



Notice of Meetings

Louisiana Board of Regents

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Wednesday, September 24, 2025

Event	Time	Location
Board Development	9:30 AM	Iowa Room 1-153 Claiborne Building, 1st Floor 1201 N. Third St. Baton Rouge, LA 70802
Committee Meetings** Finance Facilities and Property Academic and Student Affairs Research and Sponsored Initiatives Statewide Programs Planning, Research, and Performance Personnel	10:30 AM	Louisiana Purchase Room 1-100 Claiborne Building, 1st Floor
Board of Regents Meeting**	1:00 PM	Louisiana Purchase Room 1-100 Claiborne Building, 1st Floor

ADA Accessibility Requests

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

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

* The meeting may begin later contingent upon adjournment of previous meeting. Meetings may also convene up to 30 minutes prior to the posted schedule to facilitate business.

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



BOARD of REGENTS
STATE OF LOUISIANA

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*Commissioner
of Higher Education*

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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, September 24, 2025
10:30 AM

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

- I. Call to Order
- II. Roll Call
- III. Public Comments
- IV. Approval of Minutes from August 20, 2025
- V. Reports and Recommendations of Standing Committees
 - A. Finance
 - B. Facilities and Property
 - C. Academic and Student Affairs
 - D. Research and Sponsored Initiatives
 - E. Statewide Programs
 - F. Planning, Research, and Performance
 - G. Personnel
- VI. Meauxmentum Moment – Master Plan Year 6 Report
- VII. Chair’s Comments
- VIII. Reports and Recommendations by the Commissioner of Higher Education
- IX. Other Business
- X. Adjournment

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

DRAFT
MINUTES
BOARD OF REGENTS

August 20, 2025

The Board of Regents met at 12:47 p.m. on Wednesday, August 20, 2025, in the Iowa Room 1–153, Claiborne Building, 1201 North Third Street, Baton Rouge, Louisiana. Vice Chair Terrie Sterling called the meeting to order. Vice Chair Sterling announced that Chair Cordell and Commissioner Reed were absent from the meeting because they were in the United Kingdom with a group of Louisiana leaders at a program at Oxford University centering on executive degree apprenticeship in critical sectors such as healthcare and manufacturing. This collaborative, organized by the National Governors’ Association, includes ten states.

ROLL CALL

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

Present for the meeting were:

Terrie Sterling, Vice Chair
David Aubrey
Christian Creed
Blake David
Ted Glaser III
Dallas Hixson
Darren Mire
Wilbert Pryor
Christy Reeves
Devesh Sarda, Student Member
K. Samer Shamieh
Collis Temple III
Judy Williams-Brown

Absent from the meeting were:

Misti Cordell, Chair
Stephanie Finley
Phillip May, Jr.

Mgt. Board representatives present were:

LSU System Representative, Remy Voisin Starns
UL System Representative, John Noble, Jr.
LCTCS System Representative, William Tulak

Mgt. Board representative not present was:

SU System Representative

Appendix A
Guest List

PUBLIC COMMENTS

Vice Chair Terrie Sterling asked if there were any public comments. There were none.

APPROVAL OF THE MINUTES OF THE JUNE 18, 2025 MEETING

Vice Chair Sterling asked for a motion to approve the June 18, 2025 meeting minutes.

On motion of Regent Aubrey, seconded by Regent Hixson, the Board voted unanimously to approve the minutes of the June 18, 2025 meeting.

REPORTS AND RECOMMENDATIONS OF STANDING COMMITTEES

Vice Chair Sterling inquired if any member of the Board wanted to take up any of the Committee reports separately before a motion was made to accept all reports. There were no requests.

On motion of Regent Reeves, seconded by Regent Hixson, the Board voted unanimously to approve all Committee recommendations from the Committee meetings.

MASTER PLAN UPDATE – MEAUXMENTUM MOMENT

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, introduced Dr. Kelvin Bentley, program manager for Texas Credentials for the Future through the University of Texas System, to discuss his work with the National Association of Higher Education Systems (NASH) and Google's Community of Practice on Microcredentials. Dr. Denley reminded Board members of the partnership discussed earlier in the day at the joint BESE-BOR meeting regarding the future use of AI. In Louisiana, this program involves the four systems' 28 institutions under the purview of BOR. Dr. Denley thanked Google for providing access to all its professional microcredentials. Each Board member received access to the Coursera platform through which they can participate in various courses centered on AI, particularly the AI Essentials course, which involves a three- to four-hour commitment. Other Microcredentials offered include prompting essentials, cybersecurity, data analytics, and project management. Dr. Denley noted that Regents Reeves and David had already signed up for courses.

Dr. Bentley discussed his collaborative work with Google and NASH, noting that surveys indicate students and employers feel microcredentials help with job searches and strengthen applications. Those same surveys found that 74% of U.S. students are more likely to enroll in a degree program that offers industry microcredentials. Microcredentials have joined degrees, experiential learning opportunities, and internships in enhancing career readiness. The goal is to give all learners no-cost access to industry credentials. In the Texas program, microcredentials are available not only to students but also

to faculty, staff, and alumni. The University of Texas System, along with partnering systems including Louisiana, will be conducting a study that includes reviewing facilitation, technical assistance, and professional development. The Community of Practice began last summer with 11 systems, including BOR, and Dr. Bentley hopes to bring additional NASH members shortly. In addition to no-cost access to the microcredentials, Google is offering a \$15,000 stipend to incentivize faculty to experiment with the use of the microcredentials. Dr. Bentley stated that this is a great opportunity for Louisiana to be at the cutting edge, since offerings in and use of microcredentials are in the early stages. In Louisiana the Community of Practice provides 500 licenses per institution, with 14,000+ learners being served currently and potential for further expansion. Louisiana is the only state in which a statewide approach to incorporating microcredentials is being implemented.

