may, as appropriate, serve as a liaison between an alleged victim and the Institution or local law enforcement, when directed to do so in writing by an alleged victim who has been fully and accurately informed about what procedures shall occur if information is shared, and assist an alleged victim in contacting and reporting to a Responsible Employee or local law enforcement.

The Confidential Advisor shall:

1. be authorized by the Institution to liaise with appropriate staff at the Institution to arrange reasonable accommodations through the Institution to allow the alleged victim to change living arrangements or class schedules, obtain accessibility services, or arrange other accommodations;
2. Be authorized to accompany the alleged victim, when requested to do so by the alleged victim, to interviews and other proceedings of a campus investigation and institutional disciplinary proceedings;
3. Advise the alleged victim of, and provide written information regarding, both the alleged victim's rights and the Institution's responsibilities regarding orders of protection, no-contact orders, restraining orders, or similar lawful orders issued by a court of competent jurisdiction or by the Institution;
4. Not be obligated to report crimes to the Institution or law enforcement in a way that identifies an alleged victim or an accused individual, unless otherwise required to do so by law; and
5. To the extent authorized under law, provide confidential services to students. Any requests for accommodations made by a Confidential Advisor, as provided in this Section, shall not trigger an investigation by the Institution.

The Institution shall appoint an adequate number of Confidential Advisors. The BOR shall determine the adequate number of Confidential Advisors for an Institution based upon its size, annually by January 1.

Each Institution that enrolls fewer than five thousand students may partner with another Institution in their system or region to provide the services described in this Section. However, this provision shall not absolve the Institution of its obligations under this Section.

XII. DATA PUBLICATION(S)

A. POWER-BASED VIOLENCE CLIMATE SURVEY

Beginning in the 2022-2023 academic year, each Institution shall administer an anonymous Power-Based Violence Climate Survey (Survey) to its students once every three (3) years. If an Institution administers other surveys with regard to campus safety, this Survey may be included as a separate component of any such survey, provided that the power-based violence component is clearly identified as such.

Participation in this Survey shall be voluntary. No student shall be required or coerced to participate in the Survey, nor shall any student face retribution or negative consequences of any kind for declining to participate.

Subject to the foregoing paragraph, each Institution shall make every effort to maximize student participation in the Survey.

BOR shall:

1. Develop the survey in consultation with the System Management Boards and in accordance with national best practices;
2. Work with System Management Boards in researching and selecting the best method of developing and administering the survey;
3. Consult with victims' advocacy groups and student leaders who represent a variety of student organizations and affiliations, including student government associations, academic associations, faith-based groups, cultural groups, and fraternities and sororities, when meeting the requirements of this Section;
4. Submit a written report on survey results to the House Committee on Education, Senate Committee on Education, and the Governor not later than forty-five (45) days prior to the convening of the next Regular Session of the Legislature following the administration of the survey. The report shall summarize results from each public postsecondary education Institution and the state as a whole; and
5. Publish the survey results on BOR's website and in any other location or venue BOR considers necessary or appropriate.

Institutions must:

1. Administer a survey during the 2022-2023 academic year and every third year thereafter;
2. Report Survey results to the System Management Board and BOR; and
3. Publish the Survey results in a prominent, easily accessible location on the Institution's website.

B. CAMPUS SECURITY REPORT

In accordance with Act 447 of the 2021 Regular Legislative Session of the Louisiana Legislature, each Institution must publish on its website a semiannual security report to contain updated campus security policies and campus crime statistics.

The reports shall be updated and posted by **April Tenth (10)** and **October Tenth (10)** of each academic year. The report must include, at a minimum, all information relative to such policies and statistics specified in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. §1092 (Clery Act).

BOR recommends as a best practice to include information related to statistics of incidents of power-based violence.

The report shall be posted in a prominent location that is readily accessible from the main landing page of the Institution's website. If an individual campus does not have its own website, this information shall be posted on the main website of the Institution, with the campus clearly indicated.

BOR shall review Institutions' websites for compliance with this Section. BOR shall notify the House Committee on Education, the Senate Committee on Education, and the State Bond Commission upon an Institution's failure to comply with this Section.

In addition, the State Bond Commission shall not authorize the Institution to incur any debt that is subject to the Commission's approval for a period of two years following notification of the Institution's failure to comply with this Section.

In accordance with state law, any person may commence a suit in the district court for the parish in which an action in violation of this Section occurred for the issuance of a writ of mandamus or injunctive or declaratory relief to require compliance with the provisions of this Section, together with reasonable attorney fees and costs.

XIII. MEMORANDA OF UNDERSTANDING

~~On or before January 1, 2022, e~~ Pursuant to R.S. 17:3399.14, each Institution and law enforcement and criminal justice agency located within the parish of the campus of the Institution, including the campus police department, if any, the local district attorney's office, and any law enforcement agency with criminal jurisdiction over the campus, shall enter into and maintain a written memorandum of understanding (MOU) to clearly delineate responsibilities and share information in accordance with applicable federal and state confidentiality laws, including but not limited to trends about power-based violence committed by or against students of the Institution. This MOU must be signed by all parties to the MOU.

The head of any law enforcement or criminal justice agency located within the parish of the campus of the institution shall execute an MOU proposed by an institution within the law enforcement agency's criminal jurisdiction within thirty days of receipt of the proposal.

Each MOU shall include the following:

1. Delineation and sharing protocols of investigative responsibilities;
2. Protocols for investigations, including standards for notification and communication and measures to promote evidence preservation;
3. Agreed-upon training and requirements for the parties to the MOU on issues related to power-based violence for the purposes of sharing information and coordinating training to the extent possible;
4. A method of sharing general information about power-based violence occurring within the jurisdiction of the parties to the MOU in order to improve campus safety; and
5. A requirement that the local law enforcement agency include information on its police report regarding the status of the alleged victim as a student at an Institution.

Each executed MOU shall be reviewed annually by each Institution's Chancellor, Title IX Coordinator, and the executive officer of the criminal justice agency, and shall be revised as considered necessary.

Nothing in this Section or any MOU shall be construed as prohibiting an alleged victim or Responsible Employee from making a Formal Complaint to both the Institution and a law enforcement agency).

XIV. CAMPUS POWER-BASED VIOLENCE POLICIES

The Board of Regents shall establish uniform policies and best practices to implement measures to address the reporting of power-based violence on Institutions' campuses, the prevention of such violence, communication between Institutions regarding incidents of power-based violence, and the provision of medical and mental health care for these alleged victims.

Each Institution's Management Board shall institute policies incorporating the policies and best practices prescribed by BOR regarding the prevention and reporting of incidents of power-based violence committed by or against students and employees of an Institution.

The policies, at a minimum, shall require each Institution to provide for the following:

1. **Confidential Advisors** (See Section about [Confidential Advisors](#))
2. **Website** (See Section about [Website Compliance](#))
3. **Online Reporting** (See Section about [Online Reporting](#))
4. **Amnesty Policy** (See Section about [Immunities and Amnesty](#))
5. **Training** (See Section about [Training](#))
6. **Inter-campus Transfer Policy** (See Section about [Transcript Notation](#))
7. **Victims' Rights Policy** (See Section about [Victims' Rights Policy](#))

XV. WEBSITE COMPLIANCE

In addition to publishing the specified reports outlined in this Policy, Institutions must list on their websites:

- a. Contact information for obtaining a Confidential Advisor;
- b. Reporting options for alleged victims of power-based violence;
- c. The process of investigation and disciplinary proceedings of the Institution;
- d. The process of investigation and adjudication of the criminal justice system;
- e. Potential reasonable accommodations that the Institution may provide to an alleged victim;
- f. The telephone number and website address for a local, state, or national hotline providing information to victims of power-based violence, which shall be updated at least on an annual basis;
- g. The name and location of the nearest medical facility where an individual may have a rape kit administered by an individual trained in sexual assault forensic medical examination and evidence collection, and information on transportation options and available reimbursement for a visit to such facility;
- h. Each current memorandum of understanding between the Institution and local law enforcement and criminal justice agency located within the parish of the campus (12:15-13:5); and
- i. Data publications as specified in [Section XII](#) of this Policy.



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Agenda

Academic and Student Affairs

Wednesday, August 26, 2026

11:10 AM

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

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. Routine Staff Approvals
 - B. Terminations
- IV. Academic Programs
 - A. AAS Technical Studies — Northwest Louisiana Technical Community College
- V. Approval of Policies
 - A. Joint Policy with LA Works Workforce Pell
 - B. Update to Academic Affairs 2.22 Dual Enrollment
 - C. Establishment of Academic Affairs 2.26 Accreditation and Update to Academic Affairs 2.13 Program Accreditation
 - D. Rescinding of Uniform Policy on Governor's Military & Veteran-Friendly Campuses
- VI. Other Business
- VII. Adjournment

Committee Members: Terrie P. Sterling, Chair; Christian C. Creed, Vice Chair; David J. Aubrey; Ted H. Glaser III; Christy Oliver Reeves; K. Samer Shamieh; Maria Nechaeva (Student Member); LCTC Representative; LSU System Representative; SU System Representative; UL System Representative

Staff: Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation

AGENDA ITEM III.A.

Routine Academic Requests & Staff Approvals

Institution	Request
Nunez	Request to change the CIP code for the AAS Computer Science from (CIP 11.1001) to (CIP 11.1003) to more accurately describe the curriculum and major coursework included in the program. Approved.
LSU A&M	Request to rename the BS Child and Family Studies to the BS Human Development and Family Science to better reflect the program's contemporary focus and rigor, more accurately capture the current scholarship, curriculum, and applied training students receive, and make it easier for prospective students to identify the degree. Approved.
LSU A&M	Request to establish a GC in History for Advanced Secondary and Early College Instruction (CIP 54.0101). Approved.
LSUE	Request to change the nomenclature of its academic units from "Divisions" to "Colleges" to align LSUE with the organizational identity and standards of all other institutions within the LSU System, enhance the university's regional and national prestige, and elevate the institution's status for advancement purposes, as donors and alumni are historically more inclined to provide philanthropic support and endowments to specific Colleges rather than general Divisions. Approved.
LSUE	Request to reorganize the Division of Health Sciences, Business, Technology, and Public Protection and Safety along with the Office of Workforce Development and Continuing Education into the College of Health Sciences and the College of Workforce Development and Applied Sciences to provide the specialized administrative focus necessary to manage accreditation standards, support evolving clinical partnerships, and create a streamlined home for workforce and applied science programs. Approved.
LSU HSC New Orleans	Request to rename the School of Allied Health Professions to the School of Health Professions to better represent its academic offerings, align with updated national data, and more accurately reflect the competitive nature of admissions in health-related fields. Approved.
LSU HSC New Orleans	Request to establish a new Department of Radiation Oncology in the School of Medicine to enhance institutional competitiveness for eventual NCI-Cancer Center designation and align with national standards and best practices for cancer care at comprehensive academic health sciences centers. Approved.
LSU New Orleans	Request to change the BA Film and Theatre Arts (CIP 50.0501), which currently includes three options: Film Arts, Theatre Arts, and Writing for Production. 1. Eliminate the Theatre Arts Option due to low enrollment. 2. Rename the degree BA Film and Digital Media with two options: Film Arts and Writing for Production. Approved.

LSU New Orleans	Request to change the BA Art, which currently offer two options: Art History and Studio Art. 1. Eliminate the Art History Option (CIP 50.0703) due to low enrollment. 2. Rename to BA Studio Art (CIP 50.0702), no longer differentiated by options. Approved.
LSU New Orleans	Request to offer the BS Healthcare Management (CIP 51.0701) 100% online. Approved.
McNeese	Request to change the name and CIP code for the MS Environmental and Chemical Sciences (CIP 40.0599) to MS Biological and Chemical Sciences (26.9999) to more accurately reflect the program's curriculum and align with expectations of students seeking employment in biological science fields. Approved.
ULL	Request to change the name, degree designation, and CIP code for the BGS General Studies (CIP 24.0102) to BIS Interdisciplinary Studies (CIP 30.9999) to more accurately reflect the multidisciplinary nature of the existing curriculum and align with contemporary trends in higher education. Approved.

Legend

AAS = Associate of Applied Science

BA = Bachelor of Arts

BS = Bachelor of Science

BGS = Bachelor of General Studies

BIS = Bachelor of Interdisciplinary Studies

GC = Graduate Certificate

MS = Master of Science

AGENDA ITEM III.B.

Termination Requests

Louisiana State University Health Sciences New Orleans

The Epilepsy Center

LSU Health Sciences New Orleans requests termination of the Epilepsy Center. Established in 2002, the Center originally served as an institutional mechanism for organizing, collecting, and formalizing epilepsy-related activities. The School of Medicine has indicated that, since that time, the principal functions associated with the Center are now sustained through ongoing clinical, research, and training efforts rather than through a continued formal center designation. These activities include diagnosis and treatment services for epilepsy and related conditions across clinical facilities in New Orleans, an active research enterprise related to neurological conditions, resident and fellow training in both pediatric and adult tracks, and a one-year epilepsy fellowship program.

Accordingly, termination of the formal designation reflects an administrative change in status rather than a discontinuation of the underlying academic, clinical, or research activities. Based on the materials provided, no separate adverse fiscal implications have been identified; instead, LSU Health Sciences New Orleans will continue its existing commitments to patient care, physician training, and advancement of the biomedical understanding of epilepsy.

Louisiana Tech University

UC Sport Coaching (CIP 31.0501)

The certificate program is being terminated due to low student demand and a change in the department's academic focus. The institution indicates that enrollment has not been sufficient to sustain the certificate program and that departmental priorities have shifted toward programs more closely aligned with current institutional objectives and student demand. The last remaining student is expected to complete the program in Spring 2026, after which the program will be fully discontinued.

Legend

UC = Undergraduate Certificate

STAFF RECOMMENDATION

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

AGENDA ITEM IV.A.

Proposed Associate of Applied Science Degree in Technical Studies Northwest Louisiana Technical Community College

Background Information

Northwest Louisiana Technical Community College requests Board of Regents' approval to offer an Associate of Applied Science degree in Technical Studies, an umbrella credential combining existing technical diploma programs. The proposal was developed at the campus level, approved by the LCTC Board of Supervisors, and submitted to Regents for consideration. The proposal was reviewed by CAOs throughout the state.

Staff Summary

Northwest Louisiana Technical Community College proposes a new degree, the Associate of Applied Science in Technical Studies, an umbrella credential comprised of existing technical diploma programs, making it possible for those already enrolled to take advantage of the opportunity to complete a higher-level credential and for those who have completed technical degrees in the areas of focus to return easily in pursuit of the new, higher-level credential. The AAS in Technical Studies will provide stackable credentials for completers who will earn licensure and other credentials in their fields as well as General Education credits that will allow smooth transfer to four-year institutions for those who wish to move on to baccalaureate-level study. Individual pathways include industry-recognized credentials, certifications, and external standards specific to one of the eight areas of study the degree will make available to students: Advanced Manufacturing Technology; Automotive Technology; Diesel-Powered Equipment Technology; HVAC Technician; Industrial Maintenance Technology; Plumbing; Residential, Commercial, and Industrial Electrician; and Welding. Each of these is responsive to workforce needs in the service region and will lead to well-paying, long-term employment in the state of Louisiana. The proposed curriculum includes work-based learning opportunities such as internships, clinical-style field experiences, apprenticeships, employer-based projects, and capstone activities. Ultimately, the proposed degree will increase the supply of skilled, employment-ready technical workers in high-demand fields.

NLTCC's proposed AAS introduces a stackable degree pathway that allows students who complete a 45-credit technical diploma to earn an applied associate's degree by adding 15 hours of General Education credit. Technical coursework for the proposed degree will be offered primarily on-site, while General Education classes will be available in online and hybrid modes. These offerings will accommodate a variety of student populations areas, including first-generation students, working adults, students from rural areas, dual-enrollment completers, and students balancing family and employment responsibilities. In addition to meeting the needs of such significant student populations, the program is committed to serving employers in northwest Louisiana by providing for demand in the region's labor market; more broadly, the proposed degree will benefit the state by increasing educational attainment at the associate's degree level, supporting career advancement, and strengthening the talent pipeline.

The proposed degree was developed through conversations with current and potential students, faculty, and institutional partners, including members of existing degree advisory boards and employers throughout the region. It will, according to the proposal, meet the goals of "increasing student interest, improving retention, encouraging diploma completers and alumni to return, and creating a more visible pathway from technical training to associate degree completion." Importantly, the proposed degree "does not duplicate existing technical diploma programs but instead builds upon them." Students may enter the degree through dual enrollment, high school CTAE (Career, Technical, and Agricultural Education), adult education, or direct college admission. The AAS will include opportunities for prior learning assessment (PLA) and credit for

earned industry-based credentials. The degree directly aligns with NLTCC's mission by expanding access for students in the region and preparing them for meaningful employment, advancement, and continued education. Because the proposed AAS is an umbrella degree comprising existing technical degree areas, there will be no impact on other programs at NLTCC. In addition, the proposed degree requires no new resources and introduces no additional costs to students.

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

a. Workforce Demand and Job Opportunities: The proposed AAS addresses crucial needs in NLTCC's service area for which employment prospects are expected to grow. Among the 4- and 5-star positions for which graduates will be well qualified are the following, suggesting the promise of meaningful, long-lasting careers for degree completers in the state.

Occupation	LWC Star Rating ¹	Current Jobs ²	Projected Jobs 2033 ²	% Change ²	Average Salary ¹
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	4	553	592	7.05%	\$48,152
Welders, Cutters, Solderers, and Brazers	4	887	951	7.2%	\$48,832
Electricians	4	976	1052	7.8%	\$48,198
Automotive Service Technicians and Mechanics	4	1284	1321	2.9%	\$41,820
Industrial Machinery Mechanics	5	784	923	17.7%	\$69,162
Plumbers, Pipefitters, and Steamers	4	772	808	4.7%	\$51,923
Bus and Truck Mechanics and Diesel Engine Specialists	5	377	380	0.8%	\$46,667

¹Source – LWC

²Source – Lightcast

b. Curriculum Alignment with Employer Needs: As noted above, the program will produce completers who will meet regional as well as statewide needs. Designed in consultation with members of advisory boards for the existing technical degrees, as well as with industry partners and regional employers, the curriculum will prepare students for meaningful careers in the service region and throughout the state.

c. Same or Similar In-State Programs: There are nine similar existing programs throughout the state, all sharing the same degree name and CIP code. These are offered at Baton Rouge Community College, Bossier Parish Community College, Central Louisiana Technical Community College, Fletcher Technical Community

College, Louisiana Delta Community College, Northshore Technical Community College, River Parishes Community College, South Louisiana Community College and SOWELA Technical Community College. Last year, the average number of completers at these institutions was 20.34.

d. **Student Enrollment and Completion:** Interest in the new program, based on existing enrollments in technical degree programs and the demonstrated need for region-specific employment in these areas, bodes well for a robust enrollment from the very first year. Enrollment projections are as follows:

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	10	15	20	25
TOTAL Estimated Program Graduates	0	5	8	10

2. Resources: No new resources are anticipated to be needed: the AAS will be built from existing technical degrees, and campus facilities are equipped and prepared to serve students pursuing the new degree; however, if enrollment grows significantly beyond anticipated numbers, adjuncts may be needed, both in area-specific and General Education courses. No new resources are requested for the foreseeable future.

	Current	Needed	Additional Costs
Faculty	Existing faculty will support the program.	No additional resources needed.	\$0
Physical (Facilities, Equipment, Library, & Technology)	Existing spaces are sufficient to support the program.	No additional resources needed.	\$0
Student Support	Existing resources will meet the needs of the program.	No additional resources needed.	\$0

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

Accessibility:

NLTCC will offer the AAS in Technical Studies through existing instructional locations, including the Main Campus in Minden and satellite locations in Shreveport and Mansfield, depending on the approved Technical Diploma concentration. The use of existing day and evening technical offerings, along with online or flexible general education options when available, increases access for working adults, rural students, dual enrollment completers, and students balancing family or employment responsibilities.

Affordability:

The program is designed to be affordable by maximizing existing coursework and allowing students to build upon a completed or in-progress Technical Diploma. Students can complete the associate degree by adding 15 General Education credits rather than starting a separate degree pathway. Where available, General Education faculty may use OER or lower-cost instructional materials. The program also supports affordability through prior learning assessment, credit for industry-based credentials when applicable, and potential eligibility for funding sources such as M.J. Foster Promise Program support in eligible technical areas.

Digital Technology:

Digital technology is embedded throughout the program through the technical diploma concentrations and the general education core. Students will use program-specific technologies, including diagnostic equipment, digital meters, manufacturing equipment, automotive and diesel technology systems, welding technology, HVAC diagnostic tools, and industry software, where applicable. General education coursework further supports digital literacy through use of learning management systems, online research, electronic communication, and technology-supported assignments. The program will also reinforce responsible use of emerging technologies, including artificial intelligence tools, cybersecurity awareness, and digital professionalism as appropriate to coursework and industry expectations.

Partnerships:

NLTCC maintains partnerships with employers, advisory board members, workforce partners, and regional industry representatives across the technical disciplines included in the AAS in Technical Studies. These partners provide input on workforce needs, technical skills, industry-based credentials, equipment needs, and employability expectations. Their feedback has emphasized the value of graduates who combine hands-on technical ability with communication, problem-solving, critical thinking, and professionalism.

Work-based Learning:

The AAS in Technical Studies builds on technical diploma curricula that include hands-on laboratory instruction, shop-based skill development, performance assessments, and, where applicable, work-based learning experiences such as internships, clinical-style field experiences, apprenticeships, employer-based projects, or capstone activities. As work-based learning opportunities expand, NLTCC will continue to align technical concentrations with employer needs and to provide supervised real-world experiences when appropriate.

Other Program Attributes that Align with the Meauxmentum Framework:

The program aligns with the Meauxmentum Framework by supporting access, affordability, completion, workforce relevance, and equitable student success. The stackable design allows students to earn meaningful credentials along the way, including certificates, Technical Diplomas, industry-based credentials, and ultimately the AAS degree. This structure is especially supportive for adult learners, low-income students, rural students, first-generation students, and working students who benefit from milestone credentials that demonstrate progress and improve employment opportunities.

Staff Analysis

The proposed Associate of Applied Science in Technical Studies will provide an attractive option for students who wish to pursue study in one of eight important areas and will prepare them to enter a growing marketplace. Given state-level employment projections, students who complete the degree are likely to remain in Louisiana, thereby contributing long-term to the state's economy.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Associate of Applied Science in Technical Studies at Northwest Louisiana Technical Community College with a progress report on program implementation to be submitted as part of the institution's 2027–2028 Academic Plan.

AGENDA ITEM V.A.

Joint Policy with Louisiana Works Workforce Pell

Background Information

The Workforce Pell Program Approval documents were created by the Education to Workforce Alignment Advisory Council in consultation with Louisiana Works and the Louisiana Board of Regents. The portions requiring joint approval by the Board of Regents and LA Works are those regarding Academic Credit Transfer and Articulation (pages 5-10) and Credential Stackability and Portability (pages 11-17). The entire policy is provided to place these sections in context. Descriptions of the purpose and key content for each of BOR-specific sections are provided below.

Workforce Pell Program Approval: Academic Credit Transfer and Articulation

This policy is issued jointly by the Louisiana Board of Regents and Louisiana Works, as the Governor's designee, and implements 34 CFR § 690.93(a)(4) and § 690.93(b)(1) (91 FR 29254, May 19, 2026). **It establishes Louisiana's written policy for determining that a Workforce Pell-eligible program ensures that a student who completes the program receives academic credit that is accepted toward at least one certificate or degree program at one or more eligible institutions.**

This policy implements the Governor's approval criterion in § 690.93(a)(4) and is one of the written policies required by § 690.93(b)(1). It originates from the Board of Regents, which holds statutory authority over transfer and articulation policy for Louisiana public postsecondary institutions, and is co-adopted by LA Works as the Governor's designee for federal certification purposes.

This policy connects to the Board of Regents' broader transfer and articulation framework, including the Louisiana Prospers Master Plan for Higher Education, the Universal Transfer Pathway (UTP) initiative, and the Board of Regents' statewide general-education and transfer-of-credit policies. Where existing Regents transfer infrastructure satisfies the federal credit-acceptance requirement, no separate Workforce Pell-specific agreement is required.

This policy addresses key items relevant to academic credit transfer and articulation:

- Required articulation pathways
- Minimal content of formal written agreements
- Quality and evidence standards
- Student notice and disclosure
- Submission, monitoring, and currency
- Registered Apprenticeship and credit-for-prior-learning treatment
- Periodic review
- Relationship to other Workforce Pell policies

Workforce Pell Program Approval: Credential Stackability and Portability

This policy is issued jointly by the Louisiana Board of Regents and Louisiana Works, as the Governor's designee, and implements 34 CFR §§ 690.93(a)(3) and 690.93(b)(1) (91 FR 29254, May 19, 2026). **It establishes Louisiana's written policy for determining that a Workforce Pell-eligible program leads to a recognized postsecondary credential that is stackable and portable — or, where applicable, is the sole recognized postsecondary credential for the target occupation.**

This policy originates from the Board of Regents, which holds statutory authority over credential sequencing, program-of-study design, and articulation policy for Louisiana public postsecondary institutions, and is co-adopted by LA Works as the Governor's designee for federal certification purposes. It connects to the Louisiana Prospers Master Plan for Higher Education, the Universal Transfer Pathway initiative, and the Board of Regents' Academic Planning criteria for industry-recognized credentials.

This policy addresses key aspects relevant to credential stackability and portability:

- Stackability determination
- Portability determination
- Employer validation
- Career-pathway data and real-time labor market information
- Registered Apprenticeship presumption
- Periodic review
- Relationship to other Workforce Pell policies

STAFF RECOMMENDATION

Senior Staff recommends approval of the Joint Policy with Louisiana Works Workforce Pell.

Workforce Pell Program Approval

Year 1 Program Selection and Approval Process

2026-27 Award Year — For Adoption by the Education-to-Workforce Alignment Advisory Council

Instrument	Year 1 (2026-27) Workforce Pell Program Selection and Approval Process
For action by	Education-to-Workforce Alignment Advisory Council
Administered by	Louisiana Works, as designee of the Governor for Workforce Pell program determinations
State board	Workforce Investment Council (WIC), consulted under 34 CFR § 690.93(b)(3)
Federal authority	34 CFR §§ 690.90–690.97 (91 FR 29254, May 19, 2026)
Applies to	The 2026-27 award year only
Effective date	July 1, 2026

1. Purpose

1.1 Purpose. This document establishes the process by which Louisiana will select and approve the initial set of Workforce Pell eligible programs for the 2026-27 award year ("Year 1"), for review and approval by the Education-to-Workforce Alignment Advisory Council (the "Advisory Council").

1.2 Relationship to the policy suite. This process operates under the Core Louisiana Workforce Pell Program Approval Policy and applies the substantive standards of the companion written policies adopted under 34 CFR § 690.93(b)(1). It governs only the Year 1 selection and approval cycle; institution-initiated submissions beginning in the 2027-28 award year are governed by the Submission, Consultation, Appeal, and State-Board Attestation Policy.

2. Year 1 approach: state-curated program list

2.1 State origination. For Year 1, Louisiana originates the Workforce Pell program list at the state level. Louisiana Works, with data support from the Board of Regents, identifies and curates a set of candidate programs that satisfy the selection criteria in Section 3, and presents each candidate program to the Advisory Council for approval.

2.2 Closed application posture. Louisiana will not accept unsolicited institutional applications in Year 1. Selection of candidate programs is initiated by Louisiana Works. An institution whose program is selected confirms the accuracy of the program record, its willingness to offer the program as Workforce Pell eligible, and its capacity to meet federal reporting, aid-packaging, and compliance requirements.

2.3 Discretion to curate. Satisfying the selection criteria in Section 3 establishes a program's eligibility for consideration; it does not entitle a program or institution to selection or approval. Louisiana Works and the Advisory Council retain discretion to select among eligible programs in Year 1 based on state workforce priorities, geographic and sector balance, institutional readiness and compliance capacity, and available administrative capacity to support a successful initial cohort.

3. Selection criteria

3.1 Three-part gate. A program is eligible for consideration in Year 1 only if it satisfies all three of the following:

Gate	Standard
A. Federal eligibility	The program meets all federal Workforce Pell requirements under 34 CFR Parts 600, 668, and 690, including the § 690.92 thresholds (8 to <15 weeks; 150–599 clock hours or credit equivalent; 12-month operating history; Title IV-eligible, accredited institution with no suspension, emergency action, or program termination in the preceding five years).
B. MJ Foster Priority Industry	The program aligns with an MJ Foster Priority Industry: Healthcare, Information Technology, Manufacturing, Construction, or Transportation and Logistics.
C. 4- or 5-Star pathway	The program prepares completers for an occupation rated a 4- or 5-Star Job under the Louisiana Star Jobs framework at the time of selection.

3.2 Governor approval criteria. In addition to the three-part gate, each selected program must satisfy the four Governor approval criteria under 34 CFR § 690.93(a), as applied through the companion policies: high-skill, high-wage, or in-demand (§ 690.93(a)(1)); meets employer hiring needs (§ 690.93(a)(2)); stackable and portable, or sole, credential (§ 690.93(a)(3)); and academic credit accepted toward a certificate or degree (§ 690.93(a)(4)).

3.3 Registered Apprenticeship fast lane. A program serving as the related technical instruction component of a Registered Apprenticeship Program is deemed to satisfy criteria § 690.93(a)(1) and (a)(2) under § 690.93(g), and is treated as satisfying Gates B and C without separate Star Jobs review, consistent with the High-Skill, High-Wage, or In-Demand Methodology.

4. Selection process

Louisiana Works arrives at the Year 1 program list through the following steps:

Step	Action	Owner
1	Identify candidate occupations within the MJ Foster Priority Industries that are rated 4- or 5-Star Jobs (Gates B and C).	Louisiana Works
2	Identify existing programs at Title IV-eligible Louisiana institutions that prepare completers for those occupations and screen them against the federal eligibility thresholds (Gate A).	Louisiana Works; Board of Regents (data)
3	Curate the candidate set, applying the discretionary considerations in Section 2.3 (state workforce priorities;	Louisiana Works

	sector and geographic balance; institutional readiness).	
4	Assemble a program record for each candidate program (Section 5) and confirm institutional participation and data accuracy.	Louisiana Works; candidate institution
5	Consult the WIC on the candidate list before Advisory Council action, supporting the state-board attestation under § 690.93(b)(3).	Louisiana Works; WIC
6	Present the candidate list and program records to the Advisory Council for approval (Section 6).	Louisiana Works

5. Program record

For each candidate program, Louisiana Works assembles a program record sufficient to support the Governor's certification under 34 CFR § 690.93(d). At a minimum, the record includes:

- **Program identification** — program name; 6-digit CIP code; target 6-digit SOC code(s); the recognized postsecondary credential awarded; and the awarding institution.
- **Federal eligibility** — length, clock or credit hours, 12-month operating history, and confirmation of institutional eligibility (Gate A).
- **Industry and Star alignment** — the MJ Foster Priority Industry and the 4- or 5-Star occupation to which the program aligns (Gates B and C).
- **Approval-criteria documentation** — competency alignment and employer input (Employer-Hiring Alignment Policy); stackability and portability documentation; and academic-credit/articulation documentation.
- **Completion and placement** — the information necessary for Louisiana Works to certify completion and job-placement rates on the Governor's behalf using administrative data, including UI wage records, under the § 690.94(a)(2) transitional framework.

6. Advisory Council review and approval

6.1 Action on the list. The Advisory Council reviews the candidate program records and approves or denies each program. The Advisory Council may approve the candidate list in whole or in part and may decline to approve a program it determines does not meet the selection criteria or the Governor approval criteria. Advisory Council meetings comply with the Louisiana Open Meetings Law, La. R.S. 42:11 et seq.

6.2 Certification to the Secretary. Upon Advisory Council approval, Louisiana Works, as the Governor's designee, executes the Governor's certification to the U.S. Department of Education under 34 CFR § 690.93(d), including the attestation that the WIC was consulted under § 690.93(b)(3).

6.3 Programs not selected or not approved. A program not selected for Year 1, or not approved by the Advisory Council, may be considered through the institution-initiated submission process beginning in the 2027-28 award year under the Submission, Consultation, Appeal, and State-Board Attestation Policy.

7. Adoption

This Year 1 Program Selection and Approval Process is adopted by the Education-to-Workforce Alignment Advisory Council, on recommendation of Louisiana Works and in consultation with the Workforce Investment Council.

Adopted by:

_____ Date: _____
Chair, Education-to-Workforce Alignment Advisory Council

_____ Date: _____
Secretary, Louisiana Works (Governor's Designee)

Year 1 (2026-27) selection and approval process. Federal authority: 34 CFR §§ 690.90–690.97 (91 FR 29254, May 19, 2026).
Operates under the Core Louisiana Workforce Pell Program Approval Policy.

Workforce Pell Program Approval

Academic Credit Transfer and Articulation

Issuing authority	Louisiana Board of Regents / Louisiana Works
Approval body	Education-to-Workforce Alignment Advisory Council
State board	Workforce Investment Council (WIC), Louisiana's State Workforce Development Board under WIOA § 101
Federal authority	34 CFR § 690.93(a)(4); § 690.93(b)(1) (91 FR 29254, May 19, 2026, eff. July 20, 2026). Docket ID ED-2026-OPE-0133. WFTCA § 83002; HEA § 481(b)(3)(A)(iii)
Effective date	July 1, 2026

1. Purpose

This policy is issued jointly by the Louisiana Board of Regents and Louisiana Works, as the Governor's designee, and implements 34 CFR § 690.93(a)(4) and § 690.93(b)(1) (91 FR 29254, May 19, 2026). It establishes Louisiana's written policy for determining that a Workforce Pell eligible program ensures that a student who completes the program receives academic credit that is accepted toward at least one certificate or degree program at one or more eligible institutions.¹

This policy implements the Governor approval criterion in § 690.93(a)(4) and is one of the written policies required by § 690.93(b)(1). It originates from the Board of Regents, which holds statutory authority over transfer and articulation policy for Louisiana public postsecondary institutions, and is co-adopted by Louisiana Works as the Governor's designee for federal certification purposes.

This policy connects to the Board of Regents' broader transfer and articulation framework, including the Louisiana Prospers Master Plan for Higher Education, the Universal Transfer Pathway (UTP) initiative, and the Board of Regents' statewide general-education and transfer-of-credit policies. Where existing Regents transfer infrastructure satisfies the federal credit-acceptance requirement, no separate Workforce Pell-specific agreement is required.

2. Scope and definitions

2.1 Scope.

This policy applies to every short-term program seeking Workforce Pell approval that:

- awards academic credit directly upon completion; or
- awards a non-credit credential and provides a documented credit-for-prior-learning (CPL) pathway through which a completer may receive academic credit accepted toward a certificate or degree at one or more eligible institutions.

Programs in the second category must submit documentation that the CPL pathway is formally established through a written agreement or Board of Regents-recognized CPL policy, not merely an informal institutional practice.

