



BOARD of REGENTS  
STATE OF LOUISIANA

# Notice of Meetings

## Louisiana Board of Regents

P.O. 3677 ▪ Baton Rouge, LA 70821-3677  
Phone: (225) 342-4253 ▪ Fax: (225) 342-9318  
[www.laregents.edu](http://www.laregents.edu)

### Tuesday, December 9, 2025

Event	Time	Location
Board of Regents Development	11:30 AM	BOR Conference Room 6-242 Claiborne Building, 1201 North Third Street, 6th Floor, Baton Rouge, Louisiana

### Wednesday, December 10, 2025

Event	Time	Location
Joint Board of Regents/ Board of Elementary and Secondary Education (BESE) Meeting hosted by BOR	9:00 AM	Thomas Jefferson A&B Rooms 1-136 Claiborne Building, 1201 North Third Street, 1st Floor, Baton Rouge, Louisiana
Louisiana Tuition Trust Authority (LATTA)	11:10 AM	Thomas Jefferson A&B Rooms 1-136 Claiborne Building, 1201 North Third Street, 1st Floor, Baton Rouge, Louisiana

## Wednesday, December 10, 2025 (continued)

Event	Time	Location
<b>Committee Meetings**</b>		
Academic and Student Affairs	11:20 AM	Thomas Jefferson A&B Rooms 1-136 Claiborne Building, 1201 North Third Street, 1st Floor, Baton Rouge, Louisiana
Research and Sponsored Initiatives	11:40 AM	
Statewide Programs	11:55 AM	
Planning, Research and Performance	12:45 PM	
Nominating	12:55 PM	
Personnel	1:00 PM	
<hr/>		
<b>Board of Regents Meeting**</b>	1:15 PM	Thomas Jefferson A&B Rooms 1-136 Claiborne Building, 1201 North Third Street, 1st Floor, Baton Rouge, Louisiana

### ADA Accessibility Requests

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

### INDIVIDUAL COMMITTEE AGENDAS MAY BE FOUND AT [WWW.LAREGENTS.EDU](http://WWW.LAREGENTS.EDU).

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

JOINT MEETING

**BOARD OF REGENTS AND  
BOARD OF ELEMENTARY AND SECONDARY EDUCATION**

*Misti S. Cordell, Chair, Board of Regents, Presiding*

**AGENDA**

Wednesday, December 10, 2025, at 9:00 a.m.

**Thomas Jefferson Rooms A&B (1-136), Claiborne Building, 1201 North Third Street**  
Baton Rouge, Louisiana

- I Call to Order**
- II Roll Call**
- III Public Comments**
- IV Approval of BESE/BOR Minutes of August 20, 2025**
- V 2025 Kevin P. Reilly, Sr. Louisiana Education Quality Trust Fund Report**
  - Dr. John Fleming, State Treasurer, Department of the Treasury
  - Amy Mathews, Chief Investment Officer, Department of the Treasury
- VI Informational Report on the Office of Broadband**
  - Veneeth Iyengar, Executive Director, Office of Broadband Development and Connectivity
- VII Informational Report on Louisiana Dual Enrollment**
  - Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, Board of Regents
  - Dr. Ernise Singleton, Assistant Superintendent, Louisiana Department of Education
- VIII Informational Reports on Horizon Topics**
  - Task Force on Career Alignment
    - Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, Board of Regents
  - Tri-Agency Teacher Apprenticeship Initiative
    - Dr. Susannah Craig, Interim Executive Director for LOSFA & Deputy Commissioner for Strategic Planning and Student Success, Board of Regents
- IX Consideration of an Update Report Regarding Computer Science Course Equivalent to the TOPS University Core Requirements**
  - Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, Board of Regents
  - Dr. Ernise Singleton, Assistant Superintendent, Louisiana Department of Education
- X Closing Remarks**
  - Dr. Cade Brumley, State Superintendent, Louisiana Department of Education
  - Dr. Kim Hunter Reed, Commissioner of Higher Education, Board of Regents
- XI Other Business**
- XII Adjournment**

JOINT MEETING  
BOARD OF ELEMENTARY AND SECONDARY EDUCATION  
AND  
BOARD OF REGENTS

August 20, 2025

MINUTES

In accordance with the 1974 Louisiana Constitution, Article VIII, Section 5(D), a joint meeting of the Board of Elementary and Secondary Education (BESE) and the Board of Regents (BOR) was called to order at 9:05 a.m. on Wednesday, August 20, 2025, in the Louisiana Purchase Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order by Mr. Ronnie Morris, President of the Board of Elementary and Secondary Education.

The rolls were called with quorums established for the Board of Regents and the Board of Elementary and Secondary Education.

Board of Regents

Present

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

Absent

Ms. Misti Cordell, Chair  
Ms. Stephanie Finley  
Mr. Phillip May, Jr., Secretary

Board of Elementary and Secondary Education

Present

Mr. Ronnie Morris, President  
Mr. Lance Harris, Vice President  
Ms. Stacey Melerine, Secretary-Treasurer  
Mr. Conrad Appel  
Dr. Judy Armstrong  
Mr. Kevin Berken  
Mr. Preston Castille  
Ms. Simone Champagne  
Ms. Sandy Holloway

Absent

Dr. Sharon Clark  
Mr. Paul Hollis

Mr. Ronnie Morris, President of the Board of Elementary and Secondary Education, welcomed those in attendance.



## APPROVAL OF THE MINUTES OF DECEMBER 11, 2024

**On motion of Mr. Harris, seconded by Ms. Melerine, the Boards approved the minutes of the joint meeting held December 11, 2024.**

**Board members in attendance expressed no objections to the motion.**

## CONSIDERATION OF AN UPDATE REPORT REGARDING COURSE ADDITIONS TO THE TOPS UNIVERSITY CORE REQUIREMENTS

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, requested the approval of additions to the Foreign Language Category and Social Science Category, as outlined.

**On motion of Ms. Champagne, seconded by Mr. Berken, the Boards approved the course additions to the TOPS University Core Requirements.**

**Board members in attendance expressed no objections to the motion.**

## CONSIDERATION OF AN UPDATE REPORT REGARDING ACT 347 OF THE 2025 REGULAR LEGISLATIVE SESSION (TOPS EXCELLENCE)

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, shared information regarding the new TOPS Excellence category to the Boards.

Discussion followed.

**On motion of Mr. Harris, seconded by Ms. Melerine, the Boards received the update report regarding Act 347 of the 2025 Regular Legislative Session.**

**Board members in attendance expressed no objections to the motion.**

## CONSIDERATION OF AN UPDATE REPORT REGARDING THE TRI-AGENCY TEACHER APPRENTICESHIP INITIATIVE

Dr. Paula Calderon, College of Education Dean, Southeastern Louisiana University, and Dr. Arthur Joffrion, Deputy Assistant Superintendent, shared information regarding the following in the report to the Boards:

- the current Resident model through a four-year Teacher Preparation Program;
- the proposed Apprenticeship model; and
- the desired outcomes for an Apprentice compared to a Resident.

Discussion followed.

**On motion of Regent Temple, seconded by Mr. Harris, the Boards received the update report regarding the Tri-Agency Teacher Apprenticeship Initiative.**

**Board members in attendance expressed no objections to the motion.**

#### **CONSIDERATION OF AN UPDATE REPORT REGARDING THE TASK FORCE ON CAREER ALIGNMENT**

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, shared the following goals of the Task Force in the report to the Boards:

- expand work-based learning opportunities and improve career coaching;
- develop accountability measures; and
- convene to develop detailed recommendations.

Discussion followed.

**On motion of Mr. Harris, seconded by Ms. Holloway, the Boards received the update report regarding the Task Force on Career Alignment.**

**Board members in attendance expressed no objections to the motion.**

#### **CONSIDERATION OF EXTENSION ACADEMY HELIX MENTORSHIP STEAM ACADEMY IN CITY OF BAKER SCHOOLS**

Dr. Brumley recommended the Extension Academy for approval.

**On motion of Dr. Armstrong, seconded by Mr. Appel, the Boards approved Extension Academy Helix Mentorship STEAM Academy in City of Baker Schools.**

**Board members in attendance expressed no objections to the motion.**

There were no public comments.

#### **ADJOURNMENT**

With no further business to come before the Boards, the joint meeting of the Board of Elementary and Secondary Education and the Board of Regents adjourned at 10:05 a.m.

# **TASK FORCE ON CAREER ALIGNMENT**

## **About the Task Force**

**Senate Concurrent Resolution 38** of the 2025 Regular Session created the Task Force on Career Alignment. This task force is working to strengthen Louisiana's education-to-career pipeline and retain graduates in-state.

To inform the work of this Task Force, all higher education office of career services were surveyed, providing the following information:

## **Current Statistics**

- ▶ **80% of higher education institutions** reported having career centers
- ▶ **83% of higher education institutions** reported having a program that includes work-based learning
- ▶ **50% of higher education institutions** reported requiring career services engagement

## **2026 Meeting Schedule**

- ▶ February 11, 2026  
1-3 PM
- ▶ June 16, 2026  
1-3 PM
- ▶ September 10, 2026  
1-3 PM
- ▶ December 3, 2026  
1-3 PM

By January 21, 2027, the Task Force will submit its final report to the Governor and the chairs of the House and Senate Committees on Education.

## **Interim Report Task Force Recommendations**

- ▶ Create a Louisiana Faculty Work-Based Learning (WBL) Playbook
- ▶ Establish a Louisiana Career Counseling Transformation Network
- ▶ Adopt a Louisiana Work-Study-to-WBL Program
- ▶ Develop a Louisiana Opportunity Index (Scorecard)
- ▶ Strengthen Workforce Reporting Requirement to Track and Evaluate the Impact of Initiatives
- ▶ Increase Employer Engagement by Centralizing Processes, Leveraging Technology and Partnerships, and Systematically Collecting Employer Feedback



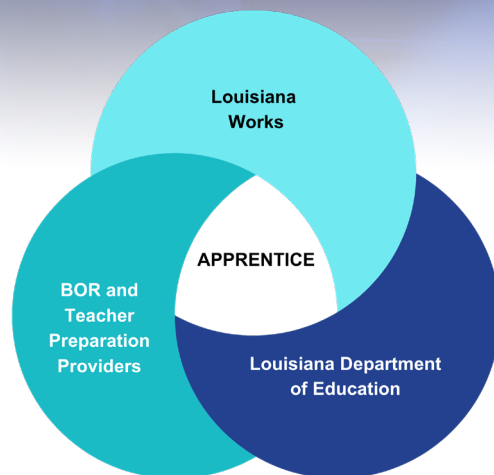
# Tri-Agency Teacher Apprenticeship Initiative

## What is the Tri-Agency Teacher Apprenticeship Initiative?

The Initiative is a collaboration between the Louisiana Board of Regents, the Louisiana Department of Education, and Louisiana Works. Together, these agencies are developing a statewide strategy to guide registered teacher apprenticeship programs. These programs combine coursework with hands-on classroom training and are designed to create a sustainable pipeline of well-prepared teachers.

## What problem are they trying to solve?

The Initiative addresses Louisiana's teacher shortage and the challenge of retaining qualified educators. Current pathways into teaching can be costly, offer limited financial support during training, and create barriers for aspiring teachers. By introducing apprenticeships, the agencies aim to reduce those barriers, improve teacher preparation, and ensure schools can recruit from a pool of effective educators.



## What are the desired outcomes?

### ► For teacher apprentices:

- Lower cost to obtain certification
- Access to pay and benefits during training
- Retirement credit for time spent as an apprentice
- Stronger system/school ties through onboarding and potential guaranteed employment

### ► For the state and schools:

- Expanded, high-quality pathways into teaching
- Increased teacher recruitment and retention
- Stronger alignment of teacher training with workforce needs
- Improved student outcomes through a well-prepared teacher workforce

## Merging Educator Apprenticeship Pathways



## **Agenda Item IX**

### **Report regarding Course Additions to the TOPS University Core Requirements**

#### **EXECUTIVE SUMMARY**

To align the TOPS University Diploma with the eligibility requirements for the Taylor Opportunity Program for Students (TOPS) scholarship, the Louisiana Department of Education (LDOE) requests to expand course offerings within the Mathematics and Natural Science categories of the TOPS Core Curriculum.

Many computer science concepts like sequencing, patterns, and logic align with math and science reasoning. Strategies such as decomposition and algorithms support problem-solving across these fields. Incorporating computer science into these areas helps students see connections and view technology as a tool for solving real-world problems.

#### **Requested Additions to the TOPS Core Curriculum in Mathematics and Science:**

- **Computer Sciences proposed to count as a mathematics credit for the TOPS Core Curriculum, effective with the high school graduates of 2031 and beyond.**  
*Statistical Reasoning*  
*Introduction to Computational Thinking*  
*Data Science*  
*Quantitative Reasoning*
- **Computer Sciences proposed to count as a natural science credit for the TOPS Core Curriculum, effective with the high school graduates of 2031 and beyond.**  
*AP Computer Science Principles*  
*Computer Science I*  
*Computer Science II*  
*Data Manipulation and Analysis*  
*Modeling and Simulation*

In accordance with standard BOR and LDOE procedures, BOR staff shared these proposed additions with chief academic officers (CAOs) from all public postsecondary institutions. The faculty members at each institution reviewed the proposals and favorably approved them on behalf of their institution.

#### **Recommendation for Approval:**

BOR and LDOE staff request that the Board of Elementary and Secondary Education (BESE) and Board of Regents (BOR) approve the above-listed courses for inclusion in the TOPS and BOR Core. Specifically, for students graduating in 2031 and thereafter, the following courses shall be eligible for fulfilling TOPS Opportunity, Performance, Honors, and Excellence Award requirements:

- **Mathematics Options:**  
*Statistical Reasoning, Introduction to Computational Thinking, Data Science, and Quantitative Reasoning*
- **Natural Science Options:**  
*AP Computer Science Principles, Computer Science I, Computer Science II, Data Manipulation and Analysis, and Modeling and Simulation*



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*6th Congressional District*

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

# Agenda

## Louisiana Tuition Trust Authority (LATTA)

Wednesday, December 10, 2025  
11:10 AM

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

- I. Call to Order
- II. Roll Call
- III. Public Comments
- IV. Approval of the Minutes
- V. Consent Agenda
  - A. Approval of Final Rulemaking - Final rulemaking to amend Section 315 to add the applicable interest rates for the START Saving Program for the 2024 calendar year.
  - B. Approval of Rulemaking - Rulemaking to amend Section 107 of the START Program administrative rules, Sections 707, 709, and 715 of the START K12 Program rules, and Section 507 of the ABLE Account program rules to implement provisions of the One Big Beautiful Bill Act of 2025.
- VI. Other Business
- VII. Adjournment

LATTA Members: Commissioner Reed, Chair; David Aubrey; Misti Cordell; Christian Creed; Blake David; Stephanie Finley; Ted Glaser III; Dallas Hixson; Rachel Kincaid; Phillip May Jr.; Darren Mire; Wilbert Pryor; Christy Reeves; Devesh Sarda; Samer Shamieh; Terri Sterling; Collis B. Temple III; and Judy Williams-Brown.





# START

## SAVING PROGRAM

LOUISIANA'S 529 COLLEGE SAVINGS PLAN

— A PROGRAM OF THE BOARD OF REGENTS —

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### Minutes

#### Louisiana Tuition Trust Authority (LATTA)

#### April 23, 2025

The Louisiana Tuition Trust Authority (LATTA) met on Wednesday, April 23, 2025, at 10:40 a.m. in the Claiborne Building, Thomas Jefferson Room, 1201 North Third Street, First Floor, Baton Rouge, Louisiana. Commissioner Reed called the meeting to order, and the roll was called.

#### **LATTA Members Present**

Dr. Kim Hunter Reed, Chair  
Regent David Aubrey  
Regent Misti S. Cordell  
Regent Christian Creed  
Regent Blake David  
Regent Stephanie Finley  
Regent Ted Glaser  
Regent Dallas Hixson  
Regent Phillip May  
Regent Darren Mire  
Regent Kennedy Orr  
Regent Wilbert Pryor  
Regent Christy Reeves  
Regent Samer Shamieh  
Regent Terrie Sterling  
Regent Collis Temple  
Regent Judy Williams-Brown

#### **Staff Members Present**

Dr. Sujuan Boutte  
Rhonda Bridevaux

#### **LATTA Members Absent**

Rachel Kincaid



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Baton Rouge, LA 70802



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Seventeen members were present, which represented a quorum, and there was no public comment.

**On motion of Regent Temple, seconded by Regent Hixson, the LATTA approved the minutes from the December 11, 2024, meeting.**

### **CONSENT AGENDA**

- A. Approval of Rulemaking – Rulemaking to amend Section 313 of the START Saving Program rules to allow for the transfer of ownership of an account when a court order requires it and to amend Section 315 to add the applicable interest rates for the START Saving Program for calendar year ending December 31, 2024.

Dr. Sujuan Boutte, Executive Director of the Louisiana Office of Student Financial Assistance, explained that this rulemaking would allow the transfer of ownership of an account in the event Staff receives a valid order from a court of competent jurisdiction. Dr. Boutte further explained that this rulemaking also adds the interest rates to be applied to deposits in the START Saving Plan's principal protection option and to be applied for eligible Earnings Enhancements for the tax year ending December 31, 2024.

**On motion of Regent May, seconded by Regent Hixson, the LATTA approved the Consent Agenda items.**

There being no further business, on motion of Regent Sterling, with a second by Regent Reeves, the meeting adjourned at 10:43 a.m.

## **AGENDA ITEM – V.A.**

### **Consent Agenda: Approval of Final Rulemaking**

Final rulemaking to amend Section 313 of the START Saving Program rules to allow for the transfer of ownership of an account when a court order requires it and to amend Section 315 to add the applicable interest rates for the START Saving Program for calendar year ending December 31, 2024

#### **BACKGROUND**

At its April 23, 2025, meeting, the Louisiana Tuition Trust Authority authorized publication of a Notice of Intent to effect the below described rule changes. The Notice of Intent was published in the Louisiana Register on July 20, 2025.

No comments have been received.

This rulemaking

- amends Section 313 to allow the transfer of account ownership when a court of competent jurisdiction orders such a transfer, and
- amends Section 315 to add the interest rates to be applied to deposits in the START Saving Program's principal protection option and to be applied for eligible Earnings Enhancements for the tax year ending December 31, 2024.

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

The LOSFA Advisory Board recommends that the Louisiana Tuition Trust Authority authorize publication of the final rule.

## **AGENDA ITEM – V.B.**

## **Consent Agenda: Approval of Rulemaking**

Rulemaking to amend Section 107 of the START Program administrative rules, Sections 707, 709, and 715 of the START K12 Program rules, and Section 507 of the ABLE Account program rules to implement provisions of the One Big Beautiful Bill Act of 2025.

### **BACKGROUND**

The One Big Beautiful Bill Act of 2025 (the Bill) made several changes that expands the use of START, START K12, and ABLE Account program accounts.

With respect to START, the definition of Qualified Higher Education Expenses has been expanded to include all of the following:

- tuition, fees, books, supplies, equipment, and any other expense that would be covered as a qualified higher education expense for enrollment or attendance of a beneficiary in a recognized postsecondary credential program,
- fees for testing if the testing is required to obtain or maintain a recognized postsecondary credential, and
- fees for continuing education if such education is required to maintain a recognized postsecondary credential.

The Bill also provides definitions for recognized postsecondary credential and recognized postsecondary credential program which have been incorporated into the START Program rules. Note that these definitions include programs that are approved under the Workforce Investment and Opportunity Act (WIOA) as well as those that are included in the public directory of the Web Enabled Approval Management Systems (WEAMS) of the Veterans Benefits Administration.

With respect to START K12, the Bill expands the definition of Qualified Education Expenses beyond tuition to include the following:

- Curriculum and curricular materials,
- Books or other instructional materials,
- Online educational materials,
- Tuition for tutoring or educational classes outside the home, including at a tutoring facility, but only if the tutor is not related to the student and
  - is licensed as a teacher in any State,
  - has taught at an eligible educational institution, or
  - is a subject matter expert in the relevant subject,
- Fees for a nationally recognized norm-referenced achievement test, an advanced placement exam, or any examinations related to college or university admission,
- Fees for dual enrollment at an institution of higher education, and
- Educational therapies for students with disabilities provided by a licensed or accredited practitioner or provider, including occupational, behavioral, physical, and speech-language therapies.

All of the above changes are effective as of July 5, 2025.

Finally, the Bill increases the maximum annual distribution amount for START K12 to \$20,000 from \$10,000. This change is effective with tax years beginning on and after January 1, 2026.

The ABLE to Work Act was passed in 2017 as part of the Tax Cuts and Jobs Act. This provision allows ABLE account owners who work to contribute more than the annual contribution limit, which is equal to the annual gift tax exclusion, under certain circumstances. Under ABLE to Work, a qualified account

owner may deposit the lesser of the ABLE Account Owner's compensation for the tax year, or the federal poverty level amount for a one-person household, as defined in the previous calendar year, if neither the Account Owner nor the Account Owner's employer contributes to a defined contribution plan such as a 401(a), an annuity such as a 403(b) contract, or an eligible, deferred compensation plan such as 457(b) within the calendar year. This provision was set to expire at the end of 2025; however, the One Big Beautiful Bill Act has made this provision permanent.

Although the ABLE program has permitted individuals to take advantage of ABLE to Work, and a specific provision in the ABLE Disclosure Booklet provides a detailed explanation of the provisions of ABLE to Work, the rulemaking has not specifically reflected that qualified account owners could make deposits exceeding the annual contribution limit.

The rulemaking includes a definition of annual contribution limit as well as adds an exception to this limit to implement the ABLE to Work provisions.

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

The LOSFA Advisory Board recommends that the Louisiana Tuition Trust Authority adopt the proposed amendments in emergency rules, authorize the Interim Executive Director of LOSFA to publish notice of the emergency rules, and authorize the Interim Executive Director to publish notice of intent to make these rules permanent.



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# Agenda

## Board of Regents Meeting\*

Wednesday, December 10, 2025  
11:20 AM

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

- I. Call to Order
- II. Roll Call
- III. Public Comments
- IV. Approval of Minutes from October 22, 2025
- V. Reports and Recommendations of Standing Committees
  - A. Academic and Student Affairs
  - B. Research and Sponsored Initiatives
  - C. Statewide Programs
  - D. Planning, Research, and Performance
  - E. Nominating
  - F. Personnel
- VI. Meauxmentum Moment – Meauxmentum Champions
- 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

October 22, 2025

The Board of Regents met at 12:45 p.m. on Wednesday, October 22, 2025, in the Terrace –  
University Library, University of Louisiana at Monroe, 700 University Avenue, Monroe, Louisiana.

