



# Notice of Meetings

## Louisiana Board of Regents

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**Wednesday, August 20, 2025**

Event	Time	Location
<b>Joint Board of Regents/ Board of Elementary and Secondary Education (BESE) Meeting hosted by BESE</b>	9:00 AM	Louisiana Purchase Room 1-100 Claiborne Building, 1st Floor 1201 N. Third St. Baton Rouge, LA 70802
<b>Committee Meetings**</b> Audit Facilities and Property Academic and Student Affairs Statewide Programs Planning, Research, and Performance	10:30 AM	Iowa Room 1-153 Claiborne Building, 1st Floor
<b>Board of Regents Meeting**</b>	12:30 AM	Iowa Room 1-153 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](mailto: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](http://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*

**Phillip R. May Jr.**  
*Secretary  
1st Congressional District*

**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*

**Dallas L. Hixson**  
*At-Large*

**Darren G. Mire**  
*2nd Congressional District*

**Wilbert D. Pryor**  
*4th Congressional District*

**Christy Oliver Reeves**  
*5th Congressional District*

**Devesh Sarda**  
*Student Member*

**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 20, 2025  
10:30 AM

Claiborne Building, 1<sup>st</sup> Floor ▪ Iowa Room 1-153  
1201 N. Third St. ▪ Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Public Comments
- IV. Approval of Minutes from June 18, 2025
- V. Reports and Recommendations of Standing Committees
  - A. Audit
  - B. Facilities and Properties
  - C. Academic and Student Affairs
  - D. Statewide Programs
  - E. Planning, Research, and Performance
- VI. Meauxmentum Moment – National Association of Higher Education Systems (NASH)-Google Microcredentials Partnership Community of Practice (CoP)
- VII. Chairs Comments
- VIII. Reports and Recommendations by the Commissioner of Higher Education
- IX. Other Business
- X. Adjournment

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DRAFT  
MINUTES  
BOARD OF REGENTS

June 18, 2025

The Board of Regents met at 2:09 p.m. on Wednesday, June 18, 2025, in the Louisiana Purchase Room, Claiborne Building, 1201 N. Third Street, 1st Floor, Baton Rouge, Louisiana. Chair Misti Cordell called the meeting to order.

ROLL CALL

Ms. Doreen Brasseaux called the roll, and a quorum was established.

Present for the meeting were:

Kim Hunter Reed, Commissioner  
Misti Cordell, Chair  
Terrie Sterling, Vice Chair  
David Aubrey  
Christian Creed  
Blake David  
Stephanie Finley  
Ted Glaser III  
Dallas Hixson  
Darren Mire  
Wilbert Pryor  
Christy Reeves  
Devesh Sarda, Student Member  
K. Samer Shamieh  
Judy Williams-Brown

Mgmt. Board Representatives present were:

LSU System Representative, Remy Voisin Starns

Mgmt. Board Representatives not present were:

UL System Representative  
SU System Representative  
LCTC System Representative

Absent from the meeting were:

Phillip May  
Collis Temple III

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 23, 2025 MEETING

**On motion of Regent Reeves, seconded by Regent Finley, the Board voted unanimously to approve the minutes of the April 23, 2025 meeting.**

## REPORTS AND RECOMMENDATIONS OF STANDING COMMITTEES

Chair Cordell inquired if any member of the Board wanted to take up any of the Committee reports separately at which point Regent Mire, seconded by Regent Reeves, put forth a motion to accept all items with the exception of Planning, Research and Performance. Following significant discussion regarding the approval of licensure renewal and concerns about competition with existing Louisiana institutions, the following action was taken:

**On motion of Regent Aubrey, seconded by Regent Reeves, the Board voted unanimously to approve all Committee recommendations from the Committee meetings regarding Items A–H and, with regards to Item G, to issue license renewals for one (1) year contingent on staff research regarding competition of offerings of Louisiana institutions with those of out-of-state institutions.**

## CHAIR'S COMMENTS

Chair Misti Cordell made the following comments:

- She welcomed Devesh Sarda, LSU Shreveport SGA President, as the Regents' student member for the 2025–26 academic year, noting that Regent Sarda is the first student from LSU Shreveport to sit on the Board. Chair Cordell mentioned that Regent Sarda also previously served as an SGA senator. He is passionate about helping other students. He was recognized as the outstanding student in computer science and software development at LSU Shreveport. Regent Sarda thanked the Board for the opportunity and recognized students from Southern, ULL, and LSU serving with him on the Council of Student Body Presidents (COSBP). Regent Sarda was sworn in at the beginning of the Board meeting by General Counsel Uma Subramanian. Representing LSU Shreveport were Demetrius Brown, Vice Chancellor for Student Affairs, and Shelby Keith, Vice Chancellor for Finance and Administration.
- She recognized the recent naming of Dr. Carrie Castille as the tenth President of ULM and looked forward to the potential Dr. Castille brings to ULM through her leadership. Dr. Castille is the first female to hold the position in the university's 94-year history.
- She mentioned that Regents hosted the LAHEC Professional Development Summit, which drew over 300 attendees from organizations around the state to discuss wellness, mental health, and hazing prevention, particularly the recently approved Stop Hazing Act.
- She mentioned how pleased she was to have attended for the first time the annual Future Educators Honor Roll ceremony in May. Each college or school of education in the state makes nominations for this recognition of top future educators who are in their residency.

## **FINANCE**

### REVIEW AND APPROVAL OF THE FY 2025–2026 OPERATING BUDGET DISTRIBUTION

Ms. Elizabeth Bentley-Smith, Deputy Commissioner for Finance and Administration, began her presentation by stating that at its March 2025 meeting, the Board of Regents approved a preliminary distribution of the FY 2025–26 higher education operating budget as proposed in the Governor’s Executive Budget. The Executive Budget recommended \$1.28B in State General Funds for higher education entities, which represented a decrease of \$42.3M, including one-time (non-recurring) State General Fund allocations (\$40.5M), mandated costs reductions (\$4.4M) due to retirement cost savings, and a Taylor Opportunity Program for Students (TOPS) decrease related to a means of finance swap between State General Funds (\$4.4M) and the TOPS Fund (\$4.4M). The decreases were offset by increases of \$6.1M for the LSU First benefits program and \$2.3M for the Patriot Scholars program.

Ms. Bentley-Smith stated that during the budgeting process the Legislature increased the HB1 recommendation, adding \$7M, for a total of \$1.33B in State General Fund to higher education for FY26. Additionally, HB460 (Supplemental Bill) appropriated an additional \$19.4M in the current fiscal year (FY25) across all our postsecondary institutions. Both bills were sent to the Governor for signature and enactment following the conclusion of the 2025 Regular Legislative Session on Thursday, June 12, 2025.

Ms. Bentley-Smith added that FY26 budget maintains \$10.5M in M.J. Foster Scholars adult financial aid funding and \$70.5M in GO Grants, the state’s need-based aid program, increases funding for TOPS and provides an additional \$2.3M for the Patriot Scholarship program that supports our Louisiana National Guardsmen.

During the presentation, Chair David asked if recently passed legislation would significantly affect the TOPS budget. Ms. Bentley-Smith responded that additional funding had been included in the TOPS budget for the new legislation.

Regent Hixson inquired if the budget passed by the Legislature would allow the new funding formula to run, to which Ms. Bentley-Smith replied that it would not since no added funds were received.

During discussion of funding for debt payments at the University of New Orleans, Regent Aubrey asked if the amount provided would cover all the institution's outstanding debt. Ms. Bentley-Smith stated that other funding was appropriated to conduct a financial audit of the university and, should new findings be discovered, the Legislature would need to take action in response.

After approval of the agenda item, Regent Aubrey asked if money was allocated for emergency deferred maintenance. Ms. Bentley-Smith noted that funding for deferred maintenance costs was included in both House Bills 1 and 2 and more detail would be provided in the Facilities Committee presentation. She also noted certain specific line-item appropriations contained in House Bills 1 and 460 as examples. Regent Aubrey noted that as Regents members toured campuses around the state, they were made aware of unexpected needs and asked if a pool of funding was available for unforeseen emergencies which had not already been identified. Ms. Bentley-Smith noted that institutions can return to the Joint Legislative Committee on the Budget (JLCB) to request changes and the Office of Facilities and Planning has some built in funding with the understanding that it could be used to cover these occurrences. She also explained that newly passed legislation related to Job Order Contracting can aid in addressing these issues.

Regent Aubrey concluded by noting that, even with a stand-still budget, increased costs for utilities, retirement, pensions, etc. will still leave some institutions with challenges in the future. Ms. Bentley-Smith reminded the Board that systems may use their ability to move 5% of their state appropriations to address concerns if needed. With the State General Fund increases in HB1, the FY26 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:

<b>HB 1 Enrolled - General Appropriations Funding for Fiscal Year 2026</b>						
<b>System</b>	<b>State General Fund</b>	<b>Interagency Transfers</b>	<b>Self-Generated Revenue</b>	<b>Statutory Dedications</b>	<b>Federal</b>	<b>Total</b>
BOR	\$296,298,344	\$14,256,109	\$16,050,299	\$157,191,757	\$34,232,149	\$518,028,658
LSU	\$491,536,668	\$8,485,184	\$839,034,535	\$34,974,626	\$14,018,275	\$1,388,049,288
SU	\$67,022,663	\$4,476,791	\$112,289,046	\$4,611,400	\$3,654,209	\$192,054,109
UL	\$315,232,366	\$259,923	\$693,993,461	\$23,774,940	\$0	\$1,033,260,690
LCTC	\$154,267,249	\$0	\$175,812,107	\$18,052,315	\$0	\$348,131,671
<b>TOTAL</b>	<b>\$1,324,357,290</b>	<b>\$27,478,007</b>	<b>\$1,837,179,448</b>	<b>\$238,605,038</b>	<b>\$51,904,633</b>	<b>\$3,479,524,416</b>

**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 2025–2026.**

## **AUDIT**

### INTERNAL AUDIT PRESENTATION

Mrs. Laura Soileau and Mrs. Kristin Bourque from EisnerAmper presented a status report on the Board of Regents’ Fiscal Year 2025 Internal Audit. Mrs. Bourque explained that the Board of Regents agency Human Resources Audit was complete and the Regents Human Resources Process Audit was in progress. Ms. Bourque also provided updates regarding audits completed in previous years, including security processes for LOSFA and LUMCON as well as a review of the LaCarte Procurement Card program for the agency. This presentation was for informational purposes only and required no action.

### LOUISIANA LEGISLATIVE AUDITOR MANAGEMENT LETTER

Ms. Bentley-Smith discussed the annual Louisiana Legislative Auditor (LLA) Management Letter that was issued for the Board of Regents on May 14, 2025. During the annual single audit for FY 2023–24, the LLA reported one finding titled Inadequate Controls over Travel Expenditures for the Louisiana Universities Marine Consortium (LUMCON) program, under the BOR agency. Regarding one international travel expenditure that was not fully allowable under state travel regulations nor appropriately approved, Ms. Bentley-Smith described the corrective actions that have already been

implemented across the agency to address this issue, including additional travel training for those participating in international travel, all international travel expenditures continuing to require approval of the Commissioner of Higher Education, and establishing a process through HR for the repayment of funds. Following the presentation Regent Finley requested clarification that this finding was due to a single travel expenditure, which Ms. Bentley-Smith confirmed. This presentation was for informational purposes only and required no action.

## **LEGISLATIVE**

### 2025 LEGISLATIVE UPDATE

Brianna Golden Phillips provided an update of Regents' legislative priorities and other legislation impacting higher education considered during the 2025 Regular Session.

### 2025 BOR Legislative Priorities

- Career Office Reform – SCR 38 (Sent to SOS), Sen. Edmonds: Establishes a Career Alignment Task Force to develop a campus scorecard based on findings of best and promising practices like early-onset career advising (freshman year) and increased work-based learning opportunities to connect students to employment opportunities and address outmigration
- Geaux Teach – HB 109 (Act 59), Rep. Thompson: Makes this existing scholarship for future educators a first-restricted-dollar scholarship to cover tuition, books, and instructional materials
- Financial Aid Alignment – HB 161 (Act 152), Rep. Hughes: Aligns TOPS Tech Early Start, TOPS Tech and M.J. Foster Promise eligibility based on the critical workforce needs identified by the Louisiana Workforce Commission
- Retirement – HB 24 (Act 47), Rep. Bacala: Requests that the optional retirement plan (ORP) managed by the Teachers' Retirement System of Louisiana (TRSL) include provisions for expanding participation in ORP, allowing employees to move from ORP to TRSL after seven years of service, allowing persons over 60 to opt out of TRSL, and allowing for an ORP Advisory Committee as a component the TRSL Board
- Job Order Contracting – HB 566 (Act 88), Rep. Turner: Establishes job order contracting as an alternative project delivery method applicable to deferred maintenance of public facilities by postsecondary education institutions for certain work types
- Healthcare Task Force Consolidation – HB 544 (Sent to Governor), Rep. Turner: Creates a committee/subcommittee structure for the Health Works Commission, Nursing Supply and Demand Council and Simulation Medical Training and Education Council
- HBCU Advisory Council – HB 142 (Act 10), Rep. Mena: Creates additional membership on the Council, provides for student member travel payments, and allows for examination of campus safety on HBCU campuses
- Dual Enrollment Taskforce – HB 71 (Act 51), Rep. Brass: Revises the membership of the Dual Enrollment Task Force by removal of two obsolete members and addition of three new members

### BILLS OF INTEREST



- UNO Transfer – SB 202 (Sent to Governor), Sen. Harris: Transfers UNO to the LSU System
- Hazing Task Force – HCR 37 (Sent to SOS), Rep. Hughes: Establishes a hazing prevention task force to be staffed by the Board of Regents
- Hazing Training – HB 279 (Act 174), Rep. Boyd: Requires certain postsecondary education students to complete an anti-hazing course
- TOPS Excellence/Equalization – HB 77 (Sent to Governor), Rep. Turner: Revises the Taylor Opportunity Program for Students (TOPS) to add an Excellence award category for students with an ACT score of 31 or above
- Phased Retirement Task Force – HR 143 (Sent to SOS), Rep. Bacala: Creates a task force to study the feasibility of a phased retirement program for public postsecondary education systems, to be staffed by the Board of Regents
- LCTCS Bonds – SB 72 (Act 35), Sen. Reese: Provides relative to the issuance of bonds for financing certain capital improvement projects within the Louisiana Community and Technical College System
- Support fund – HB 473 (Act 22), Rep. Emerson: Repeals certain funds in the state treasury including the Kevin P. Reilly Louisiana Education Quality Trust Fund and related subfunds (BoRSF) and applies the monies from those funds to the Unfunded Accrued Liability (UAL) of the Teachers' Retirement System of Louisiana (TRSL)
- Gaming Revenue – HB 639 (Act 298), Rep. Riser: Dedicates 25% of the monies generated by the online sports wagering tax to Division I College athletic programs to be appropriated by the Board of Regents and 3% of the monies generated by the online sports wagering tax to the Louisiana Postsecondary Inclusive Education Fund
- NIL Task Force – HR 15 (Sent to SOS), Rep. Young: Creates a task force to study issues relative to the name, image, and likeness of student athletes in Louisiana to be staffed by the Board of Regents
- State Services and Benefits – SB 100 (Sent to Governor), Sen. Miguez: Requires each agency defined in proposed law to determine the eligibility of individuals receiving state services and benefits from the agency, including determining which individuals attempting to receive state services and benefits are “illegal aliens” or “unaccompanied alien children”
- Antisemitism – HR 167 (Sent to SOS), Rep. Bayham: Requests public postsecondary education institutions in Louisiana to enhance policies and procedures to combat antisemitism on campus

Regent Pryor asked about legislative concerns about the “TOPS for DOCS” bill. Chair Cordell responded that there was no additional funding that could be allocated toward the bill.

Regent Mire asked how the \$20M debt payment to the University of New Orleans had been determined. Dr. Reed shared that the Legislature had decided as a “first step” that the funding allocated would be used to pay down the debts while the LSU System also conducts a full financial audit. If audit findings revealed that the transfer would require additional support, then more funds would need to be provided.

