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AGENDA

PLANNING, RESEARCH and PERFORMANCE COMMITTEE MEETING

August 26, 2015 • 10:35 a.m.

Louisiana Purchase Room, W.C.C. Claiborne Building, Baton Rouge, LA

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. R.S. 17:1808 (Licensure)
 1. Initial Licenses
 - a. Blue Cliff College
 - b. Northwestern University
 - c. Saint Leo University
 - d. Texas Woman's University
 - e. University of San Francisco
 2. License Renewals
 - a. Lamar University
 - b. LeTourneau University
 - c. Simmons College
 - d. South University
 - e. Troy University
 - f. University of South Florida
 - B. Proprietary Schools Advisory Commission
 1. Initial Licenses
 - a. Accelerated Dental Assisting Academy, Lafayette
 - b. Accelerated Dental Assisting Academy, Lake Charles
 - c. Accelerated Dental Assisting Academy, Mandeville
 - d. Accelerated Dental Assisting Academy, Marrero
 - e. Accelerated Dental Assisting Academy, Monroe
 - f. Accelerated Dental Assisting Academy, Slidell
 - g. Rock Bridge training Institute, LLC
 - h. Stick It Phlebotomy
 2. License Renewals

- IV. R.S. 17:1808 (Licensure)
 - A. Baton Rouge General Health System (initial license)
 - B. Southwest Kingston University (license renewal)
 - C. World Quant University (initial license)

- V. GRAD Act
 - A. 4th Quarter Report of BOR GRAD Act Intervention Policy for SUBR, SULC and SUS

- VI. State Authorization Reciprocity Agreement (SARA)
 - A. Louisiana Tech University
 - B. Southeastern Louisiana University

- VII. Amendments to Board of Regents' Uniform Policy on Sexual Misconduct in Compliance with Act 172 of 2015

- VIII. Fourth Annual Review of the Master Plan for Public Postsecondary Education in Louisiana: 2011

- IX. Other Business

- X. Adjournment

<p><u>Committee Members:</u> Joel Dupré, Chair; William Fenstermaker, Vice Chair; Mark Abraham, Claudia Adley, Raymond Brandt, Joseph Farr, Robert Levy; Gray Stream.</p>

Agenda Item III.A.1.a.

Blue Cliff College Metairie, Louisiana

BACKGROUND

Blue Cliff College (Blue Cliff) is seeking its initial license as an academic degree-granting institution in Louisiana. The institution is headquartered in Metairie, Louisiana with campuses in Alexandria, Houma, Lafayette and Shreveport. Blue Cliff has been licensed by the Board of Regents since 1989 as a proprietary school offering numerous occupational programs in health-related areas and is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).

ACADEMIC PROGRAM

Blue Cliff currently offers diploma programs in clinical medical assisting, dental assisting, dialysis technician, esthetics, massage therapy, health information management and HVAC. It also offers occupational associate degree programs in health information management, clinical administrative medical assisting and massage therapy. The college is seeking licensure as an academic degree-granting institution with plans to offer academic associate degrees in business and health-related fields.

FACULTY

Currently, Blue Cliff has 29 faculty. Five of the faculty are employed fulltime with three trained at the doctoral level, 21 at the master's level and five at the baccalaureate level.

FACILITIES

Blue Cliff's campuses throughout Louisiana include appropriate classroom, laboratory, library and administrative offices to support the programs offered.

STAFF RECOMMENDATION

Given the credentials of its faculty, the history of the institution in providing postsecondary education programs, and the oversight provided by both the main campus and the institution's accrediting agency, staff recommends that the Board of Regents issue an initial operating license to Blue Cliff College, located in Metairie, Louisiana, with branch campuses in Alexandria, Houma, Lafayette and Shreveport.

Agenda Item III.A.1.b.

Northwestern University Evanston, Illinois

BACKGROUND

Northwestern University (Northwestern) is not incorporated in the State of Louisiana. The institution was founded in 1851 to serve the Northwest Territory (current day Ohio, Indiana, Illinois, Michigan, Wisconsin and parts of Minnesota). Today, Northwestern serves approximately 21,000 students on three campuses comprising twelve schools and colleges, including law and medicine. Northwestern is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

ACADEMIC PROGRAM

As a comprehensive research university, Northwestern offers a wide range of online degree programs at the undergraduate and graduate level. However, the institution is seeking licensure in Louisiana to offer an online master's degree program in Counseling.

FACULTY

Northwestern employs twelve faculty to support its master's degree program in Counseling, all on a fulltime basis. Of the twelve faculty, ten are trained at the doctoral level, while the remaining two are trained at the master's level.

FACILITIES

Since Northwestern operates programs online with administrative and academic support in Evanston, there are no out-of-state physical facilities in Louisiana. Students will complete clinical experiences at various locations in Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the college's and program's accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issue an initial operating license to Northwestern University, located in Evanston, Illinois.

Agenda Item III.A.1.c.

Saint Leo University Saint Leo, Florida

BACKGROUND

Saint Leo University (St. Leo) is not incorporated in the State of Louisiana. The institution is a private university in the state of Florida and is seeking its initial license. Founded as a Benedictine liberal arts college in 1890 as the first Catholic college in Florida, St. Leo began offering graduate programs in 1994 and became a university in 1999. St Leo is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

ACADEMIC PROGRAM

St. Leo offers a wide variety of online undergraduate and graduate programs, primarily in the areas of business, criminal justice and education. Typically, the online nature of its programs would not require licensure. However, since some of the education and health-related programs being provided to Louisiana residents include practicum requirements, licensure is necessary.