Chair Cordell called the meeting to order.

ROLL CALL

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

Present for the meeting were:

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

Mgt. Board representatives not present were:

LCTCS  
LSU  
Southern  
UL

Appendix A  
Guest List

PUBLIC COMMENTS

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

## APPROVAL OF THE MINUTES OF THE SEPTEMBER 24, 2025 MEETING

**On motion of Regent May, seconded by Regent David, the Board voted unanimously to approve the minutes of the September 24, 2025 meeting.**

## APPROVAL OF THE 2026 CALENDAR

Chair Cordell asked Regents to consider the proposed 2026 BOR meeting calendar. Regent Aubrey noted a possible conflict of the January meeting with the 2026 Washington, D.C. Mardi Gras events, which some Regents will be attending. Chair Cordell suggested moving the meeting to the Monday prior, January 19, 2026, and asked staff to check for room availability.

**On motion of Regent Hixson, seconded by Regent Reeves, the Board voted unanimously to approve the 2026 Board calendar.**

## CHAIR'S COMMENTS

Chair Cordell thanked the Board members for traveling to northeast Louisiana for the three-day visit. She also thanked Regent Creed for co-hosting a gathering of the Board, and Carrie Castille, ULM's president, for their hospitality. Chair Cordell also made the following comments:

- She recognized Regent Devesh Sarda, student member, who gave his report.
  - Regent Sarda mentioned that he heard from the SGA presidents at each of the sites visited during the Board's October gathering in northeast Louisiana.
  - He reviewed topics discussed during the October 3 meeting of the Council of Student Body Presidents, which included: hazing prevention, use of apps to ensure safety on campus, and accessibility as campuses work toward ADA compliance.
  - During the October 3 meeting, keynote speaker Andrew Schwartz, an LSU A&M professor in the Information Systems and Decision Sciences Department, spoke about various aspects of AI, notably privacy and integrity, AI equity and access, and accountability and responsibility centered around AI.
  - Regent Sarda announced that the next meeting of the COSBP will be held November 7–8 in Shreveport.
- Regent Cordell, along with Commissioner Reed, shared a photo taken during a recent COSBP meeting in Baton Rouge at Tiger Stadium. Commissioner Reed said the students had a chance to see Mr. Harold Boutte for the first time and were delighted. She described cards handed out by LSU at the meeting, which were also given to each Board member which stated: "When Louisiana colleges and universities win, our students win, our community wins, and our state stands as a model of what it truly means to build a winning culture." The logos of all of the systems in higher education were also included on the card.
- She thanked all of the campuses visited during the three-day tour, mentioning highlights of the stops at the following institutions: Louisiana Delta, Louisiana Tech, Grambling, ULM, and VCOM. She wrapped up her summary by saying that she continues to be impressed by all of the amazing students across Louisiana. More campus visits will be coming soon.
- She announced the following Regents would serve as members of the Nominating Committee, which will bring a recommended slate of officers to the Board in December: Darren Mire (Chair), Collis Temple III, Stephanie Finley, Phillip May, and K. Samer Shamieh.

## FINANCE

### APPROVAL OF HIGHER EDUCATION BUDGET REQUEST FOR FY 2026–2027

Ms. Elizabeth Bentley-Smith, Deputy Commissioner for Finance and Administration, presented a breakdown of the 2026–2027 budget request. The Board will be requesting an increase of \$119M, which includes funding for initiatives put forth by the Board at specialized and four- and two-year institutions. No additional funds will be requested for TOPS, while the Board will request an additional \$10M for need-based funding through GO Grants and an additional \$14.5M for the M.J. Foster Promise Program. Within the next month, this year’s \$10M allocation in the M.J. Foster Promise Program will have been spent.

Ms. Bentley-Smith presented the following details of the budget request: \$50M increase for formula institutions, \$20M increase for specialized institutions, maintaining \$50M received in non-recurring line item allocations provided during the last legislative session, and a request to reinvest mandated costs savings at institutions. In addition, targeted requests include the following: \$20M for dual enrollment, \$14.5 for the M.J. Foster Program, \$10M for GO Grants, \$4M for START Software, and \$500,000 for the Cybersecurity Assurance Program. In summary, the \$119M requested increase would move the total higher education budget from the FY 2025–26 total of \$1.32B to a total of \$1.44B in FY 2026–27.

Ms. Bentley-Smith also noted the constitutional amendment that will be up for a vote in April 2026. If passed, the provisions of the amendment will allow institutions to pay off a portion of their UAL debt and generate savings of approximately \$81M to higher education, which could be retained in higher education and redistributed to assist institutions. She shared a draft of the redistribution.

The proposed budget also includes the following one-time funding requests: \$175M for a system-specific ERP platform, \$20M for workforce funding and development, \$5M for campus cyber security funding, \$5M for campus physical and cyber safety, \$1M for textbook affordability funding, and \$1M for the Hunger-Free Campus program.

**On motion of Regent David, seconded by Regent Temple, the Board unanimously approved the State General Fund operating budget requests for all higher education systems, boards, and agencies for FY 2026–2027.**

Following approval of the motion, Regent Sarda asked if the new funding formula could be applied to the approved budget. Ms. Bentley-Smith responded that the new funding formula could be applied. Regent Aubrey noted that during the three-day visit to various institutions in northeast Louisiana, both students and institutional leaders mentioned a lack of funding for initiatives such as HiSET and Call Me MiSTER. He proposed having the Board voice support for education initiatives, perhaps by asking for more funding. After further discussion, Regent Aubrey offered as an amendment to add \$5M to



workforce funding for teacher apprenticeship programs and education support initiatives like the Call Me MiSTER program.

**On motion of Regent Aubrey, seconded by Regent Temple, the Board voted unanimously to add \$5M to the workforce funding request in the FY 2026–2027 budget request for HiSET and teacher apprenticeships type initiatives.**

## **FACILITIES AND PROPERTY**

### **ACT 959 REQUEST**

Mr. Chris Herring, Associate Commissioner for Facilities Planning and Emergency Management, presented information about a project request under Act 959 to construct an indoor practice athletic facility at Grambling State University. The project scope involves construction of a 36,505 square foot facility at a cost of \$6.7M.

**On motion of Regent Finley, seconded by Regent Aubrey, the Board voted unanimously to approve the Act 959 project submitted by the University of Louisiana System, on behalf of Grambling State University, for the purpose of constructing an indoor athletic practice facility. Board approval is contingent upon University of Louisiana System approval during its meeting of October 23, 2025.**

### **CAPITAL OUTLAY BUDGET RECOMMENDATION FOR FY 2026–2027**

Mr. Herring reviewed the annual BOR Capital Outlay Budget Recommendation required by statute to be submitted to the Division of Administration by November 1 of each year. The Board received 153 projects for consideration, of which staff are recommending 79 for approval. Mr. Herring noted that this continues the trend of receiving and approving fewer projects. Institutions have been asked to minimize the number of requests. In the 2025 budget, higher education received approximately \$326M (\$248M from general obligation bonds and \$78M in cash) for capital projects. Mr. Herring added that, in considering priorities, the staff accounts for which projects are currently under construction and which have a commitment to bid during the current fiscal year. Mr. Herring concluded by mentioning that staff met with every system to discuss the facilities condition assessment. BOR worked with the Office of Facility Planning and Control to find a contractor to conduct the assessments. Gordian was hired to do a comprehensive facilities condition assessment, a space utilities analysis, and a review of historical spending levels, staffing levels related to maintenance, and energy costs over the last five years. The information gathered from the Gordian report will help systems develop a capital plan. Eight onsite assessments have been completed and more are in the planning phase.

**On motion of Regent May, seconded by Regent David, the Board voted unanimously to approve the Board of Regents FY 2026–2027 Capital Outlay Budget Recommendation as presented.**

Regent Sarda asked for further clarification of what is considered deferred maintenance as

opposed to capital projects. Commissioned Reed said that traditionally the Board has had an approximately \$2B backlog in deferred maintenance. Legislation has been passed to try to eliminate this backlog but campuses still spend about \$50M to \$60M of their own operating budgets on deferred maintenance. Mr. Herring stated that about 50% of capital outlay funds go toward deferred maintenance. He further stated that the levels of funding for deferred maintenance vary from year to year, making it difficult to plan for unforeseen but needed repairs and plan for the future.

Regent Aubrey asked how the Board is funding the facilities condition assessment tool and how assessments are scheduled. Mr. Herring responded that the assessment is funded through Act 751. Each system was asked to identify two institutions at which the assessment would begin. The work should be done on all campuses by fall 2026. The total cost of the assessment is \$9.4M for all of higher education. Mr. Herring explained the process Gordian uses for the assessment. The data in the assessment which is a resource for capital planning is reviewed in conjunction with each institution's master plan. Commissioner Reed said that the ability to have a third party validate the information and consistently review all of the campuses allows us to move from self-reported to strong and expert information to make decisions. Mr. Herring said that the information in the final report will be housed on a cloud platform, but was not clear on public access. Commissioner Reed said the Board would be consulted about their preference.

Chair Cordell asked if Gordian would offer a maintenance schedule, including such items as routine maintenance for HVAC systems. Mr. Herring responded that such a detailed maintenance schedule would be a component of the report.

## **ACADEMIC AND STUDENT AFFAIRS**

### **CONSENT AGENDA**

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, presented the Consent Agenda, consisting of routine items including Staff Approvals.

**On motion of Regent David, seconded by Regent Temple, the Board unanimously approved the items on the Consent Agenda.**

### **ACADEMIC PROGRAM**

Dr. Denley presented for the Board's consideration a proposed Bachelor's Degree in Entrepreneurship at Southern University A&M.

**On motion of Regent Reeves, seconded by Regent Glaser, the Board voted to approve the BBA Entrepreneurship at Southern University and A&M College, with Regent Aubrey abstaining.**

Regent Aubrey questioned adding this degree when Southern University A&M already has a

Bachelor's of Business Administration. He wondered about adding a concentration in entrepreneurship to an existing degree program rather than a new degree. Dr. Denley explained that often when subspecialties within a program grow as a result of high demand and interest, a fiscally responsible way to meet that need is to create a new program which will use many of the existing courses, staff, and resources. He then invited Dean Donald Andrews from Southern's College of Business to answer further questions about the proposed new degree program. Dean Andrews said that Southern has been working in the area of entrepreneurship for thirty years. He spoke about training opportunities given to Southern's faculty in the area and funding procured from various sources such as grants and alumni donations.

Dean Andrews said the new program will be a business program oriented toward practice because entrepreneurship is a craft. After further discussion, Regent May pointed out that the proposed degree program in entrepreneurship at Southern does not include a request for additional funding.

Dr. Denley presented proposals for the following new centers and institutes: the Institute for the Health and Performance of Champions at LSU A&M and the Center for Research Excellence for Traumatic Injury and Burn Research and Innovation at LSU Health Sciences Center – New Orleans.

**On motion of Regent Temple, seconded by Regent Glaser, the Board voted unanimously to approve the institute and research center as presented.**

#### LEGISLATIVE REPORTS

As an introduction to the M.J. Foster Promise Program annual report, Chair Cordell announced that the Board was honored with the College Promise National Impact Award, which was presented in San Antonio during the Tenth Anniversary and Careers Institute of College Promise. The award recognized the M.J. Foster Promise Program for its work in providing workforce training opportunities for working-age adults who have not earned a degree. Dr. Denley presented more information about the impact of the program. In 2025, the Board used the funding allocated to help a record number of nearly 6,400 recipients, 68% of whom self-reported adjusted gross incomes below the ALICE Household Survival Budget in Louisiana. After M.J. Foster recipients graduate, the median increase in their salaries is \$36,000, often doubling or tripling their income.

**On motion of Regent Reeves, seconded by Regent May, the Board voted unanimously to approve the M.J. Foster Promise Program Annual Report and authorized the Commissioner of Higher Education to submit the report to the appropriate legislative committees on behalf of th Board of Regents.**

Based on Regent Pryor's question about distribution of the funding, Dr. Denley explained that the legislation governing the M.J. Foster Promise Program stipulates that recipients are generally eligible to receive funds covering the cost of the program they have chosen. This is on average \$2,000 per recipient. Commissioner Reed added that this is the only state-funded scholarship program requiring recipients to pursue a high-demand credential and that there is a needs-based component. Commissioner Reed noted

that while there is a need for more funding, it will be up to Regents and LCTCS to explain the value of the program and up to the Legislature to prioritize increasing the allocation of funds to meet the demand for these awards.

Dr. Denley presented the 2025 TOPS Annual Report required by statute. He stated that data show that students receiving a TOPS award are much more likely to complete their credential more quickly and successfully. He mentioned that gradually over the last decade increasing numbers of students eligible for TOPS have chosen not to accept it, often because they planned to leave the state to pursue higher education elsewhere. Last year, as part of a broader financial aid report, the Board sent recommendations to the Legislature about TOPS. Some of those recommendations were approved by the Legislature including the creation of a new TOPS award level, Excellence, which is specifically designed to entice the best and brightest students to remain in Louisiana. Chair Cordell added that students she has talked with praised the new TOPS Excellence scholarship as being a factor in their decisions about their choice to remain in the state.

**On motion of Regent Hixson, seconded by Regent Creed, the Board voted unanimously to approve the TOPS Report: Analysis of the TOPS Program from 2015–2025 and authorized the Commissioner of Higher Education to submit the report to the appropriate legislative committees on behalf of the Board of Regents.**

Regent Sarda asked what percentage of TOPS-accepted students stay and work in Louisiana. Dr. Denley responded that the Board is working with LA FIRST to understand the interconnection between TOPS eligibility and the decision to remain in the state for higher education in order to answer that question.

## **RESEARCH AND SPONSORED INITIATIVES**

### **APPOINTMENT OF CHAIRHOLDER WITHOUT NATIONAL SEARCH: LSU A&M**

Ms. Carrie Robison, Deputy Commissioner for Research and Sponsored Initiatives, notified the Board of a request to waive the requirement that BoRSF-matched Endowed Chairs be filled as a result of a national search to appoint Dr. Kenneth (Kip) Matthews II to the Dr. Charles M. Smith Chair in Medical Physics at LSU. LSU has used the Smith Chair to support the Director of the LSU and Mary Byrd Perkins Medical Physics program. She noted that staff reviewed Dr. Matthews's qualifications and found them to align well with policy requirements of internal appointments.

**On motion of Regent Aubrey, seconded by Regent Sarda, the Board voted to approve the appointment of Endowed Chairholder at LSU A&M without a National Search. Regent Pryor opposed the motion.**

### **OVERVIEW OF BOARD OF REGENTS SUPPORT FUND (BoRSF) PLAN AND BUDGET,**

## FY 2026–2027

Ms. Robison presented an overview of the Board of Regents Support Fund (BoRSF) and budget. This item was for informational purposes only. Ms. Robison reminded the Board that the Support Fund is a constitutionally dedicated program designed to enhance Louisiana’s higher education and support economic development, however, Act 222 of the 2025 Regular Session repeals the trust fund that provides the funding for the BoRSF. If the provisions of Act 222 are approved by Louisiana voters in April 2026, the Support Fund will cease to exist, but a budget is still required until the vote takes place. Ms. Robison reviewed graphs of data showing how the fund has fared and ways in which BoRSF support is used. She noted that the Board will be asked to approve the recommended \$22M BoRSF budget, with contingencies, in December.

Regent Creed asked Ms. Robison to explain, especially for new Board members, the legislative intent in repealing the fund. Ms. Robison responded that the intent of the repeal is to use the funds to pay unaccrued liabilities in the retirement systems.

## **PLANNING, RESEARCH, AND PERFORMANCE**

### CONSENT AGENDA

Dr. Susannah Craig, Deputy Commissioner for Strategic Planning and Student Success, presented the Consent Agenda, which consisted of three initial applications, one change of ownership, and 34 renewal applications.

**On motion of Regent Mire, seconded by Regent Hixson, the Board voted unanimously to approve the items on the Consent Agenda.**

- a. Advisory Commission on Proprietary Schools
  - i. Initial Applications
    - a. Lafayette Medical Assistant School, Lafayette, LA
    - b. Shreveport Medical Assistant School, Shreveport, LA
    - c. Mandeville Medical Assistant School, Mandeville, LA
  - ii. Change of Ownership Applications
    - a. Medical Education (MediEd), New Iberia, LA - Formerly Academy of Acadiana - New Iberia
  - iii. Renewal Applications
    - a. 160 Driving Academy - Shreveport – License #2364 – Shreveport, LA
    - b. Acadiana Area Career College - A Div of Blue Cliff College – License #2357 – Lafayette, LA
    - c. Accelerated Academy - Baton Rouge – License #2220 – Baton Rouge, LA
    - d. Accelerated Academy - Denham Springs – License #2154 – Denham Springs, LA

- e. Accelerated Academy - Hammond – License #2235 – Hammond, LA
- f. Accelerated Academy - Houma – License #2228 – Houma, LA
- g. Accelerated Academy - Lafayette – License #2219 – Lafayette, LA
- h. Accelerated Academy - Lake Charles – License #2308 – Lake Charles, LA
- i. Accelerated Academy - Metairie – License #2230 – Metairie, LA
- j. Accelerated Academy - Monroe – License #2223 – Monroe, LA
- k. Accelerated Academy - Slidell – License #2224 – Slidell, LA
- l. Advance Nursing Training – License #2197 – New Orleans, LA
- m. Ark-La-Tex Dental Assisting Academy – License #2131 – Shreveport, LA
- n. Baton Rouge School of Phlebotomy – License #2335 – Baton Rouge, LA
- o. Blue Cliff College - Alexandria – License #2358 – Alexandria, LA
- p. Blue Cliff College - Metairie, Satellite Location – License #2361 – Metairie, LA
- q. Camelot College – License #680 – Baton Rouge, LA
- r. Coastal College - Alexandria – License #991 – Alexandria, LA
- s. Cross Road CDL Academy – License #2321 – Harvey, LA
- t. Delta College South – License #969 – Baton Rouge, LA
- u. Digital Media Institute – License #2198 – Shreveport, LA
- v. Fortis College – License #2134 – Baton Rouge, LA
- w. Healthcare Training Institute – License #2109 – Kenner, LA
- x. Life Care – License #2182 – Marrero, LA
- y. Louisiana Truck Driving Training – License #2393 – Tickfaw, LA
- z. MedCerts – License #2337 – Livonia, MI
- aa. New Orleans Medical Assistant School – License #2305 – New Orleans, LA
- bb. Opelousas Academy of Nondestructive Testing – License #2275 – Opelousas, LA
- cc. Remington College - Baton Rouge – License #2277 – Baton Rouge, LA
- dd. River Cities School of Dental Assisting – License #2089 – Shreveport, LA
- ee. Smith Institute – License #2362 – Shreveport, LA
- ff. Stick It Phlebotomy – License #2226 – Ruston, LA
- gg. Synergy Massage Institute - Metairie – License #2365 – Metairie, LA
- hh. The Captain School – License #2392 – Marrero, LA

## **ARTIFICIAL INTELLIGENCE**

### **AI USE POLICY**

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, and Dr. Uma Subramanian, General Counsel, presented the Artificial Intelligence (AI) Use Policy. Dr. Denley explained that this policy addresses components of Governor Landry's executive order JML 25-103, which cautions higher education boards and institutions about the use of free AI programs. The framework establishes guardrails for responsible, ethical, and safe deployment of AI tools.

**On motion of Regent Aubrey, seconded by Regent Creed, the Board voted unanimously to approve the Louisiana Board of Regents Policy on Responsible,**

## **Ethical, and Secure Use of Artificial Intelligence.**

Regent Aubrey mentioned that the management boards are included in the policy to ensure that they establish safeguards for the use of AI. Dr. Denley noted that the AI policy is fashioned after examples from the SREB (Southern Regional Education Board).

### **RESOLUTION CONCERNING AI USE IN POSTSECONDARY EDUCATION**

Dr. Subramanian explained the resolution, which is a companion to the policy. While the policy governs the Board's own use of AI, the resolution urges the member institutions of the four management boards to adopt policies for the safe, responsible use of AI particularly with respect to use by students and faculty members. The Board will coordinate with the management boards on student use of AI. The resolution urges the management boards to adopt these policies by the December 15, 2025 deadline established in the Governor's executive order.

**On motion of Regent Sterling, seconded by Regent Sarda, the Board voted unanimously to recommend the adoption of the proposed resolution.**

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

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

- She echoed Chair Cordell's gratitude to the institutions visited during the three-day tour of northeast Louisiana. She also thanked the economic developers who were part of the visits.
- She recognized LOSFA staff for the work they have done since the September cyber incident to bring all systems back up safely. She also thanked Board staff and various state agencies for their work in helping to secure the system. She indicated that she will continue to provide updates to the Board about the restoration process and mentioned that START accounts are now active.
- She noted that Regents were given a copy of the Louisiana ALICE Report, which analyzes asset-limited individuals in every parish in the state. She said the report reinforces the need for education and training to lift people out of poverty given that 50% of Louisiana households are asset limited or in poverty.
- She mentioned that Regents were given a copy of the Early Childhood Education in Louisiana Report. She tabbed a graphic of the cost of childcare compared to that of in-state college tuition in five major markets. According to the 2023 data, in every market the cost of early childhood education is more than the cost of tuition of a public four-year institution. She noted that nineteen campuses have early childhood centers and the hope is eventually to have universal childcare access on every university campus.
- She commended Regent Reeves for her recent keynote address at the LOUIS Users Conference. She received much positive feedback about Regent Reeves's speech, which shared experiences from her own time as a librarian.
- She noted that Dr. Tristan Denley was invited to speak at the World Education Forum in New York. This provides Dr. Denley an opportunity to talk about the work of the Board on a global stage.

### OTHER BUSINESS

Chair Cordell asked if there was any other business to come before the Board. She mentioned that there will be no meeting in November and that the meeting on December 10<sup>th</sup> will be a joint meeting with BESE.

### ADJOURNMENT

There being no further business to come before the Board, on motion of Regent Hixson, seconded by Regent Shamieh, the meeting was adjourned at 2:38 p.m.