¹34 CFR § 690.93(a)(4) (91 FR 29254, May 19, 2026) (Governor approval criterion: program ensures student receives academic credit accepted toward at least one certificate or degree program at one or more eligible institutions); § 690.93(b)(1) (Governor's written policies). Effective July 20, 2026; early implementation permitted July 1, 2026. Docket ID ED-2026-OPE-0133.

2.2 Definitions.

Eligible institution. An institution of higher education as defined under HEA § 481, 20 U.S.C. § 1088, that participates in Title IV federal student aid programs.

Sending institution. The eligible institution offering the Workforce Pell eligible program from which academic credit originates.

Receiving institution. An eligible institution that accepts academic credit from the Workforce Pell program toward one of its certificate or degree programs.

Formal written agreement. A documented, authorized agreement between a sending institution and one or more receiving institutions — including a Board of Regents-adopted Universal Transfer Pathway, bilateral articulation agreement, consortium agreement, system-level transfer-of-credit agreement, or institutional partnership agreement — that expressly identifies the credit, competencies, or credentials accepted and the receiving credential(s) to which they apply.

Credit-for-prior-learning (CPL) pathway. A formally established mechanism by which a student who completes a non-credit program may receive academic credit at a receiving institution, documented through a written CPL agreement, a Board of Regents-recognized CPL policy, or an apprenticeship-to-credit mapping under BoR policy.

3. Required articulation pathways

To satisfy the Governor approval criterion in 34 CFR § 690.93(a)(4), a Workforce Pell program must demonstrate through a formal written agreement that academic credit earned in the program will be accepted toward at least one certificate or degree program at one or more eligible institutions. This demonstration is Louisiana's implementation vehicle for the federal credit-acceptance requirement; the federal rule specifies the standard (credit acceptance) but not the mechanism.²

3.1 Qualifying agreement types. An institution may satisfy this requirement through any one or more of the following:

- A Regents-adopted Universal Transfer Pathway (UTP) or other Board of Regents statewide transfer policy that covers the discipline or credential area of the program. Where a UTP exists for the discipline, it satisfies this requirement without a separate bilateral agreement.
- A bilateral articulation agreement between the sending institution and one or more receiving Louisiana postsecondary institutions.
- A consortium or system-level transfer-of-credit agreement (including LCTCS, LSU System, University of Louisiana System, or Southern University System agreements).
- An institutional partnership agreement with a non-Louisiana eligible institution, where no Louisiana public receiving institution offers the relevant certificate or degree program.
- A documented CPL pathway under a Board of Regents-recognized CPL policy, for programs in scope under Section 2.1(b).

3.2 Minimum number of receiving institutions. At least one receiving institution is required. At least one receiving institution must be a Louisiana-eligible public postsecondary institution

²34 CFR § 690.93(a)(4). Louisiana's requirement of a formal written agreement is the state's chosen documentation vehicle for the federal credit-acceptance standard. The final rule specifies the standard (credit acceptance) but not the mechanism; formal written agreements are imposed by Louisiana policy, not directly by federal regulation.

unless no Louisiana public institution offers a certificate or degree program in the relevant field, in which case a non-Louisiana eligible institution or a Louisiana independent institution may serve as the sole receiving institution with written documentation of the absence of a Louisiana public option.

3.3 Documentation submitted to the Board of Regents. For each qualifying pathway, the institution submits: (i) a copy or reference to the executed agreement or Board of Regents-adopted policy; (ii) identification of the specific credits, competencies, or credential that transfers and the receiving certificate or degree program to which they apply; and (iii) the effective date and term of the agreement.

4. Minimum content of formal written agreements

Every formal written agreement submitted under Section 3 must, at a minimum, contain:

- The names of the sending and receiving institutions and the specific program(s) and credential(s) covered by the agreement.
- The specific courses, credit hours, or competencies that transfer, and the receiving certificate(s) or degree program(s) to which they apply. The transferable credit must be sufficient to count toward at least one course, competency, or program requirement within the receiving credential — not merely to count as general elective credit.
- Any conditions or limits on credit acceptance, including minimum grade requirements, time-since-completion limits, or residency requirements at the receiving institution.
- The effective date and term of the agreement, including any required renewal or review cadence.
- Authorized signatures from both the sending and receiving institutions (or, for Board of Regents-adopted policies such as UTPs, the date of Board adoption).
- A statement that the agreement applies to students who complete the Workforce Pell eligible program, identifiable by CIP code, program name, and the postsecondary credential awarded.

Agreements must be publicly posted by both the sending and receiving institutions on a webpage accessible to prospective students, consistent with BoR consumer-information requirements. Louisiana Works and the Board of Regents may publish a central registry of agreements in effect.

5. Quality and equivalence standards

Credit acceptance must be based on a determination that the academic content and learning outcomes of the Workforce Pell program are equivalent to, or compatible with, the content and outcomes of the receiving certificate or degree program. Equivalence may be demonstrated through:

- Course-by-course equivalence, using the receiving institution's standard course equivalency review process consistent with Board of Regents Academic Affairs policy.
- Learning-outcome equivalence, where the competencies attained in the Workforce Pell program demonstrably align with the learning outcomes of a course or requirement in the receiving credential, as validated by faculty at the receiving institution.
- Industry credential mapping, where the Workforce Pell program leads to a nationally recognized industry-based credential whose competency framework maps to courses

or requirements in the receiving credential, consistent with existing BoR credit-for-prior-learning policy.

Receiving-institution faculty review is the default standard for equivalence determination. Where a Board of Regents-adopted UTP or system-level agreement has already incorporated faculty review, no additional program-level faculty review is required.

6. Student notice and disclosure

Before enrollment in a Workforce Pell eligible program, the sending institution must disclose to prospective students, in writing:

- The name(s) of receiving institution(s) that have agreed to accept credit from the program and the specific certificate(s) or degree program(s) toward which the credit applies.
- The specific credits, competencies, or credentials that transfer and any conditions or limits on transfer (minimum grades, time limits, residency requirements).
- That credit acceptance at the receiving institution does not guarantee admission to the receiving institution or program.
- A link or reference to the full text of the formal written agreement and any applicable Board of Regents transfer policy.

Required disclosure points include: the institution's public website; any course catalog or program guide for the Workforce Pell program; enrollment agreements or acknowledgement forms; and advising materials provided to students before or at enrollment. Consistent with BoR consumer-information policy, disclosures must be updated promptly when an agreement is amended or terminated.

7. Submission, monitoring, and currency

7.1 At program approval. At the Workforce Pell program-approval stage, the institution submits to the Board of Regents: (i) the executed agreement(s) or reference to the applicable Board of Regents policy; (ii) a scope summary identifying the transferable credit and the receiving credential(s); and (iii) signature pages for bilateral or consortium agreements.

7.2 Ongoing maintenance. The institution must maintain all formal written agreements in effect for the duration of Workforce Pell program approval. An agreement that expires, lapses, or is materially amended must be renewed or replaced before the expiration date. The institution must notify the Board of Regents within 30 calendar days of any agreement termination or material amendment.

7.3 Agreement lapse. If an agreement lapses and is not replaced, and no other qualifying pathway remains in effect, the program loses its documentation of compliance with § 690.93(a)(4). Louisiana Works will notify the institution and provide a 60-calendar-day cure period before treating the lapse as a deficiency in the Governor's approval. A deficiency not cured within 60 days is treated as a basis for withdrawal of program approval under 34 CFR § 690.96(a).

7.4 Currency review. Agreements are reviewed for currency at least every two years, concurrent with the biennial review under Section 9, and whenever the receiving institution makes a material change to the certificate or degree program toward which the credit applies.

8. Registered Apprenticeship and credit-for-prior-learning treatment

A Workforce Pell program that serves as the related instruction component of a Registered Apprenticeship Program (RAP) is automatically deemed to satisfy the high-skill, high-wage, or in-demand and employer hiring-needs requirements under 34 CFR § 690.93(g). The § 690.93(g) automatic satisfaction does not extend to the § 690.93(a)(4) credit-acceptance requirement; RAP-linked programs must separately demonstrate credit acceptance.³

Presumptive satisfaction for RAP programs: If a RAP completion certificate or related instruction credential maps to a Regents-recognized credit-bearing credential under an existing Board of Regents credit-for-prior-learning policy or apprenticeship-to-credit agreement, the § 690.93(a)(4) requirement is presumed satisfied for that program, provided the mapping is documented in the program record submitted to the Board of Regents. No separate bilateral articulation agreement is required where a documented BoR-recognized CPL mapping already exists.

For RAP-linked programs without an existing BoR CPL mapping, the institution must establish a qualifying agreement under Section 3 in the same manner as any other Workforce Pell program.

9. Periodic review

The qualifying agreement types in Section 3, the minimum content standards in Section 4, the equivalence standards in Section 5, and the disclosure standards in Section 6 are reviewed at least every two years, concurrent with the Louisiana WIOA State Plan modification cycle under WIOA § 102(c).

The review is led by the Board of Regents, in consultation with the Workforce Investment Council and the Education-to-Workforce Alignment Advisory Council. Between biennial reviews, the Board of Regents may update the list of qualifying agreement types and accepted equivalence methods through a Board Academic Affairs action, without requiring a full amendment of this policy.

10. Relationship to other Workforce Pell policies

This policy is one of the written policies required by 34 CFR § 690.93(b)(1) (91 FR 29254, May 19, 2026). It addresses the § 690.93(a)(4) credit-acceptance criterion. The other policies in the Louisiana Workforce Pell policy suite address the remaining Governor approval criteria and written-policies requirements:⁴

- High-Skill, High-Wage, or In-Demand Methodology (§ 690.93(a)(1) and § 690.93(b)(1)(i)).
- Employer-Hiring Alignment Policy (§ 690.93(a)(2) and § 690.93(b)(1)(ii)).
- Credential Stackability and Portability Policy (§ 690.93(a)(3) and § 690.93(b)(1)).
- Submission, Consultation, Appeal, and State-Board Attestation Policy (§ 690.93(b)(2)–(4)).

³34 CFR § 690.93(g) (91 FR 29254, May 19, 2026) (program serving as related instruction component of a Registered Apprenticeship Program is treated as meeting § 690.93(a)(1) and § 690.93(a)(2) automatically, but not § 690.93(a)(4)).

⁴34 CFR § 690.93(b)(1) (91 FR 29254, May 19, 2026). This policy, together with the High-Skill, High-Wage, or In-Demand Methodology; Employer-Hiring Alignment Policy; Credential Stackability and Portability Policy; and Submission, Consultation, Appeal, and State-Board Attestation Policy, collectively satisfies the Governor's written-policies requirement under § 690.93(b)(1).

Overlap with the Credential Stackability and Portability Policy: A single formal written agreement that satisfies this policy's § 690.93(a)(4) requirement (credit accepted toward a certificate or degree) may simultaneously satisfy the § 690.93(a)(3) stackability/portability requirement (credential that is stackable and portable, or is the sole recognized credential for the occupation) if the agreement documents both the credit acceptance and the credential's role in a credential pathway. Institutions are not required to submit separate documentation for each criterion where a single agreement addresses both.

Where this policy and the core Louisiana Workforce Pell Program Approval Rule appear to conflict, the core rule controls.

11. Adoption

This policy is issued jointly by the Louisiana Board of Regents and Louisiana Works, in consultation with the Workforce Investment Council, and approved by the Education-to-Workforce Alignment Advisory Council. Substantive amendments are adopted through the same joint process.

Adopted by:

Commissioner, Louisiana Board of Regents

Date: _____

Secretary, Louisiana Works (Governor's Designee)

Date: _____

Chair, Education-to-Workforce Alignment Advisory Council

Date: _____

Federal authority¹; Louisiana Board of Regents articulation framework²; RAP treatment³; policy suite⁴.

Workforce Pell Program Approval

Credential Stackability and Portability

Issuing authority	Louisiana Board of Regents / Louisiana Works
Approval body	Education-to-Workforce Alignment Advisory Council
State board	Workforce Investment Council (WIC), Louisiana's State Workforce Development Board under WIOA § 101
Federal authority	34 CFR § 690.93(a)(3); § 690.93(b)(1) (91 FR 29254, May 19, 2026, eff. July 20, 2026). Docket ID ED-2026-OPE-0133. WFTCA § 83002; HEA § 481(b)(3)(A)(iii)
Effective date	July 1, 2026

1. Purpose

This policy is issued jointly by the Louisiana Board of Regents and Louisiana Works, as the Governor's designee, and implements 34 CFR §§ 690.93(a)(3) and 690.93(b)(1) (91 FR 29254, May 19, 2026). It establishes Louisiana's written policy for determining that a Workforce Pell eligible program leads to a recognized postsecondary credential that is stackable and portable — or, where applicable, is the sole recognized postsecondary credential for the target occupation.¹

This policy originates from the Board of Regents, which holds statutory authority over credential sequencing, program-of-study design, and articulation policy for Louisiana public postsecondary institutions, and is co-adopted by Louisiana Works as the Governor's designee for federal certification purposes. It connects to the Louisiana Prospers Master Plan for Higher Education, the Universal Transfer Pathway initiative, and the Board of Regents' Academic Planning criteria for industry-recognized credentials.

2. Scope and definitions

This policy applies to every short-term program seeking Workforce Pell approval.

2.1 Definitions.

Stackable credential. A recognized postsecondary credential that counts toward, or can be combined with, a higher-level credential within a documented career pathway, consistent with WIOA §§ 3(7) and 3(52). For this policy, the connection to a higher-level credential must be documented through a formal written agreement, a Board of Regents-recognized articulation pathway, or a Board of Regents-adopted career-pathway program of study.

Portable credential. A recognized postsecondary credential that is accepted by more than one employer in the relevant industry sector or occupation. Portability may be demonstrated through national industry recognition (a nationally recognized certifying body's credential), multi-employer Louisiana acceptance, or Registered Apprenticeship completion. Geographic

¹34 CFR § 690.93(a)(3) (91 FR 29254, May 19, 2026) (Governor approval criterion: program leads to a recognized postsecondary credential that is stackable and portable across more than one employer, or is the only recognized postsecondary credential for the occupation); § 690.93(b)(1) (Governor's written policies). Effective July 20, 2026; early implementation permitted July 1, 2026. Docket ID ED-2026-OPE-0133.

scope is statewide at minimum; interstate or national portability automatically satisfies this standard.

Sole recognized postsecondary credential. The only recognized postsecondary credential that exists for a specific occupation — the alternative prong of the federal stackability/portability requirement under § 690.93(a)(3)(ii). A program satisfies this policy under the sole-credential prong if no other recognized postsecondary credential exists for the target occupation and the program provides that credential upon completion.

Documented connection. A formal written agreement, Board of Regents-adopted Universal Transfer Pathway, statewide articulation agreement, or published BoR career-pathway map that establishes the relationship between the Workforce Pell credential and a higher-level postsecondary credential.

Career pathway. A combination of rigorous and high-quality education, training, and other services that aligns with the skill needs of industries in the economy of the State or regional economy, as defined in WIOA § 3(7). A Perkins V Eligible CTE Program of Study is presumed to constitute a career pathway for purposes of this policy.

Recognized postsecondary credential. As defined in 34 CFR § 690.91, a credential of the type described in WIOA § 3(52), including industry-recognized credentials, certificates, and degrees.

3. Stackability determination

To satisfy 34 CFR § 690.93(a)(3)(i) under the stackability prong, a program must lead to a recognized postsecondary credential with a documented connection to a higher-level credential within a career pathway. “Documented connections to additional credentials” is Louisiana’s implementation mechanism for this requirement; the federal standard is that the credential be stackable and portable, not that a specific form of connection documentation be used.²

3.1 Qualifying pathways. An institution may demonstrate stackability through any one or more of the following:

- A Regents-adopted Universal Transfer Pathway (UTP) or other Board of Regents statewide articulation policy that establishes the Workforce Pell credential as a step toward a higher-level certificate or degree. Where a UTP covering the discipline exists, it satisfies this requirement without a separate bilateral agreement.
- A bilateral articulation agreement between the sending institution and one or more receiving institutions that expressly identifies the Workforce Pell credential as stackable toward a higher-level credential at the receiving institution.
- A consortium or system-level transfer-of-credit agreement (LCTCS, LSU System, University of Louisiana System, or Southern University System) that documents the progression pathway.
- An intermediary exit point within a published Board of Regents-recognized career-pathway program of study, where the Workforce Pell credential is a documented step toward a higher-level credential within the same program of study.

²34 CFR § 690.93(a)(3)(i). “Documented connections to additional credentials” is Louisiana’s implementation mechanism for demonstrating stackability under the federal standard. The final rule requires the credential to be stackable and portable; it does not mandate a specific documentation form. Formal written agreements are imposed by Louisiana policy, not directly by federal regulation.

- An industry-recognized credential with a documented progression path to a higher-level postsecondary credential established by the credential-issuing body or by a BoR-recognized employer or sector partnership.

3.2 Cross-institutional connections. A documented connection to a higher-level credential at a different Louisiana postsecondary institution qualifies, provided the connection is formalized through a qualifying pathway under Section 3.1. No minimum credit-transfer percentage is required; the credential or credit must count toward at least one defined course, competency, or program requirement within the higher-level credential — not merely as general elective credit.

3.3 Documentation submitted to the Board of Regents. For each qualifying pathway, the institution submits: (i) a copy or reference to the executed agreement or BoR-adopted policy; (ii) identification of the higher-level credential toward which the Workforce Pell credential stacks; and (iii) the effective date and term of the agreement or policy.

4. Portability determination

To satisfy the portability prong of 34 CFR § 690.93(a)(3)(i), a program must lead to a recognized postsecondary credential that is accepted by more than one employer in the relevant industry sector or occupation. Multi-employer acceptance may be demonstrated through any one or more of the following pathways. Alternatively, a program that satisfies the sole-credential prong of 34 CFR § 690.93(a)(3)(ii) (see Section 4.3) need not separately demonstrate portability.³

4.1 Qualifying portability pathways:

- **National industry recognition (rebuttable presumption of portability).** A credential issued by a nationally recognized industry certifying body is presumed portable across more than one employer without separate employer documentation. The institution must submit evidence of national recognition (certifying body name and credential title). The presumption may be rebutted if LMI or other evidence shows the credential is not accepted by Louisiana employers in the target occupation.
- **Multi-employer Louisiana acceptance.** Where a credential is not nationally recognized, the institution demonstrates multi-employer acceptance through: (a) written attestation from two or more named employers in the target occupation confirming the credential is recognized in their hiring; (b) endorsement from a sector or industry partnership within the meaning of WIOA § 3(26) covering the target occupation; or (c) real-time LMI evidence showing the credential appears in job postings for the target occupation across multiple employers, using the data sources in Section 6.
- **Registered Apprenticeship completion certificate.** A Registered Apprenticeship completion certificate issued upon completion of a USDOL-registered or State Apprenticeship Agency-registered apprenticeship is presumed portable, consistent with Section 7.

4.2 Geographic scope. Statewide multi-employer acceptance within Louisiana is the minimum required. Interstate or national portability automatically satisfies this standard.

4.3 Sole-credential prong. A program that leads to the only recognized postsecondary credential for a specific occupation — and that provides that credential upon program

³34 CFR § 690.93(a)(3)(i) (portable “across more than one employer in the relevant industry sector or occupation”); § 690.93(a)(3)(ii) (sole recognized postsecondary credential for the occupation). See also 34 CFR § 690.91 (definition of “recognized postsecondary credential” by reference to WIOA § 3(52)).

completion — satisfies § 690.93(a)(3)(ii) without separately demonstrating stackability or portability under Sections 3 and 4.1–4.2. The institution must document that no other recognized postsecondary credential exists for the target occupation, using O*NET, BLS SOC data, or a sector partnership attestation as evidence.

5. Employer validation

Employer validation is Louisiana’s evidentiary mechanism for demonstrating multi-employer portability under the Section 4.1(b) pathway. It is not a standalone federal requirement independent of § 690.93(a)(3); rather, it is the documentation that satisfies the multi-employer acceptance standard where national recognition is not available.

5.1 Accepted forms of employer validation:

- Written attestation from two or more named employers in the target occupation confirming the credential is recognized in their hiring practices and is accepted across their workforce.
- Written endorsement from a sector or industry partnership (WIOA § 3(26)) covering the target occupation, representing multiple member employers.
- Written validation from one or more Registered Apprenticeship sponsors for the target occupation.
- Real-time LMI corroboration (Lightcast or equivalent) showing the credential appears as a preferred or required qualification in job postings for the target occupation across at least two distinct employers.

5.2 Refresh cadence. Employer validation is required at initial program approval. It must be refreshed at each biennial review under Section 8 or upon a material change in the target occupation’s credential landscape (e.g., emergence of a new nationally recognized credential that supersedes the program’s credential).

5.3 Consolidated attestation with the Employer-Hiring Alignment Policy. A single employer attestation or sector partnership endorsement that addresses both the credential’s multi-employer portability (this policy, Section 4.1(b)) and the program’s alignment with employer hiring needs (Employer-Hiring Alignment Policy, § 690.93(a)(2)) satisfies both requirements. Institutions are not required to submit separate employer documentation for each policy where a single record addresses both elements. The attestation must expressly confirm both the credential’s portability across multiple employers and the program’s alignment with the hiring needs of those employers.⁴

6. Career-pathway data and real-time labor market information

In evaluating stackability and portability determinations under Sections 3 and 4, the Board of Regents shall consider career-pathway data and real-time labor market information (LMI) where available, as required by 34 CFR § 690.93(b)(1).⁵

⁴Consolidated attestation coordination between this policy and the Employer-Hiring Alignment Policy is authorized because 34 CFR § 690.93(a)(2) (employer hiring needs) and § 690.93(a)(3)(i) (multi-employer portability) are related criteria that a single employer attestation may address simultaneously. The Governor’s certification to the Secretary under § 690.93(d) must confirm satisfaction of both criteria; a consolidated record that documents both is sufficient.

⁵34 CFR § 690.93(b)(1) requires the Governor’s written policies to “consider (if available) career-pathway data and real-time labor market information” in evaluating stackability and portability. Louisiana’s LMI sources include LAFIRST (Board of Regents), Louisiana UI wage records, and Lightcast real-time LMI licensed by Louisiana Works.

6.1 Data sources. The Board of Regents draws on the following sources:

- BoR student unit-record data and program completion data, including LAFIRST longitudinal outcome data.
- Louisiana Unemployment Insurance (UI) wage records, accessed through BoR data-sharing agreements.
- Licensed real-time LMI (Lightcast or equivalent), maintained by Louisiana Works, for current job-posting demand and credential prevalence.
- Bureau of Labor Statistics Standard Occupational Classification and O*NET competency data.
- Louisiana Works short- and long-term occupational projections.

6.2 LMI report. Institutions submit LMI documentation using a Board of Regents standard template. The template is published by Louisiana Works and updated at least biennially. The LMI report must reflect data from the most recent 12 months of available data.

6.3 Year 1 data gap. For programs approved in the 2026–27 award year, program-specific completion and earnings data do not yet exist. Institutions may submit analogous-program data — data from programs with the same 6-digit CIP code, the same SOC code, or the same credential type at comparable Louisiana or regional institutions — as a proxy, clearly labeled as such. Louisiana Works and the Board of Regents will develop program-specific outcome baselines as data accumulates through the transitional period under 34 CFR § 690.94(a)(2).

7. Registered Apprenticeship presumption

A credential issued upon completion of a Registered Apprenticeship Program (RAP) registered with the U.S. Department of Labor or a recognized State Apprenticeship Agency is presumed to satisfy the portability prong of this policy under 34 CFR § 690.93(a)(3)(i), because a USDOL-registered apprenticeship completion certificate is by definition recognized by the sponsoring employer and is typically accepted across the industry.⁶

Note on scope of § 690.93(g): The automatic deemed-satisfaction provision of 34 CFR § 690.93(g) applies to the high-skill, high-wage, or in-demand criterion (§ 690.93(a)(1)) and the employer hiring-needs criterion (§ 690.93(a)(2)). It does not extend to the stackability/portability criterion at § 690.93(a)(3). This policy's RAP presumption is grounded in the portability standard of § 690.93(a)(3)(i) directly, not in § 690.93(g).

7.1 Scope of the presumption. The presumption applies to apprenticeship completion certificates issued upon satisfactory completion of a USDOL-registered apprenticeship. It does not automatically extend to pre-apprenticeship credentials. A pre-apprenticeship credential may qualify under the standard pathways in Sections 3 and 4 if it leads to a documented connection to a higher-level credential (typically the full apprenticeship completion certificate) or demonstrates multi-employer acceptance through the pathways in Section 4.1.

7.2 Documentation. To claim the presumption, the institution submits: (i) evidence of active USDOL or State Apprenticeship Agency registration (registration number and sponsor name); and (ii) the credential issued upon completion (title, issuing body, and SOC code).

⁶34 CFR § 690.93(g) (91 FR 29254, May 19, 2026) deems RAP-linked programs as automatically meeting § 690.93(a)(1) (high-skill/high-wage/in-demand) and § 690.93(a)(2) (employer hiring needs). Section 690.93(g) does not extend to § 690.93(a)(3) (stackability/portability). Louisiana's RAP portability presumption in this Section 7 is grounded in the multi-employer acceptance standard of § 690.93(a)(3)(i) directly.

8. Periodic review

The qualifying stackability pathways in Section 3, the portability pathways in Section 4, the accepted employer validation forms in Section 5, and the data sources in Section 6 are reviewed at least every two years, concurrent with the Louisiana WIOA State Plan modification cycle under WIOA § 102(c).

The review is led by the Board of Regents, in consultation with the Workforce Investment Council and the Education-to-Workforce Alignment Advisory Council. Between biennial reviews, the Board of Regents may add or modify qualifying pathways and accepted employer validation forms through a Board Academic Affairs action, without requiring a full amendment of this policy.

9. Relationship to other Workforce Pell policies

This policy is one of the written policies required by 34 CFR § 690.93(b)(1) (91 FR 29254, May 19, 2026). It addresses the § 690.93(a)(3) stackability/portability criterion. The other policies in the Louisiana Workforce Pell policy suite address the remaining Governor approval criteria:⁷

- High-Skill, High-Wage, or In-Demand Methodology (§ 690.93(a)(1) and § 690.93(b)(1)(i)).
- Employer-Hiring Alignment Policy (§ 690.93(a)(2) and § 690.93(b)(1)(ii)). See Section 5.3 for consolidated employer-attestation coordination.
- Academic Credit Transfer and Articulation Policy (§ 690.93(a)(4) and § 690.93(b)(1)).
- Submission, Consultation, Appeal, and State-Board Attestation Policy (§ 690.93(b)(2)–(4)).

Overlap with the Academic Credit Transfer and Articulation Policy: A single formal written agreement may simultaneously satisfy this policy's stackability documentation requirement (Section 3.1) and the Academic Credit Transfer and Articulation Policy's credit-acceptance requirement (§ 690.93(a)(4)), where the agreement documents both the credential's connection to a higher-level credential and the acceptance of academic credit toward a certificate or degree. Institutions are not required to submit separate documentation for each policy where a single agreement addresses both criteria.

Where this policy and the core Louisiana Workforce Pell Program Approval Rule appear to conflict, the core rule controls.

10. Adoption

This policy is issued jointly by the Louisiana Board of Regents and Louisiana Works, in consultation with the Workforce Investment Council, and approved by the Education-to-Workforce Alignment Advisory Council. Substantive amendments are adopted through the same joint process.

Adopted by:

Commissioner, Louisiana Board of Regents

Date: _____

Date: _____

⁷34 CFR § 690.93(b)(1) (91 FR 29254, May 19, 2026). This policy, together with the High-Skill, High-Wage, or In-Demand Methodology; Employer-Hiring Alignment Policy; Academic Credit Transfer and Articulation Policy; and Submission, Consultation, Appeal, and State-Board Attestation Policy, collectively satisfies the Governor's written-policies requirement under § 690.93(b)(1).

Secretary, Louisiana Works (Governor's Designee)

_____ Date: _____

Chair, Education-to-Workforce Alignment Advisory Council

Federal authority¹; credential standard and WIOA frameworks²⁻³; employer validation and consolidated attestation⁴; LMI requirement⁵; RAP treatment⁶; policy suite⁷.

Workforce Pell Program Approval

Employer-Hiring Alignment Policy

Issuing authority	Louisiana Works, as designee of the Governor for Workforce Pell program determinations
Approval body	Education-to-Workforce Alignment Advisory Council
Federal authority	34 CFR §§ 690.93(a)(2), 690.93(b)(1)(ii) (91 FR 29254, May 19, 2026); WFTCA § 83002; HEA § 481(b)(3)(A)(iii)
Effective date	July 1, 2026

1. Purpose

This policy implements 34 CFR § 690.93(b)(1)(ii) (91 FR 29254, May 19, 2026) by setting out how Louisiana determines whether a short-term educational program meets the hiring requirements of potential employers in high-skill, high-wage, or in-demand sectors and occupations — satisfying the Governor approval criterion in 34 CFR § 690.93(a)(2). The federal rule requires the determination to rest on two findings: (A) that the expected competencies of the program’s recognized postsecondary credential align with the competencies needed in the target occupation(s); and (B) that direct input from employers confirms the alignment.¹

2. Louisiana's approach

2.A Year 1 (2026-27): state-curated program list

In the 2026-27 award year, Louisiana originates the Workforce Pell program list at the state level.

Louisiana Works, with data support from the Board of Regents, identifies a curated set of programs that meet all of the following criteria, and presents each program to the Education-to-Workforce Alignment Advisory Council for approval:

- The federal eligibility requirements of 34 CFR Parts 600, 668, and 690 (91 FR 29254, May 19, 2026), including: at least 8 but less than 15 weeks of instructional time (§ 690.92(a)); 150–599 clock hours or the equivalent in credit hours (§ 690.92(b)); the 12-month operating-history requirement (§ 690.94(a)); and confirmation that the offering institution has not been subject to any suspension, emergency action, or program termination in the preceding five years (§ 690.92(g));
- Alignment with an MJ Foster Priority Industry (Healthcare, Information Technology, Manufacturing, Construction, or Transportation and Logistics); AND
- Alignment with a Louisiana 4- or 5-Star Job.

¹34 CFR § 690.93(b)(1)(ii)(A)–(B) (91 FR 29254, May 19, 2026) (Governor’s written policy for assessing employer-hiring alignment); § 690.93(a)(2) (substantive Governor approval criterion: program meets hiring needs of employers). Final rule effective July 20, 2026; early implementation permitted July 1, 2026. Docket ID ED-2026-OPE-0133.

Louisiana will not accept unsolicited institutional applications in Year 1. An institution whose program is identified by Louisiana Works must confirm: (i) the accuracy of the data underlying the program record; (ii) willingness to offer the program as Workforce Pell eligible; and (iii) the institution's ability to meet federal reporting, aid-packaging, and compliance requirements.

2.B Year 2 and beyond

Every record of direct employer input — whether assembled by Louisiana Works for Year 1 programs or submitted by an institution beginning in Year 2 — must, at a minimum, document: (i) the employer or entity name; (ii) the occupation(s) reviewed; (iii) the date of consultation; (iv) a description of the workforce need; (v) confirmation that the program's expected competencies align with the competencies needed for the target occupation(s); and (vi) records-retention sufficient to support state and federal audit, consistent with the records-retention requirements of 34 CFR Part 668 and the Louisiana Works records-retention schedule.

Direct employer input must be refreshed at least every two years, on a cycle aligned with the Louisiana WIOA Combined State Plan modification cycle under WIOA § 102(c) and with the biennial review of the high-skill, high-wage, or in-demand methodology described in the companion High-Skill, High-Wage, or In-Demand Methodology policy.

Louisiana recognizes that some occupations are high-demand on a statewide basis, while others may be high-demand only within particular Regional Labor Market Areas. The default basis for employer alignment under this policy is statewide. Louisiana Works and the Education-to-Workforce Alignment Advisory Council may also consider regional labor-market demand when evaluating employer alignment, but is not required to do so. If Louisiana elects to approve a program on the basis of regional employer demand, supporting documentation would be expected to identify the relevant Regional Labor Market Area or workforce development region and to show that the Star Jobs rating and employer-input record support hiring demand within that region.

3. Two-part alignment test

Every program included in Louisiana's certification to the U.S. Department of Education must satisfy both parts of the federal test.²

Test	Pass standard
Part A — Competency alignment	The expected competencies of the program's recognized postsecondary credential align with the competencies needed in the target high-skill, high-wage, or in-demand occupation(s). Alignment is documented using O*NET, BLS Standard Occupational Classification data, a nationally recognized industry-based credential framework, or an equivalent source.

²34 CFR § 690.93(a)(2) (program must meet hiring needs of employers); § 690.93(b)(1)(ii) (Governor's written policy for employer-hiring alignment). See also Letter from Governor Jeff Landry to Secretary Linda McMahon, U.S. Dep't of Education (Jan. 21, 2026) (designating Louisiana Works as lead state agency and the Education-to-Workforce Alignment Advisory Council as Workforce Pell Program Approval Body).

Test	Pass standard
Part B — Direct employer input	Direct input from employers, secured through at least one of the channels in Section 4, confirms that the program meets the hiring requirements of employers in the target occupation(s).

4. Channels of direct employer input

Louisiana may secure direct employer input through any one or more of the following channels, consistent with 34 CFR § 690.93(b)(1)(ii)(B) (91 FR 29254, May 19, 2026). Employer input secured through any channel below satisfies Part B of the two-part test and supports the Governor’s determination under § 690.93(a)(2) that the program meets employer hiring needs. The channels marked as Louisiana-established methodologies are adopted under the rule’s “other methodologies established by the State” clause.³

- Louisiana Workforce Investment Council (WIC). Consultation with the WIC, Louisiana’s State Workforce Development Board under WIOA § 101, memorialized in writing. Note: When WIC consultation is used as the Part B employer-input channel, it satisfies that element of the two-part test. The separate state-board attestation required by 34 CFR § 690.93(b)(3) and certified to the Secretary under § 690.93(d) is a standalone obligation that applies to every program approval regardless of which Part B channel is used; it is not automatically discharged by WIC consultation serving as a Part B input channel.
- Sector or industry partnership. Written input from a sector or industry partnership within the meaning of WIOA § 3(26).
- Registered Apprenticeship sponsor. Written input from one or more Registered Apprenticeship sponsors for the target occupation.
- Regional Economic Development Organization (REDO) — Louisiana-established methodology. A written validation from a Regional Economic Development Organization recognized by Louisiana Economic Development as a Regional Partner, confirming regional employer hiring demand for the target occupation(s) and alignment with regional employer needs.
- Employer survey or direct employer outreach — Louisiana-established methodology. Written input from named employers of record obtained through a Louisiana Works-conducted survey or direct outreach.

Registered Apprenticeship fast lane. A program that serves as the related technical instruction component of a Registered Apprenticeship Program is treated as satisfying Parts A and B of this policy without the employer input described above.⁴

³34 CFR § 690.93(b)(1)(ii)(B) (Governor’s written policy must include methodology for employer input confirming program meets hiring needs); § 690.93(b)(3) (Governor’s written policies must require attestation that State board was consulted when evaluating each program). Note: § 690.93(b)(3) attestation is a standalone certification obligation under § 690.93(d), distinct from WIC consultation as a Part B employer-input channel.