FACULTY

St. Leo employs 756 faculty to support the online programs it proposes to make available to Louisiana residents. Of the 756 faculty, 448 are trained at the doctoral level, 308 are trained at the masters level and 115 are employed on a full-time basis.

FACILITIES

Since St. Leo operates programs online with administrative and academic support in Saint Leo, there are no out-of-state physical facilities in Louisiana. Depending on the academic program, students will complete clinical experiences at various locations in Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the college's and academic programs' accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issue an initial operating license to Saint Leo University, located in Saint Leo, Florida.

Agenda Item III.A.1.d.

Texas Woman's University Denton, Texas

BACKGROUND

Texas Woman's University (TWU) is not incorporated in the State of Louisiana. The institution was founded as Girls Industrial College in 1901, and became the College of Industrial Arts in 1905. The institution was renamed Texas State College for Women in 1934, received its current name in 1957 and began admitting men in 1972. With Institutes of Health Sciences in Dallas and Houston, TWU offers a wide variety of undergraduate, graduate and professional programs. TWU is a publically-supported comprehensive university of over 15,000 students and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

ACADEMIC PROGRAM

TWU has a variety of online programs at both the undergraduate and graduate levels. Typically, online programs would not require licensure. However, since the Doctor of Physical Therapy (DPT) requires a clinical internship, licensure is necessary.

FACULTY

TWU employs four faculty to support the online DPT program available to Louisiana residents. Of the four faculty, all are trained at the doctoral level, and two are employed on a full-time basis.

FACILITIES

Since TWU operates programs online with administrative and academic support in Denton, there are no out-of-state physical facilities in Louisiana. DPT students will complete clinical experiences at various locations in Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the college's and DPT program's accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issue an initial operating license to Texas Woman's University, located in Denton, Texas.

Agenda Item III.A.1.e.

University of San Francisco San Francisco, California

BACKGROUND

The University of San Francisco (USF) is not incorporated in the State of Louisiana. The institution is a private university in the state of California and is seeking its initial license. Founded by the Jesuits in 1855 as St. Ignatius Academy, the institution received its current name in 1930. USF has undergraduate and graduate programs in five schools and enrolls over 10,000 students. USF is accredited by the Western Association of Schools and Colleges.

ACADEMIC PROGRAM

USF is proposing to offer seven online masters programs in collegiate athletics, digital technologies, teaching English to speakers of other languages, health informatics, public administration, nursing and public health. Typically, online programs would not require licensure. However, since some of the programs require practicum/clinical experiences, licensure is necessary.

FACULTY

USF employs 71 faculty to support the seven programs being proposed. Of the 71 faculty, 42 are trained at the doctoral level, 29 are trained at the masters level; there are 21 employed on a full-time basis.

FACILITIES

Since USF operates programs online with administrative and academic support in San Francisco, there are no out-of-state physical facilities in Louisiana. Depending on the academic program, students will complete clinical experiences at various locations in Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the college's and academic programs' accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issue an initial operating license to the University of San Francisco, located in San Francisco, California.

Agenda Item III.A.2.a.

Lamar University Beaumont, Texas

BACKGROUND

Lamar University (Lamar) is not incorporated in the State of Louisiana. The university is a publicly-supported institution in the state of Texas and first registered with the Board of Regents in 2009. Established in 1923, the institution is headquartered in Beaumont, Texas and is accredited by the Commission on Colleges of the Southern Association for Colleges and Schools.

ACADEMIC PROGRAM

Lamar offers sixteen online undergraduate and thirteen online graduate programs to Louisiana residents. Since some of the programs require supervised internship/clinical experiences, licensure is necessary.

FACULTY

Lamar employs 83 full-time faculty and 66 part-time faculty to support the 29 programs. One-hundred thirteen of the 149 faculty are trained at the doctoral level with the remaining 36 trained at the master's level.

FACILITIES

Since Lamar operates programs online with administrative and academic support in Beaumont, there are no out-of-state physical facilities in Louisiana. Students are required to complete clinical experiences at various locations in Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the college's campus and program accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents accept the application for license renewal from Lamar University, located in Beaumont, Texas.

Agenda Item III.A.2.b.

LeTourneau University Longview, Texas

BACKGROUND

LeTourneau University (LeTourneau) is not incorporated in the State of Louisiana. The institution is a private non-denominational Christian institution in Longview, Texas and is seeking license renewal in Louisiana. LeTourneau is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

ACADEMIC PROGRAM

LeTourneau offers a wide variety of undergraduate and graduate programs. The university makes available nineteen online undergraduate and eleven online graduate programs to Louisiana residents, primarily in the areas of business, healthcare and education. Since some of the health-related programs require clinical internships, licensure is necessary.

FACULTY

LeTourneau employs 202 faculty to support its online academic programs. Of the 202 faculty, 90 are employed fulltime and 117 are trained at the doctoral level.

FACILITIES

Since LeTourneau operates programs online with administrative and academic support in Longview, there are no out-of-state physical facilities in Louisiana. Depending on the academic program, students will complete clinical experiences at various locations in Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the college's campus and program accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents accept the application for license renewal from LeTourneau University, located in Longview, Texas.

Agenda Item III.A.2.c.