Regent Devesh Sarda asked when students, faculty, and staff will have access to courses on Coursera. Dr. Denley replied that the access already exists and will be rolled at most institutions this fall. Regent Sarda commented that microcredentials are important for students because they show that the student has gone above and beyond the normal degree.

Regent Sterling asked Dr. Denley how these microcredentials fit with BOR's credentials of value and how they are counted. Dr. Denley emphasized that the AI credentials course is not defined as a credential of value, but other courses, such as cybersecurity and data analytics, are. He noted that the highest credential earned by the student is the one counted toward the attainment goal.

Regent Hixson advised the Regents that they will need to use their BOR email account to gain access to Coursera. Dr. Denley offered help to anyone having difficulties logging in.

CHAIR'S COMMENTS

On behalf of Chair Cordell, Vice Chair Sterling made the following comments:

- She recognized Regent Devesh Sarda, student member, who gave a report about the start of the fall semester.
 - Regent Sarda mentioned that Commissioner Reed has asked him to attend the Hazing Prevention Summit at the Pennington Center in Baton Rouge in September along with students from other systems.
 - He confirmed that the Council of Student Body Presidents now has dates for the group's meetings this year and that he will report to Board following each of the meetings. Meetings will be held on the following dates: Oct. 3–4 (Baton Rouge), Nov. 7–8 (Bossier City), Feb. 27–28 (Lake Charles), and April 10–11 (Shreveport).
- She encouraged Board members who had not seen them to watch the Louisiana Higher Education "Beg-Knows America" stories on CBS. Two episodes have aired, one highlighting a Southeastern Louisiana University student and the importance of having friends on campus and another about James Robert, a student born with a disability who is now using AI to develop wheelchairs for children with disabilities. The videos are available on YouTube.
- She mentioned several new BOR task forces had begun meeting.

- Regent Aubrey and Regent Temple are part of the NIL Task Force, along with individuals from the high school level, athletic directors, and practitioners from LSU to NAIA schools. Chair Cordell and Regent Aubrey attended the first meeting, which Regent Aubrey noted was well supported by Board staff. At this meeting, a representative from the Louisiana Attorney General's office provided background content information and members reviewed laws pertaining to NIL. The task force will meet again on August 26, 2025 in the Governor's Press Room.
- Regents also has a presence in the Governor's new task for on higher education reform, with Commissioner Reed and Chair Cordell appointed as members. The first meeting focusing on institutional accreditation will be held on August 28, 2025.
- She noted that Commissioner Reed was involved in welcoming U.S. Secretary of Education Linda McMahon on her recent visit to Jefferson Parish to highlight improved test scores. During her visit, the Secretary visited with Southeastern Louisiana University to talk about dual enrollment and apprenticeship programs.

AUDIT

INTERNAL AUDIT PRESENTATION

Mrs. Laura Soileau from EisnerAmper reviewed the Internal Audit Charter, which must be approved annually. Mrs. Soileau outlined the purpose, authority, and responsibility of the Internal Audit Charter and reported that there are no changes to guidance provided by the Institute of Internal Auditing Standards that would necessitate revisions.

On motion of Regent Hixson, seconded by Regent Creed, the Audit Committee recommended Board reapproval of the Internal Audit Charter.

Mrs. Soileau continued her presentation with a review of the Global Internal Audit Standards, highlighting that the internal audit function is independent and internal auditors must be free from undue influence and committed to making objective assessments (Domain I). She further noted that the chief audit executive must develop a methodology and conduct internal assessments of the internal audit functions in conformance with the Global Internal Audit Standards, as well as determine an action plan should instances of nonconformance arise and provide thorough documentation in accordance with the Standards. Mrs. Soileau confirmed that EisnerAmper's assessment and Quality Assurance and Improvement Program meets these Standards. These items were for informational purposes only.

During the annual risk assessment process, Mrs. Soileau stated, EisnerAmper determined the Board of Regents' Internal Audit Plan for FY26 would begin with a review of the agency's professional services contractual management and processes. Once this audit is completed, EisnerAmper will reassess the internal audit plan for the remainder of the fiscal year with considerations given to risk, discussions with management/Audit Committee, and available contract dollars remaining. The plan for the remainder of the fiscal year will then be presented to the Audit Committee for approval.

On motion of Regent Shamieh, seconded by Regent Hixson, the Audit Committee recommended Boared approval of the Internal Audit Plan for FY26.

**BOARD OF REGENTS FORMULA, ADMISSIONS, AND SCHOLARSHIPS AUDIT PLAN,
FY 2025–26**

Ms. Bentley-Smith then introduced Ms. Amanda Cain, Associate Commissioner for Finance and Compliance, and Mr. Patrick Roque, Assistant Commissioner for Audit and Compliance, and presented the Formula, Admissions, and Scholarships Audit Plan for FY26. Ms. Bentley-Smith discussed the process to determine the Formula and Admission Audit Plan, noting 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 conducted. She then discussed the audit plan for scholarships managed by the Louisiana Office of Student Financial Assistance (LOSFA), which is in compliance with Louisiana Administrative Code (LAC) 28, Part IV, Section 107. In accordance with standard auditing practices, an annual risk assessment guided 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%. Ms. Bentley-Smith also noted that the risk assessment begins with a collaborative discussion between the Academic Affairs and Finance Divisions, including personnel from BOR institutional research and information technology. Regent Aubrey asked if admissions standards were part of the Board of Regents' audit plan. Mr. Roque confirmed that admissions standards are a key component of this year's audit plan as a thorough audit had not been completed since prior to COVID-19 and many of the policies changed in the interim. Regent Creed then requested a clarification regarding the 90% compliance rate. Mr. Roque explained that the audit team's goal is to ensure that institutions comply with assessment at a rate of 90% or greater and that the team works with the institutions to meet this goal.

On motion of Regent David, seconded by Regent Creed, the Audit Committee recommended that the Board approve the Board of Regents' Formula, Admissions, and LOSFA Programs Audit Plans for FY26.