⁴34 CFR § 690.93(g) (91 FR 29254, May 19, 2026). A program that serves as the related instruction component of a Registered Apprenticeship Program is treated as meeting § 690.93(a)(1) (high-skill, high-wage, or in-demand alignment) and § 690.93(a)(2) (meets hiring needs of employers) without separate Governor methodology review or direct employer input documentation.

5. Review and determination

Role	Action
Louisiana Works	Identifies candidate programs against the criteria in Section 2.A; assembles the competency-alignment documentation and employer-input record for each program; consults the WIC; and prepares a recommendation to the Advisory Council.
Board of Regents	Transmits institutional and student data supporting the program record.
Candidate institution	Confirms data accuracy, willingness to participate, and federal compliance capacity (Section 2.A).
Advisory Council	Reviews each program record and approves or denies. Meetings comply with La. R.S. 42:11 et seq.
Louisiana Works, as Governor's designee	Upon Council approval, executes the Governor's certification under 34 CFR § 690.93(d), including the state-board consultation attestation required by § 690.93(b)(3). Note: the state-board attestation is a standalone certification element required for every program approval, separate from any WIC consultation conducted as a Part B employer-input channel.

6. Relationship to other Workforce Pell policies

This policy is one of the written policies required by 34 CFR § 690.93(b)(1) (91 FR 29254, May 19, 2026). The core Louisiana Workforce Pell Program Approval Rule governs appeals, withdrawal of approval, and the periodic review of the high-skill/high-wage/in-demand methodology. Where this policy and the core rule appear to conflict, the core rule controls.

This policy addresses only employer-hiring alignment. Programs must independently satisfy the federal completion rate (70%), employment rate (70%), and value-added earnings standards in 34 CFR §§ 690.94–690.95, which apply as federal law regardless of the Governor's employer-alignment determination. Programs must also satisfy all other applicable federal and state Workforce Pell eligibility requirements, including the high-skill, high-wage, or in-demand methodology. Louisiana further intends that the Workforce Pell program list, taken as a whole, support the career pathways, credential portability, and upward mobility increasingly emphasized in federal Workforce Pell guidance.

7. Adoption

This policy is adopted by Louisiana Works, in consultation with the Louisiana Workforce Investment Council, and approved by the Education-to-Workforce Alignment Advisory Council. Substantive amendments are adopted through the same process. Louisiana anticipates that this methodology will evolve over time as program guidance matures, as data and labor-market conditions change, and as the State refines its approach to Workforce Pell implementation.

Adopted by:

Secretary, Louisiana Works (Governor's Designee) Date: _____

Chair, Education-to-Workforce Alignment Advisory Council Date: _____

Workforce Pell Program Approval

High-Skill, High-Wage, or In-Demand Methodology

Issuing authority	Louisiana Works, as designee of the Governor for Workforce Pell program determinations
Approval body	Education-to-Workforce Alignment Advisory Council
State board	Workforce Investment Council (WIC)
Federal authority	34 CFR § 690.93(b)(1)(i) (91 FR 29254, May 19, 2026); Perkins V § 122; WIOA §§ 3(23), 102
Effective date	July 1, 2026
Review cadence	At least every two years, concurrent with the WIOA State Plan modification cycle

1. Purpose

This policy implements 34 CFR § 690.93(b)(1)(i) (91 FR 29254, May 19, 2026).¹ It sets out Louisiana's methodology for determining and periodically reviewing which industry sectors and occupations are high-skill, high-wage (as identified under Perkins V § 122)², or in-demand (as identified under WIOA § 102)³; identifies the competencies needed in those industries and occupations; and establishes where the public list is maintained.

2. Louisiana's methodology

2.A Framework

Louisiana determines that an industry sector or occupation is high-skill, high-wage, or in-demand by reference to two existing state frameworks, maintained by Louisiana Works with data support from the Board of Regents and with input from the Workforce Investment Council (WIC):

- MJ Foster Priority Industries. The Education-to-Workforce Alignment Advisory Council identifies the state's priority industries. At adoption of this policy, those industries are Healthcare, Information Technology, Manufacturing, Construction, and Transportation and Logistics.
- Louisiana Star Jobs. Louisiana Works maintains the Star Jobs framework, which assigns each occupation a 1- to 5-star rating based on short- and long-term demand, wages, and openings.

Definitions:

¹34 CFR § 690.93(b)(1)(i) (91 FR 29254, May 19, 2026) (Docket ID ED-2026-OPE-0133). The final rule is effective July 20, 2026, with early implementation permitted beginning July 1, 2026.

²Carl D. Perkins Career and Technical Education Act of 2006, as amended (Perkins V), § 122, 20 U.S.C. § 2342.

³Workforce Innovation and Opportunity Act § 3(23), 29 U.S.C. § 3102(23) ("in-demand industry sector or occupation"); WIOA § 102(c) (State Plan modification cycle).

High-skill (Louisiana’s state elaboration): The final rule uses “high-skill, high-wage, or in-demand” as a composite standard consistent with Perkins V § 122. For purposes of applying that standard, Louisiana determines an occupation to be high-skill when it requires specialized technical knowledge, occupational competencies, postsecondary training, industry-recognized credentials, apprenticeship participation, or demonstrated competency attainment associated with entry into or advancement within the occupation.

High-wage: Consistent with the Louisiana WIOA Combined State Plan, Louisiana defines a high-wage career as an occupation with an average hourly rate equal to or greater than the average hourly rate of all occupations as reported by the Louisiana Workforce Commission.

In-demand: For purposes of 34 CFR § 690.91, an “in-demand industry sector or occupation” is one that has a substantial current or projected need for skilled workers, as determined by the Governor consistent with WIOA § 3(23), 29 U.S.C. § 3102(23). Louisiana’s mechanism for making this determination is the Louisiana Star Jobs framework. Consistent with the Louisiana WIOA Combined State Plan, Louisiana identifies an occupation as in-demand when state, local, or regional labor market data show that demand exceeds projected employment supply, as evidenced by a rating of 3, 4, or 5 stars under the Star Jobs framework. The 4- or 5-Star threshold applied for Workforce Pell purposes (see Qualifying determination, below) is a more selective state standard adopted pursuant to the Governor’s discretionary authority under 34 CFR § 690.93(b)(1)(i) to establish a methodology for identifying qualifying sectors and occupations.

Star Jobs methodology: The Louisiana Star Jobs framework assigns each occupation a 1- to 5-star rating derived from a composite of long- and short-term occupational hiring outlooks, current job-posting demand, and median wages. Wages are weighted so that high-employment, low-wage occupations do not receive top ratings, and ratings are adjusted downward where short-term forecasts would otherwise overstate occupations with weak long-term growth.

Qualifying determination. An occupation qualifies as high-skill, high-wage, or in-demand for Workforce Pell purposes if it is (i) within an MJ Foster Priority Industry, and (ii) rated a 4- or 5-Star Job at the time of the Workforce Pell determination. The 4- or 5-Star threshold is a Workforce Pell-specific standard adopted by the Governor pursuant to the discretionary authority granted under 34 CFR § 690.93(b)(1)(i) to establish the state’s methodology for identifying qualifying sectors and occupations. It is more selective than the broader WIOA in-demand definition (3, 4, or 5 stars) set out in Section 2.A, and ensures Workforce Pell-eligible programs lead to occupations with the strongest combined demand and wage profiles. Registered Apprenticeship Program exception: A program serving as the related instruction component of a Registered Apprenticeship Program (RAP) is treated as satisfying this qualifying determination without separate Star Jobs review, pursuant to 34 CFR § 690.93(g).

2.B Data sources

- Louisiana Works short- and long-term occupational projections.
- Bureau of Labor Statistics Standard Occupational Classification data.
- U.S. Department of Labor O*NET competency data.
- Louisiana Unemployment Insurance wage records, for wage validation.
- Licensed labor-market-information data (Lightcast or equivalent) maintained by Louisiana Works, for job-posting demand.

2.C Competencies needed

For each qualifying occupation, Louisiana identifies the competencies needed by reference to O*NET occupational competency profiles, BLS Standard Occupational Classification data, and, where applicable, the published competency framework for a nationally recognized industry-based credential. This competency crosswalk is Louisiana's instrument for assessing, at the program level, whether a program's curriculum "provides an education aligned with the requirements" of the qualifying occupation, as required by 34 CFR § 690.93(a)(1). Louisiana Works publishes this crosswalk as part of the public list described in Section 4. Where practicable, competency validation may also include employer advisory input, sector partnership feedback, apprenticeship sponsor consultation, or industry-recognized credential standards.

3. Periodic review

The MJ Foster Priority Industries, the Star Jobs ratings, and the associated competencies crosswalk are reviewed at least every two years, concurrent with the Louisiana WIOA State Plan modification cycle under WIOA § 102(c).⁴ The review is led by Louisiana Works in consultation with the WIC and the Education-to-Workforce Alignment Advisory Council. Between biennial reviews, Louisiana Works may update Star Jobs ratings using the framework's published refresh schedule; a Star Jobs rating change does not require a separate APA amendment of this policy.

4. Public list

Louisiana Works maintains a publicly available page that publishes (i) the MJ Foster Priority Industries; (ii) the Louisiana Star Jobs ratings file; (iii) the competencies crosswalk described in Section 2.C; and (iv) the most recent biennial review date. These pages are publicly accessible.

5. Relationship to other Workforce Pell policies

- This policy is one of the written policies required by 34 CFR § 690.93(b)(1) (91 FR 29254, May 19, 2026). It is applied by the Employer-Hiring Alignment Policy (§ 690.93(b)(1)(ii)) and by the Submission, Consultation, Appeal, and Attestation Policy (§ 690.93(b)(2)-(4)). Where this policy and the core Louisiana Workforce Pell Program Approval Rule appear to conflict, the core rule controls.

6. Adoption

This policy is adopted by Louisiana Works, in consultation with the Workforce Investment Council, and approved by the Education-to-Workforce Alignment Advisory Council. Substantive amendments are adopted through the same process. Louisiana anticipates that this methodology will evolve over time as program guidance matures, as data and labor-market conditions change, and as the State refines its approach to Workforce Pell implementation.

⁴WIOA § 102(c), 29 U.S.C. § 3112(c) (State Plan modification cycle). See also Letter from Governor Jeff Landry to Secretary Linda McMahon, U.S. Dep't of Education (Jan. 21, 2026) (governance designations).

Adopted by:

_____ Date: _____
Secretary, Louisiana Works (Governor's Designee)

_____ Date: _____
Chair, Education-to-Workforce Alignment Advisory Council

Federal authority⁵; Perkins V and WIOA frameworks^{6 7}; Louisiana governance designations⁸.

⁵34 CFR §§ 690.90–690.97 (91 FR 29254, May 19, 2026); 34 CFR § 690.93(a)(1) (high-skill, high-wage, or in-demand alignment requirement); 34 CFR § 690.93(b)(1)(i) (Governor’s written methodology); 34 CFR § 690.91 (definition of “in-demand industry sector or occupation”); 34 CFR § 690.93(g) (Registered Apprenticeship Program exception).

⁶Carl D. Perkins Career and Technical Education Act of 2006, as amended (Perkins V), § 122, 20 U.S.C. § 2342 (high-skill, high-wage identification in State Plans); WIOA § 3(23), 29 U.S.C. § 3102(23) (definition of “in-demand industry sector or occupation”); WIOA § 102, 29 U.S.C. § 3112 (State Plan requirements).

⁷Louisiana Star Jobs framework documentation and current ratings file are maintained by Louisiana Works and published at the Workforce Pell public list page described in Section 4. The Star Jobs composite rating methodology, including wage-weighting and long-term growth adjustments, is documented in the framework’s published technical reference.

⁸Letter from Governor Jeff Landry to Secretary Linda McMahon, U.S. Dep’t of Education (Jan. 21, 2026) (designating Louisiana Works as lead state agency and the Education-to-Workforce Alignment Advisory Council as Workforce Pell Program Approval Body; recognizing the Workforce Investment Council as Louisiana’s WIOA State Board under 34 CFR § 690.91).

Workforce Pell Program Approval

Submission, Consultation, Appeal, and State-Board Attestation Policy

Issuing authority	Louisiana Works, as designee of the Governor for Workforce Pell program determinations
Approval body	Education-to-Workforce Alignment Advisory Council
State board	Workforce Investment Council (WIC), Louisiana's State Workforce Development Board under WIOA § 101
Federal authority	34 CFR §§ 690.90–690.97 (91 FR 29254, May 19, 2026).
Effective date	July 1, 2026

1. Purpose

This policy implements 34 CFR §§ 690.90–690.97 (91 FR 29254, May 19, 2026). It sets out (i) the information Louisiana will use to assess a program against the Workforce Pell approval criteria, (ii) the process and timeline for WIC consultation and for the Governor's determination that a program meets those criteria, (iii) the process by which an institution may appeal a denial, and (iv) the state-board attestation required by the federal rule.¹

2. Information used to assess a program

2.A Year 1 (2026-27): state-curated program list

Consistent with Louisiana's Year 1 posture, Louisiana Works originates the Workforce Pell program list and assembles the program record for each candidate program. For each program, the record includes (at a minimum):

- Program identification: name; 6-digit CIP code; target 6-digit SOC code(s); the recognized postsecondary credential that a completer will receive; and the awarding body.
- Federal eligibility data: length (clock or credit hours and weeks); a statement that the program has operated for at least 12 months; and confirmation that the offering institution is not subject to any federal suspension, emergency action, or program termination in the preceding five years.
- Competency alignment: the documentation described in the Employer-Hiring Alignment Policy (§ 690.93(b)(1)(ii) Part A).
- Direct employer input: at least one primary channel as described in the Employer-Hiring Alignment Policy (§ 690.93(b)(1)(ii) Part B).

¹34 CFR §§ 690.90–690.97 (91 FR 29254, May 19, 2026, eff. July 20, 2026). Docket ID ED-2026-OPE-0133. This policy addresses the requirements of § 690.93(b)(2) (submission requirements), § 690.93(b)(3) (State board attestation), and the appeals process required by § 690.93(b).

- Completion and placement: for the 2026-27 through 2028-29 award years, the information necessary for Louisiana Works to certify completion and job-placement rates on the Governor's behalf using administrative data, including Louisiana Unemployment Insurance wage records.
- Stackability and articulation: the documentation required by Louisiana's stackability-and-portability and academic-credit-and-articulation policies.

Louisiana will not accept unsolicited institutional applications in Year 1. An institution whose program is identified by Louisiana Works confirms the accuracy of the program record, its willingness to participate, and its federal compliance capacity.

2.B Year 2 and beyond: institution-initiated applications

Beginning with the 2027-28 award year, institutions submit the same items listed in Section 2.A through the Louisiana Works Workforce Pell portal, on the submission schedule published by Louisiana Works. Louisiana Works may publish technical guidance, submission templates, and operational instructions supporting institutional submissions.

3. Process and timeline

The process below is clear, transparent, and timely, and applies consistently and equitably to all eligible institutions, as required by the federal rule.²

Step	Timeline	Owner
Assembly of the program record (Year 1) or intake review of institutional submission (Year 2+)	Completed no later than 30 calendar days before Advisory Council action	Louisiana Works
Workforce Investment Council (WIC) consultation	Completed no later than 30 calendar days before Advisory Council action, so that WIC input informs the evaluation as required by 34 CFR § 690.93(b)(3)	Louisiana Works (convener); WIC
Advisory Council action (approve or deny)	At a scheduled Advisory Council meeting after the record is complete and WIC consultation is concluded	Education-to-Workforce Alignment Advisory Council
Governor's certification to the U.S. Department of Education under § 690.93(d)	Within 15 calendar days after Advisory Council approval	Louisiana Works, as Governor's designee

²34 CFR § 690.93(b) (Governor's written policies must apply consistently and equitably to all eligible institutions in the State). See also Letter from Governor Jeff Landry to Secretary Linda McMahon, U.S. Dep't of Education (Jan. 21, 2026) (designating Louisiana Works as lead state agency and the Education-to-Workforce Alignment Advisory Council as Workforce Pell Program Approval Body).

4. WIC consultation and attestation

Before Advisory Council action, Louisiana Works consults with the Workforce Investment Council (WIC). Consultation may take place at a scheduled WIC or WIC-committee meeting or by documented written consultation, completed no later than 30 calendar days before the Advisory Council meeting at which the program will be considered. The consultation record identifies the programs considered, the target occupation(s), and the WIC's input. Positioning consultation before the Advisory Council vote ensures that WIC input is available to inform the evaluation, as required by 34 CFR § 690.93(b)(3). Upon Advisory Council approval, Louisiana Works includes in the Governor's certification under § 690.93(d) an attestation that the WIC has been consulted, as required by § 690.93(b)(3).

4A. Governor's certification contents. The Governor's certification to the Secretary under 34 CFR § 690.93(d) must confirm: (1) the program was approved by the Governor; (2) the program meets each criterion in § 690.93(a); (3) the offering institution's PPA expiration date; and (4) the attestation that the WIC was consulted when evaluating the program under § 690.93(b)(3).

An institution may appeal a denial of program approval as follows.

- **Filing window.** The institution must file a written notice of appeal with Louisiana Works within 30 calendar days after the denial.
- **Contents.** The notice identifies the program, states the basis for appeal, and attaches any additional documentation the institution wishes to have considered, including additional competency documentation or additional employer input.
- **Decision.** Louisiana Works reviews the appeal, consults the Advisory Council where the denial was issued on Council recommendation, and issues a written decision within 60 calendar days after the notice of appeal is filed.
- **Standard of review.** Louisiana Works considers whether the program satisfies the approval criteria in light of the original record plus any supplementation submitted on appeal. The decision on appeal is the final state determination.
- **Equal treatment.** Appeals are decided under the same substantive criteria and on a comparable timeline for all eligible institutions.

Appeals shall be reviewed by personnel not directly involved in the original recommendation where practicable.

6. Relationship to other Workforce Pell policies

This policy is one of the written policies required by 34 CFR §§ 690.90–690.97 (91 FR 29254, May 19, 2026). This policy addresses the submission, WIC consultation, appeals, and attestation requirements under §§ 690.93(b)(2)–(4). The substantive approval criteria are addressed in the companion policies: High-Skill, High-Wage, or In-Demand Methodology (§ 690.93(b)(1)(i)); Employer-Hiring Alignment Policy (§ 690.93(b)(1)(ii)); Stackability and Portability Policy; and Academic Credit and Articulation Policy (§ 690.93(a)(4)). The core Louisiana Workforce Pell Program Approval Rule governs withdrawal of approval and any bilateral interstate agreements. Where this policy and the core rule appear to conflict, the core rule controls.

6A. Governor's Approval — Expiration and Continued Approval

6A.1 Expiration. The Governor's approval of an eligible workforce program expires upon the expiration of the offering institution's Program Participation Agreement (PPA) with the U.S. Department of

Education. An institution may not disburse Workforce Pell funds for a program after the Governor’s approval has expired.

6A.2 Reapproval required prior to PPA renewal. Before Louisiana Works submits or concurs in a PPA renewal on behalf of the Governor, it shall confirm that each eligible workforce program the institution currently offers has been reviewed and reapproved under the criteria in Section 2. Louisiana Works shall notify affected institutions of the reapproval requirement no later than 120 calendar days before the institution’s PPA expiration date.

6A.3 Reapproval process. Reapproval follows the same process and timeline as an initial approval under Section 3, including WIC consultation before Advisory Council action, Advisory Council review, and the Governor’s certification to the Secretary under 34 CFR § 690.93(d). A program that has been continuously approved and has met the completion, placement, and value-added earnings standards applicable under 34 CFR §§ 690.94 and 690.95 in the most recent award year is eligible for an expedited reapproval track, as determined by Louisiana Works.

6A.4 Certification to the Secretary. As required by 34 CFR § 690.93(f), Louisiana Works shall, as the Governor’s designee, provide the Secretary with a certification of continued approval for each reapproved program prior to the institution’s PPA expiration. The certification shall include the components required under 34 CFR § 690.93(d), including the institution’s updated PPA expiration date.

6A.5 Programs not reapproved. A program for which the Governor’s approval is not renewed prior to PPA expiration loses Workforce Pell eligibility as of the PPA expiration date. Loss of Governor approval is treated as a withdrawal of approval for purposes of 34 CFR § 690.96(a). The institution may reapply for program approval under Section 2.B.

7. Adoption

This policy is adopted by Louisiana Works, in consultation with the Workforce Investment Council, and approved by the Education-to-Workforce Alignment Advisory Council. Substantive amendments are adopted through the same process. Louisiana anticipates that this methodology will evolve over time as program guidance matures, as data and labor-market conditions change, and as the State refines its approach to Workforce Pell implementation.

Adopted by:

Secretary, Louisiana Works (Governor’s Designee)

Date: _____

Chair, Education-to-Workforce Alignment Advisory Council

Date: _____

Federal authority³; transitional placement-rate framework⁴; Louisiana governance designations⁵.

³34 CFR §§ 690.90–690.97 (91 FR 29254, May 19, 2026, eff. July 20, 2026). Docket ID ED-2026-OPE-0133.

⁴34 CFR § 690.94(a)(2)(i)–(ii) (91 FR 29254, May 19, 2026). For award years 2026–27 through 2028–29, the Governor may certify completion and job-placement rates using administrative data, including Louisiana Unemployment Insurance wage records, in lieu of institution-reported outcome data. Beginning with the 2029–30 award year, full Secretary-review standards under § 690.94(a)(1) apply.

⁵Letter from Governor Jeff Landry to Secretary Linda McMahon, U.S. Dep’t of Education (Jan. 21, 2026) (designating Louisiana Works as lead state agency and the Education-to-Workforce Alignment Advisory Council as Workforce Pell Program Approval Body; recognizing the Workforce Investment Council as Louisiana’s WIOA State Workforce Development Board under WIOA § 101). See also 34 CFR § 690.91 (definition of “Governor” includes a Governor’s designee; definition of “State board”).

Workforce Pell — Program Options for Louisiana

How to read the highlights

- **Average wage after completion:** the typical annual wage of graduates from programs in this area.
- **High-demand (4–5★) jobs:** the share of related occupations rated 4 or 5 stars — Louisiana's top-tier, in-demand jobs.
- **Average star rating:** the average job-quality star rating (out of 5) of the occupations these graduates enter.

Workforce Aligned Program Areas

1. Electromechanical Technologies/Technicians (CIP 1504)

\$46,609

Avg. wage after completion

47.4%

High-demand (4–5★) jobs

3.3 / 5

Average star rating

Example programs & credentials

- Electro-Mechanical Technologies
- Industrial Instrumentation

2. Industrial Production Technologies/Technicians (CIP 1506)

\$88,271

Avg. wage after completion

60.5%

High-demand (4–5★) jobs

3.4 / 5

Average star rating

Example programs & credentials

- Certified Production Technician
- Gas Tungsten Arc Welding

3. Carpenters (CIP 4602)

\$31,595

Avg. wage after completion

34.8%

High-demand (4–5★) jobs

2.8 / 5

Average star rating

Example programs & credentials

- NCCER Carpentry Level 1 – 3

4. Electrical and Power Transmission Installers (CIP 4603)

\$37,000

Avg. wage after completion

40.7%

High-demand (4–5★) jobs

3.1 / 5

Average star rating

Example programs & credentials

- Certified Line Worker
- NCCER Electrical Level 1 – 4
- Electrical Lineworker

5. Building / Construction Finishing, Management, and Inspection (CIP 4604)

\$27,426

Avg. wage after completion

40.0%

High-demand (4–5★) jobs

2.8 / 5

Average star rating

Example programs & credentials

- Facility Maintenance Technology Technician
- NCCER Project Management
- NCCER Insulating Level 1
- Building Construction

6. Plumbing and Related Water Supply Services (CIP 4605)

\$37,822

Avg. wage after completion

45.5%

High-demand (4–5★) jobs

3.2 / 5

Average star rating

Example programs & credentials

- NCCER Pipefitting Level 1 – 2
- IADC WellSharp

7. Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HVAC / HVACR) (CIP 4702)

\$34,983

Avg. wage after completion

37.1%

High-demand (4–5★) jobs

2.9 / 5

Average star rating

Example programs & credentials

- Heating, Ventilation and Air Conditioning

8. Heavy / Industrial Equipment Maintenance Technologies/Technicians (CIP 4703)

\$59,592

Avg. wage after completion

57.9%

High-demand (4–5★) jobs

3.6 / 5

Average star rating

Example programs & credentials

- Heavy Equipment Service Technology
- NCCER Millwright Level 1 – 5

9. Vehicle Maintenance and Repair Technologies/Technicians (CIP 4706)

\$30,197

Avg. wage after completion

47.7%

High-demand (4–5★) jobs

2.8 / 5

Average star rating

Example programs & credentials

- Motor Vehicle Inspector
- Collision Repair and Refinishing Service Management
- Automotive Service Technology
- Diesel Mechanic Technology
- 14 CFR Part 147 Aviation Maintenance Technician School (AMTS) Certification: Airframe and Powerplant (A&P)
- Medium / Heavy Truck Inspection, Maintenance & Minor Repair (Entry-Level)
- Yamaha Marine Service Technician

10. Precision Metal Working (CIP 4805)

\$32,372

Avg. wage after completion

34.2%

High-demand (4–5★) jobs

2.7 / 5

Average star rating

Example programs & credentials

- Precision Measuring Instruments
- Structural Sheet Metal and Assembly
- Job Planning, Benchwork & Layout
- NCCER Welding Level 1 – 3
- CNC Lathe Operation

11. Ground Transportation (CIP 4902)

\$40,454

Avg. wage after completion

62.3%

High-demand (4–5★) jobs

3.4 / 5

Average star rating

Example programs & credentials

- NCCER Heavy Equipment Level 1 – 3
- Commercial Driver's License (CDL)
- Crane Operator
- Forklift Certification

12. Somatic Bodywork and Related Therapeutic Services (CIP 5135)

\$41,806

Avg. wage after completion

51.9%

High-demand (4–5★) jobs

3.3 / 5

Average star rating

Example programs & credentials

- Licensed Massage Therapist (LMT)

The example programs listed are not a complete list — there are roughly 2 to 8 specific programs under each 6-digit program code. All program areas shown are classified Level 1: Workforce Aligned. Program-level percentages may differ from a program area's overall figure because each area includes more than one specific program.

AGENDA ITEM V.B.

Update to Academic Affairs Policy 2.22 Dual Enrollment

Background Information

Louisiana's emphasis on expanding dual enrollment is increasing college access, strengthening workforce pathways, and supporting student success. The [2025 Dual Enrollment Report](#) highlights another year of record growth, with over 43,000 students participating in dual enrollment during the 2024–25 academic year, a 63% increase since 2018–19. Students completed more than 100,000 dual enrollment course enrollments, while 76% of public high school graduates (Class of 2025) earned early college credit, an industry-based credential, or both, advancing Louisiana's joint Board of Regents and Board of Elementary and Secondary Education (BESE) goal of ensuring every student graduates prepared for postsecondary education and the workforce.

The annual dual enrollment report also identifies as recommendations of the Dual Enrollment Task Force opportunities to strengthen statewide access by reducing administrative barriers, improving affordability, and creating more consistent student experiences across institutions. Further supporting these priorities, Act 438 of the 2026 Regular Legislative Session directed the Board of Regents to establish a uniform statewide dual enrollment application process and coordinate standard statewide dual enrollment tuition rates. These statutory changes are reflected in the proposed revisions to Academic Affairs Policy 2.22 and build upon the report's recommendations to expand access, improve transparency, simplify navigation for students and families, and support continued statewide growth in high-quality dual enrollment opportunities.

Summary of Proposed Policy Revisions

Staff recommend the addition of the following sections to the existing policy:

- **Establish a uniform statewide dual enrollment application process** to provide students with a single point of entry to Louisiana's public postsecondary institutions, improving access, transparency, and consistency while preserving institutional authority over admissions, placement, and academic standards.
- **Define statewide application participation requirements** for public postsecondary institutions, including implementation expectations, procedures for institutions electing not to participate, and requirements for re-entry into the statewide application process.
- **Require standard statewide dual enrollment tuition rates for each public postsecondary management board** for academic and career and technical education courses, improving affordability, increasing transparency, and creating a more consistent tuition structure for students and families across Louisiana.

STAFF RECOMMENDATION

Senior Staff recommends approval of Academic Affairs Policy on 2.22 Dual Enrollment.

Academic Affairs Policy 2.22

Minimum Requirements for Dual Enrollment

Purpose: This policy establishes statewide requirements for dual enrollment offered by Louisiana public postsecondary institutions. The policy is designed to:

- enable and encourage institutions to provide pathways of access to dual enrollment courses;
- establish minimum eligibility requirements for high school students to enroll in academic and technical dual enrollment courses;
- ensure quality, rigor, appropriate oversight, and transcript integrity for dual enrollment courses;
- establish requirements for institutional participation in the statewide dual enrollment application process;
- support transparency in student eligibility, course availability, cost, advising, and transferability; and
- provide for implementation of management board responsibilities related to dual enrollment access, efficiency, cost savings, non-participation in the statewide application, re-entry into participation, and standard uniform dual enrollment tuition rates.

This policy applies to dual enrollment courses offered by Louisiana public postsecondary institutions and shall be implemented consistent with R.S. 17:2943 and other applicable federal, state, accreditation, system, and institutional requirements.

Definitions:

Dual Enrollment: The enrollment of a high school student in a college course for which dual credit (both college and high school credit) is attempted and recorded on both the student's secondary and postsecondary academic records. A college course offered for dual enrollment may be taught onsite at the postsecondary institution, onsite at the high school, online, or in a hybrid fashion. Postsecondary institutions must comply with all accreditation requirements for awarding credit.

Early College Credit: College credit earned before completing high school or during the summer immediately following high school graduation, including by dual enrollment and credit-by-exam such as Advanced Placement (AP), International Baccalaureate (IB), or College Level Examination Program (CLEP). Credit hours for AP, IB, or CLEP are contingent on the student achieving an appropriate score as required by either the awarding institution or Board of Regents policy.

Academic Dual Enrollment Course: A dual enrollment course in an academic discipline that is designed for transfer to a Baccalaureate degree, Accelerated Bachelor's degree, Nexus degree, Certificate in General Studies, or Associate of Arts or Science, and/or applicable toward Regents' statewide general education requirements.

Technical Dual Enrollment Course: A dual enrollment course in applied, technical fields with content focused on acquiring specific workforce technical skills in a program leading to a Certificate of Technical Studies, Technical Diploma, or Associate of Applied Science degree designed to prepare students for immediate employment or career entry.

Uniform Statewide Dual Enrollment Application Process: The process established and administered by the Board of Regents, in coordination with the management boards and Louisiana public postsecondary

education institutions, through which high school students may apply to participate in dual enrollment programs offered by Louisiana public postsecondary institutions. The uniform statewide dual enrollment application process may include a common student-facing application, eligibility criteria, course-search, cost-transparency, advising, communication, and data-reporting functions as prescribed by the Board of Regents.

Standard Uniform Dual Enrollment Tuition Rate: The statewide tuition rate is established through the Board of Regents' coordination and consultation with public postsecondary education management boards for dual enrollment courses offered by Louisiana public postsecondary institutions. The standard uniform dual enrollment tuition rate shall include one statewide rate for academic dual enrollment credit on a per-hour basis and one statewide rate for career and technical education dual enrollment credit on a per-hour basis.

Minimum Requirements for Dual Enrollment

The minimum requirements to enroll in dual enrollment differ based on two types of entry:

- A. Academic Dual Enrollment Courses
- B. Technical Dual Enrollment Courses

A. Minimum Requirements for Academic Dual Enrollment Courses

Students must meet any eligibility requirements the postsecondary institution designates, including institutional prerequisite requirements or placement measures, in addition to the minimum requirements outlined below. Postsecondary institutions shall provide additional eligibility requirements to Regents annually for publication on LaDualEnrollment.com.

A student is eligible for Academic Dual Enrollment if they meet ANY ONE of the following criteria:

Pathway	Pathway Criteria
Option 1: Success in High School	• 2.5 cumulative high school GPA AND • Subject-specific minimum scores on an approved assessment (see Figure 1, page 9) OR • Counselor recommendation based on overall student performance and grade trends in the subject
Option 2: Success in the Subject Area	• 3.0 cumulative high school GPA in the subject area (as determined by the postsecondary institution) AND • Counselor recommendation based on grade trends in the subject
Option 3: Previous Dual Enrollment Success	• 2.5 cumulative college GPA earned through previous dual enrollment coursework
Option 4: Early College Academy Eligibility	• Meet the eligibility requirements established for an approved Early College Academy

Any of these four criteria qualifies a student to continue to take dual enrollment classes. Criterion 3 should not be construed as exclusionary.

² Unlike criterion 1 and criterion 2, which are subject-area-based, criterion 3 creates eligibility in all subject areas.

Remember: A student only needs to qualify under ONE of these four pathways to be eligible for Academic Dual Enrollment.

B. Minimum Requirements for Technical Dual Enrollment Courses

Technical Dual Enrollment courses are predominantly taught at two-year institutions, which are open admissions. These course requirements may differ by institution.³

A student is eligible to enroll in Technical Dual Enrollment Courses if they meet ANY of the following four criteria:

Pathway	Pathway Criteria
Option 1: Success in High School	• 2.0 cumulative high school GPA
Option 2: Success in High School performance	• Counselor recommendation based on relevant high school performance.
Option 3: Success in previous dual enrollment courses	• 2.0 cumulative college GPA, as demonstrated in prior dual enrollment participation.
Option 4: Early College Academy Eligibility	• Meet the eligibility thresholds required by an approved Early College Academy.

³ In addition to the requirements listed in the table, some courses have additional safety requirements, and some programs have minimum age requirements set by regulatory agencies. Please reference the postsecondary institution of interest to ensure the student meets any regulatory requirements and that any safety compliance prerequisites are met.

Courses and Instruction

Course Content and Rigor

Dual enrollment courses are college courses taught to high school students, regardless of location, instructor type, or mode of delivery.

Student learning outcomes listed on the syllabus, as well as midterm and final examinations, must be identical to what is offered and expected on the college campus.

Assessments, including assignments, midterms, and finals, must be graded at a college level for college credit, regardless of course delivery method, location, instructor, facilitator, or process. Grades awarded may differ between the secondary transcript and postsecondary transcript if the high school measures differ from those of the postsecondary institution.

Dual Enrollment Instructors

Dual enrollment instructors are college-level instructors with documented academic credentials and professional experience that meet the postsecondary institution's policy on minimum faculty qualifications required to teach the dual enrollment course, according to the credential guidelines specified by the institution's institutional accreditor and, if applicable, a program's specialized accreditor.

All new dual enrollment instructors must receive formal training by a postsecondary departmental faculty member or, preceding the start of class, participate in a workshop offered by the institution to review the curriculum, course content, assessment methods, and student learning outcomes. Institutions shall regularly conduct oversight and provide ongoing professional development to dual enrollment instructors.

Each institution will provide annually to the Board of Regents a description of the process which dual enrollment instructors or facilitators are required to complete before offering the course.

Delivery format and Credit-Modality

A college course offered for dual enrollment may be taught onsite at the postsecondary institution, onsite at the high school, online, or in a hybrid fashion. The course credit may also be treated in two different credit-modalities: traditional credit modality and Choice credit modality. Grades awarded in courses using the traditional credit-modality are automatically applied to both the student's secondary and collegiate transcripts. Grades awarded for courses using the Choice credit-modality are applied to the student's collegiate transcript only at the student's choosing. Regardless of the student's decision, the secondary transcript will reflect their enrollment in a dual enrollment course.