Appendix A

Board Meeting Guest List

Wednesday, October 22, 2025

NAME	AFFILIATION
Matthew Dickerson	Mid South Extrusion
Randy Ellis	City of Monroe
Judy Williams-Brown	BoR
Staci Albritton Mitchell	Mayor of West Monroe
Brookley Barnes	Grow NELA
Rick Gallot	ULS
Brian Roberts	LUMCON
Wendi Palermo	LCTCS
Jackie Baer	LSU A&M
Guillaume Spielmann	LSU A&M
Donald R. Andrews	Southern University – Baton Rouge
Chance Eppinette	ULM



BOARD of REGENTS  
STATE OF LOUISIANA

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

**Misti S. Cordell**  
*Chair  
At-Large*

**Terrie P. Sterling**  
*Vice Chair  
At-Large*

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

**David J. Aubrey**  
*2nd Congressional District*

**Christian C. Creed**  
*5th Congressional District*

**Blake R. David**  
*3rd Congressional District*

**Stephanie A. Finley**  
*3rd Congressional District*

**Ted H. Glaser III**  
*6th Congressional District*

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

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

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

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

**Devesh Sarda**  
*Student Member*

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

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

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

# Agenda

## Academic and Student Affairs

Wednesday, December 10, 2025

11:20 AM

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

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. Terminations
  - B. Routine Staff Approvals
- IV. Academic Programs
  - A. AAS Data Science, Analytics and AI – SOWELA Technical Community College
  - B. AAS Technical Studies – River Parishes Community College
- V. Reports
  - A. Articulation and Transfer Report 2025
  - B. Postsecondary Inclusive Education Report 2025
- VI. Other Business
- VII. Adjournment

Committee Members: Terrie 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.**  
**Program Termination Requests**

**Bossier Parish Community College**

**AAS Pharmacy Technician (CIP 51.0805)** - The decision to terminate was reached after a review for program viability and alignment with institutional goals revealed that completion of the existing Certificate of Technical Studies is sufficient for students to be employed in the field.

**AAS Oil and Gas Technology (CIP 15.0903)** - The program has faced declining enrollment for several years and has only produced five graduates since 2022.

**Delgado Community College**

**AAS Sleep Technology (CIP 51.0917)**

**AAS Electronics Service Technology (CIP 47.0199)**

**AAS Civil and Construction Applied Engineering Technology (CIP 15.0201)**

**AAS Health Information Technology (CIP 51.0707)**

Following a program health review, the college identified the four AAS programs listed above as underperforming. The decision to terminate all four programs was primarily based on low completer numbers.

**University of Louisiana at Lafayette**

**GC Population Health (CIP 51.2207)** - The decision to terminate was based on low enrollment and lack of student interest.

**GC Cardiovascular Nursing (CIP 51.3805)** - The decision to terminate was based on low enrollment and loss of funding sources. The program initially had strong interest, but enrollment has continued to decrease over time.

**STAFF RECOMMENDATION**

**Senior Staff recommends approval of the requests for termination for each of the degree programs listed above.**

### AGENDA ITEM III.B.

#### Routine Academic Requests & Staff Approvals

Institution	Request
LSU A&M	Request to change the name of the LSU Leadership Development Institute (LDI) to the LSU Leadership and Workforce Development Institute (LWDI) to better align with the institute's new expanded vision, mission, and goals <b>Approved</b>
LSU S	Request to rename the Master of Science (MS) in Counseling (CIP 42.2803) to the Master of Science in Clinical Mental Health Counseling <b>Approved</b>
Louisiana Tech	Request to establish a Graduate Certificate (GC) in Healthcare Leadership (CIP 51.0702) <b>Approved</b>
Louisiana Tech	Request to establish an Undergraduate Certificate (UC) in Entrepreneurship and Innovation (CIP 52.0701) <b>Approved</b>
McNeese	Request to establish a Post Baccalaureate Certificate (PBC) in LNG Engineering (CIP 14.0101) <b>Approved</b>
McNeese	Request to establish a Post Master's Certificate (PMC) in Family Nurse Practitioner (CIP 51.3805) <b>Approved</b>
Northwestern	Request to change the Department of Health & Human Performance to the School of Kinesiology to provide clarity in program identity, align with national trends, and enhance institutional reputation <b>Approved</b>
UL Lafayette	Request to offer the Ph.D. in Applied Computing and Information Sciences (CIP 11.0404) and the BS in Psychology (CIP 42.0101) 100% online <b>Approved</b>

## AGENDA ITEM IV.A.

### Proposed Associate of Applied Science in Data Science, Analytics, and Artificial Intelligence SOWELA Technical Community College

#### **Background Information**

SOWELA Technical Community College (SOWELA) requests approval from the Board of Regents to offer an Associate of Applied Science (AAS) in Data Science, Analytics, and Artificial Intelligence (AI). The proposal was approved by the LCTCS Board of Supervisors and forwarded to the Board of Regents for consideration. The proposal was then favorably reviewed by Chief Academic Officers statewide.

#### **Staff Summary**

SOWELA Technical Community College proposes an AAS in Data Science, Analytics, and AI to meet the growing demand for professionals who can interpret and apply data across industries. The program integrates coursework in programming, data analysis, machine learning, and statistical reasoning with applied experiences that connect theory to practice. Students will build proficiency in tools such as Python, R, Excel, Tableau, and AI platforms, developing both technical skills and ethical awareness in the use of emerging technologies.

The AAS in Data Science, Analytics, and AI is designed to be flexible, career-oriented, and industry-aligned, preparing students to address real-world challenges through data-driven solutions. Coursework such as Business Analytics I and II, Data Visualization and Storytelling, and Machine Learning will provide hands-on learning grounded in contemporary workforce needs. Students will complete an internship or capstone project that demonstrates their ability to communicate findings effectively and apply AI and data analytics to business, technical, and organizational contexts. Graduates of the program will be prepared for positions such as Data Analyst, Junior Data Scientist, and AI Specialist across sectors, including business, government, and technology. By integrating analytics, computing, and communication, the program supports Louisiana's growing need for data-literate professionals and lays the foundation for continued study in advanced data science and artificial intelligence fields.

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

Occupation	LW Star Rating <sup>1</sup>	Current Jobs <sup>2</sup>	Projected Jobs 2034 <sup>2</sup>	% Change <sup>2</sup>	Average Salary <sup>2</sup>
Management Analyst	5-star	4,501	5,270	17%	\$106,412
Data Scientist	4-star	1,336	1,888	41%	\$71,739

<sup>1</sup>Source – Louisiana Works (LW)

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

- b. **Curriculum Alignment with Employer Needs:** There is growing demand across Louisiana and the nation for professionals who can transform data into insights that guide business, healthcare, and government decisions. The proposed AAS will prepare students with the analytical and technical skills needed to meet this skillset. SOWELA developed the program in collaboration with its Information Systems Technology

advisory committee and local industry leaders. Employers such as Imperial Health, Global Data Systems, and Knight Federal Solutions provided input and letters of support confirming the need for skilled data professionals.

- c. **Same or Similar In-State Programs:** Despite the rising need for skilled data science professionals, there remains a limited number of in-state programs producing graduates to meet workforce expectations. Although other 4-year universities offer certificates in Data Analytics, the proposed program would be the first AAS program in Data Science, Analytics, and AI offered in a community college.
- d. **Student Enrollment and Completion:** SOWELA anticipates strong interest in the proposed program among current and prospective students, particularly those interested in cybersecurity, computer science, and artificial intelligence.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	12	21	27	31
TOTAL Estimated Program Graduates	0	5	8	12

2. **Resources:** To support the program, new faculty will be required. Existing faculty, program leadership, advising, and program administration are currently in place to support program operations.

	Current	Needed	Additional Costs
<b>Faculty</b>	Existing faculty will implement and support the program.	One new full-time faculty member and 3 adjuncts will be hired over the course of the program.	Yr. 1: \$101,582 Yr. 2+: \$115,973
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing facilities are adequate to support the program.	Additional fees for software and operating services are needed.	Yr. 1+: \$10,000
<b>Student Support</b>	Existing resources will meet the program's needs for the foreseeable future.	No additional resources are needed.	\$0

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

- **Accessibility:** The Data Science, Analytics, and AI AAS program will be offered primarily on campus, with some courses available online for students who live outside the Lake Charles area. General Education courses will be available in face-to-face, online, and hybrid formats during regular, summer, and winter sessions. This range of options will make it easier for students to complete the degree efficiently and at a pace that fits their schedules.
- **Affordability:** Faculty will review Open Educational Resources and Inclusive Access materials to keep course costs low and improve accessibility. Transfer agreements are still in development, but General Education courses are already on the Board of Regents Transfer Matrix, with more courses to be added in 2025. SOWELA also offers Prior Learning Assessment credit for work or military experience and will inform students of any employer-funded opportunities as they arise.
- **Partnerships:** The proposed program has received strong support from its advisory committee and industry partners. Imperial Health, Global Data Systems, and Knight Federal Solutions have submitted letters of support. These partners expressed interest in future collaboration and internship

opportunities for students in the program.

- **Work-based Learning**: The program requires students to complete a 3 credit-hour internship or capstone course as part of the degree. The internship provides practical experience aligned with students' academic and professional goals, and in most cases, participating students receive paid placements.
- **Other program attributes that contribute to closing the achievement gap with underserved populations**: SOWELA continues to advance the goals of the Meauxmentum Framework by providing affordable tuition and comprehensive student support to help close achievement gaps for low-income, minority, and adult learners. Students benefit from free and confidential services such as academic advising, tutoring, and mental health counseling, as well as access to the Tiger Love Community Services program, which connects them to childcare, housing, and emergency financial assistance.

### **Staff Analysis**

SOWELA's proposed AAS in Data Science, Analytics, and AI is designed to prepare students for careers in high-demand fields across Louisiana and beyond. Developed with input from industry partners, the program combines coursework in programming, data analysis, machine learning, and statistical reasoning with hands-on applications that reflect real workforce needs. Students will gain experience with tools such as Python, R, Excel, Tableau, and AI platforms through project-based learning in courses like Business Analytics, Data Visualization, and Machine Learning. Graduates will be prepared for entry-level roles such as Data Analyst, Junior Data Scientist, and AI Specialist, equipped to apply ethical, data-driven solutions across industries and support Louisiana's growing technology workforce.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Associate of Applied Science in Data Science, Analytics, and Artificial Intelligence (CIP 30.7101) at SOWELA Technical Community College, with a progress report on program implementation submitted as part of the institution's 2026–2027 Academic Plan.**

## AGENDA ITEM IV.B.

### Proposed Associate of Applied Science in Technical Studies River Parishes Community College

#### **Background Information**

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

#### **Staff Summary**

The proposed AAS in Technical Studies is designed to support RPCC's existing career and technical programs that do not currently lead to an associate degree such as air conditioning and refrigeration, electrician technology, industrial maintenance technology, welding, etc. The program was developed in response to interest from local employers who value graduates with both technical skills and the communication and reasoning abilities gained through general education coursework. The program will allow students to choose a technical concentration, apply financial aid toward tuition and fees, and have more flexible exit options. Dual-enrolled high school students could complete a certificate before graduation and earn the AAS shortly after, and students with prior technical credentials may earn credit through prior learning assessments. Including general education coursework also makes transferring to a four-year college more accessible for students looking to continue their education. By offering this option, RPCC will provide students pursuing technical fields the opportunity to advance into supervisory or leadership positions while earning a degree that strengthens their career prospects. As the campus stated, ultimately, the establishment of opportunities such as the AAS in Technical Studies presents one way to move learners toward post secondary credentials of value and to keep them in the state after completion, thereby improving the lives of individuals, meeting workforce needs, and ensuring that, in the words of the Board of Regents' Master Plan, "Louisiana Prospers."

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

- a. Workforce Demand and Job Opportunities Labor projections from Louisiana Works (2024–2034) show higher earning potential for individuals with an associate degree compared to those completing non-degree technical programs. The focus areas for the proposed AAS are all 4- and 5-star jobs according to Louisiana Works. The information below is specific to Regional Labor Market Area 2, where RPCC is located.

Occupation	LW Star Rating <sup>1</sup>	Current Jobs <sup>2</sup>	Projected Jobs 2034 <sup>2</sup>	% Change <sup>2</sup>	Average Salary <sup>2</sup>
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	4-star	1,270	1,360	7%	\$57,481
Industrial Machinery Mechanics	4-star	1,659	2,084	26%	\$68,911

<sup>1</sup>Source – Louisiana Works (LW)

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

- b. Curriculum Alignment with Employer Needs: The development of the AAS in Technical Studies at RPCC was guided by input from faculty, department chairs, the Dean of Career and Technical Education, and industry partners on program advisory committees. These stakeholders consistently emphasized the need for graduates who combine technical proficiency with strong analytical and



communication skills, noting that such competencies prepare employees for leadership and advancement opportunities within their respective fields.

- c. **Same or Similar In-state Programs:** Similar AAS programs have been established at Baton Rouge Community College, Bossier Parish Community College, Central Louisiana Technical Community College, Fletcher Technical Community College, Louisiana Delta Community College, Northshore Technical Community College, South Louisiana Community College, and SOWELA Technical Community College. This program will specifically serve students located in the southeast region of Louisiana and will align with technical diploma programs offered by RPCC; in this way, the program meets a region-specific workforce need.
- d. **Student Enrollment and Completion:** The marketing and recruitment plan for the program will include a rollout that uses print and social media as the main methods to reach the community. Students currently enrolled in technical diploma programs will also serve as a strong source of interest, as many have expressed a desire to continue their studies and earn an associate degree. Enrollment estimates reflect these conversations and the clear demand for a pathway that supports their academic progression.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	100	105	110	115
TOTAL Estimated Program Graduates	5	7	12	18

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

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

3. **Master Plan Priorities:** The following aspects of the proposal directly align with the priorities or goals of the statewide attainment goal and 2030 Master Plan.
  - **Accessibility:** General education courses required for the AAS in Technical Studies are available both online and in person at RPCC's main campus in Gonzales and at its instructional sites in Reserve, St. Charles, and Plaquemine (Westside). This structure ensures students have flexible options to complete coursework based on their schedules and locations. Campus Directors work with faculty to coordinate class times so students pursuing both technical and general education courses can enroll in each without scheduling conflicts.
  - **Affordability:** Open Educational Resources (OER) are integrated into the RPCC general education curriculum to improve accessibility and reduce costs for students. RPCC also offers Prior Learning Assessment (PLA), which helps accelerate degrees by acknowledging skills and knowledge gained outside the traditional classroom. Additionally, students with industry-based credentials such as HVAC Excellence Employment Ready, NCCER, or AWS Welding can earn course credit that

matches program outcomes, reducing both the time and cost needed to finish their degrees.

- **Partnerships**: RPCC maintains strong partnerships with local businesses and industry representatives who serve on advisory boards for each of the technical diploma pathways that connect directly to the proposed AAS. These collaborations ensure that students have clear pathways into the workforce and offer opportunities to build relationships with employers while completing their studies.
- **Work-based learning**: Although the Air Conditioning, Refrigeration, and Welding programs currently lack formal work-based learning components, both programs involve extensive hands-on skill development through lab and project-based instruction. The RPCC Academic Strategies plan includes expanding work-based learning opportunities across all technical concentrations.
- **Other program attributes that contribute to closing the achievement gap with underserved populations**: The AAS in Technical Studies aims to support underserved populations by highlighting accessible pathways for low-income students, adult learners, and veterans. With eligible programs such as A/C and Refrigeration Technician, Welding, qualifying for the MJ Foster Promise Program, the initiative lowers financial barriers and offers opportunities for students to earn valuable post-secondary credentials, achieve upward mobility, and stay in the state to contribute to workforce needs.

### **Staff Analysis**

RPCC's proposed AAS in Technical Studies will offer students technical training to meet workforce demand, while also helping them gain essential general education skills that boost employment and educational prospects. The community will benefit from having well-rounded employees in technical fields who possess the knowledge and flexibility to adapt to the ever-changing workforce.

### **STAFF RECOMMENDATION**

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

## **AGENDA ITEM V.A.**

### **2024–25 Articulation and Transfer Report Response to Act 356 of the 2009 Regular Legislative Session**

#### **Background Information**

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

#### **Staff Summary**

Act 356 (2009) established a comprehensive transfer policy, creating the Statewide Articulation and Transfer Council (SATC), a statewide credit articulation transfer matrix, the Louisiana Common Course Numbering (LCCN) system, and policies to standardize transfer procedures statewide. Since then, the Board of Regents has worked to meet these requirements and reports annually to the House and Senate Education Committees.

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

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

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

This 2024–25 annual report provides data on student transfer activity and highlights the innovative work that Regents has undertaken in collaboration with national higher education policy and philanthropic organizations. It is expected that future growth in these initiatives will boost transfer mobility across the state and lead to more students graduating ready to enter the workforce.

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the 2024–25 Articulation and Transfer Report and authorization of the Commissioner of Higher Education to submit the report to the appropriate legislative committees on behalf of the Board of Regents.**

# **Articulation and Transfer Report 2024–25**

Response to Act 356 of the 2009 Regular  
Legislative Session

DECEMBER 2025

## Acronyms

AA

AALT

AAS

AAT

ACE

AD

AGS

AS

ASCJ

ASLT

ASN

AST

BESE

CTE

IBC

Ithaka S+R

GMVFC

LAICU

LDOE

LTD

MJFP

NASH

SACSCOC

SATC

## Definitions

Associate of Arts Degree

Associate of Arts Louisiana Transfer Degree

Associate of Applied Science

Associate of Arts in Teaching

American Council on Education

Associate Degree

Associate of General Studies

Associate of Science

Associate of Criminal Science

Associate of Science Louisiana Transfer Degree

Associate of Nursing

Associate of Science in Teaching

State Board of Elementary and Secondary Education

Career and Technical Education

Industry-Based Certification

Not-for-profit helping access the academic community

Governor's Military and Veteran-Friendly Campus

Louisiana Association of Independent Colleges and Universities

Louisiana Department of Education

Louisiana Transfer Degree

Murphy J. Foster Promise Program

National Association of Higher Education Systems

Southern Association of Colleges and Schools  
Commission on Colleges

Statewide Articulation and Transfer Council

STRADA	Strada Education System
TES	Transfer Equivalent System
UTP	Universal Transfer Pathway

## Introduction and Background

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

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

Act 356 requires an annual report describing the articulation and transfer of credits across public colleges and universities, with a focus on transfer associate's degree programs. It directs that the report address: (I.) the number and percentage of students who complete a transfer associate's degree program; (II.) the number and percentage of students who earn a transfer associate's degree and subsequently transfer to a four-year college or university; (III.) the number and percentage of transfer students who complete a baccalaureate degree; (IV.) a comparison of the academic performance of transfer students and native students, including the number of credits earned, degrees awarded, and time to completion of degree; (V.) the status of development and implementation of the academic transfer module process; and (VI.) articulation of credits earned by veterans and spouses.

Act 308 of the 2022 Louisiana Legislature updated and strengthened previous legislation to give the Statewide Articulation and Transfer Committee (SATC) authority to oversee the development of statewide transfer pathways and create agreements to manage the granting and transfer of credits earned through competency-based and prior learning assessments (PLA). Additionally, the legislation ensures the transfer of all courses in a transfer pathway as credit in courses that fulfill general education or program requirements.

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

## Considerations

The Regents' *Louisiana Prospers* attainment goal of 60% of working-age adults possessing a degree or credential of value by 2030 serves as Louisiana's guiding light for prosperity and talent development. Regents and Louisiana's educational stakeholders are working to ensure that all students successfully navigate various postsecondary education pathways. These groups include high school students taking dual enrollment courses, high school students with prior learning assessment (PLA) credits, transfer students completing Universal Transfer Pathways (UTPs) and bachelor's degrees, military students, and adult students who started but did not finish their credentials. The Board of Regents understands that transfer students of all kinds are essential to reaching our Master Plan goal.



## Attainment Goal

Over the past four years, Regents has launched several projects and partnered with national professional and philanthropic organizations to improve credential attainment in Louisiana. In 2024–25, these efforts resulted in an increase of over 1.5 percentage points from the previous year, reaching Louisiana's highest-ever statewide attainment level of 52.5% (Figure 1).

Figure 1.



Overall, during academic year 2024–25, a total of more than 80,000 students completed their credentials.

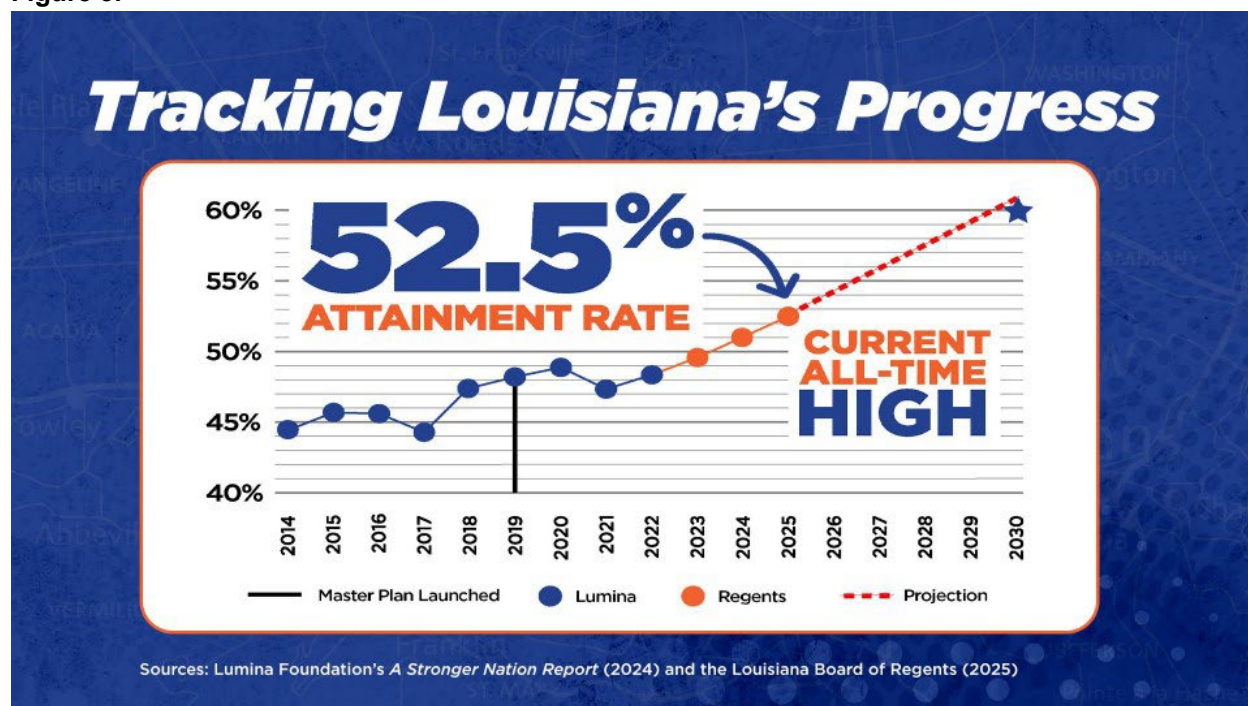
Figure 2.