FACILITIES AND PROPERTY

CONSENT AGENDA

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

SMALL CAPITAL PROJECTS

1. **Fletcher: Houma Campus Storage/Maintenance Building, Houma, LA** – Fletcher Technical Community College, Insurance Proceeds \$247,150
2. **LSU A&M: Campus Mounds Restoration 2025, Baton Rouge, LA** – Louisiana State University and A&M College, National Park Service Campus Mounds Preservation Grant \$200,000
3. **LSU A&M: Himes Hall Suite 150 Renovation, Baton Rouge, LA** – Louisiana State University and A&M College, Operational Funds \$208,000
4. **LSU A&M: Hodges Hall Rooms 116 and 116A Renovation, Baton Rouge, LA** – Louisiana State University and A&M College, Operational Funds \$180,000
5. **LSU A&M: Patrick F. Taylor Hall Chilled Water Tertiary Pump Replacement, Baton Rouge, LA** – Louisiana State University and A&M College, Operational Funds \$243,613
6. **LSU A&M: Pentagon Activity Center Variable Refrigerant Volume Repair and Component Replacement, Baton Rouge, LA** – Louisiana State University and A&M College, Auxiliary Revenues \$198,103
7. **LSU A&M: Tennis Facility HVAC System Modifications, Baton Rouge, LA** – Louisiana State University and A&M College, Auxiliary Revenues \$650,000
8. **LSU A&M: Veterinary Medicine Heating Water Exchanger and Valve Replacements, Baton Rouge, LA** – Louisiana State University and A&M College, Auxiliary Revenues \$184,428
9. **LSU A&M: Williams Hall Coil Replacement, Baton Rouge, LA** – Louisiana State University and A&M College, Insurance Proceeds \$198,930
10. **LA Tech: Parking Lot Improvements, Ruston, LA** – Louisiana Tech University, Operational Funds \$235,000
11. **LA Tech: Warehouse and Applied Trade Shop Fire Damage Repairs, Ruston, LA** – Louisiana Tech University, Insurance Proceeds \$320,000
12. **LSU-S: Business Education Building Repairs, First Through Third Floors, Shreveport, LA** – Louisiana State University - Shreveport, Insurance Proceeds/Operational Funds \$390,000
13. **LSU-S: Noel Library Rooms 141 and 142 Improvements, Shreveport, LA** – Louisiana State University - Shreveport, Self-Generated Revenues \$475,000
14. **LSU-S: Soccer Building Correction and Pedestrian Bridge, Shreveport, LA** – Louisiana State University - Shreveport, Auxiliary Revenues \$172,030
15. **SOWELA: Charleston Building Chiller One Replacement, Lake Charles, LA** – SOWELA Technical Community College, Self-Generated Revenues \$275,000

Regent Temple inquired as to the types of projects being approved under the small capital project provisions. Mr. Herring stated that the threshold for small capital projects is \$1M or less. If an institution does not exceed the prescribed threshold, any type of project may be initiated.

On motion of Regent Reeves, seconded by Regent Aubrey, the Facilities and Property Committee voted unanimously to recommend approval of the item on the Consent Agenda, the Small Capital Projects report.

PUBLIC-PRIVATE PARTNERSHIP PROJECT: LOUISIANA STATE UNIVERSITY AND A&M COLLEGE SOUTH QUAD HOUSING PROJECT

LSU A&M 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 A&M, 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 A&M to continue its first-year residency expectation even as enrollment grows. This project will also position LSU A&M 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, except 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 A&M 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 fall 2027.

LSU A&M will lease the land to the REFF SPE, which will contract with LSU's private housing development partner, RISE: A Real Estate Company (RISE), for the construction of SQ-4. LSU A&M will continue to oversee all residential-life-related functions, with RISE performing all physical operations and maintenance of the facilities. LSU A&M 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 A&M students is a challenge that has grown over the last five-plus years primarily due to enrollment growth and construction-related reductions in available parking spaces. At the same time, over 2,000 parking spaces have been, or will be, removed from the campus core because of the new library and information commons, the SQ-4 housing project, and the reduction of on-street parking.

LSU A&M 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, with the Office of Parking and Transportation responsible for paying this portion of the debt service. The Mobility Hub will open for the fall 2026 semester, and LSU is requesting that the MRA on this portion of the project be based on an amount of \$0.40/SF of covered, air-conditioned space.

Regent David asked where the new housing will be located. Mr. Herring stated the new facilities will be in what is now known as the Touchdown Village parking lot. Mr. Patrick Martin, LSU Assistant Vice President for Real Estate, Public Partnership & Compliance, added that the site will be on South Quad Drive closer to Highland Road.

Regent Pryor asked if this project would solve the issue of some LSU A&M first-year students having to live off-campus. Mr. Martin responded that once these facilities are online, the expectation is that the issue will be rectified.

Regent Pryor also inquired whether the new facilities would be in the Tiger Land area and if LSU A&M has plans to acquire Tiger Land properties. Mr. Martin responded that the new facilities related to the South Quad project are not located near the Tiger Land area. Supervisor Starns noted that the LSU Board of Supervisors is cognizant of the concerns related to the Tiger Land area and has held discussions on the matter.

Regent Sarda asked if the new housing facilities will be able to accommodate future first-year enrollment growth. Mr. Martin responded that this is certainly the intent of the project, adding that LSU A&M is constantly evaluating future housing needs.

Regent Aubrey asked for LSU A&M's current on-campus housing capacity. Mr. Peter Trentacoste, LSU Executive Director of Residential Life, stated the current capacity is 8,800 beds, of which 6,800 are for first-year students. Regent Aubrey then asked if current capacity is comparable with peer institutions. Mr. Trentacoste confirmed that is the case and the new facilities will provide LSU A&M with over 10,000 available beds.