Regent Mire asked whether available dollars could be used for deferred maintenance needs if less funding is needed for the transfer. Dr. Reed noted that \$3 million in line-item appropriations had been

provided for deferred maintenance for UNO. Ms. Bentley-Smith indicated that the \$20M can only be used to pay down debt and that, as specified in SB 202, the University of Louisiana System cannot reallocate funds appropriated to UNO for any other purpose.

Regent Mire asked, regarding HB 279, hazing training, what training will be developed by Regents. Ms. Golden Phillips clarified that Regents would provide a two-hour hazing training as a resource to the institutions but indicated that Regents is not required by law to do so. Regent Mire inquired as to the composition of the hazing task force. Mrs. Golden Phillips stated that the task force includes up to 11 legislator members in addition to representation from each public postsecondary system. Regent Sarda asked whether a student organization that is already completing two hours of hazing prevention training is still required to complete the Regents-provided training. Ms. Golden Phillips responded that if a student organization already provides a training that satisfies the mandate in the bill, its members would not be required to take the Regents training. She reiterated that the Regents training is simply a resource.

Regent Aubrey indicated that he would like clarification on the breakdown of the \$20M UNO debt allocation and the funding provided to Southern University at New Orleans in HB 1.

Regent Aubrey also noted his concern related to the lack of funding and recognition for the community college system during the Session. Ms. Bentley-Smith agreed noting that the Board of Regents works on behalf of all systems and both Chair Cordell and Dr. Reed advocated strongly for community colleges during the Session. Dr. Reed added that in legislative meetings both she and the chair reinforced the need for workforce funding and support for the community college system, as well as the lack of funding for the M.J. Foster Promise program. Despite their efforts, these initiatives were not funded.

Supervisor Starnes inquired about the cost cited in the fiscal note for SB 202, asking whether it was listed as \$81M. Ms. Bentley-Smith indicated that the fiscal note might capture the total cost over multiple years. Supervisor Starnes stated his understanding that the audit of UNO would determine the difference UNO's actual debt burden and the allocated \$20M debt funding payment, and that significantly

more resources would be needed to complete the transfer of UNO to the LSU System. He also stated that he is proud and happy to hear that the Legislature and others are committed to providing the resources needed to ensure a successful transfer.

Regent Hixson inquired whether the Governor would sign SB 202 transferring UNO to the LSU System. Dr. Reed responded that she has seen no indication that he would not sign the bill.

## **FACILITIES AND PROPERTY**

### **BOARD OF REGENTS FACILITIES POLICY REVISION**

Mr. Chris Herring, Associate Commissioner for Facilities Planning and Emergency Management, presented the Board with revisions to the Board of Regents' Facilities policy necessitated by the passage of legislation during the 2024 and 2025 Regular Sessions of the Louisiana Legislature. Prior to the proposed revisions, he noted, the last update to the Facilities Policy occurred in April of 2019.

The three primary changes to the policy involve the passage and implementation of Act 751 of the 2024 Regular Session, passage of the Job Order Contracting project delivery method in the 2025 Regular Session, and acknowledgment of the facilities condition assessment initiated this year to assist with deferred maintenance project planning.

First, the policy has incorporated a section devoted to Act 751 of 2024. Act 751 created the College and University Deferred Maintenance and Capital Improvement Program to address the campus infrastructure improvement needs that exist for facilities located at public postsecondary education institutions across the state of Louisiana. Within the last year, the Office of Facility Planning and Control (FP&C) developed policies and procedures related to the implementation of the program that deviate from Major Repair and Reroofing (deferred maintenance) funds provided in prior years. This proposed revision provides guidance as to the implementation of the program.

The second newly added section involves the passage of the Job Order Contracting (JOC) project delivery method. The JOC legislation passed in the 2025 Regular Session (Act 88) to support the

implementation of Act 751. JOC offers a flexible and efficient framework for completing projects by using competitively awarded, indefinite delivery/indefinite quantity (IDIQ) contracts with pre-priced construction tasks. This approach allows institutions to respond rapidly to facility needs, reduce procurement lead times, and ensure cost transparency while maintaining compliance with public contracting standards.

The BOR is statutorily responsible for establishing standard procedures and templates, certifying institutional readiness to implement the JOC program, approving procurement frameworks, and monitoring JOC program compliance and outcomes. To augment the newly created section within the Facilities policy, staff provided a draft JOC Policy and Procedures Manual for Board review. Mr. Herring informed the Board that the formal JOC policy will be presented for approval during the August 2025 meeting.

The final substantial revision to the current policy involves modifications to the section related to the facilities condition assessment. The current policy highlights efforts to assess the state of Louisiana's public postsecondary education institutions that took place over 20 years ago. During discussions around the implementation of Act 751, each management board expressed the need for an updated facilities condition assessment. The policy revision applies to the current assessment, which was initiated in the Spring of 2025.

The policy revision also addresses the increase to projects authorized through Act 959 of 2003 and technical changes throughout the document.

**On motion of Regent Sterling, seconded by Regent Glaser, the Facilities and Property Committee voted unanimously to recommend approval of the revisions to the Board of Regents' Facilities policy.**

#### HOUSE BILL 2/DEFERRED MAINTENANCE 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 2025 Regular Session. He noted fifty-two projects across all public postsecondary institutions and LUMCON, totaling approximately \$332M, were included

in the bill to receive new funding for fiscal year 2026. Mr. Herring informed the Board of the \$25M appropriated for deferred maintenance, and highlighted Act 35 of the 2025 Regular Session, which provides bonding authority to fund eight projects within the Louisiana Community and Technical College System. This item was for informational purposes only and no action was requested.

### CAMPUS SAFETY UPDATE

Mr. Herring provided a summary of the campus safety assessment project initiated by the BOR in late 2023 in partnership with the National Center for Research and Training (NCBRT). Staff gave an overview of the project then introduced Mr. Jerry Monier with NCBRT.

Before Mr. Monier provided his remarks, the Board was shown a three-minute video produced by NCBRT highlighting the campus safety project and the effort that went into the work. Upon completion of the video, Mr. Monier provided an in-depth overview of the project scope, common findings, and the work plan for the upcoming fiscal year. This item was for informational purposes only and no action was requested.

## **ACADEMIC AND STUDENT AFFAIRS**

### CONSENT AGENDA

Dr. Denley presented the Consent Agenda, consisting of routine items including Staff Approvals.

Regent Pryor asked about enrollment in the Caddo Parish Extension Academy. Dr. Denley advised that an updated letter received from Caddo Parish noted that seven students were enrolled. Dr. Denley invited Dr. Ernise Singleton with the Louisiana Department of Education and Rosetta Boone with Caddo Parish to address Board members' questions. Ms. Boone noted that the Caddo Parish Extension Academy participants attend classes at Southern University Shreveport, Bossier Parish Community College, or Northwest Louisiana Technical Community College where they learn a trade and earn a credential or are enrolled in a two-year associate's degree program.

**On motion of Regent Aubrey, seconded by Regent Mire, the Committee recommended**

## **Board of Regents approval of the items on the Consent Agenda.**

### ACADEMIC PROGRAMS

Dr. Denley then presented for approval the Associate of Applied Science in Diesel Equipment Technician at Delgado Community College, the Bachelor of Science in Applied Data Science at Louisiana State University A&M, the Bachelor of Science in Disaster Preparedness and Response at Louisiana State University of Alexandria, the Master of Science in Medical Laboratory Science at Louisiana State University Health Sciences Center New Orleans, the Bachelor of Arts in Social Work at Nicholls State University, the Bachelor of Arts in Recording Arts at University of Louisiana at Lafayette, and the Doctor of Philosophy in Applied Computing and Information Sciences at University of Louisiana at Lafayette.

Regent Aubrey asked if the BSW at Nicholls is necessary, considering the current budget concerns, as there are already similar programs offered in the state. Dr. Denley responded that Nicholls currently offers a degree concentration and this program will allow students' coursework to be reflected. He invited Dr. Todd Keller to speak about the program. Dr. Keller noted that the Social Work concentration has an average enrollment of 37 students per year and that many students do not want to take an online program. He added that offering this program sets the expectation that a student will go on to earn a Master's in Social Work and that the program can become accredited, which will allow completers to reduce their MSW program by one year. Regent Aubrey asked if Nicholls' plan is to offer a Master's in Social Work in the future; Dr. Keller responded that this is not currently being planned. Regent Finley advised that it is important to focus on collaboration when considering a new degree program. Staff agreed.

**On motion of Regent Glaser, seconded by Regent Mire, the Committee voted to recommend that the Board of Regents approve the seven proposed new programs as presented. Regent Aubrey abstained from the vote.**

### NEW AQUATIC GERMPLASM AND GENETIC RESOURCES RESEARCH CENTER OF EXCELLENCE – LOUISIANA STATE UNIVERSITY A&M AND LOUISIANA STATE

## UNIVERSITY AGRICULTURAL CENTER

Dr. Denley presented for approval the Aquatic Germplasm and Genetic Resources Research Center of Excellence at Louisiana State University A&M and Louisiana State University Agricultural Center. Dr. Denley advised the Committee that the Center will allow research to be conducted on aquatic life.

**On motion of Regent Aubrey, seconded by Regent Mire, the Committee recommended approval of the Center by the Board of Regents.**

## CYBERSECURITY TALENT INITIATIVE FUND UPDATE

Dr. Denley provided an update on the projects approved for funding by the Cybersecurity Education Management Council (CEMC) at its May meeting, noting that the following projects had been approved:

### New Projects

- Southeastern University: Building Career Pathways: A Workforce Certification Initiative - \$124,640
- University of Louisiana-Monroe: AI-Powered Cybersecurity Education to Address the Industry Skills Gap - \$129,532

### Sustained Projects

- Fletcher Technical Community College: Enhancing Experiential Learning for Cybersecurity Honors Students to Strengthen Workforce Readiness - \$150,000
- Bossier Parish Community College: The LA Cyber Academy (Statewide) - \$161,516
- Northwestern State University: Central Louisiana Cybersecurity Talent Enhancement Program - \$40,000
- LSU Shreveport: Comprehensive Cyber Talent Pipeline - \$133,243
- Southern University A&M: Empowering Cybersecurity Leaders by Establishing an Executive Master's Program in Cybersecurity, Mentorship, and Industry-Partnered Certificates - \$155,265
- University of New Orleans: Development of an Advanced Cybersecurity Certificate Program - \$105,804

Dr. Denley noted that this item was for informational purposes only and no action was requested.

## OTHER BUSINESS

Dr. Denley introduced Dr. Samuel Gladden and Dr. Zackeus Johnson as new members of the Academic and Student Affairs team.

## RESEARCH AND SPONSORED PROGRAMS

### DIVISION OF ENDOWED CHAIR INTO ENDOWED PROFESSORSHIPS: LOUISIANA STATE UNIVERSITY AND A&M COLLEGE

Ms. Robison notified the Committee that LSU A&M has requested to divide the Freeport McMoRan Endowed Chair in Economics, \$1 million endowed chair matched by the BoRSF in FY 1993–94, into two Endowed Professorships:

- Freeport McMoRan Endowed Professorship of Economics #1 with a corpus of \$500,000 (\$300,000 non–state/\$200,000 BoRSF)
- Freeport McMoRan Endowed Professorship of Economics #2 with a corpus of \$500,000 (\$300,000 non–state/\$200,000 BoRSF)

She noted that the original donor entered into a revised donor agreement in 2024, which approves this conversion.

**On motion of Regent Glaser, seconded by Regent Shamieh, the Research and Sponsored Programs Committee recommended that the Board of Regents approve LSU A&M’s request to divide the Freeport McMoRan Endowed Chair in Economics into two (2) endowed professorships, as follows: (1) McMoRan Endowed Professorship of Economics #1, with a corpus of \$500,000 (\$300,000 non–state/\$200,000 BoRSF); and (2) McMoRan Endowed Professorship of Economics #2, with a corpus of \$500,000 (\$300,000 non–state/\$200,000 BoRSF).**

### ADJUSTMENTS TO BOARD OF REGENTS SUPPORT FUND PROGRAM ALLOCATIONS IN FY 2025–26 APPROVED PLAN AND BUDGET

Ms. Robison informed the Committee that House Bills 473 and 579 of the 2025 Regular Legislative Session repeal the constitutionally established Kevin P. Reilly Louisiana Education Quality Trust Fund (LEQTF) and related Board of Regents Support Fund (BoRSF). For the repeal to proceed, approval of the constitutional amendment by the voters will be sought in April 2026. Liquidation of LEQTF and BoRSF assets will begin immediately upon voter approval, with all repealed Funds eliminated in their entirety by June 30, 2026. She indicated that Regents staff are proposing to shift funds within the programs approved in HB 1 to ensure the highest and best use of its remaining investments in



eligible institutions and to address as much as possible outstanding donor requests for endowment matching.

Ms. Robison noted that the BoRSF operates grant and endowment matching programs on a competitive basis through a year-long process, beginning annually in July, so it is critical to address prior to the start of the new fiscal year the adjustments to the FY 2025–26 budget necessitated by the repeal of the BoRSF in HB 473 and HB 589. Once the Board acts on the recommendation, she stated, institutions and faculty members will be informed of the status of competitive grant and endowment program funding for the new fiscal year.

Ms. Robison summarized recommended budget revisions for FY 2025–26, which will provide new awards for only one competitive grant program – the Research Competitiveness Subprogram (RCS) – and transfer funds allocated to the Departmental Enhancement Subprogram to the endowment matching programs within the Enhancement category (Endowed Professorships, Endowed First-Generation Scholarships, and Endowed Two-Year Workforce Scholarships). She added that existing obligations in the Support Fund (multiyear awards approved in previous fiscal years and match to federal awards) as well as the statutorily calculated administrative allocation will be retained in full. The rationale for this adjustment is related to both the need to continue addressing the high demand for endowment matching from donors and institutions across the state as well as supporting highly impactful seed grants to faculty researchers.

During fall 2025, Ms. Robison reminded the Committee, based on the possibility of the immediate repeal of the LEQTF through the Third Extraordinary Session of the Legislature, BoRSF staff collected from all eligible systems and institutions complete lists of outstanding nonstate donor contributions awaiting state match through the Support Fund to complete permanent endowments in support of scholarships and high-value faculty. The total amount needed to match all outstanding slots reported in November 2025 was \$59.25 million. The BoRSF matched approximately 10% of this total – \$5.85 million – in FY 2024–25, but Ms. Robison noted that significant additional investments are needed to satisfy donor demand. Recommended budget adjustments will increase available matching dollars to

\$8.13 million in FY 2025–26, helping to reduce the number of requests that are incomplete upon potential termination of the BoRSF on June 30, 2026.

Finally, Ms. Robison reminded the Committee that though the BoRSF may be repealed in FY 2025–26, a FY 2026–27 Plan and Budget is constitutionally required to be submitted to the Legislature and Governor no less than 60 days prior to the 2026 Regular Legislative Session. This budget, to be developed during fall 2025, will be brought to the Board for consideration in December 2025. If the BoRSF is repealed in April 2026, Ms. Robison stated, this Plan and Budget will not be enacted.

**On motion of Regent Shamieh, seconded by Regent Glaser, the Research and Sponsored Programs Committee recommended that the Board of Regents approve as presented the adjustments to Board of Regents Support Fund programmatic funding levels in accordance with the budget levels approved in HB 1 of the 2025 Regular Legislative Session.**

## STATEWIDE PROGRAMS

### CONSENT AGENDA

- A. TOPS Exceptions – TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year.

Dr. Boutté informed the Regents that five requests for exception to the TOPS requirements were reviewed and approved by the LOSFA Advisory Board at its meeting of April 15, 2025. The students have presented facts and circumstances that the students believe justify the granting of an exception as an exceptional circumstance, and the Advisory Board recommends Board of Regents approval.

**On motion of Regent Reeves, seconded by Regent Shamieh, the Statewide Programs Committee voted unanimously to recommend Board approval of the Consent Agenda item.**

## PLANNING, RESEARCH, AND PERFORMANCE

### CONSENT AGENDA

Dr. Susannah Craig presented the Consent Agenda, starting with the recommendation of six renewal applications for academic licensure. The next item was recommendations for approval of one

new Associate of Occupational Studies application, five initial applications and 23 renewal applications, as recommended by the Advisory Commission on Proprietary Schools.

