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

Monday, October 19, 2026

Event	Time	Location
Louisiana State University Campus Visit and Meetings	2:00 PM	Louisiana State University Tiger Stadium 1 W Stadium Rd. Baton Rouge, LA

Tuesday, October 20, 2026

Event	Time	Location
Baton Rouge Community College Campus Visit and Meetings	8:30 AM	Baton Rouge Community College Automotive Technology Center 2115 Lobdell Blvd Baton Rouge, LA 70806
Southern University Baton Rouge Campus Visit and Meetings	12:15 PM	Southern University Welcome Center Southern University and A&M College 707 Harding Blvd. Baton Rouge, LA 70813

Wednesday, October 21, 2026

Event	Time	Location
Board Development	9:00 AM	Leon R. Tarver II Cultural and Heritage Center Southern University and A&M College 8320 Leon Netterville Dr. Baton Rouge, LA 70813
Louisiana Tuition Trust Authority (LATTA)	10:30 AM	Leon R. Tarver II Cultural and Heritage Center Southern University and A&M College 8320 Leon Netterville Dr. Baton Rouge, LA 70813
(Meeting as a Committee of the Whole)** **Board of Regents** Finance Academic and Student Affairs Facilities and Properties Research and Sponsored Initiatives Statewide Programs Planning, Research and Performance	10:40 AM	Leon R. Tarver II Cultural and Heritage Center Southern University and A&M College 8320 Leon Netterville Dr. Baton Rouge, LA 70813

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

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

WEDNESDAY'S MEETING AS A COMMITTEE OF THE WHOLE WILL BE LIVE STREAMED AT WWW.LAREGENTS.EDU/LIVE.

* 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 e*t seq*.

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Agenda

Louisiana Tuition Trust Authority (LATTA)

Wednesday, October 21, 2026
10:30 AM

Leon R. Tarver II Cultural and Heritage Center
Southern University and A&M College
8320 Leon Netterville Dr. ▪ Baton Rouge, LA 70813

I. Call to Order

II. Roll Call

III. Public Comments

IV. Approval of the Minutes

V. Consent Agenda

A. Approval of Final Rulemaking – START rulemaking to amend Section 315 to add the applicable interest rates for the START Saving Program for the calendar year ending December 31, 2025.

VI. Rulemaking to implement the provisions of Act 671 of the 2026 Regular Session of the Louisiana Legislature as it relates to the Louisiana 529 Programs and necessary amendments to fully implement a program manager selected by LATTA operating under the Board of Regents.

VII. Other Business

VIII. Adjournment

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

AGENDA ITEM – V.A.

Consent Agenda: Approval of Final Rulemaking

START Saving Program final rulemaking to amend Section 315 to add the applicable interest rates for the START Saving Program for calendar year ending December 31, 2025.

BACKGROUND

At its April 29, 2026, meeting, the Louisiana Tuition Trust Authority (LATTA) operating under the Board of Regents 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, 2026.

No comments have been received.

This rulemaking:

- 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, 2025.

LOSFA Advisory Board Recommendation

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

AGENDA ITEM – VI.

Rulemaking to amend the START Saving Program rules, the START K12 Program Rules, and the Louisiana ABLE Account Program rules to implement the provisions of Act 671 of the 2026 Regular Legislative Session.

BACKGROUND

This proposed rulemaking implements Act 671 of the 2026 Regular Legislative Session, which permits the Louisiana Tuition Trust Authority (LATTA) operating under the Board of Regents to enter into a contract with a program manager to conduct the day-to-day activities of the START Saving Program, the START K12 Program, and the Louisiana ABLE Account Program.

LATTA has selected a program manager, and staff has been working with them to prepare for the upcoming transition to a new platform. LATTA has worked closely with state legislative, technology, and fiscal leaders to ensure that Louisiana maintains administrative oversight while providing account owners an updated, secure platform with better returns on investment, more diversified options, appropriate risk management, and more competitive long-term growth potential. LATTA selected a program manager, and with the assistance of Board of Regents staff the transition to a new platform occurred on Monday, October 5, 2026 for the START Saving and START K12 Programs. The Louisiana ABLE Account Program will migrate to the new platform on Monday, October 26, 2026. As part of the transition, new Program Disclosure Booklets and program forms have been issued. This rulemaking implements a number of administrative changes which are necessary to implement the new program manager's processes and procedures.

Included in the rulemaking is the allowance for administrative fees to be charged by LATTA including opening an account, maintaining an account, rollovers, electronic transfers to postsecondary institutions, etc., for the START and START K12 Programs. As set forth in the original legislation for the Louisiana ABLE Account Program, no fees will be charged to account holders in this program.

Other amendments include, but are not limited to, the following:

- Name changes for certain forms required to open and maintain an account;
- How funds are deposited, including the use of interest accruing on those funds, prior to the trade date;
- Amendments to the trade date applicable to different types of transactions;
- Responsibility for the selection of investment options; and
- The use of dedicated Funds within the Treasury.

Senior Staff Recommendation:

Board of Regents Senior Staff recommends that the Louisiana Tuition Trust Authority approve the rulemaking to implement Act 671 of the 2026 Regular Legislative Session and to authorize the Interim Executive Director of LOSFA to publish a Notice of Intent to make these rules permanent.

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MINUTES
Louisiana Tuition Trust Authority (LATTA)
June 10, 2026

The Louisiana Tuition Trust Authority (LATTA) met on Wednesday, June 10, 2026, at 11 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 Cordell
Regent Christina Creed
Regent Blake David
Regent Stephanie Finley
Regent Ted Glaser
Regent Dallas Hixson
Regent Phillip May
Amy Matthews*
Regent Darren Mire
Regent Maria Nechaeva
Regent Wilbert Pryor
Regent Christy Oliver Reeves
Regent Samer Shamieh
Regent Terrie Sterling
Regent Collis Temple
Regent Judy Williams-Brown

Staff Members Present
Elizabeth Bentley-Smith
Rhonda Bridevaux

**Proxy for Rachel Kincaid*

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

On motion of Regent Hixson, seconded by Regent Reeves, the LATTA approved the minutes from the April 29, 2026, meeting.

AGENDA ITEM V.

Request for Authorization to Enter into a Contract to Manage Louisiana's Student Tuition Assistance and Revenue Trust Program (START)/529 Saving Program, START K-12/529 Saving Program and the Louisiana ABLE/529A Program.

Elizabeth Bentley-Smith, Deputy Commissioner for Finance and Administration of the Louisiana Board of Regents explained that in late September 2025, the Louisiana Office of Student Financial Assistance (LOSFA) suffered a cyber incident. Although this event did not directly impact the servers housing the infrastructure for these programs, this event provided the opportunity to begin the process of moving from paper deposits and disbursements to a more secure and responsive online investment portfolio experience.

House Bill 749 of the 2026 Legislative Session allows for the transferring of all operations related to the savings accounts – START, START K-12, and ABLE – to a third-party manager, while maintaining current regulatory oversight. The change allows account holders to manage their funds online, via a customized, Louisiana-specific platform that is more secure and more customer responsive. This legislation is the result of the collaborative work between the State Treasury, Office of Technology Services, Division of Administration, the Governor's Office, Legislative Leadership, and the Board of Regents. All are supportive of this move to a more secure third-party platform manager and advocate for the preferred vendor with which the Board of Regents has entered discussions. This vendor has worked with over 40 states in developing their 529 college savings, K-12, and ABLE platforms. It has tremendous experience and credibility, and the organization would provide a high level of customer service for our account holders, with designated agents trained only on Louisiana's programs, an important feature to BOR.

Additionally, the vendor maintains significant layers of cybersecurity and fraud protections including, but not limited to, identity verification, access management and authentication, firewalls and intrusion detection, and independent security controls.

The Board of Regents staff will work directly with the Office of State Procurement in the Division of Administration and the State Treasurer to develop and finalize the contract in keeping with state requirements. Elements of the terms and conditions of the contract will include: account administration, marketing and outreach, online platform and app design and development, payment terms, and executables (e.g. tax documents, financial statements, etc.). The FY 2027-2028 state budget includes $4M, as prioritized in the Governor's Executive Budget, to support the new contract and improved system.

On motion of Regent Hixson, seconded by Regent Aubrey, the LATTA approved authorization for the Louisiana Board of Regents to enter into a contract for management of Louisiana's START College/529 Saving, START K-12/529 Saving, and LA ABLE/529A Saving Programs.

There being no further business, on motion of Regent Hixson, seconded by Regent Reeves, the meeting adjourned at 11:20 a.m.

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Agenda

Board of Regents Meeting*

Meeting as a Committee of the Whole

Wednesday, October 21, 2026
10:40 AM

Leon R. Tarver II Cultural and Heritage Center
Southern University and A&M College
8320 Leon Netterville Dr. ▪ Baton Rouge, LA 70813

I. Call to Order

II. Roll Call

III. Public Comments

IV. Approval of Minutes from September 23, 2026

V. Reports and Recommendations of Standing Committees

A. Finance

1. Approval of Budget Request for FY 2027-2028
2. Review and Approval of Sun Sovereign Legal Contract

B. Academic and Student Affairs

1. Consent Agenda
   a. Routine Staff Approvals
   b. Terminations
2. Academic Programs
   a. BS Robotics Engineering – LSU A&M
   b. BS Data Science – LSU Shreveport
   c. MS Biotechnology – LSU Shreveport
3. Approval of Academic Affairs 2.28: Verifiable Learning Record Policy

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C. Facilities and Property

1. Gordian Louisiana Public Higher Education Facilities Assessment Presentation
2. Approval of Capital Outlay Budget Recommendation for FY 2027–2028

D. Research and Sponsored Initiatives

1. Appointment of Endowed Chairholder without National Search: Louisiana Tech University
2. BoRSF Rapid Response Workforce Development Subprogram

E. Statewide Programs

1. Consent Agenda

A. 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

B. 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

F. Planning, Research, and Performance

1. Consent Agenda

a. Academic R.S. 17:1808 - Academic Licensure
   i. Renewal Applications
      a. Carrington College – Sacramento, CA
      b. Fuller Theological Seminary – Pasadena, CA
      c. University St. Augustine – San Marcos, CA

b. Advisory Commission on Proprietary Schools
   i. Associate of Occupational Studies
      a. Delta College of Arts & Technology – Baton Rouge
         - AOS - Magnetic Resonance Imaging (MRI) Technology - Hybrid
   ii. Initial Applications

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a. Louisiana Academy of Health and Wellness – Slidell, LA
b. Sterling Technical Training – Baton Rouge, LA

iii. Change of Ownership Applications
a. Orphic Training Academy – Shreveport, LA

iv. Renewal Applications
a. 160 Driving Academy - Shreveport, LA - License #2364
b. Accelerated Academy - Baton Rouge, LA - License #2220
c. Accelerated Academy - Covington, LA - License #2410
d. Accelerated Academy - Denham Springs, LA - License #2154
e. Accelerated Academy - Hammond, LA - License #2235
f. Accelerated Academy - Houma, LA - License #2228
g. Accelerated Academy - Lafayette, LA - License #2219
h. Accelerated Academy - Lake Charles, LA - License #2308
i. Accelerated Academy - Metairie, LA - License #2230
j. Accelerated Academy - Slidell, LA - License #2224
k. Accelerated Academy - West Monroe, LA - License #2223
l. Advance Nursing Training - New Orleans, LA - License #2197
m. Ark-La-Tex Dental Assisting Academy - Shreveport, LA - License #2131
n. Baton Rouge School of Phlebotomy - Baton Rouge, LA - License #2335
o. Camelot College - Baton Rouge, LA - License #680
p. Coastal College - Alexandria - Alexandria, LA - License #991
q. Cross Road CDL Academy - Harvey, LA - License #2321
r. Delta College South - Baton Rouge, LA - License #969
s. Fortis College - Baton Rouge, LA - License #2134
t. Gulf Coast College (Formerly: Blue Cliff College - Metairie, Satellite) - Metairie, LA - License #2361
u. Healthcare Training Institute - Kenner, LA - License #2109
v. Life Care - Marrero, LA - License #2182

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w. MedCerts - Livonia, MI - License #2337
x. New Orleans Medical Assistant School - New Orleans, LA - License #2305
y. Opelousas Academy of Nondestructive Testing - Opelousas, LA - License #2275
z. Remington College - Baton Rouge, LA - License #2277
aa. River Cities School of Dental Assisting - Shreveport, LA - License #2089
bb. Stick It Phlebotomy - Ruston, LA - License #2226
cc. Synergy Massage Institute - Metairie, LA - License #2365
dd. The Captain School - Marrero, LA - License #2392

VII. Meauxmentum Moment: Career Alignment in Louisiana

VIII. Chair Comments

IX. Reports and Recommendations by the Commissioner of Higher Education

X. Other Business

XI. 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.*

MINUTES

BOARD OF REGENTS

September 23, 2026

The Board of Regents met at 10:20 a.m. on Wednesday, September 23, 2026, in the Louisiana Purchase Room 1–100, Claiborne Building, 1201 North Third Street, Baton Rouge, Louisiana. Chair Misti Cordell called the meeting to order.

ROLL CALL

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

Present for the meeting were:
Misti Cordell, Chair
Terrie Sterling, Vice Chair
Dallas Hixson, Secretary
David Aubrey
Christian Creed
Blake David
Ted Glaser III
Darren Mire
Christy Oliver Reeves
Maria Nechaeva, Student Member
K. Samer Shamieh
Judy Williams-Brown

Absent from the meeting were:
Stephanie Finley
Phillip May, Jr.
Wilbert Pryor
Collis Temple III

Mgt. Board representatives present were:
Charles A. Moody III, LSU System Representative
Mark Romero, UL System Representative
Donald Ray Henry, Southern System Representative

Mgt. Board representative not present was:
LCTC Representative

Appendix A
Guest List

PUBLIC COMMENTS

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

APPROVAL OF THE MINUTES OF THE AUGUST 26, 2026 MEETING

On motion of Regent Aubrey, seconded by Regent Reeves, the Board voted unanimously to approve the minutes of the August 26, 2026 meeting.

REPORTS AND RECOMMENDATIONS OF STANDING COMMITTEES

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

On motion of Regent Reeves, seconded by Regent Nechaeva, the Board voted unanimously to approve all Committee recommendations from the September 23, 2026 Committee meetings.

MASTER PLAN UPDATE – MEAUXMENTUM MOMENT

Chair Cordell introduced Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, to review the Master Plan and report on progress over the last seven years toward meeting its 2030 goal. She noted the significant strides being made to better align Louisiana's higher education institutions' credentials to the needs of the state's growing economy.

Dr. Denley began his presentation by stating that the work to improve educational outcomes is being done as a state, in all areas and across all institutions, including the four public systems, LAICU, proprietary schools, and private institutions. The work involves serving today's student, a group that includes first-generation college students, recent high school graduates, the incarcerated or formerly incarcerated, foster youth, working parents, veterans, and adults in rural areas.

Dr. Denley reported that two major goals were established in 2019—60% of Louisiana's working-age adults with a postsecondary credential by 2023 and 85,000 credentials produced per year— with the second reached in 2026, well ahead the 2030 target date. He expects that this annual number of students receiving credentials will be the new normal for Louisiana. He also

announced that the state has reached an all-time-high 54% attainment rate and noted that every 1% increase represents 23,000 students who have earned a credential.

Dr. Denley shared a quote from Governor Landry expressing that reaching the 2030 completion goal early is great news for the work of connecting students to Louisiana jobs. Dr. Denley reinforced that view and related it to filling Louisiana's workforce talent pipeline. He said that Regents' staff has done a detailed analysis to see how the various degrees and credentials fulfill current talent needs. He shared a graph outlining job demand predicted by Louisiana Works and how those demands have been met during the time span of 2016–2026.

Beyond meeting the demands for talent, talent retention in Louisiana is also a challenge. A number of initiatives, such as the Task Force on Career Alignment championed by Senator Rick Edmonds, are responding to that challenge. In particular the Task Force is addressing components including early career coaching, work-integrated learning, employer connection, and emphasis on a career in Louisiana. The work is being done in coordination with LA Works.

On the issue of value, Dr. Denley outlined the Beyond Completion profile, which strives to demonstrate the worth of a degree or credential in an individual's life, indicating that success must be redefined to include what happens after the degree or credential is obtained. The metrics for measuring this success include positive return (credential pays for itself), reliable transportation (dependable access to work and opportunity), financial resilience (capacity to build savings to support goals and cover unexpected costs), and housing (afford housing of the student's choice). Dr. Denley stated that the return-on-investment outlook is positive based on recent studies. This stands in stark contrast to data showing that 50% of Louisiana residents without a degree or credential are not earning above the poverty level established by United Way's ALICE Threshold.

Dr. Denley credited all the institutions participating in the Meauxmentum Framework for the progress made thus far with helping to address Louisiana's credential gap and bring people into meaningful employment. Every public higher education institution in Louisiana has implemented institution-specific Meauxmentum strategies. Corequisite math and English courses are fully in place and improved statewide transfer pathways have shortened time to completion by one semester. In addition, Regents is working with BESE on a joint goal of early college credit for 100% of graduating high school students; currently, 76% of graduating high school students have earned a college credit or industry credential beyond high school. In 2025–26 a record high 44,000 high school students are participating in dual enrollment.

Regent Sterling congratulated the team on the work and reaching the completion goal four years early. She also voiced her interest in studying, by sector, what constitutes a living wage. Dr. Denley noted that Regents staff relies on the numbers by sector established by United Way. He added that, beyond the numbers, it is important to concentrate on the opportunity created. Regent Sterling expressed support for the work with the Louisiana Department of Education, indicating that as it could help with absenteeism and dropout rates.

Commissioner Reed emphasized the need to define and demonstrate value, recognizing that the model described by Dr. Denley gives Louisiana a chance to start this process and to lead the country in doing so. She expressed hope that it would be a powerful tool in engaging families in decisions about using their time and money wisely to build skills.

Chair Cordell summarized the highlights of the presentation and added her congratulations.

APPROVAL OF THE 2027 BOR CALENDAR OF MEETINGS

Chair Cordell asked for a motion to approve the 2027 calendar of meetings.

On motion of Regent David, seconded by Regent Creed, the Board voted unanimously to approve the 2027 calendar of meetings.

CHAIR'S COMMENTS

Chair Cordell made the following comments:

- She recognized Regent Maria Nechaeva, student member, who gave her report.
    - Regent Nechaeva began her presentation by thanking Chair Cordell for touring Southeastern Louisiana University's campus and speaking with the students on September 14.
    - She reported that the recent meeting of the Council of Student Body Presidents (COSBP) provided an opportunity to bring student leaders from across the state together to discuss what is happening on their campuses and about the issues that matter most to students. She thanked Ms. Brianna Golden for facilitating the meeting and for her continued support of COSBP and Regent Dallas Hixson for facilitating the civil discourse panel.
    - She noted that students across the state are raising concerns about affordability, access to resources, mental health, and, most important, making sure their education prepares them for meaningful opportunities after graduation.
    - She announced that two COSBP members now sit on the Louisiana Power-Based Violence Review Panel.
    - She highlighted her concern for student mental health as they balance academics, employment, finances, family responsibilities, and involvement on campus. While

wellness and counseling services are available, she feels the Board should continue asking whether those resources are easily accessible when students need them.

- She noted that she was honored to participate in the Hazing Prevention Summit. She stated that the Fall semester is an important time for reinforcement of prevention, education, and reporting policies that create a culture where students look out for one another. She also mentioned affordability and AI as factors in every student's experience. She concluded by asking the Board as it considers fiscal and budgetary decisions to keep top of mind the question: "What does this mean for students in our classrooms?".

- Chair Cordell thanked Regent Nechaeva for her report and added how much she had enjoyed the tour of Southeastern Louisiana University which included visiting the Robin Roberts Communication Center. She complimented President Wainwright on an outstanding job.
- She noted how impressed she is with how Board members are constantly engaged and work well together. As an example of this teamwork, she recapped the contributions of Board members May, Hixson, and Reeves to the recent Board of Regents Staff Retreat.
- She highlighted that the second annual Louisiana Hazing Prevention Summit on September 17. Parents of Max Gruver and Caleb Wilson participated and contributed insight into how hazing incidents and tragedies affect the lives of families.
- She announced that the October 21 Board meeting will be held on Southern University A&M's campus. In addition, the Board will visit the Baton Rouge Community College and LSU's campuses on Tuesday, October 20.

FINANCE

REVIEW AND ACCEPTANCE OF THE FINANCIAL ACCOUNTABILITY UNIFORM FISCAL POLICY

Ms. Elizabeth Bentley-Smith, Deputy Commissioner for Finance and Administration, began her presentation by stating that in accordance with Act 772 of the 2026 Regular Legislative Session (contained in R.S. 17:3134), the purpose of the proposed Financial Accountability Uniform Fiscal Policy is to establish consistent reporting requirements for the stewardship of funds administered by all public postsecondary education institutions. The accountability framework provides for the systematic and ongoing evaluation of institutional fiscal health by the state's higher education management boards and the Board of Regents, as is the intent of the legislature.

Ms. Bentley-Smith also stated that the policy had been reviewed by system presidents, system CFOs, as well as staff from the Division of Administration and Inspector General's

office. She noted that it will be approved by each of the system management boards no later than December 31, 2026.

Regent David started the conversation by highlighting the importance and necessity of this policy for fiscal accountability and good budget planning. Regent David Aubrey asked who would be responsible for developing an institution's Corrective Action Plans if needed. Ms. Bentley-Smith stated that the institutions will initiate the plans, but that a collaborative effort between system and institution leadership is expected, followed by management board approval prior to submission to the Board of Regents. Regent Aubrey also clarified which members of the legislature would be informed of the quarterly fiscal reports and/or corrective action plans. Ms. Bentley-Smith confirmed that the Speaker of the House, President of the Senate, chairs of both the House Appropriations and Senate Finance Committees would receive the plans.

On motion of Regent Dallas Hixson, seconded by Regent David Aubrey, the Finance Committee approved the Financial Accountability Uniform Fiscal Policy for consideration by the Board.

REVIEW AND ACCEPTANCE OF FY 2026-2027 OPERATING BUDGETS

Chair David noted the extent to which the operating budgets and the challenges facing higher education institutions across the state were discussed during the budget hearings. Mr. Chris Henry, Associate Commissioner for Budget and Administration, began his presentation by stating that the September Board of Regents' budget hearings provided an opportunity for the Board to receive presentations from each of the management boards regarding their campus and system budgets as well as from the Board of Regents agency, which includes the programs of LOSFA and LUMCON.

