

# NOTICE OF MEETINGS

Meeting will be held via Video Conference

Meeting can be viewed at:  
<https://regents.la.gov/live/>

Public comments can be made at:  
<https://regents.la.gov/publiccomments>



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

## BOARD OF REGENTS

P. O. Box 3677, Baton Rouge, Louisiana 70821-3677  
Phone: (225) 342-4253 and FAX: (225) 342-9318

### Board of Regents Wednesday, December 16, 2020

Event	Time	Location
Joint Board of Regents/Board of Elementary and Secondary Education	9:00 a.m.	Meeting will be held via Video Conference  Meeting can be viewed at: <a href="https://regents.la.gov/live/">https://regents.la.gov/live/</a>
<u>(Meeting as a Committee of the Whole)</u> <i>Board of Regents</i> <ul style="list-style-type: none"><li>➤ Master Plan Update</li><li>➤ Audit</li><li>➤ Facilities and Property</li><li>➤ Academic and Student Affairs</li><li>➤ Research and Sponsored Initiatives</li><li>➤ Statewide Programs</li><li>➤ Planning, Research &amp; Performance</li><li>➤ Nominating</li><li>➤ Personnel</li></ul>	10:15 a.m.	Meeting will be held via Video Conference  Meeting can be viewed at: <a href="https://regents.la.gov/live/">https://regents.la.gov/live/</a>

If you plan to attend any meeting listed on this notice and need assistance at that time because you are disabled, please notify this office seven (7) days in advance and arrangements will be made to accommodate you.

INDIVIDUAL COMMITTEE AGENDAS MAY BE FOUND ON THE INTERNET AT – <https://regents.la.gov>

*Marty J. Chabert*  
*Chair*

*Collis B. Temple III*  
*Vice Chair*

*Blake R. David*  
*Secretary*

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



*Claudia H. Adley*  
*Randy L. Ewing*  
*Robert W. Levy*  
*Phillip R. May, Jr.*  
*Charles R. McDonald*  
*Darren G. Mire*  
*Sonia A. Pérez*  
*Wilbert D. Pryor*  
*T. Jay Seale III*  
*Gary N. Solomon, Jr.*  
*Gerald J. Theunissen*  
*Felix R. Weill*  
*Chandler C. Vidrine, Student*

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AGENDA  
BOARD OF REGENTS\*  
*Meeting as a Committee of the Whole*  
Wednesday, December 16, 2020  
10:15 a.m.

Meeting will be held via Video Conference

Meeting can be viewed at: <https://regents.la.gov/live/>

- I. Call to Order
- II. Roll Call
- III. Certification for Virtual Meeting
- IV. Public Comments
- V. Approval of Minutes from October 21, 2020
- VI. Master Plan Update
- VII. Reports and Recommendations
  - A. Audit
    - 1. Contract Year Three Update
    - 2. IT Security Audit Update
    - 3. Proposed Internal Audit Plan for the Remainder of Contract Year Three
  - B. Facilities and Property
    - 1. Hurricane Recovery Update
  - C. Academic and Student Affairs
    - 1. Consent Agenda
      - a. Continued Authorization of Centers and Institutes
        - i. Deepwater Center for Workforce Excellence – Fletcher
        - ii. Neuroscience Center of Excellence – LSU HSC-NO
        - iii. Stanley S. Scott Cancer Center of Excellence – LSU HSC-NO
        - iv. Center of Excellence for Arthritis & Rheumatology – LSU HSC-S