Regent Pryor asked about the large number of Louisiana students enrolled at Southern New Hampshire University and the role Regents can play in better promoting online programs at Louisiana institutions. Dr. Craig explained the licensing requirements for these out-of-state distance education programs and the physical presence stipulation that triggers the licensure requirement. Regent Shamieh asked if the law could be changed to require Louisiana students to attend a Louisiana institution. Dr. Craig explained that school choice could not be dictated by law. The Board continued with an in-depth discussion about out-of-state versus in-state program offerings including policies, accreditation, program promotion, reciprocity agreements, and length of approval processes. The Board requested additional information online schools and licensure at a future meeting.

**On motion of Regent Reeves, seconded by Regent Williams-Brown, the Planning, Research, and Performance Committee recommended that the Board of Regents approve the items listed under the Consent Agenda. Regent Sarda abstained.**

- A. R.S. 17:1808 (Academic Licensure)
  - 1. Renewal Applications
    - a. Baton Rouge General Medical Center – Baton Rouge, LA
    - b. Concordia University Irvine – Irvine, CA
    - c. Fielding Graduate University – Santa Barbara, CA
    - d. Herzing University – New Orleans, LA
    - e. Southern New Hampshire University
    - f. University of Southern California – Los Angeles, CA
- B. Advisory Commission on Proprietary Schools
  - 1. Associate of Occupational Studies Program Application
    - a. Digital Media Institute, Shreveport, LA
      - AOS in Digital Animation and Visual Effects
  - 2. Initial License Applications
    - a. Advance Nursing Training – Bogalusa, Bogalusa, LA
    - b. Diesel Driving Academy – West Monroe, West Monroe, LA
    - c. Driving Academy – Baton Rouge, LA
    - d. Moe's Phlebotomy – Independence, LA
    - e. Northeast Maritime Institute – Houma, LA
  - 3. Renewal Applications
    - a. ABCDL Truck Driving Academy – Hammond – License #2373
    - b. Baton Rouge Dental Assistant Academy – Baton Rouge – License #2191
    - c. CDL Mentors – Lake Charles – Lake Charles – License #2299
    - d. Coastal College – Lafayette – Lafayette – License #1002
    - e. Coastal College – Monroe – Monroe – License #957

- f. Coastal Truck Driving School of Lake Charles – Lake Charles – License #2372
- g. Delta College of Arts & Technology – Lafayette Branch – Lafayette – License #2075
- h. Elise Phlebotomy Training Center – Harvey – License #2317
- i. Felician Medical Training Academy – St. Francisville – License #2378
- j. Goodwill Technical College – New Orleans – License #2210
- k. Lenora School of Phlebotomy– Slidell – License #911
- l. Louisiana Culinary Institute – Baton Rouge – License #2045
- m. Persistent Medical Education – Lafayette – License #2381
- n. Phlebotomy Career Training Academy – Lafayette – License #2350
- o. Phlebotomy Training Specialists – Baton Rouge – License #2383
- p. Royal Angels Anointed Hands – Greensburg – License #2380
- q. River Parishes Institute – Gonzales – License #2351
- r. Saint Christopher College – Carencro – License #2269
- s. Sovereign College – Lafayette – License #2316
- t. St. Agatha Career College – New Orleans – License #2352
- u. Tender Love & Care Allied Health Training – Gretna – License #2370
- v. Trinity Bay Vocational Institute – St. James – License #2379
- w. Tulsa Welding School & Technology Center – Houston, TX – License #2212

#### MASTER PLAN UPDATE – MEAUXMENTUM MOMENT

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, introduced a presentation by the following guests from River Parishes Community College (RPCC) related to their first annual Industry Match Day:

- Dr. Paul Donaldson – Vice Chancellor of Academic Affairs and Student Success
- Kate Whitehead – Director of Work-Based Learning and Westbank Initiatives
- Tasha Jackson – Assistant Director of Energy Partners for Innovation and Collaboration Consortium (EPIC)

The presenters noted that the annual Match Day activities, made possible through a grant from BOR, are intended to expose RPCC students to the various industries in the River Region. Dr. Donaldson reiterated that the mission of EPIC is to adapt education to industry demands by strategically upskilling the workforce. Ms. Jackson highlighted the EPIC Consortium’s vast network of partnerships in education, government and community, as well as industry and capital. Ms. Whitehead discussed the Match Day initiative’s direct alignment with the EPIC workstream of cultivating talent. During the day’s activities students were paired with industry representatives to demonstrate technical expertise to potential

employers, to participate in expert-led mock interviews, and to showcase current Energy Sciences Division interns. As members of ten (10) teams, the RPCC students participated in all three areas to showcase their capabilities and the opportunities afforded them through EPIC. Ms. Whitehead shared that 31 Dow apprentices and 25 interns with BASF, Methanex, CF Industries and Marathon were recognized. In addition, five students were offered internships based on interviews conducted during the Match Day event. The three presenters expressed a desire to see this and similar programs foster growth in work-based learning programs going forward.

#### REPORTS AND RECOMMENDATIONS BY THE COMMISSIONER OF HIGHER EDUCATION

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

- She noted that more than 35,000 students earned diplomas from Louisiana institutions of higher learning in Spring 2025.
- She and Regent Mire attended Xavier University's 100<sup>th</sup> anniversary celebration and the dedication of a statue of Dr. Norman C. Francis, Xavier's president from 1968 to 2015.
- She and Chair Cordell, along with others from BOR, participated in Regents Gives Back by painting a home for a teacher through the Habitat project. The project was funded by LSU Greeks.
- She, along with Chair Cordell and Regents student workers, attended Governor Landry's signing of the JOC bill, which authorizes Job Order Contracting as an alternative project delivery method for recurring deferred maintenance projects within Louisiana postsecondary education institutions.
- She thanked the Legislature and Governor for their work during the 2025 Regular Session. BOR tracked over 100 bills and appeared in numerous committees. She also thanked Chair Cordell, who spent many days in Baton Rouge during the session. Regent Aubrey also commended Chair Cordell for her work supporting legislation important to the Board.

#### OTHER BUSINESS AND ADJOURNMENT

Chair Cordell reminded members the Board will not meet in July. The August 20 meeting will include a joint meeting with BESE. There being no further business to come before the Board, on motion of Regent Sterling, seconded by Regent Mire, the meeting was adjourned at 2:57 p.m.

Appendix A

Board Meeting Guest List

Wednesday, June 18, 2025

NAME	AFFILIATION
Joanie Brocato	LSUHSC – MLS Dept.
Erin Dugan	LSU Health N.O.
Rosaria Guastella	Delgado Community College
Blair LeBlanc	HLS Fiscal
Eamon Halpin	LSU Alexandria
Shelby Keith	LSU Shreveport
Jackie Bach	LSU A&M
Liz Beard	LSU Alexandria
Terry Tiersch	LSU AgCenter
Andy Schade	LSU AgCenter
Jeannine O'Rourke	UL System
Demitrius Brown	LSU Shreveport
Margaret Finch	LSU A&M
Donald Davenport	Delgado Community College
Oliver Dasbach	LSU A&M
Tara LaFrance	Delgado Community College
Oriana Holmes	OPB
Christian Michelet	OPB
Jakob Ward	OPB
Trang Nguyen	OPB
Chandler LeBoeuf	LCTCS
Brian Roberts	BOR-LUMCON
SuJuan Boutte	LOSFA/BOR
Troy Blanchard	LSU - EVPP
Kate Whitehead	RPCC
Paul Donaldson	RPCC
Todd Keller	Nicholls State University



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*

**Phillip R. May Jr.**  
*Secretary  
1st Congressional District*

**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*

**Dallas L. Hixson**  
*At-Large*

**Darren G. Mire**  
*2nd Congressional District*

**Wilbert D. Pryor**  
*4th Congressional District*

**Christy Oliver Reeves**  
*5th Congressional District*

**Devesh Sarda**  
*Student Member*

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

**Collis B. Temple III**  
*6th Congressional District*

**Judy A. Williams-Brown**  
*4th Congressional District*

# Agenda Audit

Wednesday, August 20, 2025  
10:30 AM

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

- I. Call to Order
- II. Roll Call
- III. EisnerAmper Internal Audit Presentation
  - A. Internal Audit Charter Renewal
  - B. Internal Audit Independence Review
  - C. Internal Audit Quality Assurance and Improvement Program Update
  - D. Internal Audit Risk Assessment Update and FY26 Proposed Plan for Approval
- IV. Board of Regents Formula, Admissions, and Scholarships Audit Plan for FY26
- V. Other Business
- VI. Adjournment

Committee Members: Judy Williams-Brown, Chair; Christian C. Creed, Vice Chair; Blake R. David; Stephanie A. Finley; Dallas L. Hixson; Samer Shamieh  
Staff: Kim Hunter-Reed, Commissioner of Higher Education

## **AGENDA ITEM III**

### **Executive Summary**

#### **III. EisnerAmper Internal Audit Presentation**

##### **A. Internal Audit Charter Renewal**

The Audit Committee is required to review and approve the Internal Audit Charter annually. The Internal Audit Charter provides the purpose, authority, responsibility, and position within the organization. Since the Charter was last updated, there were no changes to the Institute of Internal Auditing Standards that would necessitate a change. EisnerAmper has reviewed the most recently updated charter (see Board of Regents – Internal Audit Charter), approved at the September 2024 Board Meeting. Based on EisnerAmper’s review, no changes are recommended to the charter at this time.

#### **RECOMMENDATION**

**The Audit Committee Chair recommends reapproval of the Internal Audit Charter.**

##### **B. Internal Audit Independence Review**

The Global Internal Audit Standards states that internal auditing is most effective when the internal audit function is independent, and internal auditors are free from undue influence and committed to making objective assessments (Domain I). The Standards require that the chief audit executive confirm to the board the organizational independence of the internal audit function at least annually (Standard 7.1 Organizational Independence). EisnerAmper will provide their assessment of their independence, in alignment with the Global Internal Audit Standards.

**This item is for informational purposes only; no action is required.**

##### **C. Internal Audit Quality Assurance and Improvement Program Update**

The chief audit executive must develop and conduct internal assessments of the internal audit function’s conformance with the Global Internal Audit Standards and progress toward performance objectives.

The chief audit executive must establish a methodology for internal assessments, as described in Standard 8.3 Quality, that includes:

- Ongoing monitoring of the internal audit function’s conformance with the Standards and progress toward performance objectives.
- Periodic self-assessments or assessments by other persons within the organization with sufficient knowledge of internal audit practices to evaluate conformance with the Standards.
- Communication with the board and senior management about the results of internal assessments.



Based on the results of periodic self-assessments, the chief audit executive must develop action plans to address instances of nonconformance with the Standards and opportunities for improvement, including a proposed timeline for actions. The chief audit executive must communicate the results of periodic self-assessments and action plans to the board and senior management. (See also Standards 8.1 Board Interaction, 8.3 Quality, and 9.3 Methodologies.)

Internal assessments must be documented and included in the evaluation conducted by an independent third party as part of the organization's external quality assessment. (See also Standard 8.4 External Quality Assessment.)

If nonconformance with the Standards affects the overall scope or operation of the internal audit function, the chief audit executive must disclose to the board and senior management the nonconformance and its impact.

EisnerAmper will provide an overview of its Quality Assurance and Improvement Program, in alignment with the Global Internal Audit Standards.

**This item is for informational purposes only; no action is required.**

#### D. Internal Audit Risk Assessment Update and FY26 Proposed Plan for Approval

The Audit Committee is required to review and approve the Internal Audit Plan annually. The annual risk assessment process and resulting Internal Audit Plan provides for the allocation of internal audit resources to higher-risk activities within the Board of Regents' programs for the upcoming fiscal year. EisnerAmper developed this audit plan using a risk-based approach in compliance with the Institute of Internal Auditors' standards and Louisiana Revised Statute 17:3138.6.

### **RECOMMENDATION**

**The Audit Committee Chair recommends approval of EisnerAmper's Internal Audit Plan for FY 2026.**

### **AGENDA ITEM IV**

#### **IV. Board of Regents Formula, Admissions, and Scholarships Audit Plan for FY26**

The Finance Audit and Compliance program (Audit Team) continuously evaluates and reassesses the approach to reviewing the data used to calculate the Board of Regents' Outcomes-Based Funding Formula (Formula). Through this evaluation process, the Finance Audit and Compliance program determined that efficiency and effectiveness could be increased by focusing on specific data elements for higher-risk areas and institutions rather than the broad review previously utilized. Staff recognizes that using a risk-based approach is the most efficient method to ensure resources are directed to the areas that require the most

attention. The methodology and plan will be reassessed annually and are subject to revision. (See Formula & Admission Audit Plan.)

In accordance with Louisiana Administrative Code (LAC) 28, Part IV, Section 107, the Board of Regents (BOR) conducts audits of institutions participating in LOSFA-administered student financial aid programs to evaluate compliance with state laws and BOR/LOSFA regulations. The Finance Audit and Compliance program (Audit Team) uses an annual risk assessment to guide the selection of institutions for review, ensuring resources are focused on areas with the highest potential for noncompliance. The targeted compliance rate for these reviews is 90%. (See LOSFA Programs & High School Audit Plan.)

#### **RECOMMENDATION**

**The Audit Committee Chair recommends approval of the Board of Regents' Formula, Admissions, and LOSFA Programs Audit Plans for FY 2026.**

# **Louisiana Board of Regents – Internal Audit Charter**

## **Purpose**

The purpose of the internal audit function is to strengthen Board of Regents' ability to create, protect, and sustain value by providing the Audit Committee and management with independent, risk-based, and objective assurance, advice, insight, and foresight.

The internal audit function enhances Board of Regents':

- Successful achievement of its objectives.
- Governance, risk management, and control processes.
- Decision-making and oversight.
- Reputation and credibility with its stakeholders.
- Ability to serve the public interest.

Board of Regents' internal audit function is most effective when:

- Internal auditing is performed by competent professionals in conformance with The IIA's Global Internal Audit Standards™, which are set in the public interest.
- The internal audit function is independently positioned with direct accountability to the Audit Committee.
- Internal auditors are free from undue influence and committed to making objective assessments.

## ***Commitment to Adhering to the Global Internal Audit Standards***

The Board of Regents' internal audit function will adhere to the mandatory elements of The Institute of Internal Auditors' International Professional Practices Framework, which are the Global Internal Audit Standards and Topical Requirements. The chief audit executive will report annually to the Audit Committee and senior management regarding the internal audit function's conformance with the Standards, which will be assessed through a quality assurance and improvement program.

## **Mandate**

### ***Authority***

The Board of Regents' internal audit function mandate is found in Louisiana Revised Statute (R.S.) 17:3138.6, which states, "the board shall establish an internal audit function and shall establish an office of the chief audit executive who shall be responsible for ensuring that the internal audit function adheres to the Institute of Internal Auditors, International Standards for the Professional Practice of Internal Auditing. The chief audit executive shall maintain organizational independence in accordance with these standards and shall have direct and unrestricted access to the board. The chief audit executive shall annually certify to the board that the internal audit function conforms to the Institute of Internal Auditors, International Standards for the Professional Practice of Internal Auditing."

The internal audit function's authority is created by its direct reporting relationship to the Audit Committee. Such authority allows for unrestricted access to the Audit Committee.

The Audit Committee authorizes the internal audit function to:

- Have full and unrestricted access to all functions, data, records, information, physical property, and personnel pertinent to carrying out internal audit responsibilities. Internal auditors are accountable for confidentiality and safeguarding records and information.
- Allocate resources, set frequencies, select subjects, determine scopes of work, apply techniques, and issue communications to accomplish the function's objectives.
- Communicate to necessary personnel of Board of Regents if assistance and/or other specialized services from within or outside Board of Regents is needed to complete specific internal audit engagements.

### ***Independence, Organizational Position, and Reporting Relationships***

The chief audit executive will be the contract manager for the outsourced internal audit provider and will be responsible for ensuring internal audits and other agreed activities are conducted in compliance with this Charter and the Professional Services Contract.

The chief audit executive will report functionally to the Audit Committee and administratively to the Commissioner of Higher Education. This positioning provides the organizational authority and status to bring matters directly to senior management and escalate matters to the Audit Committee, when necessary, without interference and supports the internal auditors' ability to maintain objectivity.