Mr. Henry indicated that the purpose of the Committee meeting was to review and consider acceptance of the FY 2026–2027 operating budgets. The budget hearings allowed for questions and discussion on immediate and long-term budget adjustments. BOR staff then presented statewide summary information for the Board's consideration. Mr. Henry noted that with today's Board action, the FY 2026–2027 budget cycle would be completed. Next month, staff will present a preliminary funding request for FY 2027–2028 to be considered by the Board.

Regent David asked whether the changes requested by the University of Louisiana System were included in the FY27 budget distribution the board was approving; Ms. Bentley-Smith confirmed they were.

FY 2026-2027 OPERATING BUDGET SUMMARY:

Means of Finance	BOR	LSU	SUS	ULS	LCTCS	TOTAL
State General Fund	$295,081,029	$539,207,004	$71,677,935	$299,614,048	$176,811,327	$1,382,391,343
Interagency Transfers	$14,256,109	$8,485,184	$4,476,791	$259,923	$0	$27,478,007
Self-Generated Revenue	$16,050,299	$955,696,001	$116,289,046	$641,913,020	$179,747,107	$1,909,695,473
Statutory Dedications	$208,933,512	$35,816,888	$4,671,737	$17,681,687	$23,435,318	$290,539,142
Federal	$34,232,149	$14,018,275	$3,654,209	$0	$0	$51,904,633
Total	**$568,553,098**	**$1,553,223,352**	**$200,769,718**	**$959,468,678**	**$379,993,752**	**$3,662,008,598**

Expenditures by Object	BOR	LSU	SUS	ULS	LCTCS	Total
Personal Services	$33,302,690	$1,031,754,638	$136,719,126	$651,802,249	$279,859,030	$2,133,437,733
Operating Expenses	$23,753,085	$219,384,872	$19,289,307	$103,820,987	$55,303,336	$421,551,587
Other Charges	$509,312,080	$290,882,849	$42,039,991	$190,852,243	$36,991,477	$1,070,078,640
Acquisitions and Major Repairs	$2,185,243	$11,200,993	$2,721,294	$12,993,199	$7,839,909	$36,940,638
Total Expenditures	**$568,553,098**	**$1,553,223,352**	**$200,769,718**	**$959,468,678**	**$379,993,752**	**$3,662,008,598**

On motion of Regent Dallas Hixson, seconded by Regent David Aubrey, the Board unanimously approved the funding recommendations for all higher education systems, boards, and agencies for FY 2026–2027.

OTHER BUSINESS

Ms. Bentley-Smith recognized the Board of Regents Division of Finance and Administration team members, acknowledging their hard work and contributions to the mission of the agency.

There being no further business, the Finance Committee meeting adjourned at 10:55 a.m.

FACILITIES AND PROPERTY

CONSENT AGENDA

Ms. Elizabeth Bentley-Smith, Deputy Commissioner for Finance and Administration, reported on the Consent Agenda's Small Capital and Third-Party Projects report, containing the projects approved by staff since the previous meeting:

A. **Small Capital Projects**

1. **Louisiana State University and A & M College (LSU) – Baton Rouge, LA**: Foundation Building Chiller Installation – Operational Funds $350,000
2. **Louisiana State University and A & M College (LSU) – Baton Rouge, LA**: Herget Hall Roof Replacement – Auxiliary Funds $365,000
3. **Louisiana State University and A & M College (LSU) – Baton Rouge, LA**: Pleasant Hall: Renovation of Sea Grant - Ancillary Self-generated Revenue – $475,000
4. **Louisiana State University and A & M College (LSU) – Baton Rouge, LA**: 459 Commons Roof Replacement – Auxiliary Funds $675,000
5. **Louisiana State University School of Veterinary Medicine – Baton Rouge, LA**: Small Animal Surgery Modifications – Operational Funds $275,000
6. **Louisiana State University School of Veterinary Medicine – Baton Rouge, LA**: Hospital Student Relations Renovation – Operational Funds $675,000
7. **Louisiana State University Agricultural Center**: Bathhouse Renovations – Auxiliary Funds $800,000
8. **Louisiana State University – Shreveport**: Port Grille Dining Area Renovations – Auxiliary Funds $345,000
9. **Louisiana State University – Alexandria**: Soccer Pitch Lights – Auxiliary Funds $375,000

On motion of Regent Ted Glaser, seconded by Regent K. Samer Shamieh, the Facilities and Property Committee approved the items on the Consent Agenda: the Small Capital Projects report.

CAPITAL OUTLAY VISITS UPDATES

Mr. Antonio Williams, Administrative and Facilities Manager, has been working in collaboration with Southern University, Louisiana State University, University of Louisiana, and Louisiana Community and Technical College Systems to schedule campus visits to review capital outlay and deferred maintenance needs. Mr. Williams provided a short update on the past visits and welcomed all Board members to attend any future Capital Outlay visits.

This report was for information purposes only.

OTHER BUSINESS

Regent Aubrey requested an update on the power outages occurring at Southern University A&M. Ms. Bentley-Smith stated that SUBR has been working through infrastructure issues, specifically related to its electrical grid. She provided a timeline of the power outages that occurred on campus, explaining they were primarily due to failures of transformers, transformer switches, electrical phases, breakers, and compromised switchgear. SUBR was able to quickly get generators in place to support the residence halls and student center; however, SUBR was required to delay instruction and hold classes online because of the power outages. The Board of Regents staff worked with SUBR to bring together key partners including Entergy, the Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP), the Office of Facility Planning and Control (FP&C), and legislative and parish government leadership to help develop appropriate next steps.

Ms. Bentley-Smith explained that the SUBR power grid is over 70 years old and in need of updating, which would require approximately $50-60 million for the total project. FP&C was able to assist in reallocating already-appropriated capital outlay funding to support immediate updates.

Regent Aubrey requested that a meeting be held with SUBR leadership and Regent Mire questioned where the $50–60 million in funding would originate; Dr. Reed confirmed that staff would be organizing future discussions with Division of Administration and legislative leadership to develop solutions.

Ms. Bentley-Smith also noted that the facilities assessment currently underway by Gordian will aid in better planning for all capital outlay and deferred maintenance needs. She added that the Board of Regents staff would be reviewing policy changes, including infrastructure needs, in conjunction with the system's capital outlay requests, as well as determining each campus' generator needs at the beginning of every calendar year.

There being no further business to come before the Facilities and Property Committee, the meeting was adjourned at 11:12 a.m.

ACADEMIC AND STUDENT AFFAIRS

CONSENT AGENDA

Following roll call, Dr. Denley presented the Consent Agenda, which included routine staff approvals and renewal of the National Council for State Authorization Reciprocity Agreements (NC-SARA). Routine staff approvals ranged from requests from 22 academic programs to add a fully online delivery option to programs previously approved for traditional or hybrid delivery.

Dr. Denley also presented the renewal of the NC-SARA reciprocity agreement. He explained that NC-SARA permits participating institutions to offer fully online degree programs to students in other participating jurisdictions without seeking separate authorization or paying individual state fees in each jurisdiction. The agreement includes 49 states, the District of Columbia, the U.S. Virgin Islands, and Puerto Rico.

Dr. Denley reported that approximately 30,000 students residing in Louisiana were able to enroll in fully online programs offered by institutions outside the state. At the same time, approximately 25,000 students residing elsewhere in the United States enrolled in online degree programs offered by Louisiana institutions.

Regent David Aubrey asked how online enrollment is considered when the Board evaluates low-completer programs and graduate counts. Dr. Denley responded that staff review overall program completions and, where possible, examine completions by delivery modality. He noted that the data can be difficult to categorize because some students complete courses entirely online, some attend primarily face-to-face, and many use a combination of both formats.

Dr. Denley clarified that authorization to offer a degree fully online does not require every student to complete the entire program online; rather, it permits the institution to make the full degree available through online delivery.

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

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

2026 STATEWIDE STRATEGIC ACADEMIC PLANNING

Dr. Denley presented the 2026–2027 statewide strategic academic planning and degree-program review process. He explained that, beginning in 2022, institutions have submitted three-year academic plans rather than presenting individual program requests without broader statewide coordination.

The purpose of this new process is to support statewide talent development, ensure that Louisiana has sufficient educational capacity in high-demand fields, promote accountability among institutions and systems, maximize the effective use of state resources, and align academic offerings with state and regional workforce needs. Dr. Denley noted that Louisiana is anticipating approximately $260 billion in economic development, making it increasingly important to ensure that institutions produce graduates with the skills necessary to fill emerging workforce needs.

Institutions submitted their academic plans on August 1. Before reaching the Board of Regents, the proposals underwent review at both institutional and system levels. Institutions were also encouraged to coordinate with one another across systems and regions. Staff considered input from Louisiana Economic Development, Louisiana Works, regional economic-development organizations, the four higher education system chief executive officers, and institutional chief executives when appropriate.

Dr. Denley reported that approximately 50 degree-program requests were initially submitted. Following the review process, the list was reduced to 31 proposed programs and one cooperative academic arrangement. He emphasized that the committee was being asked only to grant permission to plan. The action did not constitute approval of any new degree program.

The 14 requested terminations, together with the 36 additional programs, represent approximately 50 programs expected to be terminated during the current cycle. Dr. Denley stated that, since the statewide planning process began in 2022, approximately 180 programs will have been terminated by the end of the current cycle.

Dr. Denley presented a cooperative academic arrangement involving four institutions seeking to establish an associate degree in construction management. He stated that expanding capacity in construction management programs is an important statewide priority, but staff encouraged the institutions to collaborate rather than create four entirely separate and potentially duplicative programs.

The institutions are expected to develop a coordinated approach that creates economies of scale, expands regional access, avoids unnecessary duplication, and uses state resources efficiently. Dr. Denley referred to the Louisiana Cyber Academy as a possible model for this type of cooperative structure. The institutions will determine whether one or two coordinated programs would best serve the state.

Dr. Denley reviewed statewide trends in academic planning. Institutions have submitted fewer permission-to-plan requests over time as staff have encouraged them to concentrate on the most pressing workforce and academic needs. Approximately half of proposed programs ultimately receive final approval, while the number of program terminations has increased as institutions reassess their offerings and redirect resources.

Dr. Denley also reported improvement in program progress reports. He stated that an increasing number of programs are completing the required development and performance milestones and moving off the progress-monitoring schedule.

Regent Aubrey expressed support for receiving and accepting the academic-plan materials, approving the proposed terminations, and accepting the program progress reports. He also commended the LSU System for conducting a serious review of programs based on alignment, demand, and institutional capacity.

Regent Aubrey raised concerns regarding the academic-planning message associated with SUNO's accelerated bachelor's degree in Communications and Media Studies and Northwestern State University's MBA program. He questioned whether these programs demonstrated sufficient workforce demand or improved accessibility in light of comparable online MBA and graduate programs available at LSU Shreveport, the University of Louisiana at Lafayette, and other institutions in the state.

He noted that the proposals would need to provide strong evidence of demand, accessibility, differentiation, and statewide need before receiving final approval. The Committee acknowledged that permission to plan should not be interpreted as an indication that final approval is assured.

Regent Sterling asked for a motion to approve the recommended actions related to the 2026–2027 academic plan.

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

There being no further business to come before the Academic Affairs and Innovation Committee, on motion of Chair Sterling, the meeting was adjourned.

RESEARCH AND SPONSORED PROGRAMS

APPOINTMENT OF ENDOWED CHAIRHOLDER WITHOUT NATIONAL SEARCH: LOUISIANA STATE UNIVERSITY AND A&M COLLEGE

Ms. Carrie Robison notified the Committee that LSU A&M requests to appoint Dr. Bhuvnesh Bharti, Professor in the Cain Department of Chemical Engineering, to the Gordon A. and Mary Cain Chair in Chemical Engineering #2, a $2 million Chair matched by the BoRSF in 2000–01 that has been vacant since September 2024. Ms. Robison summarized Dr. Bharti's qualifications, noting that the proposed appointment meets the criteria set forth in policy related to filling a chair without a national search.

On motion of Regent Mire, seconded by Regent Shamieh, the Research and Sponsored Initiatives Committee recommended that the Board of Regents approve the appointment of Dr. Bhuvnesh Bharti to the Gordon A. and Mary Cain Chair in Chemical Engineering #2.

As stipulated in Board policy, a copy of the Letter of Appointment sent to Dr. Bharti must be submitted to the Board within 90 days of this approval.

There being no further business to come before the Research and Sponsored Initiatives Committee, on motion of Regent Shamieh, seconded by Regent Mire, the meeting was adjourned.

STATEWIDE PROGRAMS

CONSENT AGENDA

A. Approval of Rulemaking – Rockefeller State Wildlife Scholarship Program rulemaking to amend the administrative rules.

Dr. Susannah Craig, Interim Director for the Louisiana Office of Student Financial Assistance (LOSFA), notified the Committee of rulemaking to change certain requirements to the Rockefeller State Wildlife Scholarship. The rulemaking deletes obsolete provisions regarding loan repayment, removes the maximum number of years a student may receive the award such that a student who does not receive the award as an undergraduate student will still be eligible to receive up to $12,000 in scholarship funds for graduate school; alternatively, an undergraduate student

will still be eligible to receive up to $12,000, with a reduction in the graduate school cumulative GPA requirement to 2.50. She noted that this rulemaking was reviewed and approved by the LOSFA Advisory Board at its meeting on September 2, 2026.

B. 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

Dr. Craig notified the Committee that 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. She noted that five requests for exception to the deadline to begin a home study program were reviewed and approved by the LOSFA Advisory Board at its meeting on September 2, 2026. The students have presented facts and circumstances that the students believe justify the granting of an exception as an exceptional circumstance.

C. 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

Dr. Craig notified the Committee that Sections 705.A.6 and 7 of the TOPS administrative rules require TOPS recipients to continue to enroll full time for the fall and spring semesters of each academic year, to remain enrolled throughout the semester, and to earn a minimum number of credit hours by the end of the academic year. Section 2103.E authorizes the governing body to grant an exception to the full-time, continuous enrollment and annual earned-hour requirements when the "student/recipient has exceptional circumstances that are beyond his immediate control and that necessitate full or partial withdrawal from or non-enrollment in an eligible postsecondary institution." She noted that twelve requests for exception to the TOPS requirements were reviewed and approved by the LOSFA Advisory Board at its meeting on September 2, 2026. The students have presented facts and circumstances that the students believe justify the granting of an exception as an exceptional circumstance.

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

Under Other Business, in recognition of National Recovery Month, Dr. Allison Smith, Sarah Ebarb-Combs (South Louisiana Community College), and Morgan Albert (Northwestern State University) gave the Committee a presentation on the collegiate recovery programs housed on Louisiana college and university campuses.

There being no further business to come before the Statewide Programs Committee, the meeting was adjourned.

PLANNING, RESEARCH, AND PERFORMANCE

CONSENT AGENDA

Dr. Susannah Craig presented the Consent Agenda. The first item consisted of five license renewal applications from academic degree-granting institutions. All application materials had been reviewed by staff, who confirmed that applicants are institutions accredited by a U.S. Department of Education recognized accreditor and have previously been approved as licensed institutions by the Board of Regents.

The next item on the Consent Agenda was license updates for the three conditionally licensed academic degree-granting institutions, which consisted of a license renewal, a license extension, and the withdrawal of a license.

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

A. R.S. 17:1808 - Academic Licensure
   1. Renewal Applications
      a. Baton Rouge General Medical Center – Baton Rouge, LA
      b. Central Texas College – Killeen, TX
      c. Oral Roberts University – Tulsa, OK
      d. Remington College – Garland, TX
      e. University of Massachusetts Global – Aliso Viejo, CA

   2. Conditional License Updates
      a. Renewal: John Melvin University – Crowley, LA
      b. Extension: Robert Cavelier University – Gretna, LA
      c. Voluntary Withdrawal: American University of Technology – New Orleans, LA

There being no other business, on motion of Regent Reeves, seconded by Regent Hixson, the meeting was adjourned.

REPORTS AND RECOMMENDATIONS BY THE COMMISSIONER OF HIGHER EDUCATION

Commissioner of Higher Education Kim Hunter Reed thanked the Board for their strong support and presented several items:

- She noted that at the recent staff retreat the Board recognized several staff members for outstanding work. The Innovation Award was presented to Mike Waugh, the Impact Award to Dr. Allison Smith, and the Good Citizen Award to Ms. LeAnn Detillier.
- She added that Regents co-hosted the first NIL Summit at Grambling State University, where K12, higher education, legislators, lawyers, and stakeholders came together to talk about NIL policies.
- She recognized that September is Student Parents Month and that more than three million college students (one in five) across the country are parents. In Louisiana, efforts are being made to support students trying to balance the demands of school and family responsibilities, including providing childcare centers for student parents on 19 campuses across the state.

OTHER BUSINESS

Chair Cordell asked if there was any other business to come before the Board. Regent Aubrey asked who makes the policy or regulations related to out-of-state fees, noting that some other states have waived out-of-state fees to attract students, which could also be an option for Louisiana. Ms. Bentley-Smith responded that the management boards make those decisions. Commissioner Reed suggested furthering the discussion with the management boards.

ADJOURNMENT

There being no further business to come before the Board and following a reminder from Chair Cordell that the October meeting will be offsite, the meeting adjourned at 1:30 p.m.

Appendix A

Board Meeting Guest List

Wednesday, September 23, 2026

NAME	AFFILIATION
Jessica Lemoine	LSU - Alexandria
Brian Roberts	LUMCON/BoR
Nate Sammons	LSU - Alexandria
Ingrid Franc	LSUHSC - New Orleans
Erin Dugan	LSUHSC - New Orleans
Adrianne Frischhertz	LSUHSC - New Orleans
Amy Clomburg	LSUHSC - New Orleans
Rick Vath	ULS
Margaret Finch	LSU A&M
Jackie Bach	LSU A&M
Morgan Albert	South Louisiana Community College
Amber Slater	OBH
Jamie Donaldson	OBH
Chad Parker	UL - Lafayette
Reginald Johnson	

BOARD of REGENTS
STATE OF LOUISIANA

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

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Blake R. David
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3rd Congressional District

Ted H. Glaser III
6th Congressional District

Phillip R. May Jr.
1st Congressional District

Darren G. Mire
2nd Congressional District

Maria Nechaeva
Student Member

Wilbert D. Pryor
4th Congressional District

Christy Oliver Reeves
5th Congressional District

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

Collis B. Temple III
6th Congressional District

Judy A. Williams-Brown
4th Congressional District

Board of Regents Meeting as a Committee of the Whole

Agenda

Finance

Wednesday, October 21, 2026

Leon R. Tarver II Cultural and Heritage Center
Southern University and A&M College
8320 Leon Netterville Dr. ▪ Baton Rouge, LA 70813

V. Reports and Recommendations

A. Finance

1. Approval of Budget Request for FY 2027–2028

2. Review and Approval of Sun Sovereign Legal Contract

Agenda Item V.A.1.

Higher Education Budget Request FY 2027–2028

Louisiana's talent development and talent retention efforts are more urgent than ever given the more than $260M economic boom across our state. These new investments of capital provide a unique and perhaps once in a lifetime opportunity to build and sustain an expanded workforce that moves more of our residents from poverty to prosperity. Investing in the education, training and financial support to make this opportunity a reality for more Louisianians anchors our request this year.

In 2019, the Board of Regents issued its Master Plan for Higher Education, which established an audacious goal for Louisiana: 60% of working-age adults holding a degree or credential of value by the year 2030. Despite multiple years of major disruptions in our state, from the pandemic to severe weather events, we have achieved our 85,000 completers goal four years ahead of schedule and remain on track to reach 60% attainment within the next four years. This success is a testament to the relentless focus of our campuses and systems on adoption and acceleration of the proven Meauxmentum strategies advanced across our state. We remain committed to investing in what works.

The budget request considered by the Board of Regents supports LAWorks' expected workforce development request, supplemented by an additional $20M request to accelerate the current education and training priorities of our state. Further, it supports retention of critical campus operating funding received in the current state budget with additional funds requested to support affordability, campus safety and mental health services. By ensuring that college remains affordable through expanding proven practices such as need-based aid, early college opportunities like dual enrollment, and investments in reduced- and no-cost textbooks, Louisiana can improve access to and success in the education-to-employment pipeline across our state. This approach helps us to maximize the impact of limited state dollars by ensuring our most resource-challenged students secure the advantages of a high-quality, high-value postsecondary education.

Today, we lag most Southern states in funding both per student and per capita. Louisiana ranks thirteenth among the sixteen states that are members of the Southern Regional Education Board (SREB) in state support per capita at $345.12, significantly trailing the Southern average of $421.47 by $76.35 or 18% per citizen and resulting in a competitive funding gap of $352.6 million (State Higher Education Executive Officers Association). As higher education faces budgetary uncertainty in the upcoming fiscal year, we recognize that falling even farther behind peer states would disrupt our ability to provide a range of financial benefits to Louisiana including producing an increased number of taxpayers, decreasing dependence on social services, and providing the foundation for greater workforce participation.

As Moody's Investors Service noted in 2019, "if the [Board of Regents'] strategic plan meets objectives, Louisiana will benefit from greater economic competitiveness, a credit positive for the state." To meet the demands of the future and position our people to thrive in the 21st-century world of work, we must continue to scale up the growth accomplished over the last five years by reinvesting in higher education and funding public institutions at levels that secure our competitive advantage within our region and nationally. We make that request fully aware of the budget constraints faced in our state; this is why we remain committed to institutional efficiencies, resource reallocations, and budget prioritization to drive results.

Staff will present a detailed list of FY 2027–2028 funding priorities, developed in consultation with the systems, for the Board's consideration. This information will support the Board of Regents' higher education budget request letter to the Commissioner of Administration, which sets forth priorities for the upcoming fiscal year, in accordance with R.S. 39:32.1 (F).