Regardless of the delivery format or credit-modality, all dual enrollment courses must be taught by dual enrollment instructors adhering to content and rigor expectations identical to those required of college students.

An institution may offer a course utilizing the Choice credit-modality only if the institution will transcript the grade in that course on the collegiate transcript should the student's choose that option. The decision as to whether dual enrollment grades impact the student's college GPA remains with the institution.

Delivery format and Credit-Modality

A college course offered for dual enrollment may be taught onsite at the postsecondary institution, onsite at the high school, online, or in a hybrid fashion. The course credit may also be treated in two different credit modalities: traditional credit modality and Choice credit modality. Grades awarded in courses using the traditional credit-modality are automatically applied to both the student's secondary and collegiate transcripts. While grades for all dual enrollment courses apply to the secondary transcript, grades awarded for courses using the Choice credit-modality are only applied to the student's collegiate transcript at the student's choosing.

Regardless of the delivery format, or credit-modality, all dual enrollment courses must be taught by dual enrollment instructors adhering to identical content and rigor expectations.

An institution may only offer a course utilizing the Choice credit-modality if the institution will transcript the grade in that course on the collegiate transcript should the student's choose that option. The decision as to whether dual enrollment grades impact the student's college GPA remains with the management boards and their institutions.

Dual Enrollment Student Advising

Dual enrollment students should be advised of the benefits and implications of taking college courses. Advising should include information on admissions, GPA, costs, academic policies, and course transferability. It is important for students to understand that dual enrollment course performance can impact future federal and state financial aid eligibility. Dual enrollment students must have access to appropriate college learning resources and student support services.

Statewide Dual Enrollment Application Process and Institutional Participation

A. Uniform Statewide Application Process

The Board of Regents, in coordination with Louisiana public postsecondary education institutions, shall establish and administer a uniform statewide application process through which high school students may apply to participate in dual enrollment programs offered by Louisiana public postsecondary institutions.

The uniform statewide application process is intended to improve student access, efficiency, transparency, and cost savings. The process may include, but is not limited to, common procedures for student application, institutional receipt and processing of applications, communication of eligibility and placement requirements, course availability, course modality, student cost, advising information, application status, enrollment status, and data reporting.

Participation in the uniform statewide application process does not supersede institutional responsibility for determining whether a student satisfies applicable eligibility requirements, placement standards, course prerequisites, program requirements, accreditation requirements, safety requirements, age requirements, or other requirements applicable to a specific dual enrollment course or program. Final determinations regarding course placement and enrollment remain subject to Board of Regents policy, management board policy, institutional policy, and applicable law.

B. Institutional Participation

Each Louisiana public postsecondary education institution shall participate in the uniform statewide dual enrollment application process unless the institution provides written notice of non-participation to its management board in accordance with this policy and applicable management board procedures.

A participating institution shall use the prescribed statewide processes to administer dual enrollment, provide required student and program information, communicate enrollment decisions, report data, and comply with all Board of Regents policy requirements.

C. Notice of Non-Participation

An institution that elects not to participate in the uniform statewide dual enrollment application process shall provide written notice of non-participation to its management board, with a copy to the Board of Regents, in accordance with management board procedures.

The written notice shall include, at a minimum:

1. the reason for non-participation;
2. whether non-participation applies to the entire institution or to specific campuses, programs, courses, delivery formats, or dual enrollment arrangements;
3. the anticipated duration of non-participation;
4. the effect of non-participation on students, secondary schools, school systems, and existing dual enrollment agreements;
5. the alternative process through which students and secondary partners may apply for or access dual enrollment opportunities during the period of non-participation;
6. a plan and timeline for re-entry into participation, if applicable; and
7. the institutional official responsible for communication with the management board and the Board of Regents.

Non-participation in the uniform statewide dual enrollment application process does not waive or modify an institution's obligation to comply with all other requirements of this policy, including student eligibility, course quality, instructor qualifications, advising, dual enrollment agreements, transcript requirements, reporting and standard uniform tuition rates.

D. Entry/Re-Entry into Participation

Each management board shall establish procedures through which a non-participating institution may initiate or renew participation in the uniform statewide dual enrollment application process.

Before renewal, the institution shall provide its management board and the Board of Regents with documentation that the institution is prepared to comply with participation requirements. Documentation shall include, at a minimum:

1. confirmation that required application, communication, and data-reporting processes are operational;
2. current course, eligibility, placement, modality, cost, and contact information;
3. evidence that appropriate institutional personnel have been trained on the statewide process;
4. confirmation that applicable dual enrollment agreements have been updated, if necessary; and
5. the effective date on which the institution will initiate or resume participation.

E. Management Board Implementation Plans

Each public postsecondary education management board, in coordination with the Board of Regents, shall adopt and submit to the Board of Regents an implementation plan to improve dual enrollment student access, efficiency, and cost savings.

The implementation plan shall include, at a minimum:

1. procedures for institutional participation in the uniform statewide dual enrollment application process;
2. procedures for notice of non-participation and re-entry into participation;
3. expectations for institutional timelines, staffing, communication, and application processing;
4. procedures for maintaining accurate information on dual enrollment course offerings, eligibility requirements, application deadlines, modality, credit modality, tuition, fees, books, materials, and other student costs;
5. procedures for student, family, secondary school, and school-system communication;
6. procedures for coordination with existing dual enrollment agreements, Early College academies, Fast Forward pathways, and other approved dual enrollment models;
7. data-reporting requirements necessary to monitor access, efficiency, cost, participation, and completion;
8. a timeline for full implementation no later than the beginning of the 2027–2028 school year; and
9. any additional information requested by the Board of Regents.

F. Statewide Standard Uniform Dual Enrollment Tuition

To support statewide student access, efficiency, transparency, and cost savings, the Board of Regents shall coordinate with Louisiana public postsecondary education management boards to establish statewide standard uniform dual enrollment tuition rates for courses offered by Louisiana public postsecondary institutions.

The statewide standard uniform dual enrollment tuition rate shall include:

1. one statewide tuition rate per credit hour for academic dual enrollment courses; and
2. one statewide tuition rate per credit hour for career and technical education dual enrollment courses.

Each implementation plan shall provide for adoption and implementation of the statewide standard uniform dual enrollment tuition rates established by the Board of Regents, including one statewide academic dual enrollment credit-hour rate and one statewide career and technical education dual enrollment credit-hour rate.

Each public postsecondary education management board, in consultation with the Board of Regents, shall adopt the statewide standard uniform dual enrollment tuition rate for all institutions under the authority of that management board. The statewide standard uniform dual enrollment tuition rate shall be implemented no later than the beginning of the 2027–2028 school year.

The statewide standard uniform dual enrollment tuition rates shall be reflected in applicable dual enrollment agreements and in student-facing information provided through the uniform statewide dual enrollment application process.

The statewide standard uniform dual enrollment tuition rates shall be exclusive only of books, supplies, consumables, industry-based certification fees, equipment fees, or other course-specific costs. Any fee or charge in addition to the statewide standard uniform dual enrollment tuition rate shall be transparent, consistently disclosed before enrollment, and reported to the Board of Regents.

An institution shall not use fees or other charges to circumvent the statewide standard uniform dual enrollment tuition rates. The Board of Regents shall publish the statewide standard uniform dual enrollment tuition rates and any required implementation guidance in a manner accessible to students, families, secondary schools, school systems, institutions, and management boards.

G. Dual Enrollment Agreements

Each secondary and postsecondary institution shall join in a Memorandum of Understanding (MOU) for the delivery of dual enrollment courses. These agreements should address the following aspects of dual enrollment courses:

- Curricular oversight and rigor
- Faculty **qualification** standards
- Student learning resources and advising
- Student support services
- Ongoing course and instructor evaluation
- **Guidelines that govern delivery format and credit-modality processes**
- Alignment with the statewide standard uniform dual enrollment tuition rates established under this policy
- Identification of whether each dual enrollment course is charged at the statewide academic dual enrollment credit-hour rate or the statewide career and technical education dual enrollment credit-hour rate
- Disclosure of tuition, books, supplies, consumables, industry-based certification fees, equipment fees, or other course-specific costs
- Costs charged to students and families
- Costs borne by the secondary and postsecondary institutions

Other Dual Enrollment Programming Options

Early College Academy

An Early College Academy (ECA) is a comprehensive model of dual enrollment that provides support and the opportunity to earn up to an associate degree or 60 hours of transferable college credits at little or no cost to students. These programs, starting as early as 9th grade, provide rigorous, supportive learning environments that blend high school and college learning experiences through dedicated college and career postsecondary diploma pathways. An ECA is established by a formal memorandum of understanding (MOU) between a secondary school district and a postsecondary institution. MOUs must address student eligibility for course placement, scheduling and accessibility, student access to college learning resources and advising, instructor credential standards, curricular oversight and rigor, costs charged to students and families, and costs borne by the secondary and postsecondary institutions. The ECA will adhere to this policy except if approved by the appropriate management board and ratified by the Board of Regents.

Fast Forward

Fast Forward, an initiative of the Louisiana Department of Education and the Board of Regents, provides high school diploma pathways that include dual enrollment courses to enable students to earn an Associate of Applied Science or an Associate of Arts or Science designed to transfer to a Baccalaureate or Accelerated Baccalaureate degree, or a state-approved apprenticeship. Each public postsecondary institution should approve and annually review all Fast Forward pathways that include certificates or degrees offered by the institution. For more information, go to <https://doe.louisiana.gov/school-system-leaders/ccr/fast-forward>
<https://doe.louisiana.gov/school-system-leaders/ccr/fast-forward>.

Dual Enrollment Reporting

Each year, institutions shall submit fiscal and academic data to the Board of Regents, in the manner prescribed by the Board, relating to dual enrollment at the institution. The Board shall annually analyze and report on the data to ensure compliance with this policy and inform continuous improvement efforts.

Academic Affairs Policy 2.22 Figure 1

Placement Scores

Together with the GPA requirement, if a student has any score in the Humanities and Social Science placement score column, they are eligible to enroll in a Humanities or Social Science dual enrollment course. If they have both the GPA and any score in the Science and Mathematics placement score column, they are eligible to enroll in a Science or Mathematics dual enrollment course.

Assessment	Placement Scores for Humanities and Social Sciences	Placement Scores for Science and Mathematics
ACCUPLACER	86 Sentence Structure	65 Elem. Alg. 40 Col-Level Math*
ACCUPLACER NG	250 Writing	250 QRAS
ASPIRE	433	431
MAP	245	265
Pre-ACT	18	19
Pre-SAT	25 WL	500
EOC	740 English II	760 Algebra I 750 Geometry
LEAP 2025	Mastery or above English II	Geometry: Mastery or above (for enrollment in non-algebraic Gen. Ed Math) Geometry: Mastery or above <u>and</u> completion of Algebra II w/C or better for enrollment in College Algebra
ACT	18	19
SAT	500 ERW	510 Math
ALEKS PPL	n/a	35*
Advanced Placement Exam	3 in a Humanities or Social Science subject area	3 in a Math or Science subject area

AGENDA ITEM V.C.

Establishment of Academic Affairs 2.26 Accreditation and Update to Academic Affairs 2.13 Program Accreditation

Establishment of Academic Affairs Policy 2.26 on Accreditation

Act 486 of Louisiana's 2026 Regular Legislative Session empowers the Board of Regents to set general policy frameworks and to craft lists of approved institutional and specialized accreditors. The new Academic Affairs Policy 2.26 on Accreditation is presented in response to this legislation. Among the topics covered are the following:

- Definitions
- List of BOR-approved institutional accreditors
- Process for changing institutional accreditors
- Factors for consideration in changing institutional accreditors
- Programmatic or specialized accreditations
- Responsibility for maintenance and cost of accreditation

Update to Academic Affairs Policy 2.13 on Program Accreditation

The existing Academic Affairs Policy 2.13 on program-level accreditation has been updated to include language clarifying accreditation requirements for Technology Associate of Applied Science programs and non-Engineering Technology Bachelor of Science degree programs classified within CIP Code 15. The update to AA 2.13 also adds language clarifying that accreditation is mandatory for veterinary science programs. All changes to AA 2.13 are highlighted for ease of review.

STAFF RECOMMENDATION

Senior Staff recommends approval of the establishment of Academic Affairs 2.26 Accreditation and the update to Academic Affairs 2.13 Program Accreditation.

Academic Affairs Policy 2.26

Accreditation

I. Policy Statement

The Board of Regents (BOR) recognizes the importance of accreditation to institutions of higher education: through regular, United States Department of Education (US ED)-recognized accreditor reviews, institutions have opportunities to examine and reflect on their goals, outcomes, policies, processes, and institutional integrity. In addition, institution-level accreditation by US ED-recognized accreditors is required to provide institutions with access to Title IV funding. Likewise, accreditation signals to the public—including to potential students—that an institution has met standards of quality and performance in a variety of areas, among them student support and achievement; faculty adequacy and qualifications; program quality and rigor; fiduciary responsibility; planning, assessment, and reporting; governance; and adherence to mission and federally mandated standards.

II. Introduction

The Board of Regents, in coordination with Louisiana's public postsecondary management boards, adopts policies and procedures to authorize each public postsecondary institution to select an accreditor from an approved list, to monitor compliance with the accrediting body's standards, and to identify an office or office holder responsible for facilitating the accreditation process, including the development of reports at the time of application for accreditation as well as during any additional reporting required between instances of reaffirmation.

Each institution shall post on its website the current status of its institutional accreditation and, where applicable, the current status of any required specialized accreditation. In coordination with the Board of Regents, each management board shall ensure that each institution under its jurisdiction updates the public at least annually through the institution's website regarding progress toward reaffirmation, reaccreditation with the same accreditor, or accreditation with a new accreditor. Each institution shall also post or otherwise make publicly available, in the manner determined by its management board, relevant documentation submitted to an accreditor to gain or maintain accreditation.

Through their management boards, institutions must notify the Board of Regents regarding any change in accreditation status, including sanction, required corrective action, loss or forfeiture of accreditation, whether at the institution or program level.

III. Definitions

- **Institutional Accrediting Body:** An accreditor of educational institutions recognized by the US DE.
- **Accreditation:** A process through which an institution of higher education or a unit, program, or professional school offered by an institution of higher education is reviewed by a panel of peer

reviewers external to the institution and according to the standards established by the accrediting body.

- **Reaffirmation:** The process of applying for an accreditation review at the end of the accrediting body's fixed cycle, which varies among accreditors from 7 to 10 years.
- **Institutional integrity:** The demonstration that an institution is in compliance with accreditation standards of honesty, transparency, ethical conduct, and accountability.
- **Finding:** An instance of failure to comply with a standard set by the accrediting body.
- **Sanction or special accreditation status pending corrective action:** An action taken if an institution does not correct the instance of noncompliance cited in a finding.
- **Management Board:** One of four public postsecondary management boards in Louisiana, i.e., the Louisiana Community and Technical Colleges (LCTC), Louisiana State University (LSU), Southern University (SU), and the University of Louisiana (ULS)
- **US DE:** United States Department of Education.
- **CHEA:** Council for Higher Education Accreditation
- **Programmatic or Specialized Accreditor:** An accreditor of specific educational programs, departments, or other units within a college or university (e.g., ABET, AACSB, AVMA, CAEP) recognized by the US ED or CHEA.

IV. List of BOR-approved institutional accreditors

The BOR recognizes the following (US ED)-recognized institutional accreditors and authorizes public institutions, in partnership with their respective management boards, to identify an accreditor of choice from the approved list below, to engage in the application process, to apply for accreditation, and to remain active in this work on a regular basis.

- Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- The Commission on Colleges and Universities (formerly SACSCOC)
- Western Association of Schools and Colleges Senior College and University Commission (WSCUC)

The list above constitutes the BOR's approved list of institutional accreditors for Louisiana public postsecondary institutions. Each accreditor on the list must be recognized by the United States Department of Education. The BOR may revise, supplement, or otherwise update this list, in coordination with the management boards, to include any institutional accreditor recognized by the United States Department of Education, provided that the accreditor meets the requirements of this policy and applicable state law.

V. Process for changing institutional accreditors

Individual public postsecondary institutions, subject to the approval of their respective management boards, are authorized by law to change accreditors when such a change is deemed advantageous to the institution. Institutions are encouraged to consider the practical aspects of making such changes, such as

the possible overlap of accreditors as one set of standards is phased out and a new one is phased in; the ways in which a change in accreditors may affect students, faculty, staff, and the institution itself; and the costs related to moving from one accreditor to another.

An institution seeking to change its institutional accreditor should notify its management board in writing of the proposed alternative accreditor. The institution's request may then be considered by its management board for approval to proceed. Only upon management board approval to proceed may the institution apply to the US ED for permission to seek alternative accreditation and subsequently begin the candidacy process with the new accreditor. The institution must remain accredited by an accreditor from the authorized list at all times. Consequently, where necessary, dual accreditation must be maintained to ensure continuity of accreditation.

VI. Factors for consideration

In evaluating whether a proposed new institutional accreditor is appropriate, the institution and its management board shall consider whether the accreditor prioritizes the following: credential success and workforce outcomes; educational quality and affordability; financial stability; and appropriate accountability through the rigorous annual review of faculty. Any institutional application to change accreditors shall address these factors in writing, together with any additional factors deemed appropriate to their institutional mission, as part of the materials submitted to the management board.

No management board may approve a proposed accreditor without a written assurance by the accreditor that it will not condition initial accreditation or continued accreditation upon any violation of the Constitution of Louisiana or any applicable law. Documentation of this written assurance shall be included in the institution's application materials and retained by the institution and its management board.

VII. Programmatic or specialized accreditations

The Board of Regents, in coordination with the management boards, shall identify and maintain a list of units, programs, professional schools, and other academic units at public postsecondary institutions for which specialized accreditation, certification or licensure is required. The Board of Regents shall also identify and maintain a corresponding list of specialized accreditors or other certifying bodies for those units, programs, and professional schools that are recognized by US DE or CHEA.

Each public postsecondary institution shall ensure that any unit, program, or professional school, that is required to maintain specialized accreditation remains accredited at all times by an accreditor included on the BOR's list of recognized specialized accreditors, unless otherwise authorized by the BOR in coordination with the appropriate management board and in accordance with AA 2.13.

A public postsecondary institution seeking a new specialized accreditor for a department, program, professional school, or other academic unit shall apply for approval with its management board. The proposed specialized accreditor must be included on the Board of Regents' list of recognized specialized accreditors or must be approved for addition to that list before the institution proceeds with the accreditation process.

This policy in no way prohibits a postsecondary institution from voluntarily maintaining specialized accreditation, certification, or licensure for a unit, program, or professional school that is not on the BOR's list, provided that action is appropriately approved by its management board and that the chosen accreditor does not condition accreditation upon any violation of the Constitution of Louisiana or any applicable law.

VIII. Responsibility for maintenance and cost of accreditation

Individual institutions are responsible for maintaining institutional accreditation as well as any required specialized accreditation of any of its individual units, programs, or professional schools and for covering all costs related to that process.

Academic Affairs Policy 2.13

Program Accreditation

1. General Policy on Program Accreditation

The Board of Regents recognizes accrediting agencies that it considers as mandatory, recommended, or optional for eligible programs offered by two- and four-year institutions of higher education and the Louisiana Technical College. A program that is eligible for accreditation by an agency that is considered ***mandatory*** must be accredited for continued program approval. The Board of Regents encourages institutions to obtain accreditation of programs that are eligible for accreditation by an agency that it ***recommends***, but the accreditation is not essential for continued program approval. Accrediting agencies that are not considered as mandatory or recommended by the Board of Regents are considered ***optional***, and the Board of Regents encourages institutions with eligible programs to evaluate the importance of those accreditations to its students.

A master listing of approved academic program accrediting agencies and related Regents' accreditation requirements is available below this policy.

2. Criteria for Mandatory Accreditation of Programs

Unless exempted by the Board of Regents, accreditation of a specific program will be deemed mandatory if it meets one or more of the following criteria:

- a) The program prepares students for employment in occupations or professions that Louisiana and/or a significant number of states require licensure by an examination and for which graduation from an accredited program is one of the qualifying criteria to sit for the exam;
- b) The program prepares students for employment in occupations or professions that require graduation from an accredited program for employment and/or advancement in the occupation or profession;
- c) Accreditation of the program is deemed critical for students to be admitted to a more advanced degree program; and
- d) Accreditation is deemed mandatory by the Board of Regents because of the critical nature of the program and its importance to the state and/or because accreditation is important for national credibility and recognition.

3. Unaccredited Programs That Are Eligible for Accreditation by an Agency That Is Classified as Mandatory by the Board of Regents

The Board of Regents will stipulate in its motion of approval for all new degree programs with mandatory accreditation a date certain for achieving accreditation. Typically, accreditation will be required within three to five years from the date of program implementation depending on such factors as program length and specific requirements set forth by the accrediting agency. In arriving at the required date for accreditation, the staff will consult with the affected university or college prior to action by the Board of

Regents.

4. Actions of Accreditation Agencies

An institution must report all disciplinary actions, such as warning, probation, or withdrawal of accredited status, and a brief explanation of the conditions and/or deficiencies that resulted in the action to the Board of Regents upon receipt of the official notification of the action by the agency. The institution must submit a copy of the institution's response to the report regarding disciplinary action of an accrediting agency, along with a copy of the original report of the agency, to the Board of Regents.

5. Exemption from Routine Program Review by the Board of Regents

A program that has a current accreditation status and is not on warning or probation by an agency that is recognized as either mandatory or recommended will ordinarily be exempt from routine Board of Regents program reviews. Special or extenuating circumstances may prompt review of a particular program in a particular institution or a statewide review of a specific program or programs.

6. Reporting of the Accreditation Status of Programs

Each academic program record maintained by the Board of Regents notes the last and next review dates for the respective program's accreditation cycle (if applicable). It is incumbent upon each campus (both two- and four-year institutions) to keep this information current by sending updated copies of accreditation reports to Regents' Academic Affairs staff. There will be periodic reviews done by staff (every few years or so) requesting updated accreditation status information in those instances where approval has lapsed. Documentation should include actions taken by accrediting agencies since the last review.

7. Removal of Mandatory Classification of an Accrediting Agency

An agency classified as a mandatory on the Board of Regents' list of recognized accrediting agencies will retain that classification unless it is removed by action of the Board on a recommendation from the Academic Affairs staff. Such a recommendation will generally result from a determination, through an appropriate review of the staff and the Council of Chief Academic Officers, that the agency's policies, practices, and/or actions are inappropriate and/or fail to meet the highest professional standards.

8. Accreditation of Engineering and Engineering Technology Programs

Accreditation of a program is generally considered mandatory for engineering and engineering-related technology programs. The following policies will be used to determine the appropriate accrediting agency for programs in CIP Codes 14 and 15 that are eligible for accreditation:

- i. All degree programs in CIP Code 14 Engineering must be accredited by the Accreditation Board for Engineering and Technology (ABET);
- ii. All Engineering Technology Associate of Science, Bachelor of Applied Science, Bachelor of Science, and Master of Science degree programs in CIP Code 15 must be accredited by the Accreditation Board for Engineering and Technology (ABET);

- iii. All Technology Associate of Applied Science programs and non-Engineering Technology Bachelor of Science degree programs classified within CIP Code 15 must, when an applicable option is available, satisfy at least one of the following requirements:
 - a) Hold accreditation from the Association of Technology, Management, and Applied Engineering (ATMAE, formerly NAIT) or an equivalent appropriate accrediting agency;
 - b) Hold program endorsement from the North American Process Technology Alliance (NAPTA);
 - c) Utilize curriculum developed or recognized by the National Center for Construction Education and Research (NCCER), as applicable to the program's field of study; or
 - d) Meet an equivalent industry-recognized program quality standard approved by the Board of Regents.
- iv. Baccalaureate degree programs in Engineering and Engineering Technology are exempt from mandatory ABET accreditation when the institution's masters degree program in the same discipline has already obtained ABET accreditation; and
- v. Associate degree programs in Engineering and Engineering Technology are exempt from mandatory ABET accreditation when the institution's bachelors degree program in the same discipline has already obtained ABET accreditation.
- 9. Accreditation of veterinary science programs is considered mandatory. All degree programs in veterinary science must be accredited by the American Veterinary Medical Association (AVMA).

AGENDA ITEM V.D.

Proposed Rescinding of the Board of Regents Uniform Policy on Governor's Military & Veteran-Friendly Campuses

Executive Summary

The Louisiana Board of Regents adopted the Uniform Policy on the Governor's Military and Veteran-Friendly Campus Program on March 27, 2024, pursuant to R.S. 17:3138.5 and 3165.2. Commonly referred to as the "Friendly Campus" legislation, the law established a statewide framework for formally recognizing Louisiana postsecondary institutions that create and maintain supportive environments for military-connected students, veterans, and their families. Examples include a stand-alone military advising center, a graduation ceremony for military students, and on-campus advising tailored specifically for military students, their spouses, and dependents. For the past 10 consecutive years, all eligible Louisiana postsecondary institutions have earned and maintained this recognition. Since the policy's adoption, however, the Louisiana Legislature has enacted legislation that substantially changes the program's administration and requirements.

Act 130 of the 2025 Regular Session renamed the Governor's Military and Veteran-Friendly Campus Program as the Purple Star Campus Program and established new eligibility requirements for institutions seeking recognition under the program.

Subsequently, Act 772 of the 2026 Regular Session transferred responsibility for administering the Purple Star Campus Program and related campus recognition initiatives from the Louisiana Board of Regents to the Louisiana Department of Veterans Affairs, effective August 1, 2026.

Regents' staff are working closely with Veterans Affairs to support a smooth and productive transition. As a result of this statutory transfer of authority, the Board of Regents is no longer responsible for administering the program or maintaining the corresponding policy.

STAFF RECOMMENDATION

Senior Staff recommends rescinding the Uniform Policy on Governor's Military & Veteran-Friendly Campuses Program, effective August 1, 2026, consistent with the provisions of Acts 130 of the 2025 Regular Session and 772 of the 2026 Regular Session.



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Agenda Artificial Intelligence Committee

Wednesday, August 26, 2026

11:55 AM

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

- I. Call to Order
- II. Roll Call
- III. Update on Google Career Certificates
- IV. Other Business
- V. Adjournment

Committee Members: K. Samer Shamieh, MD, Chair; Stephanie A. Finley, Vice Chair; David J. Aubrey; Phillip R. May, Jr.; Terrie P. Sterling; Maria Nechaeva (Student Member)

Staff: Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation

AGENDA ITEM III.
Update on Google Career Certificates

Background

In August 2025, the Louisiana Board of Regents joined the National Association of Higher Education Systems (NASH) and Google Microcredentials Partnership as one of 11 participating higher education systems. BOR joined as the only state coordinating board to provide access statewide. This Partnership established a Community of Practice focused on expanding access to industry-recognized microcredentials, specifically Google Career Certificates and Google AI Essentials, to better prepare learners for high-demand workforce opportunities.

Google Career Certificates are short, skills-based credentials designed to validate competencies in workforce fields, while Google AI Essentials provides foundational artificial intelligence knowledge applicable across industries. Participation in the partnership aligns with Regents' priorities of strengthening workforce readiness, expanding access to industry-valued credentials, and supporting Louisiana's talent development needs. The initiative is intended to provide students across Louisiana's public postsecondary systems with job training in high-demand fields, including cybersecurity and artificial intelligence.

Progress Update

Since joining the partnership, Louisiana has continued implementation of the initiative through statewide collaboration and institutional engagement.

Progress to date includes:

- Louisiana continues to participate in the NASH Community of Practice with Google, collaborating with peer states on implementation strategies.
- The initiative has expanded beyond the original focus on Google Career Certificates to also support incorporation of Google AI Essentials into academic courses and student learning opportunities as well as access to Virtual Internships.
- To date, Louisiana learners across the state's public postsecondary systems have completed more than 700 Google AI Essentials courses, demonstrating early adoption of AI-focused microcredentials.
- Louisiana public postsecondary systems have advanced efforts to integrate Google microcredentials into academic pathways through statewide professional learning, implementation planning, and pilot activities. As part of this work, Dr. Elizabeth Hornsby, a Southern University at New Orleans (SUNO) faculty member and NASH-identified faculty leader, led a May 2026 webinar for more than 200 Louisiana faculty members focused on strategies for integrating Google Career Certificates into coursework. Dr. Hornsby will provide the Board with a brief update on this work at the August 2026 meeting.

STAFF RECOMMENDATION

This item is for informational purposes only.



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K. Samer Shamieh, M.D.
1st Congressional District

Collis B. Temple III
6th Congressional District

Judy A. Williams-Brown
4th Congressional District

Agenda

Audit Committee

Wednesday, August 26, 2026
12:50 PM

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

- I. Call to Order
- II. Roll Call
- III. Approval of Board of Regents Formula, Admissions, and Scholarships Audit Plan for FY27
- IV. Approval of Louisiana Universities Marine Consortium Facility Usage Rates
- V. Other Business
- VI. Adjournment

Committee Members: Judy Williams-Brown, Chair; Stephanie A. Finley, Vice Chair; Christian C. Creed; Blake R. David; Dallas L. Hixson; Darren G. Mire

Staff: Dr. Kim Hunter-Reed, Commissioner of Higher Education

AGENDA ITEM III.

Board of Regents Formula, Admissions, and Scholarships Audit Plans for FY 2026–2027

The Finance Audit and Compliance Division developed the FY 2027 audit plans using a risk-based approach to focus oversight resources on areas presenting the greatest potential financial, compliance, and data-integrity risk. For FY 2027, 14 postsecondary institutions have been selected for compliance reviews. **Formula** audit activities will focus on **Adult 25+ Completers**, **Student Progression**, and **100% Online Students**, based on funding exposure, prior audit results, and time since the last Board of Regents review. **Admissions Exceptions** reviews will evaluate institutional compliance with the Board of Regents' **Minimum Admissions Standards for First-Time Freshmen**, including the **Supplement to the Minimum Admissions Standards for 4-Year Universities**, and the accuracy of related **Statewide Student Profile System (SSPS)** reporting (See *Formula & Admissions Audit Plan*).

Pursuant to Louisiana Administrative Code (LAC) 28, Part IV, Section 107, the Board of Regents conducts compliance audits of institutions participating in BOR/LOSFA-administered student **Scholarships and Grants** programs. For FY 2027, 21 postsecondary institutions have been selected for compliance reviews based on risk assessment factors including funding exposure, prior audit history, and time elapsed since the previous review. Additionally, 14 high schools will be reviewed to evaluate the accuracy of **Student Transcript System (STS)** data impacting **TOPS eligibility** (see the *Scholarship Programs & High School Audit Plan*).

Collectively, the FY 2027 audit plans establish a coordinated, risk-based framework for evaluating the integrity of data supporting state funding decisions, institutional compliance with Board requirements, and the administration of state-funded student financial assistance programs. Institutional selections are based on information available at the time of the respective risk assessments and may be revised in response to emerging risks, material changes in available information, or operational considerations.

RECOMMENDATION

The Audit Committee Chair recommends approval of the Board of Regents' Formula, Admissions, and Scholarship Programs Audit Plan for FY 2026–2027 as presented.

Finance Audit and Compliance Division Formula & Admissions Audit Plan for Fiscal Year 2026–2027

To identify postsecondary institutions for the FY 2026–2027 Board of Regents' Outcomes-Based Funding Formula (Formula) audits, the Finance Audit and Compliance Division conducted a comprehensive risk assessment evaluating institutional compliance and data reporting of Formula metrics. This multi-layered methodology strategically allocates audit resources toward areas presenting the highest potential for financial, compliance, and data-integrity risks. By prioritizing these factors, the Division establishes an objective audit schedule designed to proactively detect errors that could materially impact Formula funding calculations. To ensure sustained effectiveness, this framework is annually reassessed and adjusted to mitigate emerging risks and adapt to new information.

Metric Selection

In consultation with key leadership across the Finance and Administration and Academic Affairs and Innovation divisions, the following Formula metrics were strategically prioritized for the FY 2027 audit cycle:

- **Adult 25+ Completers**
- **Student Progression**
- **100% Online Students**

Institution Selection for Adult Completers and Student Progression Reviews

The Finance Audit and Compliance Division leveraged quantifiable data to establish objective institutional risk classifications. To ensure equitable comparisons, institutions were evaluated within two distinct peer groups: four-year and two-year institutions. The final risk classifications were determined through a weighted assessment of the following key factors:

- **Total Estimated Formula Calculation**
- **Recent BOR Audit Findings**
- **Date of Last BOR Formula Audit**
- **Third-Party Audit Findings**

Admissions Exceptions Audit Plan

Complementing the Formula reviews, the Finance Audit and Compliance Division will conduct Admissions Exceptions Audits at select institutions identified as higher risk during the Formula risk assessment. Synchronizing these reviews optimizes audit resources while delivering broader assurance regarding institutional compliance and data integrity.

These audits will examine institutional submissions to the Statewide Student Profile System (SSPS) for the most recent academic year. Specifically, the reviews are designed to evaluate SSPS reporting accuracy, verify compliance with the Board of Regents' Minimum Admissions Standards for First-Time Freshmen (including the Supplement to the Minimum Admissions Standards for 4-Year Universities), and validate the appropriate use of Admissions exception codes.

FY 2026–2027 Formula and Admissions Audit Selections

Based on the comprehensive risk assessment methodology detailed above, the Finance Audit and Compliance Division has identified the following 14 postsecondary institutions for the FY 2026–2027 Formula and Admissions Exceptions audits:

<i>Four-Year Institutions</i>	<i>Two-Year Institutions</i>
Louisiana State University and A&M College	Baton Rouge Community College
Louisiana State University of Alexandria	Delgado Community College
Louisiana State University Shreveport	Louisiana State University Eunice
Nicholls State University	Northshore Technical Community College
Northwestern State University	Southern University Shreveport
Southern University and A&M College	SOWELA Technical Community College
Southern University at New Orleans	South Louisiana Community College
University of Louisiana at Lafayette	

Note: Institutional selections are based on information available at the time of the risk assessment. Selections may be revised in response to emerging risks, material changes in available information, or operational considerations. ***Admissions Exceptions audits are limited to four-year institutions, as two-year institutions operate under open-admissions policies and are not subject to the admissions standards evaluated through the review process.***

**Finance Audit and Compliance Division
Scholarship Programs & High School Plan for Fiscal Year 2026–2027**

In accordance with Louisiana Administrative Code (LAC) 28, Part IV, Section 107, the Board of Regents (BOR) conducts compliance audits of institutions participating in LOSFA-administered student financial aid programs to ensure adherence to state laws and program regulations. To optimize audit operations, the Finance Audit and Compliance Division conducts an annual risk assessment to identify institutions that pose the greatest potential financial and/or compliance risks.