Simmons College Boston, Massachusetts

BACKGROUND

Simmons College (Simmons) is not incorporated in the State of Louisiana. The institution opened in 1899 as a private liberal arts college for women in the Fenway area of downtown Boston. The institution is coeducational in its selective graduate programs and is seeking license renewal with the Board of Regents. Simmons is accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges.

ACADEMIC PROGRAM

Simmons offers a variety of online undergraduate and graduate programs. It offers the following online graduate programs to Louisiana residents; Library Science, Registered Nurse to Masters of Science in Nursing, Nursing and Social Work. Since the nursing programs require clinical experiences, licensure is necessary.

FACULTY

Simmons employs 165 faculty to support its online programs, 137 trained at the doctoral level. Of the 165 faculty, five are employed on a fulltime basis.

FACILITIES

Since Simmons operates programs online with administrative and academic support in Boston, there are no out-of-state physical facilities in Louisiana. Depending on the academic program, students will complete clinical experiences at various locations in Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's and academic program's accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents approve the request for license renewal for Simmons College, located in Boston, Massachusetts.

Agenda Item III.A.2.d.

South University Savannah, Georgia

BACKGROUND

South University (South) is not incorporated in the State of Louisiana. The university is a private university in the state of Georgia and was first licensed by the Board of Regents in 2011. The institution is headquartered in Savannah, Georgia and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

ACADEMIC PROGRAM

South offers a variety of online undergraduate (6 associate and 16 baccalaureate) and graduate (10 post graduate certificate, 28 masters and 4 doctorates) programs to Louisiana residents. Typically, the online nature of the delivery system would not require licensure. However, since some of the health-related programs require clinical experiences, licensure is necessary.

FACULTY

South University employs 1,056 faculty to support its 64 online programs available to Louisiana residents. Of the 1,056 faculty, 595 are trained at the doctoral level and 109 are employed full-time.

FACILITIES

Since South operates programs online with administrative and academic support in Savannah, there are no out-of-state physical facilities in Louisiana. Depending on the academic program, students will complete clinical experiences at various locations in Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the college's campus and program accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents approve license renewal for South University, headquartered in Savannah, Georgia.

Agenda Item III.A.2.e.

Troy University Troy, Alabama

BACKGROUND

Troy University (Troy) is not incorporated in Louisiana. Although Troy was licensed in Louisiana from 1993 until it ceased operations at the Naval Support Activity Center in New Orleans in 2005, it reapplied and was licensed in 2011 to offer online degree programs to Louisiana residents. The institution is a publicly-supported university headquartered in Troy, Alabama and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS).

ACADEMIC PROGRAM

Troy offers a wide variety of online programs to Louisiana residents. The programs range from certificate through the doctoral level in areas such as business, criminal justice, education, health, public administration and sports training/administration. The business, sports training and education programs are accredited by the appropriate professional accrediting associations. Since some of the education, sports training and health-related programs require clinical internships, licensure is necessary.

FACULTY

Troy employs 201 faculty to support its online programs available to Louisiana residents, 100 on a full-time basis. One-hundred thirty-five of the faculty are trained at the doctoral level; the remaining faculty are trained at the masters/specialist level.

FACILITIES

Since Troy operates programs online with administrative and academic support in Troy, there are no out-of-state physical facilities in Louisiana. Depending on the academic program, students will complete clinical experiences at various locations in Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the college's campus and program accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents approve license renewal for Troy University, headquartered in Troy, Alabama.

Agenda Item III.A.2.f.

University of South Florida Tampa, Florida

BACKGROUND

The University of South Florida (USF) is not incorporated in the State of Louisiana. The institution, founded in 1956, is a publically-supported metropolitan doctoral research university in Tampa, Florida, and is seeking license renewal. USF is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

ACADEMIC PROGRAM

As a publically-supported doctoral research university, USF offers 83 online programs ranging from the certificate through doctoral levels. Since a number of its online health and education-related programs require clinical experiences, USF is subject to Louisiana licensure.

FACULTY

USF employs 238 faculty to support its online programs, all on a fulltime basis. Of the 238 faculty, 203 (85%) are trained at the doctoral level with the remaining 35 trained at the masters/specialist levels.

FACILITIES

Since USF operates programs online with administrative and academic support in Tampa, there are no out-of-state physical facilities in Louisiana. Students complete clinical experiences at various locations in Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's and programs' accreditation, and the general oversight by the home campus in Tampa, the senior staff recommends that the Board of Regents accept the application for license renewal from the University of South Florida, located in Tampa, Florida.

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Agenda Item III.B.
Minutes
Board of Regents' Proprietary Schools Advisory Commission
July 14, 2015

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met on Tuesday, July 14, 2015, at 10:08 a.m. in Room 1-190 of the Claiborne Building, Baton Rouge. Commissioner Lalonde called the meeting to order and the roll was called.

Commission Members Present

Melanie Amrhein
James Dorris
James Fontenot
Theresa Hay
Raymond Lalonde

Staff Members Present

Nancy Beall
Chandra Cheatham
Kristi Kron
Carol Marabella

Commission Members Absent

Ralph Bender, Chair
Richard D'Aquin
Sherrie Despino
Keith Jones, Vice-Chair

Guests Present

(See Appendix A)

Following a word of welcome from Acting Chair Lalonde to new Proprietary Schools Advisory Commission member Theresa Hay, who will serve as the Commissioner of Higher Education's representative on the Commission, the first item of business was approval of the minutes from its meeting of May 12, 2015.