Summary of FY2027-2028 State General Fund Budget Request	FY28 Adjustments
FY27 SGF Existing Operating Budget	**$1,382,391,343**
Standstill Adjustment Requests in Current Year Budget	
Institution Stability and Continued Efficiency	***$124,600,000***
1. Retain and reinvest Formula Funding already in FY27 budget ($56M)	*$ 56,000,000*
2. Retain line-item funding already in FY27 budget ($59.2M)	*$ 59,200,000*
- Reinvest and increase Formula Funding for 2- and 4-Year Institutions ($34.2M)	
-Reinvest and increase Funding for Specialized Institutions ($25M)	
3. Retain and reinvest FY27 mandated cost savings ($9.4M)	*$ 9,400,000*
FY28 New Recurring Adjustments Request	
Workforce Funding	***$20,000,000***
1. Support LA Works Workforce Request	$ -
2. Higher Education Workforce Training	$ 20,000,000
Institutional Affordability and Targeted Requests	***$32,200,000***
1. Dual Enrollment	$ 20,000,000
2. Increase GO Grants	$ 10,000,000
3. TOPS Increase - Excellence Awards	$ 1,700,000
4. Security Operations Center	$ 500,000
FY28 State General Fund Request	**$1,434,591,343**
Notes:	
1) Institutional stability reinvestment of $176M (50% of the total need to reach Southern average)	
2) Sustain state financial aid programs funding (TOPS, GO Grants, M.J. Foster Promise, GeauxTeach, Patriot Scholars)	

Standstill Budget – Retain $124.6M in FY28 Budget
$52.2M – FY28 Additional State General Fund Budget Request

<u>Prioritize Institutional Stability and Continued Efficiencies – Retain $124.6M in FY28 Budget</u>
Louisiana currently ranks at the bottom of the Southern region in per capita funding for higher education

and would require an additional $352.6M to reach the regional average. To maintain higher education's standstill budget, the Board of Regents requests to retain funding existing in the FY27 budget to prioritize performance-based funding instead of line-item support.

- **Retain and reinvest FY27 $56M investment in the two- and four-year institutions through the higher education funding formula.**
    - Retaining the additional investment is critical as formula funding supports recurring day-to-day operational expenses across all higher education institutions. If this funding is non-recurred, institutions may be forced to cut vital academic and wraparound services, which will impact enrollment, retention of students and faculty, and building projects.
- **Retain FY27 $59.2M line-item appropriations to be used to reinvest and increase funding for formula institutions ($34.2M) and specialized institutions ($25M).**
    - Within the FY27 higher education budget are $59.2M in State General Funds provided through line-item amendments, which are typically non-recurred during the budget development process for the subsequent fiscal year. Retaining and utilizing the line-item funding allows for reinvestment in institutions without increasing state funds, prioritizing improved outcomes.
- **Retain and reinvest Mandated Costs savings at institutions - $TBD (current estimate of $9.4M).**
    - Any savings achieved through reduced mandated costs across higher education should remain at the institutions to allow flexibility to focus on student success and operations. For FY27, 62¢ of every $1 in state higher education funding goes back to the state for mandated costs.
    - From FY22 through FY27, any mandated costs increases were funded by the state.
    - As a result of increased debt payments for the Louisiana State Employees' Retirement System, unfunded accrued liability, and other changes to statewide services costs, higher education recognized an overall decrease in mandated costs estimated at $9.4M; however, the savings recognized were removed from higher education's operating budget.

<u>Workforce Funding - $20M</u>

In order to support the state's unprecedented economic growth, investing in higher education is necessary to develop a ready, trained, and skilled workforce. As workforce needs continue to change due to technological advancements, industry expansion, and emerging economic opportunities, Louisiana's public colleges and universities play a vital role in preparing individuals with the knowledge, technical expertise, and professional skills necessary to succeed.

- **Workforce Training**
    - This funding will supplement the LAWorks workforce request, supporting innovative approaches to workforce preparation, including graduate assistantships, internships, apprenticeships, industry partnerships, and continuing education programs that allow individuals to enhance their skills throughout their careers. By expanding access to affordable, high-quality education and training at our institutions, and collaborating with Louisiana Economic Development (LED) and LAWorks to further the "Whole Government" comprehensive strategic plan, this support will lead to increasing workforce participation, better earning potential, and greater economic opportunities for individuals and communities across the state.
    - The Workforce Training funding request of $20M will support short-term training/credentials and adult basic education for two-year community and technical colleges (LCTC institutions, LSU Eunice, and Southern University Shreveport) and create or expand programs preparing students for high-demand fields (nursing, education, STEM, etc.), internships and graduate assistantships at four-year institutions. As workforce needs continue to change due to technological advancements, industry expansion, and emerging economic opportunities, Louisiana's public colleges and universities play a vital role in preparing individuals with the knowledge, technical expertise, and professional skills necessary to succeed.

Institutional Affordability and Targeted Requests - $32.2M

This request includes sustaining $241.5M in SGF for state financial aid programs, which include TOPS, GO Grants, M.J. Foster Promise, Patriot Scholars, and GeauxTeach. Of note, the M.J. Foster Promise and GeauxTeach funding is provided as Statutory Dedications.

- **Dual Enrollment - $20M (One course for each 11th- and 12th-grader)**
  - Data clearly indicate that students who start college in high school are more likely to enroll in and complete postsecondary education. In the 2025–26 academic year more than 44,000 students took at least one academic or career/technical dual enrollment class at a public college or university. If 40% of all public-school juniors and seniors, or 35,952 students, took a dual enrollment class, the total cost would be $16.7M. It is anticipated that, of these students, 75% would enroll in a general education course at a cost of $330 each, at a total cost of $9.8M; and 25% would enroll in a career and technical education (CTE) course at a cost of $660 each, for a total cost of $6.9M.
  - The additional funding ($2.3M) would be used for dual enrollment initiatives, including teacher credentialing grants to expand the number of high school teachers qualified to teach dual enrollment, further development of the LaDualEnrollment.com one-stop website, establishment of a statewide standard application process, and convenings to support program rigor.
  - As the funds will be disseminated to institutions using a structure similar to other scholarship programs, related administrative costs are included.
- **Increased Funding of GO Grants - $10M**
  - Expanding access to financial aid for both part- and full-time students is critical to increasing educational opportunities in Louisiana. Today GO Grants serve over 34,000 students.
  - Each institution sets its own annual award range, currently a minimum of $300 and a maximum of $3,000 per student.
  - Additional funding would allow more students to be served and existing students to receive further support in attaining their educational aspirations.
- **TOPS Increases - $1.7M (Projected)**
  - Early TOPS analysis projects an increase in students eligible for the Excellence award, the new category of TOPS created to retain Louisiana's highest academic performers (minimum 3.5 GPA and minimum ACT score of 31).
- **Increase in Cybersecurity Funding for Security Operations Center - $0.5M**
  - First funded in FY24 and sustained in FY25, the Security Operations Center (SOC) administered by LONI utilizes industry partners' technology and skilled staff to monitor institutions and respond to potential attacks. Additionally, the SOC serves as a training area for students to gain experience and enhance the cyber workforce in Louisiana. This funding increase will support rising service costs to keep pace with changing technology.

FY 2027-2028 Budget Request One-time Requests - State General Fund	
Initiative	**Requested**
Campus Safety	$10,000,000
To support phase two of institution training and assistance following completion of all institution campus safety assessments.	
Louisiana Optical Network Infrastructure Fiber Buildout	$5,500,000
To connect more campuses directly to the LONI network. Estimated cost of $2M per campus and $500,000 in equipment purchases to facilitate the connections.	
Mental Health, Hazing, and PBV initiatives	$5,000,000
To support the increasing need for added training and mental health services for campuses in the arenas of hazing prevention, Title IX, and power-based violence.	
Centralized Data Software	$3,400,000
To provide higher education systems a pathway to unifying data collection and reporting in supporting the systems taking a more proactive role in fiscal monitoring across all institutions.	
LUMCON Facility Deferred Maintenance	$2,000,000
To address LUMCON Marine Center and Houma Maritime Campus repairs and maintenance including high priority needs for an elevator replacement and underground sewer line replacement.	
Textbook Affordability	$1,000,000
To allow LOUIS to provide institutions with open-source documents and eTextbooks, as we strive to reduce the cost of attendance for students.	
Total One-time Requests - State General Fund	**$26,900,000**

One-Time Funding Requests - $26.9M

In addition to annual, recurring increases, the Board of Regents also requests the use of available dollars to support one-time initiatives for specific areas that can benefit students and institutions across the state.

- **Campus Safety - $10M**
  - Through third-party experts, the Board of Regents conducted safety assessments across all public institutions. In response to the reported safety assessments, the additional $10M request will be used to support development of safety implementation plans and assist with safety needs and purchases, both physical and cyber, that may arise as institutions implement the assessment recommendations.
- **Louisiana Optical Network Infrastructure Fiber Buildout - $5.5M**
  - The LONI network provides reliable high-speed connectivity to both private and public colleges and universities across the state. The requested funding will aid in purchasing and deploying additional fiber routes to campuses which are not currently connected directly to the LONI network and which require private "last mile" connections.
- **Mental Health/Power-based Violence/Hazing Support Funding - $5M**
  - Across all of our institutions, many students face mental health challenges. According to a 2026 national survey conducted by YouGov for UnitedHealthcare, almost 70% of college students reported experiencing a mental health concern over the past year, with anxiety, stress, depression and ADD/ADHD as the most common issues. According to the Hazing Prevention Network, about 55% of college students involved in clubs, teams, and campus organizations experience hazing. Further, among those who experience both hazing and power-based violence, about 95% of student victims do not report the incidents to campus authorities. Support for mental health challenges and prevention of hazing/power-based violence is imperative to institutions' overall campus safety and, more important, the safety of students.
  - This funding will help provide specialized education to help recognize signs of distress and direct students to help across high-risk groups, such as Greek life, athletic teams, performing arts groups, and campus clubs, in addition to faculty, staff, and coaches.
- **Centralized Data Software - $3.4M**
  - In recent years, the management boards for each of the public higher education systems have taken a more proactive role in fiscal monitoring across all their institutions. To support this endeavor, a centralized data management bridge system aids in consolidating data and providing a consistent reporting structure. This request supports a data warehouse bridge software platform connecting each of the four systems to a single reporting structure, thereby cutting inefficient resources while allowing for real-time fiscal monitoring, and stronger accountability measures by the systems, while maintaining the ERP data systems already in place at each of the institutions.
- **Louisiana Universities Marine Consortium Deferred Maintenance - $2M**
  - LUMCON has identified pressing repairs needed to maintain safe operations of the Marine Center in Cocodrie. The requested funding will be used to replace an elevator and underground sewer line. Other significant needs include replacing aging windows, cooling tower, generator fuel tank, and bulkhead/dock.
- **Increased Textbook Affordability - $1M**
  - The average full-time, in-state undergraduate student at a four-year public university pays $1,226 for books and supplies in one academic year. Studies show that the impacts of high textbook costs include students taking fewer classes, not registering for a specific course, earning a poor grade due to an inability to afford the textbook, and dropping a course. Improving textbook affordability is an important factor in increasing both overall affordability and student preparedness. This funding enables the statewide Louisiana Library Network (LOUIS) to provide institutions with open-source documents and eTextbooks, as we strive to reduce the cost of attendance for students.

STAFF RECOMMENDATION

Senior Staff recommends approval of the State General Fund operating budget requests for all higher education systems, boards, and agencies for FY 2027–2028.

Agenda Item V.A.2.

Review and Approval of Sun Sovereign Legal Contract

For all matters related to immigration, the State of Louisiana and the Board of Regents have maintained a contract with Sun Sovereign (doing business as Ware Immigration) attorneys for over a decade. The Attorney General's office is now requiring that any outside counsel contracts be approved by the Board via a resolution. For Fiscal Year 2027, the contract between Sun Sovereign and the Board of Regents is $15,000.

STAFF RECOMMENDATION

Senior Staff recommends approval of the resolution pursuant to R.S. 42:262, to retain and employ Sun Sovereign, LLC d/b/a Ware Immigration as special counsel.

THE STATE AGENCY, BOARD OR COMMISSION
OF THE LOUISIANA BOARD OF REGENTS

RESOLUTION

The following Motion and Resolution were offered by _____, who moved for its adoption, and were seconded by _____ at the _____, meeting of the Louisiana Board of Regents (the "Board"):

WHEREAS, the Board's in-house counsel serves all legal needs of the agency with minimal reliance on outside counsel except in areas where specialized expertise is needed; and

WHEREAS, The Board does require assistance with legal advice pertaining to immigration matters and filings on behalf of its employees, including employees of the Louisiana Universities Marine Consortium and Louisiana Office of Student Financial Assistance; and

WHEREAS, Sun Sovereign, LLC d/b/a Ware Immigration (Counsel) practices exclusively in the area of immigration. Its attorneys have extensive, specialized immigration experience and have assisted the State of Louisiana and the Board for years regarding these matters; and

WHEREAS, Counsel will be paid in accordance with the Attorney General's Maximum Hourly Fee Schedule, not to exceed **Fifteen Thousand dollars ($15,000)**; and

WHEREAS The term of the contract shall be **July 1, 2026–June 30, 2027)**; and

WHEREAS, the scope of this legal representation does not involve federal claims; and

WHEREAS, this resolution shall take effect immediately;

THEREFORE, BE IT RESOLVED THAT the Louisiana Board of Regents, pursuant to La. R.S. 42:262, does hereby retain and employ Sun Sovereign, LLC d/b/a Ware Immigration as special counsel; and

BE IT FURTHER RESOLVED THAT this Resolution and the proposed contract described herein be submitted to the Attorney General for the State of Louisiana for approval.

The resolution having been submitted to a vote, the vote thereon was as follows:

YEAS: _____ NAYS: _____

ABSENT: _____ NOT VOTING: _____

Whereupon the Resolution was declared adopted by the Louisiana Board of Regents on the 21st day of October 2026.

I, _____, President/Chairman of The Louisiana State Board of Regents, under authority vested in me under the law, hereby certify the above and foregoing to be a true and exact copy of a resolution adopted by the said Board at its meeting held October 21, 2026, at which a quorum was present, and the same has not been revoked, rescinded or altered in any manner, and is in full force and effect.

_____

President/Chair (signature)

_____

President/Chair (printed)

Witnessed this day of _____, 20____.

_____

Witness (signature)

_____

Witness (printed)

_____

Witness (signature)

_____

Witness (printed)

BOARD of REGENTS
STATE OF LOUISIANA

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Board of Regents Meeting as a Committee of the Whole

Agenda

Academic and Student Affairs

Wednesday, October 21, 2026

Leon R. Tarver II Cultural and Heritage Center
Southern University and A&M College
8320 Leon Netterville Dr. ▪ Baton Rouge, LA 70813

V. Reports and Recommendations

B. Academic and Student Affairs

1. Consent Agenda
    a. Routine Staff Approvals
    b. Terminations

2. Academic Programs
    a. BS Robotics Engineering – LSU A&M
    b. BS Data Science – LSU Shreveport
    c. MS Biotechnology – LSU Shreveport

3. Approval of Academic Affairs 2.28: Verifiable Learning Record Policy

AGENDA ITEM V.B.1.a

Routine Academic Requests & Staff Approvals

Institution	Request
LSUE	Request to offer the following programs 100% online: • AAS Computer Information Technology (CIP 11.0103) • AS Care and Development of Young Children (CIP 19.0709) **Approved**

AGENDA ITEM V.B.1.b.

Termination Requests

Louisiana State University Ag Center

Center of Research Excellence in Plant Biotechnology and Crop Development

The LSU AgCenter requests termination of the Center of Research Excellence in Plant Biotechnology and Crop Development upon expiration of the Center's current authorization. Following a review of the Center's history, structure, and continued relevance, the LSU AgCenter has determined that it will not seek renewal and will formally sunset the Center.

The Center's primary activities are sufficiently embedded within the AgCenter's broader research enterprise, and a separate center designation has become largely redundant. Termination of the formal designation will not diminish the LSU AgCenter's commitment to plant variety development, plant biotechnology research, or agricultural innovation. Substantive work in these areas will continue through existing departmental and programmatic structures with full institutional support.

Southern University A&M

BS Urban Forestry (CIP 03.0508)

Effective Spring 2027, Urban Forestry will be offered as a concentration within the Agricultural Sciences and Technology degree program. The request to terminate the standalone BS in Urban Forestry was based on continued low enrollment and degree completion rates. The transition to a concentration provides a strategic approach to preserving undergraduate educational opportunities in Urban Forestry while improving administrative efficiency.

MA Social Sciences (CIP 45.0101)

The decision to close the program was driven by low enrollment, low demand, and a challenging workforce outlook. The institution has seen consistent decline in student enrollment numbers over recent years due to a lack of workforce options for majors.

Southern University New Orleans

BA English (CIP 23.0101)

Lack of enrollment, declining number of graduates, and limited demand for the program led to the request to terminate this degree. All currently enrolled students will receive individual advising sessions to develop a personalized degree completion plan. Faculty will remain to teach general education requirements across other programs.

Legend

BA = Bachelor of Arts

BS = Bachelor of Science

MA = Master of Arts

STAFF RECOMMENDATION

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

AGENDA ITEM V.B.2.a.

Proposed Bachelor of Science in Robotics Engineering
Louisiana State University and A&M College

Background Information

Louisiana State University and A&M College (LSU) requests Board of Regents' approval to offer a Bachelor of Science degree in Robotics Engineering (BSRE). The proposal was developed at the campus level following consultation with Regents' senior staff, approved by the Louisiana State University Board of Supervisors, and submitted to Regents for consideration. The proposal was reviewed by CAOs throughout the state.

Staff Summary

The proposed BS in Robotics Engineering program at LSU is designed to equip students with a multidisciplinary skill set of increasing relevance in today's world of smart, autonomous, and interconnected intelligent systems. This program responds to the rapidly growing demand for skilled professionals in robotics. Although robotic systems have already begun to saturate some traditional manufacturing sectors and autonomous systems are now becoming commonplace in industrialized agriculture, the development and deployment of robotic systems is at a nascent stage in many other sectors of the economy, including construction, oil and gas, petrochemical, coastal, healthcare, and logistics. The proposed BSRE degree program will support the growing workforce needs as robotics expands into these application areas.

The objective of the program is to educate students with a strong foundation in the relevant multidisciplinary areas of robotics: mechanical engineering, electrical engineering, and computer science, as well as to provide students with relevant exposure to current application areas. The graduates will be well prepared to be professionals who integrate knowledge and skills from these areas to design robotic systems and robotic solutions to a variety of challenges.

The program's curriculum provides both breadth and depth across the range of engineering topics implied by the title of the program. The curriculum must include: a. Differential calculus, integral calculus, differential equations, linear algebra, and calculus-based physics; b. Engineering topics including mechanical systems, electronic circuits, control systems, and computer science, as well as the application of sensors, actuators, and embedded controllers; and c. Modeling, analysis, and design of systems or processes that integrate hardware and software to control mechanical systems.

The proposed BS in Robotics Engineering program is well-aligned with the role, scope and mission of LSU and is a priority for the institution and for the College of Engineering, within which the program will reside. This new BSRE program therefore aligns directly with LSU's mission to secure, elevate, and advance Louisiana and the world through the dissemination of knowledge and to develop students who are prepared, confident, and inspired to achieve lifelong success.

The BSRE program will seek specialization accreditation from ABET (Accreditation Board for Engineering and Technology). Many of the program's graduates will seek employment in occupations that require licensure in the state of Louisiana, creating a trained workforce capable of working with, integrating, and developing new robotic technologies that will introduce a priority for

the state of Louisiana. Completers will prove competitive in a marketplace that will set the foundation for a variety of careers requiring the knowledge of how to integrate robotic technologies as a part of solving a wide variety of challenges that society faces today and in the future. LSU has offered a minor in Robotics Engineering since 2016.

1. Value: Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
a. Workforce Demand and Job Opportunities: The Bachelor of Science in Robotic Engineering addresses a growing need in the state, not to mention the nation. According to the proposal, state-level and national employment present opportunities for program completers to enjoy prosperous careers in the area of study. Among those positions for which graduates will be well qualified are the following, suggesting the promise for degree completers to enjoy meaningful, lucrative careers in the state.

Occupation	LWC Star Rating[1]	Current Jobs[2]	Projected Jobs 2033[2]	% Change[2]	Average Salary[1]
Architectural and Engineering Managers	5	1,400	1,520	8.6%	$170,660
Computer Hardware Engineers	4	330	350	6.1%	$96,720
Electronics Engineers	4	840	930	10.7%	$95,890
Engineering Teachers, Postsecondary	4	350	390	11.4%	$105,850
Engineers, all other	n/a	8,070	8,710	7.9%	$92,600
Software Developers	5	2,680	3,330	24.3%	$104,840

[1]Source – LWC
[2]Source – Lightcast

b. Curriculum Alignment with Employer Needs: The Bachelor of Science in Robotics Engineering prepares students to meet existing and anticipated employment demands throughout the state at levels of compensation that are likely to keep completers in Louisiana, a key priority in our *Louisiana Prospers* statewide Master Plan.

c. Same or Similar In-State Programs: There are no similar programs in the state of Louisiana. Other programs in the country include those include those at Carnegie Mellon, MIT, and the University of Michigan.

d. Student Enrollment and Completion: Interest in the new program bodes well for a robust enrollment from the first year. Enrollment projections are as follows:

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	25	57	89	122
TOTAL Estimated Program Graduates	0	2	5	25

2. Resources: As the program grows, the LSU faculty expect that the BSRE program will

introduce additional teaching loads: the total increase in teaching load associated with the new and existing ROBO courses is therefore 9 course sections per year by approximately year 4–5 of the program. With full-time faculty teaching one section per year (at 50% effort in support of the ROBO program and 50% in support of their home department programs), this demand can be met by 4 full-time tenure-track faculty at 50% effort supporting the Robotics Engineering program and 1 full-time instructor at 100% effort.

One existing faculty member will be identified to serve as the Program Director (with this position to be renewed every three years), who will chair the committee of the Robotics Engineering Faculty. This program director will initially serve as the director of BS, MS, and PhD programs in Robotics Engineering, if and when these programs are approved.

Revenues from the program will support the increased advising load and student support services. Advising will be conducted by staff and the tenured/tenure-track faculty who are supporting the program (collectively, the "Robotics Faculty"). It is not anticipated that additional library materials will be required initially. The College of Engineering, the Mechanical and Industrial Engineering Department, and the LSU Student Technology Fee Program have already been supporting the replacement and upgrade of technology, lab equipment, and other required infrastructure to support the Robotics Engineering Minor (the most recent Student Technology Fee project to acquire equipment supporting laboratory exercises in courses that will support the proposed degree program was completed in 2025).