The chief audit executive will confirm to the Audit Committee, at least annually, the organizational independence of the internal audit function. If the governance structure does not support organizational independence, the chief audit executive will document the characteristics of the governance structure limiting independence and any safeguards employed to achieve the principle of independence. The chief audit executive will disclose to the Audit Committee any interference internal auditors encounter related to the scope, performance, or communication of internal audit work and results. The disclosure will include communicating the implications of such interference on the internal audit function's effectiveness and ability to fulfill its mandate.

### ***Changes to the Mandate and Charter***

Circumstances may justify a follow-up discussion between the chief audit executive, Audit Committee, and senior management on the internal audit mandate or other aspects of the internal audit charter. Such circumstances may include but are not limited to:

- A significant change in the Global Internal Audit Standards.
- A significant reorganization within the organization.
- Significant changes in the chief audit executive, Audit Committee, and/or senior management.

- Significant changes to the organization's strategies, objectives, risk profile, or the environment in which the organization operates.
- New laws or regulations that may affect the nature and/or scope of internal audit services.

## **Audit Committee Oversight**

To establish, maintain, and ensure that Board of Regents' internal audit function has sufficient authority to fulfill its duties, the Audit Committee will:

- Discuss with the chief audit executive and senior management the appropriate authority, role, responsibilities, scope, and services (assurance and/or advisory) of the internal audit function.
- Ensure the chief audit executive has unrestricted access to and communicates and interacts directly with the Audit Committee, including in private meetings without senior management present.
- Discuss with the chief audit executive and senior management other topics that should be included in the internal audit charter.
- Participate in discussions with the chief audit executive and senior management about the "essential conditions," described in the Global Internal Audit Standards, which establish the foundation that enables an effective internal audit function.
- Approve the internal audit function's charter, which includes the internal audit mandate and the scope and types of internal audit services.
- Review the internal audit charter annually with the chief audit executive to consider changes affecting the organization, such as the changes in the type, severity, and interdependencies of risks to the organization; and approve the internal audit charter annually.
- Approve the risk-based internal audit plan.
- Review and approve the internal audit budget and resource plan.
- Provide input to senior management on the appointment and removal of the outsourced internal audit provider, ensuring adequate competencies and qualifications and conformance with the Global Internal Audit Standards.
- Review and provide input to senior management on the outsourced internal audit provider's performance.
- Receive communications from the outsourced internal audit provider about the internal audit function including its performance relative to its plan.
- Ensure a quality assurance and improvement program has been established and review the results annually.
- Make appropriate inquiries of senior management and the chief audit executive to determine whether scope or resource limitations are inappropriate.

- Receive communications on any complaints reported through the Louisiana Legislative Auditor (LLA) Hotline or other reporting mechanisms as designed and implemented by the Board of Regents and coordinate with Board of Regents external audit staff on any matters reported where incorrect, inaccurate or misleading data may have been submitted to the Board of Regents or the Institution Management Boards.

## **Chief Audit Executive Roles and Responsibilities**

### ***Ethics and Professionalism***

The chief audit executive will ensure that internal auditors:

- Conform with the Global Internal Audit Standards, including the principles of Ethics and Professionalism: integrity, objectivity, competency, due professional care, and confidentiality.
- Understand, respect, meet, and contribute to the legitimate and ethical expectations of the organization and be able to recognize conduct that is contrary to those expectations in carrying out its work.
- Encourage and promote an ethics-based culture in the organization in carrying out its work.
- Report organizational behavior that is inconsistent with the organization's ethical expectations, as described in applicable policies and procedures.

### **Objectivity**

While the internal audit activity will remain free from interference in the Board of Regents and will provide recommendations related to matters of audit selection, scope, procedures, frequency, timing, or report content and best practices; the Audit Committee of Board of Regents and Commissioner of Higher Education will make a final decision related to audit plan, scope and budget as detailed in the Professional Services Contract with the outsourced internal audit provider. If the chief audit executive determines that objectivity may be impaired in fact or appearance, the details of the impairment will be disclosed to appropriate parties.

Internal auditors will maintain an unbiased mental attitude that allows them to perform engagements objectively such that they believe in their work product, do not compromise quality, and do not subordinate their judgment on audit matters to others, either in fact or appearance.

Internal auditors will have no direct operational responsibility or authority over any of the activities they review. Accordingly, internal auditors will not implement internal controls, develop procedures, install systems, or engage in other activities that may impair their judgment.

Internal auditors will:

- Disclose impairments of independence or objectivity, in fact or appearance, to appropriate parties and at least annually, such as the chief audit executive, Audit Committee, management, or others.

- Exhibit professional objectivity in gathering, evaluating, and communicating information.
- Make balanced assessments of all available and relevant facts and circumstances.
- Take necessary precautions to avoid conflicts of interest, bias, and undue influence.

### ***Managing the Internal Audit Function***

The chief audit executive has the responsibility to:

- Facilitate an annual risk assessment process to evaluate risk related to specific auditable areas of the Board of Regents, Louisiana Office of Student Financial Assistance (LOSFA), and Louisiana Universities Marine Consortium (LUMCON), including any agency or program focused audit and compliance areas. The primary purpose of this process is to assess and prioritize focus on the organization's high-risk areas in developing the internal audit plan. Development of the risk-based internal audit plan will consider the input of the Audit Committee and senior management. Discuss the plan with the Audit Committee and senior management and submit the plan to the Audit Committee for review and approval.
- Communicate the impact of resource limitations on the internal audit plan to the Audit Committee and senior management.
- Review and adjust the internal audit plan, as necessary, in response to changes in Board of Regents' business, risks, operations, programs, systems, and controls.
- Communicate with the Audit Committee and senior management if there are significant interim changes to the internal audit plan.
- Ensure internal audit engagements are performed, documented, and communicated in accordance with the Global Internal Audit Standards and laws and/or regulations.
- Follow up on engagement findings and confirm the implementation of recommendations or action plans and communicate the results of internal audit services to the Audit Committee and senior management annually and for each engagement as appropriate.
- Ensure the internal audit function collectively possesses or obtains the knowledge, skills, and other competencies and qualifications needed to meet the requirements of the Global Internal Audit Standards and fulfill the internal audit mandate.
- Identify and consider trends and emerging issues that could impact Board of Regents and communicate to the Audit Committee and senior management as appropriate.
- Consider emerging trends and successful practices in internal auditing.
- Establish and ensure adherence to methodologies designed to guide the internal audit function.
- Ensure adherence to Board of Regents' relevant policies and procedures unless such policies and procedures conflict with the internal audit charter or the Global Internal Audit Standards. Any such conflicts will be resolved or documented and communicated to the Audit Committee and senior management.

- Understand activities performed by other internal and external providers of assurance and advisory services, coordinate activities as necessary related to engagement scope, and consider relying upon their work as applicable related to engagement scope. If the chief audit executive cannot achieve an appropriate level of coordination, the issue must be communicated to senior management and if necessary escalated to the Audit Committee.

### ***Communication with the Audit Committee and Senior Management***

The chief audit executive will report annually to the Audit Committee and senior management regarding:

- The internal audit function's mandate.
- The internal audit plan and performance relative to its plan.
- The internal audit budget and any budget constraints impacting the ability to fulfil the internal audit plan.
- Significant revisions to the internal audit plan.
- Potential impairments to independence, including relevant disclosures as applicable.
- Results from the quality assurance and improvement program, which include the internal audit function's conformance with The IIA's Global Internal Audit Standards and action plans to address the internal audit function's deficiencies and opportunities for improvement.
- Significant risk exposures and control issues, including fraud risks, governance issues, and other areas of focus for the Audit Committee that could interfere with the achievement of Board of Regents' strategic objectives.
- Results of assurance and advisory services.
- Management's responses to risk that the internal audit function determines may be unacceptable or acceptance of a risk that is beyond Board of Regents' risk appetite.

### ***Quality Assurance and Improvement Program***

The chief audit executive will develop, implement, and maintain a quality assurance and improvement program that covers all aspects of the internal audit function. The program will include external and internal assessments of the internal audit function's conformance with the Global Internal Audit Standards, as well as performance measurement to assess the internal audit function's progress toward the achievement of its objectives and promotion of continuous improvement. The program also will assess, if applicable, compliance with laws and/or regulations relevant to internal auditing. Also, if applicable, the assessment will include plans to address the internal audit function's deficiencies and opportunities for improvement.

Annually, the chief audit executive will communicate with the Audit Committee and senior management about the internal audit function's quality assurance and improvement program, including the results of internal assessments (ongoing monitoring and periodic self-assessments) and external assessments. External assessments will be conducted at least once



every five years by a qualified, independent assessor or assessment team from outside Board of Regents; qualifications must include at least one assessor holding an active Certified Internal Auditor® credential.

## **Scope and Types of Internal Audit Services**

The scope of internal audit services covers the entire breadth of the organization, including all of Board of Regents' activities, assets, and personnel. The scope of internal audit activities also encompasses but is not limited to objective examinations of evidence to provide independent assurance and advisory services to the Audit Committee and management on the adequacy and effectiveness of governance, risk management, and control processes for Board of Regents.

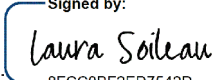
The nature and scope of advisory services may be agreed with the party requesting the service, provided the internal audit function does not assume management responsibility. Opportunities for improving the efficiency of governance, risk management, and control processes may be identified during advisory engagements. These opportunities will be communicated to the appropriate level of management.

Internal audit engagements may include evaluating whether:

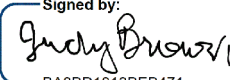
- Risks relating to the achievement of Board of Regents' strategic objectives are appropriately identified and managed.
- The actions of Board of Regents' officers, directors, management, employees, and contractors or other relevant parties comply with Board of Regents' policies, procedures, and applicable laws, regulations, and governance standards.
- The results of operations and programs are consistent with established goals and objectives.
- Operations and programs are being carried out effectively, efficiently, ethically, and equitably.
- Established processes and systems enable compliance with the policies, procedures, laws, and regulations that could significantly impact Board of Regents.
- The integrity of information and the means used to identify, measure, analyze, classify, and report such information is reliable.
- Resources and assets are acquired economically, used efficiently and sustainably, and protected adequately.

Approved by the Audit Committee at its meeting on September 25, 2024.

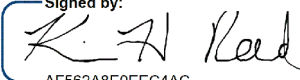
Acknowledgments/Signatures

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Chief Audit Executive

11/15/2024  
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Audit Committee Chair

1/17/2025  
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Date

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Commissioner of Higher Education

11/15/2024  
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## Finance Audit and Compliance Division Formula & Admission Audit Plan for Fiscal Year 2025–2026

The Finance Audit and Compliance program (Audit Team) continuously evaluates and reassesses the approach to reviewing the data used to calculate the Board of Regents' Outcomes-Based Funding Formula (Formula). Through this evaluation process, the Finance Audit and Compliance program determined that efficiency and effectiveness could be increased by focusing on specific data elements for higher-risk areas and institutions rather than the broad review previously utilized. Staff recognizes that using a risk-based approach is the most efficient method to ensure resources are directed to the areas that require the most attention. The methodology and plan will be reassessed annually and are subject to revision.

In recognizing the need to transition to a risk-based method for Formula audits, a multi-layered approach was developed to assess the risk of potential inadvertent or intentional errors that can materially impact the components that comprise the Formula calculation. Any material manipulation in the data could result in a negative or positive impact on the institution, which would be reported inaccurately. Risk assessments were performed on both metrics (the data inputs to the Formula) and institutions.

### Metric Selection

The Finance Audit and Compliance Team corresponded with key staff responsible for the Formula calculations, inclusive of both Finance and Administration and Academic Affairs and Innovation Divisions, to discuss areas of concern and potential noncompliance. Through this correspondence and areas of concern previously identified in the audits performed, four key areas were identified for which auditing would be most effective:

1. **Adult Pell Completers** – Inaccuracies in students reported as receiving a Pell Grant award as an adult student would be the most advantageous data metric when a student is reported as completing a degree or program.
2. **Student Progression** – Inaccuracies in reporting students' classification can affect the weights of student credit hours and outcome factors that reward student progression at four-year institutions.
3. **100% Online Students** – 100% online students must live in Louisiana for the institution to receive credit in the Formula calculation. Inaccuracies in reporting of students living in Louisiana can create an advantage for institutions with large online enrollment.

## **Institution Selection for Adult Pell Completers and Student Progression Reviews**

The Finance Audit and Compliance Team used information readily available and quantifiable to establish institution risk classifications. Institutions were ranked into two categories based on levels: 4-year and 2-year institutions.

1. **Total Estimated 2024–2025 Formula Calculation** – Institutions receiving more funding through the Formula were weighted as higher risk.
2. **Legislative Auditor Findings**– Legislative Auditor findings within the most recent two years related to Formula data were given a higher weight. For example, financial aid findings were considered higher risk because deficiencies in internal controls in Financial Aid offices may potentially affect Pell awards, etc.
3. **Findings in Most Recent BOR Audit** – Findings in the prior BOR audit were considered to evaluate risk. This includes findings issued in Admissions for incorrect SSPS reporting.
4. **Date of Last BOR Formula Audit** – In implementing a risk-based approach to institution selection, it is important to ensure that all institutions receive appropriate coverage on rotation when other risk factors are not present.

Based on the factors described above, the following institutions were selected to receive an audit of Adult Pell Completers and Student Progression (at four-year institutions):

<b><i>Four-Year Institutions</i></b>	<b><i>Two-Year Institutions</i></b>
Grambling State University	Bossier Parish Community College
LSU and A&M College	Eliane P. Nunez Community College
LSU Shreveport	Fletcher Technical Community College
Louisiana Tech University	Louisiana Delta Community College
McNeese State University	Northwest Louisiana Technical Community College
University of Louisiana at Monroe	River Parishes Community College
University of New Orleans	Southern University Shreveport

## **Institution Selection for 100% Online Student Review**

The selection for audit of institutions reporting 100% online students will be determined based on the selected institutions identified above, using the auditor’s professional judgment.

## Admissions Exceptions Audit Plan

In addition to the audits conducted on Formula funding data elements, the Finance Audit and Compliance Division will conduct admissions exceptions audits for selected institutions. These institutions will be drawn from the same pool identified as higher risk through the Formula audit risk assessment process. This approach allows for strategic alignment of audit activities while ensuring a more comprehensive evaluation of institutional data reporting and compliance.

The admissions exceptions audit will focus on institutional submissions to the Statewide Student Profile System (SSPS) for the most recent academic year. The objective of this review is to assess whether institutions complied with the Board of Regents' *Minimum Admissions Standards for First-Time Freshmen*, including the *Supplement to the Minimum Admission Standards for 4-Year Universities*. The evaluation will be based on SSPS data used to support admissions decisions and the proper application of exception codes.

Institutions selected for this review will undergo a detailed assessment, during which auditors will:

- Select a random sample of 30 students from the SSPS admissions exception listings;
- Conduct entrance and exit conferences with appropriate institutional personnel; and
- Test institutional compliance with established admissions criteria and exception coding requirements.

Upon completion of fieldwork, the Audit Team will compile and document the results of testing and issue a formal audit report outlining the procedures performed, any identified exceptions, and corresponding recommendations. In cases where significant issues are identified, a follow-up review may be scheduled. The overall timeline for the engagement will vary depending on the complexity of institutional data and the nature of any findings.

**Note:** The selection of institutions for audit is based on the most current data available at the time of the risk assessment. However, institutional assignments are subject to change based on emerging risks, updated information, or changes in resource availability. The Finance Audit and Compliance program reserves the right to modify the audit schedule as necessary to ensure the effective and timely execution of its responsibilities.



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## Finance Audit and Compliance Division LOSFA Programs & High School Audit Plan Fiscal Year 2025–2026

In accordance with Louisiana Administrative Code (LAC) 28, Part IV, Section 107, the Board of Regents (BOR) conducts audits of institutions participating in LOSFA-administered student financial aid programs to evaluate compliance with state laws and BOR/LOSFA regulations. The Finance Audit and Compliance program (Audit Team) uses an annual risk assessment to guide the selection of institutions for review, ensuring resources are focused on areas with the highest potential for noncompliance. The targeted compliance rate for these reviews is 90%.