Postsecondary Institutions

For the FY 2026–2027 cycle, 21 postsecondary institutions—comprised of four-year universities, two-year colleges, and proprietary schools—were selected using a structured risk assessment evaluating the following factors:

- **Award Funding Volume**
- **Time Since Last Audit**
- **Prior Audit Findings**

Accordingly, the postsecondary institutions selected for FY 2026–2027 are as follows:

<i>Four-Year Institutions</i>	<i>Two-Year & Proprietary Institutions</i>
Grambling State University	Ayers Career College
LSU Health Sciences Center – New Orleans	Central Louisiana Technical Community College
LSU Health Sciences Center - Shreveport	Delgado Community College
Louisiana State University New Orleans	Delta College of Arts
Nicholls State University	Diesel Driving Academy
Saint Joseph Seminary College	Fortis College – Baton Rouge
Southern University Shreveport	Healthcare Training Institute
	ITI Technical College
	Louisiana Culinary Institute
	Louisiana Delta Community College
	Northshore Technical Community College
	Opelousas School of Cosmetology
	SOWELA Technical Community College
	Unitech Training Academy

High Schools

In addition to the postsecondary reviews, the Division will conduct 14 high school audits to verify the accuracy of TOPS eligibility data submitted to the Louisiana Department of Education's Student Transcript System (STS). These evaluations ensure that reported coursework and grades substantiate student eligibility determinations in strict accordance with TOPS requirements. Secondary institutions are selected for review through an annual risk assessment driven by the following metrics:

- **High School Graduate Volume**
- **TOPS-Eligible Graduate Volume**
- **Time Since Last Review**

Applying the established risk metrics, the 14 high schools selected for the FY 2027 audit cycle are as follows:

<i>High Schools</i>
Alban High School
Benton High School
East Jefferson High School
Kinder High School
Madison Preparatory Academy
Mamou High School
Mangham High School
North Webster High School
Northside Senior High School
Pope John Paull II Catholic High School
Sam Houston High School
South Lafourche High School
Southwood High School
St. James High School

***Note:** Postsecondary institutions and high schools are selected based on information available at the time of the risk assessment. Selections may be revised if emerging risks, material changes in available information, or operational considerations warrant an adjustment.*

AGENDA ITEM IV.

Louisiana Universities Marine Consortium (LUMCON) Facility Usage Rates

LUMCON has facilities in Houma (Blue Works) and Cocodrie (DeFelice Marine Center) that offer both internal and external users many services, including lodging, cafeteria, educational programming, facilities rentals, vessel hire, etc. To support these services, LUMCON has continually maintained a fee schedule differentiated by specific user types.

Per Act 314 of 2016, the Board of Regents is required to approve LUMCON's fee schedule. Attachment A includes the current schedule, along with discount rates offered to other public entities to access the services offered. Fees have been derived in reference to peer institutions, the regional market where the facilities are located and Louisiana's current General Services Administration (GSA) rates, which are incorporated into the State Travel Policy.

RECOMMENDATION

The Audit Committee Chair recommends approval of LUMCON's rates as presented.

LUMCON

2027 Regional Peer Rate Increase Justification Report

Regional market evidence, research and amenity comparisons, geographic analysis,
and GSA-aligned recommendations

Facilities	DeFelice Marine Center and Houma Maritime Campus
Regional comparators	GCRL (MS), Dauphin Island Sea Lab (AL), FSU Coastal & Marine Laboratory (FL), Baruch Marine Field Laboratory (SC)
GSA basis	FY 2026 Louisiana standard rate: \$110 lodging; \$68 M&IE (\$16 breakfast, \$19 lunch, \$28 dinner, \$5 incidentals)
Recommended effective date	January 1, 2027, subject to approval and confirmation of the applicable GSA rate
Prepared	August 11, 2026

Executive Summary and Recommendation

Recommendation: Approve targeted 2027 rate increases using regional Gulf/Southeast marine laboratories as the principal market comparators. For categories that fall under the agency's GSA-alignment policy, set the published rate at the applicable GSA amount and identify that basis directly in the rate schedule.

Staff utilized information comparing LUMCON with the Gulf Coast Research Laboratory (GCRL) in Mississippi, Dauphin Island Sea Lab in Alabama, Florida State University's (FSU) Coastal & Marine Laboratory, and the Baruch Marine Field Laboratory in South Carolina to establish recommended rates. These institutions are useful regional comparators because they serve similar research, education, field-course, vessel, and residential users in Gulf or southeastern coastal environments.

Area	Recommended change	Why it is supportable
Housing	Set GSA-covered lodging categories at \$110 per night/per traveler, as applicable.	FY 2026 Louisiana standard lodging rate is \$110. The rate should be labeled as GSA-aligned.
Meals	Breakfast \$16; Lunch \$19; Dinner \$28.	These are the FY 2026 GSA standard meal allocations. The three meals total \$63; the remaining \$5 of the \$68 M&IE rate is incidentals.
Meeting / laboratory space	Use targeted market and cost-based adjustments rather than a GSA ceiling.	GSA per diem applies to lodging and M&IE, not facility, lab, program, or vessel rental charges.
Vessels and field services	Use peer vessel pricing, fuel, crew, maintenance, insurance, and operating costs.	FSU provides a strong vessel-cost comparator; regional mission and vessel capability should drive final rates.
GSA Rate Note: GSA-covered lodging and meal rates will be indexed to the applicable GSA per diem rates and will incorporate any changes made by GSA during the period in which these rates are enforced.		

Agency and Commercial Rate Determination

LUMCON uses separate rate categories based on user type. Agency rates apply to any public entity, including public institutions, school systems, government agencies, and other governmental or public-sector organizations. Commercial rates apply to non-public users, including private businesses, organizations, and other non-governmental entities. The two rate structures recognize LUMCON's public-service, education, and research mission while ensuring that non-public use contributes a higher level of cost recovery and is not subsidized by public findings. Approved partner, K-12/consortium, or internal discounts are applied after the appropriate rate category is determined.

Why Regional Comparisons Matter

Regional peer institutions better reflect the users LUMCON competes for and serves. GCRL, Dauphin Island Sea Lab, FSU Coastal & Marine Laboratory, and Baruch Marine Field Laboratory all combine coastal research, education, field access, and specialized infrastructure, but each operates in a different local market.

LUMCON's Cocodrie location is especially important to pricing. DeFelice Marine Center provides immediate access to deltaic wetlands and estuaries in a remote setting with limited nearby lodging, dining, transportation, and comparable research facilities. That remoteness increases operating complexity while also making on-site lodging, meals, vessels, laboratories, and field support integral to the user experience.

DeFelice Marine Center

GSA-Aligned Lodging

Item	Unit	Current Agency ¹	Current Commercial ²	Proposed	Basis	Reason
2-4 person room	Per person/day	\$46	\$55	\$110	GSA	Set at FY 2026 Louisiana standard lodging rate of \$110.
12-person bunk room	Per person/day	\$46	\$55	\$110	GSA	Set at FY 2026 Louisiana standard lodging rate of \$110.
1-bedroom apartment	Per night	\$69	\$81	\$110	GSA	Set at FY 2026 Louisiana standard lodging rate of \$110.
2-bedroom apartment	Per night	\$92	\$109	\$110	GSA	Set at FY 2026 Louisiana standard lodging rate of \$110.
Accessible room	Per person/day	\$46	\$55	\$110	GSA	Set at FY 2026 Louisiana standard lodging rate of \$110.

GSA-Aligned Meals

Item	Unit	Current Agency	Current Commercial	Proposed	Basis	Reason
Breakfast	Per person	\$15	\$16	\$16	GSA meal allocation	Set at the FY 2026 standard GSA breakfast amount.
Lunch	Per person	\$15	\$20	\$19	GSA meal allocation	Set at the FY 2026 standard GSA lunch amount.
Dinner	Per person	\$20	\$26	\$28	GSA meal allocation	Set at the FY 2026 standard GSA dinner amount.
Standard daily meals	Breakfast + lunch + dinner	\$50	\$62	\$63	GSA meal total	\$16 + \$19 + \$28 = \$63; \$5 of the \$68 M&IE rate is incidentals.
Seafood dinner	Optional premium	\$38	\$50	\$50	Non-standard option	Keep separate from the GSA-standard meal package; amount above the standard meal allocation may not be reimbursable.

Facilities and Research Space

Item	Unit	Current Agency	Current Commercial	Proposed	Basis	Reason
Small conference room / large classroom	Per day	\$200	\$240	\$265	Market/cost	Integrated field and research setting; moderate increase.
Auditorium / DLVC	Per day	\$315	\$380	\$410	Market/cost	Current price is already strong regionally; use a modest adjustment.
Teaching laboratory	Per day	\$315	\$380	\$400	Market/cost	Specialized teaching infrastructure supports an increase.
Visiting research laboratory	Per day	\$50	\$100	\$125	Market/cost	Specialized research access and on-site support justify an increase.

¹. Agency refers to any public entity. (institution, school system, government agency, etc.)

². Commercial refers to rates charged to non-public entities.

Houma Maritime Campus

Blue Works serves a different market from DeFelice Marine Center. It is a newer professional facility in the Port of Houma with greater access to hotels, restaurants, catering, emergency services, and maritime-industry customers. Because the facility is still developing repeat meeting and event business, rate changes should remain competitive with the Houma market rather than simply copying research-campus rates.

Item	Unit	Current	Proposed	Increase	Reason
Exhibit Hall	Per day	\$800	\$850	6.2%	Only a modest increase is recommended because the current rate is already strong; the newer venue and professional-event setting support the adjustment.
Lecture Hall	Per day	\$525	\$550	4.8%	Current pricing is already competitive, so a small increase preserves marketability while recognizing the quality and technology of the newer facility.
Large conference room - full day	Up to 8 hours	\$300	\$350	16.7%	The full-day room is positioned for professional meetings and maritime-industry users; the increase improves cost recovery while remaining a measured market adjustment.
Large conference room - half day	Up to 4 hours	\$150	\$175	16.7%	Maintains proportional pricing to the full-day rate and provides an affordable shorter-duration option for meetings and training.
Education lab	Per day	\$240	\$275	14.6%	Specialized educational and laboratory infrastructure, preparation, utilities, and staff support justify a higher rate than ordinary meeting space.
Education lab equipment fee	Per day	\$75	\$90	20.0%	Helps recover technology, equipment wear, setup, consumables, and maintenance costs associated with laboratory use.
Small conference room - full day	Up to 8 hours	\$200	\$225	12.5%	A moderate increase reflects the newer professional setting and access to Houma-area customers while keeping the room attractive for repeat use.
Small conference room - half day	Up to 4 hours	\$100	\$115	15.0%	Maintains a logical half-day relationship to the full-day rate and keeps the space competitive for shorter meetings.
Informal collaborative space	Per day	\$150	\$175	16.7%	Flexible collaborative space has professional and educational value; the increase is moderate enough to support utilization while improving cost recovery.
Balcony space	Per event	\$100	\$125	25.0%	The space offers a distinctive event amenity, but it is a lower-priority revenue area; the proposed amount remains a modest absolute charge.

Programs

Item	Unit	Current	Proposed	Increase	Reason
Field and lab program - half day	Per person	\$12	\$14	16.7%	Recovers a greater share of educator/staff time, activity preparation, field access, materials, and instructional support while keeping the per-person rate accessible.
Field and lab program - full day	Per person	\$24	\$28	16.7%	Reflects the additional staffing, preparation, instructional time, and field/lab resources required for a full-day program.

Services

Item	Unit	Current	Proposed	Increase	Reason
Technical support	Per space	\$250	\$275	10.0%	Supports recovery of staff time, technology setup, troubleshooting, and other direct support provided for facility users.
Coffee service	Per 100 cups	\$75	\$90	20.0%	Helps recover supplies, preparation, service, and cleanup costs; the absolute charge remains modest for a 100-cup service.



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Agenda

Facilities and Property

Wednesday, August 26, 2026
1:05 PM

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

- I. Call to Order
- II. Roll Call
- III. Approval of Facilities Policy Revision
- IV. Other Business
- V. Adjournment

Committee Members: David J. Aubrey, Chair; Collis B. Temple III, Vice Chair; Ted H. Glaser III; Phillip R. May, Jr.; Darren G. Mire; Wilbert D. Pryor; K. Samer Shamieh; LCTC Representative; LSU System Representative; SU System Representative; UL System Representative

Staff: Elizabeth Bentley-Smith, Deputy Commissioner for Finance and Administration

AGENDA ITEM III.

Approval of Board of Regents Facilities Policy Revision

Legislation passed during the 2026 Regular Session of the Louisiana Legislature requires changes to the current Board of Regents (BOR) Facilities Policy. Prior to the revisions proposed herein, the most recent update to the Board of Regents' Facilities Policy, to accommodate similar legislative changes, occurred in June of 2025.

The primary changes to the policy involve the passage and implementation of Act 772 of the 2026 Regular Session. This act removed BOR approval of two types of projects initiated under the provisions of LA R.S. 39:128. The first legislative change no longer requires management boards to submit 'Small Capital Projects', or projects initiated by the management board with a construction cost of \$2M or less, to the BOR for staff approval prior to moving forward. Management boards are required to provide monthly reports on the projects initiated under the 'Small Capital Project' provisions of R.S. 39:128, which will enable staff to provide periodic updates to the BOR on the number of small-scope projects underway at each institution.

The second substantive policy change removes BOR approval of projects initiated under the provisions of LA R.S. 39:128, known as Act 959 projects. Projects initiated under these provisions were previously approved by the management board, the BOR, and the Joint Legislative Committee on the Budget (JLCB). With implementation of the new legislation, Act 959 projects will now require management board and JLCB approval only. Management boards are required to report projects initiated under the provisions of Act 959 to the BOR, similar to the prescribed process for 'Small Capital Project' reporting. Act 959 projects are less common than 'Small Capital Projects' so staff reporting to the BOR will occur during the year on an as-needed basis.

The policy revision also updates the definitions of the Master Plan and Selection Boards. Of note, policy revisions are highlighted.

STAFF RECOMMENDATION

Senior Staff recommends approval of the revisions to the Board of Regents Facilities policy.

1. 2.FACILITIES POLICY

– REVISED EFFECTIVE August 26, 2026

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1. 2. 2. Definitions

Alternative Means of Financing – funding for capital projects using sources other than traditional capital outlay appropriations of the legislature to provide necessary facilities for an institution.

Auxiliary Enterprise – an entity associated with the operation of an institution and often essential to campus life such as housing, food service, union, bookstore, and the athletic department that operates like a business, with separate budget and operation.

Business Plan – a written financial strategy for a capital project funded with self-generated or alternative means of financing for the construction and operation of a facility throughout its useful life. It shall include a business plan pro forma.

Business Plan Pro Forma – a spreadsheet depicting all income by source, itemized operational expenses, net income, and income distribution for a project by year for the life of the financing.

Capital Construction Program – the planned process by which the physical plant of any institution or campus is altered to provide the physical facilities necessary for that institution to carry out its assigned role, scope and mission. That process includes campus facilities master planning, the development and submittal of Capital Budget Requests through its management board, legislative action, facility design, construction administration, and thereafter, the periodic preventive and major maintenance of such facilities.

Capital Construction – the construction of physical facilities including but not limited to: construction of new facilities, additions to existing facilities, demolition of existing facilities, the renovation, refurbishment, restoration, functional alterations, code imposed modifications, remodeling, face-lifting, and/or enhancement of existing facilities, maintenance of facilities including utilities infrastructure (except for the day to day maintenance of facilities), waterproofing, major repairs and re-roofing, and preventive maintenance.

Capital Outlay Budget Recommendations – an annual budget recommendation approved and submitted annually by the Board of Regents that recommends priorities for capital construction and improvements for all institutions of postsecondary education.

Capital Outlay Request – a submittal that requests a project for inclusion in the annual Board of Regents' Capital Outlay Budget Recommendations. A prepared written (or electronic) submittal using procedures and format as directed by the Board of Regents and the Facility Planning and Control section of the Division of Administration, which describes and requests projects to be provided within the capital construction program for any institution, without regard to the means of financing or methods by which such facilities shall be acquired and/or funded.

Capital Outlay Process – the process of obtaining the necessary funding for the purpose of carrying out the capital construction program of an institution. The process includes annual staff activities to formulate and evaluate capital projects.

Capital Outlay Project – a construction project in excess of \$500,000 to provide necessary facilities for an institution, and equipment acquisitions, master planning, feasibility studies, and other one-time endeavors funded through the capital outlay process.

Capital Project – a planned undertaking to provide physical facilities or equipment for an institution to carry out its assigned role scope and mission, utilizing capital from any source.

Design-Build Team – an entity, typically comprised of an architect or design professional, his consulting engineers and/or other consultants, and a contractor, formed for the purpose of designing and constructing a facility under one contract.

Facilities Master Planning – a four-step process to develop strategies for providing adequate facilities to enable an institution to accomplish its assigned role, scope, and mission. A plan shall include (1) an inventory of existing physical facilities, (2) analysis of its academic programmatic needs combined with enrollment and demographic data, (3) facilities needed to accommodate the academic programs and enrollment, and (4) a graphic depiction portraying the highest and best utilization of space and real property available to the institution.

Feasibility Study – an analysis or review that considers the need for an individual, specific project concept in order to conclude whether it can and/or should be done. The study considers the need and the type, size, and quality of facility necessary to meet that need, project economics, and other factors that may have bearing on the decision to proceed with the project. It does not include detailed programming of individual spatial functions and design relationships within the facility. Such studies may be of limited scope, performed in-house, or performed by acknowledged experts in the specific area to which the proposed project relates. The completion of eCORTS documents is considered to meet the requirements for a feasibility study.

Feasibility Study (Detailed) – a project specific study that includes as a minimum: (1) an evaluation of the educational curriculum and related needs, (2) demographic projections for the geographic vicinity, (3) unique aspects related to the proposed project, and (4) resultant space and/or type facility conclusions. Detailed feasibility studies typically involve the contractual services of acknowledged professionals.

Institution – a public state-supported institution established for postsecondary education in Louisiana.

Job Order Contracting – an alternative project delivery method designed to offer

a flexible and efficient framework by using competitively awarded, indefinite delivery/indefinite quantity (IDIQ) contracts with pre-priced construction tasks.

Leased Facilities – real estate and/or improvements that are (1) owned by others and leased by them to any university and/or management board for any use, (2) real estate and/or improvements owned by any institution and leased to others for any use, and (3) property owned by any institution leased to a 3rd party and then leased back to the institution.

Maintenance – the care and upkeep of facilities or equipment. Specific categories or types of maintenance are as follows:

Routine Maintenance – the day-to-day upkeep of physical facilities and grounds, including repairs, cleaning, service work and/or service contracts. It may be scheduled or unscheduled. Routine maintenance typically is paid for from the operating budget of the institution.

Preventive Maintenance (PM) – work and services done over the life cycle of facilities, building or utility systems and components, and equipment to extend their useful life, thereby precluding the inconvenience, down-time, and/or catastrophic consequences of premature failure of such components. PM maintains items in working order.

Major Repairs and Re-roofing (MR&R) – maintenance program on the component parts and systems of physical facilities that should have been performed but was delayed due to insufficient funding. Such lack of maintenance may result in further deterioration or breakage that becomes critical, threatening to cause even greater damage and eventual expense if not remedied in a timely manner. MR&R maintains items that are no longer in serviceable condition or working order and does not apply to problems that require new construction to resolve.

Deferred Maintenance (DM) – the term synonymous with Major Repairs and Re-roofing work.

Maintenance Reserve Account (MRA) – funding established at the start of a construction project or accumulated from income derived from the operation of income producing facilities deposited into an interest earning account from which the maintenance of the facility may be accomplished over its life.

Maintenance Reserve Account Use Schedule (MRA Use Schedule) – a spreadsheet documenting (1) initial and/or periodic deposits to a MRA, (2) growth of the fund based on estimated interest rates, (3) projected repair and replacement of building system components over time and their future cost based on the schedule of values and projected inflation, and (4) projected use of the account over time.

Master Plan – The long-term strategic framework that aligns an institution's physical environment with its academic, financial, and public service missions while guiding campus growth, land use, facility renewal, and infrastructure over a ten- to twenty-year horizon.

Net Assignable Square Feet (NASF) – space available to be utilized for a specific function, such as for classroom or laboratory, and includes the entire floor area within the walls of a room or other type of space.

Non-Traditional Projects – projects funded by any method other than by traditional appropriations of the legislature in the capital outlay bill.

Not-for-Profit 501(c)(3) Corporation – a private corporation formed for philanthropic pursuits, permitted to conduct business but not for the purpose of financial gain.

Operational expenses – ordinary costs related to the functioning of a facility. The following expenses are typical: personnel costs, janitorial services, utilities, maintenance supplies and contracts, insurance, repair and replacement costs, maintenance reserve deposits, and debt service.

Performance-Based Energy Efficiency Contract – a contract between an institution and/or management board or another party on behalf of the institution and an energy services contractor in which the contractor builds or installs certain energy conservation measures. The measures, being technologically advanced and therefore more energy efficient than the items being replaced, save energy and therefore utility costs. The contractor is paid from the savings. Often, the outcome is specified, but not the means to that end. The contractor guarantees the outcome and must make up any shortfall.

Physical Facilities – real estate and improvements, including land and property, buildings, fixed and movable equipment related to buildings, utilities infrastructure, communications, underground improvements, site and surface improvements, and related physical entities.

Physical Plant – the physical facilities that as a group comprise any institutional campus or subdivisions thereof. It is the “place” which houses and thereby facilitates the delivery of the education process.

Pro Forma – see Business Plan Pro Forma.

Projects Utilizing Alternative Means of Financing – the process by which facilities are obtained for an institution outside of the traditional capital outlay process.

Public/Private Partnership – arrangements in which public institutions join with

private entities to accomplish goals that are mutually beneficial, and are more readily accomplished through the joint talents, expertise, and efforts of both than would be the case working individually.

Request for Proposal (RFP) – a process by which an institution or management board, or private entity established to act on their behalf, may solicit services in a competitive environment. Respondents typically include résumés, business plan, their approach to design, financing plan, management plan, and outline of relevant contractual arrangements, relevant experience, and availability.

Request for Qualification (RFQ) – a process by which an institution or management board, or private entity established to act on their behalf, may solicit services in a competitive environment. It differs from an RFP in that it focuses on selecting an entity acceptable in connection with a project to be developed thereafter. Respondents typically include résumés, relevant experience, and availability.

Selection Boards – the three Louisiana Professional Services Selection Boards are independent, profession-specific selection bodies responsible for administering Louisiana's qualifications-based procurement process for architectural, engineering, and landscape architecture services.

Self-Generated Funding – student generated revenues; user fees; "non-governmental gift, grant, and/or contract" income; restricted, non-appropriated revenues generated by an institution; private, non-public revenues. Self-generated funding may also include federal grants and income generated from the operation of certain income producing facilities.

Small Capital Project – capital construction costing less than \$2,000,000 that falls under an exception to the normal capital outlay process in accordance with LA. R.S. 39:128.

Space Factor – the net assignable square footage of an area divided by the student contact hours conducted in that space per week. $S. F. = NASF/SCH$.

Student Contact Hour – one hour of instruction delivered to one student.

Suggested Practices – the term used to suggest a course of action that, while not a requirement of the BOR, would seem prudent to use based on past experiences.

Third Party – the term used to describe an existing entity, or an entity created specifically for the purpose, that serves to benefit an institution by performing a capital project(s). Such entities may be public or private, either a for-profit or not-for-profit corporate structure, and include other departments of government and 501(c)(3) corporations.

Third Party Project – a project performed by a third party.

Traditional Projects – projects utilizing state general fund dollars, general obligation bonds (GOB) and/or self-generated sources funded by appropriations of the legislature in the capital outlay bill.

1. 2. 3. Intent of the Facilities Policy

The Board of Regents (BOR hereinafter) intends that physical facilities of sufficient kind, design, size and quality shall exist or be acquired to complement the process of delivering quality postsecondary education to the citizens of Louisiana.

The BOR recognizes the direct relationship between an institution's academic role scope, and mission and its physical facilities. Academic programs drive the need for facilities. These guidelines are intended to establish and/or maintain a strong link between long range academic planning, master planning and capital outlay needs.

1. 2. 4. Purpose of the Facilities Policy

The BOR is constitutionally mandated by Article VIII, Section 5, of the Constitution of the State of Louisiana, to plan, coordinate and have budgetary responsibility for all public postsecondary education and shall have other powers, duties and responsibilities provided in that Section or by law. Section 5(D) further outlines the powers, duties, and responsibilities of the BOR:

“To formulate and make timely revisions of a master plan for postsecondary education. As a minimum, the plan shall include a formula for equitable distribution of funds to the institutions of postsecondary education.”

“To require that every postsecondary education board submit to it, at a time it specifies, an annual budget proposal for the operational needs and for capital needs of each institution under the control of each board. The BOR shall submit its budget recommendations for all institutions of postsecondary education in the state. It shall recommend priorities for capital construction and improvements.”

1. 2. 5. General Facilities Policy

Each institution within postsecondary education shall have a capital construction program in accordance with its demonstrated need for physical facilities as set forth in its campus facilities Master Plan, and shall submit annually through its appropriate management board, in accordance with law and established procedures, a capital outlay request to the BOR for review, prioritization, and recommendation.

Changes to any institution or management board's physical facilities that add to, subtract from, or alter such facilities will be submitted to the BOR for review and approval prior to beginning any such project, regardless of the source of funds utilized to effect such change, and regardless of approvals received from any other entity,

unless excepted by the BOR or its policies.

By approving an annual capital outlay budget recommendation, the BOR adopts the intent, purpose, nature, scope, and budget for specific projects developed by the management boards and institutions as set forth in relevant documentation. Thereafter, changes to a project that would have the effect of increasing any aspect of the project by more than 25% shall not be sought or implemented without the written approval of the BOR. This includes requests to the Interim Emergency Board, Facility Planning and Control, and the State Bond Commission.

This policy shall apply to any institution and any of its subdivisions, including all auxiliary enterprises and/or related entities, and campus-related quasi-public and private entities for capital construction on land owned by any institution and/or any of its subdivisions, unless excepted by the BOR or its policies.

Included in this policy is construction to permanently replace facilities or parts of facilities which have been destroyed or damaged by fire or other disaster and which will be rebuilt in kind or replaced using insurance proceeds.

Exceptions to this policy may be granted by the BOR to facilitate the process in certain instances where appropriate. Clarification shall be sought from the BOR with respect to any questions of exception to this policy.

Specifically included in this policy are projects utilizing alternative means of financing. No action by the university other than preliminary work necessary to prepare a proposal shall be taken and no final documents shall be executed that conflict with Section 1.2.6 of this policy without first receiving the written approval of the BOR.

Projects that may be performed at postsecondary education institutions that are funded through statewide appropriations and administered by the Office of Facility Planning and Control, such as Statewide Roof Repair/Replacement, Americans with Disabilities Act Compliance Implementation, Asbestos and/or Hazardous Materials Abatement, Energy Conservation projects, and Sprinkler Protection System Installations in Hi-Rise Buildings are not included in this policy

Routine maintenance is not included under the provisions of this policy.

Facilities and real estate may be acquired by institutions by act of donation without BOR approval. However, institutions must consider the cost of ownership and its impact on their resources of any such donations.

1. 2. 6. Submittal and Approval Process

The BOR normally meets on the fourth Wednesday of each month. Board staff makes agendas and executive summaries for mail-out to the Board members approximately ten days prior to the scheduled meeting date. Institutions should allow

approximately one week prior to the mail-out to provide staff time to review the requests, resolve any issues, and formulate a recommendation to the Board.

BOR staff review of submittals shall include confirmation of compliance with policies, budgetary impact of the project on the institution and state, appropriateness to the role, scope, and mission of the institution and system, and relevance to the Facilities Master Plan for that institution. Information submitted by institutions should include justification and demonstration of need, description of proposed construction, and relevant cost data to permit comprehensive review by the BOR staff.

Submittals should follow a prescribed sequence, from institution to management board, and then to the BOR. Communications and coordination between the management board and its institutions, and the Division of Administration (DOA), Office of Facility Planning and Control (FP&C), or the Bond Commission need not involve the BOR so long as the scope and cost of the project remains consistent (including over-run provisions) with that previously approved by the BOR.

Submittals for review and approval of a project utilizing alternative means of financing may be in two parts at the option of the management board and/or institution. The first part may consist of the concept, project finances, and business plan to get a preliminary indication as to the BOR's inclinations relative to the project. The second submittal would include remaining project data. This sequence should facilitate the progress of the project.

The BOR acknowledges that certain work and resultant developmental costs can occur on a capital project prior to obtaining Board approval. Submittals must include sufficient information from which to make an informed decision. The Board's deliberations must not be encumbered by advanced work and cost such that it is left with no reasonable choice. Irreversible steps such as bond sales must not be executed prior to BOR's approval. Work that may precede BOR approval includes but is not limited to the services of design professionals, an RFP and/or RFQ processes, and the services of financial consultants.

1. 2. 7. Emergency and Expedited Approval Procedure

Immediate and temporary actions related to emergency conditions of a non-recurring nature such as from fire or disaster necessary to protect life, limb, and property may be taken without the approval of the BOR.

Subsequent construction or reconstruction of a temporary nature related to emergency conditions of a non-recurring nature such as from fire or disaster may be taken if certified as such by the campus President/Chancellor, management board president, and the Commissioner of Higher Education. Any such action taken will be reported to the Facilities and Property Committee at its next meeting.

Projects undertaken to rebuild or repair facilities and property damaged as a

result of an emergency and funded solely through proceeds from the Office of Risk Management (ORM) and/or the Federal Emergency Management Agency (FEMA), do not require BOR approval.

Projects of a non-emergency nature may receive expedited approval with the concurrence of the Commissioner of Higher Education, the Chair of the BOR, and the Chair of the Facilities and Property Committee. In general, such approvals would facilitate accomplishing projects where a unique opportunity exists or timing has become critical and where waiting for the next scheduled meeting of the Board could clearly jeopardize the beneficial nature of the project. Expedited approval shall be reported to the Facilities and Property Committee at its next scheduled meeting.

Requests to the Interim Emergency Board (IEB) for funding to respond to emergency situations shall be submitted to the Commissioner of Higher Education for approval only before submitting to the IEB.

1. 2. 8. Maintenance Reserve Accounts (MRA)

The purpose of a Maintenance Reserve Account (hereinafter MRA) on projects is to guarantee the long-term uninterrupted maintenance for the facility and preclude the state from future maintenance liability.

The actual amount of the deposits shall be based on an anticipated facility life, and projected repair and replacement work for the specific facility in accordance with the MRA Use Schedule. A one-time up-front deposit into the MRA of approximately 10% of the construction cost is required. Optionally, for facilities that generate income from their operation, annual deposits into the MRA of approximately 1.5 % of the original construction cost, with computations incorporating provisions for projected annual inflation, can be substituted for the one-time up-front deposit.

Not every project requires an MRA. Projects that are primarily maintenance in nature do not have to establish an MRA. Projects that renovate space previously maintained by the institution and in effect reduce maintenance costs borne by the institution do not have to establish an MRA. Projects that require less maintenance such as a parking garage may be proposed with a reduced MRA if supported with evidence of actuarial soundness. Projects funded with appropriations of the legislature utilizing General Obligation Bonds (GOB) are not required to have an MRA unless the state appropriation provides funding for it. Projects that are funded with a combination of funding types need only establish an MRA consistent with the non-state percentage. The requirement to establish an MRA applies to new construction including self-generated projects that go through the legislative appropriation process but could also apply to renovations of existing facilities.

Exceptions to this MRA policy may only be made on an individual basis. Any institution seeking an exception for a specific project must submit a written request with detailed documentation and justification (See Section 1.2.20 for P3 MRA requirements).

Institutions that fail to establish and sustain the maintenance reserve accounts required by this policy may not submit additional self-generated capital project requests until such time as required MRA's are funded in accordance with the original approval or modified by the BOR.

Each MRA account shall relate to a specific, individual capital project. However, accounts may be commingled in an MRA Fund for investment and cash flow purposes. Internally "borrowed" funds shall be repaid to the pooled account, with interest calculated at the average rate of earnings on the MRA investment in accordance with a financially sound repayment schedule that does not exceed five years.

The MRA revenues shall be deposited in an account with said funds conservatively invested in available instruments as prescribed by law. Interest earnings must be reinvested in the account since the actuarial calculations for account growth and MRA Use Schedule are based on doing so.

Funds may only be withdrawn from the MRA account in accordance with work items contained in the MRA Use Schedule. However, the timing of the line items of work on the Use Schedule may be adjusted as situations dictate. Daily maintenance and operating expenses may not be financed with funds from the MRA account. To the maximum extent available under law the MRA investment account shall be structured to prevent funds from being used for any purpose inconsistent with this policy.

Maintenance Reserve Accounts shall be established such that the account remains with the entity having responsibility for maintenance. If, at the end of the agreement, the facility reverts to the institution, so shall the MRA.

1. 2. 9. Facilities Master Planning

Each institution of postsecondary education shall develop a facilities master plan.

The BOR shall maintain a database, updated annually, that inventories all facilities and documents the utilization in accordance with the space standards provided herein of all space at each institution. Information shall be published in an annual report entitled Facilities Inventory and Utilization Study, available on the BOR website.

1. 2. 10. Space Standards

Space standards, as adopted by the BOR, shall be applied to the master planning process and requests for capital projects. Space standards relate to the quantity and type of space but not the condition or quality of space. Space standards consider overall space on a campus, not departmental space, and no distinction is made between types of institutions. Space standards will be updated periodically.

The classification of traditional space types for postsecondary education is listed in

the BOR's Facilities Inventory and Space Utilization Study. Where an institution statistically has sufficient space, but lacks a certain type of space, it should request projects that convert excess space of a type not needed, or unused space into the type of space that is needed if such projects are cost effective and excess or unused space is suitable for the new use.

The BOR adopts as a guideline for space standards the widely used formula as promulgated by the Western Interstate Commission for Higher Education (WICHE). These standards apply only to classrooms and laboratories. Numbers less than the standard indicate good utilization, while numbers exceeding the standard indicate poor utilization.

In classrooms, there should be 15 NASF per student station, rooms should be used 30 hours per week, and when in use, rooms should be 60% of capacity. The resultant formula is: $SF = 15/(30 \times 0.6) = 0.83$. Calculated another way, $S. F. = NASF/SCH = 0.83$.

In laboratories, there should be 40 NASF per student station, rooms should be used 20 hours per week, and when in use, rooms should be 80% of capacity. The resultant formula is: $SF = 40/(20 \times 0.8) = 2.50$. Calculated another way, $S. F. = NASF/SCH = 2.50$.

With regard to office space, no ratio of student contact hours to NASF of office space exists. The quantity of office space shall be based on the type of occupant and the degree of privacy the occupant requires. Faculty and administrators should be provided with a space, either office or enclosure, conducive to the conduct of assigned duties.

With regard to resource space, the Association of College and Research Libraries (ACRL) standards have been used to determine library size and book volume capacity based on the role, scope, and mission of each individual institution.

With regard to special use, general use, supporting facilities, medical facilities, and residential facilities, no statistically supported data exists to quantify the need for such facilities. The BOR will evaluate requests for these types of spaces on an individual basis.

1. 2. 11. Feasibility Studies

All projects submitted for capital outlay consideration are required to include a feasibility study. eCORTS documentation as promulgated by Facility Planning and Control meets the legal requirement for standard feasibility studies.