	Current	Needed	Additional Costs
Faculty	The need for faculty will grow over the course of four years.	By year 4, the program will require 2 faculty, 4 graduate assistants, and 1 support personnel.	From years 1-4, personnel costs will grow from $40K to $220K to $320K to $420K.
Physical (Facilities, Equipment, Library, & Technology)	Existing offices and classrooms are sufficient to support the program.	No additional resources needed.	$0
Student Support	Existing resources will meet the needs of the program.	No additional resources needed.	$0

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

Accessibility: The addition of the BS in Robotics Engineering is expected to attract new students to the College of Engineering at LSU, drawing from student populations across the state of Louisiana and beyond to attend a unique program in this region.

The program as a whole is designed as a traditional face-to-face engineering curriculum. Because the curriculum relies on many engineering courses offered only at present in the face-to-face modality (e.g., ME 3133 Dynamics, ME 4244 Machine Design, CE 3400 Mechanics of Materials, CSC 1253 CS I and CSC 1254 CS II, and others), it is not feasible at present to offer the BS in Robotics Engineering as an online degree. Of the coursework that is required, at present there are 100% online versions of 9 of the courses: ART (Integrative Learning Core), BIOL (Integrative Learning Core), MATH 1550, ENGL 1001, ENGL 2000, MATH 1552, MATH 2070, MATH 2057, and ECON 2030, which will allow students additional flexibility in scheduling these courses. Our team will continue to work toward the expansion of online offerings and a pathway for online students.

The LSU team has carefully weighed the pre-requisite and co-requisites for the courses to support both student preparation for success and flexibility in course scheduling. Although it is inherently challenging to design a flexible curriculum when later courses rely heavily on content covered by earlier ones, the BSRE degree requirements have been designed with the explicit intent to enable a four-year timeline to graduation. For example:

- The critical pathway through the degree program is designed to be less than 4 years long so that students will have some flexibility in scheduling courses to fit their needs. This flexibility depends on having the ability to offer ROBO 3103 (Robot Kinematics and Dynamics) in both the Fall and Spring semesters.
- The program involves four technical elective courses. Two of these are drawn from a large list of existing courses spanning multiple disciplines. As a part of the current Robotics Engineering minor, prerequisite substitutions have been identified for many of these courses to increase the breadth of possible courses and hence scheduling flexibility. The other two are drawn from a list of three existing courses that were created as a part of the Robotics Engineering minor program. The frequency of offering these courses will be increased from once every three semesters to once per year to accommodate the larger number of students expected in the major.

Affordability: The use of OER will be strongly encouraged for all new courses developed within the Robotics Program. Due to the specialized nature of the ROBO courses and the unique offering that they represent, it is unlikely that program faculty will identify transfer agreements in the near term for these courses. However, course transfer credit opportunities are available for many of the foundational math and science courses as well as the general education requirements.
Program faculty will investigate the feasibility of the introduction of a Universal Transfer Pathway like those available for Chemical, Civil, Electrical, and Mechanical Engineering.

Partnerships: The proposed BS in Robotics Engineering degree is supported by industry partners. LSU already works with community and national organizations such as VEX Robotics competitions and high school STEM programs as described below.

Work-based Learning: The Robotics Faculty supporting the BS in Robotics Engineering (BSRE) program are committed to work-based learning as an important part of the program. All students are required to complete a two-semester capstone design sequence. The BS in Robotics Engineering will run its capstone program in collaboration with the existing ME and EE capstone program. The program faculty also intend to introduce an engineering practice course modeled after the existing one in the BS in Industrial Engineering program. The free elective requirement (3 credit hours) in

the BSRE program can then be earned by students after the completion of a summer internship and registration in the 3 credit-hour course. This work-based learning opportunity requires prior agreement between the program, the company, the student intern, and an assigned faculty advisor. Additionally, the BSRE leadership will encourage program faculty to engage undergraduate students in robotics research projects, providing work-based experience and preparation for the pursuit of graduate education in robotics and related fields.

Staff Analysis

The proposed Bachelor of Science in Robotics Engineering will provide an attractive option for students who wish to pursue study in a growing field, and it will prepare them to enter successfully into a growing marketplace. Given state-level employment projections, the retention of completers is likely, and students who complete the degree and remain in Louisiana will contribute to the state's economy.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Bachelor of Science in Robotics Engineering (CIP 14.4201) at Louisiana State University and A&M College with a progress report on program implementation to be submitted as part of the institution's 2026–2027 Academic Plan.

AGENDA ITEM V.B.2.b

Proposed Bachelor of Science in Data Science
Louisiana State University of Shreveport

Background Information

Louisiana State University of Shreveport (LSUS) requests Board of Regents' approval to offer a Bachelor of Science degree in Data Science. This degree is responsive to local, state, and national workforce needs. The proposal was developed at the campus level following consultation with Regents' senior staff, approved by the Louisiana State University Board of Supervisors, and submitted to Regents for consideration. The proposal was reviewed by CAOs throughout the state.

Staff Summary

The proposed face-to-face program that introduces an interdisciplinary Bachelor of Science in Data Science has been developed to provide a high-quality undergraduate degree that is responsive to local, state, and national workforce needs in a variety of data science-related careers. Data science, which involves extracting, understanding, and communicating meaningful information from large amounts of data, is crucial to success in most industries. The demand for graduates is great: Lightcast data showed that, statewide, over 2,000 jobs were posted in Data Science between 2018 and 2023. A data scientist is ranked #4 on the U.S. Bureau of Labor Statistics' Occupational Outlook Handbook for fastest-growing occupations between 2024 and 2034 with a projected growth rate of 34%.

The interdisciplinary B.S. in Data Science degree will be housed in the Mathematics Department in the College of Arts and Sciences and has been deliberately designed as interdisciplinary and broadly accessible to help prepare graduates for a wide range of careers. It was developed by a university committee with representatives from many academic disciplines, including Mathematics, Computer Science, Communications, Business, Leadership Studies, English, and Nonprofit Administration. Additionally, the need for this program has been observed in a survey of high school students, conversations with industry partners, and a careful review of employers' desired skill sets.

There are no mandatory accreditation requirements. However, the proposed program contains the 5 critical areas of data science education as outlined by ABET: the fundamental data science lifecycle, concepts applied to the lifecycle, advanced coursework to deepen expertise, an application area to provide context for data science, and a major project that integrates knowledge and skills from earlier coursework. It also aligns with the standards set forward by the Data Science Council of America (DASCA), such as seeking industry engagement and establishing and measuring career readiness standards for graduates. As the Data Science field continues to evolve, accreditation for the program from one of these agencies for this degree may be sought.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
   a. Workforce Demand and Job Opportunities: The BS in Data Science will meet the needs of many learners and will contribute to enrollment growth at LSUS. Graduates of the program will contribute to workforce development and industry engagement. Some may choose to pursue advanced study in the Master of Science in Computer Systems Technology program,

the MS in Biology, the graduate certificate in Data Science at Louisiana Tech, or various areas of study at the LSU Health Center campuses.

Occupation	LWC Star Rating[1]	Current Jobs[2]	Projected Jobs 2033[2]	% Change[2]	Average Salary[1]
Computer and Information Systems Managers	5	2,050	2,320	13.2%	$136,620
Data Scientists	5	560	740	32.1%	$103,500
Market Research Analysts	5	3,850	4,920	11.4%	$103,500

[1]Source – LWC
[2]Source – Lightcast

b. Curriculum Alignment with Employer Needs: As noted above, the proposed degree prepares students to meet existing and anticipated employment demands throughout the state.
c. Same or Similar In-State Programs: Data Science-related degrees are offered at the following institutions throughout the state: AAS in Data Science, Analytics, and Artificial Intelligence at SOWELA; BS in Applied Data Science at Louisiana State University and A&M College; and BS in Data Science at Southern University.
d. Student Enrollment and Completion: The proposed degree is expected to attract an increasing number of students each year. Projections are as follows:

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	6	13	23	37
TOTAL Estimated Program Graduates	0	0	0	20

2. **Resources:** Existing departmental faculty, facilities, and technology will support the new degree.

	Current	Needed	Additional Costs
Faculty	Current faculty from two departments, Math and Computer Science, will meet the program's initial needs.	None	$0
Physical (Facilities, Equipment, Library, & Technology)	Existing space is adequate to accommodate the program's needs.	None	$0

Student Support	Existing resources will meet the needs of the program for the first year.	No additional resources needed	$0

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

Accessibility:
The mode of delivery will be in-person. Course schedules will be carefully monitored in coordination with Centralized Advising and individual departments to ensure that required courses are offered on days and at times that allow all interested students access to the courses.

LSUS uses Moodle as its LMS: faculty teaching in the new program will be encouraged to adopt Universal Design for Learning to ensure digital accessibility. Course materials will meet WCAG 2.1, Level AA digital content requirements.

Affordability:
Articulation agreements are being developed with Southern University Shreveport and Bossier Parish Community College to ensure that students can enter the program while minimizing excess credits and have a clear path to earning their data science degree. LSUS is ranked among the nation's best in the Economic Mobility Index, which measures the effectiveness of institutions in helping low-income students improve their socioeconomic level.

Wherever possible, efforts are being made to use free and affordable textbooks. At the current time, 40% of the core courses meet the definition of affordable textbooks. The Noel Memorial Library's Scholarly Communications department provides funding opportunities for the development of OER textbooks and associated materials on campus, which will provide support for faculty in the program to continue to reduce the cost of course materials.

Partnerships:
Industry partners, such as the North Louisiana Economic Partnership and the Cyber Innovation Center, will be foundational to the creation of an Advisory Board as well as opportunities for curriculum-integrated workforce development opportunities, such as micro-internships, course-based industry projects, and internships. The Advisory Board will be modeled after an existing advisory board in computer science and will consist of industry representatives, alumni, and prospective employers. The Advisory Board is expected to meet four times a year and will facilitate curriculum updates and graduate opportunities.

Faculty and staff will also have access to on-campus projects through the Collaboratory on the LSUS campus, a state-of-the-art immersive learning space where students, faculty, and industry partners come together to discuss, research, and create their visions using the latest technology. Letters from community partnerships are included with the proposal. These include remarks from Angela White, COO of the North Louisiana Economic Partnership; Kevin Nolton, President of the Cyber Innovation Center of Bossier City; Keith Burton, Superintendent of Caddo Parish Public Schools; Waylon Bates, Assistant Superintendent of the Bossier Instructional Center; Michael Woods from

The Woods Group; and Anthony Bernard Kimble, Associate Principal of the Magnolia School of Excellence.

Work-based Learning:
LSUS has moved beyond a singular capstone model to a comprehensive, curriculum-integrated approach to work-based learning. Students engage in multiple, structured experiential learning opportunities, including micro-internships facilitated through Career Services, industry-partnered course projects, and internships prior to completing a capstone applied experience with an external organization. The Center for Northwest Louisiana Regional Impact further supports semester-based projects that connect students with regional businesses and nonprofit partners.

These efforts are coordinated through the LSUS Curriculum to Career initiative, supported by the Ascendum-funded Meauxmentum framework, ensuring alignment across curriculum, advising, and career development. This integrated model expands access to applied learning, strengthens employer engagement, and results in increased student participation in work-based learning experiences and enhanced career readiness aligned with regional workforce needs.

Staff Analysis

The proposed Bachelor of Science Data will provide an attractive option for students who wish to pursue study in a growing field, and it will prepare them to enter successfully into a growing marketplace. Given state-level employment projections, students who complete the degree are likely to remain in Louisiana, thereby contributing long-term to the state's economy.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Bachelor of Science Data (CIP 30.7001) at Louisiana State University of Shreveport with a progress report on program implementation to be submitted as part of the institution's 2026–2027 Academic Plan.

AGENDA ITEM V.B.2.c.

Proposed Master of Science Degree in Biotechnology
Louisiana State University of Shreveport

Background Information

Louisiana State University of Shreveport (LSUS) requests Board of Regents' approval to offer a Master of Science degree in Biotechnology. This degree will meet a growing demand for graduates who are equipped to innovate, develop, and commercialize biotechnology products with real-world impact. The proposal was developed at the campus level following consultation with Regents' senior staff, approved by the Louisiana State University Board of Supervisors, and submitted to Regents for consideration. The proposal was reviewed externally and by CAOs throughout the state.

Staff Summary

The Master of Science Degree in Biotechnology will be offered 100% online by the Department of Biological Sciences in the College of Arts and Sciences. This program is designed to meet the growing demand for individuals who can innovate, develop, and commercialize biotechnology products with real-world impact. In this context, biotechnology refers to the creation of novel solutions and products derived from living systems. The curriculum integrates core scientific training with a strong emphasis on entrepreneurial thinking, industry-focused competencies, and business strategy, preparing graduates to design, launch, and scale biotechnology initiatives in fields such as healthcare, agriculture, environmental science, energy, and industrial manufacturing.

The Biotechnology Program offers a 30-credit hour graduate curriculum that equips students with a comprehensive understanding of interdisciplinary biotechnology, from research and development to practical applications, manufacturing, regulatory affairs, and commercialization.

Accreditation for this program is optional and is not required for graduates to qualify for certification or licensure. However, upon approval of the proposed program, the Biological Sciences Faculty intends to pursue accreditation of the Master of Science in Biotechnology by the National Professional Science Master's Association (NPSMA). PSM programs serve students who seek advanced scientific training and want to acquire workplace skills that employers value.

1. **Value**: Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
   a. Workforce Demand and Job Opportunities: The 100% online MS in Biotechnology will meet the needs of many learners and will contribute to enrollment growth at LSUS. Graduates of the program will contribute to workforce development and industry engagement.

Occupation	LWC Star Rating[1]	Current Jobs[2]	Projected Jobs 2033[2]	% Change[2]	Average Salary[1]
Clinical Research Coordinators	4	2,000	2,400	20%	$78,000
Environmental Scientists and Specialists	4	1,565	1,576	0.7%	$67,473

[1]Source – LWC

[2]Source – Lightcast

b. Curriculum Alignment with Employer Needs: As noted above, the proposed degree prepares students to meet existing and anticipated employment demands throughout the state. The program proposal includes a letter of support from Dr. Denneal Jamison-McClung, Director of the UC Davis Biotechnology Program.
c. Same or Similar In-State Programs: According to the proposal, there are no similar programs in Louisiana.
d. Student Enrollment and Completion: The proposed degree meets ongoing needs in Louisiana's technology sector: the Bureau of Labor Statistics predicts that jobs in this field will grow 9% over the next decade, and student interest in the program is strong.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	12	20	25	30
TOTAL Estimated Program Graduates	0	10	15	20

2. Resources: Existing departmental faculty, facilities, and technology will support the new degree.

	Current	Needed	Additional Costs
Faculty	Current faculty are qualified to offer the courses making up the proposed program's curriculum.	None at the program's inception. The proposal notes that if growth is larger than anticipated, additional faculty may be needed.	$0
Physical (Facilities, Equipment, Library, & Technology)	Existing space is adequate to accommodate the program's needs.	None	$0
Student Support	Existing resources will meet the needs of the program for the first year.	No additional resources needed	$0

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

Accessibility: The Master of Science in Biotechnology program is structured to maximize accessibility via fully online, asynchronous delivery using LSU Online's accelerated format. This design accommodates students employed full- or part-time, enabling them to pursue graduate education without foregoing professional responsibilities. By eliminating geographic and scheduling constraints, the program aligns with federal priorities to expand STEM training capacity in the biotechnology-driven economy sector.

Affordability: The Master of Science in Biotechnology program is committed to affordability and will implement several strategies to reduce costs for students. To minimize expenses for learning materials, the program will incorporate Open Educational Resources (OER) in applicable courses, reducing the need for costly textbooks. Transfer agreements with local community colleges and other institutions will allow students to apply relevant coursework toward their degree, potentially shortening the time to graduation. The program will also explore prior learning assessment options, enabling students with industry experience or relevant academic backgrounds to earn credit for their existing knowledge and skills.

Partnerships: Although the program will be delivered entirely online, students will be encouraged to build professional connections and participate in virtual or locally accessible experiential learning opportunities aligned with course objectives. An advisory board will be established to ensure the program remains current, relevant, and reflective of the latest trends in biotechnology. Key local industry partners contributing to curriculum development include the Center for Molecular Imaging and Therapy (CMIT) under the Biomedical Research Foundation (BRF) and Oleolive. In addition, collaboration with LSU Health Shreveport offers access to ongoing medical research and clinical studies, creating opportunities for synergy with LSUS faculty-led research and alignment with emerging technological advancements.

Work-based Learning: Work-based learning and entrepreneurial innovation are defining features of the Master's in Biotechnology program. These elements prepare graduates for leadership roles in a rapidly evolving industry. A cornerstone of the program is BTEC 786: Industry-Based Learning in Biotechnology, which aligns with the standards of the Professional Science Master's (PSM) initiative. As stated above, PSM programs serve students who seek advanced scientific training and want to acquire workplace skills that employers value. In BTEC 786, students complete a professional internship in biotechnology companies or research institutions within their locality. This experience provides direct involvement in real-world projects and exposure to current industry practices. As an alternative, students may choose BTEC 797: Biotechnology Innovation Project, a capstone experience that sets this program apart from traditional biotechnology degrees.
This option emphasizes entrepreneurship and innovation. Students independently design solutions to real-world problems or opportunities in biotechnology. Projects may include product or process development, regulatory strategy, or market analysis that address the needs of biotechnology companies.

Staff Analysis

The proposed Master of Science in Biotechnology will provide an attractive option for students who wish to pursue study in a growing field, and it will prepare them to enter successfully into a growing marketplace. Given state-level employment projections, students who complete the degree are likely to remain in Louisiana, thereby contributing long-term to the state's economy.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Master of Science in Biotechnology (CIP 26.1201) at Louisiana State University of Shreveport with a progress report on program implementation to be submitted as part of the institution's 2026–2027 Academic Plan.

AGENDA ITEM V.B.3.

Proposed Academic Affairs Policy 2.28:

Digital Credentials and Verifiable Learning Records (VLRs) and the Louisiana Verified Learning Metadata and Interoperability Standards

Executive Summary

The Louisiana Board of Regents proposes a statewide framework for **Digital Credentials and Verifiable Learning Records (VLRs)** to more fully recognize and communicate the knowledge, skills, competencies, and experiences students acquire throughout their postsecondary education. While the traditional academic transcript will remain the authoritative record of courses, credits, grades, and credential completion, VLRs provide a complementary way to document validated learning and achievement in a portable, interoperable, and verifiable format.

The framework recognizes learning across academic, workforce, technical, co-curricular, experiential, career-connected, and work-integrated settings and allows achievement to be documented across four levels: **Engagement, Skills Attainment, Competency Demonstration, and Proficiency Validation**.

The accompanying **Louisiana Verified Learning Metadata and Interoperability Standards** establish consistent statewide requirements for how these learning experiences are described, verified, and shared. The standards address metadata, evidence, verification, portability, interoperability, stackability, and alignment with nationally recognized frameworks while remaining platform-agnostic and preserving institutional flexibility.

Staff Summary

Together, the policy and standards create the foundation for a **statewide verified learning ecosystem** that connects academic learning with workforce preparation, industry credentials, experiential and military learning, and other validated achievements. The initiative is designed to give students a more complete and portable record of **what they have learned, what they can do, and how their achievements connect to continued education, career pathways, and employment**.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed Academic Affairs Policy 2.28: Digital Credentials and Verifiable Learning Records (VLRs) and adoption of the Louisiana Verified Learning Metadata and Interoperability Standards as presented.

New proposed policy 10/21/2026

ACADEMIC AFFAIRS POLICY 2.28

Digital Credentials and Verifiable Learning Records

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1. Purpose

In support of student success, workforce alignment, lifelong learning, and the recognition of validated skills and learning experiences, the Board of Regents establishes a statewide framework for Verified Learning Entries, verified digital credentials, and Verifiable Learning Records.

The traditional academic transcript remains the authoritative record of courses, credits, grades, and credential completion, but it does not fully represent the range of learning, competencies, experiences, and achievements that may contribute to a learner's preparation for what comes next. Verifiable Learning Records provide a complementary mechanism to document such learning in a portable, interoperable, and independently verifiable form, allowing learners, institutions, employers, and other authorized users to understand not only what a learner has completed, but also what the learner has demonstrated and experienced.

This framework is intended to support recognition of learning across institutions and settings, strengthen connections between academic learning and post-graduation pathways, enable verified documentation of career-connected and work-integrated learning, and provide learners with a durable record of validated learning and achievement that extends beyond the traditional transcript.

This policy authorizes participating institutions to create Verifiable Learning Records that consist of individually identifiable Verified Learning Entries. An entry may document a learning experience, achievement, competency, proficiency, or other validated activity and may, where appropriate, constitute a verified digital credential.

Verifiable Learning Records established pursuant to this policy may recognize varying levels of learner development and achievement, including:

- engagement;
- skills attainment;
- competency demonstration; and
- proficiency validation.

Verified Learning Entries may include, but are not limited to documentation of:

- academic coursework;
- workforce and technical education;
- industry-based certifications;
- competency-based learning;
- co-curricular participation;
- leadership experiences;
- undergraduate research;
- service learning;
- work-integrated learning;
- career-connected learning;
- career exploration, advising, or coaching; and
- civic engagement.

This policy further establishes statewide expectations for interoperability, portability, verification, and metadata standards associated with Verifiable Learning Records.

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2. Authority

This policy is adopted pursuant to the constitutional and statutory authority of the Louisiana Board of Regents to coordinate and provide policy direction for public postsecondary education in Louisiana. Implementation of this policy shall recognize the respective constitutional and statutory authorities of the management boards and public postsecondary institutions of Louisiana.

This policy shall be implemented in alignment with:

- Academic Affairs Policy 2.15 (Definitions of Undergraduate Degrees, Undergraduate and Graduate Certificates, Workforce Training, and Validated Skills and Learning)
- Academic Affairs Policy 2.23 (Prior Learning Assessment);
- Statewide workforce and credential attainment initiatives;
- Regents-approved interoperability standards; and
- Applicable federal and state student record and privacy requirements.

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3. Definitions

A. Verifiable Learning Record

A portable and interoperable digital record containing verified academic, workforce, co-curricular, experiential, competency-based, or proficiency-based achievements.

B. Metadata Standard

A Regents-approved technical specification defining required data elements, interoperability requirements, validation structures, and credential formatting expectations associated with Verifiable Learning Records.

C. Competency

A demonstrated integration of knowledge, skills, abilities, and behaviors within an applied context.

D. Proficiency

A validated level of competency attainment established through approved assessment or verification methods.