### Postsecondary Institutions

For FY 2025–26, 17 postsecondary institutions have been selected for audit. This includes a mix of four-year universities, two-year colleges, and proprietary schools. The selection is based on a structured risk assessment that evaluates the following factors:

- **Award Funding Volume:** Institutions with larger funding volumes are considered higher risk due to the increased financial exposure, greater complexity in fund management, and the potential for larger-scale misstatements or noncompliance.
- **Time Since Last Audit:** Institutions that have not been reviewed within the standard four- to five-year audit cycle are evaluated as higher risk due to the potential accumulation of unaddressed compliance issues, outdated internal controls, or changes in personnel and systems that may affect program administration.
- **Prior Audit Findings:** Institutions with a history of significant findings, such as award calculation errors, misreporting, or failure to adhere to program eligibility requirements, are deemed higher risk and subject to more frequent oversight.

This structured cycle allows for regular monitoring and adjustments based on risk. The list of postsecondary institutions selected for audit is as follows:

<i><b>Four-Year Institutions</b></i>	<i><b>Two-Year &amp; Proprietary Institutions</b></i>
LSU Alexandria	Bossier Parish Community College
LSU Shreveport	LSU Eunice
Louisiana Tech University	River Parishes Community College
McNeese State University	Aveda Institute Baton Rouge
NO Baptist Theological Seminary	Aveda Institute Covington
Franciscan Missionaries of Our Lady Univ.	Aveda Institute Lafayette
Southern University and A&M College	Aveda Institute Hammond
Southern University at New Orleans	Aveda Institute New Orleans
Xavier University of Louisiana	

## Secondary Institutions

An additional 13 reviews will be conducted at the secondary level, with the primary objective of verifying the accuracy of TOPS eligibility data reported to the Louisiana Department of Education's Student Transcript System (STS). These audits confirm that coursework and grade reporting align with the eligibility criteria established for TOPS awards.

The selection of high schools is also determined through an annual risk assessment, which evaluates:

- **Number of Graduates:** A higher number of graduates increases the likelihood of reporting errors, particularly in the areas of coursework, grade accuracy, and program eligibility, and therefore elevates the institution's risk profile for audit selection.
- **Number of TOPS-Eligible Graduates:** Institutions with a higher number of eligible students carry a greater risk for data inaccuracies or omissions that may impact student award determinations, thereby increasing the likelihood of selection for audit.
- **Time Since Last Review:** A longer period between reviews may result in outdated processes, insufficient oversight, or undetected compliance issues. As such, institutions with extended intervals since their last audit are assessed as having a higher risk of noncompliance and are prioritized for audit selection.

This targeted approach reinforces the integrity of the TOPS program by promoting accurate, consistent reporting across all participating high schools. The list of high schools selected for FY 2025–26 is as follows:

<i><b>Public</b></i>	<i><b>Non-Public</b></i>
Denham Springs High School	E.D. White Catholic High School
Franklin Parish High School	John Curtis Christian School
H.L. Bourgeois High School	St. Thomas Aquinas Diocesan High School
L.B. Landry High School	St. Thomas More Catholic High School
Liberty Magnet High School	
Neville High School	
Ponchatoula High School	
Southside High School	
Woodlawn High School	

**Note:** The selection of institutions for audit is based on the most current data available at the time of the risk assessment. However, institutional assignments are subject to change based on emerging risks, updated information, or changes in resource availability. The Finance Audit and Compliance program reserves the right to modify the audit schedule as necessary to ensure the effective and timely execution of its responsibilities.



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# Agenda

## Facilities and Property

Wednesday, August 20, 2025  
10:50 AM

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

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. Small Capital Projects Report
    - 1. Fletcher TCC: Houma Campus Storage/Maintenance Building
    - 2. LSU A&M: Campus Mounds Restoration 2025
    - 3. LSU A&M: Himes Hall Suite 150 Renovation
    - 4. LSU A&M: Hodges Hall Rooms 116 and 116A Renovation
    - 5. LSU A&M: Patrick F. Taylor Hall Chilled Water Tertiary Pump Replacement
    - 6. LSU A&M: Pentagon Activity Center VRV Repair and Component Replacement
    - 7. LSU A&M: Tennis Facility HVAC System Modifications
    - 8. LSU A&M: Veterinary Medicine Heating Water Exchanger and Valve Replacements
    - 9. LSU A&M: Williams Hall Coil Replacement
    - 10. LA Tech: Parking Lot Improvements
    - 11. LA Tech: Warehouse and Applied Trade Shop Fire Damage Repairs
    - 12. LSU-S: Business Education Building Repairs, 1<sup>st</sup> – 3<sup>rd</sup> Floors
    - 13. LSU-S: Noel Library Rooms 141 and 142 Improvements
    - 14. LSU-S: Soccer Building Correction and Pedestrian Bridge
    - 15. SOWELA: Charleston Building Chiller 1 Replacement
- IV. P3 Project: Phase Four LSU A&M South Quad Housing Project
- V. Job Order Contracting Policy Approval



VI. Other Business

VII. Adjournment

Committee Members: Phillip R. May Jr., Chair; Collis B. Temple III, Vice Chair; David J. Aubrey; Ted H. Glaser III; Darren G. Mire; Christy Oliver Reeves; Terri P. Sterling; LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative  
Staff: Chris Herring, Associate Commissioner for Facilities Planning & Emergency Management



## **AGENDA ITEM III**

### **Consent Agenda**

#### **A. Small Capital Projects Report**

In accordance with the Board of Regents' Facilities Policy, small capital project proposals are reviewed by staff, approved where appropriate, and thereafter reported at the next meeting of the Facilities and Property Committee. Pursuant to R.S. 39:128, Board of Regents (BOR) staff may internally approve small capital projects ranging from \$175,000 to \$1,000,000 and report these approvals to the Board during a subsequent meeting.

All projects were approved by their respective systems or management boards and submitted for consideration. Staff approved the following small capital projects since the previous report:

##### **1. Fletcher Technical Community College (Fletcher): Houma Campus Storage/Maintenance Building – Houma, LA**

Fletcher's maintenance and storage building on the Houma campus was damaged beyond repair during Hurricane Ida. This project will replace the building, including all electrical and mechanical systems. **The project constructs approximately 1,200 square feet (SF) of space at a cost of \$205.96/SF, for a total project cost of \$247,150. The project will be funded with insurance proceeds received for the damage incurred from Hurricane Ida.**

##### **2. Louisiana State University and A&M College (LSU): Campus Mounds Restoration 2025 – Baton Rouge, LA**

The historical LSU Mounds require care and maintenance over time. The project scope includes detailed documentation of the existing conditions, removal of vegetation on areas to be repaired, the addition of appropriate soils, replacement of maintainable vegetation, and the careful installation of watering systems around the perimeter of the mounds. This project will help LSU minimize erosion on the site. **The total project cost of \$200,000 will be funded through a Campus Mounds Preservation Grant from the National Park Service.**

##### **3. Louisiana State University and A&M College: Himes Hall Suite 150 Renovation – Baton Rouge, LA**

The current space within LSU's Himes Hall Suite 150 is in disrepair for office use. This project will renovate space for the Office of Research and Economic Development staff. The project scope involves selective abatement, demolition of existing finishes, the installation of new finishes, ceilings, flooring, LED lighting, and framing for the creation of new offices. The electrical power and data and HVAC systems will also be modified. **The project renovates approximately 2,161 SF of space at a cost of \$96.26/SF, for a total project cost of \$208,000. The project will be funded with operational funds.**

**4. Louisiana State University and A&M College: Hodges Hall Room 116 and 116A Renovation – Baton Rouge, LA**

This project renovates two areas for Student Services within LSU's Hodges Hall to provide optimal file security, facilitation, functionality, and storage. The project scope includes selective demolition of casework, finishes, and plumbing fixtures. New shop fabricated casework and countertops will be installed along with new plumbing fixtures. Walls will be patched and painted as required. New flooring and LED lighting and controls will also be installed. Modifications to the power distribution, electrical, and HVAC will be done as required. **The project renovates approximately 550 SF of space at a cost of \$327.28/SF, for a total project cost of \$180,000. The project will be funded with operational funds.**

**5. Louisiana State University and A&M College: Patrick F. Taylor Hall Chilled Water Tertiary Pump Replacement – Baton Rouge, LA**

Tertiary pumps are designed to ensure the optimal flow of chilled water is obtained within a building. The pumps also increase water flow during a freeze event to ensure coils do not freeze. The project scope involves removal of the existing pumps and valve fittings, modification of the existing piping to adapt to a new style of tertiary pumps, and the installation of new pumps. **The total project cost of \$243,613 will be funded with operational funds.**

**6. Louisiana State University and A&M College: Pentagon Activity Center Variable Refrigerant Volume (VRV) Repair and Component Replacement – Baton Rouge, LA**

The existing Daikin VRV heat recovery system is currently operating with two condensing units that are both inoperable and have been deemed obsolete, thus repair is not a viable long-term solution. The project scope includes the removal of the existing units and replacement with new condensing units and central control systems. **The total project cost of \$198,103 will be funded with auxiliary revenues.**

**7. Louisiana State University and A&M College: Tennis Facility HVAC System Modifications – Baton Rouge, LA**

The LSU Tennis Facility's current HVAC system has reached the end of its life expectancy and repairs are continuously needed to keep the system operational. This project will replace the existing HVAC system with a 30-ton air-cooled variable air volume (VAV) chiller, including a dedicated outdoor air system. The project also includes the installation of a supplemental boiler for heating. **The total project cost of \$650,000 will be funded with auxiliary revenues.**

**8. Louisiana State University and A&M College: Veterinary Medicine Heating Water Exchanger and Valve Replacements – Baton Rouge, LA**

One of the two shell and tube heat exchangers used for heating LSU's Veterinary Medicine building has experienced tube leaks causing quality concerns in the steam generating system. The exchanger has been isolated; however, due to leaking isolation valves, the unit continues to

have operational issues. This project replaces the four primary isolation valves on the exchanger and removes the tube bundle for reverse engineering and fabrication of a new replacement tube bundle. **The total project cost of \$184,428 will be funded with auxiliary revenues.**

**9. Louisiana State University and A&M College: Williams Hall Coil Replacement – Baton Rouge, LA**

The existing coils within the air handler unit at LSU's Williams Hall are no longer viable for repair and require a full replacement to ensure continued and efficient system operation. The project scope involves site preparation, demolition, and the removal and installation of three new preheat coils. **The total project cost of \$198,930 will be funded with insurance proceeds.**

**10. Louisiana Tech University (LA Tech): Parking Lot Improvements – Ruston, LA**

This project will improve parking conditions and usability of the sites located adjacent to LA Tech's Tech Pointe II and the Integrated Engineering and Science Education Building (IESB) and the gravel lot between Davison Hall and California Avenue. The project involves diverting drainage and addressing the issue of gravel washing onto the concrete parking lot serving Tech Pointe II and the IESB. The Davison Hall portion of the project includes regrading the gravel lot, adding rock structure, and completely realigning the parking spots. The Davison lot work will provide for better control of ingress and egress onto California Avenue while better controlling the drainage onto the highway right-of-way. **The total project cost of \$235,000 will be funded with operational funds.**

**11. Louisiana Tech University (LA Tech): Warehouse and Applied Trade Shop Fire Damage Repairs – Ruston, LA**

LA Tech's Warehouse and Applied Trade Shop was damaged by a fire on April 22, 2024, and the space cannot be used without repairs. This project will remove and rebuild the structure's walls and the roof of one bay, and the roof will be replaced over a second bay. Electrical and mechanical systems will be replaced as required. **The total project cost of \$320,000 will be funded with insurance proceeds.**

**12. Louisiana State University – Shreveport (LSUS): Business Education Building Repairs, First Through Third Floors – Shreveport, LA**

LSUS' Business Education Building sustained damage to the facility as a result of roof failure during a storm event that caused flooding due to heavy rain and wind. This project will completely restore the damaged areas, which primarily are on the third floor of the northwest corner of the building. The project will also rectify lesser damage on the first and second floors as well as update rooms in close proximity to the storm damaged areas. **The project renovates approximately 12,701 SF of space at a cost of \$30.71/SF, for a total project cost of \$390,000. The project will be funded primarily with insurance proceeds, and LSUS will fund the portion not covered through the insurance claim with operational funds.**

**13. Louisiana State University – Shreveport (LSUS): Noel Library Rooms 141 and 142 Improvements – Shreveport, LA**

This project will improve the workspace for LSUS' Student Affairs and Counseling Departments to meet the specific acoustic needs of a confidential environment. The project scope involves redesigning the area's layout and the installation of new ceilings, floors, and doors. The electrical and HVAC systems will also be upgraded. **The project renovates approximately 2,907 SF of space at a cost of \$163.40/SF, for a total project cost of \$475,000. The project will be funded with self-generated revenues.**

**14. Louisiana State University – Shreveport (LSUS): Soccer Building Correction and Pedestrian Bridge – Shreveport, LA**

This project will provide a direct path from the LSUS soccer locker rooms to the field of play along with a covered entrance to the facility. The project scope involves the construction of a wood frame canopy to attach to the entrance of the facility which will reduce water intrusion and puddling near the door. A pedestrian bridge crossing an existing ditch between the locker room and the field will also be installed. **The total project cost of \$172,030 will be funded with auxiliary revenues.**

**15. SOWELA Technical Community College (SOWELA): Charleston Building Chiller One Replacement – Lake Charles, LA**

Chiller One in SOWELA's Charleston Building is past its useful life, and the coil circuits are damaged. The project scope includes demolition of the existing chiller, installation of a new 120-ton chiller, and reconnection to the existing piping, electrical, and controls. **The total project cost of \$275,000 will be funded with self-generated revenues.**

**STAFF RECOMMENDATION**

**Senior Staff recommends approval of the consent agenda, including the small capital projects report, as presented.**

**AGENDA ITEM IV.**

**P3 Project: Louisiana State University and A&M College Phase Four South Quad Housing Project**

Since 2012, LSU has pursued a multi-phase revitalization of its on-campus housing through a public-private partnership (P3) delivery model. The LSU Board of Supervisors, on behalf of LSU, submitted a P3 agreement for the purpose of constructing Phase Four of the Housing Program. The first three phases – Nicholson Gateway Project and the Greenhouse District Project Phases 2 and 3 delivered more than 3,000 new or renovated beds on schedule and under budget. The next phase of the initiative, South Quad Project – Phase 4 (SQ-4), will construct 1,266 first-year student beds on the South Quad site, in proximity to the College of Engineering

in Patrick F. Taylor Hall and the E.J. Ourso College of Business.

SQ-4 will also replace approximately 100 short-term master-leased beds, relieve pressure on upper-division apartments that are currently housing first-year students, and allow LSU to continue its first-year residency expectation even as enrollment grows. This project will also position LSU to be able to replace, in future phases, older first-year housing buildings that are reaching the end of their useful life.

The new housing will consist of approximately 1,266 new on-campus beds in two residence halls dedicated to first-year students. The total development cost of the project is not to exceed \$188,520,143, of which \$167M is the total estimated housing project cost. The legal agreements and deal structure for SQ-4 will be virtually identical, other than for construction details, to the Greenhouse District Phases 2 and 3. Bonds for the development will be issued by a special purpose entity subsidiary or affiliate of the LSU Real Estate and Facilities Foundation (REFF SPE), through the Louisiana Public Facilities Authority to fund the project. The bonds will be secured by a lease agreement between LSU and South Quad L3C. Funds to repay the bonds and operate the facilities will ultimately come from rent paid by students who choose to live on campus. The housing is scheduled to be completed by the fall of 2027.

LSU will lease the land to the REFF SPE who will contract with LSU's private housing development partner, RISE: A Real Estate Company (RISE), for the construction of SQ-4. LSU will continue to oversee all residential life-related functions with RISE performing all physical operations and maintenance of the facilities. LSU is requesting that the BOR approve the annual Maintenance Reserve Account (MRA) contribution to be based on an amount of no less than \$385 per bed annually. This is the same structure used successfully in the prior housing development phases.