On motion of Ms. Amrhein, seconded by Ms. Hay, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the May 12, 2015 Proprietary Schools Advisory Commission meeting.

The next agenda item considered by the Commission was seven initial license applications of which the first six applications were submitted from Accelerated Dental Assisting Academy, LLC, for proposed locations in Lafayette, Lake Charles, Mandeville, Marrero, Monroe, and Slidell, Louisiana, and represented by the school's manager, Mr. David B. Roux. Ms. Marabella reviewed the materials for the Commission noting that these proposed six schools are owned by a practicing dentist, Dr. Jarrad Bencaz of Denham Springs, Louisiana, who gained licensure for his initial proprietary school, Accelerated Dental Assisting Academy located in Denham Springs, on August 24, 2011. These six proposed new institutions, like their main campus, would be offering one program of study, Dental Assisting, which is a ten-week, 80.0 clock hour program. The program will be taught at a dental clinic either on a Friday or Saturday, depending on school location. Each of the applications for Accelerated Dental Assisting Academy had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding an explanation of the company's business model

for the proposed schools, success with the currently licensed school, qualifications of the instructors who will teach at each school's location, and a comparison of the curriculum to area competition,

On motion of Mr. Fontenot, seconded by Ms. Hay, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Accelerated Dental Assisting Academy, located in Lafayette, Louisiana.

On motion of Ms. Amrhein, seconded by Mr. Fontenot, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Accelerated Dental Assisting Academy, located in Lake Charles, Louisiana.

On motion of Ms. Hay, seconded by Mr. Dorris, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Accelerated Dental Assisting Academy, located in Mandeville, Louisiana.

On motion of Mr. Dorris, seconded by Ms. Hay, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Accelerated Dental Assisting Academy, located in Marrero, Louisiana.

On motion of Mr. Fontenot, seconded by Ms. Amrhein, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Accelerated Dental Assisting Academy, located in Monroe, Louisiana.

On motion of Ms. Hay, seconded by Mr. Dorris, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Accelerated Dental Assisting Academy, located in Slidell, Louisiana.

The seventh and final initial license application considered by the Commission was from Rock Bridge Training Institute, LLC, located in Shreveport, Louisiana, and represented by the

school's owner, Ms. Felicia A. Posey. Ms. Kron reviewed the materials for the Commission noting that Ms. Posey previously owned a proprietary school, Training Academy for Dental Assistants, which closed on September 23, 2011. The institution is proposing to offer two programs of study, Dental Assisting (540.0 clock hours/6.0 months) and Personal Home Care Aide (96.0 clock hours/8.0 weeks). Rock Bridge Training Institute, LLC, had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the reasons for the closure of the previous school and the owner's plans for the proposed school and its curricula, that simulated dental operatories will be included in the Dental Assistant program, employment opportunities and available job placement assistance for graduates, comparison of curricula to that of competition, and duties of a Personal Home Care Aide,

On motion of Ms. Amrhein, seconded by Ms. Hay, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Rock Bridge Training Institute, LLC, located in Shreveport, Louisiana.

The next agenda item considered by the Commission was the reconsideration of the initial license application from Stick It Phlebotomy located in Jonesboro, Louisiana, that was previously recommended to the Board of Regents for initial licensure at its May 12, 2015 meeting. The school's owner, Ms. Sherry Hinton, represented the school. Ms. Marabella reviewed for the Commission the reason that the application was referred back to the Commission due to violation of advertising rules and regulations.

Following further discussion regarding the circumstances surrounding the posting of
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advertisements prior to licensure and the owner's acknowledgement of the error and reassurance to the Commission of future compliance with the proprietary schools law,

On motion of Mr. Dorris, seconded by Ms. Amrhein, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Stick It Phlebotomy, located in Jonesboro, Louisiana.

The next agenda item considered by the Commission was operating license renewals.

Ms. Marabella informed the Commission members that there were twenty-three (23) schools seeking renewal. These schools scheduled for renewal were in complete compliance, having met all the legal and administrative requirements to be re-licensed.

Following further discussion,

On motion of Mr. Fontenot, seconded by Ms. Hay, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents renew the licenses of the following proprietary schools (initial license date in parentheses):

Advance Healthcare Institute, LLC (05/26/11)
BAR/BRI (Baton Rouge) (05/23/12)
BAR/BRI (New Orleans) (05/23/12)
Blue Cliff College--Alexandria (05/25/06)
Cameron College (06/29/83)
D.D.C. School for Dental Assisting, LLC (05/22/13)
Delta College of Arts & Technology (06/25/92)
Dental Careers Institute, LLC (05/26/11)
Diesel Driving Academy (Baton Rouge) (06/25/87)
Eastern College of Health Vocations--Shreveport (05/27/04)
God's Way--Project Excel, Inc. (05/26/11)
Grace & Favor Training Academy, LLC (05/21/14)
Lincoln College (formerly Nashville Auto-Diesel College) (05/22/03)
Louisiana Institute of Massage Therapy (05/22/13)
Oak Park School of Dental Assisting (05/28/09)
Ouachita Truck Driving Academy, LLC (05/22/03)
Remington College (Baton Rouge Campus) (05/26/11)

Remington College (Lafayette Campus) (05/26/11)
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Remington College (Shreveport Campus) (05/26/11)
SIHAF Career Institute (05/21/14)
Southern Medical Corporation School of Ultrasound (06/26/97)
Virginia College (Baton Rouge) (05/27/10)
Virginia College (Shreveport) (05/26/11)

Ms. Marabella informed the Commission that there was one institution that chose not to renew its license this renewal cycle--Central Louisiana Medical Academy (06/24/99). Ms. Kaylon G. Smith, school owner, taught out all students prior to the school's interrupted status and ultimate closure. Staff will work with Ms. Smith to secure the student records for safekeeping.