Increasing credential attainment in the state has involved multiple strategies. Besides focusing on the traditional full-time freshman population, Regents has collaborated with the four public postsecondary systems and the Louisiana Department of Education on initiatives to boost high school students' enrollment in academic and technical dual enrollment programs, improve transfer student enrollment at both two- and four-year institutions, expand recruitment of military and adult learners, recognize credit for prior learning, and intentionally develop high-demand transfer pathways from two- to four-year degree programs, such as Universal Transfer Pathways (UTPs).

Recognizing that both traditional and non-traditional students may need financial assistance to achieve their educational goals, the legislature is actively exploring best practices to support them. The legislature created the M.J. Foster Promise program (Acts 457 [2021], 102 and 633 [2024], and 152 [2025]) to provide financial aid for students who have completed some coursework but have not yet earned a credential, helping them return and earn a credential in high-demand fields. In its third year, MJFP credential completers have increased significantly from the previous year. Overall, 2,760 students earned 3,900 credentials. These efforts are intended to work in tandem with transfer initiatives discussed in this report to promote student success and help achieve the goal of 60% credential attainment by 2030 (Figure 3).

Figure 3.



## Statewide Articulation and Transfer Council (SATC)

In 2024–25, Regents and SATC continued working to expand the state's transfer infrastructure to meet the growing needs of Louisiana's employers.

Regents staff continued their collaboration with SATC about course articulation and expanded the conversation to include Career and Technical Education (CTE) courses.

Regents and SATC took the following actions during 2024–25 to improve this statewide transfer system:

- 1) SATC authorized Regents to work with LDOE to record industry-based credentials (IBCs) earned by high school students, enabling them to receive credit for these courses; LDOE announced that IBCs will start appearing on high school transcripts on December 1, 2025;
- 2) BOR received a grant from National Association of Higher Education Systems (NASH) and Google to provide access to Google Microcredentials for students, faculty, and staff at all public postsecondary institutions over the next two years;
- 3) BOR is expanding its work in general education to include industry-based credentials and validated skills and learning;
- 4) Regents is contracting with College Source to transfer the articulation matrix to their platform, improving the matrix's functionality to include AP, IB, CLEP, and military courses;
- 5) Regents received a grant from STRADA Education Foundation, a foundation focused on connecting education with opportunity, to use credential and labor market data to verify priority pathways, identify credential-to-credit-bearing course equivalencies, and develop pathway implementation strategies.

Over the past year, the Council has collaborated with the Board of Regents on these ongoing issues to ensure transfer students have more opportunities to articulate their coursework and complete their

degrees. BOR and SATC share a common goal of expanding the state's transfer portfolio to include not only financial aid, but also articulation resources, and various on-ramps to degree programs.

## Moving Forward

The following 2024–25 Articulation and Transfer Report meets the statutory requirements of the law and provides an overview of statewide transfer and articulation. From the expansion of Act 356 (2009) through the passage of Act 308 (2022), it is appropriate to consider this report in the context of the state's future needs and the expectation that this new legislation will significantly support the growth and improvement of articulation and transfer efforts for all transfer students.

## 2023–24 Articulation and Transfer Report

### I. TRANSFER ASSOCIATE'S DEGREE PROGRAMS

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

Since its inception, L.T. program enrollments (Table 1a) have grown steadily; however, in 2025, they decreased slightly from 2024 to 3,691 (Table 1a). This may result from students following UTPs without being enrolled in an L.T. program. BRCC and Delgado tied for the highest number of enrolled L.T. majors at 832, followed by LSUE with 655. Overall, the number of L.T. majors who graduated (Table 1b) rose by 19.

Finally, Regents was awarded a grant from Ithaka S+R and the Cyber Academy to launch the Meauxmentum Credentialing Initiative in fall 2025. This project will develop a "Cyber Warrior Badge" and streamline the UTPs through Canvas Backpack. Students completing courses aligned with course and career competencies will earn a badge indicating their progress along the UTPs, which will facilitate transfer through their Meauxmentum Backpack.

**Table 1a: Louisiana Transfer Degree: [Majors](#), 2020–21 to 2024–25**

Institution	AALT/ASLT	2020– 21	2021– 22	2022– 23	2023– 24	2024– 25
Baton Rouge CC	AALT	668	588	697	608	566
	ASLT	248	222	247	262	266
Bossier Parish CC	AALT	237	211	261	212	128
	ASLT	76	58	52	46	33
Delgado CC	AALT	339	288	407	350	413
	ASLT	369	306	326	379	419
Elaine P. Nunez CC	AALT	89	63	68	59	53
	ASLT	115	87	87	89	76
L.E. Fletcher TCC	AALT	24	19	13	18	11
	ASLT	87	66	49	45	35
Louisiana Delta CC	AALT	166	170	187	138	104
	ASLT	129	111	83	83	78
LSU Eunice	AALT	386	427	384	391	362
	ASLT	343	322	284	281	293
River Parishes CC	AALT	173	138	145	119	159
	ASLT	207	148	166	156	200
South Louisiana CC	AALT	104	82	76	80	78
	ASLT	109	100	126	131	126
SOWELA TCC	AALT	28	20	22	13	12
	ASLT	7	6	9	6	3
SU Shreveport	AALT	500	372	365	330	276
	ASLT	0	0	0	0	0
<b>Total</b>		<b>4,404</b>	<b>3,804</b>	<b>4,054</b>	<b>3,796</b>	<b>3,691</b>



**Table 1b: Louisiana Transfer Degree: Graduates, 2020–21 to 2024–25**

Institution	AALT/ASLT	2020– 21	2021– 22	2022– 23	2023– 24	2024– 25
Baton Rouge CC	AALT	69	64	69	69	98
	ASLT	25	16	23	22	26
Bossier Parish CC	AALT	18	20	10	13	17
	ASLT	6	2	1	1	2
Delgado CC	AALT	36	26	10	15	21
	ASLT	16	15	11	8	9
Elaine P. Nunez CC	AALT	10	8	9	13	11
	ASLT	4	5	2	5	5
L.E. Fletcher TCC	AALT	0	0	0	0	1
	ASLT	0	0	0	0	0
Louisiana Delta CC	AALT	7	17	14	18	13
	ASLT	7	12	4	3	2
LSU Eunice	AALT	27	44	36	27	27
	ASLT	13	16	19	11	20
River Parishes CC	AALT	72	65	77	39	49
	ASLT	11	10	6	21	26
South Louisiana CC	AALT	10	11	3	13	3
	ASLT	7	5	12	11	8
SOWELA TCC	AALT	1	1	1	0	0
	ASLT	0	0	0	0	0
SU Shreveport	AALT	4	4	5	4	12
	ASLT	0	0	0	0	0
<b>Total</b>		<b>343</b>	<b>341</b>	<b>312</b>	<b>293</b>	<b>350</b>

In 2024–25, 66 students graduated with the AST degree (Table 2), a modest increase from the previous year. Further, the graduation rate of students to majors rose from 6.1% to 7%. This slight increase could be due to modifications made to the AST program structure in 2022 to align with the state's four-year programs and to eliminate barriers to graduation, including passing the Praxis II examination for education majors.

Currently, 32% of all baccalaureate completers (Table 6) began as transfer students, highlighting the significant effect that improved transfer policies and practices can have.

**Table 2: Associate of Science in Teaching (Grades 1-5): Enrollments and Graduates, 2024–25**

Institution	Majors 2024–25	Graduates 2024–25
Baton Rouge CC	227	11
Bossier Parish CC	142	8
Delgado CC	223	8
Elaine P. Nunez CC	46	6
Louisiana Delta CC	133	24
River Parishes CC	46	7
SU Shreveport	35	2
<b>Total</b>	<b>852</b>	<b>66</b>

Universal Transfer Legislation (Act 308, 2022) restructured the more restrictive ASLT and AALT pathways into clearer, more consistent transfer maps and added 24 new curricular pathways to complete those degrees. With the first 24 most popular (highest enrollment) degree pathways complete, in 2024–25, BOR staff identified additional UTPs with high enrollment and are working with faculty from the selected major departments to develop these additional associate's degree maps. In addition, Regents are currently collaborating with institutions to further refine how these degree programs are coded in data submission to monitor enrollment trends and student outcomes.

While campuses may continue to promote traditional L.T. curricula as options for students seeking a bachelor's degree, the new universal pathways offer additional attractive choices for students pursuing their degrees. Therefore, students can choose either the L.T. degrees or the UTPs. As universal transfer pathways develop, it is expected that student participation will increase due to the greater flexibility and popularity of the degree maps.

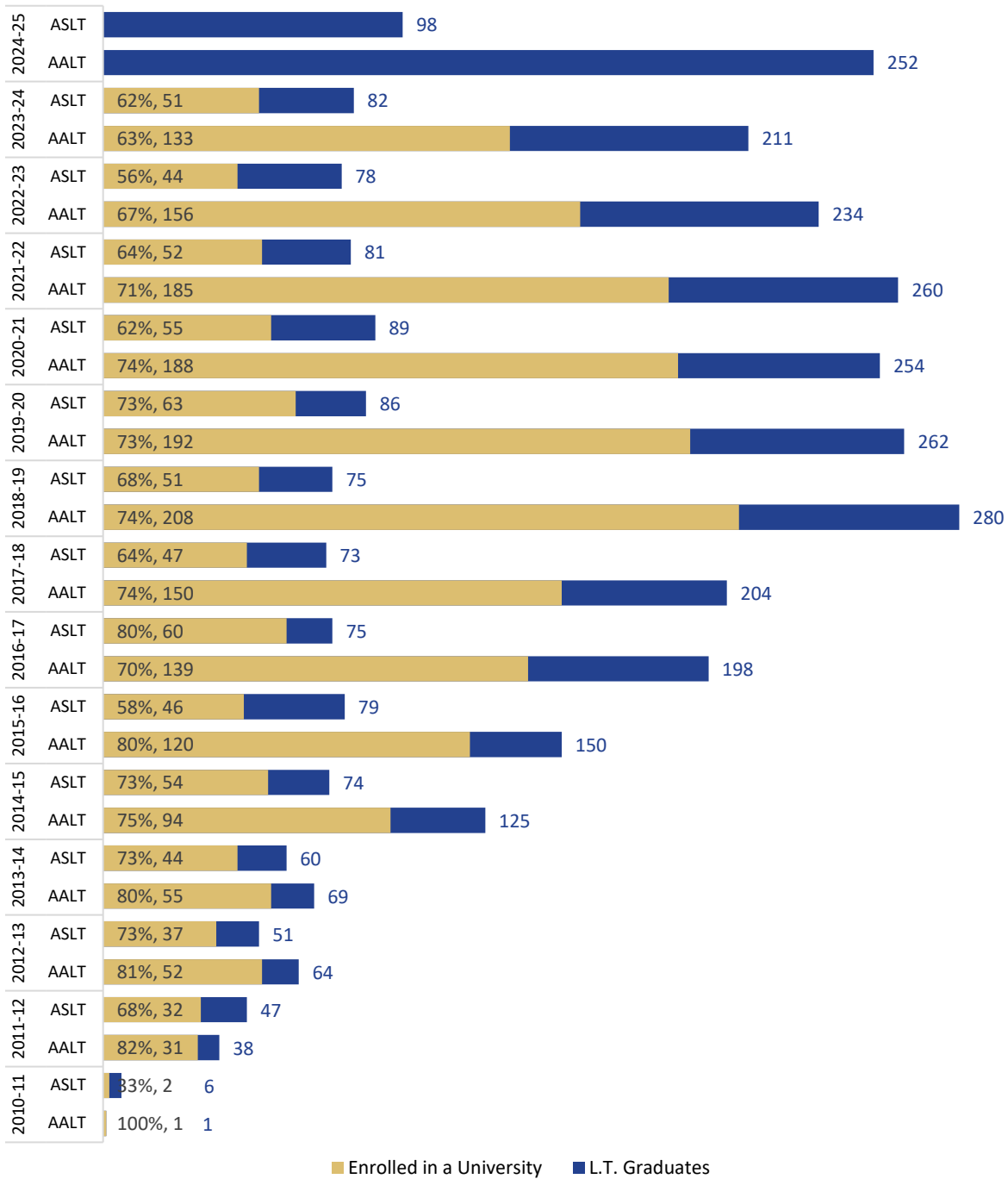
## TRANSFER ASSOCIATE'S DEGREES AND UNIVERSITY ENROLLMENT

The Louisiana Transfer Degree features a structured curriculum that seamlessly integrates into an undergraduate major, guaranteeing the transfer of all 60 hours of the General Education Core and junior-level standing upon enrollment at the university. Since the program's inception in 2010, 2,403 LT graduates have enrolled in a university (Table 3).

From AY 2010–11 to AY 2023–24, the top universities enrolling ASLT graduates are LSU A&M (130), UL Lafayette (115), and UNO (113), and the top universities enrolling AALT graduates are LSU A&M (482), UL Lafayette (202), and SLU (200). All these institutions saw increased numbers in 2024–25 compared to 2023–24.

The number of L.T. degrees awarded in AY 2024–25 rose by 19% compared to AY 2023–24 (Table 3).

**Table 3: Associate Transfer Degrees and University Enrollment  
AY 2011 - AY 2025**





The Associate of Science in Teaching focuses on a specific teacher education major and has generally been successful in enrolling its graduates in a university (Table 4). The percentage of AST graduates who successfully transferred to a university slightly increased to 60% in 2023–24.

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

AS Grade Year	AS/Teaching Completer	Enrolled in University	Percentage
2010–11	43	36	84%
2011–12	59	49	83%
2012–13	27	24	89%
2013–14	46	36	78%
2014–15	35	30	86%
2015–16	32	28	88%
2016–17	22	17	77%
2017–18	27	19	70%
2018–19	36	27	75%
2019–20	21	16	76%
2020–21	19	16	84%
2021–22	21	11	52%
2022–23	49	29	59%
2023–24	52	31	60%
2024–25	66	NA	NA
<b>Total</b>	<b>555</b>	<b>390</b>	<b>70%</b>

All non-applied associate's degrees (Table 5) are considered transfer degrees because they mainly consist of transferable academic coursework and a significant part of the 39-hour general education core required for all bachelor's degrees. These include the Associate of Arts (AA), Associate of Science (AS), Associate of General Studies (AGS), AS Criminal Justice (ASCJ), and the Louisiana Transfer (AALT, ASLT) degrees. Table 5 below shows that 34% of associate's degree graduates in the 2023–24 academic year (Summer/Fall/Winter/Spring semesters or terms) transferred to a university within that year.

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

Associate's Degree	2023–24 Graduates	Enrolled in University	Percentage
AA	152	81	53%
AALT	211	133	63%
AAS	2,235	257	11%
AAT	89	10	11%
AD	23	22	96%
AGS	1,321	692	52%
AS	633	311	49%
ASCJ	12	3	25%

ASLT	82	51	62%
ASN	986	379	38%
<b>Grand Total</b>	<b>5,744</b>	<b>1,939</b>	<b>34%</b>

The data suggest that, as initially envisioned, those who complete the designated transfer degrees are much more likely to transfer to a university to continue their studies. The AD, AA, AGS, and AS have higher continuation rates with university enrollment (52%-96%). (The AD is an Associate's Degree in Veterinary Technology offered through Northwestern State University.) The transfer rate for the ASN, which leads to licensure as a Registered Nurse, increased this year to 38% from 30% in 2023–24. These students primarily enroll in an RN-to-BSN program.

Last year, BOR added the Associate of Applied Science (AAS) to the list of accepted degrees for transfer admission. The AAS, designed for direct workforce training and application, had a continuation rate of 5%. Graduates of this program usually go straight into the workforce rather than transferring directly to continue their studies. This new degree provides a pathway for applied associate's degree recipients to transition to college with their earned credits, an option that was not available before.

Currently, LSUA accepts AAS degree-holders into its four-year Bachelor of Applied Arts and Sciences program. This degree allows students to transfer up to 84 earned credit hours. The program complements the practical knowledge and skills acquired in an applied art or applied science associate program with academic courses in communication, management, and leadership.

Similarly, in August 2024, ULM launched the Bachelor of Applied Science in Organizational Leadership, providing another pathway for students with an associate's degree in applied arts or sciences to transfer and count their courses toward earning a bachelor's degree. Both LSUA and ULM's degrees aim to prepare students for various supervisory roles in the state.

## II. TRANSFER STUDENTS AND THE BACCALAUREATE DEGREE

The table below (Table 6) shows that 32% of 2024–25 baccalaureate graduates started as transfer students. Of the 18,867 baccalaureate completers during the 2024–25 academic year, 5,983 were transfer students, with 1,289 (21.5%) transferring with an associate's degree from one of Louisiana's public institutions (Table 6). This percentage varies widely among institutions. LSUA, NSU, SLU, and SUNO experienced increases of several percentage points in their transfer completers compared to the previous year.

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

Institution	2023–24		2024–25		Total Bacc Completers		% that Began as Transfers	
	Total	w/Asc Degr	Total	w/Asc Degr	2023–24	2024–25	2023–24	2024–25
GSU	215	21	186	18	601	588	36%	32%
LA Tech	235	20	251	28	1,499	1,459	16%	17%
LSU A&M	808	80	942	96	5,211	5,693	16%	17%
LSUA	557	130	844	170	710	1,040	78%	81%
LSUS	296	75	307	75	425	494	70%	62%
MSU	304	84	303	89	989	958	31%	32%
Nicholls	254	60	249	70	888	897	29%	28%
NSU	536	201	512	191	1,215	1,099	44%	47%
SLU	475	54	552	65	1,707	1,697	28%	33%
SU A&M	257	32	255	38	756	725	34%	35%
SUNO	141	54	142	51	187	185	75%	77%
ULL	771	229	680	248	2,267	2,165	34%	31%
ULM	394	81	341	84	1,059	1,005	37%	34%
UNO	401	44	419	66	776	862	52%	49%
<b>Total</b>	<b>5,644</b>	<b>1,165</b>	<b>5,983</b>	<b>1,289</b>	<b>18,290</b>	<b>18,867</b>	<b>31%</b>	<b>32%</b>

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

When comparing the average time to earn a degree, students who started as freshmen took longer to graduate than transfer students did after transferring (Table 7). Overall, in 2024–25, students who began as freshmen at all public postsecondary institutions averaged 4.6 years to complete their degrees. Meanwhile, transfer students at four-year public schools averaged 3.6 years from the time of transfer to graduate (a slight decrease from the previous year). This number (Began as Transfer) varies greatly by institution; this year, transfer students from LSUA had the shortest average time to completion, at 2.5 years; LSU A&M and LSUS tied at 3.2 years, followed by ULL at 3.6 years. This small reduction in average time to degree may be an early indication that transfer policies and innovations approved and implemented in recent years are beginning to have an effect. As more students can transfer more coursework between institutions, the number of hours needed to graduate decreases.

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

Awarding University	Average Time to Degree (Years) Baccalaureate Completers			
	Began as Freshman		Began as Transfer	
	2023–24	2024–25	2023–24	2024–25
GSU	5.2	5.2	4.4	3.7
LA Tech	4.2	4.1	3.7	3.5
LSU A&M	4.1	4.1	3.3	3.2
LSUA	5.9	5.8	2.9	2.5
LSUS	4.9	5.2	3.4	3.2
MSU	4.8	5.2	3.7	3.6
Nicholls	4.8	4.9	3.8	4.0
NSU	5.1	5.3	4.5	4.8
SLU	4.8	4.8	3.9	3.7
SU A&M	5.5	5.3	4.1	4.1
SUNO	7.4	8.4	5.7	5.0
ULL	5.0	4.9	3.8	3.6
ULM	4.9	4.9	3.8	4.1
UNO	4.9	4.7	4.0	4.5
<b>Grand Total</b>	<b>4.6</b>	<b>4.6</b>	<b>3.8</b>	<b>3.6</b>

### III. TRANSFER OPPORTUNITIES

Dual Enrollment (DE) opportunities continue to expand following implementation of statewide recommendations of the DE Task Force and a statewide focus on this initiative. This year, more than 40,000 public high school students participated in dual enrollment- a 55% increase since 2018-19.

Based on the Task Force's recommendations, Regents has improved both policy and practice to successfully expand early college opportunities. One example is the establishment of Apply DE, Louisiana's official dual enrollment application platform of the Louisiana Board of Regents and is now available to all public institutions statewide. This secure, streamlined system aims to 1) ease access to DE classes for all students; 2) enable efficient operations for higher education DE staff, and 3) strengthen relationships with high school stakeholders. Regents will continue to work with LDOE to align the Associate of Arts and Associate of Science Fast Forward pathways with the new UTP transfer pathway curricula to ensure that students who follow those pathways are guaranteed that the coursework they have completed will apply toward a degree at every public four-year institution.

Regents will continue to raise awareness of recent advances in making transfer processes more seamless. The Articulation Matrix will be expanded, and the back-end technology will be improved to enhance user and target audience experiences. Additionally, BOR is exploring a new platform to maintain and enhance transfer matrix functionality. This platform is an all-in-one transfer articulation program that allows users to research transfer credits, track evaluations, and manage equivalencies. BOR will integrate its Articulation Matrix into this platform, increasing access and refining processes for all who utilize it.

Ongoing efforts to promote the UTPs across the state will give students and institutions a clearer understanding of career and technical education programs, helping them evaluate opportunities from articulation and transfer to direct employment. Many such options already exist within Louisiana's higher education ecosystem, and BOR aims to expand its transfer offerings further by participating in the Google Microcredentials Project and the Great Admissions Redesign, as well as integrating the matrix with TES.