- b. Progress Reports
  - c. Routine Staff Approvals
- 2. Academic Programs
  - a. Letter of Intent
    - i. BA Theatre – Southeastern
  - b. Program Proposals
    - i. AS Business Administration – CLTCC
    - ii. AAS Practical Nursing – SLCC
    - iii. AAS Systems Administration – RPCC
- 3. Full Authorization of Conditionally Approved Center
  - a. Center for Evidence-based Practice in Behavioral Health – LSU HSC-NO
- 4. New Center of Excellence
  - a. Center for Emerging Viral Threats – LSU HSC-S
- D. Research and Sponsored Initiatives
  - 1. Consent Agenda
    - a. Appointment of Endowed Chairholder without National Search: LSU and A&M College
  - 2. Board of Regents Support Fund (BoRSF) Plan and Budget Recommendations, FY 2021-22
- E. Statewide Programs
  - 1. Consent Agenda
    - a. Approval of Final Rulemaking to Implement the Provisions of Acts from the 2020 Regular Session of the Louisiana Legislature
    - b. Approval of TOPS Exceptions
    - c. Approval of Rulemaking to Implement Additional Waivers/Exceptions for Hurricane Impacted Areas and Extension of ACT Testing Deadline for 2020 Graduates
- F. Planning, Research and Performance
  - 1. Consent Agenda
    - a. Proprietary Schools Advisory Commission
      - i. Initial Licenses
        - (a) Royal Angels Anointed Hands, LLC (Clinton, LA)
      - ii. Change of Ownership
        - (a) Compass Career College (Hammond, LA)
      - iii. Renewal Applications
        - (a) 2136 - Academy of Interactive Entertainment - 9/22/2010

- (b) 2175 - Acadiana Area Career College - A Div of Blue Cliff College - 9/28/2012
  - (c) 2230 - Accelerated Dental Assisting Academy - Metairie - 9/24/2015
  - (d) 2228 - Accelerated Dental Assisting Academy - Houma - 9/24/2015
  - (e) 828 - Ayers Career College - 10/25/1990
  - (f) 976 - Becker Professional Education - New Orleans - 10/24/1996
  - (g) 2161 - Captain School, LLC - 9/22/2011
  - (h) 2019 - Coastal College - Baton Rouge - 9/28/2000
  - (i) 2200 - Coastal Truck Driving School of New Orleans - 9/25/2014
  - (j) 2066 - Delta College Inc. - Slidell Branch - 9/23/2004
  - (k) 369 - Diesel Driving Academy - Shreveport - 10/6/1974
  - (l) 947 - Delta College, Inc. - Covington - 10/26/1995
  - (m) 2001 - Eastern College of Health Vocations - 9/23/1985
  - (n) 2307 - Joshua Career Institute of Louisiana - 9/25/2019
  - (o) 2251 - Lafayette Dental Assistant School - 9/22/2016
  - (p) 2202 - Mia's Medical Academy - 9/25/2014
  - (q) 2295 - National Aesthetic Laser Institute - 9/26/2018
  - (r) 2252 - New Orleans Dental Assistant School - 9/22/2016
  - (s) 920 - Nursing Assistant Network Association (NANA) - 10/27/1994
  - (t) 2172 - Pelican Chapter, ABC, Inc. - 9/27/2012
  - (u) 2173 - Pelican Chapter, ABC, Inc. - 9/27/2012
  - (v) 2163 - Saint Agatha Career School, LLC - 9/22/2011
  - (w) 2283 - Over Drive Truck Driving School of Louisiana, LLC - 9/27/2017
  - (x) 2253 - Shreveport Dental Assistant School - 9/22/2016
  - (y) 948 - Thomas Training and Developmental Center, Inc. - 10/26/1995
  - (z) 2256 - Unitech Training Academy - Baton Rouge - 9/22/2016
  - (aa) 2068 - Unitech Training Academy - West Monroe - 9/23/2004
  - (bb) 2284 - Woodland Healthcare Training, LLC - 9/27/2018
- b. R.S. 17:1808 (Licensure)
- i. Conditional License
    - (a) Daience University
  - ii. Initial Applications
    - (a) Clarks Summit University
    - (b) Pepperdine University

iii. Renewal Application

(a) Blue Cliff College

iv. School Closure

(a) International Health Coach University

2. CAEP Accreditation

G. Nominating

1. Nomination of Board Officers for 2021 (Chair, Vice Chair and Secretary)

2. Nomination of Four Non-Officer Members to Serve on the Executive Committee for 2021

H. Personnel

1. Evaluation of the Commissioner of Higher Education\*

VIII. Chairman's 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.*

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**LA-R.S. 42.17.1 CERTIFICATION**

I certify that the December 16, 2020 Louisiana Board of Regents (BoR) meeting will be held via videoconference in accordance with La. R.S. 42.17.1.