The next item on the agenda was an update on program approvals. Acting Chair Lalonde reminded the Commission that staff approved these updates administratively and course approvals were being shared for informational purposes only.

The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, September 8, 2015, at 10:00 a.m., in Room 1-190 of the Claiborne Building. There being no further business, the meeting adjourned at 11:30 a.m.

APPENDIX A

GUESTS

Sherry Hinton

Stick It Phlebotomy

Felicia Posey

Rock Bridge Training Institute

Mishaux Ramirez

Accelerated Dental Assisting Academy

David Roux

Accelerated Dental Assisting Academy

Patricia Wilton

LA Department of Justice

Dr. Sherwood Young

Rock Bridge Training Institute

Agenda Item IV.A.

Baton Rouge General Medical Center Baton Rouge, Louisiana

BACKGROUND

Baton Rouge General Medical Center (BRGMC) is seeking its initial license with the Louisiana Board of Regents. Though it is not an academic degree-granting institution, it is seeking licensure to ensure compliance with federal requirements. Although the institution is not required to seek licensure with the Board of Regents since currently it does not grant academic degrees, as a participant in Title IV student financial aid programs, BRGMC wants to comply with all state regulations regarding authorization to operate. The institution was founded in 1900, headquartered in Baton Rouge and operates two campuses. BRGMC is accredited by the Joint Commission on accreditation of Healthcare Organizations (JCAHO).

ACADEMIC PROGRAM

BRGMC currently offers diploma programs in nursing and radiologic technology. The School of Nursing and the School of Radiologic Technology were founded in 1981. The nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN) and the radiologic technology program by the Joint Review Committee on Education in Radiologic Technology (JRCERT)

FACULTY

BRGMC's Schools of Nursing and Radiologic Technology employ fourteen faculty. Of the fourteen faculty, one is trained at the doctoral level and the remaining thirteen at the masters level. Twelve of the fourteen faculty are employed fulltime.

FACILITIES

BRGMC maintains classroom, laboratory administrative and library space on its campus to support both the nursing and radiologic technology programs.

STAFF RECOMMENDATION

The Board of Regents' Rules and Regulations for the Administration of R.S. 17:1808 require that institutions seeking licensure hold recognized accreditation. However, the Rules and Regulations allow the Board to waive the accreditation requirement in the case of single purpose institutions. This consideration is given in circumstances where the board determines that it would be educationally impractical for an institution to reorganize its programs and operations in order to become eligible for consideration by a U.S. Department of Education recognized accrediting association. In the case of BRGMC, the hospital is accredited by JCAHO, the nursing program by ACEN and the radiologic technology program by JRCERT. It would be impractical for the Medical Center to seek accreditation as an educational institution.

Given the credentials of its faculty, the history of the institution in providing diploma programs, and the oversight provided by both the programmatic and the Medical Center's accrediting agency, the senior staff recommends that the Board of Regents issue an initial operating license to the Baton Rouge General Medical Center, located in Baton Rouge, Louisiana.

Agenda Item IV.B.

Southwest Kingston University Shreveport, Louisiana

Background

The Board of Regents received the initial license application from Southwest Kingston University (SKU) in October, 2010. The next two years were spent assessing and strengthening the application. Following an evaluation from an outside consultant and further research by SKU, at its meeting of August, 2012, the Board of Regents approved a three-year operating license for Southwest Kingston University with the following stipulations:

1. Annually, ... the University shall report to the Deputy Commissioner for Planning, Research and Academic Affairs the status of its progress toward preparation and submittal of an application for accreditation candidacy through the Distance Education Accrediting Commission (DEAC).
2. At the end of this period of initial licensure, the University shall provide evidence of submittal of an application for DEAC candidacy.
3. Within one year of submittal of an application for DEAC candidacy, the University shall provide evidence of successful DEAC candidacy status. If granted, the Regents will consider extending licensure to allow for final, full accreditation review.
4. Upon termination of the allotted time for final accreditation review, the University shall report its DEAC membership status. If DEAC accreditation has been granted, the Regents shall consider issuing a regular 2-year operating license. If not granted, the Regents will consider denial of further licensure.

Activities Since Initial Licensure

Since being granted its operating license, SKU has been actively operating, recruiting for and offering two online degree programs, RN to BSN and an MBA in Healthcare Management. For its initial two years, the institution operated out of leased space in New Orleans, but relocated to larger space in Shreveport in 2014.

As required, SKU submitted annual reports to the Regents' staff outlining its progress in seeking accreditation with DEAC. The institution has experienced some staff turnover in academic affairs since being granted its initial license delaying somewhat the pursuit of accreditation. Nevertheless, the institution has made progress towards accreditation and has experienced enrollment growth in each of its three years.