E. Credential Authority

An institution, consortium, statewide initiative, Board of Regents-approved entity, or other authorized body responsible for establishing the competency definitions, validation requirements, pathway relationships, metadata standards, and recognition criteria associated with a verified digital credential.

F. Issuing Authority

An institution, unit, department, program, or approved entity authorized to create Verified Learning Entries or issue verified digital credentials in accordance with this policy and Regents-approved standards.

G. Learner Achievement Level

A Regents-recognized classification describing the nature and depth of validated learner achievement, including engagement, skills attainment, competency demonstration, and proficiency validation.

H. Verified Learning Entry

An individually identifiable item within a Verifiable Learning Record documenting verified learning, achievement, participation, experience, competency, proficiency, or other validated activity. A Verified Learning Entry may represent a verified digital or other credential but need not constitute a credential in its own right.

I. Verified Digital Credential

A Verified Learning Entry that formally recognizes attainment of a defined credential, certification, designation, badge, or other award conferred by an authorized issuing authority.

4. Applicability

This policy applies to all public postsecondary institutions under the jurisdiction of the Louisiana Board of Regents that issue verified digital credentials or maintain Verifiable Learning Records, including records established pursuant to other Board policies.

5. Policy Statement

The Board of Regents recognizes that learning may occur through a broad range of academic, workforce, co-curricular, experiential, civic, and professional activities. Interoperable learner records are important for supporting workforce readiness, employer engagement, work-integrated learning, stackable credential pathways, and statewide workforce development priorities.

The Board of Regents further recognizes the value of translating verified career-connected learning, work-integrated learning, military education, training, occupational experience, and service-related competencies into portable learner records that may support workforce alignment, prior learning assessment, competency recognition, and learner mobility.

While the official academic transcript remains the authoritative institutional record of courses, credits, grades, academic standing, and credential completion, Verifiable Learning Records are intended to supplement the transcript by documenting verified learning, competencies, experiences, and achievements that may not be fully represented through traditional transcript fields.

Verifiable Learning Records include Verified Learning Entries that may arise from academic, workforce, co-curricular, experiential, civic, and professional activities. Such entries document what a learner has demonstrated, applied, experienced, or achieved and may include, where appropriate, information regarding competencies, evidence, validation, external partners, or other context necessary to understand the significance of the learning.

Where a Verified Learning Entry is associated with transcripted coursework, credit-bearing activity, or another element of the learner's official academic record, the Verifiable Learning Record includes sufficient information to support linkage to the corresponding academic record. Such linkage is intended to allow the transcript and Verifiable Learning Record to be used together while preserving their distinct purposes and functions.

Institutions may create Verified Learning Entries, including verified digital credentials, documenting such achievements, provided such entries and credentials:

- comply with Regents-approved metadata and interoperability standards;
- include sufficient information to support verification and portability;

- use approved competency and validation structures where applicable;
- support learner access and portability; and
- maintain appropriate verification and evidence documentation.

Verifiable Learning Records supplement, but do not replace, official academic transcripts. Nothing in this policy supersedes institutional authority regarding official academic transcripts governed by existing Board policy, system policy, or institutional regulations.

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6. Louisiana Verified Learning Metadata and Interoperability Standards

The Board of Regents hereby establishes the **Louisiana Verified Learning Metadata and Interoperability Standards** ("Standards Document") as the official technical and operational specification governing the implementation of Verified Learning Entries, verified digital credentials, and Verifiable Learning Records pursuant to this policy.

The Standards Document shall be developed and maintained in consultation with the management boards, participating institutions, statewide advisory bodies, and other stakeholders as appropriate, and may be revised periodically as necessary to support:

- interoperability;
- learner record portability;
- competency and proficiency alignment;
- workforce and industry credential integration;
- standards-based verification; and
- statewide implementation consistency.

The Standards Document shall define, at minimum:

- required metadata elements;
- entry and credential classification structures;
- learner achievement level definitions;
- competency and proficiency definitions;
- approved validation methodologies;
- required evidence structures;
- interoperability and portability requirements;
- approved competency and skills taxonomies;
- alignment with nationally recognized interoperability frameworks and vocabularies, including, where appropriate, Open Badges standards and Credential Transparency Description Language (CTDL) vocabularies; and
- other operational specifications necessary to support statewide implementation.

Institutions creating and maintaining Verified Learning Entries and verified digital credentials pursuant to this policy shall comply with the current approved version of the Standards Document.

Regents-approved standards shall be platform-agnostic and designed to support interoperability across approved credentialing, learner record, and digital wallet technologies.

Board of Regents staff may establish implementation guidance, templates, reporting procedures, and technical specifications necessary to support institutional compliance with the Standards Document.

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7. Entry Classification Framework

Verified Learning Entries created pursuant to this policy may include, but are not limited to:

- engagement entries;
- skills entries;
- competency entries;
- proficiency entries;
- workforce entries;
- industry-aligned entries;
- co-curricular achievement entries;
- experiential learning entries;
- career-connected learning entries;
- work-integrated learning entries;
- career exploration, advising, or coaching entries;
- leadership entries; and
- stackable or pathway-aligned entries.

The Regents-approved Standards Document shall define minimum metadata and validation expectations associated with each entry, credential classification, and learner achievement level.

The Board of Regents may establish statewide frameworks, matrices, or equivalency structures supporting the recognition, portability, alignment, or transferability of verified learning, competencies, proficiencies, workforce credentials, or other validated learner achievements documented pursuant to this policy.

Such frameworks may include:

- statewide competency equivalencies;
- validated skills recognition structures;
- workforce credential recognition matrices;
- articulation or transfer guidance; and

- other interoperability mechanisms determined necessary to support learner mobility and statewide consistency.

Verified Learning Entries created pursuant to this policy may be combined, aggregated, or sequenced into larger verified learner achievement pathways, competency groupings, proficiency designations, workforce pathways, or other Regents-recognized stackable credential structures.

Such structures may recognize learner achievement attained through multiple validated learning modalities, including coursework, competency assessment, industry-based certifications, experiential learning, or other approved verification methods.

Verifiable Learning Records may include entries that translate military education, training, occupational specialty experience, service-related certifications, and documented military competencies into Regents-recognized learner achievement levels, provided such records identify the original military evidence source, the reviewing or issuing authority, the verification method, and applicable competency mappings.

Evidence and metadata structures should contain sufficient descriptive, validation, and verification information to support institutional prior learning assessment, competency recognition, articulation, transferability, or workforce recognition processes where appropriate and consistent with applicable Board, system, and institutional policies.

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8. Verification and Evidence Requirements

Institutions shall maintain processes ensuring that:

- Verified Learning Entry creation and credential issuance are supported by validated evidence;
- assessment or verification methodologies are documented;
- issuing authorities are identifiable;
- Verifiable Learning Records remain auditable and verifiable; and
- entry and credential information is maintained in accordance with applicable records and privacy requirements.

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9. Portability

Verifiable Learning Records issued pursuant to this policy shall support learner access, portability, and shareability through interoperable and standards-based technologies approved by the Board of Regents.

Institutions are encouraged to use credential repositories or digital learner wallets consistent with Regents-approved standards to maintain Verifiable Learning Records.

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10. Governance

Board of Regents staff may coordinate implementation activities under this policy with the State Articulation and Transfer Council (SATC) and other appropriate statewide advisory bodies and may establish advisory committees, technical working groups, or institutional review bodies necessary to support:

- metadata standards development;
- interoperability implementation;
- competency framework alignment;
- employer engagement;
- workforce alignment; and
- continuous improvement associated with Verifiable Learning Records.

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11. Reporting and Compliance

The Board of Regents may require institutions to submit implementation plans, entry and credential inventories, standards compliance documentation, Verifiable Learning Record data, or related reports necessary to support statewide policy, accountability, learner mobility, workforce alignment, and program evaluation.

Institutions shall provide the Board of Regents access to data associated with verified digital credentials, Verified Learning Entries, and Verifiable Learning Records in a form and frequency established by the Board, consistent with applicable federal and state privacy, security, and student-record requirements, and in a manner that enables the Board of Regents to associate such records with the learner's statewide postsecondary record across institutions. The Board may establish identifiers, matching protocols, reporting requirements, and technical specifications necessary to support such linkages.

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12. Effective Date

This policy shall become effective upon adoption by the Louisiana Board of Regents.

Louisiana Verified Learning Metadata and Interoperability Standards

Louisiana Board of Regents

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1. Purpose

The Louisiana Verified Learning Metadata and Interoperability Standards ("Standards Document") establishes the official operational, technical, and metadata specifications governing the implementation of Verified Learning Entries, Verified Digital Credentials, and Verifiable Learning Records pursuant to Academic Affairs Policy 2.28.

The purpose of these standards is to:

- support interoperable and portable learner records;
- establish consistent statewide metadata expectations;
- support recognition of validated skills and learning experiences;
- facilitate learner mobility and workforce alignment;
- support competency and proficiency recognition;
- establish minimum verification and evidence expectations;
- support stackable and pathway-aligned entry structures; and
- align Louisiana learner records with nationally recognized interoperability frameworks and vocabularies.

These standards are intended to support the consistent representation of verified learning while preserving institutional flexibility regarding implementation, instructional delivery, assessment methodology, and credentialing practices.

2. Scope

These standards apply to Verified Learning Entries, Verified Digital Credentials, and Verifiable Learning Records created or maintained by participating Louisiana public postsecondary institutions.

These standards apply to entries documenting:

- academic learning;
- workforce and technical education;
- industry-based certifications;

- competency-based learning;
- co-curricular participation;
- leadership experiences;
- undergraduate research;
- service learning;
- military education, training and leadership;
- career-connected learning;
- work-integrated learning;
- career exploration, advising, or coaching;
- civic engagement; and
- other validated educational, workforce, experiential, or professional learning activities.

3. Guiding Principles

The Louisiana verifiable learning ecosystem shall be guided by the following principles:

A. Interoperability

Verifiable Learning Records shall support interoperability across approved credentialing, learner record, digital wallet, and workforce systems.

B. Portability

Learners shall maintain access to portable and shareable Verifiable Learning Records.

C. Verification

Verified Learning Entries and digital credentials shall contain sufficient information to support validation, auditability, and evidence-based recognition.

D. Platform Agnosticism

These standards are platform-agnostic and shall not require use of a specific credentialing technology.

E. Learner Access

Each learner should maintain access to and control over the sharing of their Verifiable Learning Record.

F. Workforce Alignment

Entry and credential structures should support workforce readiness, competency recognition, and employer interpretability.

G. Stackability and Pathways

Verified Learning Entries and verified digital credentials should support stackable, composable, and pathway-aligned learner achievement structures that recognize progression across engagement, skills attainment, competency demonstration, and proficiency validation.

H. Standards Alignment

Where appropriate, entry and credential metadata structures should align with nationally recognized interoperability frameworks and vocabularies, including Open Badges standards and Credential Transparency Description Language (CTDL) vocabularies.

I. Record Integrity and Auditability

Verifiable Learning Records should maintain verifiable integrity, traceability, and auditability over time. Systems supporting Verifiable Learning Records should preserve entry and credential authenticity, issuing authority, verification history, and documented revisions or revocations where applicable.

4. Entry Classification Framework

Verified Learning Entries created pursuant to Academic Affairs Policy 2.28 shall be classified according to both:

- Entry Type; and
- Learner Achievement Level.

A. Entry Types

Entry types may include, but are not limited to:

- Course-Based Entry
- Workforce Entry
- Industry Certification Entry
- Competency Entry
- Co-Curricular Entry
- Leadership Entry
- Experiential Learning Entry

- Work-Integrated Learning Entry
- Career-Connected Learning Entry
- Career Exploration, Advising, or Coaching Entry
- Service-Learning Entry
- Civic Engagement Entry
- Military Learning Entry
- Military Occupational Competency Entry
- Research Entry
- Pathway Entry
- Stackable Entry
- Proficiency Designation Entry

B. Learner Achievement Levels (Pyramid Classification)

All Verified Learning Entries created pursuant to these standards shall include an assigned learner achievement level identifying the nature and depth of validated achievement.

The Louisiana learner achievement framework recognizes the following developmental levels:

1. Engagement

Recognition of participation, exposure, or involvement in a verified learning activity.

2. Skills Attainment

Recognition of demonstrated acquisition of discrete knowledge, technical skills, or transferable skills.

3. Competency Demonstration

Recognition of integrated application of knowledge, skills, abilities, and behaviors within an applied context.

4. Proficiency Validation

Recognition of validated mastery, advanced performance, industry certification, or summative achievement.

Institutions shall assign an approved learner achievement level to each Verified Learning Entry.

The assigned learner achievement level shall constitute a required metadata element for each Verified Learning Entry, including any that constitute digital credentials.

5. Minimum Required Metadata Elements

All Verified Learning Entries created pursuant to these standards shall include, at minimum, the following metadata elements.

Metadata Element	Requirement
Entry Name	Required
Entry Description	Required
Issuing Authority	Required
Credential Authority	Required where applicable
Institution	Required
Institution Identifier	Required
Entry/Issue Date	Required
Entry Type	Required
Learner Achievement Level (Pyramid Classification)	Required
Institutional Student Identifier	Required
Statewide Student Identifier	Required where assigned
Academic Record Linkage Identifier	Required where applicable
Entry/VLR Unique Identifier	Required
Verification Method	Required
Evidence Structure	Required
Competency Domain	Required where applicable
Learning, Competencies, or Capabilities Demonstrated	Required
Skills Tags	Required where applicable
Stackable Entry Relationship	Optional
Aggregate Entry Relationship	Optional
Pathway Sequence Position	Optional
Criteria or Requirements	Required
Portability/Verification Information	Required
Entry Status	Optional
Expiration Date	Optional where applicable
Verification Timestamp	Optional

Taken together, the required student and record identifiers shall provide sufficient information to associate each Verified Learning Entry, digital credential, and Verifiable Learning Record with the learner's statewide postsecondary record and, where applicable, with the corresponding institutional transcript, course, term, or other academic record.

6. Entry-Type Metadata Requirements

Additional metadata requirements may apply depending upon entry type.

A. Course-Based Entries

Course-based entries shall include:

- institution name;
- institution code;
- institutional course identifier;
- Regents common course number where applicable;
- course title;
- credit hours;
- grade or completion status where appropriate; and
- verification method.

Example

Institution: Baton Rouge Community College
Institution Code: BRCC
Institutional Course Identifier: CYBR 101
Regents Common Course Number: CINS 1010
Course: IT Fundamentals
Grade Earned: C
Verification Method: Institutional course record

B. Workforce or Industry Entries

Workforce and industry entries shall include:

- certifying authority;
- entry title;
- authoritative credential identifier where available;
- verification method;
- verification status;
- verification URL where available;
- issue date where available; and
- evidence of completion or validation.

Third-party verified entries or credentials shall include sufficient metadata to support independent validation and verification by employers, institutions, workforce partners, or other authorized entities.

Example

Certification Authority: NCCER
Credential: Electrician Level 2
Authoritative Credential ID: 123456
Verification Status: Verified
Verification Method: NCCER Registry Verification
Verification URL: https://registry.nccer.org
Issue Date: 2026-05-01

C. Career-Connected Learning Entries

Career-connected learning entries should include:

- nature and description of the experience;
- connection to preparation for post-graduation pathways;
- learning, competencies, or capabilities demonstrated;
- assessment or validation method and evidence source; and
- associated course and credit information, where applicable.

D. Work-Integrated Learning Entries

Work-integrated learning entries should include:

- employer or partner organization;
- work-integrated learning type;
- hours or duration where applicable;
- associated course, credit hours, and degree applicability, where applicable;
- learning, competencies, or capabilities demonstrated;
- supervisor or evaluator validation; and
- external partner or other source of verification where applicable.

E. Leadership and Co-Curricular Entries

Leadership and co-curricular entries should include:

- organization or activity;
- learner role;
- duration or participation period; and
- validation method.

F. Military Learning Entries

Military learning entries should include:

- military branch;
- military occupational specialty, rating, or AFSC where applicable;
- military training or experience title;
- evidence source;
- reviewing authority;
- issuing authority;
- verification method;
- competency mapping;
- learner achievement level;
- ACE recommendation where applicable;
- PLA applicability where appropriate; and
- workforce pathway alignment where applicable.

Example

Military Branch: U.S. Army
MOS: 25B Information Technology Specialist
Evidence Source: Joint Services Transcript
Reviewing Authority: BRCC PLA Office
Issuing Authority: Baton Rouge Community College
Verification Method: Military transcript + institutional review
Competency Mapping: Cybersecurity Foundations
Learner Achievement Level: Competency Demonstration
PLA Applicability: May support PLA review under AA 2.23

7. Evidence and Verification Standards

Participating institutions shall maintain evidence structures sufficient to support validation, auditability, and portability.

Evidence structures may include:

- transcript verification;
- third-party credential verification;
- assessment results;
- competency rubrics;
- employer validation;
- faculty validation;

- industry certification verification;
- portfolios or artifacts;
- completion records;
- Joint Services Transcript documentation;
- military occupational specialty, rating, or AFSC records;
- military training records;
- Community College of the Air Force records where applicable;
- service-related certification records; and
- other Regents-approved verification methods.

Evidence information shall be:

- consistently structured;
- sufficiently descriptive; and
- associated with the entry, credential assertion, or learner record.

Verification and evidence structures should support:

- entry and credential integrity;
- auditable verification histories;
- issuer traceability;
- documented revisions where applicable; and
- revocation or expiration status where appropriate.

8. Competency and Skills Frameworks

Participating institutions shall use Regents-approved competency and skills taxonomies where applicable.

Competency and skills structures may align with:

- systemwide competency frameworks;
- statewide competency frameworks;
- workforce competency frameworks;
- NACE competencies;
- O*NET classifications;
- industry certification standards;
- CTDL vocabularies; or
- other approved interoperability frameworks.

Regents staff may establish:

- competency identifiers;
- controlled vocabularies;

- skills taxonomies;
- proficiency descriptors; and
- mapping structures necessary to support statewide interoperability.

9. Interoperability Standards

Verified Learning Entries, digital credentials, and Verifiable Learning Records created, issued, or maintained pursuant to these standards should support interoperability across approved systems and technologies.

Participating institutions should support, where appropriate:

- Open Badges standards;
- verifiable credential structures;
- machine-readable metadata structures;
- standards-based learner record portability;
- interoperable digital wallet technologies; and
- CTDL-aligned metadata vocabularies.

Regents-approved standards shall remain platform-agnostic.

10. Stackable Entries, Credentials, and Pathways

Verified Learning Entries and digital credentials may be combined, aggregated, sequenced, or incorporated into larger learner achievement structures.

Such structures may include:

- stackable credentials;
- workforce pathways;
- competency groupings;
- proficiency designations;
- pathway completions; or
- other Regents-recognized learner achievement structures.

Learner achievement pathways may recognize learning attained through multiple validated modalities, including:

- coursework;
- competency assessments;
- industry certifications;
- experiential learning;

- career-connected learning;
- work-integrated learning;
- military education and training;
- military occupational experience;
- service-related certifications; and
- other approved verification methods.

Learner achievement pathways may culminate in larger verified learner achievement designations, workforce pathway recognitions, proficiency recognitions, or other Regents-recognized summative credential structures.

Pathway-aligned and stackable credential structures may define progression relationships, sequencing expectations, prerequisite relationships, competency aggregations, or summative learner achievement designations.

11. Statewide Equivalency and Recognition Structures

The Board of Regents may establish statewide frameworks, matrices, equivalency structures, recognition structures, articulation guidance, or interoperability mechanisms supporting:

- learner mobility;
- transferability;
- workforce portability;
- competency recognition;
- pathway alignment; or
- statewide consistency.

Such structures may include:

- competency equivalencies;
- validated skills recognition structures;
- workforce credential recognition matrices;
- pathway equivalencies;
- articulation guidance; or
- other approved statewide recognition mechanisms.

12. Student Access

Verifiable Learning Records maintained pursuant to these standards shall support:

- learner access;

- portability;
- shareability; and
- interoperability.

Participating institutions are encouraged to support learner-accessible digital credential repositories or digital wallets consistent with Regents-approved interoperability standards.

13. Governance and Revision

These standards shall be developed and maintained by Board of Regents staff in consultation with:

- management boards;
- participating institutions;
- the State Articulation and Transfer Council (SATC);
- Louisiana Works;
- Louisiana Economic Development;
- LAFIRST;
- employers and workforce partners; and
- other statewide advisory bodies as appropriate.

Board of Regents staff may establish:

- implementation guidance;
- metadata templates;
- reporting procedures;
- interoperability specifications;
- competency mappings;
- approved vocabularies; and
- technical implementation guidance.

These standards may be periodically revised as necessary to support statewide implementation and evolving interoperability needs.

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Board of Regents Meeting as a Committee of the Whole

Agenda

Facilities and Property

Wednesday, October 21, 2026

Leon R. Tarver II Cultural and Heritage Center
Southern University and A&M College
8320 Leon Netterville Dr. ▪ Baton Rouge, LA 70813

V. Reports and Recommendations

C. Facilities and Planning

1. Gordian Louisiana Public Higher Education Facilities Assessment Presentation

2. Approval of Capital Outlay Budget Recommendation for FY 2027–2028

AGENDA ITEM V.C.2.

Board of Regents FY 2027–28 Capital Outlay Budget Recommendation

Staff are recommending that the Board of Regents Capital Outlay Recommendations be considered and submitted in two parts for FY 2027-28. For board consideration this month is the prioritization of needed on-going projects under construction or shovel-ready in FY 2027–28, followed by projects under design or for which design will be initiated in the upcoming year, in addition to two new infrastructure projects.

While a few additional new projects are under consideration, it is recommended that the Board receive two additional items prior to those considerations - the full statewide facilities report by Gordian, the third-party experts hired two years ago to do a complete assessment of all public higher education facilities and second, campus attestations regarding adequate infrastructure to support any new requested facilities. To verify that critical campus infrastructure is intact, specific requirements are being added to the Board of Regents Facilities Policy to ensure that campuses access and prioritize the infrastructure necessary to support all campus functions. Regents is coordinating with state Facility Planning and Control (FP&C) and the system facilities staff regarding this additional request.

Collectively when it comes to state higher education facilities, Regents is focused on how each of these categories – deferred maintenance, demolition, and the suite of capital outlay options – can efficiently and effectively strengthen overall facility management in higher education.