When a more detailed feasibility study is required or otherwise deemed necessary for a project, the scope and content of such study will be specific to the project but will typically include an evaluation of the educational curriculum and related needs, demographic projections for the geographic vicinity, unique aspects related to the proposed project, and resultant space and/or type facility conclusions. Detailed feasibility studies typically involve the contractual services of acknowledged professionals.

When a detailed feasibility study is performed, and especially in those instances

where the study must be funded through the capital outlay process, the funding of the study shall not qualify the project as a continuing project, nor shall the categorization and/or prioritization of the study itself establish a category or priority for any resulting project. No simultaneous funding shall be requested for the project itself through the Capital Outlay process. Funding shall not be requested for a subsequent capital outlay cycle until the study has been completed, submitted to, analyzed by, and approved or adopted by the appropriate management board and the BOR.

1. 2. 12. Capital Outlay Projects

Annually, the BOR shall call for the submittal of Capital Outlay Requests by the management boards on behalf of their member institutions. The call shall include pertinent information for the upcoming year, schedule of site visits, guidelines for the preparation of submittals, and submittal dates.

Institutions of the postsecondary educational systems in Louisiana shall submit requests for capital outlay projects to be considered through their appropriate management board only. Management boards shall submit projects they recommend to the BOR for consideration.

The BOR staff will visit campuses as appropriate for presentations by the institutions' staff relative to their capital construction needs. Tours of campuses will allow familiarization with the institution, existing facilities that may be relevant to requests, and projects under construction or recently completed.

Institutions and management boards will have the opportunity to review the BOR capital outlay recommendation and submit additional comment and justification for projects prior to final approval. The BOR may also schedule a public hearing to permit institutions to present their capital outlay needs directly to the Facilities and Property Committee.

At its October meeting, the BOR will adopt its Capital Outlay Budget Recommendation in final form. Thereafter, not later than November 1, the Board staff will submit the final Board recommendation to the Division of Administration.

In those years where natural disaster(s) or other events preclude these specific procedures and schedule from being met, staff may make such modifications as are necessary to meet the intent of this section.

Regents will consider amendments to its capital outlay recommendations prior to the beginning of the annual legislative session or thereafter as necessary.

Recommended projects receiving an appropriation of the legislature will typically be administered by the Facility Planning and Control (FP&C) section of the Division of Administration. FP&C will make recommendations to the Bond Commission relative to obtaining lines of credit or the sale of bonds relating to specific projects. FP&C will solicit services for design professionals and may delegate authority for the administration of

certain qualifying projects to management boards under the provisions of La. R. S. 39:128.

Projects not recommended by the BOR that receive an appropriation of the legislature in the capital outlay bill, whether in the postsecondary education portion, under another department of state government, or as a local project, shall be submitted to the BOR for approval before the project may be initiated.

1. 2. 13. Small Capital Projects

Under the provisions of LA R.S. 39:128B.(1) institutions may initiate Small Capital Projects with a construction cost of less than \$2,000,000 with management board review and approval. With the passage of Act 772 of 2026, each postsecondary management board shall report projects initiated under the provisions of 39:128B.(1) with a construction cost between \$250,000 and \$2,000,000 to the BOR monthly. Staff shall report approved projects to the Facilities and Property Committee periodically each year including the number of projects by system, funding sources, and other relevant information.

Small Capital Projects shall be reported to BOR staff using the Louisiana BOR's Small Capital Projects Reporting Template found on the BOR website.

Small Capital Projects whose cost of construction (or contract for demolition) is less than \$250,000 are not required to be reported.

1. 2. 14. Minimum Construction Standards

Facilities constructed and/or renovated for use by postsecondary education shall be of such quality that they can adequately perform the intended service, can be maintained and operated at reasonable cost, will be safe for occupants, and conducive to the learning process.

Minimum construction standards applicable to facilities for institutions shall be developed and promulgated by institutions and their management boards and submitted for review by the BOR staff.

1. 2. 15. Act 959 of 2003 Projects (La. R. S. 39:128B.(4)(a)(i))

La. R. S. 39:128B.(4)(a)(i) permits certain capital projects to be performed by an institution without going through the traditional capital outlay process. Administration of such projects may be delegated to the institution by Facility Planning and Control. Projects not exceeding \$10,000,000 funded from self-generated revenues, auxiliary income, grants, donations, local or federal funds and building use fees are permitted if approved by the appropriate management board and the Joint Legislative Committee on the Budget. No debt may be incurred in connection with such projects.

Institutions proposing projects under the provisions of Act 959 shall prepare supporting documentation for the project consistent with typical initial capital outlay

requests (i.e. project summary and preliminary programming information) for approval by the appropriate management board. That board shall submit approved requests to the Office of Facility Planning and Control. FP&C will forward approved requests to the Joint Legislative Committee on the Budget, and upon approval of the Committee, will submit the project to the appropriate designer selection board

For the purposes of Act 959 projects, funds from the operating budget, Major Repairs and Re-Roofing, and Act 751 of 2024 are not considered self-generated.

After approval by the Joint Legislative Committee on the Budget, the Office of Facility Planning and Control may delegate the administration of such projects to the appropriate management board through a cooperative endeavor agreement provided a written request to do so is made through the appropriate management board for the planning, design, and construction of such project. Systems or institutions shall demonstrate an ability to adequately administer such projects to Facility Planning and Control through appropriate staff and prior experience with projects of the size anticipated in order to qualify for this delegation of authority.

Projects delegated to an institution shall be administered, to include contract review, design review, project oversight, record-keeping, and on-site periodic meetings and inspection, and shall comply with all relevant laws with regard to architect selection, bidding, and project administration.

The Act 959 project exemption applies only to those projects that otherwise could not be accomplished in the normal capital outlay process due to timing or funding constraints.

No contractual obligations shall be entered into until all approvals have been completed and written notification has been received by the institution.

With the passage of Act 772 of 2026, each postsecondary management board shall report projects initiated under the provisions of 39:128B.(4)(a)(i) upon approval of the management board. Staff shall report management board approved projects to the Facilities and Property Committee periodically each year including the number of projects by system, funding source, and other relevant information. Projects shall be reported to BOR staff using the Louisiana BOR Act 959 Project Reporting Template found on the BOR website. The BOR understands projects initiated under the provisions of Act 959 of 2003 are infrequent, and reporting will not be required for months when there have been no new projects initiated.

1. 2. 16. Dormitories, Apartments, and Residence Halls

Institutions that choose to have and operate on-campus residence facilities for students shall provide facilities of sufficient quality, comfort, cleanliness, and accommodation consistent with current expectations of students, their parents, and the general public.

No dormitory, apartment, and/or residence hall operated by or on behalf of any postsecondary educational institution shall operate in a state of non-compliance with the applicable edition of the National Fire Protection Association (NFPA) 101, Life Safety Code. In those instances where the Louisiana State Fire Marshal has issued a citation for deficiencies, a plan of correction shall be developed in a manner to comply with the requirements and schedule of the state fire marshal.

All residence hall accommodations for postsecondary educational institutions shall be brought into compliance with the applicable edition of the NFPA 101 Life Safety Code as it applies to existing facilities. Each institution shall develop a plan and schedule for achieving compliance.

Each residence hall occupant shall be provided with connectivity to the internet.

Residence halls shall be limited to students, faculty, and staff of the institution and/or sister institutions of postsecondary education. However, rooms may be rented to others for camps, workshops, seminars, etc. sanctioned by the institution during various times of the year.

1. 2. 17. Major Repairs and Re-roofing

Major Repairs and Re-roofing (also known as Deferred Maintenance) shall be performed by institutions utilizing funding from the institution or from capital outlay appropriations. Institutions must not rely solely on special appropriations for the correction of long-standing maintenance issues.

BoR staff shall administer the Major Repair and Re-Roofing program by working with FP&C, the management boards, and each institution to determine priority projects within each system. Major Repair and Re-Roofing appropriations from the legislature will continue to reside with FP&C with BoR staff serving as the point person(s) between FP&C and the institutions.

Facility problems or concerns that are needed but do not involve existing construction, and would therefore require new construction to resolve, are not eligible.

Once capital funding for Major Repairs and Re-roofing is appropriated and actual funding granted, institutions may work directly with BoR staff and Facility Planning and Control to accomplish the work items. The BOR staff will provide program oversight and will approve individual projects in conjunction with FP&C. Institutions are instructed to accomplish Major Repair and Re-Roofing projects based on any need/priority that may exist. The purpose of Major Repairs and Re-roofing is to resolve long-standing problems, not as a substitute for, or supplement to, current operating budgets.

1. 2. 18. Act 751 of 2024

Act 751 of the 2024 Louisiana Regular Session created the College and University Deferred Maintenance and Capital Improvement Program to address the deferred maintenance and capital improvement needs that exist for facilities located on public postsecondary educational institution campuses in Louisiana.

The Program allows all public postsecondary educational institutions to pursue projects related to the complete renovation of buildings with significant deferred maintenance needs; utility infrastructure; drainage, street, sidewalk, and site infrastructure; the demolition of public facilities; and any other improvements to address deferred maintenance needs. New buildings or building additions, other than minor additions required for code compliance or improved access to a public facility, are not allowed.

Per statute, FP&C administers the Program, and project management authority is delegated to each management board through a cooperative endeavor agreement. Each management board has the authority to enter into a third-party project management agreement to assist with the implementation of projects.

The Joint Legislative Committee on the Budget must approve all projects to be initiated by a management board prior to the commencement of work on any project. The BOR will compile a list of all public postsecondary education projects to be submitted for approval on an annual basis from each management board. Undoubtedly, needs will arise throughout the year that were not approved by the Joint Legislative Committee on the Budget during the annual submission. Management boards may submit individual projects to FP&C for Joint Legislative Committee on the Budget consideration during the year for project needs as they arise.

The selection of any designers, architects, or engineers for any project pursuant to the Program shall be qualification-based selections and in accordance with the provisions of LA R.S. 38:2318.1.

Act 751 also requires semi-annual reporting to the Joint Legislative Committee on Capital Outlay. The BOR will assist each management board in compiling the requisite information for a single higher education-wide report submission submitted by the BOR. FP&C will provide project specific information as contained within the cooperative endeavor agreement.

1. 2. 19. Job Order Contracting

Act 88 of the 2025 Louisiana Regular Session authorized public postsecondary institutions to utilize the Job Order Contracting (JOC) project delivery method as a means to support the implementation of projects pursuant to Act 751 of 2024 (**See Section 1.2.18**). JOC is a project delivery method designed to streamline the delivery of small to mid-sized renovation and repair projects that are recurring in nature but variable in scope, timing, and location. The approach allows public postsecondary education institutions to respond rapidly to facility needs, reduce procurement lead

times, and ensure cost transparency while maintaining compliance with public contracting standards.

Each management board shall submit to the BOR on an annual basis a report identifying the number of projects completed utilizing a JOC master agreement, the amount expended on JOC projects, and the time required to complete JOC projects.

See Appendix A for the BOR Job Order Contracting Manual.

1. 2. 20. Performance-Based Energy Efficiency Contracts

Performance-Based Energy Efficiency Contracts are provided for in Louisiana R. S. 39:1622. It permits institutions to enter into contracts to improve the mechanical and/or electrical infrastructure of building or campus systems that consume energy so that they consume less energy.

Institutions shall seek out opportunities to reduce energy consumption, thereby decreasing utility costs, as well as seeking to reduce rates or mitigate rate increases through prudent energy acquisition programs. To that end, institutions should conduct energy audits, develop an energy plan, and periodically report utility data as called for by its management board or the BOR.

Projects that involve cleaning, improvements to operation, or the direct replacement of inefficient equipment with new more efficient equipment (except lighting retrofits) need not obtain the approval of the BOR. Projects that involve major equipment replacement, the installation of new equipment where none previously existed, lighting retrofits, and those involving new construction to house and/or install such equipment shall obtain approval of the BOR prior to submission to FP&C and before the execution of any contract.

Louisiana R. S. 39:1622 is prescriptive, and institutions seeking to perform projects that fall under that law shall be guided accordingly.

1. 2. 21. Projects Utilizing Alternative Means of Financing

This section establishes parameters and guidelines as well as suggested practices for Projects Utilizing Alternative Means of Financing. The BOR acknowledges the benefits of this method of obtaining needed facilities for an institution. Advantages include the ability to react to current needs without having to wait for entry into the annual capital outlay process and expedited project administration. Due to reduced public oversight, it is imperative that all involved take all necessary steps to ensure that the public institutions receive the same optimum value, benefit, and protection as with other methods of financing.

The BOR trusts that all applicable laws will be followed by the management boards. It is further confident that each system board will adhere to the provisions of all laws governing ethics of public officials as well as seek assistance from the Ethics Commission if

necessary. The BOR believes that while it is necessary to recognize a private entity's non-public status, it is equally important to maintain public confidence in all of higher education's endeavors.

Projects utilizing alternative means of financing must be submitted to the BOR for review and approval before any contracts are executed (except as provided in section 1.2.6) or construction is initiated. BOR staff's review will consider appropriateness to the role, scope, and mission of the institution; compliance with the institution's master plan, budgetary impact including operational costs, and compliance with this BOR policy. If significant changes are made after the original approval is made, the BOR must be advised of these changes and those changes shall be approved prior to work being done pursuant to those changes. A significant change would include a change that increases the total value of the project by 20% or more, changes the use of the proposed facility; or changes the parties involved in the project.

Projects performed utilizing alternative means of financing typically involve contractual agreements, cooperative endeavor agreements, or other legal instruments executed with a third party. The organization and activities of third parties are set forth in relevant law. Relevant law includes but is not necessarily limited to La. R. S. 17:3361 et. seq. and La. R. S. 17:3390.

Third party projects are typically structured such that the project site is leased to the third party by the management board, the third party is contractually bound to construct facilities in accordance with a plan, and then the completed facilities are returned to the institution for its use via additional lease, lease-back agreements, or donation. La. R.S. 17:3361 et. seq. and La. R.S. 17:3390 authorize these projects and govern their status. These projects are private and are not subject to public works administration. These statutes also address auditing and the classification of a third party's documents as public or non-public.

There are numerous variations of projects utilizing alternative means of financing, and the BOR encourages institutions to be creative in proposing such financing (See Section 1.2.20).

Documentation supporting such projects must include a comprehensive business plan. Business plans shall include project concept, structure of the project (relationship of the entities involved and probable contractual structure), justification of need, relationship to the institution's campus master plan, appropriateness to the role, scope, and mission of the institution, a business plan pro-forma, provisions for an MRA with MRA Use Schedule, and other relevant information.

Projects utilizing alternative means of financing must have project oversight by the institution and should have a qualified person specifically designated by the institution to oversee the work.

Auxiliary enterprise projects, as contrasted with academic and support projects, shall

be entirely self-supporting unless otherwise approved by the BOR.

In some instances, the source of alternative means of financing is from state funds committed to the operating budget of the institution to pay for the leasing of facilities completed by the third party. When such financing occurs, a cooperative endeavor agreement or other legal instrument as may be appropriate must be executed between the State of Louisiana, the management board or other state entity and the third party making the funding of the lease an obligation of the state. It is recommended that any such agreement, contract or other document should contain a provision authorizing an audit of obligations contained therein.

Third-party projects utilizing state line-item appropriated funds for repayment shall be subject to additional project oversight. FP&C has agreed to provide this service and the oversight shall be appropriate to the project. The review and oversight function performed by FP&C shall be conducted in a manner prescribed by them, and lacking that, the project shall not progress to the next step. Services of FP&C may include on-site inspection by field engineers assigned to that region.

The BOR offers the following points as suggested practices that it believes should be utilized when engaging in this type of project. If suggested practices are not followed, project documentation should provide justification for not doing so:

- Project finances should be set up in such a way that, whenever feasible and appropriate, movable equipment, such as furniture, appliances, etc., is acquired by the third party, and architectural and engineering fees should not be applicable to such expenditures. However, in some instances where the services of interior design professionals are used, either as a consultant to the A/E professional or Design/Build team or a direct contract service of the third party, appropriate compensation may be incorporated into the contract.
- Institutions should use and document a competitive proposal process in obtaining the services of a design professional, contractor, and/or design-build team. Where an RFQ or RFP is used to select a design professional, contractor, and/or design-build team, solicitations for services must define the project concept, scope of work, probable site, preliminary budget, purpose of the project, standards to be met, timing of the project and criteria by which responses to the solicitation will be judged. The selection process should leave no doubt that the selection was competitive, fair, impartial and unbiased. At a minimum, such documentation should demonstrate that those selected are competent, experienced, reliable, financially sound and bondable and available for the project. Documentation should also include the scoring process by which one respondent was selected over the others.
- Submittals and/or presentations in response to solicitations for services are speculative in nature and are no guarantee of success. Respondents must

accept the expense of such submittals as a cost of pursuing business. There should be no compensation to any respondent for such expenses.

- Contracts or other legal documents used in the project should include provisions addressing the disposition of the facility at the termination of the third-party agreement. There should be provisions for control of the project by the institution and/or management board in the event of a default by the third party. If insisting on such a provision jeopardizes funding or the success of the project, then there should be provisions that restrict the use of the facility to ensure that it is either used for the same purpose or is compatible with the other university facilities and their occupants.
- Actual expenditures for the project including financing and the cost of selling bonds, legal fees, capitalized debt service, interest earnings, the activities of the third party, design fees, construction costs, movable equipment purchases, change orders, and any other costs should be reported to the designated system office quarterly or as needed for proper supervision of the project and its progress. All contracts, cooperative endeavor agreements or other legal instruments should include a requirement for documentation and reporting.
- Relevant relationships involved with these projects must be examined so as to avoid any possible conflicts of interests or the appearance of conflict. For example, if the third party has a board, an inquiry should be made as to whether or not any board member of the private entity will have an interest in the development or building of the facility.

1. 2. 22. Public-Private Partnerships (P3)

Public-Private Partnership (P3) arrangements are agreements entered into by a management board and/or institution with a private party for the purpose of erecting facilities and related improvements necessary and desirable to serve the needs and purposes of the institution. The private party under a P3 agreement will typically be responsible for the construction and capital financing of a facility. For the purposes of P3 agreements, a facility may be any building or other facility and related improvements constructed related to housing, transportation (including parking), healthcare, research or research-related activities, food service, retail sales, athletics, or student activities of the institution on the campus or on other real property directly owned by or under the jurisdiction of the management board, institution, and/or any support entity created under the provision of LA R.S. 17:3390.

The management board and/or institution shall ensure P3 agreements include the following:

- A plan with adequate safeguards in place to reasonably mitigate and manage foreseeable risk of future costs or service disruptions for the institution in the event of material default or cancellation of the P3. For example, restrictive

covenants, recognition and subordination agreements, and/or recordation obligations, or other protections may reasonably protect the interests of the management board and/or institution in the facility, and if applicable, the real property owned or controlled by the management board, institution, or support entity on which the facility is located.

- A financing plan sufficient to determine the adequacy and expected type of revenues or assets to service the proposed debt or equity investment of the private party and related covenants or conditions. If the private party intends to use its own assets for the facility, sufficient information must be provided that substantiates the availability of the assets to be used for the facility (i.e. financial statements, etc.). For residence halls, parking facilities, and any other facility where students will be charged a fee for use or occupancy of the facility, an explanation of institutional involvement in establishing and overseeing the assessment of fees, a schedule detailing the proposed fees used to prepare pro-forma cash flows over the term of the P3 and methodology, limits, and approvals for, and circumstances that would allow, increases to such fees over the term.
- A description of any amounts to be paid to the private party by the management board, institution, and/or support entity, the purpose of the payment, and the timing and source(s) of revenues for such payment.
- If the private party assumes all associated debt for the facility, adequate safeguards in place to reasonably ensure that the institution's debt rating will not be adversely affected by the construction and operation of the facility.
- If the agreement includes operation and maintenance of the facility by the private party, maintenance, repair and replacement requirements for the facility and monitoring and remedial rights for the institution or support entity to ensure that the facility is properly maintained.
- The provision of an adequate reserve fund for expenses relating to operations, maintenance and renewal or replacement, if applicable.
- If applicable, a description of the method by which the private party proposes to secure the necessary property interests that are required for the facility.
- A plan for disposition of the facility at the end of the P3 agreement or in the event of early termination of the agreement.

All P3 projects shall be approved by the management board and BOR prior to entering into contracts or initiating construction.

1. 2. 23. Leases

In general, there are four types of leases, (1) the management board and/or

institution leasing real estate it owns to others, (2) the management board and/or institution obtaining the use of real estate and improvements thereon that is owned by others, (3) the management board and/or institution leasing real estate it owns to a third party with the intent that the third party construct improvements thereon and then lease the completed facility and real estate back to the management board and/or institution for its use, and (4) the management board and/or institution leasing real estate it owns to a private party with the intent that the private party construct improvements thereon and the private party maintains and operates the facility until the debt service associated with the new facility has been satisfied. Leases impact Section 1.2.5 of this policy and may have budgetary impact as well.

With regard to leasing of real estate owned by the management board and/or institution, a management board may lease any property it owns to others, grant utility easements, grant oil, gas, and mineral related leases, and rights-of-ways without the approval of the BOR.

Where the leasing of real estate owned by the management board and/or institution to others has as its purpose the construction of facilities thereon and involves any of the third party or P3 arrangements as provided for in this policy, the leasing of such real estate shall be included in the financial package for such arrangements, and shall be subject to approval by the BOR.

In accordance with the provisions of La. R. S. 39:1641, management boards and institutions may lease real estate with improvements it may need without BOR approval if funding has been included in the operating budget for the institution.

The renewal of existing leases with the same terms as the original or previously approved lease may be renewed for an additional term with the same provisions without additional review and approval by the BOR.

Expenditures for the improvement and/or maintenance of leased facilities owned by others cannot come from state sources. Provisions for future improvements and maintenance of the facility must be built into the lease and the cost borne by the lessor.

Where required by law, leases under this section shall be reviewed and approved by the Office of Contract Review and lease section of FP&C.

1. 2. 24. Condition Assessment

In planning discussions related to the implementation of Act 751 of 2024 (See Section 1.2.18), the need to conduct a statewide higher education facilities condition assessment was evident. Working with FP&C, the BOR identified Gordian, LLC as the firm to perform a comprehensive review of all public postsecondary education facilities within the state. The evaluations will be performed by impartial teams of inspectors comprised of individuals versed in specific specialties as follows: architectural, mechanical, plumbing, and electrical. The intent of using one firm to conduct a

statewide assessment was to achieve condition inspection and evaluation consistency for all institutions.

The assessment project began in the Spring of 2025 and will be completed in mid-to-late 2026. The end result will be a comprehensive list of deficiencies and needed capital projects for each institution. Projects will be grouped logically into building portfolios that may associate project needs with funding sources. Projects will be prioritized by building condition, timeframe, investment criteria, and value of the building to develop a capital plan so that the most important and impactful projects are executed with the finite dollars each campus has available to invest. The established capital plan will provide all stakeholders with defined priorities as it relates to Act 751 of 2024 (See Section 1.2.18).

1. 2. 25. Small Business Participation

Louisiana's postsecondary institutions do a substantial amount of capital projects that involve millions of state dollars. A goal of the BOR is that as many small, diverse companies as is feasible can participate in these projects. Most importantly, the BOR wants to assure these businesses that higher education is an open, fair and inclusive environment that welcomes their participation. To that end, the BOR encourages each management board to put in place policies and procedures that require those soliciting business from them to demonstrate that they have exercised due diligence in involving small, diverse companies in their projects.

1. 2. 26. Naming of Buildings

The BOR is not involved in the naming of buildings or other facilities at any institution.

1. 2. 27. Land Acquisition Program

The Board of Regents' Land Acquisition program is a unique capital outlay project to provide funding for the acquisition of real estate. Typically, land becomes available in a brief window of opportunity, by owners who have many options. Depending on when such land is put on the market, it is likely to be sold before capital funding can be obtained through the traditional process of requesting that specific parcel of land as an individual project.

To provide funding for land acquisition, the Board of Regents shall include, when appropriate, a project request in its annual Capital Outlay Budget Recommendation in an amount sufficient for projected needs.

Funds made available because of this process may be accessed by public postsecondary educational institutions through their management boards by submitting a request which includes a description of the property and a discussion of the need and anticipated benefit to the institution.

Management boards shall review project requests and if appropriate, forward them to the Board of Regents for its consideration. Projects may be submitted individually to take advantage of a unique opportunity or collected for periodic submission as a group. In the latter instance, the system may elect to prioritize the projects.

The Board of Regents will review land acquisition proposals received from all systems based on criteria set forth in the Guidelines for Capital Outlay Budget Requests and, based on availability of funding, recommend such acquisition to the Facilities and Property Committee of the Board of Regents at a subsequent meeting. Thereafter, if approved by the Board, projects will be forwarded to the Division of Administration for acquisition.

Criteria for review of potential acquisitions at every level must focus primarily on the benefit to the institution. Other criteria to be considered are outlined in the Guidelines for Capital Outlay Budget Requests.

Appendix A Job Order Contracting Policy: MINIMUM CONTENT FOR REQUEST FOR QUALIFICATIONS (RFQ)

REQUEST FOR QUALIFICATIONS

JOB ORDER CONTRACT

CONSTRUCTION SERVICES

[INSERT UNIVERSITY NAME]

[Insert University System]

[City, Louisiana]

[Insert Project/RFQ Number If Applicable]

[Date]

REQUEST FOR QUALIFICATIONS

JOB ORDER CONTRACT

ISSUE DATE: (insert date)

Insert University Name

City, Louisiana

[Insert Relevant RFQ Number If Applicable]

ISSUED BY: University Name

University System

University Department

Building Name

Address

City, State, Zip Code

The electronic submission of “PROPOSALS” (Statements of Qualifications) will be received for the [Insert Institution/System Name] until [insert time] local time, [insert day], [insert date], for furnishing the work described herein. The “PROPOSAL” must be titled “CONSTRUCTION SERVICES Job Order Contract, [insert University name], [insert city], Louisiana, [insert relevant university project/contract/RFQ], and title indicated in the subject line of the email.

In compliance with this Request for Qualifications and with all Conditions imposed herein, the undersigned offers and agrees to furnish services in accordance with the attached signed Proposal.

I certify that I have read and understand this Request for Qualifications and am duly authorized to sign this proposal for the Proposer. I certify that the language in this document has not been altered in any way and appears as originally transmitted by the issuing authority.

NAME AND ADDRESS OF FIRM (PROPOSER): _____

DATE: _____

BY: _____

NAME: _____

TITLE: _____

PHONE: _____

EMAIL: _____

PROPOSAL (including all attachments) shall be submitted in electronic format only and emailed to: (insert e-mail address) prior to the stipulated deadline for receipt of Proposals (Statements of Qualifications).

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1.0 GENERAL INFORMATION

1.1 INTRODUCTION AND PURPOSE

The purpose of this Request for Qualifications (RFQ) is to solicit Proposals (Statements of Qualifications) from qualified applicants to award Job Order Contracts for Construction Services for the [insert institution/system] (“Owner”). Owner intends to contract with a qualified contractor to provide Construction Services. Selection of the Job Order contractor will be a selection method based on the criteria evaluation and scoring addressed in Section 5 of this RFQ. The Owner seeks qualified contractors to coordinate the day-to-day facilitation, communication and management of construction of multiple capital renewal and/or deferred maintenance projects for the various project types described in this RFQ. It is anticipated that the successful contractors will be responsible and accountable for managing several subcontractors.

1.2 GENERAL DESCRIPTION AND BACKGROUND

This RFQ is issued by [Insert Institution Name], a public postsecondary institution in the State of Louisiana. The institution seeks to select one or more qualified contractors to provide Job Order Contracting (JOC) services for facilities-related projects that address deferred maintenance. This RFQ is issued pursuant to the authority granted in Act 88 of the 2025 Louisiana Regular Legislative Session (RLS), codified in R.S. 17:3369.3(A)(8) and R.S. 38:2225.6. Work performed under the contract may also support the capital improvement initiatives outlined in Act 751 of 2024 RLS, codified in R.S. 17:3369.1 through 3369.4.

1.3 STATEMENT OF INTENT

The Owner intends to use the JOC delivery method to expedite the execution of multiple, recurring deferred maintenance and minor renovation projects on higher education facilities. This approach is authorized by Act 88 of the 2025 RLS and offers distinct advantages in responsiveness, cost control, transparency, and procurement efficiency.

JOC allows the Owner to engage prequalified contractors for small-to-medium scale construction projects that are routine in nature but variable in timing, scope, and location. Job Orders issued under this contract will be based on a competitively selected Unit Price Book (UPB) and an agreed-upon coefficient, streamlining cost determination and execution. This delivery method enables the Owner to address facility needs across its campuses in a timely and coordinated manner without the delays inherent in traditional design-bid-build processes.

1.3.1 JOC DELIVERY TEAM

1.3.1.1 Owner's Role

The Owner will assign a project manager who will serve as the central point of contact and provide oversight for each Task Order. This individual will coordinate with contractors, internal stakeholders, and any third-party consultants to ensure alignment with institutional goals and compliance with JOC standards.

1.3.1.2 Professional Services Support

The Owner may, at its discretion, engage architectural, engineering, or program management consultants to support specific Job Orders. Such consultants may assist in the development of scopes of work, performance criteria, cost evaluations, and quality assurance oversight. All such professionals will be appropriately licensed as required by R.S. 38:2225.6(F).

1.3.1.3 Contractor Role

The selected JOC contractor(s) will execute projects as directed through individual Task Orders. Contractors are expected to collaborate closely with Owner and consultants to finalize scopes and schedules, utilize the UPB and coefficient pricing model with transparency, ensure subcontractor selection follows any project-specific participation goals or objectives, and maintain appropriate staffing, supervision, and documentation for each Task Order.

1.3.1.4 Subcontractor Engagement

For each Job Order, contractors may be required to submit proposed subcontractor rosters for review and approval. Selection of subcontractors must follow applicable institutional procedures and aim to promote inclusivity, capability, and compliance with state and institutional goals.

1.3.1.5 Use of JOC as a Strategic Tool

JOC contractors will be viewed as strategic partners in the ongoing stewardship of campus assets. As such, they are expected to participate in periodic program reviews and contribute to process improvements, scope clarifications, and lessons learned documentation.

2.0 ADMINISTRATIVE INFORMATION

2.1 DEFINITIONS

For purposes of this Request for Qualifications, the following words and terms shall have

the meaning specified below:

1. **Amendment:** A written modification to an executed Job Order, signed by the Owner and the JOC contractor, that authorizes a change in the scope of Work, the Contract Sum, and/or the time for completion.
2. **Agreement:** The contract between the Owner and the selected JOC contractor, establishing the terms and conditions under which work will be performed. This includes the Owner–Contractor Master Agreement, General Conditions, and other contract exhibits.
3. **Available Funds for Construction (AFC):** The total amount of funds allocated for the execution of Job Orders under this JOC contract, exclusive of contingency allowances, soft costs, or other non-construction expenses.
4. **Designer:** A licensed architectural or engineering firm retained by the Owner to provide design, review, or scope definition services in support of specific Job Orders, where required. Designers must be licensed in the State of Louisiana in accordance with applicable laws.
5. **General Conditions:** The terms and conditions that govern the administration, performance, and responsibilities of parties to the Agreement. These may include scheduling, site access, safety requirements, payment procedures, and other relevant provisions.
6. **Job Order:** A written document signed by the Owner and the JOC contractor under the master JOC agreement that details the specific scope of work, duration, and price for a defined construction or renovation project. Synonymous with Task Order.
7. **JOC Contractor:** A contractor selected through this RFQ process to enter into a master Job Order Contract and perform work under individual Job Orders issued by the Owner.
8. **Job Order Contract (JOC) Program:** Enables a public higher education institution to efficiently order construction or maintenance work without rebidding each project. Work is authorized through individual Job Orders, each priced based on a predefined Unit Price Book (UPB) and a contractor's agreed-upon coefficient.
9. **Key Subcontractor:** A subcontractor retained by the JOC contractor who will perform a significant portion of the work under a given Job Order or who is identified by name in the RFQ response due to their qualifications or role.
10. **Local Firm:** A firm that maintains an established, staffed office within the State of Louisiana and is authorized to conduct business in the state.

11. **Owner:** The public postsecondary education institution or higher education system issuing this RFQ, or its governing board or designated representative(s), as authorized under Louisiana law.
12. **Project:** Improvements addressing deferred maintenance of public facilities, including the complete renovation of buildings with significant deferred maintenance needs; utility infrastructure; drainage, street, sidewalk, and site infrastructure; the demolition of public facilities; and any other improvements to address deferred maintenance needs. The term does not include new buildings or building additions, other than minor additions required for code compliance or improved access to a public facility.
13. **Project Team:** The collaborative group responsible for successful Job Order execution, which may include the Owner, JOC contractor, Designer (if applicable), and any support consultants or stakeholders designated by the Owner.
14. **Proposal (or Statement of Qualifications):** A written submission provided by a Proposer in response to this RFQ detailing the firm's qualifications, project experience, personnel, and other relevant criteria for consideration in the selection process.
15. **Proposal Due Date:** The date and time by which all Statements of Qualifications must be submitted to be considered for evaluation under this RFQ.
16. **Proposer:** Any individual, partnership, firm, corporation, or other legal entity submitting a Statement of Qualifications in response to this RFQ.
17. **RFQ:** This Request for Qualifications, including all exhibits, attachments, and addenda issued before the Proposal Due Date.
18. **Selection Review Committee:** A panel appointed by the Owner to review, score, and rank Proposals in accordance with La. R.S. 38:2225.6 and other applicable procurement rules, and to recommend award of the JOC contract to the most qualified firm(s).
19. **Task Order:** Synonymous with Job Order. See definition under "Job Order."
20. **Third-Party Firm:** Entity hired by an institution to perform services related to the development, implementation, and support of a Job Order Contract program.

2.2 EXPECTED TIME PERIOD FOR CONTRACT

Each JOC contract awarded is expected to have an initial term of two years, with an option to extend annually for up to three additional years at the sole discretion of the Owner, subject to funding availability and performance.

2.3 RFQ COORDINATOR

Request for copies of the RFQ and written questions must be directed to the RFQ Coordinator below.

Name: [Insert Name]

Title: [Insert Title]

Email: [Insert Email]

Phone: [Insert Phone Number]

The RFQ is posted in electronic format at (insert locations of posting and link to website)

2.4 ISSUING OFFICE

The RFQ is being issued by [insert office, division, university, and system information]

2.5 SCOPE

Selected contractors will furnish all supervision, labor, tools, equipment, and materials necessary to complete task orders under JOC contracts. Projects typically include maintenance, repair, demolition, and minor construction for academic, administrative, and auxiliary buildings across [System/Campus Name] facilities.

2.6 INQUIRIES

The [System/Campus Name] will consider written Proposer inquiries regarding RFQ requirements or Scope of Services up until the deadline stipulated in the Schedule of Activities. The [System/Campus Name] reserves the right to modify this RFQ should modification be in the best interest of the [System/Campus Name].

2.7 COMMUNICATIONS

From the issuance of this RFQ until the execution of the Job Order Contract, all communications regarding this solicitation, including the evaluation process and any resulting award, shall be considered formal. All correspondence must be submitted in writing and directed exclusively to the RFQ Coordinator identified in **Section 2.3**.