The process to apply for DEAC accreditation involves the following steps:

1. Obtain the DEAC Accreditation Handbook
2. Complete DEAC Course
3. Review Application
4. Begin Writing the Self-Evaluation Report (SER)
5. Submit Application and Other Required Information

6. Undergo Readiness Assessment
7. Undergo On-site Evaluation Visit
8. Commission Review and Action

During the three-year license, SKU completed steps 1-4. Following a meeting in Washington with the Executive Director of DEAC in June 2015, SKU anticipates submission of the completed application by December, 2015. Per the DEAC Director of Accreditation's feedback, the DEAC review and approval process is expected to take between 12-18 months from the point of submission.

Staff Recommendation

Based on the efforts of Southwest Kingston University (SKU) to attain accreditation with the Distance Education Accrediting Commission (DEAC) and DEAC's commitment and schedule for moving forward with the process, senior staff recommends that the Planning, Research and Performance Committee approve an extension of the operating license for Southwest Kingston University (SKU) until August 31, 2017. If the university does not submit its completed application to DEAC by January 31, 2016, the Board of Regents may revoke the institution's operating license. Based on the formal accreditation action of DEAC at its meeting of June 2017, the Board of Regents will determine whether to renew the institution's operating license in August 2017.

Agenda Item IV.C.

World Quant University New Orleans, Louisiana

Background

Revised Statute 17:1808 requires the Board of Regents to register and license academic degree-granting, post-secondary institutions in Louisiana. Regents' rules and regulations overseeing the review process echo the revised statutes with particular emphasis placed on the attainment of appropriate accreditation. World Quant University (WQU) has identified the Distance Education Accrediting Commission (DEAC) as its desired accreditation agency. DEAC accreditation aims to instill public confidence in DEAC institutions' missions, goals, performance, and resources through rigorous application and peer-developed accreditation standards.

Overview of World Quant University

The mission of the University is:

To offer a highly acclaimed, state of the industry online Master's degree in Quantitative Finance with a concentration in Alpha Design that is free and open to all qualified applicants anywhere by using state of the art online education technology.

WQU is funded by the World Quant Foundation; a charitable organization founded by Igor Tulchinsky, who is also the founder of World Quant, LLC. World Quant Foundation was established "to make a positive impact in the world through targeted donations to qualified organizations and students worldwide." The Foundation already awards a significant number of scholarships annually. However, the establishment of WQU will enable the Foundation to reach many more people than possible with scholarships alone. The Foundation is backing the WQU project and is committed to providing funding at current level (as indicated on the budget submitted with the licensure application) and beyond. WQU in its own entity is registered as a non-stock corporation operating as a not-for-profit entity, while waiting on official 501c3 status from the Internal Revenue Service. A senior management team is in place and prospective faculty members have been identified. The staff observes that individuals engaged in the development of this institution and the degree program to be offered appear to possess requisite academic/experiential qualifications.

Goals established by WQU include:

- *Create and share knowledge through open, interactive, accessible learning*
- *Use this knowledge for global economic development*
- *Ensure all courses and teaching methods foster leadership, teamwork, ethical behavior, and analytical problem solving skills*
- *Utilize technology to facilitate creativity, ingenuity, and the exchange of knowledge*
- *Be recognized as a leader in quantitative finance education by providing an excellent program accessible to anyone in the world*

- *Graduate knowledgeable, passionate individuals who will leverage their knowledge to create economic growth in both established and developing markets*

WQU is dedicated to making innovative, high-quality quantitative finance education accessible to students worldwide. Appropriate to its mission and purpose, the University proposes offering a Master of Science in Quantitative Finance with a concentration in Alpha Design made available through e-learning processes. The University describes the program as follows:

The Master of Science in Quantitative Finance with a concentration in Alpha Design is the world's first free, open online program in this discipline. Designed by quant experts to meet the needs of the industry, this program covers the necessary financial, computational, and statistical information required for success in the field, but stands apart in its emphasis on alpha design. Throughout the program, students will continuously learn and apply knowledge, using current technology, including Python, Matlab, and Websim.

Comprised of fourteen (14) courses, the program is designed to be completed in two years. Upon completion of this program, students will be able to:

- *Demonstrate an understanding of global financial markets*
- *Determine the strengths and weaknesses of statistics in analyzing data as applied to finance*
- *Identify risk related to the finance business and understand how they impact alpha design*
- *Master Python programming for finance and develop tools using the Python language*
- *Create algorithms using Python and use various tools to judge their efficacy*
- *Describe Econometric modeling and forecasting of financial markets.*
- *Analyze regression and inference and time-series models like GARCH and cointegration*
- *Master the principles and applications of statistical learning, machine learning and their related tools*
- *Describe types of alphas and related concepts*
- *Design and evaluate Alphas Explore Finance in the Global Changing Marketplace and apply finance to humanitarian efforts.*

The curriculum will provide students with highly specific knowledge and skills, ideal for this exceedingly specialized field. Graduates are prepared for careers in risk management, investment banking, money management, derivative pricing, private equity, hedge funds, and in technical operational areas of corporate finance. It is expected that graduates will be recruited by leaders in the quant industry, including firms such as Goldman Sachs, Morgan Stanley, Citigroup, J.P. Morgan, Bank of America, Deloitte Consulting, and various hedge funds and asset management firms.

Chronology of Activities Related to Board of Regents' Consideration of the Application for State Registration and Licensure for World Quant University (WQU)

March 2015 – The Board of Regents receives an application for registration and licensure of WQU. The University indicates that it will seek institutional accreditation through the Distance Education Accrediting Commission.