Additionally, the intersection of financial aid with admissions criteria across all student groups could offer insight into how effectively support is delivered to different student populations, especially transfer and adult students.

#### **IV. ACADEMIC TRANSFER MODULE PROCESS**

Universal Transfer legislation (Act 308, 2022) created pathways intended to serve as the second iteration of the Louisiana Transfer Degree. The purpose of the legislation is to streamline the transfer process for students across the state by creating transfer pathways for high-demand baccalaureate programs. In 2024, 24 UTPs were created and approved; these are now accessible via the Regents' website. We anticipate more student participants in these UTPs as institutions and students become more familiar with their use.

Lastly, Regents staff have launched a statewide information campaign to introduce the UTPs to stakeholders. Various Zoom training sessions and Journey Mapping opportunities have been provided to help campuses implement the Pathways. Regents sponsored a Universal Transfer Day at UL Lafayette for advisors who work with students following these Transfer Pathways. Public postsecondary institutions have requested that Regents host a one-day conference on this topic in 2026, which we plan to do.

#### **V. MILITARY ARTICULATION AND TRANSFER: VETERANS AND SPOUSES**

Expedited articulation and transfer support all students in reaching their educational goals. In this tenth year of the Governor's Military and Veteran-Friendly Campus (GMVFC) program (per Act 232 of the 2015 Regular Legislative Session, Act 429 of the 2021 Session, Act 53 of the 2023 Session, and Act 130 of the 2025 Session), public colleges and universities reported modest improvements in many of the elements specifically needed to assist veterans, as well as their spouses and dependents. Once again, all statewide public postsecondary institutions and two private institutions achieved the Governor's Friendly Campus distinction. Of note, beginning in 2026, the GMVFC Program will change its name henceforth to the Purple Heart Campus Program.

#### **VI. MOVING THE NEEDLE FOR THE FUTURE**

The Board of Regents continues to work with statewide public postsecondary institutions, the Louisiana Department of Education (LDOE), and SATC to develop high-quality transfer programs and innovations in this area. Additionally, BOR has been generously supported in these initiatives by philanthropic organizations such as the Gates Foundation, Google, LUMINA, and STRADA making it possible to move the needle forward at a more robust pace.

Below are examples of the transfer-supporting projects BOR is currently working on for the 2025–26 year.

### **COLLEGE SOURCE Transfer Evaluation System**

In 2025, the Regents began discussions exploring a new platform, which is an interactive resource for course data from higher education institutions. BOR plans to collaborate with all two- and four-year institutions to provide access to this technology. Additionally, BOR will transfer the Interactive Articulation Matrix to this platform to integrate those course equivalencies into TES. This integration will enable Louisiana institutions to generate equivalencies using the matrix and include all Louisiana public institutions. There are also plans to incorporate private institutions currently listed on the matrix into the platform. Future initiatives include adding the American Council on Education's (ACE) military equivalencies into TES as well. This will afford military students the opportunity to view their military credits and compare how their courses will transfer to institutions in Louisiana. Finally, future plans include adding CTE and IBC courses to this platform as well.

### **STRADA**

Regents have begun work in conjunction with Strada Educational Foundation to establish five faculty work groups, with representation from the state's community colleges, to improve consistency in how credits are awarded for IBCs and other Validated Skills and Learning across the state. The five groups represent the five primary labor market areas identified in the M.J. Foster Promise program, a scholarship program for students enrolling in Information Technology, Manufacturing, Construction, Transportation and Warehousing, and Healthcare.

### **GOOGLE/National Association of Higher Education Systems (NASH)**

The Google Career Certificate Initiative is the result of a partnership with Google and the National Association of Higher Education Systems. Louisiana was invited to participate in this effort, which provides access to all public postsecondary institutions in the state to earn a series of certificates. These certificates in seven high-demand fields are designed to develop skills in Cybersecurity, AI Essentials, Data Analytics, Digital Marketing, IT Support, Automation with Python, Project Management, and UX Design, at no charge to students, faculty, or staff at Louisiana's public institutions. Those who enroll in the certificate program can complete the course at their own pace. Ultimately, Louisiana's partnership with Google Career Certificates (in partnership with NASH) is expanding access to high-quality, industry-relevant microcredentials that advance students' learning in Louisiana.

### **Meauxmentum Credentialing Initiative**

Regents are collaborating with Canvas Instructure to launch the Meauxmentum Credentialing Initiative involving all twenty-eight public institutions. This initiative aims to refine transfer systems and credential mapping by utilizing the Canvas Credentialing System to issue badges aligned with course and career competencies. Through API integration, badges will identify courses that are part of UTPs, reflect course transfer equivalencies, enable students to track their academic progress, and facilitate transfer via their Meauxmentum Backpack.

## Summary

The Board of Regents, the Statewide Articulation and Transfer Council, and Louisiana's entire public postsecondary education system continue to promote student success and improve the transfer and articulation experience across the state by expanding the essential infrastructure for the initiatives outlined in this report. As previously stated, Regents has engaged with national organizations to help support and fund these efforts.

Significant steps have been taken to improve transfer opportunities in Louisiana. General Education courses are now easily transferable; the first UTPs have been implemented, and the second set is under development. Discussions are ongoing to include the Louisiana Association of Independent Colleges and Universities (LAICU) in the transfer of UTPs. Efforts to align course articulations to exact matches continue, and a website for UTPs is now live, enabling students and advisors to explore available UTP options. The Articulation Matrix remains a valuable and essential resource for students, advisors, and faculty across the state. With the expansion of these initiatives through Act 308 (2022), comprehensive review efforts will allow stakeholders to further refine and expand these tools, enabling students to understand the portability of their courses across Louisiana's colleges and universities, resulting in better decision-making and hopefully improved time to degree.

Plans are in place to expand the Matrix to include technical and dual enrollment courses, AP, CLEP, IB, and American Council of Education (ACE) military opportunities, and to improve the technology that supports the Articulation Matrix by integrating with College Source's TES System.

While much has been achieved, more work remains. Regents' efforts to enhance outreach and communication will continue, ensuring that learners from K-12 throughout their professional career can easily find their way to completing a postsecondary degree or credential.

## **AGENDA ITEM V.B.**

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

#### **Staff Summary**

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

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

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

This year the Council continued its focus on expanding opportunities for students, including offering planning grants to support preparation for other potential new programs, and providing ongoing support for the state's existing programs.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the "Postsecondary Inclusive Education Advisory Council 2025 Annual Report" and authorizes the Commissioner of Higher Education to submit the report to the appropriate legislative committees on behalf of the Board of Regents.**





BOARD of REGENTS  
STATE OF LOUISIANA



**POSTSECONDARY INCLUSIVE EDUCATION**  
**ADVISORY COUNCIL**  
**2025 REPORT**

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**IMAGE SOURCES (Covers):** Nicholls State University

**IMAGE SOURCES (Interior):** LSU Alexandria, LSU A&M, Nicholls State University, Southeastern Louisiana University, University of Louisiana at Monroe





## Council Overview

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

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

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

### Act 682: Tasks Charged in Legislation

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

# Overview of Work — Year 3

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

In year one (FY24), the Advisory Council provided \$540,000 in funding to create four new postsecondary inclusive programs and to support the expansion of five existing programs. This funding allowed for the establishment of the first postsecondary inclusive program in North Louisiana as well as the first program at a Historically Black College and University (HBCU) institution. Additionally, \$100,000 was provided to the Louisiana Alliance of Postsecondary Inclusive Education (LAPIE) to continue its work advocating for Postsecondary Inclusive programs and their students.

In year two (FY25), the Advisory Council provided \$610,000 in funding to support the expansion of seven existing programs and the development of three new programs, including expanding postsecondary inclusive programs at Historically Black Colleges and Universities (HBCU) institutions.

This year the Council continued its focus on expanding opportunities for students, including offering planning grants to support preparation for other potential new programs, and providing ongoing support for the state's existing programs. Applications for funding from the Louisiana Postsecondary Inclusive Education Fund were due to the Advisory Council by November 29, 2024. The application review committee (see **Table 1**) received applications from both two- and four-year institutions (see **Table 2**) seeking funds to either create a new inclusive program or begin the planning process to create a new inclusive program. Review team committee members reviewed and scored the applications and presented their recommendation to approve all submitted applications to the Advisory Council at its March 2025 meeting (see **Appendix C**). The Council unanimously approved the Committee's recommendation.

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

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



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

Applications to Create an Inclusive Education Program	Applications for Planning an Inclusive Education Program
McNeese State University	Fletcher Technical Community College

Once the Advisory Council had given its approval, letters were sent via email to the presidents of the two public postsecondary education systems indicating that statute requires that each receiving institution certify that the funds will be appropriately used for the designated award type. The Board of Regents, acting as required in the statute, then distributed the funds to the awarded public postsecondary education institutions on June 18, 2025.

Letters were sent via email to the presidents of the four public postsecondary education systems indicating that statute requires that each receiving institution certify that it has created an inclusive program and that all funds received shall be used for the inclusive program. The Board of Regents, acting as required in the statute, distributed the first allocation of funds to the awarded public postsecondary education institutions on May 17, 2024 and the second disbursement of funds on November 30, 2024. The University of Louisiana at Monroe received a disbursement of \$60,000 as the program met the requirement of earning Comprehensive Transition and Postsecondary (CTP) program status as required in the application for planning an inclusive education program, which certifies that the program is approved by the U.S. Department of Education to offer a degree, certificate, or nondegree program to students with intellectual disabilities.



# Annual Program Updates

Annually, Act 682 charges the Advisory Council to produce a report documenting the detailed accounting of the Fund. During FY25, the following disbursements were made from the FY25 \$1 million allocation (Table 3). The support levels varied depending on the status of the programs: \$20,000 for planning grants; \$50,000 to existing programs; and \$80,000 for the creation of a new program. Currently \$490,000 in unexpended funds remains from the allocation. Of the \$510,000, \$350,000 was approved by the Advisory Council for disbursement in FY25 at the April 26, 2024 meeting (see **Appendix D**). Additionally, the program at the University of Louisiana at Monroe received \$60,000 when it received Comprehensive Transition Program (CTP) status in September 2024, which certifies that the program is approved by the U.S. Department of Education to offer a degree, certificate, or nondegree program to students with intellectual disabilities.

**Table 3. PSIE 2025 Fund Distributions.**

Program Name and Institution	Amount
The Program for Successful Employment, Baton Rouge Community College	\$50,000
Program for Successful Employment, Bossier Parish Community College	\$50,000
Fletcher Technical Community College	\$20,000
Integrative Community Studies Program, Louisiana State University and A&M College	\$50,000
SPERO, Louisiana State University of Alexandria	\$50,000
McNeese State University	\$80,000
Bridge to Independence, Nicholls State University	\$50,000
Lions Connected, Southeastern Louisiana University	\$50,000
UL Life, University of Louisiana at Lafayette	\$50,000
ACES, University of Louisiana at Monroe	\$60,000

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

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





Tables 4 through 9 present responses provided by the institutions. Please note that Baton Rouge Community College (BRCC) and Central Louisiana Technical Community College (CLTCC) currently have neither students enrolled nor completer data. The reason for this is explained below.

### **Baton Rouge Community College**

The program currently has no students enrolled as it has been in a redevelopment phase under new leadership. The focus has been on revising the curriculum, establishing clear procedures and processes, and creating a comprehensive onboarding framework to ensure the program's success. The first cohort is anticipated to launch in Spring 2026. BRCC also has the Program for Successful Employment (PSE), which is separate from its CTP program. PSE does not receive Postsecondary Inclusion Fund (PSIF) monies.

### **Central Louisiana Technical and Community College**

After careful consideration, CLTCC determined that the institution would not be able to facilitate the creation of a Postsecondary Inclusive Education Program and returned the \$20,000 received in FY24 to the Board of Regents. CLTCC is not included in the following tables.

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

Current Programs	Programs in Development (to start in Fall 2026)
Baton Rouge Community College	Fletcher Technical Community College
Bossier Parish Community College	Southern University and A&M College
Louisiana State University and A&M College	Southern University at New Orleans
Louisiana State University of Alexandria	
McNeese State University	
Nicholls State University	
Southeastern Louisiana University	
University of Louisiana at Lafayette	
University of Louisiana at Monroe	

**Table 5. Student Capacity and Current Enrollment of PSIE Programs.**

Institution	Program Capacity		Current Enrollment
	2025-2026 AY	2026-2027 AY	
Baton Rouge Community College	N/A	5	0 <sup>1</sup>
Bossier Parish Community College	4	8	4
Fletcher Technical Community College	In development	In development	N/A
Louisiana State University and A&M College	14	30	13
Louisiana State University of Alexandria	16	16	16
McNeese State University	7	10	7
Nicholls State University	13	14	13
Southeastern Louisiana University	16	16	16
Southern University and A&M College	In development	In development	N/A
Southern University at New Orleans	In development	10	N/A
University of Louisiana at Lafayette	35	35	35
University of Louisiana at Monroe	12	18	12

*1 – BRCC did not have active programs during the Fall 2025 semester.*



**Table 6. Number of Students Currently on Wait List to Join PSIE Program.**

Institution	Capacity
Baton Rouge Community College	5
Bossier Parish Community College	1
Fletcher Technical Community College	N/A
Louisiana State University and A&M College	1
Louisiana State University of Alexandria	0 <sup>1</sup>
McNeese State University	0
Nicholls State University	7
Southeastern Louisiana University	5
Southern University and A&M College	N/A
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	0 <sup>2</sup>
University of Louisiana at Monroe	0

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

► **Services Offered through PSIE Programs by Institution**

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

**Baton Rouge Community College**

The BEARS-CTP at Baton Rouge Community College will support students with intellectual, developmental, and other cognitive disabilities in achieving meaningful employment, independent living, and lifelong success through comprehensive, individualized services.

- Academic & Career Preparation: Inclusive college courses, specialized workforce and life skills training, and instruction aligned with career clusters (e.g., Automotive, Food Services, Retail).
- Work-Based Learning & Employment: Internships, job-shadowing, paid/unpaid employment, coaching, and collaboration with Louisiana Rehabilitation Services.
- Independent Living & Social Development: Training in financial literacy, safety, self-care, transportation, and opportunities for campus and community engagement.
- Individualized Student Support: Education plans, academic accommodations, one-on-one mentoring, and family collaboration.
- Transition & Career Planning: Career counseling, personalized plans, interview and resume preparation, and alumni support.
- Community & Employer Partnerships: Work-based learning sites, inclusive employer training, and collaboration with community organizations.
- Holistic Success: Confidence-building, diverse life experiences, and comprehensive supports to foster independence and societal contribution.

## **Bossier Parish Community College**

The BPCC Bridge program is a two-year vocational training program for adults with intellectual disabilities (ID) that provides an inclusive post-secondary experience. The BPCC Bridge program combines academic and job skills training on BPCC's campus with externship opportunities at regional businesses. The main goal of the Bridge program is to empower students to achieve their educational, vocational, and personal aspirations and promote their full participation in society as independent and productive individuals.

## **Fletcher Technical Community College**

This is a new program being developed.

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

LSU's Integrative Community Studies program is a two-year certificate program designed to provide individuals with moderate disabilities a life-changing university experience. Its primary goal is to prepare students for independent living, provide competitive employment competencies, and build interpersonal communication skills.

The mixed/hybrid residential postsecondary education program consists of four semesters of specially designed coursework. Admitted students complete a mix of audited traditional and individualized/separate classes over the course of their program. Program participants are housed in multi-bedroom apartments with an independent living assistant (and fellow student) in each unit. Across the two years, students also learn job skills and participate in work experiences at sites on campus.

## **Louisiana State University of Alexandria**

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



## McNeese State University

The McNeese PRIME program is a two-year offering that focuses on the acquisition of functional academics, independent living skills, career development, social/leisure skills, and health/wellness skills in a university setting for students with an intellectual disability. The goal of this program is to give these students the tools they need to become as self-sufficient as possible while also curating a college experience that will enrich their lives.

Students who are admitted into the program will complete PRIME coursework, as well as audit academic courses offered by the university. Students will also complete internships related to career interests.

Students who complete the PRIME program will receive a certificate of completion at either of the graduation ceremonies for the university. This certificate indicates that students have completed the necessary PRIME requirements in university courses, PRIME coursework, career readiness training, and social/community integration.

The PRIME program focuses on gainful employment, social skills, independent living skills, and quality of life.

## Nicholls State University

The Bridge to Independence program at Nicholls State University was awarded Comprehensive Transition Program (CTP) status in 2016 as a two-year program. In 2025 an application was submitted to expand it into a four-year program. Designed for students aged 18–28 with intellectual disabilities (ID) or Autism Spectrum Disorder (ASD), the program provides individuals who are not eligible for traditional college enrollment an opportunity to pursue academic, social, vocational, and independent living skills in a university setting.

Housed in the College of Education and Behavioral Sciences, the program emphasizes inclusivity and is aligned with the Higher Education Act's definition of ID. Students attend Monday through Friday during traditional semesters, fully integrated into campus life through courses, internships on and off campus, peer mentoring, and social activities. Supports are provided under the Americans with Disabilities Act (ADA), including individualized academic coaching, vocational guidance, and opportunities for campus housing with flexible roommate options.

Over four years, students engage in a comprehensive curriculum that builds academic proficiency, independent living skills, social development, and job readiness. Upon completion, graduates earn a certificate and leave with the confidence, skills, and friendships necessary for independent living and meaningful contributions to their communities.





### **Southeastern Louisiana University**

Students are offered an authentic college experience by participating in either a two- or four-year program. They attend two classes with non-disabled peers, in addition to targeted classes for social skills, life skills, and career planning. These classes are contained within our suite. Lions Connected students are mentored by same aged peers who attend classes and on campus events with them. Lions Connected students attend the Honors Field Day, Kinesiology Game Nights, University Police Department board game night, part-time job fair, career fair, Homecoming Tailgate and many, many other campus activities.

### **Southern University at New Orleans (In Development)**

The Exceptional Knights Academy at Southern University at New Orleans will provide a full college experience to students with intellectual or developmental disabilities. The students will gain the leadership skills, social skills, and communication skills needed for future employment and independent living. The Exceptional Knights Academy will provide the guided support services needed for eligible students to participate in campus events and activities and engage with students with and without disabilities. Students may live on campus in housing or commute to campus for classes and activities. The courses outlined in the two-year program of study will provide training and assess students ability to communicate effectively in oral and written English; read with comprehension; reason abstractly and think critically; understand numerical data and statistics; be familiar with key technological and informational applications; learn independently; recognize and appreciate cultural diversity; understand the nature and value of the fine and performing arts; develop a personal value system while retaining a tolerance for others; fundamentals of hygiene, personal health and wellness and self-care.

### **Southern University and A&M College (In Development)**

This new program is in development.

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

The UL LIFE Program offers a Basic two-year or Advanced four-year program. The Basic two-year program incorporates functional academics, independent living skills, career development, social/leisure skills, and health/wellness skills in a public university setting to produce self-sufficient young adults.

Invitation to the four-year Advanced Program is extended based on successful completion of one year in the Basic Program and meeting criteria and requirements, including, but not limited to: ability to safely navigate campus independently, sustain employment, and socially integrate. The UL LIFE Advanced Program progresses from the Basic Program with a strong emphasis on independence in career development, community involvement, and academic growth.



LIFE Students who successfully complete the UL LIFE Basic or Advanced Program will receive a Certificate of Accomplishment through the University of Louisiana College of Education and Human Development. This certificate represents that students have completed the UL LIFE requirements in university courses, LIFE courses, employment training, and community integration.

The UL LIFE Program focuses on academic growth, career development, community involvement, and independent living. UL LIFE provides opportunities for inclusive coursework, work-based training, and inclusive on-campus housing opportunities.

### University of Louisiana at Monroe

Students participate in the Education Associates Project Discovery which provides the students with career exploration kits that are used throughout the semesters, along with audited university classes to learn about specific fields. The program is accredited by the National Occupational Competency Testing Institute which allows the students to receive digital badge credentials or micro-credentials based upon the programming they select.

**Table 7. Number of Program Completers, 2024-2025 Academic Year.**

Institution	Completers
Baton Rouge Community College	N/A
Bossier Parish Community College	0
Fletcher Technical Community College	N/A
Louisiana State University and A&M College	1
Louisiana State University of Alexandria <sup>1</sup>	0 <sup>1</sup>
McNeese State University <sup>2</sup>	0 <sup>2</sup>
Nicholls State University	2
Southeastern Louisiana University	5
Southern University and A&M College	N/A
Southern University at New Orleans	N/A
University of Louisiana at Lafayette	6
University of Louisiana at Monroe	0 <sup>3</sup>

*\* Data provided by institutions*

*1 - First cohort will complete the program in May 2026.*

*2 - 2025-2026 was program's first year.*

*3 - First cohort will complete the program in December 2026.*

For Tables 8 and 9, the number and percentage of program completers are based on the corresponding terms for each program:

▶ Baton Rouge Community College	Fall 2024-Spring 2025
▶ Bossier Parish Community College	Fall 2024-Spring 2025
▶ Fletcher Technical Community College	N/A (program in development)
▶ Louisiana State University and A&M College	Fall 2023-Spring 2025
▶ Louisiana State University of Alexandria	Fall 2022-Spring 2025
▶ McNeese State University	N/A (program is in first year)
▶ Nicholls State University	Fall 2018-Spring 2025
▶ Southeastern Louisiana University	Fall 2020-Spring 2025
▶ Southern University and A&M College	N/A (program in development)
▶ Southern University at New Orleans	N/A (program in development)
▶ University of Louisiana at Lafayette	Fall 2014-Spring 2025
▶ University of Louisiana at Monroe	Fall 2024-Spring 2025

**Table 8. Total Number of Program Completers.\***

Institution	Program Completers		
	Total	Employed	Percentage Employed
Baton Rouge Community College	0	0	0%
Bossier Parish Community College	0	0	0%
Fletcher Technical Community College	N/A	N/A	N/A
Louisiana State University and A&M College	1	0	0%
Louisiana State University of Alexandria	0 <sup>1</sup>	0 <sup>1</sup>	0% <sup>1</sup>
McNeese State University	0 <sup>2</sup>	0 <sup>2</sup>	0% <sup>2</sup>
Nicholls State University	36	21	58%
Southeastern Louisiana University	24	9	38%
Southern University and A&M College	N/A	N/A	N/A
Southern University at New Orleans	N/A	N/A	N/A
University of Louisiana at Lafayette	42	33	79%
University of Louisiana at Monroe	0 <sup>3</sup>	0 <sup>3</sup>	0 <sup>3</sup>

\* Data provided by institutions

1 – First cohort will complete the program in May 2026.