The second component of the project involves construction of a new Mobility Hub. The Mobility Hub involves construction of a 5,000 SF air-conditioned building with restrooms, Wi-Fi, and ample security components to provide a space for students and staff while awaiting transit to the campus core. Parking for LSU students is a challenge that has grown over the last five-plus years primarily due to enrollment growth and a reduction in available parking spaces from construction. At the same time, over 2,000 parking spaces have been, or will be, removed from the campus core as a result of the new library and information commons, this housing project, and the reduction of on-street parking.

LSU has already initiated the Park & Geaux project to make improvements to campus parking and transit systems on the periphery of campus. The Mobility Hub will be constructed in the Park & Geaux lot across from the Vet School and adjacent to the softball stadium. The Mobility Hub will help anchor the overall project and provide improved security, paving, and signage to help mobility on campus. The cost of this portion of the project will not exceed \$10M, and the Office of Parking and Transportation will be responsible for paying this portion of the debt service. The Mobility Hub will open for the fall of 2026, and LSU is requesting the MRA on this portion of the project be based on an amount of \$0.40/SF of covered, conditioned space.

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the public-private partnership project submitted by the Louisiana State University Board of Supervisors, on behalf of Louisiana State University and A&M College, for the purpose of construction of the South Quad Project – Phase 4 of the housing program, including the Mobility Hub.**

### **AGENDA ITEM V.**

#### **Board of Regents Job Order Contracting (JOC) Manual**

The passage of Act 88 during the 2025 Regular Legislative Session provided public postsecondary institutions with the ability to use the Job Order Contracting (JOC) project delivery method to accomplish work related to deferred maintenance, including the implementation of projects funded through Act 751 of 2024. JOC offers a flexible and efficient framework for completing projects by using competitively awarded, indefinite delivery/indefinite quantity (IDIQ) contracts with pre-priced construction tasks. This approach allows institutions to respond rapidly to facility needs, reduce procurement lead times, and ensure cost transparency while maintaining compliance with public contracting standards.

The BOR is statutorily responsible for establishing standard procedures and templates, certifying institutional readiness to implement the JOC program, approving procurement frameworks, and monitoring JOC program compliance and outcomes. Provided with this executive summary is the JOC policy manual for Board approval, including relevant Appendices. Staff presented a draft version of the BOR JOC Manual during the June 2025 Board meeting. Since the June meeting, the manual has been revised to clearly define the ability of an institution to hire a third-party firm to administer a JOC program on behalf of an institution, and the Appendices were added, including sample templates for solicitation and administration of a JOC agreement.

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the Board of Regents' Job Order Contracting Manual, including all appendices, and authorize staff to make technical changes as needed.**



# **Job Order Contracting (JOC) Policy & Procedures Manual**

## **Louisiana Board of Regents**

### **Introduction**

The Louisiana Board of Regents has established this Job Order Contracting (JOC) Policy Manual to guide the implementation and administration of JOC as an alternative project delivery method for deferred maintenance and minor construction at public postsecondary education facilities. Enabled by Act 88 of the 2025 Louisiana Regular Legislative Session, JOC is 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. This program also supports the implementation of Act 751 of the 2024 Louisiana Regular Session, which established the College and University Deferred Maintenance and Capital Improvement Program, administered by the Office of Facility Planning and Control within the Division of Administration, to finance critical infrastructure needs across Louisiana's public postsecondary institutions.

Job Order Contracting offers a flexible and efficient framework by using competitively awarded, indefinite delivery/indefinite quantity (IDIQ) contracts with pre-priced construction tasks. This approach allows institutions within a higher education system to respond rapidly to facility needs, reduce procurement lead times, and ensure cost transparency while maintaining compliance with public contracting standards.

This manual establishes the policies, roles, and procedures necessary to ensure consistency, accountability, and best-value outcomes across all JOC projects administered within Louisiana's public higher education systems.

### **Purpose**

This policy establishes the Job Order Contracting (JOC) Program as an alternative project delivery method for the deferred maintenance of facilities throughout Louisiana's public postsecondary education institutions. The objective is to expedite small to medium-scale repairs and renovations while ensuring transparency, cost control, and efficiency. By working with on-call contractors, institutions can build long-term relationships that encourage accountability, faster response times, and higher-quality outcomes.

### **1.0 Definitions**

**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.

**Designer:** A licensed architectural or engineering firm retained by the Owner to provide design, review, or scope definition services in support of specific Task Orders, where required.

**Evaluation committee:** A group formed to assess the qualifications of potential contractors or professionals who may be hired for construction work on campus projects. The role of the committee is to evaluate and select the most qualified candidates based on specific criteria.

**Indefinite Delivery/ Indefinite Quantity (IDIQ):** A type of contract used in public and government procurement that allows for an unspecified number of services or amount of work to be performed over a fixed period. Instead of setting a fixed scope and volume up front, an IDIQ contract provides a flexible framework where task or delivery orders are issued as needs arise.

**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.

**JOC Contractor:** A contractor selected through a Request for Qualifications Process to enter into a master JOC agreement and perform work under individual Task Orders issued by Owner.

**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.

**Public facility/facilities:** Buildings, equipment, utilities, site components, roads and streets, and other permanent property or immovable property under the supervision and control of the board overseeing the postsecondary education institution.

**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.

**Project Team:** The collaborative group responsible for successful Task Order execution, which may include the Owner, JOC contractor, Designer (if applicable), and any support consultants or stakeholders designated by Owner.

**Unit Price Book (UPB):** A comprehensive catalog of standardized construction tasks with corresponding unit prices that serve as the basis for pricing work under a Job Order Contract (JOC) or other Indefinite Delivery/ Indefinite Quantity (IDIQ) contract.

**System:** The Louisiana State University System (LSU), the University of Louisiana System (ULS), the Southern University System (SUS), or the Louisiana Community and Technical College System (LCTCS).

**Task Order:** Synonymous with Job Order. See definition under “Job Order.”

**Third-Party Firm:** Entity hired by an institution to perform services related to the development, implementation, and support of a Job Order Contract program.

## **2.0 Governance & Authority**

### **2.1 Legislative Authority**

This policy is enacted pursuant to R.S. 38:2225.6 and R.S. 17:3369.3(A)(8), as established under Act 88 of the 2025 Louisiana Regular Legislative Session (RLS) which authorizes public postsecondary institutions to use job order contracting for deferred maintenance of public postsecondary education facilities.

### **2.2 Louisiana Board of Regents (BOR) Oversight**

The Louisiana Board of Regents (BOR) serves as the responsible authority for establishing standard procedures and templates, certifying institutional readiness to implement the JOC program, approving procurement frameworks, and monitoring JOC program compliance and outcomes.

### **2.3 Establishment of Standard Procedures and Templates**

The BOR JOC Policy Manual contained herein creates the standard procedures to be used by each system and respective institutions when implementing a JOC program. The appendices to this manual contain the minimum information required in the issuance of a Request For Qualifications (RFQ) and a sample template for evaluation of RFQ responses.

If an institution hires a third-party firm to administer a JOC program, the forms and templates contained within the Appendices may be substituted with templates of a similar nature, provided all applicable Louisiana laws are met.

### **2.4 Institutional Readiness Certification**

The BOR shall certify each institution's readiness to implement a JOC program. Each system shall submit to the BOR in writing the qualifications of institutional

staff responsible for campus level administration of the JOC program, including JOC training received prior to the issuance of a Request for Qualifications (RFQ) for a JOC master agreement.

If an institution hires a third-party firm to administer the JOC program, the system shall submit to the BOR in writing the qualifications of the firm prior to entering into an agreement for the administration of the program.

## **2.5 Procurement Framework**

Sections 4 and 5 of this manual provide the procurement framework to be followed by all systems and institutions for the implementation of a JOC program. The appendices included with the manual contain the minimum information to be included within a RFQ related to contractor solicitation and a sample template for evaluation of RFQ responses.

## **2.6 JOC Program Compliance and Outcomes**

The BOR shall monitor JOC program compliance and outcomes pursuant to Section 7.3 of this manual. Six months after implementation of a JOC program, the system shall submit an update on the status of all projects completed and underway, which BOR staff will compile into a comprehensive report for presentation to the Division of Administration (DOA) and the Joint Legislative Committee on Capital Outlay (JLCCO).

## **2.7 System Role and Responsibilities**

Each system shall provide direct oversight to all member institutions implementing a JOC program, to include at a minimum, issuance of the RFQ, evaluation of RFQ responses, contractor selection, and reporting. Job order issuance, scope/cost agreement, and performance evaluation may be delegated to the institution.

Systems shall ensure that institutions hiring a third-party firm to administer the program have a point of contact assigned by the institution for matters related to JOC program administration between the institution and firm.

Each system shall ensure all requirements of this manual (and Act 751 of 2024 RLS where applicable) are met prior to the issuance of a master JOC agreement and individual task orders. Each system may impose additional requirements upon member institutions as long as any additional requirements do not contradict the policies and procedures contained herein.

## **2.8 Institutional Role and Responsibilities**

Each institution shall follow the policies and procedures provided for in this manual relative to the issuance of a JOC program unless otherwise excepted herein. Failure to follow established policies and protocols may result in the rejection of future JOC agreement requests submitted to the BOR.

## **3.0 Scope of Work**

### **3.1 Eligible Projects**

Eligible projects under the Job Order Contracting (JOC) Program must directly address deferred maintenance needs of public higher education facilities. These include improvements to buildings, utility infrastructure, and campus site systems where repair or replacement is necessary to restore functionality, comply with regulations, or ensure safety and access.

Specifically, eligible projects may include:

- Complete renovation of buildings with significant deferred maintenance
- Repairs or upgrades to utility systems, including electrical, plumbing, HVAC, and other infrastructure
- Improvements to site infrastructure, such as drainage systems, sidewalks, roads, and street lighting
- Demolition of deteriorated or unsafe facilities no longer viable for use
- Minor building additions required solely for code compliance or improved accessibility under ADA or life safety standards

### **3.2 Exclusions**

JOC cannot be used for new construction or major building additions, except for minor improvements necessary for code compliance or accessibility.

## **4.0 Job Order Contract Program Structure**

### **4.1 Contract Structure**

Job Order Contracting (JOC) is an Indefinite Delivery/ Indefinite Quantity (IDIQ) contract model that allows public higher education institutions to complete a wide range of small- to medium-scale construction projects under a single, competitively awarded master contract. Work is initiated through individual Job Orders, eliminating the need for repetitive procurement processes.

### **4.2 Pricing Methodology**

Pricing for each Job Order is derived from a Unit Price Book (UPB), such as Gordian's Construction Task Catalog®, which contains detailed line-item costs

for labor, materials, and equipment based on localized pricing. To this catalog, contractors apply a competitively bid Adjustment Factor—also known as a coefficient—which reflects their overhead, profit, and other indirect costs. Institutions may pursue JOC contracts through one of two options: (1) utilization of a third-party firm that would be responsible for administration of the entire JOC program for the institution, including the UPB; or (2) the institution may access a UPB from a third-party firm via a licensure or subscription agreement and manage the JOC program at the institution level.

#### **4.3 Contract Award**

JOC contracts are awarded through a public, qualifications-based selection process. Contractors must meet specific criteria related to experience, capacity, and past performance. Once selected, the contractor is eligible to receive Job Orders under the contract as the institution's on-call provider.

#### **4.4 Contract Term**

Initial term: Up to 2 years

Renewable: Up to 3 additional years, annually

There is no guarantee of work volume.

#### **4.5 Contract Maximum Compensation**

Each individual JOC contract shall not exceed \$5M per year (\$25M over the five-year maximum timeframe). The contract maximum will be reevaluated by the BOR on an annual basis should funding for the College and University Deferred Maintenance and Capital Improvement Program increase in the upcoming fiscal years.

Unused capacity may carry over to the following year.

### **5.0 Procurement & Contractor Selection**

#### **5.1 Request for Qualifications (RFQ)**

See Appendix A for minimum RFQ content.

Each institution must:

- a. Publicly issue an RFQ describing the type of services anticipated
- b. Establish a maximum aggregate contract value
- c. Require submission of qualifications, licenses, and relevant project experience
- d. Language contained within the RFQ shall explicitly state if an institution intends to use a JOC contract across multiple sister institutions.

## **5.2 Use Within Higher Education Systems**

JOC contracts shall be used exclusively within an individual higher education system. Campuses within the same system may use all JOC contractors across their system. However, one university system cannot use another university system's JOC contracts.

## **5.3 Evaluation Committee**

Each institution must convene an Evaluation Committee to score proposals based on:

- a. Contractor and key personnel's experience
- b. Qualifications and Staffing
- c. Capacity to perform the work
- d. Past performance on public-sector projects
- e. Approach and Methodology to complete the work
- f. Any special considerations provided by the institution

## **5.4 Evaluation Committee Composition**

The Evaluation Committee convened to score proposals shall include at a minimum: two system level representatives, a campus level representative, a representative from the Board of Regents, and a representative from the Office of Facility Planning and Control.

## **5.5 Evaluation Committee Scoring**

Each committee member shall independently score proposals based on the established criteria (see 5.3). A consensus shall be reached before selection of the contractor. All scoring sheets shall be retained for audit and dispute purposes.

## **5.6 Conflict of Interest**

Committee members must disclose any potential conflicts of interest and recuse themselves from the evaluation process if necessary.

## **5.7 Licensing Requirements**

Selected contractors must be licensed by the Louisiana State Licensing Board for Contractors. All designers must be licensed in the State of Louisiana in accordance with applicable laws.

## **6.0 Job or Task Order Issuance**

Each Task Order must be formally executed by the institution and the selected contractor. The Task Order outlines the agreed-upon compensation based on unit pricing and must clearly define the scope of work, a detailed schedule for completion, and any applicable liquidated damages. To ensure pricing transparency and consistency, each Task Order must refer to the applicable UPB, the predetermined coefficient, and any relevant city cost index adjustments.

### **6.1 Facility Planning and Control Concurrence**

For projects funded through Act 751 of 2024 RLS, the system must submit the relevant delegated project concurrence form to the Office of Facility Planning and Control prior to the commencement of work on any Job Order.

## **7.0 Program Requirements**

### **7.1 Performance & Payment Bonds**

Required per state law, based on the value of individual task orders

### **7.2 Reporting & Transparency**

Each institution must:

- a. Track Orders issued, completed, and under warranty
- b. Report every six months to the Board of Regents on usage, spending, and contractor performance
- c. Maintain public access to UPB-based pricing and coefficient rates

## **8.0 Contractor Management & Oversight**

### **8.1 Performance Monitoring**

Contractors are subject to continuous evaluation based on quality, schedule, and collaboration with consultants, the institution(s), and system. Future work will be determined based on satisfactory performance as determined by an evaluation matrix.

### **8.2 Dispute Resolution**

Disputes shall be resolved per institutional procedures and terms of the master agreement.



## **9.0 Compliance**

Institutions must comply with all provisions of Act 88 of the 2025 Regular Session (Louisiana R.S. 38:2225.6), follow state procurement rules unless explicitly superseded by Act 88, and ensure that all stakeholders are trained in JOC processes and standards.

## **10.0 Training**

Any institution pursuing a JOC agreement shall designate a staff person responsible for ensuring policy and contractor compliance. Prior to issuance of a JOC RFQ, the designated staff person shall receive training from a third-party JOC facilitator or state-provided training program.

Exceptions to this requirement may be given to institutional personnel who have significant prior experience in administering a JOC program. Such exceptions must be requested in writing by a system on behalf of the individual(s) with proof of demonstrated prior experience. BOR staff will review and approve exceptions to this requirement in consultation with system staff.

## **11.0 Policy Review**

This policy shall be reviewed by the Board of Regents during years one and two of the program and updated as needed in the subsequent years to ensure alignment with state law, industry standards, and institutional needs. Thereafter, policy review shall occur in three-year intervals.

## **12.0 Appendices**

Appendix A: Minimum RFQ Contents

Appendix B: Sample Evaluation Matrix

## **APPENDIX A: 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):

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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).