The State of Louisiana continues to operate under a state of public health emergency declared by the governor, as most recently renewed in Proclamation 174 JBE 2020 (December 4, 2020). As a result, a traditional public meeting would be detrimental to the health, safety and welfare of the public. The BoR meeting concerns, and is limited to, matters that are directly related to its response to the public health emergency and are critical to the health, safety, and welfare of the public.

Pursuant to La. R.S. 42.17.1, BoR will provide for attendance by the public at the meeting of December 16, 2020 via video or teleconference, in a manner that allows for observation and input by members of the public, including a mechanism to receive electronic comment both prior to and during the meeting, as set forth in this notice, posted on December 9, 2020.

Members of the public can view the meeting and make public comment as follows:

The meeting can be viewed at: <https://regents.la.gov/live/>.

Public comments can be made prior to the meeting (until 5:00 pm on Tuesday, December 15, 2020) via email to: [bor.publicaffairs@laregents.edu](mailto:bor.publicaffairs@laregents.edu) or online at: <https://regents.la.gov/publiccomments>.

Public comments can be made during the meetings via open conference call at: 888-204-5984; access code 1755460#.

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Marty J. Chabert, Chair  
Louisiana Board of Regents

DRAFT  
MINUTES  
BOARD OF REGENTS

October 21, 2020

The Board of Regents met as a Committee of the Whole at 9:30 a.m., Wednesday, October 21, 2020, via video conference. Chair Marty Chabert called the meeting to order.

ROLL CALL

Board Secretary Christine Norton called the roll, and a quorum was established.

Present for the meeting were:

Marty Chabert, Chair  
Collis Temple III, Vice Chair  
Blake David, Secretary  
Claudia Adley  
Randy Ewing  
Robert Levy  
Phillip May, Jr.  
Charles McDonald  
Darren Mire  
Wilbert Pryor  
T. Jay Seale III  
Gary Solomon, Jr.  
Gerald Theunissen  
Chandler Vidrine, Student  
Felix Weill

Mgt. Board Representatives present:

Rémy Voisin Starns, LSU System  
Lola Dunahoe, UL System

Absent from the meeting was:

Sonia Pérez

CERTIFICATION FOR VIRTUAL MEETING

Chair Chabert referenced the Board of Regents' certification of inability to operate due to the lack of an in-person quorum. The certification is available on the Board of Regents website and was included with the meeting materials. He indicated that all votes during the meeting would be done by roll call.

Chair Chabert then acknowledged and welcomed Mr. Rémy Voisin Starns of the LSU Board of Supervisors and Ms. Lola Dunahoe of the UL Board of Supervisors.

PUBLIC COMMENTS

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

## APPROVAL OF THE MINUTES OF SEPTEMBER 23, 2020

**On motion of Regent Seale, seconded by Regent David, the Board, acting as a Committee of the Whole, voted unanimously to approve the minutes of September 23, 2020.**

## SPECIAL PRESENTATION – SENATOR GERALD BOUDREAUX

Chair Chabert welcomed Senator Gerald Boudreaux to the meeting for a special presentation. Senator Boudreaux announced 2020 Second Extraordinary Session Senate Resolution Number 4, which commends and congratulates Commissioner Kim Hunter Reed on being chosen as the recipient of the State Higher Education Officers Association's (SHEEO's) 2020 Exceptional Leader Award. Senator Boudreaux stated that he was proud of Dr. Reed and the Board of Regents for their efforts on the Master Plan and it was his honor to pass this resolution on the floor of the Senate. He thanked the Regents for giving him the opportunity to present the resolution to Dr. Reed and for the continued service of the Board. He also affirmed his continued support of the Board, Dr. Reed and staff in the ongoing execution of the Master Plan.