March 2015 – April 2015 – Regents' staff conducts initial assessment of registration and licensure application submitted by WQU.

April 23, 2015 – Regents' staff met with WQU representatives (at the request of WQU) to discuss the licensure application process.

April 24, 2015 – Regents' staff informs WQU representatives that there is additional information that needs to be provided before consideration can be given to the registration and licensure application.

April 30, 2015 – WQU representatives respond to the April 24, 2015 correspondence, providing additional documentation.

May 2015 – Staff concludes that further internal assessment would benefit from an in-depth review of this application using an external consultant thoroughly familiar with DEAC accreditation processes. Potential external reviewers were identified and contacted in order to determine interest and availability. WQU representatives were updated on the status of the review.

May 18, 2015 – Staff engages the services of Ms. Nancy Moreno-Derks to assess WQU's application for licensure and associated materials in light of DEAC accreditation candidacy.

May 2015 – July 2015 – Ms. Moreno-Derks reviews all documentation relevant to WQU's application for licensure.

July 13, 2015 – Ms. Moreno-Derks submits her formal report relevant to the University's application for licensure to Regents' staff.

July 21, 2015 – The external consultant's report is provided to WQU representatives. It is requested that should the University wish to continue pursuit of licensure in the State of Louisiana that a formal response to the consultant's report be provided per an addendum to the licensure application.

July 29, 2015 – The Board of Regents receives a very detailed response to the external consultant's report. Staff finds the report to be thorough, addressing all recommendations and suggestions raised by the external reviewer.

Staff Assessment

The staff acknowledges that DEAC accreditation (WQU's chosen recognized accrediting agency) has long been recognized by the U.S. Department of Education as an appropriate measure of requisite quality for post-secondary educational institutions in the United States. In particular, DEAC serves primarily those independent schools who aim to offer degree programs through distance learning technologies. Given its 80-plus years of history and its highly refined and federally recognized accreditation program, staff decided that the use of an external consultant with DEAC experience to conduct a mock review of WQU's application using DEAC accreditation standards would be a useful diagnostic tool both for the Regents and for the University.

WQU's initial application materials were reviewed by staff and by the external consultant, Ms. Nancy Monero-Derks, who was selected to assist in the review process due to her vast experience with accreditation bodies and her past affiliation with the Distance Education Accrediting Commission. For more than 25 years Ms. Monero-Derks has been responsible for assisting institutions in achieving DEAC accreditation through her organization, Accreditation Experts. Since 2009 Ms. Monero-Derks has participated in accreditation on-site visits for DEAC as the Education Evaluator of Visiting Teams charged with reviewing institutions and reporting findings to the Accrediting Commission. In 2011 she was invited to participate as a panel member for the Appeals Committee for a national accreditation organization and continues to serve in this capacity.

Findings and opinions were provided by Ms. Monero-Derks as well as the identification of areas in which WQU would need to show documentary evidence of compliance with DEAC standards and policies. She pinpointed steps that should be implemented prior to enrolling students as well as identified specific requirements that WQU will need to focus and lay a solid foundation in order to achieve accreditation through DEAC. In conclusion, Ms. Monero-Derks states in her report:

It is the opinion of the external consultant, based on her analysis, that World Quant University may be reasonably prepared to submit their application and subsequent SER and associated exhibits in order to be reviewed for accreditation purposes by July 2019.

The staff finds that the additional documentation provided by WQU in late July adequately responds to areas of concerns as identified by Ms. Monero-Derks. It is the observation of staff that WQU representatives have a clear knowledge and understanding of DEAC standards and comprehend what is required by WQU to comply with said standards. While the staff cannot determine whether documentation provided by WQU will satisfy DEAC candidacy expectations, it appears that the University is in a good position to move forward with the accreditation process within the time period outlined by WQU.

Staff Conclusion

Given the circumstances described above, World Quant University merits a limited period of state licensure to allow it sufficient time to seek DEAC candidacy and accreditation. This initial

period of licensure, however, should be subject to the fulfillment of several stipulations, requiring step-by-step continuous evidence of progress toward accreditation. So as to avoid any doubts regarding the seriousness of the Regents' intent in this matter, these stipulations should be structured in such a way that failure to complete fully any one of these requirements can result in immediate revocation of licensure. The motion and stipulations below are designed to ensure that WQU operates within Louisiana only as long as there is unquestioned evidence that reasonable accreditation progress is being made.

Staff Recommendation

1. The Board of Regents hereby grants initial licensure for World Quant University for a period of three years.
2. Beginning September 1 of the first year of institutional operation and on that date every year thereafter during the term of initial licensure, the University shall report to the Deputy Commissioner for Planning, Research and Academic Affairs the status of its progress toward preparation and submittal of an application for accreditation candidacy through DEAC. This report shall at a minimum evidence attendance and participation of appropriate University officials at periodic DEAC workshops for pre-applicant institutions and general membership meetings.
3. At the end of this period of initial licensure, the University shall provide evidence of submittal of an application for DEAC candidacy. If accomplished, the Regents will consider another eighteen months of licensure. If not accomplished, the Regents will consider denial of further licensure.
4. Within one year of submittal of an application for DEAC candidacy, the University shall provide evidence of successful DEAC candidacy status. If granted, the Regents will consider extending licensure to allow for final, full accreditation review. If not accomplished, the Regents will consider denial of further licensure.
5. Upon termination of the allotted time for final accreditation review, the University shall report its DEAC membership status. If DEAC accreditation has been granted, the Regents shall consider issuing a regular 2-year operating license. If not granted, the Regents will consider denial of further licensure.