Regent Creed requested an explanation of the Maintenance Reserve Account (MRA) contribution. Mr. Martin provided examples of work that could be completed by using MRA funds and clarified that MRA funding is derived from rental payments.

On motion of Regent Glaser, seconded by Regent Reeves, the Facilities and Property Committee voted unanimously to recommend 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 Four of the housing program, including the Mobility Hub.

JOB ORDER CONTRACTING POLICY APPROVAL

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. Mr. Herring noted that 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. The JOC policy manual, including relevant appendices, was provided in meeting materials and had been presented in draft during the June 2025 Board meeting. The final version had 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 appendices were added, including sample templates for solicitation and administration of a JOC agreement.

Regent Aubrey asked what size projects could be undertaken using the JOC delivery method. Mr. Herring responded that the maximum individual JOC contract would be capped at \$5M per year, but project costs could range from a few hundred thousand to over \$1M.

On motion of Regent Mire, seconded by Regent Glaser, the Facilities and Property Committee voted unanimously to recommend approval of the Board of Regents Job Order

Contracting Manual, including all appendices, with authorization for staff to make technical changes as needed.

OTHER BUSINESS AND ADJOURNMENT

Mr. Herring informed the Board of the upcoming capital outlay site visit schedule. Regent Temple mentioned the importance of Regents visiting institutions to gain firsthand knowledge of capital priorities and improvements across all public postsecondary institutions.

ACADEMIC AND STUDENT AFFAIRS

CONSENT AGENDA

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

On motion of Regent Creed, seconded by Regent Glaser, the Committee received and 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 Technical Studies at Bossier Parish Community College, the Associate of Applied Science in Helicopter Aviation at South Louisiana Community College, the Bachelor of Science in Public Health at Grambling State University, and the Bachelor of Science in Engineering Technology at Nicholls State University.

Regent Glaser asked if there are any programs that train students on the use of drones; Dr. Denley responded that programs are in the state to train students in the use of drones.

Regent Mire asked about the dual enrollment portion of the aviation program. Dr. Charles Miller from SOLACC responded that the College is looking at partnerships with both an aviation academy and secondary schools in the region. Regent Sarda asked if the students will be trained for visibility or for instruments only. Dr. Miller responded that students would have five FAA credentials once they complete the program.

On motion of Regent Mire, seconded by Regent Creed, the Committee approved the four proposed new programs as presented.

NEW COLLEGE OF HUMANITIES AND SOCIAL SCIENCES HUMANITIES CENTER – LOUISIANA STATE UNIVERSITY A&M

Dr. Denley then presented for approval the Humanities Center in the College of Humanities and Social Sciences (HSS) at Louisiana State University A&M. Dr. Denley advised that the Center's mission is to foster a scholarly culture of human-centered learning, offer a diverse suite of programming and resources to support researchers' professional development at every career stage, and support HSS faculty as they write and publish their research and creative activity.

On motion of Regent Creed, seconded by Regent Glaser, the Committee approved the new research center as presented.

STATEWIDE PROGRAMS

CONSENT AGENDA

- A. Geaux Teach Program Rulemaking - Implements Act 59 of the 2025 Regular Session of the Louisiana Legislature

Dr. Sujuan Boutté explained that this rulemaking allows students who receive Geaux Teach Program funds to apply those funds as a first-restricted dollar. 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. Prior to Act 59, the Geaux Teach Program was 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.

- B. M.J. Foster Promise Program Rulemaking - Implements Act 152 of the 2025 Regular Session of the Louisiana Legislature

Dr. Boutté informed the Regents that Act 152 provides additional responsibilities 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 offering, when it was created in 2021, to identify credential 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 does not require that the eligible programs of study be precisely aligned.

- C. TOPS, TOPS Tech, and TOPS Tech Early Start Rulemaking - Implements Acts 152, 347, 268, and 359 of the 2025 Regular Session of the Louisiana Legislature and adds core courses as equivalents in the TOPS core curriculum

Dr. Boutté explained the Act 152 changes that were necessary in the TOPS rulemaking for the approval of courses of study for TOPS Tech Early Start and TOPS Tech. Dr. Boutté then explained that 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.

She also explained that 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. The Act 356 amendments do not require rulemaking; however, information is provided on this Act because it could result in additional expenditures for TOPS due to students becoming eligible for TOPS or for a higher award level due to the changes.

Act 268 pushes back implementation of the requirement that students complete one unit of computer science for the TOPS core curriculum from high school graduates of 2028–2029 to graduates of 2030–2031.

In addition to implementing the 2025 Acts of the Legislature, this rulemaking adds core equivalents for TOPS.

- 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

Dr. Boutté informed the Regents that 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, and the Advisory Board recommends Board of Regents approval.

- E. TOPS and M.J Foster Promise Program 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

Dr. Boutté informed the Regents that 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 continuous enrollment 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, and the Advisory Board recommends Board of Regents approval.

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

PLANNING, RESEARCH, AND PERFORMANCE

CONSENT AGENDA

Dr. Susannah Craig presented the Consent Agenda, starting with the recommendations for approval of two initial and 29 renewal proprietary school applications, as recommended by the Advisory Commission on Proprietary Schools.

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

Following the Consent Agenda, Dr. Craig provided an update on the Hunger-Free Campus Designations and Awards. She summarized the legislation (2022) that established an application process for designating Hunger-Free Campuses. The legislation includes establishing a competitive grant program to provide funding to assist postsecondary education institutions in raising awareness of resources available to address basic food needs, leveraging and maximizing existing infrastructure and federal programs, and building strategic partnerships at local, state, and national levels to address food insecurity among students in Louisiana postsecondary institutions.