Proposers shall not initiate contact with, nor seek information from, any personnel affiliated with the Owner, affiliated higher education institutions, consultants, or any other representatives involved in this process, except through the designated RFQ Coordinator. This includes inquiries related to the content of other proposals, contractor qualifications, subcontractor arrangements, or specifics regarding the scope of work outside the formal question-and-answer process.

Should a Proposer be approached by any representative of the Owner, a campus institution, or external consultants outside the authorized communication channel, the

Proposer must immediately notify the RFQ Coordinator and seek clarification and guidance.

Failure to comply with this communication protocol may result in disqualification from consideration under this RFQ.

2.8 ADDENDA TO RFQ

Addenda to this RFQ may be issued in response to formal questions or to clarify requirements prior to the closing date stipulated in the Schedule of Activities and will be posted on [insert RFQ posting site] and made available to Proposers. The [System/Campus Name] reserves the right to revise the Schedule of Activities or revise any part of the RFQ by issuing Addenda to the RFQ up to 72 hours prior to the deadline for receipt of Proposals. If an addendum is issued within 72 hours of the proposal deadline, an appropriate time extension for submission of Proposals will be granted. The Acknowledgement of Addenda Form shall be submitted with the Proposal.

2.9 SCHEDULE OF ACTIVITIES

Insert Schedule of Activities Including:

- RFQ Issue Date
- Deadline for Questions
- Proposal Due Date (Date/Time)
- Evaluation Period
- Shortlist/Interviews (If applicable)
- Negotiation and Contract Execution

3.0 PROPOSAL INFORMATION

3.1 MINIMUM QUALIFICATIONS OF PROPOSER

Proposers must hold a valid Louisiana contractor's license appropriate for building construction and demonstrate at least five years of experience performing construction work on projects involving deferred maintenance or recurring improvements to public facilities. Experience working in higher education or campus environments is preferred. While prior experience with Job Order Contracting (JOC) is not required, it will be considered as an advantage. Contractors without direct JOC experience should highlight comparable experience with task order or indefinite delivery-type contracts.

3.2 GENERAL REQUIREMENTS

Firms interested in providing construction services under this RFQ for Job Order Contracting must submit a complete Proposal as specified in Section 4.0. The Proposal must be received by the RFQ Coordinator at the email address listed below by the deadline set forth in the Schedule of Activities. Faxed submissions will not be accepted. Proposals may be submitted electronically to: [insert email address]

All requested information must be provided; incomplete submissions may be subject to lower evaluation scores or disqualification. All documents should be submitted as a single PDF file. Extraneous materials or elaborate presentations beyond those necessary to clearly and effectively present the firm's qualifications are discouraged.

3.3 STANDARDS OF RESPONSIBILITY

Proposers must ensure their Proposal includes sufficient detail to allow the Selection Review Committee to evaluate the firm's ability to fulfill all responsibilities under a Job Order Contract. Demonstrated experience with task order, indefinite delivery, or job order-type contracting is advantageous. Experience in campus or higher education environments is preferred.

3.4 ADDENDA TO RFQ

Failure to acknowledge receipt of issued Addenda using the Acknowledgement of Addenda Form provided in this RFQ may result in the Proposal being considered non-responsive.

3.5 WAIVER OF ADMINISTRATIVE INFORMALITIES

The Institution and System reserves the right to waive minor administrative informalities in any Proposal, at its sole discretion.

3.6 PROPOSAL REJECTION

Issuance of this RFQ does not obligate the Institution to award a contract. The Institution reserves the right to accept or reject any or all Proposals in whole or in part, or to cancel this RFQ if doing so is determined to be in the University's best interest.

3.7 WITHDRAWAL AND RESUBMISSION OF PROPOSALS

A Proposal may be withdrawn prior to the deadline by submitting a signed written request from the firm's authorized representative to the RFQ Coordinator. Resubmissions must comply with all original submission requirements and deadlines.

3.8 SUBCONTRACTING INFORMATION

Multiple contractors may be selected to perform services under multiple JOCs. All contractors awarded a JOC will be responsible for all deliverables and performance associated with the Job Orders assigned under the JOC. Subcontracting is permitted, and firms may propose teaming arrangements, but the lead contractor must accept full responsibility for all work performed under the JOC.

3.9 OWNERSHIP OF PROPOSAL

All materials submitted in response to this RFQ become the property of the System. Selection or rejection of a Proposal does not affect this right.

3.10 PROPRIETARY INFORMATION

Only legitimate trade secrets or non-published financial data may be designated as proprietary. Such information must be clearly marked, and a redacted version of the Proposal (with proprietary content removed) must be submitted. The redacted version may be shared in response to public records requests. The System shall not be liable for the release of proprietary information included in the redacted version. Submission of a Proposal signifies agreement to indemnify the System for any claims or legal actions stemming from the release of proprietary information. Entire Proposals marked “confidential” may be rejected.

3.11 COST OF PREPARING PROPOSALS

All costs associated with the development and submission of the Proposal, as well as participation in interviews or other evaluation activities, are the sole responsibility of the Proposer. The Institution/System assumes no liability for any such costs.

3.12 ERRORS AND OMISSIONS IN PROPOSALS

The Institution/System is not responsible for any errors or omissions in Proposals. The System may, at its discretion, request clarification or additional information and reserves the right to make necessary corrections or amendments.

3.13 CODE OF ETHICS

Proposers must ensure their Proposal complies with Louisiana’s Code of Governmental Ethics (La. R.S. 42:1101, et seq.). Any actual or potential conflicts of interest must be disclosed. Questions about ethics compliance should be directed to the Louisiana Board of Ethics.

4.0 RESPONSE INSTRUCTIONS

4.1 PROPOSAL SUBMISSION

Proposals must be received on or before the date and time specified in the Schedule of Activities, unless said date is modified by the Owner through Addendum. The Proposal must be electronically delivered to the RFQ Coordinator listed above. It is solely the responsibility of the Proposer to assure that his/her/its Proposal is received prior to the deadline for submission. Proposals that, for any reason other than the fault of the Owner, are not received in a timely manner may be deemed non-responsive and may not be considered.

4.2 PROPOSAL FORMAT

The System requires that the Proposal (including attachments) be submitted in PDF format

and delivered electronically to the RFQ Coordinator at [insert email address].

Proposals must be signed by persons(s) or agent(s) duly authorized to sign proposals or contracts on behalf of the Proposer.

Proposals should not be more than fifty (50) pages in length and be no smaller than 11-point type. The page limit excludes the information requested in the INTRODUCTORY SECTION – GENERAL INFORMATION portion of the RFQ, listed below. The page limit also excludes covers, tabs and dividers. A page is defined as one 8 ½" x 11" page with normal 1" equal prescribed margins. All pages must be numbered.

4.3 SPECIFIC REQUIREMENTS OF THE PROPOSAL

The following components are required for a complete submittal. Owner intends to evaluate and compare only Proposals that substantially conform to the terms and conditions of this RFQ. Owner reserves the right to reject any and all Proposals and to waive any informality. The Proposal response should be presented and submitted with the Introductory Section and under tabs as set forth below.

4.3.1 Required Content

- Cover Letter and Acknowledgment of Addenda
- Executive Summary
- Firm History and Structure
- Financial Stability and Bonding Capacity
- Project Team Qualifications and Staffing Plan
- Understanding and Approach to Job Order Contracting
- Past Project Experience (within higher education preferred)
- Safety Program and OSHA Record

5.0 EVALUATION AND SELECTION

5.1 EVALUATION TEAM

Proposals will be evaluated by a selection review committee designated by R.S. 38:2225.6 for the purpose of determining Proposers qualified to deliver the Project, taking into consideration evaluation factors set forth in this section of the RFQ.

5.2 CLARIFICATION OF PROPOSAL

The System reserves the right to seek clarification of any Proposal for the purpose of identifying and eliminating minor irregularities or informalities.

5.3 ADMINISTRATIVE AND MANDATORY SCREENING

All Proposals will be reviewed to determine compliance with requirements as specified in the RFQ. Proposals found to be in non-compliance will be rejected from further consideration.

5.4 EVALUATION AND SELECTION PROCESS

5.4.1 Proposal Scoring Methodology

Each proposal submitted in response to this RFQ will be evaluated by the Evaluation Committee based on the following weighted criteria. The maximum possible score is 100 points. The criteria reflect the State's priorities for selecting a qualified Job Order Contract (JOC) contractor with the capacity, experience, and understanding necessary for the successful execution of deferred maintenance and campus-based construction projects.

Evaluation Criteria and Weights:

- **Firm History and Financials (15%)**
Evaluators will assess the firm's organizational history, stability, and financial capacity to manage JOC contracts. Strong, verifiable financials and a stable operating history will score more favorably.
- **Qualifications and Staffing (25%)**
This includes the qualifications, roles, and relevant experience of proposed personnel, especially those who will manage and execute JOC work. Teams with proven experience on similar projects and dedicated staff will receive higher scores.
- **Understanding of JOC (20%)**
Proposals will be evaluated on the firm's demonstrated understanding of the Job Order Contracting model, including its purpose, structure, and unique challenges. Firms showing familiarity with JOC processes and terminology will score higher.
- **JOC Execution Approach (20%)**
The proposed method for executing JOC projects, including how the firm will manage task orders, pricing, scheduling, subcontractor engagement, and quality control, will be evaluated. Well-articulated and efficient execution strategies will be scored more favorably.
- **Past Performance and References (20%)**
Evaluators will consider the firm's past performance on similar contracts and the feedback from references. Successful delivery of comparable projects, especially in higher education or public sector settings, will be viewed positively.

Each criterion will be scored individually, and the weighted scores will be combined to determine the total score for each proposal. The highest-scoring proposer(s) may be invited to participate in interviews or further clarification discussions at the System's discretion.

5.4.2 Selection Process

5.4.2.1 Evaluation and Scoring of Proposals

Proposals will be evaluated by the Evaluation Committee based on the weighted criteria outlined in Section 5.4.1. Each criterion is assigned a percentage weight, and scores will reflect how well the proposal meets expectations in each area.

- Each proposal can receive a maximum of 100 points.
- Scores from all committee members will be averaged to produce a final composite score for each proposer.
- Proposals will be ranked in descending order according to final composite scores.
- Score sheets will be maintained for public view in the event of a dispute.
- Each evaluator will be assigned a unique, anonymous evaluator identification number for scoring purposes.

5.4.2.2 Selection of Contractors

Multiple proposers with the highest composite scores may be selected for award. The number of contractors selected will be based on the anticipated volume of work and the System determination of how many qualified firms are needed to adequately support the Job Order Contracting program.

Selection will be based solely on proposal evaluations unless the Committee determines that interviews are necessary to finalize the list of awardees.

5.4.2.3 Optional Interviews or Presentations

The Evaluation Committee reserves the right to invite top-ranked Proposers to participate in interviews or presentations. These sessions may be used to:

- Clarify proposal content;
- Evaluate team experience with JOC;
- Confirm the proposed execution approach.

If interviews are conducted:

- Only Proposers who meet the minimum qualifications and score competitively will be invited.
- Interview performance may be factored into the final evaluation.

5.4.2.4 Final Recommendation

Upon completion of all evaluations and any interviews, the Evaluation Committee will finalize its list of recommended contractors. These firms will be presented to the Owner for approval and contract award. Final selection is subject to verification of licensing, financial standing, and any other required documentation.

6.0 VENDOR REGISTRATION

To contract with the Institution/System, the Contractor must be registered with the State of Louisiana, as a vendor with the system per their criteria and must have an active vendor number. Registration in the LaGOV system is available through the System Office of Procurement at [insert web link]. Questions about this process should be directed to the System Procurement office at [insert email address].

7.0 SCOPE OF WORK

The selected contractors will be awarded Job Order Contracts (JOCs) to perform a variety of construction, repair, and renovation projects for deferred maintenance and improvements to public facilities within a postsecondary education setting. Work will primarily involve projects of a recurring nature with indefinite quantities, types, and delivery schedules.

7.1 Work under this contract may include:

- Renovation of educational, administrative, or auxiliary facilities;
- Repair and replacement of mechanical, electrical, and plumbing (MEP) systems;
- Site infrastructure improvements (e.g., sidewalks, roads, utilities, drainage);
- Demolition of obsolete structures;
- Roofing repairs and replacements;
- ADA/accessibility upgrades;
- Life safety improvements (e.g., fire alarms, suppression systems);
- Interior and exterior finishes (e.g., painting, flooring, windows);
- Other minor construction related to deferred maintenance and code compliance.

7.2 Key characteristics of the Job Order Contracting program:

- **Indefinite Delivery/Indefinite Quantity (IDIQ):** Work is performed under task orders issued over the term of the contract.
- **Unit Price Basis:** Projects will be priced using a pre-established Unit Price Book (UPB), with proposer-submitted coefficient(s) applied.

- **Multiple Contractors:** More than one contractor may be selected to allow for flexible project delivery based on capacity, specialty, or scheduling.
- **No Guaranteed Work Volume:** There is no minimum guarantee of work. Task orders will be issued at the discretion of the Institution/System based on need and contractor availability.

7.3 Construction Services Scope of Work – Job Order Contract

The selected Job Order Contractors will provide general construction services on an as-needed basis under task orders issued pursuant to a Job Order Contract (JOC).

Responsibilities will generally include minor construction, renovations, repairs, and maintenance to existing System facilities and infrastructure.

Key responsibilities of selected JOC contractors include:

1. **Collaboration with Institution/System and Design Teams:**
The contractor shall collaborate with the Institution/System and design professionals to coordinate project execution, including understanding project requirements, reviewing design documents, and ensuring construction feasibility. Where applicable, Contractors may be required to participate in infrastructure coordination.
2. **Procurement and Management of Subcontractors:**
The Contractor shall be responsible for soliciting and managing qualified trade contractors and suppliers in accordance with the requirements of the task order. All subcontractor work must align with approved unit pricing and multiplier rates established in the contract.
3. **Coordination with Institution/System Hired Vendors:**
Contractors must coordinate their work with other vendors or contractors engaged separately by the Institution/System for furnishings, equipment, or other services necessary to complete the scope of work under each task order.
4. **Efficient and Safe Project Delivery:**
Contractors must execute all assigned work efficiently, safely, and in strict compliance with the project-specific task order and applicable regulations. Timely delivery and adherence to quality standards are essential.
5. **Change Management and Contingency Use:**
Contractors must follow the established JOC procedures for requesting authorization of changes, amendments, or contingency fund usage. All such requests must be documented and approved in writing by the Institution/System prior to execution.

6. **Acceptance of System-Hired Specialty Vendors:**

Contractors may be required to accept assignment of certain specialty vendors pre-selected by the Institution/System for specific work scopes. Such assignments shall not be unreasonably refused.

7. **Continuous Improvement and Value Optimization:**

Contractors are expected to provide ongoing recommendations to improve cost-efficiency, quality, and project delivery timelines. This includes identifying opportunities to streamline scheduling, enhance durability, or reduce life-cycle costs.

8. **Leadership in Safety:**

Contractors shall take primary responsibility for enforcing jobsite safety protocols and ensuring that all personnel and subcontractors comply with Occupational Safety and Health Administration (OSHA) and System safety requirements. A strong culture of safety is required.

9. **Financial Transparency:**

Contractors shall provide open-book documentation of all costs, including subcontractor quotes, invoices, and material costs, as requested by the Institution/System.

10. **Self-Performance:**

Contractors may self-perform portions of the work, subject to approval by the Institution/System. Self-performance must demonstrate clear value in terms of cost, schedule, or quality. All self-performed work will be monitored for fairness and compliance with JOC terms.

8.0 PROJECT SCHEDULE

The Job Order Contract (JOC) will be awarded for an initial term of **two (2) years**, with the option to renew annually for up to **three (3) additional years** at the System's discretion, based on contractor performance and funding availability.

Because JOC is an Indefinite Delivery/Indefinite Quantity (IDIQ) contract, there is no predefined project start or completion date for individual jobs at the time of contract award. Instead:

- **Task Orders** will be issued throughout the contract term on an as-needed basis.
- Each task order will include its own **scope of work, schedule requirements, and completion deadline**, based on the nature and urgency of the work.

- Contractors are expected to respond promptly to task order requests, provide timely estimates, and complete the work within the timelines established for each task.
- Typical task order durations may range from **a few days to several months**, depending on project complexity and site conditions.

Contractors must demonstrate the ability to manage multiple concurrent projects, respond quickly to short-notice needs, and mobilize labor and materials efficiently.

If the Owner and the Contractor are not able to agree upon the cost for an individual task or job order, or the maximum number of contract days to complete the task or job order, then the task or job order may be re-assigned to another Contractor that holds a Job Order Contract with the Institution/System.



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Agenda

Research and Sponsored Initiatives

Wednesday, August 26, 2026

1:20 PM

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

I. Call to Order

II. Roll Call

III. Division of Endowed Chair into Endowed Professorships:
Southeastern Louisiana University

IV. Appointment of Endowed Chairholder without National Search:
Louisiana State University and A&M College

V. BoRSF Endowment Program Policy Additions

VI. Other Business

VII. Adjournment

AGENDA ITEM III.

Division of Endowed Chair into Endowed Professorships: Southeastern Louisiana University

Background Information

In August 2011, the Board of Regents approved guidelines for the division of Endowed Chairs funds to establish Endowed Professorships, setting the minimum corpus level of professorships so created at \$250,000. Since this determination, several institutions have divided BoRSF–matched Chairs to establish Professorships at this level or higher.

Staff Summary

The Leon Ford Family Endowed Chair in Regional Studies is a \$1 million endowed chair held by Southeastern Louisiana University, matched by the BoRSF in FY 1998–99. SLU requests approval to divide it into four Endowed Professorships, each with a corpus of \$250,000 (\$150,000 non-state/\$100,000 BoRSF), as follows:

- Leon Ford III Endowed Super Professorship in Southeast Louisiana Studies
- Edward Brent Dufreche Endowed Super Professorship in Biology
- Nora Dell Fritscher Endowed Super Professorship in Nursing
- Phil and Ann Livingston, in Memory of Lacy Ann Livingston, Endowed Super Professorship in Nursing

These changes have been requested by the non-state donor and approved by the Board of Supervisors of the University of Louisiana System.

STAFF RECOMMENDATION

Consistent with the August 2011 policy, the Senior Staff recommends approval of Southeastern Louisiana University's request to divide the Leon Ford Family Endowed Chair in Regional Studies into four (4) endowed professorships, each with a corpus of \$250,000 (\$150,000 non-state/\$100,000 BoRSF), as follows:

(1) Leon Ford III Endowed Super Professorship in Southeast Louisiana Studies; (2) Edward Brent Dufreche Endowed Super Professorship in Biology; (3) Nora Dell Fritscher Endowed Super Professorship in Nursing; and (4) Phil and Ann Livingston, in Memory of Lacy Ann Livingston, Endowed Super Professorship in Nursing.

AGENDA ITEM IV.

Appointment of Endowed Chairholder without National Search: Louisiana State University and A&M College

Background Information

Since 2015 the Endowed Chairs for Eminent Scholars policy has included a provision to waive the requirement that BoRSF-matched Endowed Chairs be filled as the result of a national search to allow an internal appointment to be made. This provision was updated in August 2024 to clarify the requirements of internal appointments and seek documentation verifying that any internal appointment is fulfilling the goals of the Endowed Chairs for Eminent Scholars program. Institutions are limited in the number of waivers they may request in an academic year.

Staff Summary

Louisiana State University and A&M College (LSU) requests to appoint Dr. Christopher G. Arges, Principal Chemical Engineer at Argonne National Laboratory and as a CASE Senior Scientist Affiliate at the University of Chicago's Pritzker School of Molecular Engineering, to the Gordon A. and Mary Cain Chair in Chemical Engineering #4, a \$2 million Chair matched by the BoRSF in 2007–08 that has been vacant since its inception. Having begun his independent academic career at LSU, Dr. Arges has amassed significant accomplishments since leaving Louisiana. He has published 79 peer-reviewed papers and 11 refereed articles, has received more than 4,800 citations, has an index of 36, and has delivered 85 invited talks. His work appears in leading journals, including *Journal of the American Chemical Society*, *Energy & Environmental Science*, *ACS Energy Letters*, *Chemical Engineering Journal*, *Small*, and *Journal of Materials Chemistry A*. He has helped secure approximately \$60 million in total awarded funding, with approximately \$7.5 million as his direct share, from sponsors that include the National Science Foundation, the U.S. Department of Energy, the Office of Naval Research, the Army Research Office, national laboratories, and industrial partners. His recognitions include the NSF CAREER Award, the Electrochemical Society Toyota Young Investigator Fellowship, the 3M Non-Tenured Faculty Award, the LSU Rainmaker Award, the LSU Alumni Association Rising Faculty Research Award, the Argonne Impact Award, and selection for the NAE EU-US Frontiers of Engineering Symposium.

Dr. Arges' qualifications easily exceed policy requirements for appointment to an Endowed Chair and he would win a national search, should one be conducted. The reason for this waiver request is that a national search was not underway when LSU began the recruitment process, and the delay caused by launching a search now would likely cause Dr. Arges to pursue other opportunities.

All necessary approvals have been secured. If approved, this waiver request would represent the first of LSU's three allowed uses of the national search waiver provision in FY 2026–27.

STAFF RECOMMENDATION

Senior Staff recommends approval of Louisiana State University and A&M College's request to waive the national search requirement to appoint Dr. Christopher G. Arges to the Gordon A. and Mary Cain Chair in Chemical Engineering #4. As stipulated in Board policy, a copy of the Letter of Appointment sent to Dr. Arges must be submitted to the Board within 90 days of this approval.

AGENDA ITEM V.

BoRSF Endowment Program Policy Additions

Background Information

The Board of Regents Support Fund (BoRSF) provides endowment matching to support faculty and student success across four programs: Endowed Chairs for Eminent Scholars, Endowed Professorships/Endowed First-Generation Student Scholarships, Endowed Superior Graduate Students, and Endowed Two-Year Workforce Scholarships. These permanent endowments, established with a combination of private contributions and BoRSF match, provide perpetual support for the purposes defined by donors and within the general guidelines and policies established by the Board of Regents.

The Board has regularly taken action to set forth circumstances in which changes can be made to the posture of specific endowments, including renaming, moving from one endowment type to another, and use of expendable dollars. These Board actions are not always incorporated into formal policy.

Staff Summary

The Board previously adopted rules related to two common issues related to BoRSF matched endowments: changes from one endowment type to another and use of expendable funds to create new endowments (see Attachment A). These rules have been utilized since their adoption and should be added to the policies for clarity.

STAFF RECOMMENDATION

**The Senior Staff recommends approval of the BoRSF endowment program policy additions as presented.
These policy additions will be effective immediately.**

ATTACHMENT A

Recommended Board of Regents Support Fund (BoRSF) Endowment Program Policy Additions

August 26, 2026

Endowment Type Conversions

[Add to all policies as new section (immediately before Waivers section)]

Institutions may request to convert a BoRSF-matched endowment established in one program (e.g., Endowed Chairs) to another type (e.g., Endowed Professorships) provided the requirements of the program, including minimum match ratio and corpus as defined in program policies, are met. Conversions from programs with a 1:1 match ratio (e.g., Two-Year Workforce Scholarships) may require additional commitments from donors to reach the necessary ratio in the new program in order to be converted. Once an endowment is converted to another type, it is subject to all requirements for award, management, etc., included in the applicable program policies. Institutions are not limited in the number of times they can change an endowment from one type to another, but each conversion requires approval from the non-state donor, management board (for public institutions), and BOR.

[Add to Endowed Chairs policy only]

In accordance with Board action in August 2011, endowments resulting from the conversion of an Endowed Chair shall be established in increments of no less than \$250,000. All endowments created through division of a Chair shall have a ratio of at least 60% non-state to no more than 40% BoRSF.

Disallowance of Creation of New Endowed Funds from BoRSF-Matched Accounts

[Add to all policies' Use of Expendable Earnings section]

Under no circumstances may expendable earnings (i.e., all account funds not in the corpus) related to the BoRSF portion of endowment be used to create a new endowed fund, whether within or outside a BoRSF program. If a donor wishes that unexpended earnings **on the donor portion only** be repurposed to create a new endowment, any new endowed fund created through this action shall include no BoRSF funding, whether from the principal or earnings related to the state match, and shall be permanently ineligible, in whole or in part, from BoRSF matching in the future. This provision shall not be waived for any reason or purpose.



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Agenda

Statewide Programs

Wednesday, August 26, 2026
1:30 PM

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

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. Approval of Rulemaking – M.J. Foster Promise Program rulemaking to implement Act 642 of the 2026 Regular Session of the Louisiana Legislature
 - B. Approval of Rulemaking – TOPS and TOPS Tech rulemaking to implement Act 355, Act 695, and Act 794 of the 2026 Regular Session of the Louisiana Legislature as well as designation of certain courses as equivalent to those required in the TOPS Core Curricula.
 - C. Returning Out-of-State (ROOS) Exception – Request for exception to the TOPS regulatory provision that requires a student to submit supporting documentation for their Application to Return from an Out-of-State College by the deadline set forth in administrative rules
 - D. Home Study Exceptions – Requests for exception to the TOPS statutory provision that requires a student to begin a home study program no later than the conclusion of the tenth grade
 - E. TOPS Exceptions – Requests for exception to the TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year.
- IV. Statewide Spotlight: Louisiana Hunger-Free Campus Program
- V. Other Business
- VI. Adjournment

Act 642 – Pauses the reduction in age for the M.J. Foster Promise Program provided for by Act 633 of 2024 and provides that the minimum age for initial eligibility for the 2026-2027 and 2027-2028 academic years shall be 21.

Act 794 – Provides amendments to the initial and continuing eligibility requirements for TOPS Tech recipients.

Act 695 – Permits students to substitute certain math core curriculum requirements without having to take the courses in a certain sequence.

Act 355 – Reinstates the provisions of Act 225 of the 2020 Regular Legislative Session that provided that a former member of the United States Armed Forces who was honorably discharged from a military installation in Louisiana will qualify for a TOPS Tech Award if he establishes domicile in Louisiana within one year of discharge on or after January 1, 2020, and eliminates the requirement that a veteran must provide a TOPS-Tech qualifying ACT score to be eligible.

Committee Members: Committee Members: Christy Oliver Reeves, Chair;
Wilbert Pryor, Vice Chair; Ted H. Glaser III; Phillip May, Jr.; Terri P. Sterling;
Maria Nechaeva (Student Member)

Staff: Carrie Robison, Deputy Commissioner for Research and Sponsored
Initiatives

AGENDA ITEM III.A.

Consent Agenda: M.J. Foster Promise Program Rulemaking

Rulemaking to implement Act 642 of the 2026 Regular Session of the Louisiana Legislature.

BACKGROUND

Act 633 of the 2024 Regular Session of the Louisiana Legislature provided for a gradual reduction in the minimum age of eligibility for the M.J. Foster Promise Program from 21 to 17, beginning in the 2024–2025 academic year. Act 642 of the 2026 Regular Session essentially pauses the reduction in age provided for by Act 633 of 2024 and provides that the minimum age for initial eligibility for the 2026–2027 and 2027–2028 academic years shall be 21.

Under the provisions of Act 642, any student who received an M.J. Foster Promise Program award during the 2024–25 or 2025–2026 academic year and who is continuing their studies will be permitted to continue receiving Program funds even if they have not yet attained the age of 21.

LOSFA ADVISORY BOARD RECOMMENDATION

The LOSFA Advisory Board recommends that the Louisiana Board of Regents adopt the above-described rulemaking and authorize the Interim Executive Director of LOSFA to publish a notice of intent to make these rules permanent.

AGENDA ITEM III.B.

Consent Agenda: TOPS and TOPS Tech Rulemaking

Rulemaking to implement Act 355, Act 695, and Act 794 of the 2026 Regular Session of the Louisiana Legislature as well as designation of certain courses as equivalent to those required in the TOPS Core Curricula.

BACKGROUND

Act 355 reinstates the provisions of Act 225 of the 2020 Regular Legislative Session. That act provided that a former member of the United States Armed Forces who was honorably discharged from a military installation in Louisiana will qualify for a TOPS Tech award if he establishes domicile in Louisiana within one year of discharge on or after January 1, 2020. The provisions of Act 225 sunset with the conclusion of the 2022–2023 academic year. Act 355 reinstates these provisions and eliminates the requirement that a veteran must provide a TOPS Tech qualifying ACT score to be eligible.

Prior to the passage of Act 695, students were required to earn Carnegie units for Algebra I, Geometry, and Algebra II. They were permitted to substitute this sequence with Integrated Math I, II, and III, but they could not use a combination of the two sequences. In some limited circumstances, such as when a student transferred schools, they would have to start over with the new sequence if their current school did not offer the same sequence as their previous school. Act 695 permits students to substitute the specific courses in each sequence such that a student who completes Algebra I could complete Integrated Math II and III to satisfy math core curriculum requirements rather than having to take Integrated Math I, II, and III to satisfy this requirement.

Act 794 provides amendments to the initial and continuing eligibility requirements for TOPS Tech recipients. Current law requires students to achieve a 2.50 on the core curriculum and to achieve at least a 17 on the ACT or a Silver Level score on the ACT WorkKeys. Act 794 expands this to allow a student to qualify using two of the following three academic criteria: at least a 2.50 cumulative grade point average on the core curriculum; a minimum ACT score of 17 or a Silver Level score on the ACT WorkKeys; or successful completion of either at least nine academic or technical early college credits, which may be attained through dual enrollment, or equivalent validated skills and learning measures as approved by the Statewide Articulation and Transfer Council. These changes will be effective for the graduating class of academic year 2026–2027.

Act 794 also permits continuing TOPS Tech recipients to attend school on a part-time basis. Students will no longer be required to enroll full time each semester or to earn 24 hours each academic year. To ensure that students use their awards in a timely manner, the attached rulemaking provides that a student must utilize their full award within three years of beginning school. This limitation on the timeframe is the same as that which is provided for M.J. Foster Promise Program recipients, and since both of these programs are workforce driven, it is reasonable to impose such a limitation on the timeframe for use of the award

In addition to implementing the Acts of the 2026 Legislature, this rulemaking adds core equivalents for TOPS. At the Joint Board of Regents/Board of Elementary and Secondary Education (BESE) meeting in December 2025, core equivalents were approved to implement the provisions of Act 211 of 2024, which provided that students are required to earn at least one Carnegie unit of computer science, which may be achieved as a math, as a science, or as a foreign language. This requirement is effective for high school graduates of 2030–2031. At the December 2025 Joint Board of Regents/BESE meeting, the following were approved:

- Computer Sciences as a math
 - Statistical Reasoning*
 - Introduction to Computational Thinking*
 - Data Science*
 - Quantitative Reasoning*
- Computer Sciences as a science
 - AP Computer Science Principles*
 - Computer Science I*
 - Computer Science II*
 - Data Manipulation and Analysis*
 - Modeling and Simulation*

Finally, this rulemaking implements TOPS course equivalents for the Financial Literacy course that is required of students beginning with the graduating class of 2027–2028. At the Joint meeting on June 10, 2026, Dual Enrollment Arts Business and Personal Finance and AP Business with Personal Finance were approved as course equivalents.

LOSFA ADVISORY BOARD RECOMMENDATION

The LOSFA Advisory Board recommends that the Louisiana Board of Regents adopt the above-described rulemaking and authorize the Interim Executive Director of LOSFA to publish a notice of intent to make these rules permanent.

AGENDA ITEM III.C.

Consent Agenda: Returning Out-of-State (ROOS) Exception

Request for exception to the TOPS regulatory provision that requires a student to submit supporting documentation for their Application to Return from an Out-of-State College by the deadline set forth in administrative rules.

BACKGROUND

The TOPS statute requires that a student apply to return to an eligible Louisiana college or university to receive their TOPS award and that the Board of Regents provide a deadline for filing the application. The Board's rules require a student to file the Application to Return from an Out of State College or University (ROOS application) no later than the July 1 following the academic year during which the student returns to an eligible Louisiana college or university and that they must submit all supporting documentation no later than January 15 following the July 1 deadline.

The Board's rules currently do not provide for an exception to the ROOS application deadline, but the Board has allowed a student to file the initial application for a TOPS award late under extremely limited circumstances when the student was able to demonstrate that their failure to submit the application was outside of their control.

One request for exception to the ROOS documentation deadline was reviewed and approved by the LOSFA Advisory Board at its meeting on June 25, 2026. The student has presented facts and circumstances that the students believe justify the granting of an exception as an exceptional circumstance.

LOSFA ADVISORY BOARD RECOMMENDATION

The LOSFA Advisory Board recommends approval of the request for exception to the ROOS documentation deadline.

AGENDA ITEM III.D.

Consent Agenda: Home Study Exceptions

Requests for exception to the TOPS statutory provision that requires a student to begin a home study program no later than the conclusion of the tenth grade.

BACKGROUND

The TOPS statute requires that a student begin a home study program no later than the conclusion of the tenth-grade year. Act 95 of the 2021 Regular Session of the Louisiana Legislature implemented a provision which allows the administering agency to grant exceptions to this requirement when a student provides documentation that the transfer to a home study program later than the statutorily provided time frame was beyond the student's control.

Four requests for exception to the deadline to begin a home study program were reviewed and approved by the LOSFA Advisory Board at its meeting on June 25, 2026. The students have presented facts and circumstances that the students believe justify the granting of an exception as an exceptional circumstance.

LOSFA ADVISORY BOARD RECOMMENDATION

The LOSFA Advisory Board recommends approval of the requests for exception to the deadline to begin a home study program.

AGENDA ITEM III.E.

Consent Agenda: TOPS Exceptions

Requests for exception to the TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year.

BACKGROUND

Sections 705.A.6 and 7 of the TOPS administrative rules require TOPS recipients to continue to enroll full time for the fall and spring semesters of each academic year, to remain enrolled throughout the semester, and to earn a minimum number of credit hours by the end of the academic year. Section 2103.E authorizes the governing body to grant an exception to the full-time, continuous enrollment and annual earned-hour requirements when the “student/recipient has exceptional circumstances that are beyond his immediate control and that necessitate full or partial withdrawal from or non-enrollment in an eligible postsecondary institution.”

Fifteen requests for exception to the TOPS requirements were reviewed and approved by the LOSFA Advisory Board at its meeting on June 25, 2026. The students have presented facts and circumstances that the students believe justify the granting of an exception as an exceptional circumstance.

LOSFA ADVISORY BOARD RECOMMENDATION

The LOSFA Advisory Board recommends approval of the requests for exception to the TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year.

AGENDA ITEM IV.

Statewide Spotlight: Hunger-Free Campus Program 2026

Through sustained legislative investment, statewide coordination, and institutional innovation, Louisiana is demonstrating its commitment to ensuring that no student's educational progress is limited by hunger or unmet basic needs.

2026 Milestones and Successes

The Hunger-Free Campus Program reached its most significant milestone in 2026, with the largest investment in the program's history. Through legislative support and institutional commitment, the Board of Regents awarded more than \$100,000 in competitive grants to 21 Louisiana public colleges and universities, enabling campuses to expand innovative strategies that address student food insecurity and support student success (Appendices B and C). This marks the third consecutive year that competitive funding has been awarded to institutions (2024: \$48,000; 2025: \$50,000).