Staff reviewed one hundred seventeen (117) project requests submitted for consideration during the FY 2027–28 funding cycle. Seventy-one (71) projects are recommended for initial approval within House Bill 2 (HB2), with additional new projects to be considered prior to the legislative session. Comparing the overall requests and project recommendations with last year's, one hundred fifty-four (154) projects were received for consideration for the FY 2026–27 cycle with the BOR recommending seventy-nine (79) for new or level funding.

To better inform this process, the BOR, in consultation with FP&C, contracted with Gordian's facilities planning services to conduct assessments across all public postsecondary institutions with the objective of reducing deferred maintenance and prioritizing capital spending. The assessments involve three analyses: (1) assessment and capital planning, (2) space utilization, and (3) return on physical assets (ROPA). That work will be completed by the end of the calendar year and has been used to inform our process.

- The facilities condition assessment identifies a comprehensive list of deferred maintenance deficiencies and needed capital projects. This information can support

institutional leadership in prioritizing projects by building condition, timeframe, investment criteria, value of building, etc., as they develop a capital plan that ensures the most important and most impactful projects are executed with the finite dollars each campus has available to invest. (Completed)

- The space utilization analysis looks for opportunities to better employ existing facilities by right-sizing classrooms, right-sizing campus, and/or adjusting class scheduling practices. (Underway)
- The return on physical assets service uncovers underlying causes for deferred maintenance by examining historical capital spending (including preventative maintenance) and staffing levels, determines which buildings/systems are causing the largest strain on operating budgets and staffing, and looks for operational and energy inefficiencies. (Underway)

Upon completion of the Gordian assessments the Board of Regents Capital Outlay Budget Recommendations will be reviewed and discussed with both system leaders and the Office of Facility Planning and Control (FP&C). Any recommended updates will be brought to the Board for consideration prior to the April 2026 legislative session. This meeting with FP&C will also allow for a discussion of available funding.

The funding demands of the recommended projects under construction, those eligible to bid in FY 2027–28, and those with design underway exceed the amount of capital project funding anticipated to be allocated to higher education in the upcoming fiscal year. In the current fiscal year higher education received approximately $287M from general obligation bonds ($249M) and cash ($38M).

In addition, during the 2027 Regular Legislative Session we will strongly advocate for the critical Act 751 deferred maintenance funding, which would allow institutions to prioritize critical infrastructure maintenance and facility repairs that are ever-present on college campuses across the state. Included in that program are funds to support any necessary building demolitions.

Capital Outlay Process

As required by law, institutions submitted current project requests through their respective management boards, which in turn prioritized the projects among all member institutions and forwarded the system request to staff. In addition, Electronic Capital Outlay Request Tracking System (eCORTS) documents were prepared and submitted by all systems for each project contained within their capital outlay requests. eCORTS documents provide an electronic request for each project containing vital project information including, but not limited to, project budget, timeline, description, and type of space.

During the review of system requests, staff conducted site visits at institutions across the state to inform the analysis of campus priorities and needs. After reviewing all projects, a final recommendation was compiled for Board approval. Upon approval, the BOR's FY 2027–28 Capital Outlay Recommendation will be loaded into the Division of Administration's eCORTS system and sent to the Office of Facility Planning and Control by the November 1st deadline as required by law.

Recommendations

Attached with this summary is the complete BOR Capital Outlay Recommendation and a summary of projects by system/institution and project status.

Capital Outlay Budget Recommendation for FY 2027–2028									
System	**Under Construction**	**FY28 Request**	**Shovel Ready**	**FY28 Request**	**Design**	**FY28 Request**	**New**	**FY28 Request**	**Total**
UL System	14	$165,414,136	10	$38,731,160	4	$17,500,000	0	$0	$17,500,000
LSU System	0	$0	9	$119,165,000	14	$130,658,308	1	$3,000,000	$133,658,308
SU System	6	$87,330,000	7	$41,700,000	0	$0	1	$56,500,000	$56,500,000
LCTC System	2	$11,140,000	0	$0	5	$31,000,000	0	$0	$31,000,000
TOTAL	**22**	**$263,884,136**	**26**	**$199,596,160**	**23**	**$179,158,308**	**2**	**$59,500,000**	**$238,658,308**

STAFF RECOMMENDATION

Senior Staff recommends approval of the Board of Regents' initial FY 2027–28 Capital Outlay Budget Recommendation and authorizes staff to transmit it to the Division of Administration by November 1 as required by law and make any necessary technical changes.

Board of Regents FY 2027–28 Capital Outlay Budget Recommendation

PROJECTS RECOMMENDED BY THE BOARD OF REGENTS

Overall Priority	System Priority	Campus Priority	Project Type	System	Campus	Project	Clsrm S. F.	Labs S. F.	VFA FCI	SF	Actual Previous Funding	FY 2027-28	FY 2028-28	FY 2029-30	Remaining Total	Project Total
CONTINUING PROJECTS (RED UNDER CONSTRUCTION/CONSTRUCTION BEGINS IN COMING MONTHS)																
1	1	1	C	LSU	LSU A&M	Louisiana State University Library (Self-Gen/GOB)					$130,500,000	$32,200,000	$30,000,000	$30,000,000	$92,200,000	$222,700,000
2	1	1	C	ULS	SLU	Academic Athletic Training and Ancillary Facility (Self-Gen/GOB)					$25,450,000	$3,400,000	$0	$0	$3,400,000	$28,850,000
3	1	1	C	SUS	SUBR	School of Business/Professional Accountancy					$0	$25,000,000	$0	$0	$25,000,000	$25,000,000
4	3	1	C	LSU	LSUE	STEAM Innovation Center Construction Phase 1 (Self-Gen/GOB)					$19,250,000	$13,400,000	$0	$0	$13,400,000	$32,650,000
5	2	1	C	ULS	ULL	Engineering Classroom Building					$27,894,149	$25,631,160	$20,108,144	$0	$45,739,304	$73,633,453
6	2	2	C	SUS	SU A&M	Replace Chilled Water Lines					$0	$7,500,000	$0	$0	$7,500,000	$7,500,000
7	13	1	C	LSU	LSUA	Facility Renovation - Dental School Simulation Facility (Self-Gen/GOB)					$30,000,000	$30,000,000	$25,000,000	$15,000,000	$70,000,000	$100,000,000
8	4	3	C	ULS	MSU	Contraband Bayou Erosion Retaining Wall - Phase II					$1,799,646	$2,200,000	$0	$0	$2,200,000	$3,999,646
9	3	3	C	SUS	SUAG	Diaster Mega Shelter					$0	$9,200,000	$0	$0	$9,200,000	$9,200,000
10	14	2	C	LSU	LSUA	Downtown Health Services Education Building (Self-Gen/GOB)				#########	$30,200,000	$9,885,000	$0	$0	$9,885,000	$40,085,000
11	2	1	C	ULS	LA TECH	George T. Madison Hall Renovation					$31,683,762	$5,000,000	$0	$0	$5,000,000	$36,683,762
12	24	10	C	LSU	LSU A&M	Veterinary Medicine Facilities Repairs (Self-Gen/GOB)					$39,320,000	$5,680,000	$0	$0	$5,680,000	$45,000,000
13	6	3	C	ULS	MSU	Shearman Fine Arts Building					$7,724,937	$2,500,000	$0	$0	$2,500,000	$10,224,937
14	27	3	C	LSU	HCSNO	Elevated Walkways Structural and ADA Improvements (Self-Gen/GOB)					$3,000,000	$5,000,000	$7,000,000	$0	$12,000,000	$15,000,000
15	28	6	C	LSU	AgCenter	Food Innovation Center					$9,100,000	$2,500,000	$0	$0	$2,500,000	$11,600,000
16	33	5	C	LSU	HCSNO	Center for Advanced Learning & Simulation Infrastructure and Equipment					$5,600,000	$18,200,000	$8,200,000	$0	$26,400,000	$32,000,000
17	43	5	C	LSU	AgCenter	John M. Parker Agricultural Center & Livestock Show Barn Renovations and Repairs					$8,500,000	$2,300,000	$19,200,000	$0	$21,500,000	$30,000,000
		1	C	ULS	MSU	Burton Business Center Exterior Mitigation					$15,000,000	$0	$0	$0	$0	$15,000,000
		2	C	ULS	MSU	McNeese Diaster Recovery Funding					$10,000,000	$0	$0	$0	$0	$10,000,000
		6	C	ULS	NiSU	Didier Fieldhouse					$4,600,000	$0	$0	$0	$0	$4,600,000
		7	C	ULS	NiSU	Women's Student Athlete Performance Center					$8,000,000	$0	$0	$0	$0	$8,000,000
		8	C	ULS	NiSU	New Nursing Building					$27,500,000	$0	$0	$0	$0	$27,500,000
		1	C	SUS	SUBR	New STEM Science Complex						$0	$0	$0	$0	
		2	C	SUS	SULC	Renovation of and Addition to Exisiting Law Library						$0	$0	$0	$0	
		3	C	SUS	SUSLA	New Health, Physical Education, and Recreation (HPE&R) Complex - New Gynasium						$0	$0	$0	$0	
		4	C	SUS	SUBR	JK Haynes Hall (School of Nursing) Renovation and Addition						$0	$0	$0	$0	$789,226,798
						TOTAL FY27-28 CONTINUING PROJECTS UNDER CONSTRUCTION					**$435,122,494**	**$199,596,160**	**$109,508,144**	**$45,000,000**	**$354,104,304**	**$650,526,798**
CONTINUING PROJECTS (GREEN SHOVEL READY)																
1	7	1	C	**ULS**	**NSU**	Renovation of Warrington Nursing Building **(Self-Gen/GOB)**					$2,557,971	$7,000,000	$10,525,000		$17,525,000	$20,082,971
2	6	2	C	**SUS**	**SUNO**	University Cafeteria						$9,900,000	$0		$9,900,000	$9,900,000
3	3	1	C	**LCTC**	**NTCC-Sullivan**	New Diesel Automotive Building						$9,140,000			$9,140,000	$9,140,000
4	8	1	C	**ULS**	**ULL**	Health Care Education and Training Facility and UL/LSU Health Science Education Complex					$21,425,391	$30,000,000	$18,312,534	$18,312,534	$90,500,520	$111,925,911
5	7	4	C	**SUS**	**SUBR**	New Southern University Laboratory School Complex						$25,000,000			$25,000,000	$25,000,000
6	4	2	C	**LCTC**	**BRCC-New Roads**	Campus Development						$2,000,000			$2,000,000	$2,000,000
7	9	2	C	**ULS**	**SLU**	Baton Rouge Nursing Center Renovation					$13,320,000	$2,100,000			$2,100,000	$15,420,000
8	8	1	C	**SUS**	**SUSLA**	Louis Collier Hall Science Building Renovation					$0	$12,450,000			$12,450,000	$12,450,000
9	10	1	C	**ULS**	**ULM**	Brown Hall Renovation					$650,000	$8,000,000	$2,500,000		$10,500,000	$11,150,000
10	9	2	C	**SUS**	**SUSLA**	Domestic Water Loop, Hot Water Loop, and Drainage Improvements						$7,480,000			$7,480,000	$7,480,000
11	12	1	C	**ULS**	**LA Tech**	Wyly Tower - Prescott Library - Emergency Waterproofing and Restoration					$0	$5,000,000			$5,000,000	$5,000,000
12	10	5	C	**SUS**	**SUBR**	Global Innovation and Welcome Center, Phase II					$0	$15,000,000			$15,000,000	$15,000,000
13	13	3	C	**ULS**	**NiSU**	Al Danos New College of Business Building/School of Marine Transportation (Self-Gen/GOB)					$6,000,000	$2,500,000	$22,500,000		$25,000,000	$31,000,000

14	11	3	C	**SUS**	**SUSLA**	New Workforce Training Center					$0	$17,500,000			$17,500,000	$17,500,000
15	14	2	C	**ULS**	**GSU**	Criminal Justice Building					$1,300,000	$3,000,000	$15,700,000		$18,700,000	$20,000,000
16	17	4	C	**ULS**	**NiSU**	Coastal Center Facility (Self-Gen/GOB)					$31,647,476	$3,500,000			$3,500,000	$35,147,476
17	18	3	C	**ULS**	**SLU**	Nursing and Health Sciences Building (Self-Gen/GOB)					$1,001,729	$16,279,136	$12,280,864	$5,000,000	$33,560,000	$34,561,729
18	21	3	C	**ULS**	**ULL**	Kinesiology, Hospitality Management, and Athletic Administration Complex (Self-Gen/GOB)					$3,854,466	$25,000,000	$34,123,629		$59,123,629	$62,978,095
19	22	4	C	**ULS**	**GSU**	Indoor Athletic Facility					$12,700,000	$12,000,000			$12,000,000	$24,700,000
20	23	5	C	**ULS**	**NiSU**	Harvey & Peltier Center					$1,290,000	$4,335,000			$4,335,000	$5,625,000
21	24	4	C	**ULS**	**ULL**	Sciences Lab/Classroom Building					$1,450,000	$31,700,000	$34,665,000		$66,365,000	$67,815,000

22	30	5	C	ULS	ULL	UL Lafayette Learning Lab (Self Generated/GOB)					$2,000,000	$15,000,000	$44,470,000		$59,470,000	$61,470,000
						TOTAL FY27-28 CONTINUING PROJECTS -SHOVEL READY					**$99,197,033**	**$263,884,136**	**$195,077,027**	**$23,312,534**	**$506,149,149**	**$605,346,182**
						CONTINUING PROJECTS (YELLOW = Design)										
1	4	3	C	LSU	LSUS	High Voltage Grid System					$500,000	$4,120,000	$0	$0	$4,120,000	$4,620,000
2	19	5	C	ULS	MSU	Cowboy Stadium Repairs and Code Upgrade					$0	$12,500,000	$12,500,000	$0	$25,000,000	$25,000,000
3	2	1	C	LCTC	CLTCC-JENA	Campus Development					$0	$9,000,000	$9,000,000	$2,000,000	$20,000,000	$20,000,000
4	8	5	C	LSU	LSU A&M	Frey Building HVAC Repairs					$400,000	$4,000,000	$0	$0	$4,000,000	$4,400,000
5	33	7	C	ULS	GSU	Reroof, Waterproof, Envelope Repairs for Various Buildings					$4,500,000	$4,000,000	$0	$0	$4,000,000	$8,500,000
6	4	1	C	LCTC	SOWELA	Campus Construction					$0	$2,000,000	$0	$0	$2,000,000	$2,000,000
7	12	1	C	LSU	LSUS	HPE Renovation for Student Wellness Facility & Campus Repairs					$2,000,000	$9,000,000	$0	$0	$9,000,000	$11,000,000
8	34	6	C	ULS	ULL	Billeaud Hall Renovation					$500,000	$500,000	$23,500,000	$28,000,000	$52,000,000	$52,500,000
9	6	2	C	LCTC	FLETCHER	Campus Construction					$11,000,000	$1,500,000	$0	$0	$1,500,000	$12,500,000
10	2	2	C	LSU	LSU A&M	Construction Management & Engineering Sciences Building					$65,000,000	$27,000,000	$25,000,000	$0	$52,000,000	$117,000,000
11	35	7	C	ULS	ULL	Montgomery Hall Renovation					$500,000	$500,000	$35,500,000	$17,050,000	$53,050,000	$53,550,000
12	8	1	C	LCTC	NTCC-LIVINGSTON	Campus Construction					$0	$3,000,000	$25,000,000	$0	$28,000,000	$28,000,000
13	15	3	C	LSU	LSUA	Workforce Academic Center					$2,000,000	$20,000,000	$10,000,000	$0	$30,000,000	$32,000,000
14	16	4	C	LSU	HSCNO	MEB 4th Floor Gross Anatomy Lab &Virtual Anatomy Lab					$5,000,000	$8,000,000	$14,590,000	$0	$22,590,000	$27,590,000
15	17	7	C	LSU	LSU A&M	Construction Education Workforce Hub					$15,000,000	$0	$20,000,000	$0	$20,000,000	$35,000,000
16	19	3	C	LSU	PBRC	Underground High Voltage Electrical Feeders #5 & #6 Replacement					$261,692	$5,408,308	$0	$0	$5,408,308	$5,670,000
17	20	2	C	LSU	AgCenter	Animal and Food Science Facilities Renovations and Modernizations Phase 3					$31,669,800	$20,000,000	$8,203,500	$0	$28,203,500	$59,873,300
18	22	4	C	LSU	HSCS	Student and Faculty Parking Expansion					$1,000,000	$3,000,000	$0	$0	$3,000,000	$4,000,000
19	25	11	C	LSU	LSU A&M	LSU Facility Upgrades					$1,500,000	$18,000,000	$0	$0	$18,000,000	$19,500,000
20	26	6	C	LSU	HSCNO	Campus Stormwater Infrastructure Upgrades					$3,900,000	$3,000,000	$5,000,000	$5,000,000	$15,500,000	$19,400,000
21	29	1	C	LSU	AgCenter	Renewable and Natural Resources Building Repairs					$12,800,000	$2,500,000			$2,500,000	$15,300,000
22	42	5	C	LSU	HSCS	Stonewall Animal Research and Training Facility					$1,000,000	$6,630,000	$0	$0	$6,300,000	$7,300,000
23	8	1	C	LCTC	LDCC	Campus Development					$2,000,000	$15,500,000	$0	$0	$15,500,000	$17,500,000
						TOTAL FY 2027–28 RECOMMENDED CONTINUING PROJECTS UNDER DESIGN/DESIGN HOLD					**$160,531,492**	**$179,158,308**	**$188,293,500**	**$52,050,000**	**$421,671,808**	**$582,203,300**

						TOTAL FY27-28 RECOMMENDED CONTINUING PROJECTS					**$694,851,019**	**$642,638,604**	**$383,370,527**	**$75,362,534**	**$927,820,957**	**$1,187,549,482**
Overall Priority	**System Priority**	**Campus Priority**	**Project Type**	**System**	**Campus**	**Project**	**Clsrm S. F.**	**Labs S. F.**	**VFA FCI**	**SF**	**Actual Previous Funding**	**FY 2027-28**	**FY 2028-29**	**FY 2029-30**	**Remaining Total**	**Project Total**
						NEW PROJECTS										
1	4	3	N	**SUS**	**SUBR**	Repair and Upgrade of Electrical Power & Distribution System						$56,500,000	$3,500,000	$0	$60,000,000	$60,000,000
4	10	1	N	**LSU**	**LSUNO**	Arena Chiller Replacement (Self-Gen/GOB)						$3,000,000	$0	$0	$3,000,000	$3,000,000
						TOTAL FY27-28 RECOMMENDED NEW PROJECTS						**$59,500,000**	**$3,500,000**	**$0**	**$63,000,000**	**$63,000,000**
						TOTAL FY27-28 RECOMMENDED PROJECTS					**$694,851,019**	**$702,138,604**	**$386,870,527**	**$75,362,534**	**$990,820,957**	**$1,250,549,482**

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Board of Regents Meeting as a Committee of the Whole

Agenda

Research and Sponsored Initiatives

Wednesday, October 21, 2026

Leon R. Tarver II Cultural and Heritage Center
Southern University and A&M College
8320 Leon Netterville Dr. ▪ Baton Rouge, LA 70813

V. Reports and Recommendations

D. Research and Sponsored Initiatives

1. Appointment of Endowed Chairholder without National Search: Louisiana Tech University

2. BoRSF Rapid Response Workforce Development Subprogram

AGENDA ITEM V.D.1.

Appointment of Endowed Chairholder without National Search:
Louisiana Tech University

Background Information

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

Staff Summary

Louisiana Tech University (LA Tech) requests to appoint Dr. Arden Moore, Director of the Institute for Micromanufacturing and Associate Dean for Research, to the Pipes Eminent Scholars Chair in Engineering, a $1 million Chair matched by the BoRSF in 1997–98 that was recently vacated by Dr. Yuri Lvov. Dr. Moore is described by LA Tech as "a leader within the College of Engineering and Science; but also, across campus and within the state. He has been deeply involved with many current and developing high-impact projects in recent years including the prominent and multi-faceted partnership with Radiance Technologies. In his role as Associate Dean of Research, Dr. Moore works closely with faculty to develop winning proposals and foster strong collaborations at all levels as well as continuously improve the research ecosystem and its processes. He trains and mentors incoming faculty on proposal development and submission best practices as well as assist in resolving research-related challenges that arise in project execution. He is a close collaborator with Innovation Enterprise and Advancement, often helping connect COES faculty with industry partners and vice versa. He is a founding board member of the nascent Louisiana Defense Research Consortium (LDRC), an emerging but rapidly growing entity that is focused on growing defense-centric funded projects within our State. Dr. Moore has worked closely on multiple large multicampus projects such as two NSF RII Track-1 $20M awards and has become known across research-active campuses within Louisiana and within leadership at the Board of Regents."

Dr. Moore's qualifications are aligned with policy requirements for appointment to an Endowed Chair and he would likely win a national search should one be conducted. All necessary approvals have been secured. If approved, this waiver request would represent the first of LA Tech's two allowed uses of the national search waiver provision in FY 2026–27.

STAFF RECOMMENDATION

Senior Staff recommends approval of Louisiana Tech University's request to waive the national search requirement to appoint Dr. Arden Moore to the Pipes Eminent Scholars Chair in Engineering. As stipulated in Board policy, a copy of the Letter of Appointment sent to Dr. Moore must be submitted to the Board within 90 days of this approval.

AGENDA ITEM V.D.2.

BoRSF Rapid Response Workforce Development Subprogram

Background Information

The Board of Regents Support Fund (BoRSF) provides funding in four constitutionally designated purposes: endowment of chairs for eminent scholars, targeted research and development, recruitment of superior graduate students, and enhancement of academic, research, and agricultural departments and units. All dollars provided by the BoRSF are supplementary and enhancing, designed to increase capacity and quality in eligible higher education institutions. All grant funds are awarded on a competitive basis through an annual funding cycle, with projects approved and awarded at the end of the fiscal year.

Staff Summary

Over the past two years, Louisiana has secured economic development investments exceeding $250 billion, attracting new business and industry sectors and generating new demand for skilled workforce throughout the state. In response, Board staff recommend establishment of the Rapid Response Workforce Development Subprogram as a component of the Department Enhancement Program, a constitutionally established component of the BoRSF.