2 – 2025-2026 was program's first year.

3 – First cohort will complete the program in December 2026.

**Table 9. Number of Program Completers Living Independently.\***

Institution	Program Completers Living Independently	
	Total	Percentage
Baton Rouge Community College	0	0%
Bossier Parish Community College	0	0%
Fletcher Technical Community College	N/A	N/A
Louisiana State University and A&M College	0	0
Louisiana State University of Alexandria	0 <sup>1</sup>	0 <sup>1</sup>
McNeese State University	0 <sup>2</sup>	0 <sup>2</sup>
Nicholls State University	8	22%
Southeastern Louisiana University	2	8%
Southern University and A&M College	N/A	N/A
Southern University at New Orleans	N/A	N/A
University of Louisiana at Lafayette	5	12%
University of Louisiana at Monroe	0 <sup>3</sup>	0 <sup>3</sup>

\* Data provided by institutions

1 – First cohort will complete the program in May 2026.

2 – 2025-2026 was program's first year.

3 – First cohort will complete the program in December 2026.

## Fiscal Year 2026 Funding

Act 298 (see **Appendix H**) of the 2025 Regular Session amended the previous law, dedicating funds generated from the online sports wagering tax to various funds [RS27:625(B) and (G)]. This change allocates 3% of the monies collected from the tax to the Louisiana Postsecondary Inclusive Education Fund. Currently \$490,000 in unexpended funds remains from the allocation. This amendment was enacted on August 1, 2025, for FY26 funding.

## Next Steps

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

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



# ***Appendix A***

**Act 682 of the 2022  
Regular Legislative Session**



SENATE BILL NO. 192

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

## AN ACT

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

Be it enacted by the Legislature of Louisiana:

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

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

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

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

1 postsecondary institution.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 1                    (xi) An alumnus of an inclusive program appointed by the Louisiana  
 2                    Developmental Disabilities Council.
- 3                    (xii) The parent or legal guardian of a student who is enrolled in or who  
 4                    has completed an inclusive program appointed by the Louisiana Developmental  
 5                    Disabilities Council.
- 6                    (xiii) The superintendent of the Special School District or his designee.
- 7                    (b) Any member selecting a designee shall select the designee from his  
 8                    respective system, agency, office, or association who has expertise in transitional  
 9                    postsecondary educational services.
- 10                   (4) A vacancy in the membership of the council shall be filled in the same  
 11                   manner as the original appointment.
- 12                   (5) Members of the council shall elect a chairman, vice chairman, and  
 13                   other officers as they consider necessary.
- 14                   (6) The members of the council shall serve without compensation, except  
 15                   for per diem or reimbursement of expenses to which they may be entitled as  
 16                   members of the constituent organizations.
- 17                   (7)(a) The council shall meet upon the call of the chairman or of a  
 18                   quorum of the members of the council.
- 19                   (b) The chairman shall give at least seven day's notice to the members  
 20                   of the council of the time and place where each meeting will be held.
- 21                   (c) The commissioner of higher education shall, no later than  
 22                   September 1, 2022, convene the first meeting of the council.
- 23                   (8) A majority of the members of the council shall constitute a quorum  
 24                   for the transaction of business.
- 25                   (9) The council shall be domiciled in Baton Rouge but may hold public  
 26                   meetings elsewhere in the state.
- 27                   C.(1) By February first of each year, the Board of Regents, with  
 28                   assistance from the council, shall submit a report to the Senate Committee on  
 29                   Education, the Senate Committee on Finance, the House Committee on  
 30                   Education, and the House Committee on Appropriations.

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

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

Page 5 of 6

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

4 \* \*

8 \* \* \*

11 \* \* \*

PRESIDENT OF THE SENATE

SPEAKER OF THE HOUSE OF REPRESENTATIVES

GOVERNOR OF THE STATE OF LOUISIANA

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



# ***Appendix B***

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

Member, Title	Seat Information
<b>Jade Viator</b> Director/Academic Coordinator, UL LIFE Program (UL Lafayette)	Member with expertise in postsecondary educational programming for students with intellectual and developmental disabilities, appointed by the governor.
<b>Dr. Mary Breaud</b> Associate Professor of Education, Nicholls State University	Member with expertise in postsecondary educational programming for students with intellectual and developmental disabilities, appointed by the governor.
<b>Dr. Kim Hunter Reed</b> Commissioner of Higher Education	Commissioner of Higher Education
<b>LaKiesha London</b> Interim Director, Baton Rouge Community College Program for Successful Employment	Director of an inclusive program, appointed by the chairman of the Senate Committee on Education
<b>Brittany Soden</b> Director, LSUA SPERO	Director of an inclusive program, appointed by the chairman of the House Committee on Education
<b>Tracy Blanchard</b> Director, Disability Services, Louisiana State University A&M	President of the Louisiana State University System or his designee
<b>President Dennis J. Shields</b> President, Southern University System	President of the Southern University System or his designee
<b>Dr. Jeannine O'Rourke</b> Provost and Vice President for Academic Affairs, University of Louisiana System	President of the University of Louisiana system or his designee
<b>Dr. Willie Smith</b> Chancellor, Baton Rouge Community College	President of the Louisiana Community and Technical College System or his designee
<b>Ebony Haven</b> Interim Executive Director, Louisiana Developmental Disabilities Council	Executive Director of the Louisiana Developmental Disabilities Council or his designee
<b>Melissa Bayham</b> Director, Louisiana Rehabilitation Services	Director of the Louisiana Rehabilitation Services or his designee
<b>Gerald "Mitch" Dillon</b> Alumnus of an Inclusive Program	Alumnus of an inclusive program appointed by the Louisiana Developmental Disabilities Council
<b>Bambi Polotzola</b> Parent of a Student who Graduated from an Inclusive Program	Parent or legal guardian of a student who is enrolled in or who has completed an inclusive program appointed by the Louisiana Developmental Disabilities Council
<b>David Martin</b> Acting Superintendent, Louisiana Special School District	Superintendent of the Special School District or his designee



# ***Appendix C***

## **March 2025 Meeting Agenda**



## March Postsecondary Inclusive Education Advisory Council Meeting

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

**Date:** Tuesday, March 18, 2025

**Time:** 10:00am – 11:30am

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- I. Call to Order
- II. Roll Call and Approval of October 1, 2024 Minutes
- III. Consideration of Postsecondary Inclusive Education Fund Application Recommendations
- IV. Postsecondary Inclusive Education Program Updates
  - Dr. Mary Breaud, Nicholls State University
  - Ms. Jade Viator, University of Louisiana at Lafayette
  - Ms. Brittany Soden, Louisiana State University of Alexandria
- V. Other Business
- VI. Public Comments
- VII. Adjournment



# ***Appendix D***

## **April 2024 Meeting Agenda**

*Gary N. Solomon, Jr.*  
*Chair*

*T. Jay Seale III*  
*Vice Chair*

*Darren G. Mire*  
*Secretary*

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



BOARD of REGENTS  
STATE OF LOUISIANA

*P. O. Box 3677*  
*Baton Rouge, LA 70821-3677*  
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*David J. Aubrey*  
*Misti S. Cordell*  
*Christian C. Creed*  
*Blake R. David*  
*Robert W. Levy*  
*Stephanie A. Finley*  
*Phillip R. May, Jr.*  
*Wilbert D. Pryor*  
*Terrie P. Sterling*  
*Collis B. Temple III*  
*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Samuel T. Gil, Student Member*

**POSTSECONDARY INCLUSIVE EDUCATION ADVISORY COUNCIL  
AGENDA**

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

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

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

Proposed Next Meetings:



# ***Appendix E***

## **Application for Planning Grant**

# Postsecondary Inclusion Fund Application for Planning Grant

## Section 1: CTP Status

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

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

## Section 2: Description

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

## Section 3: Budget, and Budget Narrative

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



# ***Appendix F***

**Joint Application for Planning Grant  
and Initial Program Development**

# Application for Initial Program Development

## Section 1: CTP Status

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

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

## Section 2: Program Description

3. Proposed Postsecondary Inclusive Education Program (PIEP) name:
4. Year in which the proposed PIEP will first admit students:
5. Enter the number of students:  
\_\_\_\_\_ Enrolled in the existing program in the current year (enter 0 if this application is for a new program)  
\_\_\_\_\_ Projected to enroll in the program next year  
\_\_\_\_\_ Projected to enroll in the program in the year after next
6. In which college, department, administrative unit, or other institutional component will the PIEP "live" at the institution? That is, in what area of the institution will the PIEP be "housed"? Please specify whether this is an academic, continuing education, or administrative unit.
7. Provide a general summary of the proposed PIEP: (1 page max)
8. Describe how the PIEP will be "organized" at the institution:
9. Describe the tuition and fees that will be charged for the program.

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



10. What honor/endorsement/certificate/degree will the institution award to students upon completion of the program?
- a. Name of the general honor/endorsement/certificate/degree:
  - b. Describe the general honor/endorsement/certificate/degree:
11. Indicate the **length of time** needed to complete the PIEP (expressed as terms/semesters or years):
12. Is there more than one level or benchmark within the PIEP at which students may exit?
- \_\_\_\_\_ Yes or No
- If yes, describe the levels or benchmarks:
13. Do students enrolled in the PIE program have opportunities to earn an industry-recognized certificate or certification(s)?
- \_\_\_\_\_ Yes or No
- If yes, name the industry-recognized certificate or certification(s):
14. Do students enrolled in the PIEP have opportunities to earn micro-credential(s)/badge(s) other than an industry-recognized certificate or certification(s)?
- \_\_\_\_\_ Yes or No
- If yes, name the micro-credential(s)/badge(s):
15. Describe how students enrolled in the program participate in one or more of the following activities alongside students without disabilities:
- a. Regular enrollment in credit-bearing courses
  - b. **Auditing** or participating in courses for which the student does not receive academic credit
  - c. Enrollment in **non-credit-bearing, non-degree** courses
  - d. **Internships** or work-based learning
  - e. **Student life** and cocurricular activities

### Section 3: Student Eligibility and Admission

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

### Section 4: Assessment and Advising

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

## Section 5: Employment Opportunities

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

## Section 6: Performance Indicators

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

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

1. What level of funding is being requested\* (up to \$60,000)?
2. Provide validation of matching funds at a one-to-one ratio to the requested funding level. Matching funds may include but are not limited to cash from private or state sources, in-kind donations of technology, personnel, construction materials, program space and

---

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

overhead, facility modification, or corporeal property, internships, scholarships, sponsorship of staff or faculty, or faculty endowment.

3. Provide a detailed budget for the requested and matching funds. The budget should be accompanied by a budget narrative that includes the following:
  - Details on each line item.
  - Explanation of the value of each planned expenditure to the program.
  - Description of matching funds including whether they are cash or in kind and their source(s).

## **Section 8: Program Sustainability**

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

# ***Appendix G***

## **Application Guidelines**

# **POSTSECONDARY INCLUSIVE EDUCATION ADVISORY COUNCIL**

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

**Applications Due: November 29, 2024, 5:00 p.m. Central**

**FISCAL YEAR 2024–25**

Request for Applications

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



# REQUEST FOR APPLICATIONS

## Important Notices

### 1. GENERAL INFORMATION

#### A. BASIS OF AUTHORITY

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

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

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

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

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

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

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

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

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

### **2. THE POSTSECONDARY INCLUSIVE EDUCATION FUND PROGRAM**

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

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

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

#### **B. ELIGIBILITY**

Public two- and four-year institutions of higher education, including community and technical colleges, are eligible to apply. For applications that propose to share resources among several institutions, the following rules/guidelines apply:

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

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

### C. PROJECT REQUIREMENTS AND CONSIDERATIONS

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

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

### D. APPLICATION REVIEW PROCESS

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

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

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

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

## **E. PROCEDURES AND DEADLINE FOR SUBMISSION OF APPLICATIONS**

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

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

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

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

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

# **3. PROJECT BUDGET INFORMATION**

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

## **A. DISALLOWED BUDGET ITEMS**

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

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

Costs of meals, snacks, and drinks may be included when necessary for a LPIEF-related event or activity and must comply with State rates as set forth by

the Division of Administration Policy and Procedure Memorandum 49 (the State General Travel Regulations). LPIEF funds cannot be used for entertainment costs, including performers, musicians, and rental of entertainment venues. These activities may be provided as part of host entity support.

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

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

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

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

#### **B. FUNDS FOR PERSONNEL**

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

#### **C. STUDENT SUPPORT EXPENSES**

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

#### **D. OTHER EXPENSES**

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



# ***Appendix H***

**Act 298 of the 2025 Regular  
Legislative Session**



# ACT No. 298

2025 Regular Session

HOUSE BILL NO. 639

BY REPRESENTATIVE RISER AND SENATOR CATHEY

## AN ACT

To amend and reenact R.S. 27:625(B) and (G)(8) and to enact R.S. 17:1792 and R.S. 27:625(G)(9) and (10), relative to online sports wagering tax revenue and student athletes; to provide for the tax rate on online sports wagering; to allocate online sports wagering tax revenue; to create a fund for the benefit of university athletic departments; and to provide for related matters.

Be it enacted by the Legislature of Louisiana:

Section 1. R.S. 27:625(B) and (G)(8) are hereby amended and reenacted and R.S. 27:625(G)(9) and (10) are hereby enacted to read as follows:

§625. State tax; levy

\* \* \*

B. There is hereby levied a ~~fifteen~~ twenty-one and one-half percent tax upon the net gaming proceeds from sports wagering offered to consumers within this state pursuant to this Title electronically through a website or mobile application. The provisions of this Subsection shall not apply to electronic sports wagering conducted through a sports wagering mechanism.

\* \* \*

G. After complying with the provisions of Subsection D of this Section, each fiscal year the state treasurer shall credit the following amounts to the following funds:

\* \* \*

(8) Any remaining funds shall be available as state general funds. Twenty-five percent of the monies collected pursuant to Subsection B of this Section shall be credited to the Supporting Programs, Opportunities, Resources, and Teams Fund established by R.S. 17:1792.

(9) Three percent of the monies collected pursuant to Subsection B of this Section shall be credited to the Louisiana Postsecondary Inclusive Education Fund established by R.S. 17:3138.11.

(10) Any remaining funds shall be available as state general funds.

Section 2. R.S. 17:1792 is hereby enacted to read as follows:

§1792. Supporting Programs, Opportunities, Resources, and Teams Fund

A. There is hereby created in the state treasury a special fund to be known as the Supporting Programs, Opportunities, Resources, and Teams Fund, hereafter in this Section referred to as the "fund".

B. Monies in the fund shall be invested by the state treasurer in the same manner as monies in the state general fund. Interest earned on the investment of monies in the fund shall be deposited in and credited to the fund. Unexpended and unencumbered monies in the fund at the end of the fiscal year shall remain in the fund.

C. After compliance with the provisions of Article VII, Section 9(B) of the Constitution of Louisiana relative to the Bond Security and Redemption Fund, the state treasurer shall deposit into the fund all monies dedicated, transferred, or appropriated to the fund. Monies in the fund shall be appropriated to the Board of Regents for distribution to athletic departments at public universities that are members of conferences that compete in NCAA Division One athletics at the Football Bowl Subdivision and Football Championship Subdivision levels in Louisiana for the benefit of student athletes. For the purposes of this Section, "benefit" means scholarships, insurance, medical coverage, facility enhancements, litigation settlement fees, and Alston awards. Each university shall establish eligibility criteria for benefits awarded pursuant to the provisions of this Section.

- 1                   E. Monies from the fund shall not be used to displace, replace, or supplant  
2                   any other awards or scholarships.
- 3                   F. The Board of Regents shall distribute funds received pursuant to the  
4                   provisions of this Section equally among eligible institutions. Each eligible  
5                   university athletic department shall receive an equal distribution of funds for use in  
6                   accordance with the provisions of this Section.

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

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

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

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





BOARD of REGENTS  
STATE OF LOUISIANA

Bridge to  
**INDEPENDENCE**  
Nichols State University



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# Agenda

## Research and Sponsored Initiatives

Wednesday, December 10, 2025  
11:40 AM

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

- I. Call to Order
- II. Roll Call
- III. Conversion of Endowed First-Generation Scholarship to Endowed Two-Year Workforce Scholarship: Northshore Technical Community College
- IV. Board of Regents Support Fund (BoRSF) Plan and Budget, FY 2026–27
- V. Funding for BoRSF Multi-Year Contracts and Federal Matching Commitments
- VI. Other Business
- VII. 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 Research and Sponsored Initiatives

### **AGENDA ITEM III.**

#### **Conversion of Endowed First-Generation Scholarship to Endowed Two-Year Workforce Scholarship: Northshore Technical Community College**

##### **Background Information**

Board of Regents Support Fund policies for endowment matching programs permit the conversion of endowments from one type into another, provided the intended use of the converted endowment is allowable within existing BoRSF programs (e.g., an endowed chair into an endowed professorship).

##### **Staff Summary**

The at Northshore Technical Community College was initially established as a \$50,000 Scholarship in FY 2021–22. With approval of the original donor, NTCC requests to convert this scholarship into an Endowed Two-Year Workforce Scholarship named Weeks Marine Endowed Scholarship in Maritime Support Programs, with a corpus of \$50,000 (\$30,000 non-state/\$20,000 BoRSF).

##### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of Northshore Technical Community College’s request to convert the Weeks Marine 1st Generation Scholarship into an Endowed Two-Year Workforce Scholarship named Weeks Marine Endowed Scholarship in Maritime Support Programs, with a corpus of \$50,000.**



## **AGENDA ITEM IV.**

### **Board of Regents Support Fund (BoRSF) Plan and Budget, FY 2026–27**

#### **Background Information**

The Board of Regents Support Fund (BoRSF), constitutionally designated and managed by the Board of Regents, receives revenues on an annual basis from the Kevin P. Reilly Louisiana Education Quality Trust Fund (LEQTF). These dollars, separate from State General Fund appropriations, cannot be used for operating costs but are designated to support supplementary and enhancing programs to improve the quality of higher education and contribute to Louisiana’s economic development. Accordingly, within the parameters set forth in the Constitution, the Board of Regents operates competitive programs and subprograms through the BoRSF appropriations, to bolster performance in priority areas through a variety of activities, including departmental enhancements, research and development, endowment matching, and targeted student support.

The Board is required by Article VII, Section 10 of the Constitution to submit an annual plan and budget to the Legislature and the Governor not less than 60 days prior to the beginning of the Regular Legislative Session. This document outlines proposals for expenditure across the four constitutionally permitted components of the Support Fund: Endowed Chairs for Eminent Scholars, Recruitment of Superior Graduate Students, Research and Development, and Enhancement. Though Act 222 of the 2025 Regular Legislative Session repeals the LEQTF and related BoRSF, a Plan and Budget is still required for FY 2026–27, pending approval of the constitutional amendment by the voters on May 16, 2026.

#### **Staff Summary**

Though the Revenue Estimating Conference (REC) provides the official revenue estimate for the Support Fund, staff considers both trends over the recent past and the annual projection of the Treasury. Annual revenues generated for the Support Fund declined steadily and significantly for the period FY 2006–07 through FY 2019–20, from a peak of \$35 million to less than \$18 million. In FY 2024–25, revenues rebounded above \$22 million, and current estimates indicate this improvement may continue.

Projections of the Treasurer and Revenue Estimating Conference are similar, ranging from \$21.75 million (Treasury, August 2025) to \$22.3 million (REC, May 2025); these projections are similar to FY 2024–25 earnings, which exceeded \$22 million.

Based on current estimates, recent earnings, and Support Fund history, the BoRSF Planning Committee concluded that \$22 million, with contingencies to accommodate potential shortfalls, is a reasonable budget level for the BoRSF in FY 2026–27. This recommended budget will enable full support for existing contracts and matching obligations and significant new monies for all BoRSF grant and endowment programs, which will help these programs recover from the contingencies put in place for FY 2025–26 to eliminate most competitive grant opportunities. The structure of the Support Fund, with RFPs released at the beginning of the fiscal year and funding allocated at the end, gives the Board ample opportunity to adjust as the budget picture clarifies in early 2027. If estimates fall below the recommended budget level, staff will make pro-rata reductions to new monies for competitive programs, in accordance with contingencies outlined in the Plan and Budget. Only under extreme exigency would federal matching dollars, guaranteed donor matches in Endowed Professorships (two slots per campus), or prior commitments be reduced.

Operating in this manner will minimize risk to this long-standing and highly valuable activity of the Board of Regents, allowing flexibility to adjust approaches over time. The contingencies recommended enable the Board and the staff to reassess and make necessary changes as the BoRSF's financial position continues to evolve.

Program allocations, as well as all contingencies in the event that revenues are higher or lower than projected, are detailed in Attachment A. Brief descriptions of each program/subprogram included in the budget are provided in Attachment B.

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the FY 2026–27 BoRSF Plan and Budget, with contingencies, as presented.**

## **AGENDA ITEM V.**

### **Funding for BoRSF Existing Multi-Year Contracts and Federal Matching Commitments**

#### **Background Information**

The Board of Regents Support Fund (BoRSF) has, throughout its 39 years of operations, funded grants and federal award matching across multiple fiscal years and is permitted by statute to contract projects for up to six years. Current programs offer up to five years of grant support and federal matching ranges from three to five years. Multi-year awards and matching are budgeted in each fiscal year of grant activity. **State matching commitments to federal awards are required to be maintained in full, so eliminating BoRSF support could either require the Legislature and Governor to identify other funding sources or relinquish the competitively awarded federal awards.**

#### **Staff Summary**

The proposed repeal of the Support Fund, passed in the 2025 Regular Legislative Session and scheduled for popular vote in May 2026, will eliminate the Board's ability to fulfill current multi-year obligations to these awards and matching pledges, which will have negative consequences for institutions across the state. Early termination of research grants stops work before results are known, damaging both scientific advancement and competitiveness for additional external funding.