Guided by a six-point foundational plan established by Board of Regents staff, Louisiana's Hunger-Free Campus program is one of twelve legislatively established programs nationally (Appendix A). This framework reflects the program's continued evolution across six areas:

- **Moving from designation to implementation to sustained campus action**
- **Expanding the program statewide**
- **Increasing grant investment**
- **Achieving statewide participation at scale**
- **Strengthening statewide and community partnerships**
- **Advancing student success**

The program is poised to reach an even greater milestone in Academic Year 2026–27 through a \$1 million legislative appropriation championed by Representative Jack McFarland. This investment will expand Louisiana's capacity to ensure that students have access to essential food resources and basic-needs support while pursuing a postsecondary education.

Year at a Glance

In AY 2025–26, BOR strengthened institutional collaboration by hosting meetings with institutional representatives and sponsoring a webinar series featuring personnel from two- and four-year institutions, which highlighted best practices and shared feedback with institutions across the state.

These webinars have been very well received, and plans are underway for more workshops as well as an in-person convening in AY 2026–27.

Cross-campus and community collaboration has also continued to grow. Institutions organized food drives and fundraising campaigns, developing partnerships with local and national grocers, restaurants, churches, food banks, and community food pantries. These relationships provide recurring food donations, expand available services, and help campuses respond to the specific needs of their students.

- Southern University System schools have partnered within their communities to host pop-up events for their students.
- Southern University A&M was awarded a grant from Rouses Market for their pantry.

In addition to food-access initiatives, institutions are increasingly offering basic-needs services, emergency assistance, and targeted support for graduating students, including funding for cap-and-gown rentals, professional licensure fees, and other completion-related expenses. These efforts reflect a growing recognition that student hunger and financial insecurity are closely tied to retention, persistence, and degree completion. Examples of grant-funded initiatives include:

- Baton Rouge Community College (BRCC) and Northwest Louisiana Technical Community College (NLTCC) will purchase Smart Lockers that allow students to retrieve pantry items after hours at convenient times.
- Bossier Parish Community College (BPCC) will provide training for its staff to strengthen their ability to recognize and respond to students experiencing hardship.
- Louisiana State University of Alexandria plans to purchase PantrySoft Software to improve inventory management, service tracking, and assessment of pantry usage.
- Louisiana State University Shreveport has developed a program that connects the expertise of their medical staff and students with the services offered by their pantry.
- McNeese State University will issue vouchers that its students can use at local farmers' markets, increasing access to fresh and nutritious foods.
- Nunez Community College will connect its culinary program with its Pelican Care Corner to offer practical cooking classes for students.
- Southeastern Louisiana University will use its award to improve the organization and presentation of available food and basic-needs resources, helping students more easily identify and access support.

The remaining award winners will use the funds for infrastructure, equipment, staffing, technology and food purchases. These investments are particularly important for institutions located in more rural communities where students may have fewer nearby food providers and community-based support services.

National Recognition

Finally, the Board of Regents **2024 Hunger-Free Campus Legislative Report** was recognized by the Legislative Research Librarians (LRL) Professional Staff Association of the National Conference of State Legislatures (NCSL). The report received recognition in the Education Policy category for its innovative presentation of substantive information on a contemporary issue of interest to state legislatures (Appendix D).

Louisiana's Hunger-Free Campus Program demonstrates how strong policy, targeted investment, coordinated statewide action, and campus innovation can reduce barriers to food access for students and strengthen educational outcomes across the state.

Looking Ahead

The expansion of Louisiana's Hunger-Free Campus Program represents an important policy response that recognizes student hunger as both an educational and an economic issue. Food insecurity can undermine academic success, reduce graduation rates, and weaken the state's workforce development efforts.

Since the program's inception four years ago, Louisiana's colleges and universities have strengthened and formalized their capacity to address students' basic-needs insecurities, moving beyond stand-alone food pantries toward comprehensive, wraparound models that connect food access with emergency assistance, financial support, wellness resources, community partnerships, and completion-focused services.

With a strong statewide framework, statewide institutional participation, and a historic new investment, Louisiana is building a sustainable system that strengthens and expands campus capacity to provide coordinated basic needs support, expanded access to food, emergency assistance, and other essential resources that help students to persist, graduate and succeed.

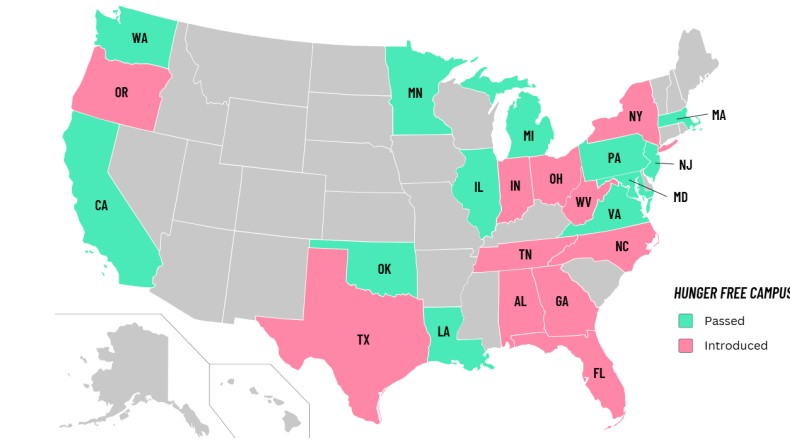
STAFF RECOMMENDATION

This item is for information only; no action is required.

APPENDIX A

Currently, 12 states, including Louisiana, have passed Hunger-Free Legislation, and another 11 have introduced it (see the Swipe Out Hunger map below: Hunger Free Campus Bill, Anti-Hunger Policies - Swipe Out Hunger).

CHECK OUT HOW HUNGER FREE CAMPUS LEGISLATION IS SWEEPING THE NATION



Louisiana created its **Hunger-Free Campus Program** (Act 719, 2022), which was authored by State Representative Barbara Freiberg and is administered by the Louisiana Board of Regents. The program supports public postsecondary institutions, as well as four private campuses (Centenary College, Franciscan Missionaries of Our Lady University, Loyola University, and Tulane University) that are working to address student hunger and basic-needs insecurity through coordinated campus strategies.

APPENDIX B

Hunger-Free Campus Designees for 2025–2027

SYSTEM	INSTITUTION
Louisiana Community and Technical Colleges	Baton Rouge Community College Bossier Parish Community College Central Louisiana Technical Community College Delgado Community College Fletcher Technical Community College Louisiana Delta Community College Northshore Technical Community College Northwest Louisiana Technical Community College Nunez Community College River Parishes Community College South Louisiana Community College SOWELA Technical Community College
Louisiana State University System	Louisiana State University and A&M College Louisiana State University of Alexandria Louisiana State University Eunice Louisiana State University New Orleans Louisiana State University Shreveport LSU Health Sciences Center – New Orleans LSU Health Sciences Center – Shreveport
Southern University System	Southern University and A&M College Southern University at New Orleans Southern University Shreveport
University of Louisiana System	Grambling State University Louisiana Tech University McNeese State University Nicholls State University Northwestern State University Southeastern Louisiana University University of Louisiana at Lafayette University of Louisiana at Monroe
Louisiana Association of Independent Colleges and Universities	Centenary College of Louisiana Franciscan Missionaries of Our Lady University Loyola University New Orleans Tulane University

APPENDIX C

Hunger-Free Campus Awardees for 2026

In 2026, \$110,000 was allocated for the HFC award, with funds distributed on a competitive basis among 21 of Louisiana's public institutions. The 2026 recipients of the Hunger-Free Campus award are:

2026 HFC AWARDS	
1.	Baton Rouge Community College
2.	Bossier Parish Community College
3.	Central Louisiana Technical Community College
4.	Fletcher Technical Community College
5.	Louisiana Delta Community College
6.	Louisiana State University and A&M College
7.	Louisiana State University of Alexandria
8.	Louisiana State University Shreveport
9.	LSU Health Science Center New Orleans
10.	LSU Health Science Center Shreveport
11.	McNeese State University
12.	Northshore Technical Community College
13.	Northwest Louisiana Technical Community College
14.	Nunez Community College
15.	River Parishes Community College
16.	South Louisiana Community College
17.	Southeastern Louisiana University
18.	Southern University and A&M College
19.	Southern University at New Orleans
20.	Southern University at Shreveport
21.	University of Louisiana at Monroe



Hunger-Free Campus Program

Act 719

Authored by Rep. Barbara Freiberg, Act 719 (2022) created a “hunger-free campus” designation program. The bill set forth the criteria schools have to meet to receive the designation and charged the Board of Regents to develop an application and create a grant program for campuses that receive the designation.

Through this initiative, the Board of Regents works with Louisiana’s public postsecondary institutions to ensure students have access to reliable food resources so they can focus on learning, persistence, and completion.

By the Numbers

38%

of students at four-year U.S. institutions experience food insecurity

48%

of students at two-year U.S. institutions experience food insecurity

Why Hunger-Free Campus Matters

Food insecurity continues to affect college students across the nation and in Louisiana. Research shows:

- ▶ Food-insecure students are more likely to experience lower GPAs and decreased persistence toward degree completion.
- ▶ In Louisiana, where one in five residents lives in poverty, many students struggle to consistently access nutritious meals while pursuing their education.

Progress Impact



100%

of public postsecondary institutions received their Hunger-Free Campus Designation in 2023



\$48K

awarded to six institutions as part of the first year of HFC grants in 2024



\$50K

awarded to five institutions as part of the second year of HFC grants in 2025



\$110K

to be awarded to 21 institutions as part of the third year of HFC grants in 2026

Hunger-Free Campus Awards

2024 Recipients	2025 Recipients	2026 Recipients
▶ Louisiana Delta CC ▶ LSU Health Sciences Shreveport ▶ South Louisiana CC ▶ Southern University Shreveport ▶ University of Louisiana Monroe ▶ University of New Orleans	▶ Delgado CC ▶ Fletcher Technical CC ▶ LSU Health Sciences New Orleans ▶ Nicholls State University ▶ Northwestern State University	▶ LSU Alexandria ▶ LSU Shreveport ▶ LSU A&M ▶ LSU Health Sciences New Orleans ▶ LSU Health Sciences Shreveport ▶ Southern University A&M ▶ Southern University at New Orleans ▶ Southern University Shreveport ▶ McNeese State University ▶ Southeastern Louisiana University ▶ University of Louisiana Monroe ▶ Bossier Parish CC ▶ Baton Rouge CC ▶ Central Louisiana Technical CC ▶ Fletcher Technical CC ▶ Louisiana Delta CC ▶ Northshore Technical CC ▶ Northwest Louisiana Technical CC ▶ Nunez CC ▶ River Parishes CC ▶ South Louisiana CC

How Hunger-Free Campus Award Funds Support Students

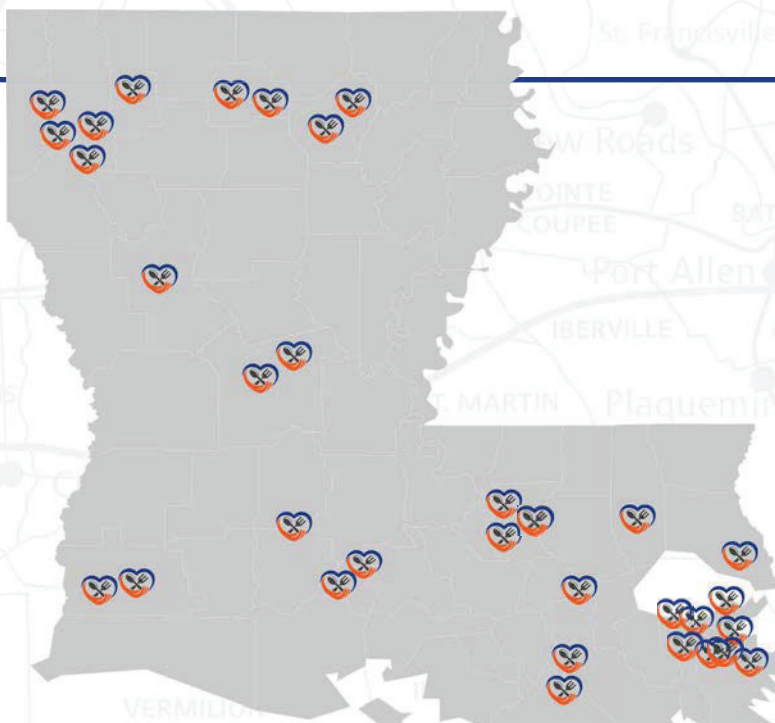
- ▶ Strengthening campus food and basic needs support
- ▶ Enhancing campus infrastructure to support increased student demand
- ▶ Marketing identification of Hunger-Free Campus and community resources
- ▶ Connecting campus and community resources to support students in need
- ▶ Increasing SNAP awareness and enrollment assistance



**SCAN CODE
TO VIEW
HFC REPORT**

Louisiana's Hunger-Free Campuses

- ▶ 34 Postsecondary Institutions
- ▶ 30 Public Institutions
- ▶ 4 Private Institutions
- ▶ 12 Two-year Institutions
- ▶ 22 Four-year Institutions





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Agenda

Planning, Research, and Performance

Wednesday, August 26, 2026
1:50 PM

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

- I. Call to Order
- II. Roll Call
- III. Consent Agenda

A. R.S. 17:1808 - Academic Licensure

1. Renewal Applications

- a. Embry-Riddle Aeronautical University - Daytona Beach, FL
- b. National University - San Diego, CA
- c. Reach University - Oakland, CA
- d. Relay Graduate School of Education - New York, NY
- e. Southern New Hampshire University - Manchester, NH
- f. Texas Wesleyan University - Fort Worth, TX
- g. Upper Iowa University - Fayette, IA
- h. Walden University - Minneapolis, MN

B. Advisory Commission on Proprietary Schools

1. Initial License Applications

- a. Ivy League Medical Training - Hammond, LA

2. Renewal Applications

- a. Advance Nursing Training-Bogalusa - License #2405 - Bogalusa, LA
- b. CDL Mentors of Baton Rouge Truck Driving School - License #2319 - Baton Rouge, LA
- c. Cooper's Defensive Driving - License #2375 - New Orleans, LA
- d. Delta College of Arts & Technology - Baton Rouge- License #857 - Baton Rouge, LA
- e. Diesel Driving Academy - Baton Rouge - License #717 -Baton Rouge, LA
- f. Diesel Driving Academy - West Monroe - License #2406 - West Monroe, LA
- g. Global Trucking Academy - License #2245 - Marksville, LA
- h. Hands on HVAC School-Shreveport - License #2355 - Bossier City, LA

- i. Holmes Healthcare Training Center - License #2301- New Orleans, LA
- j. Inspire Code Consulting Institution - License #2390 - Slidell, LA
- k. Integrated Education Solutions - License #2292 - Violet, LA
- l. Louisiana Institute of Massage Therapy - License #2180 - Lake Charles, LA
- m. Med-Advance Training - License #2272 - Baton Rouge, LA
- n. Moes' Phlebotomy Services - License #2408 - Independence, LA
- o. Nashville Auto-Diesel College - License #2051 - Nashville, TN
- p. Northeast Maritime Institute - License #2409 - Houma, LA
- q. Operation Spark - License #2247 - New Orleans, LA
- r. Ouachita Truck Driving Academy - License #2050 - Sterlington, LA
- s. Petra College- License #2215 - Hammond, LA
- t. Precision Welding Testing & Training - License #2293 - Geismar, LA
- u. Remington College - Lafayette - License #2152 - Lafayette, LA
- v. Remington College - Shreveport - License #2153 - Shreveport, LA
- w. Safe Road Truck Driving School - License #2333 - New Orleans, LA
- x. Unitech Training Academy - Alexandria- License #2384 - Alexandria, LA
- y. Unitech Training Academy - Baton Rouge- License #2385 - Baton Rouge, LA
- z. Unitech Training Academy - Houma- License #2386 - Houma, LA
- aa. Unitech Training Academy - Lafayette - License #2387 - Lafayette, LA
- bb. Unitech Training Academy - New Orleans - License #2388 - New Orleans, LA
- cc. Unitech Training Academy - West Monroe - License #2389 - West Monroe, LA

IV. Other Business

V. Adjournment

Committee Members: Ted H. Glaser III, Chair, Judy Williams-Brown, Vice Chair, Blake R. David, Dallas L. Hixson, Darren G. Mire, Christy Oliver Reeves, Maria Nechaeva (Student Member)
 Staff: Dr. Susannah Craig, Deputy Commissioner for Strategic Planning and Student Success

AGENDA ITEM III.A.1.a.
Embry-Riddle Aeronautical University
Daytona Beach, Florida

BACKGROUND

Embry-Riddle Aeronautical University (EU) is a private institution headquartered in Daytona Beach, Florida. EU provides educational programs at the associate's, bachelor's, and master's degree levels. The institution is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

ACADEMIC PROGRAM

EU currently offers 76 academic programs including certificate, associate's, bachelor's, and master's degrees in aeronautical-related fields including professional aeronautics, aviation maintenance, technical management, aeronautical science and management, unmanned systems, systems management, and engineering. The university currently has one student in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	LA Unduplicated Enrollment
Master's	0
Bachelor's	1
Associate's	0
Certificate	0
Other	0
Total	1

FACULTY

EU has 163 full-time and 937 part-time faculty at various degree levels supporting programs available to Louisiana students.

FACILITIES

EU currently uses space at Barksdale Air Force Base for administrative and instructional purposes. Embry-Riddle's computer multimedia and telecommunication facilities are made available to faculty and students for instructional and research purposes.

STAFF RECOMMENDATION

Given its regional accreditation, the credentials of its faculty, and the scope of its current operations at Barksdale AFB, Senior Staff recommends that the Board of Regents approve license *renewal* for Embry-Riddle Aeronautical University, located in Daytona Beach, Florida.

AGENDA ITEM III.A.1.b.

National University San Diego, California

BACKGROUND

National University (NU) is a private institution with its main campus located in San Diego, California. This university is accredited by the Western Association of Schools and Colleges – Senior College and University Commission (WSCUC) as well as the Commission on Collegiate Nursing Education.

ACADEMIC PROGRAM

NU offers 133 academic programs that lead to associate's, bachelor's, master's, and doctorate degrees as well as undergraduate, graduate, and postgraduate certificates. These programs include subject areas of science, business, communications, education, English, general studies, legal studies and criminal justice, digital media design, humanities, social sciences, public administration, public health, computer science and technology, healthcare, engineering and construction, and cyber and homeland security. NU currently has 200 students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	79
Master's	71
Bachelor's	39
Associate	7
Certificate	2
Other	2
Total	200

FACULTY

NU has 302 full-time and 1,326 part-time faculty at various degree levels supporting programs available to Louisiana students.

FACILITIES

NU offers 100% online instruction to Louisiana residents, with in-state clinical placement or field experiences for select programs.

STAFF RECOMMENDATION

Given the programs' scope and the credentials of its faculty, the institution's campus, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for license *renewal* from National University.

AGENDA ITEM III.A.1.c.

Reach University Oakland, California

BACKGROUND

Reach University (RU), a private institution with its main campus located in Oakland, California, offers two programs through its Oxford Teachers College (OTC). This university is accredited by the Western Association of Schools and Colleges – Senior College and University Commission (WSCUC).

ACADEMIC PROGRAM

Oxford Teachers College at RU offers a bachelor's degree in Global Education with Teaching Certificate and a bachelor's degree in Liberal Studies. The university currently has 1,655 students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	0
Bachelor's	1,655
Associate's	0
Certificate	0
Other	0
Total	1,655

FACULTY

RU has 115 full-time faculty and 125 part-time faculty at various degree levels supporting Louisiana students.

FACILITIES

RU offers 100% online instruction, with independent studies, to Louisiana residents.

STAFF RECOMMENDATION

Given the programs' scope and the credentials of its faculty, the institution's campus, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for license *renewal* from Reach University.

AGENDA ITEM III.A.1.d.
Relay Graduate School of Education
New York, New York

BACKGROUND

Relay Graduate School of Education (RGSE) is a private institution with its main campus located in New York, New York. This university is accredited by the Middle States Commission on Higher Education (MSCHE). is accredited by the Middle States Commission on Higher Education (MSCHE).

ACADEMIC PROGRAM

RGSE offers a Master of Arts in Teaching with multiple majors including Early Childhood Education, Elementary Education, Secondary Math, Secondary Science, Secondary English Language Arts, and Secondary Social Studies. They also offer a Practitioner Teacher Program (Alternative Certification Program) in Early Childhood Education (PK–3), Elementary Education (Grades 1–5), Middle School Education (Grades 4–8, with multiple majors), Secondary Education (Grades 6–12, with multiple majors) and an add-on certification in Special Education Mild/Moderate Elementary, Middle School and Secondary. The institution does not currently have any Louisiana students enrolled in their programs.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	0
Bachelor's	0
Associate	0
Certificate	0
Other	0
Total	0

FACULTY

RGSE has 44 full-time faculty and 25 part-time faculty with either a master's or a doctorate degree available to support Louisiana students.

FACILITIES

RGSE offers online instruction, classroom lecture, and blended instruction (online and in-person) options to Louisiana residents.

STAFF RECOMMENDATION

Given the programs' scope and the credentials of its faculty, the institution's campus, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for license *renewal* from Relay Graduate School of Education (RGSE).

AGENDA ITEM III.A.1.e.
Southern New Hampshire University
Manchester, New Hampshire

BACKGROUND

Southern New Hampshire University (SNHU) is a private nonprofit institution with its main campus located in Manchester, New Hampshire. SNHU's focus is providing accessible higher education by offering 200+ online programs to students across the nation. The university is accredited by the New England Commission of Higher Education (NECHE) and is also an approved participant in SARA.

ACADEMIC PROGRAMS

SNHU offers academic programs that lead to doctorate, master's, bachelor's, and associate's degrees, along with certificate programs. They provide a range of online programs in 15 core areas of study. The university currently has 3,385 students in its Louisiana Unduplicated Headcount Enrollment, enrolled in 207 different programs.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	341
Bachelor's	2,438
Associate	573
Certificate	17
Other	16
Total	3,385

FACULTY

SNHU has 100 part-time faculty at various degree levels supporting Louisiana students.

FACILITIES

SNHU offers 100% online instruction to Louisiana residents with experiential learning experiences for select programs.

STAFF RECOMMENDATION

Given the scope of the programs and the credentials of its faculty, the institution's accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for license *renewal* from Southern New Hampshire University (SNHU).

AGENDA ITEM III.A.1.f
Texas Wesleyan University
Fort Worth, Texas

BACKGROUND

Texas Wesleyan University (TWU) is a private institution with its main campus located in Fort Worth, Texas. TWU's focus is providing graduate degrees in subjects with an emphasis on Nurse Anesthesia. This university is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Council on Accreditation of Nurse Anesthesia Educational Programs.

ACADEMIC PROGRAM

TWU offers academic programs that include Business, Counseling, Education, Nurse Anesthesia, Family Nurse Practitioner, and Nursing Practice, all of which are at graduate level, including doctorate and master's programs. The university is currently enrolling students only in the Doctor of Nurse Anesthesia Practice (D.N.A.P) program and currently has 21 students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	21
Master's	0
Bachelor's	0
Associate's	0
Certificate	0
Other	0
Total	21

FACULTY

TWU has ten full-time faculty and one part-time faculty, all with doctoral degrees, supporting Louisiana students.

FACILITIES

TWU offers online and hospital residency instruction to Louisiana residents at several hospitals in Shreveport, LA.

STAFF RECOMMENDATION

Given the program's scope and the credentials of its faculty, the institution's campus, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for license *renewal* from Texas Wesleyan University (TWU).

AGENDA ITEM III.A.1.g
Upper Iowa University
Fayette, IA

BACKGROUND

Upper Iowa University (UIU) is a private, nonprofit university headquartered in Fayette, Iowa. The university is accredited by the Higher Learning Commission (HLC).

ACADEMIC PROGRAM

UIU offers 40 academic programs that lead to undergraduate and graduate degrees. These programs include business, criminal justice, health and human services, psychology, social science, public administration, and criminal justice. The institution currently has 534 students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	LA Unduplicated Enrollment
Master's	76
Bachelor's	374
Associate's	84
Certificate	0
Other	0
Total	534

FACULTY

UIU has 644 part-time faculty, all holding a master's degree or higher, 28 of whom provide instruction at the in-state locations.

FACILITIES

UIU offers online education as well as classroom or laboratory instruction at five locations in Louisiana:

- Alexandria
- Baton Rouge
- DeRidder
- Fort Polk
- New Orleans

STAFF RECOMMENDATION

Given the scope of the programs and the credentials of its faculty, the institution's campus, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for license *renewal* from Upper Iowa University.

AGENDA ITEM III.A.1.h

Walden University Minneapolis, MN

BACKGROUND

Walden University (WU) is an online for-profit university headquartered in Minnesota. The University is accredited by the Higher Learning Commission (HLC). WU has earned specialized accreditations from the following organizations: the Council on Social Work Education, Council for Accreditation of Educator Preparation, Accreditation Council for Business Schools and Programs, Council on Education for Public Health, Commission on Collegiate Nursing Education, Council for Accreditation of Counseling and Related Educational Programs, Accreditation Board for Engineering and Technology (ABET), and Commission on Accreditation of Healthcare Management Education.

ACADEMIC PROGRAM

WU offers 123 academic programs that lead to undergraduate and graduate degrees. Fields of study include business administration, education, health science, criminal justice, information technology, psychology, marketing and communication. The institution currently has 1,092 students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	LA Unduplicated Headcount Enrollment
Doctorate	224
Master's	479
Bachelor's	371
Associate's	0
Certificate	13
Other	5
Total	1,092

FACULTY

WU has 322 full-time and 2,455 part-time faculty at various degree levels supporting programs available to Louisiana students.

FACILITIES

WU offers 100% online instruction to Louisiana residents with clinicals or field experience for select programs.

STAFF RECOMMENDATION

Given the scope of the programs and the credentials of its faculty, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for license *renewal* from Walden University (WU).



BOARD of REGENTS
STATE OF LOUISIANA

Advisory Commission on Proprietary Schools Minutes

July 14, 2026

The Louisiana Board of Regents' Advisory Commission on Proprietary Schools met on Tuesday, July 14, 2026, in Room 1-155 in the Claiborne Building. Chair James Fontenot called the meeting to order at 10:02 am. The roll was then called by Ms. Courtney Britton, and a quorum was established. There were no public comments to be read.

Commission Members Present

Melanie Amrhein, Vice Chair
James Fontenot, Chair
Larry Tremblay
Chris Broadwater
Jennifer Jackson

Staff Members Present

Mellynn Baker
Courtney Britton
Dr. Susannah Craig
Mighan Johnson
Cara Landry
Tischa Mitchell

Commission Members Absent

Carmen Million
Sherrie Despino
Chandler LeBoeuf
Hunter Thevis

Guests Present

(See Appendix)

The first item of business was the approval of minutes from the Commission's meeting on May 12, 2026, as presented. Discussion was had about previous edits that had been submitted and addressed.

On motion of Melanie Amrhein, seconded by Dr. Larry Tremblay, the Advisory Commission on Proprietary Schools unanimously adopted the minutes, as presented, of the May 12, 2026, Advisory Commission on Proprietary Schools meeting.

The next agenda item considered by the Commission was an initial license application from Ivy League Medical Training, located in Hammond, Louisiana. The school, represented by the owner, Alexis Jefferson, would offer one program: Certified Nurse Aide Training (CNA), totaling 80 clock hours over four weeks. Discussion included the owner's motivation for opening the school, whether the owner would be the sole instructor of courses, how well written the business plan was, the cost of the school/tuition, the length of the program and the structure of the program and clinicals, and the origin of the school's name.

On motion of Chris Broadwater, seconded by Dr. Larry Tremblay, the Advisory Commission on

Proprietary Schools unanimously voted to recommend that the Board of Regents approve the initial license application for Ivy League Medical Training, Hammond, LA.

The next agenda item considered by the Commission was an initial license application from Louisiana Academy of Health and Wellness, located in Slidell, Louisiana. The school, which was represented by the owners, Samantha Junius-Arcemont, Chermaine Jones, and Rochelle Humphreys, would offer one program: Certified Nurse Aide Training (CNA) at 80 clock hours for eight days. Initial discussion included the motivation for the school, the owners' backgrounds and experience in allied health, the clock hours and length of the program

While there were not concerns with the bulk of the application, the majority of the discussion centered on the application technically being non-compliant due to issues of ownership requirements regarding past charges. Ms. Arcemont provided the Commission with information about the charges and their resolutions. The Commission continued discussion with its legal representative from the Attorney General's office and staff about the exact wording in statute regarding ownership and options available. Mr. Ray Arcemont asked to address the Commission regarding the school's application and expressed appreciation for the assistance of Proprietary School staff during the process. The school asked if the Commission would consider deferring the application, to allow them to restructure the ownership of the school to make the application compliant.

On motion of Melanie Ahmrein, seconded by Dr. Jennifer Jackson, the Advisory Commission on Proprietary Schools unanimously voted to defer the initial license application for LA Academy of Health and Wellness, Slidell, LA to the Commission's September meeting.

The next agenda item considered by the Commission was the submitted license renewal applications. Over the previous two months, 31 schools submitted complete renewal applications.

On motion of Dr. Larry Tremblay and seconded by Chris Broadwater, the Advisory Commission on Proprietary Schools unanimously voted to recommend that the Board of Regents renew the licenses of the following proprietary schools:

Advance Nursing Training-Bogalusa – License #2405 – Bogalusa, LA

CDL Mentors of Baton Rouge Truck Driving School – License #2319 – Baton Rouge, LA

Cooper's Defensive Driving – License #2375 – New Orleans, LA

Delta College of Arts & Technology – Baton Rouge – License #857 – Baton Rouge, LA

Diesel Driving Academy – Baton Rouge – License #717 – Baton Rouge, LA

Diesel Driving Academy – West Monroe – License #2406 – West Monroe, LA

Global Trucking Academy– License #2245 – Marksville, LA

Hands on HVAC School-Shreveport – License #2355 – Bossier City, LA

Holmes Healthcare Training Center – License #2301 – New Orleans, LA
 Inspire Code Consulting Institution – License #2390 – Slidell, LA
 Integrated Education Solutions – License #2292 – Violet, LA
 Louisiana Institute of Massage Therapy – License #2180 – Lake Charles, LA
 Med-Advance Training – License #2272 – Baton Rouge, LA
 Moes' Phlebotomy Services – License #2408 – Independence, LA
 Nashville Auto-Diesel College – License #2051 – Nashville, TN
 Northeast Maritime Institute – License #2409 – Houma, LA
 Operation Spark – License #2247 – New Orleans, LA
 Ouachita Truck Driving Academy – License #2050 – Sterlington, LA
 Petra College – License #2215 – Hammond, LA
 Precision Welding Testing & Training – License #2293 – Geismar, LA
 Remington College – Lafayette – License #2152 – Lafayette, LA
 Remington College – Shreveport – License #2153 – Shreveport, LA
 Safe Road Truck Driving School – License #2333 – New Orleans, LA
 Unitech Training Academy – Alexandria – License #2384 – Alexandria, LA
 Unitech Training Academy – Baton Rouge – License #2385 – Baton Rouge, LA
 Unitech Training Academy – Houma – License #2386 – Houma, LA
 Unitech Training Academy – Lafayette – License #2387 – Lafayette, LA
 Unitech Training Academy – New Orleans – License #2388 – New Orleans, LA
 Unitech Training Academy – West Monroe – License #2389 – West Monroe, LA

Staff also provided information about the following schools, which had licenses expire:

- Louisiana Green Corps – New Orleans – License #2356 – New Orleans, LA
- Ben D. Johnson Educational Center – Natchitoches – License #2300 – Natchitoches, LA

Louisiana Green Corps is a non-profit that adjusted their business model to allow for continued operation, but under an exemption in the Proprietary School Law. Ben D. Johnson Educational Center's license expired due to a lack of a submitted renewal. Staff attempted to contact that school and its representatives several times, via multiple methods, and did not get a response. They will continue to make attempts to obtain the student records from the school.

The next agenda item was program approval updates. The Commission was reminded that program approvals were approved by staff, and the provided list was for informational purposes only.

- Diesel Driving Academy – Baton Rouge
 - Amended (Tuition Price)
 - Basic Tractor-Trailer Driving Training – Classroom – 160.0 clock hours

- Diesel Driving Academy – Shreveport
 - Amended (Tuition Price)
Basic Tractor-Trailer Driving Training – Classroom – 160.0 clock hours
- Diesel Driving Academy – West Monroe
 - Amended (Tuition Price)
Basic Tractor-Trailer Driving Training – Classroom – 160.0 clock hours
- Nashville Auto-Diesel College – Nashville, TN
 - Amended (Tuition Price)
Automotive Service Repair – Hybrid – 1320.0 clock hours
 - Amended (Tuition Price)
Collision Repair and Refinishing Technology – Hybrid – 1000.0 clock hours
 - Amended (Tuition Price)
Diesel and Truck Service Technology – Hybrid – 1320.0 clock hours
 - Amended (Tuition Price)
Heavy Equipment Service Technology – Hybrid – 1320.0 clock hours
 - Amended (Tuition Price)
Electrical and Electronic Systems Technology – Hybrid – 1200.0 clock hours
 - Amended (Tuition Price)
Air Conditioning, Refrigeration, and Heating Systems Technology – Hybrid – 1200.0 clock hours
 - Amended (Tuition Price)
Welding and Fabrication Technology with Pipe – Hybrid – 960.0 clock hours
- Northeast Maritime Institute – Houma, LA
 - Amended (Tuition Price)
NM-2008 Third Engineer/OICEW STCW Upgrade – Hybrid – 96.0 clock hours
- Operation Spark – New Orleans, LA
 - Amended
Immersion – Hybrid – 1124.0 clock hours
- Petra College – Hammond, LA
 - Amended (Tuition Price)
Medical Assistant – Hybrid – 918.0 clock hours
 - Amended (Tuition Price)
Nursing Assistant – Classroom – 80.0 clock hours
- Phlebotomy Training Specialists – Baton Rouge
 - Amended (Tuition Price)
Phlebotomy Training – Classroom – 40.0 clock hours
- Phlebotomy Training Specialists – New Orleans – New Orleans, LA
 - Amended (Tuition Price)
Phlebotomy Training – Classroom – 40.0 clock hours
- Remington College – Lafayette
 - Amended (Tuition Price)
Electrician – Hybrid – 720.0 clock hours

During the final agenda item, "Other Business," the discussion covered potential future legislation regarding owner eligibility in light of the meeting discussions. Staff will continue to review, and investigate and work with leadership on the best next steps regarding both legislation and rulemaking.

There being no further business, the meeting adjourned at 10:50 am. The next meeting of the Commission is scheduled for September 15, 2026, at 10:00 a.m. in the Claiborne Building.

APPENDIX A
GUESTS

Ray Arcemont	Louisiana Academy of Health and Wellness
Jennifer Byrd	LA Department of Justice
Alexis Jefferson	Ivy League Medical Training
Samantha Junius-Arcemont	Louisiana Academy of Health and Wellness
Chermaine Jones	Louisiana Academy of Health and Wellness
Rochelle Humphreys	Louisiana Academy of Health and Wellness