The Rapid Response Workforce Development Subprogram provides opportunities for departments and academic units responding to the high-priority, urgent workforce development needs related to the more than $2 billion in recent investments in Louisiana's 21st-century economy. Projects may request up to $200,000 to respond immediately to existing or anticipated workforce demand throughout the state in the following priority areas identified by Louisiana Works: Information Technology, Manufacturing, Construction, Transportation and Warehousing, and Healthcare. Proposals will be reviewed immediately upon receipt using the BoRSF's approved external evaluation model and funded if scoring over 70 points on the published rubric. Funds could be used for any activity that will enhance an academic program's ability to prepare the workforce to meet projected demand in Louisiana's expanding economy. Expected expenditures include training equipment, supplies, curriculum development, and student scholarships. Per the Constitution, all BoRSF expenditures must be supplementary and enhancing; these monies may not be allocated to operating or capital costs, restore budget reductions, or displace, replace, or supplant expenses covered by other sources in previous years. All subprogram rules and guidelines are set forth in the request for proposals (RFP) (See Attachment A).

The BoRSF Plan and Budget for FY 2026–27 has already been approved and implemented, so first-year funding of $2 million for the Rapid Response Workforce Development Subprogram is recommended to be allocated from previously unexpended earnings in the Support Fund from prior years.

STAFF RECOMMENDATION

Senior Staff recommends establishment of the BoRSF Rapid Response Workforce Development Program, with projects to be funded on a first-come, first-served basis, subject to external proposal evaluation and an appropriate score. It is further recommended that $2 million be allocated from unexpended earnings in the Support Fund from previous years to support proposals submitted in FY 2026–27.

BOARD OF REGENTS SUPPORT FUND

ENHANCEMENT PROGRAM

Guidelines for the Submission of

Rapid Response
Workforce Development Proposals

Proposals Due: Rolling Deadline,
November 15, 2026 – April 1, 2027

FISCAL YEAR 2026-27

Request for Proposals, Number 2026-15

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

https://rsi.laregents.edu

REQUEST FOR PROPOSALS, FY 2026-27

BOARD OF REGENTS SUPPORT FUND

RAPID RESPONSE WORKFORCE DEVELOPMENT SUBPROGRAM

I. GENERAL INFORMATION

A. BASIS OF AUTHORITY

Article VII, Section 10.1 of the Louisiana Constitution established two funds in the State Treasury: the Louisiana Education Quality Trust Fund (hereinafter referred to as the Trust Fund) and the Louisiana Education Quality Support Fund (now known for higher education as the Board of Regents Support Fund and hereinafter referred to as the Support Fund). The Trust Fund was established with approximately $550 million received from settlement of disputed oil and gas revenues generated in the so-called 8(g) stipulation of the Federal Outer Continental Shelf Lands Act. Twenty-five percent of the interest earned from investment of monies in the Trust Fund, as well as 25% of recurring 8(g) oil and gas revenues, will continue to be returned to the Trust Fund, until it reaches a cap of $2 billion. Each fiscal year the remaining 75% of interest earned and 75% of recurring oil and gas revenues are placed in the Support Fund for appropriation by the Legislature.

B. PURPOSES OF THE BOARD OF REGENTS SUPPORT FUND

On an annual basis, Support Fund money is divided equally between the Board of Elementary and Secondary Education (BESE) and the Board of Regents (hereinafter referred to as the Board) for higher education. According to Article VII of the Constitution, the funds available to higher education from the Support Fund are to be utilized " . . . as that money is appropriated by the Legislature and allocated by the Board of Regents for any or all of the following higher educational purposes to enhance economic development:

1. the carefully defined research efforts of public and private universities in Louisiana;
2. the endowment of chairs for eminent scholars;
3. the enhancement of the quality of academic, research, or agricultural departments or units within a university; and
4. the recruitment of superior graduate students."

The Article further stipulates that "the monies appropriated by the Legislature and disbursed from the Support Fund shall not . . . displace, replace, or supplant other appropriated funding for higher education..."

Reflecting these Constitutional mandates, Board of Regents policies affirm that awards in all categories will be based on the potential for the award to enhance the overall quality of higher education in Louisiana; and the potential for the award to enhance the economic development of the State.

C. PROGRAM ADMINISTRATOR; QUESTIONS ABOUT THIS RFP

Specific questions concerning this RFP and the requirements set forth herein should be directed to Carrie Robison, Deputy Commissioner for Research and Sponsored Initiatives (carrie.robison@laregents.edu or 225-219-7174). In compliance with R.S. 39:1503, questions will be accepted and answered until December 1, 2026 (or until 4:30 p.m. of the first working day following this date). As soon as possible after that date, all questions asked about this RFP and all answers provided in response to these questions will be collected and posted on the BoR Research and Sponsored Initiatives website (https://rsi.laregents.edu). No inquiries, whether oral or written, will be accepted after the deadline date to ensure all interested parties receive the same information.

D. PUBLIC NATURE OF PROPOSALS SUBMITTED

Once a proposal is received in the Board's office, it becomes public record. Applicants should be aware that, if a request for a proposal is made by the public (e.g., a faculty member or representative of the news media), a copy of the proposal, by law, must be provided.

II. THE RAPID RESPONSE WORKFORCE SUBPROGRAM

A. OBJECTIVES

Based on Constitutional mandates and policies adopted by the Board, the objectives of Enhancement programs are to enhance the infrastructure of academic, research, or agricultural departments/units and to promote economic development. The Rapid Response Workforce Development subprogram is a limited opportunity for departments and academic units responding to the high-priority, urgent workforce development needs related to the more than $2 billion in recent investments in Louisiana's 21st-century economy.

B. FUNDING AND PROPOSAL SUBMISSION LIMITS

A total of $2,000,000 has been allocated to the program in FY 2026-27. Each applicant may request a maximum of $200,000 for a project lasting no more than six months. All projects funded in FY 2026-27 must terminate by June 30, 2027. Institutions and academic units are not limited in the number of proposals they may submit.

C. ELIGIBILITY CONSIDERATIONS

1. **ELIGIBLE WORKFORCE CATEGORIES:** Only high-skill workforce training in priority areas identified by Louisiana Works as needed as recent investments are built out and come online in the state. Eligible categories are:
   - Information Technology
   - Manufacturing
   - Construction
   - Transportation and Warehousing
   - Healthcare

2. **ELIGIBLE INSTITUTIONS:** Departments/units at public two-year, four- year and special-purpose institutions, and regionally accredited independent institutions of higher education that are members of the Louisiana Association of Independent Colleges and Universities, are eligible to compete in the Rapid Response Workforce Development subprogram.

3. **ELIGIBLE DEPARTMENTS/UNITS**: Any formally constituted (approved by the Board of Regents or formally established by the institution/system) academic, research or agricultural organizational unit that offer workforce development programs in the above-referenced areas. Administrative, support and athletic units are not eligible.

4. **ELIGIBLE INVESTIGATORS**: Only faculty members or staff of an eligible Louisiana institution of higher education may act as principal or co-principal investigators. Individuals who are not employed by an eligible Louisiana institution of higher education (e.g., out-of-state scholars, scientists and/or engineers, or employees of industry) may serve as consultants on applications; however, they may not be listed as principal or co-investigators and must not be cited on the cover page of the proposal.

   Principal investigators who are delinquent in submitting contractually required reports for prior or existing Board of Regents Support Fund and/or Federal awards managed by the Board of Regents Research and Sponsored Initiatives Section are precluded from submitting a proposal in response to this RFP until the required report(s) has been received and accepted by the Board.

5. **ELIGIBLE ACTIVITIES:** Any supplementary and enhancing activity is eligible as long as the applicant can argue convincingly that it will significantly impact the quality and/or capacity of workforce development preparation related to recent state investments. Operating costs, including faculty and staff salaries, basic equipment, and standard supplies, may not be requested from the BoRSF. See Section V of this RFP for more information on disallowed expenditures.

D. DURATION

Rapid Response proposals may seek up to six (6) months of support. Reflecting the urgent nature of this funding, no extensions will be permitted except when equipment and/or supplies are documented to have been ordered but not received within two weeks of contract termination. In such cases, the length of the extension is determined by the vendor's delivery estimate. See Section II.B for funding limits.

E. COST SHARING AND MATCHING COMMITMENTS

No cost-sharing or matching is required for participation in the Rapid Response Workforce Development subprogram. Potential applicants and college/university officials should note that institutional cost-sharing commitments of any kind (e.g., institutional, private-sector, federal) that are pledged in the proposal are binding and must be honored in full if the proposal is funded at the requested level. Matching commitments may have to be honored in full even if the award level is reduced. Institutions of higher education should, therefore, make only realistic, concrete commitments that they are able to honor. Discounts on equipment purchases are not eligible for inclusion as institutional match.

Support Fund monies will not be disbursed until appropriate written assurances of all matches and cost sharing promised in the proposal have been received, reviewed and approved by Board staff. Institutional approval is granted by submission of the proposal electronically to the Board through each institution's LOGAN account and certifies that the fiscal agent is aware of the claimed commitment(s) and has determined said commitment(s) to be consistent with all applicable guidelines, regulations, and statutes. Similarly, the fiscal agent's signature, which is required on the budget page(s) of funded projects, certifies to the Board that commitments pledged in the proposal have been honored. All matching funds are subject to the same restrictions as Support Funds except as noted in the budgetary requirements in this RFP. When a full graduate fellowship or scholarship is requested from the Support Fund, the institution is required to match or remit tuition for the student during the full duration of Support Fund payments.

F. PROPOSAL REVIEW PROCESS

To ensure rapid distribution of funds to support urgent, time-sensitive work, proposals will be reviewed in the order in which they are received. External evaluators will assess proposals using the scoring rubric in Appendix A of this RFP. Any proposal receiving a score of 70 or above will be funded at the level recommended by evaluators. Once all funds allocated for the fiscal year are awarded, no more proposals will be accepted. Proposals not recommended for funding will receive summary evaluator reviews to assist in future proposal development.

G. TIMETABLE

October 2026	Request for proposals issued
November 15, 2026	Proposal module opens for submissions (rolling deadline)
November 2026 – April 2027	External evaluations conducted and awards recommended on a first-come, first-served basis
November 2026 – March 2027	Proposals reviewed by out-of-state experts
April 1, 2027	Final date for proposal submission
June 30, 2027	All FY 2026-27 awards terminate

H. POST-AWARD EVALUATION AND REPORTS

The Board of Regents requires that institutions receiving monies from the Support Fund report periodically on the utilization and impact of those monies. For Rapid Response Workforce Development awards, one project report and a final expenditure report will be required.

III. PROCEDURES AND DEADLINE FOR SUBMISSION OF PROPOSALS

All proposals submitted to the Board must be complete upon submission and must be received electronically through LOGAN. Modules for submitting Rapid Response proposals are available on LOGAN, which may be accessed at https://rsi.laregents.edu by clicking "LOGAN" on the menu at the top. Paper originals or copies will not be accepted. The proposal submission process includes two steps: submission by academic unit to the institution's sponsored programs or grants office, and institutional approval with submission to the Board or Regents; a proposal cannot be accepted by the Board until both steps are completed.

A. COMPLETION AND SUBMISSION OF MATERIALS: All institutional work on the proposal must be complete before submission to the Board of Regents. If the applicant determines revisions to a submitted proposal are needed, the submitted proposal may be withdrawn upon request of the submitting institution. The revised proposal must be resubmitted through LOGAN and the date of receipt will be the date on which the revised proposal was submitted. Because the program funds on a first-come, first-served basis, the final date of receipt will determine where in the review and funding order the proposal will be considered.

B. CONFIRMATION OF RECEIPT: After a representative from the academic unit submits the completed proposal to its designated campus office via LOGAN, he/she will receive a sequence of three emails: (1) immediately following the applicant's submission to the campus, confirmation of receipt of the electronic proposal by the campus; (2) following institution approval and submission, confirmation that the Board has received the proposal; and (3) as soon as possible after the subprogram submission deadline, an indication of whether the proposal has been submitted in compliance with RFP instructions or disqualified for lack of compliance. The institution will be copied on all confirmations.

IV. PROPOSAL REQUIREMENTS AND FORMAT

All elements of the proposal must be presented in a single PDF document with pages numbered, 1-inch margins at the top, bottom and on each side, and in type no smaller than 12 point. Proposals must be submitted via LOGAN.

The requirements and format must be followed closely. Proposals that do not adhere to these guidelines will be disqualified for noncompliance. Each proposal must include the following information:

A. COVER PAGE: The cover page provides the following basic information about the grant: title, eligible workforce category (see RFP Section II.C), submitting institution, submitting academic unit, principal investigator, co-investigators (if applicable), and total funds requested. The proposal will be assigned for review based on the workforce category identified by the applicant.

B. NARRATIVE AND BIBLIOGRAPHY: The narrative may not exceed eight (8) pages. Information applicable to multiple sections may be referenced rather than repeated.

1. **THE CURRENT SITUATION**: Briefly describe the unit applying and its active workforce development activities in the area(s) relevant to the target areas of this funding opportunity. Discuss the economic development and workforce environment that informs the current

structure and priorities of the unit.

2. **ANTICIPATED CHANGES IN WORKFORCE DEMAND**: Indicate what changes are anticipated in workforce demand, including potential new employers and industries, and the timeline for arrival of jobs. If appropriate, discuss workforce opportunities that will be phased out as a result of the entry of new industry.
3. **GAPS IN CURRENT OFFERINGS AND CAPACITY**: Describe resources that will be needed to successfully address the change in demand by enhancing offerings (e.g., equipment, student support, curricular changes, consultants, etc.).
4. **PROGRAM DATA**: Complete the following data tables for all programs to be supported through this award.

Current Program Performance

# Students Enrolled	Graduate
(Last Academic Year)	Baccalaureate
	Associate's
	Certificate/Diploma
	Other
# Graduates from the Impacted Program	Graduate
(Last Academic Year)	Baccalaureate
	Associate's
	Certificate/Diploma
	Other
# Students Finding Employment Post-Graduation	Graduate
(Last Academic Year)	Baccalaureate
	Associate's
	Certificate/Diploma
	Other
Completers Employed in Louisiana	
Completers Employed Out of State	
Average Starting Salary	

Projected Expansion

New In-Field Jobs in Louisiana	Graduate
(Projected Number – Cite Source)	Baccalaureate
	Associate's
	Certificate/Diploma
	Other
Gap in Supply Based on Projections	Graduate
(Projected Number – Cite Source)	Baccalaureate
	Associate's
	Certificate/Diploma
	Other
Anticipated Enrollment Growth	Graduate
(Percentage - Annualized)	Baccalaureate
	Associate's
	Certificate/Diploma
	Other
Anticipated Completer Growth	Graduate
(Percentage - Annualized)	Baccalaureate
	Associate's
	Certificate/Diploma
	Other

Anticipated Average Starting Salary	Graduate
(Whole Number – Cite Source)	Baccalaureate
	Associate's
	Certificate/Diploma
	Other

5. **IMPACT**: Describe the impact of the project on the workforce preparation provided by the academic unit by citing specific data relative to the proposal goals. Data in the Current Situation and Anticipated Growth in Workforce Demand sections should be referenced to provide specific details on impact. For any proposal section that falls outside of the planned activities and enhancement, simply respond with "not applicable".
   a. **Impact on Existing Resources:** Describe the manner and the extent to which the project will complement and improve upon the unit's ability to prepare workforce to meet anticipated demand.
   b. **Impact on Curriculum and Instruction:** Explain the impact which the proposed project will have on the quality and capacity of workforce training opportunities.
   c. **Impact on Workforce Development**: Describe how the project will increase the workforce competitiveness of graduates and provide specific data from State agencies that demonstrate how the project will address urgent projected workforce priorities.
   d. **Economic Impact**: Describe the short- and long-term benefits of the project to Louisiana's economic development.

6. **EVALUATION:** Indicate how project outcomes will be assessed. Where possible use tangible and specific indicators.

7. **SUSTAINABILITY:** Describe the academic unit's plan for ensuring that the impact of the project is sustainable beyond the life of the grant. Issues such as equipment repair, maintenance, salary support for new hires or released faculty, etc., should be addressed.

8. **PROJECT TEAM EXPERTISE:** Identify the individuals who will conduct and administer the project, define their roles, and provide their qualifications for undertaking the specific responsibilities assigned to them.

9. **OTHER RRWD PROPOSALS IN WHICH THE UNIT IS PARTICIPATING:** Provide a list of proposals submitted to this program in which the unit is participating and their relationship to the current request. Failure to disclose may result in disqualification of the current proposal.

C. **PREVIOUS BoR SUPPORT FUND AWARDS:** List all awards received from any Support Fund program during the previous five (5) years by the Principal Investigator. Include the following information in this summary statement: (1) Principal Investigator's name, type of award, amount of award, and period of support; (2) title of the project; (3) a summary of project results; and (4) how the current proposal is related to the previous award(s).

D. **CURRENT AND PENDING SUPPORT:** Complete the form for the Principal Investigator and all senior personnel.

E. **BIOGRAPHICAL SKETCH:** Provide information necessary for reviewers to evaluate the capabilities and experience of key personnel. The Biographical Sketch form must be completed for the Principal Investigator and all senior project personnel. Regarding publications, biographical sketches should only include relevant books, peer-reviewed publications, and manuscripts formally accepted for publication. Works in progress or submitted for publication should not be included.

F. <u>BUDGET AND BUDGET NARRATIVE/JUSTIFICATION:</u> Complete the itemized budget template provided by BoR and incorporate into the proposal PDF. A corresponding budget narrative should follow the budget template, fully describing every item for which the expenditure of Support Funds is requested, and for which institutional/private match monies are committed. Clearly indicate the significance of each expenditure to the project. All funds for which a commitment from an external source has been pledged and that are cited in the narrative section of the proposal must be listed on the budget page and explained in the budget narrative. Matching funds must be specified as "in cash" or "in kind." Use State contract prices for equipment purchases and travel expenditures if applicable.

V. DISALLOWED BUDGETARY ITEMS

Support Fund monies cannot be used for ongoing operational costs of existing or proposed programs, entities, or projects. As indicated in Section I.B of this RFP, "Purposes of the Board of Regents Support Fund," Article VII, Section 10.1 of the Louisiana Constitution stipulates that "[The] monies appropriated by the Legislature and disbursed from the Support Fund shall not…displace, replace, or supplant other appropriated funding for higher education…"Applicants must make a case in their proposals that what they are proposing does not violate this stipulation. Applicants should also be aware that Support Fund Program staff will make panels of out-of-state evaluators aware of this Constitutional prohibition. Panels will then be asked to develop recommendations relative to whether providing Support Fund money for specific proposals under serious consideration would violate this Constitutional stipulation. Indirect costs may not be requested from the Departmental Enhancement Subprogram but may be provided as institutional match.

Enhancement Program funds may not be requested for maintenance or repair of equipment, whether existing or purchased through the Support Fund. Long-term maintenance contracts for equipment cannot be requested from the Support Fund; these expenses may be provided as match.

Applicants should also note that the scope of the program does not permit: (1) construction of facilities; (2) routine renovation or upgrading of facilities; (3) paying faculty from the submitting university to train other faculty at the same university, or faculty at other universities who are a part of an multi-institutional project; (4) purchase of standard motorized vehicles such as cars, vans, boats, etc.; or (5) purchase of standard office furniture or routine office equipment (e.g., copiers, desk chairs). The proposal must detail and fully justify the specific educational and/or research uses of the requested equipment as related to project goals, objectives, and activities.

Equipment and supplies purchased with Support Fund monies may not be given to grant participants (faculty, students, teachers, etc.) as personal property during or after the grant period. <u>Support Fund money may not be requested for equipment or other expenditures, such as faculty stipends, additional compensation, or overload pay, for K-12 teachers or Louisiana Technical College partners.</u> These individuals are eligible for funds through the BESE portion of the Support Fund, so may not receive Support Fund monies. (See also Section VI below.)

The scope of the Enhancement Program does not permit funds to be used for entertainment costs, with the exception of meals for consultants or other professionals brought to the State as part of a funded project. Only under exceptional circumstances and with compelling justification as approved by Board staff may Support Fund monies be used for receptions, group meals for faculty and students, refreshments, performers, and other entertainment. All meal charges must comply with State rates as set forth by the Louisiana State Travel Office.

Support may not be requested for shortfalls or deficits in budgets, scholarships or tuition, augmentation of salaries of individuals pursuing regularly assigned duties, or unspecified contingencies; and finally, funds may not be requested for anticipated centers or institutes that require Board approval prior to their establishment and that have not been approved prior to submission of the proposal.

Any item deemed ineligible shall not be funded, regardless of the recommendations of the external consultants.

Discounts received on equipment purchases may not be counted as part of the institutional match.

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

VI. FUNDS FOR PRINCIPAL INVESTIGATORS AND SUPPORT PERSONNEL

Requests of Support Fund monies for faculty or staff support is strongly discouraged. If the Project Director feels strongly that such expenditures are warranted, partial salary support may be requested as release time in proportion to the amount of time each affected employee is expected to contribute to the project and may not exceed 25% of academic-year salary plus two months of summer support. Support may be provided only as release time or summer salary and in no event may charges to the Support Fund exceed the percentage share of base salary pledged to the project. Summer support must be compensation for work done in the specific summer months indicated. Faculty and staff may not receive stipends, overload pay or additional compensation for work performed outside of regular duties or work hours, and may not be paid on a contract basis as consultants to a funded project.

If salary support of any kind is requested, the applicant must certify that: (a) Support Fund monies will not supplant State funds; and (b) full-time faculty and staff will not, under any circumstances, receive in excess of 100% of their regular salaries through Support Funds. In addition, the budget narrative must provide detailed explanations of the type of salary requested, regular salary level, percentage of effort committed, campus guarantee of appropriate release, and justification in terms of project work to be performed for each individual requesting support. Institutions may provide salary support and additional compensation through in-cash or in-kind matches.

While requests may be made to fund a full- or part-time faculty or staff position, such requests require substantial justification and a firm commitment from the submitting institution to continue the position after the award period ends or a persuasive case that the staff work will not be necessary after the grant period. The applicant should specify a duration that the position will be needed to fulfill the long-term goals of the campus, department/unit and/or project. Staff positions created to implement the award must serve a longer-term need met by hiring new individual(s), even on a limited basis, and may not be requested solely to support the grant.

VII. FUNDS FOR STUDENT SUPPORT

Support may be requested for graduate and/or undergraduate students either working on the project or to be provided with fellowship or scholarship support aligned with project goals and objectives. Such support must be at a level appropriate to recruit and/or retain superior students in the unit and must yield a benefit beyond the individual student awarded funds. Funds requested should be justified in reference to support packages offered to similar students enrolled in the same or similar degree program. The budget should delineate the maximum support for individual students per year, the period covered per year (e.g., academic or calendar year), and the total period for which a student will be supported. Support may not exceed the total intended duration of the degree program (e.g., four years for a baccalaureate or doctoral degree).