Dr. Craig reported that all of Louisiana’s public two- and four-year institutions have met the eligibility requirements and have once again earned the Hunger-Free Campus designation for a three-year term spanning AYs 2025–2027. In addition, four LAICU institutions also met all requirements and were recognized with the designation:

- Centenary College
- Franciscan Missionaries of Our Lady University
- Loyola University
- Tulane University

In addition to the designations, Dr. Craig highlighted the Hunger-Free Campus Award recipients. In 2024, six institutions were each recognized with awards of \$8,000 to strengthen their hunger-free campus initiatives. In 2025, five institutions received the award, with the funding amount increased from \$8,000 to \$10,000. The 2025 award winners were:

- Delgado Community College
- Fletcher Technical Community College
- LSU Health Sciences Center New Orleans

- Nicholls State University
- Northwestern State University

She continued her presentation by highlighting the inspiring and innovative work happening at each of the postsecondary systems across the state, including themed and holiday food drives and volunteer events, student support events during finals week, the expansion of wraparound services, engagement of dietetic interns to staff and guide food pantry operations, and partnerships with local groups to secure donations.

Dr. Craig concluded her remarks by emphasizing that each institution participating in the Hunger-Free Campus program develops unique and creative initiatives reflecting their commitment to collaboration, care, and meeting the specific needs of their student communities. Dr. Craig then introduced staff members Allison Vicknair and Dr. Lupe Lamadrid, and recognized them for their great work in establishing and maintaining the designation program and grant award process.

REPORTS AND RECOMMENDATIONS BY THE COMMISSIONER OF HIGHER EDUCATION

On behalf of Commissioner of Higher Education Kim Hunter Reed, Dr. Susannah Craig, Deputy Commissioner for Strategic Planning and Student Success, presented several items to the Board:

- She provided an update on BOR's summer project Helping Foster Youth Start College on the Right Foot. She recognized Emily Skaikay for her work with this project and noted that the project has grown over the six years it has been BOR's annual summer project. In 2025, sixty-one foster students, both on and off campus, have received supplies.
- Several BOR staff members traveled during the first week of August to the annual State Higher Education Executive Officers annual policy conference in Minneapolis, MN. Five members of the BOR team—Ms. Bentley-Smith, Dr. Denley, Ms. Kim Kirkpatrick, Dr. Reed, and Dr. Allison Smith—were selected to give presentations. Topics covered included the return on investment for dual enrollment and strategies for improving education and workforce alignment.
- She mentioned that Dr. Reed joined the Blanco Policy Center Katrina Forward Summit in Lafayette to mark the twentieth anniversary of Hurricane Katrina this month. There she was joined by former Commissioner of Higher Education Dr. Joseph Savoie and Barry Erwin of Leaders for a Better Louisiana. In addition, Regent David attended the event as they discussed how education in Louisiana has changed over the last twenty years. On August 30, 2025, Dr. Reed will participate in an emergency preparedness Katrina panel for the City of New Orleans. The discussions will focus on lessons learned, resilience, and the work ahead to ensure that Louisiana continues to prosper.

OTHER BUSINESS

Regent Sterling asked if there was any other business to come before the Board. Regent Glaser took a moment to commend Southern University A&M and District Attorney Tony Clayton for expelling the fraternity involved in the hazing death of a SUBR student.

Dr. Shamieh reminded the Board that at the June meeting Regent Pryor discussed concerns about Southern New Hampshire University and inquired as to when Board staff would get back with questions posed during that discussion. Regent Mire responded that information is being collected and will be presented as soon as it is assembled, which may not be until January 2026.

Regent Aubrey voiced concern about higher education budgets. Regent David mentioned that the two-day September meetings will be devoted to budget matters. Regent Aubrey expressed his view that the Board needs to be honest about the budgeting challenges that lie ahead and that Board members need to be informed to advocate for and assist system leaders to address budget issues. For the benefit of new Board members, Regent David explained how budget hearings work. Regent Sterling reminded the Board that the dates for the budget hearings and Board meeting are September 23 and 24, 2025, and suggested that any member who wishes to submit questions for those meetings should send them to Ms. Bentley-Smith. Ms. Bentley-Smith added that Regents staff have met with the four system chief financial officers to discuss system plans and Regents' expectations for the hearings.

ADJOURNMENT

There being no further business to come before the Board, on motion of Regent David, seconded by Regent Temple, the meeting was adjourned at 1:42 p.m.

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Appendix A
Board Meeting Guest List
Wednesday, August 20, 2025

NAME	AFFILIATION
Laura Soileau	EisnerAmper
Connie Walton	Grambling State University
Carolyn Hester	Grambling State University
Sharon Murff	Grambling State University
Meg Brown	Grambling State University
Jeannine O'Rourke	UL System
William Tulak	LCTCS
Charles Miller	South Louisiana Community College
Margaret Finch	LSU A&M
Jackie Bach	LSU A&M
Chris Barrett	LSU A&M
Sujuan Boutte	LOSFA/BOR
Troy Blanchard	LSU A&M



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Devesh Sarda
Student Member

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Collis B. Temple III
6th Congressional District

Judy A. Williams-Brown
4th Congressional District

Agenda

Finance

Wednesday, September 24, 2025
10:30 AM

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

- I. Call to Order
- II. Roll Call
- III. Review and Acceptance of FY 2025–2026 Operating Budgets
- IV. Other Business
- V. Adjournment

Committee Members: Blake R. David, Chair; Darren G. Mire, Vice Chair; Christian C. Creed; Dallas L. Hixson; Collis Temple III.; Judy Williams-Brown; LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative
Staff: Elizabeth Bentley-Smith, Deputy Commissioner for Finance and Administration

AGENDA ITEM III.