**REQUEST FOR QUALIFICATIONS  
JOB ORDER CONTRACT  
CONSTRUCTION SERVICES**

**[INSERT UNIVERSITY NAME]**

**[Insert University System]**

City, Louisiana

[insert relevant number if applicable]

[insert date]

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- 6.0 CONTRACTOR REGISTRATION
- 7.0 SCOPE OF WORK
- 8.0 PROJECT SCHEDULE

## **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.

## APPENDIX B: SAMPLE EVALUATION COMMITTEE SCORING SHEET

[INSERT INSTITUTION/SYSTEM]

EVALUATION COMMITTEE MEMBER ( ID #)

### Evaluation Committee Scoring Worksheet: Job Order Contracting Master Agreement

PROJECT NAME: [Insert Institution/System, Intended Disciplines]

PROJECT [RFQ #]

APPLICANT NAME: [Insert Contractor Name]

#### **FIRM EVALUATION**

Evaluate each criterion using points shown in each box. For example, your evaluation of the first box below Qualifications and Experience, has a maximum score of 15 points. A score of one (1) would be least responsive and 15 would be most responsive to the criteria point. Add all criteria point scores to establish an overall total score in the lower box of this section. Points are based on criteria shown under each section:

<b>A. (15 points) Firm History and Financials</b> 1) Strength of company's profile (5 points) 2) CPA Statement of financial soundness of the Proposer (4 points) 3) Professional license(s) to provide the required General Contractor services (2 points) 4) Ability of the Proposer to secure labor and material payments bonds in the amount of 100% required (2 points) 5) Ability of the Proposer to provide the types and limits of insurance required (2 points)	
<b>B. (25 points) Qualifications and Staffing</b> 1) Qualifications and experience of personnel assigned to the Project, including resumes and lists of projects (10 points) 2) Demonstrated experience working with JOC project delivery method and/or higher education projects (10 points) 3) Workload of GC, including number of current projects, value, and available staff (5 points)	
<b>C. (20 points) Understanding of JOC Project Delivery Method</b> Demonstrated understanding of the JOC project delivery method, including purpose, structure, terminology, and unique challenges (20 points)	
<b>D. (20 points) JOC Execution Methodology and Approach</b> Detailed explanation of proposed method for executing JOC projects, including how the firm will manage task orders, pricing, scheduling, subcontractor engagement, and quality control (20 points)	
<b>E. (20 points) Past Performance and References</b> 1) Performance history for past public projects (10 points) 2) Demonstrated successful delivery of comparable projects in higher education or the public sector based on references provided (10 points)	
<b><u>TOTAL SCORE</u></b>	



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# Agenda

## Academic and Student Affairs

Wednesday, August 20, 2025  
11:05 AM

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

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

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

**AGENDA ITEM III.A.**

**Routine Academic Requests & Staff Approvals**

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

## AGENDA ITEM III.B.

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

#### **Background**

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

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

#### **Effective 2025**

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

For Louisiana residents:

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

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

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

**Board of Regents Response Effective July 2025**

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



## AGENDA ITEM III.C

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

#### **Background Information**

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

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

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

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

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

#### **Staff Summary**

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

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

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

***Mandatory Criteria for Continued Designation as a GMVFC:***

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

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

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

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

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

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

### Staff Analysis

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

### STAFF RECOMMENDATION

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

#### Louisiana Community and Technical College System

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

#### Louisiana State University System

- LSU A&M, **Silver**
- LSU Alexandria, **Silver**
- LSU Eunice, **Silver**
- LSU Shreveport, **Silver**

#### Southern University System

- Southern University A&M
- Southern University New Orleans
- Southern University Shreveport, **Bronze**

#### University of Louisiana System

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

#### Louisiana Association of Independent Colleges and Universities

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

## AGENDA ITEM IV.A.

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

#### **Background Information**

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

#### **Staff Summary**

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

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

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

<sup>1</sup>Source – LWC

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

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

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

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

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

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

	Current	Needed	Additional Costs
<b>Faculty</b>	Program can be implemented with current general education faculty.	No additional resources are needed.	\$0
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing facilities are adequate to support the program.	No additional resources are needed.	\$0
<b>Student Support</b>	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources are needed.	\$0

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

- **Accessibility:** General education courses required for the AAS in Technical Studies may be completed fully online or through a hybrid approach across multiple campuses. This flexibility allows students, especially those in rural areas, to access courses in a way that fits their schedules.
- **Affordability:** OER materials are integrated throughout BPCC's general education curriculum to support accessibility and reduce costs for students. BPCC also uses Follett, a digital bookstore program, to provide students with immediate access to required textbooks and other learning materials for a flat fee per credit hour. In addition, BPCC offers a comprehensive prior learning assessment matrix that grants credit for industry-based credentials in credit-bearing programs.
- **Partnerships:** BPCC maintains strong partnerships with industry representatives that serve on advisory boards for each of the four technical diploma pathways that connect directly to the proposed AAS. These collaborations ensure that students have clear pathways into the workforce and provide opportunities to build relationships with employers while completing their studies. Examples include Weyerhaeuser, International Paper, Roy O. Martin, Cleco, Acme Refrigeration, Alliance Compressors and Coburn's Electric.
- **Work-based learning:** Internship opportunities currently exist within the Electrician Technology pathway through a 150-hour internship component. Work-based learning is embedded in all other programs through project-based instruction and industry engagement. Students in Welding, HVAC, and Industrial Manufacturing complete hands-on assignments modeled after real world job scenarios.
- **Other program attributes that contribute to closing the achievement gap with underserved populations:** The AAS in Technical Studies will target underserved populations by showcasing accessible pathways for low-income students, adult learners, and veterans. With all four eligible

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

### **Staff Analysis**

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

### **STAFF RECOMMENDATION**

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



## AGENDA ITEM IV.B.

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

#### **Background Information**

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

#### **Staff Summary**

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

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

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

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

<sup>1</sup>Source – LWC

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

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

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

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

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

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

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

- Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
  - Accessibility:** General education courses required for the AAS in Helicopter Aviation may be completed fully online or through a hybrid approach across multiple campuses. This flexibility allows students, especially those in rural areas, to access courses in a way that fits their schedules.
  - Affordability:** Because of the high cost of aviation training, efforts have been made to secure support from industry partners to offset costs to students. In addition, the following opportunities will reduce students' expenses: Financial Aid eligibility including the MJ Foster Promise program, Veterans Affairs education benefits, institutional scholarships, the use of Open Educational Resources (OER), and Prior Learning Assessment.
  - Partnerships:** The initial and key partnership will be with the Aviation Academy of Louisiana (AAL) which will provide support in the form of facilities, equipment, instructors, consultation on

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

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

### **Staff Analysis**

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

### **STAFF RECOMMENDATION**

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

## AGENDA ITEM IV.C

### Proposed Bachelor of Science in Public Health Grambling State University

#### **Background Information**

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

#### **Staff Summary**

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

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

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
  - a. **Workforce Demand and Job Opportunities:** The proposed BS PUBH provides a pathway for students interested in careers that improve health outcomes and expand access to care. Designed to address the state's growing healthcare workforce shortage, the program builds on Grambling's historic mission to educate African American students and prepare them for roles in fields where they are underrepresented. This program offers a meaningful opportunity to close these gaps and support students seeking employment in a high-demand field.

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

<sup>1</sup>Source – LWC

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

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

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

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

	Current	Needed	Additional Costs
<b>Faculty</b>	Existing faculty in the department will support the program.	A Director and support personnel will be needed to support the program.	Yr. 1: \$127,000 Yr. 2: \$129,549 Yr. 3: \$132,130 Yr. 4: \$134,773
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing offices and classrooms are sufficient to support the program.	Costs will be incurred for the CEPH accreditation fees.	Yr. 3: \$2,500 Yr. 4: \$3,000
<b>Student Support</b>	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources are needed.	\$0

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

- Accessibility: The BS PUBH program will be offered in a traditional face-to-face format, with the potential to transition to a fully online option to increase access for students across the state. The first two years of the curriculum mirror the general education and prerequisite coursework required for pre-nursing students. Upon completion, students may apply to either the professional nursing program or continue into the upper-level public health coursework, providing multiple pathways to degree

completion.

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

### **Staff Analysis**

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

### **STAFF RECOMMENDATION**

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

## AGENDA ITEM IV.D.

### Proposed Bachelor of Science in Engineering Technology Nicholls State University

#### **Background Information**

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

#### **Staff Summary**

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

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

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

<sup>1</sup>Source – LWC

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

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

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

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

	Current	Needed	Additional Costs
<b>Faculty</b>	Existing faculty will support the proposed program.	Up to four new faculty members will be hired over the course of the program.	Yr. 1: \$126,000 Yr. 2: \$252,000 Yr. 3: \$378,00 Yr. 4+: \$504,000
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing facilities are adequate to support the program.	Renovations for Gouaux Hall to house engineering technologies laboratories are underway. Additional fees for supplies are needed.	Yr. 1: \$29,000 Yr. 2: \$9,000 Yr. 3: \$13,000 Yr. 4: \$19,000
<b>Student Support</b>	Existing student support resources will support the program.	No additional resources are projected.	\$0

3. **Master Plan Priorities**: The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
  - Accessibility: The BSET program will be delivered on-ground due to the hands-on nature of the curriculum and student preference. To support working students, hybrid options will be developed as needed. Nicholls has decades of experience offering flexible formats for shift workers in similar programs.
  - Affordability: Nicholls will offer prior learning assessments to support reskilling and upskilling, helping students enroll and graduate efficiently. Nicholls will also work to strengthen transfer agreements with Fletcher Technical Community College and other two-year institutions. While new



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

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

### **Staff Analysis**

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

### **STAFF RECOMMENDATION**

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

## **AGENDA ITEM V.**

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

#### **Background Information**

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

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

#### **Staff Summary**

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

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

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

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

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

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

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

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

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

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

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

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

### **4. Budget**

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

#### **Staff Analysis**

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

#### **STAFF RECOMMENDATION**

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



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# Agenda

## Statewide Programs

Wednesday, August 20, 2025  
11:25 AM

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

### I. Call to Order

### II. Roll Call

### III. Consent Agenda

- A. Approval of Rulemaking - Geaux Teach Program  
Rulemaking to Implement Act 59 of the 2025 Regular  
Session of the Louisiana Legislature
- B. Approval of Rulemaking - M.J. Foster Promise Program  
Rulemaking to Implement Act 152 of the 2025 Regular  
Session of the Louisiana Legislature
- C. Approval of Rulemaking – TOPS, TOPS Tech, and TOPS  
Tech Early Start Rulemaking to Implement Acts 152, 347,  
268, and 359 of the 2025 Regular Session of the Louisiana  
Legislature and to add core courses as equivalents in the  
TOPS core curriculum
- D. TOPS Home Study Exceptions – TOPS statutory provision  
that requires a student to begin a home study program no later  
than the conclusion of the tenth-grade year
- E. TOPS and M.J. Foster Exceptions – TOPS regulatory  
provisions that require students to remain continuously  
enrolled and to earn the annual credit hours required during  
the academic year and to the M.J. Foster requirement that a  
student maintain continuous enrollment in school

### IV. Other Business

### V. Adjournment

Act 59 – Provides Awards for the Geaux Teach Program be applied before all other state or institutional financial aid instead of after.

Act 152 – Provides that the M.J. Foster Advisory Council determine eligible programs of study for M.J. Foster Promise, TOPS Tech and TOPS Tech Early Start.

Act 347 – Creates the TOPS Excellence Award and provides that students may qualify based on an equivalent concordant value to the ACT on the Classic Learning Test (CLT).

Act 268 – Pushes back implementation of the requirement that all students must complete at least one Carnegie unit in Computer Science to qualify for TOPS to the graduates of 2030–2031. (Previously students graduating in 2028–2029)

Act 359 – Eliminates the requirement that home study students achieve a higher score on the ACT than students who attend a public or approved non-public high school in Louisiana.

Committee Members: Wilbert D. Pryor, Chair; Samer Shamieh, Vice Chair; Phillip May Jr.; Christy Oliver Reeves; Terri P. Sterling; Devesh Sarda (Student Member)

Staff: Carrie Robison, Deputy Commissioner for Sponsored Programs

## **AGENDA ITEM - III.A**

### **Consent Agenda: Approval of Rulemaking - Geaux Teach Program**

Rulemaking to Implement Act 59 of the 2025 Regular Session of the Louisiana Legislature

#### **BACKGROUND**

The Geaux Teach Program was first implemented by the Legislature in 2022 as a last dollar program that could only be used to pay tuition, fees, and textbooks and instructional materials for undergraduate students and students enrolled in approved alternative teacher certification programs. Due to the restrictions on what the award could be used to pay, the funding has not been fully used and not as many students as expected were receiving the scholarship.

To increase the number of students receiving the award and to maximize the funding appropriated, Act 59 provides that Geaux Teach Program funds will now be considered a restricted first-dollar program. It will be applied to awarded students' tuition, fees, textbooks, and instructional materials prior to the application of any other state or institutional aid. This amendment will ensure that students receive the maximum benefit of the Geaux Teach Program as well as any other scholarships, including TOPS, and need-based aid for which they are eligible.

#### **LOSFA Advisory Board Recommendation**

**The LOSFA Advisory Board recommends that the Louisiana Board of Regents authorize the Executive Director of LOSFA to publish a notice of intent to make these rules permanent.**

## **AGENDA ITEM - III.B**

### **Consent Agenda: Approval of Rulemaking – M.J. Foster Promise Program**

Rulemaking to Implement Act 152 of the 2025 Regular Session of the Louisiana Legislature

#### **BACKGROUND**

Act 152 provides additional responsibilities with respect to the M.J. Foster Advisory Council. This Council was created as part of the original M.J. Foster Promise Program, Louisiana's adult financial aid program, when it was created in 2021 to identify programs in which an eligible student may enroll to receive an M.J. Foster Promise award.

Act 152 adds to those responsibilities and provides that in addition to selecting eligible programs for the M.J. Foster Promise Program, the Council will identify such programs for TOPS Tech and TOPS Tech Early Start. It requires that the Council consider the eligible programs for M.J. Foster Promise Program when identifying eligible programs for TOPS Tech and TOPS Tech Early Start, but it does not require that the eligible programs of study be precisely aligned.

#### **LOSFA Advisory Board Recommendation**

**The LOSFA Advisory Board recommends that the Louisiana Board of Regents authorize the Executive Director of LOSFA to publish a notice of intent to make these rules permanent.**

## **AGENDA ITEM - III.C**

### **Consent Agenda: Approval of Rulemaking – TOPS, TOPS Tech, and TOPS Tech Early Start and to add course equivalents in the TOPS Core Curriculum**

Rulemaking to Implement Acts 152, 347, 268, and 359 of the 2025 Regular Session of the Louisiana Legislature and to add core courses as equivalents in the TOPS core curriculum

Act 152 provides that the M.J. Foster Advisory Council shall determine eligible programs of study for TOPS Tech and TOPS Tech Early Start in addition to those for M.J. Foster Promise. It requires that the Council consider the eligible programs for M.J. Foster Promise Program when identifying eligible programs for TOPS Tech and TOPS Tech Early Start, but it does not require that the eligible programs of study be precisely aligned.

Act 347 creates the TOPS Excellence Award and provides that students may qualify based on an equivalent concordant value to the ACT on the Classic Learning Test. To qualify for a TOPS Excellence Award, a student must have achieved at least a 31 on the ACT and a minimum 3.50 GPA on the TOPS core curriculum. The award amount for an Excellence Award at a public college or university is the actual tuition and fees charged by the institution as reported in the mandatory annual tuition and fee survey reported to the Board of Regents or \$12,000, whichever is less. The award amount at institutions that are members of the Louisiana Association of Independent Colleges and Universities is the actual tuition and fees charged by the institution or \$8,500, whichever is less.

Act 359 eliminates the requirement that home study students achieve a higher score on the ACT than students who attend a public or approved non-public high school in Louisiana.

Act 356 provides that all high schools must use a 10-point grading scale when reporting grades to the Student Transcript System (STS) for the purpose of determining a student's eligibility for a TOPS Award. This requirement went into effect for public schools during the 2024–2025 academic year, but it was not required of nonpublic schools. Note that for 2024–2025 graduates of any public or nonpublic school, the grades reported on a 10-point scale will only be courses taken during the 2024–2025 academic year to satisfy the TOPS core curriculum. Also note that this bill does not require rulemaking. Information is provided herein because it will likely affect the number of students determined eligible for TOPS due to the broader grading scale on which letter grades will be assigned for purposes of reporting to STS. This information will also be provided to our customers in presentations and in outreach activities.