Support Fund money may not be requested to pay tuition or fringe benefits for graduate or undergraduate students. In cases in which a student is employed for summer work but not enrolled during the summer term, required federal payments may be requested for the student as a research assistant or similar. Tuition and fringe benefits for graduate and/or undergraduate students may be provided as part of the institutional match. When a full graduate fellowship or scholarship is requested from the Support Fund, the institution is required to match or remit tuition for the student during the full duration of Support Fund payments (See Section II.E).

VIII. PROJECT ACTIVATION DATE AND ANTICIPATED DATE OF COMPLETION

The project activation date will be established following a recommendation of funding from an external evaluator and confirmation that funds are available to support the project; the termination date will be six months from the activation date or June 30, 2027, whichever is sooner. Since the purpose of the program is to provide rapid response funding to immediately address urgent needs, no-cost extensions will not be considered.

Rapid Response Workforce Development Rating Form

Goals/Objectives (10 Points) _____
-To what degree are the goals reasonable, achievable, and clearly designed to address anticipated workforce needs as defined? Do the goals and objectives respond to a documented and urgent Louisiana workforce need?

Work Plan (25 Points) _____
-Does the proposal set forth a compelling and realistic schedule to achieve goals within the short timeframe of the grant? Are the tasks described appropriate for achieving the project goals and objectives? Are personnel qualified and prepared to undertake project work?

Impact (35 points) _____
-Are the projected impacts responsive to urgent workforce needs? Is the scale of the project sufficient to meaningfully contribute to the applicant's ongoing ability to produce skilled workers for Louisiana's high-demand fields?

Evaluation (10 Points) _____
-Are the evaluation metrics identified appropriate and sufficient for determining the impact of a short-term, high-urgency investment?

Sustainability (10 Points) _____
-Are the goals and impact sustainable beyond the life of the grant? Are maintenance or sustainability plans established for ongoing project activities?

Budget (10 Points) _____
-Is the budget effectively structured to meet the workforce goals and objectives as defined and maximize the project's impact?

Total Score (out of 100) _____

OVERALL RATING OF PROPOSAL

POOR	FAIR	GOOD	VERY GOOD	EXCELLENT
_____	_____	_____	_____	_____

Total Funding Recommended: _____

Funding Stipulations (if any):

BOARD of REGENTS
STATE OF LOUISIANA

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Commissioner of Higher Education

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Student Member

Wilbert D. Pryor
4th Congressional District

Christy Oliver Reeves
5th Congressional District

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

Collis B. Temple III
6th Congressional District

Judy A. Williams-Brown
4th Congressional District

Board of Regents Meeting as a Committee of the Whole

Agenda

Statewide Programs

Wednesday, October 21, 2026

Leon R. Tarver II Cultural and Heritage Center
Southern University and A&M College
8320 Leon Netterville Dr. ▪ Baton Rouge, LA 70813

V. Reports and Recommendations

E. Statewide Programs

1. Consent Agenda

A. 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

B. 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

AGENDA ITEM V.E.1.A.

Consent Agenda: Home Study Exceptions

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

BACKGROUND

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

Four requests for exception to the deadline to begin a home study program were reviewed and approved by the LOSFA Advisory Board at its meeting on October 8, 2026. The students have presented facts and circumstances that the students believe justify the granting of an exception as an exceptional circumstance.

LOSFA ADVISORY BOARD RECOMMENDATION

The LOSFA Advisory Board recommends approval of the requests for exception to the deadline to begin a home study program.

AGENDA ITEM V.E.1.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 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."

Fourteen requests for exception to the TOPS requirements were reviewed and approved by the LOSFA Advisory Board at its meeting on October 8, 2026. The students have presented facts and circumstances that the students believe justify the granting of an exception as an exceptional circumstance.

LOSFA ADVISORY BOARD RECOMMENDATION

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

BOARD of REGENTS
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Board of Regents Meeting as a Committee of the Whole

Agenda

Planning, Research, and Performance

Wednesday, October 21, 2026

Leon R. Tarver II Cultural and Heritage Center
Southern University and A&M College
8320 Leon Netterville Dr. ▪ Baton Rouge, LA 70813

V. Reports and Recommendations

F. Planning, Research, and Performance

1. Consent Agenda

a. Academic R.S. 17:1808 - Academic Licensure
   i. Renewal Applications
      a. Carrington College – Sacramento, CA
      b. Fuller Theological Seminary – Pasadena, CA
      c. University St. Augustine – San Marcos, CA

b. Advisory Commission on Proprietary Schools
   i. Associate of Occupational Studies
      a. Delta College of Arts & Technology – Baton Rouge
         - AOS - Magnetic Resonance Imaging (MRI) Technology - Hybrid
   ii. Initial Applications
      a. Louisiana Academy of Health and Wellness – Slidell, LA
      b. Sterling Technical Training – Baton Rouge, LA
   iii. Change of Ownership Applications
      a. Orphic Training Academy – Shreveport, LA
   iv. Renewal Applications
      a. 160 Driving Academy - Shreveport, LA - License #2364
      b. Accelerated Academy - Baton Rouge, LA - License #2220
      c. Accelerated Academy - Covington, LA - License #2410
      d. Accelerated Academy - Denham Springs, LA - License #2154
      e. Accelerated Academy - Hammond, LA - License #2235

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

AGENDA ITEM V.F.1.a.i.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.

ACADEMIC PROGRAM

CC offers seven academic programs that lead to a certificate, associate or bachelor's degree in healthcare fields such as respiratory therapy, healthcare administration, and dental hygiene. The school does not currently have any Louisiana residents enrolled in their programs.

Degree Level	LA Unduplicated Enrollment
Doctorate	0
Master's	0
Bachelor's	0
Associate's	0
Certificate	0
Other	0
Total	**0**

FACULTY

CC has seven full-time and 97 part-time faculty at various degree levels supporting programs available to Louisiana students.

FACILITIES

CC offers online instruction and programs include in-person clinicals conducted at various businesses and healthcare facilities across the state.

STAFF RECOMMENDATION

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

AGENDA ITEM V.F.1.a.i.b.

Fuller Theological Seminary
Pasadena, California

BACKGROUND

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

ACADEMIC PROGRAM

FTS offers academic programs and certificates that include ministry, leadership, theology, and justice advocacy. There are six master's level programs currently offered to Louisiana residents. The university currently has two student in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	LA Unduplicated Enrollment
Doctorate	0
Master's	2
Bachelor's	0
Associate's	0
Certificate	0
Other	0
Total	**2**

FACULTY

FTS has 56 full-time and 190 part-time faculty members at various degree levels supporting programs available to Louisiana students.

FACILITIES

FTS offers online instruction and programs include in-person fieldwork, apprenticeships, and practicums conducted at various businesses across the state, usually churches or non-profits.

STAFF RECOMMENDATION

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

AGENDA ITEM V.F.1.a.i.c.

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 34 academic programs offered to students, including doctorate and master's programs as well as certificates. The university currently has 40 students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	LA Unduplicated Enrollment
Doctorate	12
Master's	28
Bachelor's	0
Associate's	0
Certificate	0
Other	0
Total	**40**

FACULTY

USA-HS has 227 full-time and 206 part-time faculty members at various degree levels supporting programs available to Louisiana students.

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 scope of the programs and the credentials of its faculty, the institution's campus, program accreditation, and the general oversight by the home campus, Senior Staff recommends approval of the application for license renewal from University of St. Augustine for Health Sciences (USA-HS).

BOARD of REGENTS
STATE OF LOUISIANA

Advisory Commission on Proprietary Schools Minutes

September 24, 2026

The Louisiana Board of Regents' Advisory Commission on Proprietary Schools met on Thursday, September 24, 2026, in Room 6–242 in the Claiborne Building. The meeting was also held virtually and livestreamed in accordance with Louisiana RS 42:17.2. Vice Chair Melanie Amrhein called the meeting to order at 10:02 am. The roll was then called by Ms. Courtney Britton, and a quorum was established. There were no public comments to be read.

Commission Members Present
Melanie Amrhein, Vice Chair
James Fontenot, Chair (Virtual)
Larry Tremblay
Chris Broadwater (Virtual)
Hunter Thevis (Virtual)
Sherrie Despino
Carmen Million

Commission Members Absent
Chandler LeBoeuf
Jennifer Jackson

Staff Members Present
Courtney Britton
Dr. Susannah Craig
Allison Vicknair
Mighan Johnson
Cara Landry
Tischa Mitchell

Guests Present
(See Appendix)

The first item of business was the approval of minutes from the Commission's meeting on July 14, 2026, as presented.

On motion of Dr. Larry Tremblay, seconded by Carmen Million, the Advisory Commission on Proprietary Schools unanimously adopted the minutes, as presented, of the July 14, 2026, Advisory Commission on Proprietary Schools meeting.

The next agenda item considered by the Commission was the Associate of Occupational Studies Degree application for Delta College of Arts & Technology, located in Baton Rouge, Louisiana. The school, represented by the owner, Billy Clark, would offer a Magnetic Resonance Imaging Technology (MRI) Technician Associate of Occupational Studies Degree (hybrid), totaling 1665 clock hours over eighteen weeks. Discussion included the need for the program, the modality of the program and the ability to offer the program across the state including in rural areas, the necessity of equipment, who would be training the students to use the machines/equipment, whether the

model had been used elsewhere and whether it was successful, the tuition and whether it was in line with the current market, the length of the program and how the didactic portion and clinical portion would work, and who is responsible for the recruitment and enrollment.

On motion of Chris Broadwater, seconded by James Fontenot, the Advisory Commission on Proprietary Schools unanimously voted to recommend the Board of Regents approve the Application for an AOS Degre in Magnetic Resonance Imaging Technology (MRI) from Delta College of Arts & Technology, Baton Rouge, LA.

The next agenda item considered by the Commission was an initial application for Louisiana Academy of Health and Wellness, located in Slidell, Louisiana. The school, represented by one of the owners, Rene Arcemont, would offer one program: Certified Nurse Aide Training (CNA), totaling 80 clock hours over four weeks. Deferred from the July Commission meeting, discussion included the owners' appreciation for the opportunity to reorganize the ownership and present their application again, the necessity for the program in Slidell, the program's length, the historical high turnover rate for CNAs and low pay rate, and any improvement or changes to address those issues in the industry, the maximum class size and the potential for increasing enrollment, and the school's recruitment and enrollment model.

On motion of Dr. Larry Tremblay, seconded by Sherrie Despino, the Advisory Commission on Proprietary Schools unanimously voted to recommend the Board of Regents approve the initial license application for Louisiana Academy of Health and Wellness, Slidell, LA.

The next agenda item considered by the Commission was an initial license application from Sterling Technical Training, located in Baton Rouge, Louisiana. The school, represented by the owners, Michelle Jones-Sterling and Robert Sterling, would offer one program: Certified Nurse Aide Training (CNA), totaling 80 clock hours over three weeks. Discussion included the owner's motivation for opening the school, the owner's credentials, whether the owners feel financially prepared, the local competition, the financial status of the school and whether the owners will supplement the school using personal funds, the strategic placement of location of the school, and whether the school would offer any grants in the future.

On motion of Chris Broadwater seconded by Carmen Million, the Advisory Commission on Proprietary Schools unanimously voted to recommend the Board of Regents approve the initial license application for Sterling Technical Training, Baton Rouge, LA.

The next agenda item considered by the Commission was change of ownership application from Orphic Training Academy, located in Shreveport, Louisiana. The school, which was represented by the owner, Latasha

Hunter-Lee, would offer four programs: Certified Nurse Aide Training (CNA) at 130 clock hours for twelve weeks, Clinical Medical Assistant at 283 clock hours for sixteen weeks, EKG Technician at 203 clock hours for eight weeks, and Phlebotomy Technician at 193 clock hours for eight weeks. The school was originally licensed in March of 2025. Initial discussion included the motivation for the change of ownership, that Ms. Hunter-Lee was an original owner, but is now the sole owner, how the school is doing and whether it has been successful, and the number of students currently enrolled and on the waiting list.

On motion of Chris Broadwater, seconded by Sherrie Despino, the Advisory Commission on Proprietary Schools unanimously voted to recommend that the Board of Regents approve the change of ownership application for Orphic Training Academy, Shreveport, LA.

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

On motion of Dr. Larry Tremblay and seconded by Chris Broadwater, the Advisory Commission on Proprietary Schools unanimously voted to recommend that the Board of Regents renew the licenses of the following proprietary schools:

160 Driving Academy-Shreveport – License #2364 – Shreveport, LA
Accelerated Academy-Baton Rouge – License #2220 – Baton Rouge, LA
Accelerated Academy-Covington – License #2410 – Covington, LA
Accelerated Academy-Denham Springs – License #2154 – Denham Springs, LA
Accelerated Academy-Hammond – License #2235 – Hammond, LA
Accelerated Academy-Houma – License #2228 – Houma, LA
Accelerated Academy-Lafayette – License #2219 – Lafayette, LA
Accelerated Academy-Lake Charles – License #2308 – Lake Charles, LA
Accelerated Academy-Metairie – License #2230 – Metairie, LA
Accelerated Academy-Monroe – License #2223 – Monroe, LA
Accelerated Academy-Slidell – License #2224 – Slidell, LA
Advance Nursing Training – License #2197 – New Orleans, LA
Ark-La-Tex Dental Assisting Academy – License #2131 – Shreveport, LA
Baton Rouge School of Phlebotomy – License #2335 – Baton Rouge, LA
Camelot College – License #680 – Baton Rouge, LA
Coastal College-Alexandria – License #991 – Alexandria, LA
Cross Road CDL Academy – License #2321 – Harvey, LA
Delta College South – License #969 – Baton Rouge, LA
Fortis College – License #2134 – Baton Rouge, LA
Gulf Coast College – License #2361 – Metairie, LA
Healthcare Training Institute – License #2109 – Kenner, LA
Life Care – License #2182 – Marrero, LA
MedCerts – License #2337 – Livonia, MI

New Orleans Medical Assistant School – License #2305 – New Orleans, LA
Opelousas Academy of Nondestructive Testing – License #2275 – Opelousas, LA
Remington College – Baton Rouge – License #2277 – Baton Rouge, LA
River Cities School of Dental Assisting – License #2089 – Shreveport, LA
Stick It Phlebotomy – License #2226 – Ruston, LA
Synergy Massage Institute-Metairie – License #2365 – Metairie, LA
The Captain School – License #2392 – Marrero, LA

Staff also provided information about the following schools whose licenses expired:

- Acadiana Area Career College, Lafayette, LA, License #2357
- Accelerated Academy-Geismar, Geismar, LA, License #2411
- Blue Cliff College – Alexandria, Alexandria, LA, License #2358
- Blue Cliff College – Metairie, Metairie, LA, License #2360
- Digital Media Institute, Shreveport, LA, License #2198
- Smith Institute of Massage, Shreveport, LA, License #2362

All closures were planned closures or campus mergers and all schools are working with staff to ensure the safe delivery of electronic student records.

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.

- Advance Nursing Training
  - Amended
    Nurse Aide Training – Classroom – 133.0 clock hours
  - Amended
    Phlebotomy – Classroom – 75.0 clock hours
- Baton Rouge Dental Assistant Academy
  - Amended
    Dental Assistant – Hybrid – 180.0 clock hours
- Camelot College
  - Amended
    Administrative Medical Assistant – Online – 96.0 clock hours
- Coastal College - Lafayette
  - Amended
    Class A CDL Training – Classroom – 160.0 clock hours
  - Amended
    Class B CDL Training – Classroom – 80.0 clock hours
  - Amended
    School Bus Course – Classroom – 48.0 clock hours
  - Amended
    Truck Driver Training Refresher – Classroom – 40.0 clock hours
- Coastal Truck Driving School of Lake Charles

    - Amended
      Class A CDL Training – Classroom – 160.0 clock hours
    - Amended
      Class B CDL Training – Classroom – 80.0 clock hours
    - Amended
      School Bus Course – Classroom – 48.0 clock hours
    - Amended
      Truck Driver Training Refresher – Classroom – 40.0 clock hours
- Delta College - Covington
    - Amended
      Dental Assistant – Classroom – 786.0 clock hours
    - Amended
      Dental Assistant - Hybrid – Hybrid – 786.0 clock hours
    - Amended
      Massage Therapy – Classroom – 660.0 clock hours
    - Amended
      Medical Assistant – Classroom – 786.0 clock hours
    - Amended
      Medical Assistant - Hybrid – Hybrid – 786.0 clock hours
    - Amended
      Medical Office and Health Information Technician – Classroom – 786.0 clock hours
    - Amended
      Medical Office and Health Information Technician - Hybrid – Hybrid – 786.0 clock hours
- Delta College - West
    - Amended
      Medical Assistant – Classroom – 786.0 clock hours
    - Amended
      Medical Assistant - Hybrid – Hybrid – 786.0 clock hours
- Delta College of Arts & Technology - Baton Rouge
    - Amended
      Medical Assistant – Classroom – 786.0 clock hours
    - Amended
      Medical Assistant - Hybrid – Hybrid – 786.0 clock hours
- Delta College of Arts & Technology - Lafayette Branch
    - Amended
      Dental Assistant – Classroom – 786.0 clock hours
    - Amended
      Dental Assistant - Hybrid – Hybrid – 786.0 clock hours
    - Amended
      Medical Assistant – Classroom – 786.0 clock hours
    - Amended
      Medical Assistant - Hybrid – Hybrid – 786.0 clock hours
    - Amended
      Medical Office and Health Information Technician – Classroom – 786.0 clock hours

    - Amended
      Medical Office and Health Information Technician - Hybrid – Hybrid – 786.0 clock hours
- Delta College South
    - Amended
      Dental Assistant – Classroom – 786.0 clock hours
    - Amended
      Dental Assistant - Hybrid – Hybrid – 786.0 clock hours
    - Amended
      Massage Therapy – Classroom – 660.0 clock hours
    - Amended
      Medical Assistant – Classroom – 816.0 clock hours
    - Amended
      Medical Assistant - Hybrid – Hybrid – 816.0 clock hours
    - Amended
      Medical Office and Health Information Technician – Classroom – 816.0 clock hours
    - Amended
      Medical Office and Health Information Technician - Hybrid – Hybrid – 816.0 clock hours
- Fortis College
    - Amended
      Heating, Ventilation, Air Conditioning and Refrigeration – Classroom – 960.0 clock hours
    - Amended
      Medical Assisting – Classroom – 780.0 clock hours
    - Amended
      Medical Laboratory Technology – Classroom – 2000.0 clock hours
    - Amended
      Pharmacy Technician – Classroom – 810.0 clock hours
    - Amended
      Radiologic Technology – Classroom – 2210.0 clock hours
    - Amended
      Surgical Technology – Classroom – 1690.0 clock hours
- Healthcare Training Institute
    - Amended
      Administrative Health Care Assistant – Classroom – 900.0 clock hours
- Inspire Code Consulting
    - Amended
      Online Medical Coding Course – Online – 488.0 clock hours
- ITI Technical College
    - Amended
      Information Technology – Classroom – 1440.0 clock hours
- Lafayette Dental Assistant School
    - Amended
      Dental Assistant – Hybrid – 180.0 clock hours
- Lake Charles Dental Assistant School
    - Amended
      Dental Assistant – Hybrid – 180.0 clock hours

- Mandeville Medical Assistant School
  - Amended
    Medical Assistant – Hybrid – 199.0 clock hours
- New Orleans Dental Assistant School
  - Amended
    Dental Assistant – Hybrid – 180.0 clock hours
- New Orleans Medical Assistant School
  - Amended
    Medical Assistant – Hybrid – 199.0 clock hours
- Northeast Maritime Institute
  - Amended
    NM-2003 Master 100 Gross Tons Program – Classroom – 104.0 clock hours
  - New
    NM-2004 Master 200 Gross Tons Upgrade – Hybrid – 96.0 clock hours
  - Amended
    NM-2010 STCW Refresher – Hybrid – 32.0 clock hours
- Remington College - Baton Rouge
  - Amended
    Construction and Building Maintenance – Hybrid – 720.0 clock hours
  - Amended
    Heating, Ventilation and Air Conditioning – Hybrid – 960.0 clock hours
  - Amended
    Medical Assisting – Hybrid – 760.0 clock hours
- Royal Angels Anointed Hands
  - New
    Electrocardiogram (EKG) – Hybrid – 75.0 clock hours
- Shreveport Bossier City Massage Academy
  - Amended
    Massage Therapy – Classroom – 700.0 clock hours
- Shreveport Dental Assistant School
  - Amended
    Dental Assistant – Hybrid – 180.0 clock hours
- Unitech Training Academy - Alexandria
  - Amended
    Dental Assisting – Hybrid – 600.0 clock hours
  - New
    Electrical – Classroom – 480.0 clock hours
  - Amended
    Pharmacy Technician – Hybrid – 900.0 clock hours

The next agenda item was discussion of future meeting dates in light of upcoming hearings. Staff provided information regarding the student requested hearing removed from the September agenda due to notification and in-person requirements when the meeting was rescheduled, as well as a potential compliance hearing depending on further investigation. Multiple meeting options were discussed as well as the anticipated standard agenda applications for November and the length of the meeting. The consensus of the Commission members was that they would prefer to have a

singular in-person meeting. Ms. Britton stated she will send out a reminder about the scheduled meeting date of November 10, 2026, so members can check their schedules and if need be, the date and time can be adjusted before the hearing notices need to be sent out.

During the final agenda item, Other Business, the Commission discussed potential updates to the student complaint process to better align with other states and industry standards; whether changes are needed to the process for changes of ownerships and enrollment; the current status of many CDL training programs and related federal regulations; and updates of two CDL school owners that were under investigation.

There being no further business, the meeting adjourned at 10:46 am. The next meeting of the Commission is scheduled for November 10, 2026, at 10:00 a.m. in the Claiborne Building.

APPENDIX A
GUESTS

Rene Arcemont	Louisiana Academy of Health and Wellness
Jennifer Byrd	LA Department of Justice
Billy Clark	Delta College
Joshua Clark	Delta College
Latasha Hunter-Lee (Virtual)	Orphic Training
Michele Jones-Sterling	Sterling Technical
Robert Sterling	Sterling Technical