Review and Acceptance of FY 2025–2026 Operating Budgets

The September Board of Regents’ budget hearings will provide an opportunity for the Board to receive budget presentations from each of the management boards regarding their campus and system budgets as well as from Board of Regents, which includes the programs of LOSFA and LUMCON. These hearings will focus on the FY 2025–2026 Operating Budgets. The budget hearings will allow for questions and discussion on immediate and long-term budget adjustments. Below is the schedule for the budget hearings:

Schedule of Budget Hearings for Tuesday, September 23, 2025

**Board Conference Room, Claiborne Building, 6th Floor
Baton Rouge, Louisiana**

9:00 a.m.	Introduction
9:05 a.m.	Statewide Budget Outlook
9:45 a.m.	Board of Regents
9:55 a.m.	Break
10:00 a.m.	Louisiana Universities Marine Consortium (LUMCON)
10:30 a.m.	Louisiana Office of Student Financial Assistance (LOSFA)
11:00 a.m.	Break
11:05 a.m.	Louisiana Community and Technical College System
12:05 p.m.	Lunch Break
12:45 p.m.	Southern University System
1:45 p.m.	Break
2:00 p.m.	Louisiana State University System
3:00 p.m.	University of Louisiana System

Following the hearings, the Board of Regents will meet on Wednesday, September 24 to review and consider acceptance of the FY 2025–2026 operating budgets. BoR staff will present statewide summary information for the Board’s consideration. This month’s actions will complete the final step in the FY 2025–2026 budget cycle. Next month, staff will update and prepare a preliminary full formula funding request for FY 2026–2027.

STAFF RECOMMENDATION

Senior Staff recommends that the Board accept the Fiscal Year 2025–2026 Operating Budgets.



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Agenda

Facilities and Property

Wednesday, September 24, 2025
10:40 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. Act 959 Project: LSU A&M Student Union Restroom Renovation
- IV. Other Business
- V. 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

Act 959 Project: Louisiana State University and A&M College (LSU) Student Union Restroom Renovation

Act 959 of 2003 permits institutions to initiate certain capital projects not exceeding \$10M that are funded with self-generated/auxiliary revenues, grants, donations, or local/federal funds. The Louisiana State University Board of Supervisors, on behalf of LSU, submitted a request for the purpose of renovating restrooms within LSU's Student Union.

The LSU Student Union is a high-use facility serving students, faculty, staff, and visitors. This project will renovate existing restrooms on the first through fourth floors of the union. The renovation will improve the functionality, accessibility, and user experience related to a heavily utilized core facility. The project scope involves replacing deteriorated components, upgrading fixtures to meet current code and accessibility standards, and refreshing finishes throughout each restroom. **The total project cost of \$1.7M will be funded with auxiliary revenues.**

STAFF RECOMMENDATION

Senior Staff recommends approval of the Act 959 project submitted by the Louisiana State University Board of Supervisors, on behalf of Louisiana State University and A&M College, for the purpose of renovating the LSU Student Union restrooms.



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Agenda

Academic and Student Affairs

Wednesday, September 24, 2025
10:45 AM

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

I. Call to Order

II. Roll Call

III. Consent Agenda

A. Routine Staff Approvals

IV. 2025 Statewide Strategic Academic Planning

V. Other Business

VI. Adjournment

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

AGENDA ITEM III.A.

Routine Academic Requests & Staff Approvals

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

AGENDA ITEM IV.

2025 Statewide Strategic Academic Planning

Background Information

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

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

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

Staff Summary

Process

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

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

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

Planned New Programs

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

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

Next Steps for Program Approval

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

Review of Existing Programs

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

- **Program Progress Reports**

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

- **Terminations**

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

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

- **Coordinated Cooperative Academic Partnerships**

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

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

Staff Analysis

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

STAFF RECOMMENDATION

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

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

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

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

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

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

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

Attachment B – Progress Reports

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

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

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

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

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

Southern University in New Orleans

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Bossier Parish Community College

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

Nicholls State University

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

University of Louisiana at Monroe

Reconfigure the PhD Pharmacy into:
PhD Pharmacy
PhD Pharmacology

University of Louisiana at Monroe

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

Attachment C – Program Terminations September 2025

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

Attachment D – Louisiana Occupation Areas of Strategic Need 2025

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

Louisiana

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

- Electrical Power-Line Installers/Repairers to statewide

RLMA 1 – New Orleans

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

RLMA 2 - Baton Rouge

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

RLMA 3 - Houma

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

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

RLMA 4 - Lafayette

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

RLMA 5 - Lake Charles

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

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

RLMA 6 - Alexandria

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

RLMA 7 - Shreveport

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

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

RLMA 8 - Monroe

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



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Agenda

Research and Sponsored Initiatives

Wednesday, September 24, 2025
11:15 AM

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

- I. Call to Order
- II. Roll Call
- III. Appointment of Endowed Chairholder without National Search:
LSU Health Sciences Center – New Orleans
- IV. BoRSF Endowed Professorships Subprogram: Policy Revision
- V. Other Business
- VI. Adjournment

Committee Members: Stephanie A. Finley, Chair; Wilbert D. Pryor, Vice
Chair; Ted H. Glaser III; Dallas Hixson; Phillip R. May Jr.; Samer
Shamieh
Staff: Carrie Robison, Deputy Commissioner for Sponsored Programs

AGENDA ITEM III.

Appointment of Endowed Chairholder without National Search: LSU Health Sciences Center – New Orleans

Background Information

Since 2015 the Endowed Chairs for Eminent Scholars policy has included a provision to waive the requirement that BoRSF-matched Endowed Chairs be filled as the result of a national search to allow an internal appointment to be made. This provision was updated in August 2024 to clarify the requirements of internal appointments and seek documentation verifying that any internal appointment is fulfilling the goals of the Endowed Chairs for Eminent Scholars program. Institutions are limited in the number of waivers they may request in an academic year.