Currently the BoRSF has 115 competitively selected, multi-year contracts totaling \$8,319,621 awarded in fiscal years beyond the date of repeal and six federal grants (awarded by the National Science Foundation, NASA, and the National Institutes of Health) with an existing \$4,000,000 in BoRSF match commitments. Sufficient monies are available in the BoRSF's unexpended earnings from prior years ("reserve funds") to cover these obligations in full. Staff recommends using reserve funds of \$13,000,000 to meet these existing multi-year commitments and minimize the impact of repeal on ongoing projects. Per Act 222 of the 2025 Regular Legislative Session, all remaining funds in the BoRSF account will be available to be liquidated to pay existing unaccrued liabilities in state retirement funds, subject to voter approval of the constitutional amendment.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends obligation of \$13,000,000 in unexpended BoRSF monies earned in prior fiscal years to fully fund existing multi-year and federal matching commitments awarded to Louisiana institutions through competitive award processes.**

# ATTACHMENT A

## FY 2026–27 Board of Regents Support Fund Budget: BoRSF Planning Committee/Staff Recommendation

Support Fund Program/Subprogram	FY 2026–27 PROPOSED BUDGET		FY 2025–26 ADJUSTED BUDGET	
	Prior Commitments (Existing Obligations)	New Monies	Prior Commitments (Existing Obligations)	New Monies
<b>Federal Matching</b>	<b>\$1,275,000</b>	<b>\$250,000</b>	<b>\$375,000</b>	<b>\$900,000</b>
<b>Endowed Chairs</b>	<b>\$0</b>	<b>\$3,220,000</b>	<b>\$0</b>	<b>\$2,020,000</b>
<b>Graduate Fellows</b>	<b>\$0</b>	<b>\$1,820,000</b>	<b>\$0</b>	<b>\$1,020,000</b>
Traditional (GF)		\$0		\$0
BoR/SREB Fellowships		\$0		\$0
Endowed Grad Scholarships		\$1,820,000		\$1,020,000
<b>Research &amp; Development</b>	<b>\$1,283,441</b>	<b>\$2,750,000</b>	<b>\$3,324,204</b>	<b>\$2,090,000</b>
Research Competitiveness	\$923,260	\$1,500,000	\$2,202,532	\$2,090,000
Industrial Ties/PoCP	\$360,181	\$800,000	\$1,121,672	SUSPENDED
Awds to Artists & Scholars	\$0	\$450,000	\$0	SUSPENDED
<b>Enhancement</b>	<b>\$1,129,327</b>	<b>\$9,704,048</b>	<b>\$1,980,333</b>	<b>\$4,699,741</b>
Departmental ENH (includes BoR/SREB)	\$1,129,327	\$5,814,048	\$1,980,333	SUSPENDED
Endowed Professorships	\$0	\$2,680,000	\$0	\$2,680,000
Endowed WF Scholarships	\$0	\$1,210,000	\$0	\$2,010,000
<b>Administration (Formula)</b>	<b>\$0</b>	<b>\$568,184</b>	<b>\$0</b>	<b>\$590,722</b>
<b>TOTAL</b>	<b>\$3,687,768</b>	<b>\$18,312,232</b>	<b>\$5,679,537</b>	<b>\$11, 320,463</b>
<b>FISCAL YEAR BUDGET</b>	<b>\$22,000,000</b>		<b>\$17,000,000</b>	

### CONTINGENCIES:

#### Higher than Budgeted:

- Additional revenues allocated as approved by the Board
- No increase in spending authority

#### Lower than Budgeted

- If partial reductions are needed, proportionate cuts taken in first-year amounts allocated for proposals across all competitive programs and subprograms
- If additional cuts are needed after all competitive programs eliminated, reductions taken to the non-competitive Endowed Professorships subprogram once funding guarantees are met
- If additional cuts needed after all first-year funds are eliminated, reductions made to federal matching commitments and/or prior contractual obligations



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# Agenda

## Statewide Programs

Wednesday, December 10, 2025  
11:55 AM

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

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. 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
  - B. TOPS Exceptions – TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year.
- IV. Statewide Programs Spotlight: Early Childhood Initiatives
- V. Other Business
- VI. Adjournment

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

## **AGENDA ITEM III.A**

### **Consent Agenda: TOPS Home Study Exceptions**

Requests for exception to the TOPS statutory provision that requires a student to begin a home study program no later than the conclusion of the tenth-grade year

#### **BACKGROUND**

The TOPS statute requires that a student begin a home study program no later than the conclusion of the tenth-grade year. Act 95 of the 2021 Regular Session of the Louisiana Legislature implemented a provision which allows the administering agency to grant exceptions to this requirement when a student provides documentation that the transfer to a home study program later than the statutorily provided timeframe was beyond the student's control.

One request for exception to the deadline to begin a home study program was reviewed and approved by the LOSFA Advisory Board at its meeting on September 17, 2025. The student has presented facts and documentation that the student believes justifies the granting of an exception as an exceptional circumstance.

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

**The LOSFA Advisory Board recommends approval of the request for exception to the deadline to begin a home study program no later than the conclusion of the tenth-grade year.**



## **AGENDA ITEM III.B**

### **Consent Agenda: TOPS Exceptions**

Requests for exception to the TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year

#### **BACKGROUND**

Sections 705.A.6 and 7 of the TOPS administrative rules require TOPS recipients to continue to enroll full-time for the fall and spring semesters of each academic year, to remain enrolled throughout the semester, and to earn a minimum number of credit hours by the end of the academic year. Section 2103.E authorizes the governing body to grant an exception to the full-time, continuous enrollment and the annual earned-hour requirements when the “student/recipient has exceptional circumstances that are beyond his immediate control and that necessitate full or partial withdrawal from or non-enrollment in an eligible postsecondary institution.”

Twenty-four requests for exception to the TOPS requirements were reviewed and approved by the LOSFA Advisory Board at its meeting on September 17, 2025. The students have presented facts and circumstances that the students believe justify the granting of an exception as an exceptional circumstance.

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

**The LOSFA Advisory Board recommends approval of the requests for exception to the TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year.**

## **AGENDA ITEM IV.**

### **Statewide Programs Spotlight: Early Childhood Initiatives**

#### **BACKGROUND**

Nearly four million U.S. undergraduate students (18%) are raising children while attending a postsecondary education institution. About half (49%) of student parents are raising a child under the age of six. Most student parents are mothers (74%), and over 52% of all student parents are single mothers. Most student parents are students of color (54%), with Black and Indigenous women in college being particularly likely to be parenting compared with other women and men in college. The largest share of student parents (51%) are enrolled at community colleges. Another 20% attend for-profit institutions, 16% public four-year institutions, 13% attend private non-profit institutions, and 5% attend other institution types or more than one institution (Urban Institute 2025).

Student parents often face numerous demands on their time. Notably, 37% of students work 25 hours or more each week while attending school full-time. Furthermore, 28% of undergraduate student parents indicate that they have limited disposable income and cannot come up with five hundred dollars in the next month (Student-Parent Action Through Research Knowledge (SPARK) 2024). In 2024, 7% of student families were recently homeless, 29% food insecure, and 30% participated in the Supplemental Nutrition Assistance Program (SNAP) (SPARK, 2024).

Securing affordable and reliable childcare is important for student parents to enroll in college and to remain enrolled (Contreras-Mendez and Rechlin Cruse, 2021). On average, families pay approximately \$14,000 annually for center-based care. The challenge that student parents face regarding childcare access during college entry and completion can make it more difficult for them to successfully graduate compared to students who are not parents.

#### **Understanding Campus-Based Child Care Services**

Understanding the importance of quality early childhood programming plays a critical role in a student's ability to complete college. Campus Early Learning Centers are unique and play a pivotal role in student success; however, many families with young children struggle to access information, resources, programs, and services for young children. Research shows that 90% of a child's brain architecture is developed by the time they turn three years old. This developmental period forms a foundation for all future behavior, learning, and health. It also represents the period when many parents are learning to parent for the first time. Quality early childhood programs are the key to our economic future. Presently, there are nineteen early learning sites at higher education institutions in Louisiana. Knowing this, the Campus Early Learning Center Collaborative was formed. This Collaborative provides campus early learning center staff skills on business development, enrollment, family support, grant writing, and early childhood capacity building on and near campus.

#### **Early Childhood Initiatives**

To provide context for the work of campus early childhood education in the state, Dr. Michelle DeMeulenaere, Assistant Commissioner of Strategic Planning and Student Success, will highlight the campus-based childcare centers including key efforts to increase student access, as well as the work of the collaborative to support and expand the early childhood professionals in our state:

- "Cradle to Career"
  - 18% of college students are parents
  - More than half have a child under the age of six
- Benefits of an Early Learning Center on Campus
  - Support for the Academic Success of Students

- Parenting Support
- Campus Early Learning Center Collaborative
  - Campus Early Learning Centers stay up-to-date on public assistance for families
- Assistance with Grant Applications
  - Provide grant writing support to expand access for children on campuses
- Support with licensing, quality rating system, and tax incentives
  - Assist Centers with all licensing, health, and safety guidelines for early learning centers
- Local community and educational partnerships
  - Provide opportunities for campus and community partnerships

The future priorities are to promote an understanding of how the Louisiana Board of Regents can support collaborative relationships between campus early learning centers and communities, as well as prioritize enrollment opportunities for student families in communities across the state. In addition, the Collaborative will support campus early learning centers to maintain strong business models and funding opportunities to sustain quality early learning centers for children.

#### **STAFF RECOMMENDATION**

**This item is for information only; no action is required.**



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# Agenda

## Planning, Research, and Performance

Wednesday, December 10, 2025  
12:45 PM

Claiborne Building, 1st Floor ▪ Thomas Jefferson Rooms (1–136)  
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. Initial Applications
  - a. Carrington College – Sacramento, CA
2. Renewal Applications
  - a. Rocky Vista University – Englewood, CO
  - b. South University – Savannah, GA
  - c. Teachers College – Columbia University, New York, NY
  - d. University St. Augustine – San Marcos, CA
  - e. Western University of Health Sciences – Pomona, CA

### B. Advisory Commission on Proprietary Schools

1. Renewal Applications
  - a. 160 Driving Academy-New Orleans – New Orleans – License #2340
  - b. Academy of Interactive Entertainment – Lafayette – License #2132
  - c. Ayers Career College – Shreveport – License #828
  - d. Becker Online – Downers Grove, Illinois – License #2368
  - e. Coastal College-Baton Rouge – Baton Rouge – License #2019
  - f. Coastal Truck Driving School of New Orleans – New Orleans – License #2200
  - g. Crescent City School of Gaming & Bartending – New Orleans – License #594
  - h. Delta College-Covington – Covington – License #947
  - i. Delta College-Slidell Branch – Slidell – License #2066
  - j. Diesel Driving Academy-Shreveport – Shreveport – License #369
  - k. Durham Transport Academy – Shreveport – License #2341
  - l. GBR Dental Assistant Academy – Prairieville – License #2394
  - m. Joshua Career Institute of Louisiana – Shreveport – License #2307
  - n. Lafayette Dental Assistant School – Lafayette – License #2251

- o. Mia's Medical Academy – Baton Rouge – License #2202
- p. National Aesthetic Laser Institute – Baton Rouge – License #2295
- q. New Orleans Dental Assistant School – Metairie – License #2252
- r. Nursing Assistant Network Association (NANA) – New Orleans – License #920
- s. Over Drive Truck Driving School of Louisiana – Deville – License #2283
- t. Pelican Chapter, ABC-Baton Rouge Campus – Baton Rouge – License #2172
- u. Pelican Chapter, ABC-Southwest Campus – Westlake – License #2173
- v. Shreveport Dental Assistant School – Shreveport – License #2253
- w. Thomas Training and Development Center – Franklin – License #948
- x. Unimed Academy – New Orleans – License #2377

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.**

#### **Carrington College Sacramento, California**

#### **BACKGROUND**

Carrington College (CC) is a private college, focused on health sciences, with its main campus located in Sacramento, California. It is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) and authorized in its home state by the California Bureau for Private Postsecondary Education. The institution is also approved to operate campuses in six other states.

#### **ACADEMIC PROGRAM**

CC offers over twenty programs of study at its main campus in the areas of nursing, allied health, and veterinary technology. The institution would offer five Bachelor of Science degrees and one Associate of Science to Louisiana residents. These are hybrid programs with online lecture but include in-person clinical or field experience components. The school does not currently have any Louisiana residents enrolled in their programs.

<b>Degree Level</b>	<b>Louisiana Unduplicated Headcount Enrollment</b>
Doctorate	0
Master's	0
Bachelor's	0
Associate	0
Other	0
Total	0

#### **FACULTY**

CC has ten full-time and 87 part-time faculty to support Louisiana students. Most faculty hold a doctorate or master's degree.

#### **FACILITIES**

CC offers a hybrid program to Louisiana residents with online instruction and in-person clinical experiences.

#### **STAFF RECOMMENDATION**

**Given the scope of its programs and the credentials of its faculty, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for an *initial* license from Carrington College (CC).**



### **AGENDA ITEM III.A.2.a.**

#### **Rocky Vista University**

**Englewood, Colorado**

#### **BACKGROUND**

Rocky Vista University (RVU) is a private institution with its main campus located in Englewood, Colorado. This university is accredited by the Higher Learning Commission and the Commission on Osteopathic College Accreditation.

#### **ACADEMIC PROGRAM**

RVU offers five of its six programs in Louisiana: a Doctor of Osteopathic Medicine, Doctor of Nurse Anesthesia Practice, Master's in Physician Assistant, Master's in Medical Science and Master's in Biomedical Sciences. The university currently has four students enrolled in the graduate programs according to the Louisiana Unduplicated Headcount Enrollment.

<b>Degree Level</b>	<b>Louisiana Unduplicated Headcount Enrollment</b>
Doctorate	4
Master's	0
Bachelor's	0
Associate	0
Certificate	0
Other	0
Total	4

#### **FACULTY**

Rocky Vista University (RVU) has 73 part-time and 62 full-time faculty members with most faculty holding a doctorate, or master's degree.

#### **FACILITIES**

RVU offers classroom lecture and laboratory at its campuses and implements clinical rotations or supervised field experiences at various healthcare facilities across the state.

#### **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 *renewal* licensure from the Rocky Vista University (RVU).**

## **AGENDA ITEM III.A.2.b.**

**South University**

**Savannah, Georgia**

### **BACKGROUND**

South University (SU) is a private institution with its main campus located in Savannah, Georgia. This university is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

### **ACADEMIC PROGRAM**

SU offers academic programs in various areas of study such as health services, business, legal and criminal justice studies, IT, public administration, psychology, and human resources. There are 41 academic programs offered to students in Louisiana, including doctorate, master's, bachelor's, and associate degree programs as well as post-graduate certificates. The university currently has 348 students in its Louisiana Unduplicated Headcount Enrollment.

<b>Degree Level</b>	<b>Louisiana Unduplicated Headcount Enrollment</b>
Doctorate	3
Master's	16
Bachelor's	175
Associate	154
Certificate	0
Other	0
Total	348

### **FACULTY**

South University (SU) has 41 full-time and 525 part-time faculty members with either a master's or doctorate degree.

### **FACILITIES**

SU offers online instruction to Louisiana residents and in-person clinical rotations for some programs.

### **STAFF RECOMMENDATION**

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

**AGENDA ITEM III.A.2.c.**  
**Teachers College, Columbia University**  
**New York, New York**

**BACKGROUND**

Teachers College, Columbia University (TC-CU) is a private institution with its main campus located in New York, New York. TC has a local campus (Summer Principals Academy) in New Orleans, Louisiana. This university is accredited by the Middle States Commission on Higher Education (MSCHE) and the Association for Advancing Quality in Educator Preparation.

**ACADEMIC PROGRAM**

TC offers the Summer Principals Academy (TC-SPA) that allows students to earn either a Master of Arts (M.A.) or Master of Education (M.Ed.). The course work and content are the same for the program, but there are two master's degrees that can be acquired at the completion of this program. The Master of Arts (M.A.) is a 36-credit program and the Master of Education (M.Ed.) is 36 credits plus 24 transfer credits from a previous graduate degree. This allows students who have previous graduate credit to use this along with the course work provided at the SPA to earn their master's degree. The university does not currently have any Louisiana residents enrolled in its programs but reported three students in its last summer cohort.

<b>Degree Level</b>	<b>Louisiana Unduplicated Headcount Enrollment</b>
Doctorate	0
Master's	0
Bachelor's	0
Associate	0
Certificate	0
Other	0
Total	0

**FACULTY**

Teachers College, Columbia University – Summer Principals Academy (TC-SPA) has two part-time and 20 full-time faculty members with either a master's or doctorate degree.

**FACILITIES**

TC-SPA offers classroom lecture and laboratory instruction at a site at Tulane University Campus.

**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 *renewal* licensure from the Teachers College, Columbia University (TC).**

**AGENDA ITEM III.A.2.d.**  
**University of St. Augustine for Health Sciences**  
**San Marcos, California**

**BACKGROUND**

University of St. Augustine for Health Sciences (USA-HS) is a private institution with its main campus located in San Marcos, California. This university is accredited by the Western Association of Schools and Colleges (WASC), Senior College and University Commission.

**ACADEMIC PROGRAM**

USA-HS offers academic programs in various areas of study including health administration, occupational and physical therapy, speech pathology, nursing, and health sciences and education. There are 33 academic programs offered to students, including doctorate and master's programs as well as certificates. The university currently has 37 students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	12
Master's	25
Bachelor's	0
Associate	0
Certificate	0
Other	0
Total	37

**FACULTY**

University of St. Augustine for Health Sciences (USA-HS) has 245 full-time and 241 part-time faculty members with either a master's or doctorate degree.

**FACILITIES**

USA-HS offers online instruction and programs include in-person internships, fieldwork, practicums, and clinicals conducted at various businesses and healthcare facilities across the state.

**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 St. Augustine for Health Sciences (USA-HS).**

**AGENDA ITEM III.A.2.e**  
**Western University of Health Sciences**  
**Pomona, California**

**BACKGROUND**

Western University of Health Sciences (WUHS) is a private higher education institution with its main campus in Pomona, California and an additional medical school in Lebanon, Oregon. The university is accredited by the Western Association of Schools and Colleges (WASC) and the Accreditation Council on Optometric Education.

**ACADEMIC PROGRAM**

WUHS offers two academic programs to Louisiana students, a Doctor of Optometry and a Doctor of Physical Therapy. The university does not currently have any Louisiana students enrolled.

<b>Degree Level</b>	<b>Louisiana Unduplicated Headcount Enrollment</b>
Doctorate	0
Master's	0
Bachelor's	0
Associate	0
Other	0
Total	0

**FACULTY**

WUHS has six full-time faculty at the doctorate degree level who would serve Louisiana residents.

**FACILITIES**

WUHS offers clinical education instruction to Louisiana residents.

**STAFF RECOMMENDATION**

**Given the scope of the program 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 Western University of Health Sciences (WUHS).**



BOARD of REGENTS  
STATE OF LOUISIANA

## Minutes

### Advisory Commission on Proprietary Schools November 18, 2025

The Louisiana Board of Regents' Advisory Commission on Proprietary Schools met on Tuesday, November 18, 2025, in Room 1–153 in the Claiborne Building. Chair James Fontenot called the meeting to order at 10:04 a.m. The roll was then called by Ms. Courtney Britton, and a quorum was established. There were no public comments to be read.

#### **Commission Members Present**

Melanie Amrhein, Vice Chair  
Chris Broadwater  
Sherrie Despino  
James Fontenot, Chair  
Larry Tremblay

#### **Staff Members Present**

Courtney Britton  
Chandra Cheatham  
Anna Roberts  
Antonio Williams  
Allison Vicknair

#### **Commission Members Absent**

Benjamin Baudoin  
Carmen Million  
Chandler LeBoeuf  
Hunter Thevis

#### **Guests Present**

(See Appendix)

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

**On motion of Chris Broadwater, seconded by Sherrie Despino, the Advisory Commission on Proprietary Schools unanimously adopted the minutes of the October 13, 2025, Advisory Commission on Proprietary Schools meeting.**

The next item considered by the Commission was the initial license applications from Southeastern Louisiana Technical College, located in Kentwood, Louisiana. The school, which was represented by the owner, Tamika Mustafa, would offer five programs: Construction Site Safety Supervisor at 160 clock hours over ten weeks, Project Management at 105 clock hours over eight weeks, Site Safety & Health Officer at 120 clock hours over eight weeks, NCCER Core at 80 clock hours over three weeks, and Construction Site Safety Technician at 150 clock hours over ten weeks. Discussion included the owner's background and previous licensed proprietary school that closed during the pandemic, the owner's increased preparation, the coursework and national standardization for certifications issued by the



National Center for Construction Education & Research (NCCER), the course modalities and the school's registered names and if there was a separate statutory authority that might require changing the name of the school. Additional discussion focused on the school's financial engagement, enrollment projections, and how these would impact projected staff salaries, as well as the school's location, available assets, and potential additional sources of funding and lines of credit for the school. Commission members requested updated financial documents that include the school's complete list of assets, information on financial backers and agreements to support the school, documentation of any lines of credit, and a review of projections and salaries, with any necessary updates. The Commission members also asked staff and the Attorney General's representative to review Louisiana revised statutes regarding the school's name to ensure that it could remain as is, or that any required adjustments could be made as part of the initial application process.