Agenda Item V.A.

Executive Summary

Under the GRAD Act, an institution's failure to meet the GRAD Act requirements results in the loss of GRAD Act benefits, including loss of the authority to increase tuition, 15% performance funding, and eligibility for autonomies for the next academic year. The Board of Regents GRAD Act Intervention Policy allows the 15% Performance Funding to be retained by the respective management board and held in a GRAD Act Remediation and Performance Improvement Fund Escrow Account.

An institution that fails the GRAD Act can earn some portion of the performance funding from the GRAD Act Remediation and Performance Improvement Fund if it submits a remediation plan that is approved by the Commissioner of Higher Education. Once approved, the Commissioner of Higher Education enters into a GRAD Act Performance Improvement Contract, allowing the institution to earn up to a maximum of 75% of the funds being held by the management board on its behalf. The remaining 25% may be allocated to system institutions to strengthen GRAD Act related activities.

In compliance with the Intervention Policy, SUBR, SULC and SUSLA had their combined remediation plans and the SU System and SUNO improvement plans approved by its management board and the Senior Advisor to the Board of Regents. According to the schedule in the GRAD Act Performance Improvement Contract and the SU System and SUNO Improvement Plan, the SU System submitted and the Board of Regents approved the 1st quarter report in October 2014, the 2nd quarter report in February 2015, and the 3rd quarter report in May 2015.

The senior staff has reviewed the 4th quarter report (attached) and determined that it meets the requirements of the GRAD Act Performance Improvement Contract and the BOR GRAD Act Intervention Policy. Therefore, the senior staff recommends that the Planning, Research and Performance Committee approve the combined 4th quarter report from SUBR, SULC and SUSLA and the 4th quarter report for the SU System office and SUNO.

Agenda Item VI.

Executive Summary

The State Authorization Reciprocity Agreement (SARA) is a national initiative that establishes comparable national standards for the interstate offering of postsecondary distance-education courses and programs. SARA makes it easier for students to take online courses offered by institutions based in another state by reducing the cost and administrative burden on institutions seeking authorization in various states. SARA is a voluntary agreement among regional compacts (SREB, NEBHE, MHEC, and WICHE) and member states. Each member state approves their in-state institutions on an annual basis for SARA participation. Once approved, SARA member institutions may offer distance education programs in other SARA member states without additional authorization.

Act 13 of the 2014 Regular Session of the Louisiana Legislature authorized the Louisiana Board of Regents to seek SARA membership on behalf of the State of Louisiana. In October 2014, Louisiana's application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA), effective December 1, 2014.

To date, the Board of Regents has approved applications for institutional participation in SARA for Grambling State University, Louisiana State University A&M, Louisiana State University - Alexandria, Louisiana State University – Eunice, Louisiana State University – Shreveport, McNeese State University, New Orleans Baptist Theological Seminary, Northwestern State University, Our Lady of Holy Cross College, Our Lady of the Lake College, Tulane University, University of Louisiana - Lafayette and University of Louisiana – Monroe. In August, Louisiana Tech University and Southeastern Louisiana University submitted applications for Regents' consideration. Regents' staff reviewed the applications and determined that they meet all requirements for participation in SARA.

Senior staff recommends that the Planning, Research and Performance Committee approve the Application for Institutional Participation in SARA for Louisiana Tech University and Southeastern Louisiana University, and authorize staff to submit the approved applications to NC-SARA for final approval of SARA membership.

Agenda Item VII.

Executive Summary

In February 2015, the Board of Regents adopted a Uniform Policy on Sexual Misconduct (Policy), developed by the Regents in close coordination with the four systems. In June 2015, the Legislature enacted Act 172, which addresses sexual assault on campuses and establishes various requirements regarding the administration of a campus climate survey, training of certain campus employees, etc. In response, Regents' staff held numerous meetings with the system representatives and other stakeholders to draft amendments to the Policy to comply with the requirements of Act 172.

The primary amendments to the Policy (attached) include:

1. The annual administration of mandatory campus climate surveys,
2. The designation of an adequate number of trained confidential advisors by each campus as well as the establishment of the expectations and obligations of such confidential advisors,
3. The development of training materials for confidential advisors and certain other campus employees,
4. The establishment of Memorandum of Understanding (MOU) with law enforcement and criminal justice agencies in the parish, and
5. The requirements for how campuses should address a student who seeks to transfer to another institution while under investigation or who has been found responsible for a sexually-oriented criminal offense.

The Senior Staff recommends approval of the Board of Regents' Uniform Policy on Sexual Misconduct, as amended.

Agenda Item VIII.

Executive Summary

The Board of Regents adopted the Master Plan for Public Postsecondary Education in Louisiana: 2011 in August, 2011. The Plan includes three goals, seventeen objectives and more than 85 performance measures. In its adoption of the Plan, the Board recognized that it is the commitment to implementation that makes any initiative a reality. As part of this commitment, the staff is reporting annually to the Board on the overall progress in meeting the Plan's performance measures.

A final draft of the fourth Annual Review of the Master Plan for Public Postsecondary Education in Louisiana: 2011 is attached. The staff will provide a summary of the fourth Annual Report to the Planning, Research and Performance Committee at its meeting on August 26, 2015.