Staff Summary

LSU Health Sciences Center – New Orleans requests to appoint Dr. Gary Klasser, Professor in the Department of Diagnostic Sciences, to the Henry A. Gremillion, DDS Chair in Orofacial and Maxillofacial Pain, a \$1 million Chair matched by the BoRSF in 2019–20 that has been vacant since July 2020. Dr. Klasser has been on the faculty at LSUHSC–NO since 2011 and was promoted to full professor in 2017. This request is aligned with all policy requirements for such appointments and an external expert has affirmed that Dr. Klasser is a superior candidate for the Chair and would very likely win a national search, should one be conducted. If approved, this waiver request would represent the first of LSUHSC–NO’s two uses of the national search waiver provision in FY 2025–26.

STAFF RECOMMENDATION

Senior Staff recommends approval of LSU Health Sciences Center – New Orleans’ request to waive the national search requirement to appoint Dr. Gary Klasser to the Henry A. Gremillion, DDS Chair in Orofacial and Maxillofacial Pain. As stipulated in Board policy, a copy of the Letter of Appointment sent to Dr. Klasser must be submitted to the Board within 90 days of this approval.

AGENDA ITEM IV.

BoRSF Endowed Professorships Subprogram: Policy Revision

Background Information

The Endowed Professorships program provides BoRSF matching dollars on a non-competitive basis to eligible institutions with donor contributions that qualify per policy. Each institution annually submits a rank-order list of all Professorship slots awaiting match, along with affidavits and assurances documenting the match is on deposit for the stated purpose.

Staff Summary

The annual deadline for submission of Endowed Professorships is March 31, to ensure funding can be considered by the Board and funds distributed prior to the end of the fiscal year. Given the uncertainty around the continuation of the Board of Regents Support Fund, pending the April 18, 2026, vote on a constitutional amendment to repeal, in June 2025 the Regents approved an expedited funding cycle for FY 2025–26, with recommendations brought for consideration in March 2026. To ensure Endowed Professorships align with this timeline, staff request to change the deadline established in the Endowed Professorships pre-award policy from March 31 to February 28.

STAFF RECOMMENDATION

Senior Staff recommends approval of a revision to the Endowed Professorships pre-award policy to change the deadline established in the Endowed Professorships pre-award policy from March 31 to February 28.



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Agenda

Statewide Programs

Wednesday, September 24, 2025
11:20 AM

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

- I. Call to Order
- II. Roll Call
- III. National Recovery Month
- IV. Clarification of Board of Regents Program Contract Structure
- V. Other Business
- VI. Adjournment

Committee Members: Wilbert D. Pryor, Chair; Samer Shamieh, Vice Chair; Phillip May Jr.; Christy Oliver Reeves; Terri Sterling; Devesh Sarda (Student Member)
Staff: Carrie Robison, Deputy Commissioner for Research and Sponsored Initiatives

Agenda Item IV.

Clarification of Board of Regents Program Contract Structure

Background Information

The Board of Regents (BOR) has several programs placed under it by law, such as the Louisiana Universities Marine Consortium (LUMCON) and Louisiana Office of Student Financial Assistance (LOSFA). As such, the Board serves as the governing board for those programs. Historically, these programs had their own governing boards, but those boards were eliminated and the programs were placed within BOR by Act 314 of 2016.

Staff Summary

Partly due to historical practices, some of the contracts to which LOSFA and LUMCON are parties still are executed in the name of the program, i.e., LOSFA or LUMCON, rather than the Board of Regents; however, these programs no longer have the legal authority to enter into contracts.

R.S. 17:3454 designates BOR as the fiscal agent and governing body of LUMCON, authorizes BOR to enter into contracts and other agreements with other public agencies for LUMCON, and deems any liability of LUMCON as that of BOR. R.S. 17:3023 similarly eliminates the Louisiana Student Financial Assistance Commission, the former governing board of LOSFA, and transfers all of its powers to BOR, including the administration of the various student scholarship and loan programs.

It is evident from the law that any contract of LUMCON and LOSFA is a contract of BOR, even if entered into in LUMCON or LOSFA's name, respectively. Staff recommends that the Board deem such contracts as properly those of BOR. Future contracts will appropriately reflect the structure as codified in the statutes referenced above.

STAFF RECOMMENDATION

The Senior Staff recommend the Board recognize all contracts entered into in the name of LUMCON or LOSFA as properly those of the Board of Regents.



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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

Planning, Research, and Performance

Wednesday, September 24, 2025
11:30 AM

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

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. R.S. 17:1808 (Academic Licensure)
 1. Renewal Applications
 - a. Fuller Theological Seminary – Pasadena, CA
 - b. High Tech High Graduate School of Education – San Diego, CA
 - c. Texas Wesleyan University – Fort Worth, TX
 - d. University of Massachusetts Global – Aliso Viejo, CA
 - e. University of the Pacific – Stockton, CA
- IV. Other Business
- V. 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

AGENDA ITEM III.A.1.a.
Fuller Theological Seminary
Pasadena, California

BACKGROUND

Fuller Theological Seminary (FTS) is a private institution with its main campus located in Pasadena, California. FTS offers twelve online academic programs to Louisiana residents. This university is accredited by the Western Association of Schools and Colleges - Senior College and University Commission, and the Commission on Accreditation of the Association of Theological Schools.

ACADEMIC PROGRAM

FTS offers academic programs and certificates that include ministry, leadership, theology, social services, and counseling. There are seven master's level programs currently offered to Louisiana residents. The university currently has one student in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	1
Bachelor's	0
Associate	0
Certificate	0
Other	0
Total	1

FACULTY

Fuller Theological Seminary has 54 full-time and 125 part-time faculty members with a master's degree or higher.

FACILITIES

FTS offers online instruction to Louisiana residents. Students self-select their own field experience sites, typically at churches or non-profit organizations.

STAFF RECOMMENDATION

Given the programs' scope and the credentials of its faculty, the institution's campus, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for license *renewal* from Fuller Theological Seminary (FTS).

AGENDA ITEM III.A.1.b
High Tech High Graduate School of Education
San Diego, California

BACKGROUND

High Tech High Graduate School of Education (HTH GSE) is a non-profit higher education institution with its main campus located in San Diego, California. The university is accredited by the Western Association of Schools and Colleges - Senior College and University Commission.