During the 2024 Regular Session, Act 211 provided that all students must complete at least one Carnegie unit in Computer Science to qualify for TOPS beginning with graduates of 2028–2029. Act 268 pushes back implementation of this requirement to the graduates of 2030–2031.

In addition to implementing the 2025 Acts of the Legislature, this rulemaking adds core equivalents for TOPS. At its April 2025 meeting, the Board of Regents approved Creative Writing as an equivalent to Art for purposes of TOPS. This rulemaking also implements IB Psychology as an equivalent to Social Studies



and it adds Tagalog I-IV, Turkish I-IV, Urdu I-IV, and West Germanic Languages (Dutch) I-IV in anticipation of approval by the Board of Regents and the Board of Elementary and Secondary Education at the joint meeting of these boards on August 20, 2025.

**LOSFA Advisory Board Recommendation**

**The LOSFA Advisory Board recommends that the Louisiana Board of Regents authorize the Executive Director of LOSFA to publish a notice of intent to make these rules permanent.**

## **AGENDA ITEM - III.D**

### **Consent Agenda: TOPS 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 year

#### **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 timeframe was beyond the student's control.

One request for exception to the deadline to begin a home study program was reviewed and approved by the LOSFA Advisory Board at its meeting on July 23, 2025. The student has presented facts and documentation that the student believes justifies 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 deadline to begin a home study program no later than the conclusion of the tenth-grade year.**

## **AGENDA ITEM - III.E**

### **Consent Agenda: TOPS and M.J. Foster Promise Program 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 and to the M.J. Foster requirement that a student maintain continuous enrollment in school

#### **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 the 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.”

Section 2207.A.5 of the M.J. Foster administrative rules provide that students must maintain continuous enrollment, unless granted an exception for cause in accordance with §2103 of the Scholarship and Grant administrative rules. The same exceptions that apply for TOPS students apply to all programs administered by LOSFA, including M.J. Foster.

Twenty-three requests for exception to the TOPS requirements were reviewed and approved by the LOSFA Advisory Board at its meeting on July 23, 2025. One request for exception to the M.J. Foster requirement was reviewed and approved by the LOSFA Advisory Board at its meeting on July 23, 2025. 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 and to the M.J. Foster requirement that a student maintain continuous enrollment in school.**



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# Agenda

## Planning, Research, and Performance

Wednesday, August 20, 2025

11:35 AM

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

### I. Call to Order

### II. Roll Call

### III. Consent Agenda

#### A. Advisory Commission on Proprietary Schools

##### 1. Initial License Applications

- a. Accelerated Academy – Covington, LA
- b. Accelerated Academy – Geismar, LA

##### 2. Renewal Applications

- a. AAA Crane & Rigging – Addis – License #2371
- b. Ben D. Johnson Educational Center – Natchitoches – License #2300
- c. CDL Mentors of Baton Rouge Truck Driving School – Baton Rouge – License #2319
- d. Cooper's Defensive Driving – New Orleans – License #2375
- e. Delta College of Arts & Technology – Baton Rouge – License #857
- f. Diesel Driving Academy – Baton Rouge – License #717
- g. Global Trucking Academy – Marksville – License #2245
- h. Hands on HVAC School-Shreveport – Shreveport – License #2355
- i. Holmes Healthcare Training Center – New Orleans – License #2301
- j. Inspire Coding Consulting-Slidell – Slidell – License #2292
- k. Integrated Education Solutions – Violet – License #911
- l. Louisiana Green Corps – New Orleans – License #2356
- m. Louisiana Institute of Massage Therapy – Lake Charles – License #2180
- n. Med-Advance Training – Baton Rouge – License #2272
- o. Nashville Auto-Diesel College – Nashville, TN– License #2051

- p. Operations Spark – New Orleans – License #2247
- q. Ouachita Truck Driving Academy – Sterlington – License #2050
- r. Petra College – Hammond – License #2215
- s. Precision Welding Testing & Training – Geismar – License #2293
- t. Premier Diagnostic Institute – Metairie – License #2382
- u. Remington College-Lafayette – Lafayette – License #2152
- v. Remington College-Shreveport – Shreveport – License #2153
- w. Safe Road Truck Driving School – New Orleans – License #2333
- x. Unitech Training Academy-Alexandria – Alexandria – License #2384
- y. Unitech Training Academy-Baton Rouge – Baton Rouge – License #2385
- z. Unitech Training Academy-Houma – Houma – License #2386
- aa. Unitech Training Academy-Lafayette – Lafayette – License #2387
- bb. Unitech Training Academy-New Orleans – New Orleans – License #2388
- cc. Unitech Training Academy-West Monroe – West Monroe – License #2389

- IV. Hunger-Free Campus Designation and Awards Update
- V. Other Business
- VI. Adjournment

Committee Members: Darren G. Mire, Chair, Judy Williams-Brown, Vice Chair, Blake R. David, Ted H. Glaser III, Dallas L. Hixson, Christy Oliver Reeves, Devesh Sarda (Student Member)  
Staff: Dr. Susannah Craig, Deputy Commissioner for Strategic Planning and Student Success



**Minutes**  
**Advisory Commission on Proprietary Schools**  
**July 31, 2025**

The Louisiana Board of Regents' Advisory Commission on Proprietary Schools met on Thursday, July 31, 2025, in Room 6-242 in the Claiborne Building. Vice Chair Melanie Amrhein called the meeting to order at 1:35 p.m. 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  
Chris Broadwater  
Sherrie Despino  
Chandler LeBoeuf  
Larry Tremblay

**Commission Members Absent**

Benjamin Baudoin  
James Fontenot, Chair  
Carmen Million  
Hunter Thevis

**Staff Members Present**

Courtney Britton  
Chandra Cheatham  
Susannah Craig, Ph.D.  
Ann Evans  
Mighan Johnson  
Allison Vicknair  
Antonio Williams

**Guests Present**

(See Appendix)

The first item of business was the approval of minutes from the Commission's meeting on May 13, 2025.

**On motion of Chris Broadwater, seconded by Larry Tremblay, the Advisory Commission on Proprietary Schools unanimously adopted the minutes of the May 13, 2025, Advisory Commission on Proprietary Schools meeting.**

The next item considered by the Commission was the initial license applications from Accelerated Academy, campuses located in Covington and Geismar, LA. The schools, which were represented by the Corporate Compliance Manager, Keith Torres, would each offer one program: Dental Assisting at eighty hours over ten weeks. Discussion included the school and company history, difference in tuition cost for each campus, dental office partnerships, and the recent move to a hybrid program modality for all campuses.

**On motion of Chris Broadwater, seconded by Sherri Despino the Advisory Commission on Proprietary Schools unanimously voted that the Board of Regents approve the initial license applications for Accelerated Academy - Geismar, Louisiana and Accelerated Academy - Covington, Louisiana.**

The next agenda item considered by the Commission was submitted license renewal applications. Over the previous two months, twenty-nine schools submitted complete renewal applications.

**On motion of Sherri Despino, seconded by Larry Tremblay, the Advisory Commission on Proprietary Schools unanimously voted that the Board of Regents renew the licenses of the following proprietary schools:**

1. AAA Crane & Rigging – Addis – License #2371
2. Ben D. Johnson Educational Center – Natchitoches – License #2300
3. CDL Mentors of Baton Rouge Truck Driving School – Baton Rouge – License #2319
4. Cooper’s Defensive Driving – New Orleans – License #2375
5. Delta College of Arts & Technology – Baton Rouge – License #857
6. Diesel Driving Academy – Baton Rouge – License #717
7. Global Trucking Academy – Marksville – License #2245
8. Hands on HVAC School-Shreveport – Shreveport – License #2355
9. Holmes Healthcare Training Center – New Orleans - License #2301
10. Inspire Coding Consulting-Slidell – Slidell – License #2292
11. Integrated Education Solutions – Violet – License #911
12. Louisiana Green Corps – New Orleans – License #2356
13. Louisiana Institute of Massage Therapy – Lake Charles – License #2180
14. Med-Advance Training – Baton Rouge – License #2272
15. Nashville Auto-Diesel College – Nashville, TN– License #2051
16. Operations Spark – New Orleans – License #2247
17. Ouachita Truck Driving Academy – Sterlington – License #2050
18. Petra College – Hammond – License #2215
19. Precision Welding Testing & Training – Geismar – License #2293
20. Premier Diagnostic Institute – Metairie – License #2382
21. Remington College-Lafayette – Lafayette – License #2152
22. Remington College-Shreveport – Shreveport – License #2153
23. Safe Road Truck Driving School – New Orleans – License #2333
24. Unitech Training Academy-Alexandria – Alexandria – License #2384
25. Unitech Training Academy-Baton Rouge – Baton Rouge – License #2385
26. Unitech Training Academy-Houma – Houma – License #2386
27. Unitech Training Academy-Lafayette – Lafayette – License #2387
28. Unitech Training Academy-New Orleans – New Orleans – License #2388
29. Unitech Training Academy-West Monroe – West Monroe – License #2389

MedEra Technical Institute, Hammond, LA, License #2391, did not submit a complete renewal application by their license expiration date and was notified by Staff that their license expired. The school owner submitted additional materials and, via staff, asked for the Commission to consider an exception.

**On motion of Chris Broadwater, seconded by Chandler LeBoeuf, the Advisory Commission on Proprietary Schools acknowledged the expiration of MedEra Technical Institute’s license and unanimously voted not to grant an exception and for the partial fees submitted to be returned.**

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.

Accelerated Academy – Baton Rouge, LA

- Amend: Dental Assisting – Hybrid – 80.0 clock hours

Accelerated Academy – Denham Springs, LA

- Amend: Dental Assisting – Hybrid – 80.0 clock hours

Accelerated Academy – Hammond, LA

- Amend: Dental Assisting – Hybrid – 80.0 clock hours

Accelerated Academy – Houma, LA

- Amend: Dental Assisting – Hybrid – 80.0 clock hours

Accelerated Academy – Lafayette, LA

- Amend: Dental Assisting – Hybrid – 80.0 clock hours

Accelerated Academy – Lake Charles, LA

- Amend: Dental Assisting – Hybrid – 80.0 clock hours

Accelerated Academy – Metairie, LA

- Amend: Dental Assisting – Hybrid – 80.0 clock hours

Accelerated Academy – Monroe, LA

- Amend: Dental Assisting – Hybrid – 80.0 clock hours

Accelerated Academy – Slidell, LA

- Amend: Dental Assisting – Hybrid – 80.0 clock hours

Delta College-West – Lake Charles, LA

- Amend: Medical Assistant – Hybrid – 786.0 clock hours/ 48.0 Quarter Credits
- Amend: Medical Assistant – Traditional – 786.0 clock hours/ 48.0 Quarter Credits

Delta College-South – Baton Rouge, LA

- Amend: Medical Assistant – Hybrid – 786.0 clock hours/ 48.0 Quarter Credits
- Amend: Medical Assistant – Traditional – 786.0 clock hours/ 48.0 Quarter Credits

Unitech Training Academy-Lafayette - Lafayette, LA

- Add: Electrical – Traditional – 480.0 clock hours/ 39.0 Quarter Credits

The next agenda item considered by the Commission was the discussion of compliance issues with licensed schools. Discussion included the discovery of several compliance issues during the transition to the online application management system, staff's efforts to ensure schools are in compliance, and the implementation of quarterly compliance training and whether the training is currently mandatory for schools. A motion to require attendance at compliance training annually was considered but withdrawn to be placed on September's Commission agenda under a more detailed



agenda item. The Commission asked staff to prepare more information about potential compliance penalties, processes when noncompliance is discovered, authority of the Commission to enforce penalties for noncompliance, and various methods and timing of offering regular compliance trainings, which school representatives should be required to complete compliance training if it were enforced, and the next steps to enforce compliance taken by the Commission and Board.

During the final agenda item, "Other Business," the discussion covered the agency's efforts to better inform the Board of Regents about school licensure of all types, a future board development on licensure, and the potential for the Board to recommend changes the Louisiana's licensure laws and rules.

The next meeting of the Commission is scheduled for September 16, 2025, at 10:00 a.m. in Room 1–153 of the Claiborne Building. There being no further business, the meeting adjourned at 2:28pm.

APPENDIX A  
GUESTS

Amanda Daigre

Accelerated Academy

Jamie Taylor

Accelerated Academy

Keith Torres

Accelerated Academy

**Agenda Item IV.**  
**2025–2027 Hunger-Free Campus Designation (HFC) Status Update**

**Background**

Act 719 of the 2022 Louisiana Regular Legislative Session directed the Louisiana Board of Regents to establish two critical initiatives addressing food insecurity in higher education:

1. A process for designating a postsecondary institution as a **Hunger-Free Campus (HFC)**
2. A competitive award program to financially support institutional efforts to:
  - Raise awareness of food insecurity resources;
  - Leverage and enhance existing campus infrastructure;
  - Maximize use of federal nutrition programs; and
  - Build sustainable partnerships across local, state, and national levels

This program aims to reduce food insecurity among Louisiana’s college students, recognizing that hunger is a significant barrier to academic success and degree completion. Once designated as a Hunger-Free Campus, the program designation is valid for two years, after which institutions may reapply to maintain their status and continue receiving program benefits and visibility.

Academic Year 2025–2027 represents the second two-year cycle of the designation and award program, marking a continued commitment to addressing basic needs and supporting student well-being through campus-driven and statewide initiatives. Act 719 does not require a yearly legislative report. This update is for informational purposes only.

**2025–2027 Hunger-Free Campus Designations & Awards**

In the spring semester of 2025, Board of Regents (BOR) staff shared the renewal application with both public and private postsecondary institutions. BOR staff also issued a Request for Application (RFA) inviting eligible institutions to apply for the 2025–2027 Hunger-Free Campus BOR awards. A total of five awards, each in the amount of \$10,000, were made available to support institution-led efforts aimed at expanding or enhancing food insecurity initiatives.

Applications were evaluated based on institutional need, sustainability of hunger relief efforts, and alignment with the program’s core objectives.

Below is the list of approved designees who have successfully completed the eligibility requirements for the Hunger-Free Campus designation for the academic year 2025–2027 cycle and the BOR Hunger-Free Campus Award winners for 2025.

**Hunger-Free Campus Designees for 2025–2027**

SYSTEM	INSTITUTION
<b>Louisiana Community and Technical College System</b>	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 Technical Community College Nunez Community College River Parish Community College South Louisiana Community College Southwestern Louisiana Technical Community College (SOWELA)
<b>Louisiana State University System</b>	Louisiana State University and A&M College Louisiana State University, Alexandria Louisiana State University, Eunice Louisiana State University, Shreveport Louisiana State University Health New Orleans Louisiana State University Health Shreveport
<b>Southern University System</b>	Southern University and A&M College Southern University, New Orleans Southern University, Shreveport
<b>University of Louisiana System</b>	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 University of New Orleans
<b>Louisiana Association of Independent Colleges and Universities</b>	Centenary College Franciscan Missionaries of Our Lady University Loyola University Tulane University

### **Hunger-Free Campus Awardees for 2024 and 2025**

Six campuses were named recipients of the 2024 Hunger-Free Campus Awards and were each awarded \$8,000 to support their Hunger-Free efforts. The 2024 recipients of the Hunger-Free Campus Award were:

2024 HFC AWARDS	
1.	Louisiana Delta Community College
2.	LSU Health Science Center Shreveport
3.	South Louisiana Community College
4.	Southern University Shreveport
5.	University of Louisiana at Monroe
6.	University of New Orleans

Five campuses were named recipients of the 2025 Hunger-Free Campus Awards and were each awarded \$10,000 to support their Hunger-Free efforts. The 2025 recipients of the Hunger-Free Campus Award are:

2025 HFC AWARDS	
1.	Delgado Community College
2.	Fletcher Technical Community College
3.	LSU Health Sciences Center New Orleans
4.	Nicholls State University
5.	Northwestern State University

*\* Institutions awarded funds in 2024 were not eligible to apply for the 2025 award year.*