**On motion of Sherrie Despino, seconded by Larry Tremblay, the Proprietary Schools Advisory Commission unanimously voted to defer the initial license application for Southeastern Louisiana Technical College to the next meeting of the Commission after the review of the additional materials requested.**

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

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

1. 160 Driving Academy-New Orleans – New Orleans – License #2340
2. Academy of Interactive Entertainment – Lafayette – License #2132
3. Ayers Career College – Shreveport – License #828
4. Becker Online – Downers Grove, Illinois – License #2368
5. Coastal College-Baton Rouge – Baton Rouge – License #2019
6. Coastal Truck Driving School of New Orleans– New Orleans – License #2200
7. Crescent City School of Gaming & Bartending – New Orleans – License #594
8. Delta College-Covington – Covington – License #947
9. Delta College-Slidell Branch – Slidell – License #2066
10. Diesel Driving Academy-Shreveport – Shreveport – License #369
11. Durham Transport Academy– Shreveport – License #2341
12. GBR Dental Assistant Academy – Prairieville – License #2394
13. Joshua Career Institute of Louisiana – Shreveport – License #2307
14. Lafayette Dental Assistant School – Lafayette – License #2251
15. Mia's Medical Academy – Baton Rouge – License #2202
16. National Aesthetic Laser Institute – Baton Rouge – License #2295
17. New Orleans Dental Assistant School – Metairie – License #2252
18. Nursing Assistant Network Association (NANA) – New Orleans – License #920
19. Over Drive Truck Driving School of Louisiana – Deville – License #2283
20. Pelican Chapter, ABC-Baton Rouge Campus – Baton Rouge – License #2172
21. Pelican Chapter, ABC-Southwest Campus – Westlake – License #2173
22. Shreveport Dental Assistant School – Shreveport – License #2253

23. Thomas Training and Development Center – Franklin – License #948
24. Unimed Academy – New Orleans – License #2377

Staff also discussed three voluntary non-renewals. Staff will work with the following closed schools to collect student records or confirm that no students were enrolled:

- Clinical Lynks, New Orleans, LA, License #2376
- Road Ready Driving Academy, Houma, LA, License #2367
- Woodland Healthcare Training, Denham Springs, LA, License #2284

The next agenda item was program approval updates. The commission was reminded that program approvals were approved by staff, and the provided list was for informational purposes only. Staff pointed out that, due to the new online application management system, there will be more program amendments going forward that involve only tuition adjustments. Ms. Amrhein also mentioned the recent federal approval of Pell Grants for short-term credential programs and any possible impact on programs or program changes for schools.

- Coastal College – Alexandria – Alexandria, LA
  - Amend (Tuition Price)
    - Truck Driver Training Refresher – 40.0 Clock hours
    - Class A CDL Training – 160.0 Clock hours
    - School Bus Course – 48.0 clock hours
    - Class B CDL Training – 80.0 clock hours
- Coastal College – Baton Rouge – Baton Rouge, LA
  - Amend (Tuition Price)
    - Truck Driver Training Refresher – 40.0 Clock hours
    - Class A CDL Training – 160.0 Clock hours
    - School Bus Course – 48.0 clock hours
    - Class B CDL Training – 80.0 clock hours
- Coastal College – Hammond – Hammond, LA
  - Amend (Tuition Price)
    - Truck Driver Training Refresher – 40.0 Clock hours
    - Class A CDL Training – 160.0 Clock hours
    - School Bus Course – 48.0 clock hours
    - Class B CDL Training – 80.0 clock hours
- Coastal College – Lake Charles – Lake Charles, LA
  - Amend (Tuition Price)
    - Truck Driver Training Refresher – 40.0 Clock hours
    - Class A CDL Training – 160.0 Clock hours
    - School Bus Course – 48.0 clock hours
    - Class B CDL Training – 80.0 clock hours
- Coastal College – Lafayette – Lafayette, LA
  - Amend (Tuition Price)
    - Truck Driver Training Refresher – 40.0 Clock hours
    - Class A CDL Training – 160.0 Clock hours

School Bus Course – 48.0 clock hours  
Class B CDL Training – 80.0 clock hours

- Coastal College – Monroe – Monroe, LA
  - Amend (Tuition Price)  
Truck Driver Training Refresher – 40.0 Clock hours  
Class A CDL Training – 160.0 Clock hours  
School Bus Course – 48.0 clock hours  
Class B CDL Training – 80.0 clock hours
- Coastal Truck Driving School of New Orleans – New Orleans, LA
  - Amend (Tuition Price)  
Truck Driver Training Refresher – 40.0 Clock hours  
Class A CDL Training – 160.0 Clock hours  
School Bus Course – 48.0 clock hours  
Class B CDL Training – 80.0 clock hours
- Delta College-South – Baton Rouge, LA
  - Amend  
Medical Assistant – 816.0 clock hours/49.0 Quarter Credit Hours  
Medical Office and Health Information Technician – 816.0 clock hours/49.0 Quarter Credit Hours  
Medical Assistant (Hybrid) – 816.0 clock hours/49.0 Quarter Credit Hours  
Medical Office and Health Information Technician – 816.0 clock hours/49.0 Quarter Credit Hours
- Goodwill Technical College – New Orleans, LA
  - Amend  
IT Support Specialist – 600.0 clock hours/40.0 Quarter Credit Hours  
Hospitality – 80.0 clock hours
- MedCerts – Livonia, MI
  - Amend  
IT-2200: IT Network Technician – 112.0 clock hours  
IT-2100: PC Technician – 112.0 clock hours  
IT-2000: IT Helpdesk Administrator – 208.0 clock hours  
IT-1000: IT Support Professional – 160.0 clock hours  
IT-1100: Fundamentals of IT – 64.0 clock hours
- Nashville Auto-Diesel College – Nashville, TN
  - Add  
Welding and Fabrication Technology with Pipe – 960.0 clock hours/40.0 Quarter Credit Hours
- Rosebud Training Academy – Baker, LA
  - Amend  
Nurse Aide Training – 116.0 clock hours
- Royal Angels Anointed Hands– Greensburg, LA
  - Add  
Phlebotomy Program – 120.0 clock hours
- Shreveport Dental Assistant School – Shreveport, LA
  - Amend (Tuition Price)  
Dental Assistant – 180.0 clock hours

The next agenda item discussed was the Fiscal Year 24–25 year-end reports from Anna Roberts, Grants and Contracts Manager, and Ms. Britton. Ms. Roberts covered the status of the fiscal accounts, including the self-generated funds, the student records project account, and the student protection fund. The discussion included an increase in interest for the records project account, an increase in expenses, and possible future plans to ensure that expenditures do not outpace revenues. Ms. Britton presented the year-end numbers, demonstrating a generally consistent number of applications and potential applicants over the past three years.

The next agenda item was voting on the Commission's meeting dates for 2026. Discussion included moving the May meeting to an alternate location to alleviate parking issues for meeting attendees and Commission members due to the legislative session. Mr. Broadwater offered to host the meeting at his office conference room.

**On motion of Chris Broadwater, seconded by Larry Tremblay, the Advisory Commission on Proprietary Schools unanimously voted that the Board of Regents approve the proposed meeting dates.**

Discussion during the final agenda item, "Other Business," covered an update on the investigations into two school owners recently indicted and the possibility of calling an emergency Commission meeting for a hearing if needed after the review of requested investigation materials and if such a meeting could be held via Zoom.

There being no further business, the meeting adjourned at 11:00 a.m. The next meeting of the Commission is scheduled for January 13, 2026, at 10:00 a.m. in the Claiborne Building.

APPENDIX A  
GUESTS

Amanda LaGroue

LA Department of Justice

Tamika Mustafa

Southeastern Louisiana Technical College

APPENDIX B  
PROPOSED 2026 MEETING DATES

Claiborne Building  
1201 N 3rd St, Baton Rouge, LA 70802  
Meeting time: 10:00 a.m.

<b>Meeting Date</b>	<b>Meeting Room</b>
Tuesday, January 13, 2026	TBD
Tuesday, March 10, 2026	TBD
Tuesday, May 12, 2026	TBD*
Tuesday, July 14, 2026	TBD
Tuesday, September 15, 2026	TBD
Tuesday, November 10, 2026	TBD

\* Meeting location may change to offsite location in Baton Rouge, due to legislative session.





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*1st Congressional District*

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

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

# Agenda

## Nominating

Wednesday, December 10, 2025  
12:55 PM

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

- I. Call to Order
- II. Roll Call
- III. Nomination of Board Officers for 2026 (Vice Chair and Secretary)
- IV. Nomination of Four Non-Officer Members to Serve on the Executive Committee for 2026
- V. Other Business
- VI. Adjournment

Committee Members: Darren Mire, Chair; Stephanie A. Finley, Phillip R. May;  
Samer Shamieh; Collis Temple III  
Staff: Dr. Kim Hunter Reed, Commissioner of Higher Education

## PROCEDURES FOR THE NOMINATING COMMITTEE

The Nominating Committee is a special committee of the Board of Regents and meets each year at the regularly scheduled Board of Regents' meeting in December to determine recommendations to be made to the Board regarding the following Board positions for the following year: *(See Rules for the Internal Operations and the Transaction of Business for the Board of Regents for the State of Louisiana, Article IV, Section 4.3.)*

1. Board officers – Vice Chair, Secretary; and
2. Four Non-Officer Members to also serve on the Executive Committee.
3. Representatives to the Board of Regents' Proprietary Schools Advisory Commission (as needed based on vacancies).

In October of each year, the Board Secretary submits the list of returning incumbent members from the previous year to the Board Chair. The Board Chair will select from the list a Chair of the Nominating Committee and four additional Board members to serve on the Committee (five total).

After the Nominating Committee has been selected, the Chair of the Nominating Committee seeks board member input regarding nominations for the above positions.

At the December meeting, nominations are offered for each of the above stated positions. Motions are made to adopt the nominations offered.

According to the Rules for the Internal Operations and the Transaction of Business for the Board of Regents for the State of Louisiana of the Board of Regents, the officers of the Board shall be installed at the first meeting in January of each year. *(See Rules for the Internal Operations and the Transaction of Business for the Board of Regents for the State of Louisiana, Article III, Section 3.1.)*



BOARD of REGENTS  
STATE OF LOUISIANA

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

**Misti S. Cordell**  
*Chair  
At-Large*

**Terrie P. Sterling**  
*Vice Chair  
At-Large*

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*Secretary  
1st Congressional District*

**David J. Aubrey**  
*2nd Congressional District*

**Christian C. Creed**  
*5th Congressional District*

**Blake R. David**  
*3rd Congressional District*

**Stephanie A. Finley**  
*3rd Congressional District*

**Ted H. Glaser III**  
*6th Congressional District*

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

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

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

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

**Devesh Sarda**  
*Student Member*

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

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

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

# Agenda Personnel

Wednesday, December 10, 2025  
1:00 PM

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

- I. Call to Order
- II. Roll Call
- III. Appointment of Deputy Commissioner for Information and Data Strategy Position
- 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; Terrie P. Sterling, Vice Chair; Blake R. David; Stephanie A. Finley; Wilbert D. Pryor; Collis B. Temple III; Judy A. Williams Brown  
Staff: Elizabeth Bentley-Smith, Deputy Commissioner for Finance and Administration

### **AGENDA ITEM III.**

#### **Appointment of Deputy Commissioner for Information and Data Strategy**

Board of Regents policy requires Board approval of positions hired at the level of Deputy Commissioner. The Commissioner of Higher Education recommends the appointment of Mr. Karthik Poobalasubramanian to the position of Deputy Commissioner for Information and Data Strategy. Mr. Poobalasubramanian currently serves as Assistant Commissioner for Information and Data Services at the Louisiana Board of Regents. He brings more than 19 years of technical and leadership experience in higher education information technology, during which he has overseen critical enterprise systems, led complex modernization projects, and strengthened the Board's data security posture and partnerships. He holds a B.E. in Computer Science and Engineering from the University of Madras and an M.S. in System Science from Louisiana State University.

He began his career at Regents as a graduate assistant while completing his master's degree, gaining early hands-on experience in systems administration and campus technology operations and has worked his way up in the BOR IT unit over the last 19 years. Mr. Poobalasubramanian is presently the technical lead in the LOSFA security incident response, responsible for containment, recovery, and coordination with forensic partners. Since December 2021 he has provided executive oversight of IT and data systems, driven cross-functional initiatives to modernize infrastructure, and implemented security measures to materially reduce organizational risk. His pragmatic, solution-oriented approach, deep technical expertise, proven program management, and steady collaborative leadership make him qualified to serve as Deputy Commissioner for Information and Data Strategy.

#### **STAFF RECOMMENDATION**

**Commissioner Reed recommends the appointment of Mr. Karthik Poobalasubramanian to the position of Deputy Commissioner for Information and Data Strategy.**

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.

# Karthik Poobalasubramanian

Assistant Commissioner for Information and Data Services

## Profile

I am an experienced IT professional with over 19 years of expertise managing IT projects, operations, and personnel. Currently, I serve as Assistant Commissioner for Information and Data Services, overseeing comprehensive IT data systems, technical projects, and IT security initiatives. In this capacity, I ensure alignment with organizational goals, implement strategic recommendations for technological advancements, and manage effective relationships with educational institutions, as well as state and federal agencies.

My leadership experience includes supervising diverse IT teams and successfully managing complex technical projects. I possess extensive knowledge and practical experience in database management, IT security, and technical support, particularly within higher education and public sector environments. I am highly skilled at fostering collaboration among stakeholders, adept at managing budgets effectively, and experienced in establishing and maintaining strong vendor relationships. My proven track record in these areas positions me well to assume senior leadership roles and guide organizations toward future technological success and security.

## Employment History

### Assistant Commissioner for Information and Data Services at Louisiana Board of Regents,

December 2021 — Present

- Provide executive management and oversight of IT data systems, ensuring alignment with organizational goals
- Lead technical projects, collaborating with cross-functional teams to enhance IT infrastructure and data collection systems
- Supervise IT staff, manage vendor relations, and ensure compliance with operational policies
- Develop and implement strategies for effective communication with stakeholders and provide technical expertise in project management
- Develop and implement security protocols for data transfer and storage that ensure data availability, confidentiality and integrity
- Implement a network monitoring system to detect and alert IT staff of potential security threats, reducing the risk of data breaches

### Sr. Programmer Analyst at Louisiana Board of Regents

November 2016 — December 2021

- Planned and developed custom information and data collection systems for the higher education governing board
- Managed database operations and provided technical support for grant administration and reporting networks

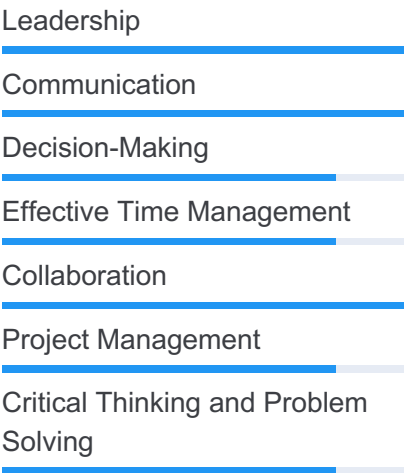
## Details

225-573-8031  
[karthik@poobal.net](mailto:karthik@poobal.net)

## Links

[Personal Website](#)  
<https://poobal.net>

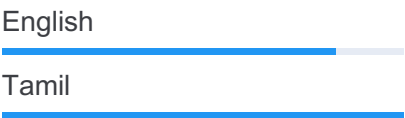
## Skills



## Hobbies

Off-roading, Competitive Shooting, Photography

## Languages



- Supervised Information Services staff, ensuring effective collaboration and communication among team members and stakeholders

## **Programmer Analyst at Louisiana Board of Regents**

August 2006 — November 2016

- Developed, programmed and maintained the Louisiana Online Grant Automation Network (LOGAN) system to handle proposals, annual and expenditure report and used by all public and private higher education institutions in the state
- Generated annual and interim reports for internal and external customers, ensuring high-quality service and compliance with organizational standards
- Collaborated with various departments to identify opportunities for system improvements and operational efficiency

## **Education**

### **B.E in Computer Science and Engineering, University of Madras, Chennai, India**

October 1997 — May 2001

### **M.S. in System Science, Louisiana State University, Baton Rouge**

October 2002 — May 2005

GPA 3.928

## **References**

### **Carrie Robison**

Deputy Commissioner for Research and Sponsored Initiatives,  
Louisiana Board of Regents

[carrie.robison@laregents.edu](mailto:carrie.robison@laregents.edu) · 225-219-7169

### **Matthew LaBruyere**

Chief Administrative Officer, Louisiana State Employee's  
Retirement System

[mlabruyere@lasersonline.org](mailto:mlabruyere@lasersonline.org) · 985-856-5187

### **Eugene Fields**

Chief Information Officer, University of Louisiana at Lafayette

[eugene.fields@louisiana.edu](mailto:eugene.fields@louisiana.edu) · 337-482-4357

## **Extra-curricular activities**

### **2022 President at Louisiana Council of Information Services Directors, Baton Rouge**

January 2022 – February 2023





# BOARD OF REGENTS

## JOB DESCRIPTION FOR UNCLASSIFIED

### **Deputy Commissioner for Information and Data Strategy**

**Job Title:** Deputy Commissioner for Information and Data Strategy

**Position Number:**

**Unclassified Job Code:**

**Division:** Information Technology

**Reports To:** Commissioner of Higher Education

**Salary Range:** Commensurate with experience

**Approval Date:**

#### **Organizational Overview**

The Board of Regents (BoR) is established in the Louisiana Constitution as the state's coordinating board for higher education, working with four management boards, thirty-two public degree-granting institutions, and four special-purpose institutions. The BoR sets statewide policy related to higher education; advocates for higher education systems and institutions; distributes state-provided funding in accordance with legislative actions; and administers granting programs related to the advancement of the missions of postsecondary education systems and institutions. The BoR contains three programs which include the Board of Regents, the Louisiana Office of Student Financial Assistance (LOSFA), and the Louisiana Universities Marine Consortium (LUMCON).

#### **Division Overview**

Board of Regents Information Technology (BoR-IT) provides centralized infrastructure and data services to support Louisiana's public higher-education institutions. BoR-IT manages network and server infrastructure, identity and access management, data collection and integration, cybersecurity, and technical service delivery, ensuring secure, reliable, and modern digital services for institutions statewide.

#### **Position Overview**

The Deputy Commissioner for Information and Data Strategy is responsible for managing all aspects of BoR's information technology infrastructure, systems, and services. This position requires strong technical expertise, strategic thinking, and excellent leadership skills to ensure the smooth operation of the BoR IT department and the effective delivery of IT solutions to support organizational objectives.

#### **Essential Duties and Responsibilities**

1. Strategic Planning: Develops and implements an enterprise IT, digital, and data strategy that is tightly aligned with the Board's mission and statewide higher-education priorities. Identifies, prioritizes, and sequences multi-year modernization initiatives (cloud and multi-cloud adoption, virtualization, redundancy, and resilience) and defines measurable outcomes, performance metrics, and success criteria to drive operational efficiency, innovation, and long-term value.
2. Team Leadership: Builds, leads, and mentors a high-performing, team across infrastructure, security, data, product, and service-delivery functions. Creates clear role definitions and career pathways,

provides regular professional development and coaching, and fosters a collaborative, inclusive culture that encourages continuous improvement and pragmatic problem solving.

3. IT Infrastructure Management: Oversees design, implementation, and ongoing management of enterprise infrastructure (networks, servers, storage, virtualization, and cloud services) to ensure availability, scalability, security, and cost efficiency. Operationalizes service management, change control, monitoring, and capacity planning to meet institutional needs and agreed service levels.
4. Systems and Applications: Directs the selection, implementation, integration, and lifecycle management of enterprise systems and applications. Works with stakeholders to define business requirements, evaluate solutions, negotiate procurement terms, ensure accessibility, and maintain a governed application portfolio that supports institutional research, student services, and operational priorities.
5. Information Security, Compliance & Risk: Defines the CISO/Security & Compliance Officer reporting scope and ensures a unified enterprise security posture, including incident response readiness, endpoint and network protections, and cyber resilience programs. Ensures compliance with applicable legal and regulatory requirements (for example FERPA and HIPAA where applicable) and recognized standards and frameworks (for example NIST), and coordinates audits, remediation, and periodic tabletop testing.
6. Budgeting, Resource & Vendor Management: Develops and manages capital and operating budgets for enterprise IT and data programs, prioritizing investments across modernization, security, and product initiatives. Negotiates vendor contracts, cloud and managed-service agreements, and SLAs; monitors vendor performance and cost effectiveness; and enforces contract and third-party risk management practices.
7. IT Governance and Compliance: Chairs or convenes enterprise governance bodies for IT procurement, architecture, data governance, and AI policy; establishes and maintains governance frameworks, policies, and controls to protect data privacy, integrity, and availability. Oversees data classification, cataloging, lineage, retention, access controls, and approvals to ensure accountable, auditable decision-making and adherence to legal and policy obligations.
8. Business Continuity and Disaster Recovery: Develops, maintains, and tests business continuity and disaster recovery plans to minimize service disruption and ensure timely recovery of critical systems and data in the event of outages or cyber incidents. Leads periodic exercises, coordinates recovery playbooks with stakeholders, and updates plans based on after-action reviews and lessons learned.
9. Coordination among BoR Programs: Consolidates and coordinates IT operations and policies across the agency to increase reliability, standardization, and operational efficiency. Leads cross-entity efforts to implement integrated IT policies, a secure Board Data Hub and data-sharing agreements, and shared service models that support the agency, and institutional needs while preserving appropriate data governance and access controls.
10. Advisory Support & Stakeholder Engagement: Serves as the principal technology and data advisor to the Commissioner, Board leadership, and staff; prepares and presents briefings, reports, testimony, and decision memos as needed. Cultivates partnerships with institutional IT leaders, OTS, GOHSEP, LONI, federal and state agencies, and other external partners to align standards, coordinate joint initiatives, and advance enterprise priorities.

### **Minimum Qualifications**

**Education** – Bachelor's degree in Computer Science, Information Technology, or a related field

**Experience** – Ten years of experience in IT operations in a higher education or other public-sector setting.

### **Preferred Qualifications**

- Proven experience in a leadership role within IT, with a record of successfully managing IT operations and implementing technology strategies.
- Strong technical expertise across a broad range of IT disciplines, including infrastructure, networks, systems, security, and software applications.
- Demonstrated experience in strategic planning and execution of IT initiatives aligned with organizational objectives.
- Excellent leadership and management skills, with the ability to motivate and inspire a diverse team.
- Deep understanding of information security principles, practices, and industry standards.
- Strong project management and budgeting skills.
- Familiarity with IT governance frameworks (e.g., COBIT, ITIL) and compliance requirements (e.g., GDPR, CCPA).
- Ability to collaborate with stakeholders across all levels of the organization.
- Initiative-taking, problem-solving and decision-making abilities.
- Relevant certifications (e.g., CISSP, PMP).

**Skills and Abilities** – Excellent written and verbal communication skills; leadership skills, along with the ability to work collaboratively in a team setting and with diverse internal and external constituencies; willingness to adapt and adjust work processes based on identified issues and needs.

**Security Requirements** – Safety training is required annually for all state employees. Access to driving records is required to drive state-owned vehicles or rentals on state contract. A comprehensive background check is required for this position.

**THIS JOB DESCRIPTION IS NOT EXHAUSTIVE; MAY BE RESPONSIBLE FOR  
OTHER DUTIES AS ASSIGNED.**