ACADEMIC PROGRAM

HTH GSE offers one master's program in Educational Leadership that is a professional, practice-oriented pathway that helps to develop students into school and teacher leaders while supplying hands-on practice with real life situations to develop knowledge of application in the field. Currently, the university has one student in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	1
Bachelor's	0
Associate	0
Other	0
Total	1

FACULTY

HTH GSE has two full-time and eight part-time faculty with either a doctorate or a master's degree.

FACILITIES

HTH GSE offers online instruction to Louisiana residents, with an in-person capstone course as part of the program.

STAFF RECOMMENDATION

Given the scope of the programs and the credentials of its faculty, the institution's campus, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for *renewal* licensure from the High Tech High Graduate School of Education (HTH GSE).

AGENDA ITEM III.A.1.c
Texas Wesleyan University
Fort Worth, Texas

BACKGROUND

Texas Wesleyan University (TWU) is a private institution with its main campus located in Fort Worth, Texas. TWU's focus is providing graduate degrees in subjects with an emphasis on Nurse Anesthesia. This university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the Council on Accreditation of Nurse Anesthesia Educational Programs.

ACADEMIC PROGRAM

TWU offers academic programs that include Business, Counseling, Education, Nurse Anesthesia, Family Nurse Practitioner, and Nursing Practice. These programs are all graduate level, including doctorate and master's programs. The university currently has 21 students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	21
Master's	0
Bachelor's	0
Associate	0
Certificate	0
Other	0
Total	21

FACULTY

Texas Wesleyan University has eleven faculty members with a doctorate degree serving Louisiana residents.

FACILITIES

TWU offers online and hospital residency instruction to Louisiana residents at several hospitals in Shreveport, LA.

STAFF RECOMMENDATION

Given the programs' scope and the credentials of its faculty, the institution's campus, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for license *renewal* from Texas Wesleyan University (TWU).

AGENDA ITEM III.A.1.d.
University of Massachusetts Global
Aliso Viejo, California

BACKGROUND

University of Massachusetts Global (UMASS Global) is a private higher education institution with 25 campuses across California and Washington, as well as a virtual campus online. The university was formally known as Brandman University, headquartered in Irvine, California, and was originally licensed in Louisiana under that name. UMass Global is accredited by the Western Association of Schools and Colleges – Senior College and University Commission.

ACADEMIC PROGRAM

UMASS Global offers 35 programs that lead to doctorate, master's, bachelor's, and associate degrees as well as certificate programs. UMass Global offers programs in Business, Education, Nursing & Health Sciences, Data Science, Psychology, Social Sciences, Communications, and Criminal Justice. The university currently has 24 students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	2
Master's	2
Bachelor's	15
Associate	3
Other	2
Total	24

FACULTY

UMASS Global has 804 faculty at various degree levels.

FACILITIES

UMASS Global offers 100% online instruction to Louisiana residents.

STAFF RECOMMENDATION

Given the programs' scope and the credentials of its faculty, the institution's campus, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for license *renewal* from the University of Massachusetts Global (UMASS Global).

AGENDA ITEM III.A.1.e.

University of the Pacific

Stockton, California

BACKGROUND

University of the Pacific (UoP) is a private Methodist-affiliated university, founded in 1851, with its main campus located in Stockton, California. The university is accredited by the Western Association of Schools and Colleges - Senior College and University Commission.

ACADEMIC PROGRAM

UoP offers academic programs that include Pharmacy, Nursing, Speech-Language Pathology, and Audiology. These programs are all graduate level, including doctorate and master's programs. Currently, the university has zero students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	0
Bachelor's	0
Associate	0
Other	0
Total	0

FACULTY

UoP has 52 full-time and part-time faculty, all holding a Master's degree or above.

FACILITIES

UoP provides online education. Students enrolled in its Audiology program fulfill their clinical externship at the Southeast Louisiana Veterans Health Care System in New Orleans.

STAFF RECOMMENDATION

Given the programs' scope and the credentials of its faculty, the institution's campus, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for license *renewal* from University of the Pacific (UoP).



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Agenda

Personnel

Wednesday, September 24, 2025
11:40 AM

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

- I. Call to Order
- II. Roll Call
- III. Evaluation of the Commissioner of Higher Education*
- IV. Other Business
- V. Adjournment

*NOTE: The Personnel Committee of the Board of Regents reserves the right to enter Executive Session, if needed, in accordance with R.S. 42:16 et seq., to discuss personnel matters.

Committee Members: Christian C. Creed, Chair; Terri P. Sterling, Vice Chair; Blake R. David; Stephanie A. Finley; Wilbert D. Pryor; Collis Temple III; Judy Williams-Brown
Staff: Elizabeth Bentley-Smith, Deputy Commissioner for Finance and Administration

AGENDA ITEM III.

Evaluation of the Commissioner of Higher Education

Annually, the Personnel Committee evaluates the Commissioner of Higher Education as required by Board of Regents' Bylaws Policies and Procedures 6.1(a). This evaluation process follows the Commissioner of Higher Education Evaluation Policy that was adopted by the Board on December 11, 2019. The Board's evaluation of the Commissioner of Higher Education is intended to ensure clear communication of the Board's intentions, align mutual expectations, assess the Commissioner's performance in leading the agency, and maintain accountability for legal, regulatory, and ethical compliance. The evaluation shall be based upon goals, priorities, and strategic initiatives agreed upon by the Board and the Commissioner each year. Since this evaluation involves the discussion of a personnel matter, the Personnel Committee of the Board of Regents reserves the right to enter Executive Session, if needed, in accordance with R.S. 42:16 et seq.

COMMITTEE RECOMMENDATION

The Personnel Committee recommends that the Board of Regents approve the evaluation of the Commissioner of Higher Education.