## MASTER PLAN UPDATE – LOUISIANA MATH FORWARD

Ms. Janet Newhall, Assistant Commissioner for Academic Affairs, presented the introduction for Louisiana Math Forward, a Board of Regents developmental education reform initiative. Ms. Newhall said that co-requisite developmental education is a proven remedial education model, and Louisiana Math Forward is focused on providing support to institutions in scaling high-quality, evidence-based co-requisite math statewide. She said that at the Board meeting in June 2019, Dr. Tristan Denley from the University System of Georgia presented his findings on the effectiveness of co-requisite remediation in closing equity gaps, and in dramatically increasing the rate at which students pass a credit-bearing, college-level math course. She further explained that passing a college-level math course at the beginning of a student's college experience is closely tied to successful degree completion, which is critical to reaching our state's attainment goals. She said that information presented to the Board last year demonstrated that while the co-requisite model is utilized at institutions in Louisiana, full-scale



implementation and success of these programs vary widely, and she will present an updated report with data on outcomes for Louisiana institutions at a future Board meeting.

Ms. Newhall said that a key component of the Master Plan is to improve student success through developmental education reform. Tasked with creating an action plan for this aim, she and Mellynn Baker, Assistant Commissioner for Academic Affairs and Innovation, developed a vision for launching a math-faculty-guided approach to tackling this challenge, with an aim to support the implementation of full-scale, high-quality co-requisite math throughout the state in order to close equity gaps and increase the success of underprepared students. She said that with grant funding from Strong Start to Finish, an organization committed to improving student access and success, Louisiana has been able to secure the invaluable expertise and assistance of Sova, a core partner of Strong Start to Finish, to help the state achieve its goals. Sova is a mission-driven organization focused on promoting greater socioeconomic mobility and talent development through higher education reform and improvements in workforce development.

Ms. Newhall introduced Dr. Chris Mullin, former Executive Vice Chancellor of the Florida College System and current Director of Strong Start to Finish, Mr. Justin Tison, Assistant Director of College Transition Programs at Bossier Parish Community College and a member of the project's steering committee, and Dr. Alison Kadlec, founding partner of Sova. Ms. Newhall noted that Dr. Kadlec and her team are currently working in more than a dozen states with institutions and systems committed to reforming remediation in order to lower artificial barriers to student success. In addition, Dr. Kadlec is the lead author of the Core Principles for Transforming Remediation, the grounding document for Strong Start to Finish, for which she interviewed over 30 researchers, practitioners, and advocates working on scaling remediation reform.

Dr. Kadlec stated that the Board of Regents has received a highly coveted Strategy Site grant from Strong Start to Finish to support scaling of co-requisite math across the state, and to seed further philanthropic investment in Louisiana for reform efforts aligned to the Master Plan. She said the goal of this work is to build on the state's excellent efforts, already underway, to scale up statewide

implementation of effective co-requisite math in order to significantly increase the number of students who pass gateway math in the first year. She said that while this work is targeted to the 28 public undergraduate institutions, the intention is to share the knowledge and best practices with the wider array of institutions across the state.

Dr. Mullin explained the Education Commission of the States (ECS) is an interstate compact created in 1965 to improve education by facilitating the exchange of information, ideas, experiences, and innovations among state policymakers and education leaders. He said that the Education Commission of the States believes in the power of learning from experience. Dr. Mullin cited Strong Start to Finish, which supports change at scale by incubating the development and promoting the dissemination of actionable, evidence-based policy and practice about student entry to and success in their initial year of college to improve outcomes and close equity gaps, as an example of the effort to support states as they develop and implement better educational policy. He expressed his excitement about Louisiana's inclusion in this select group, and said the work being done to scale co-requisite math is vital. He also noted that the Master Plan is an excellent foundation for this work. He encouraged everyone to visit the Strong Start website for more information.

Dr. Kadlec then presented a comparison of the pass rates for traditional developmental education versus the pass rates for co-requisite education. She said that the pass rate for co-requisite is excellent, signaling a dramatic improvement and potential. The work now is to scale it up and ensure that every institution has a solid plan for implementing a high-quality co-req model. She said that bold leadership from the top is essential, and that true co-ownership of the work, bottom up and middle out, is also essential. She explained that the steering committee for this project is composed of math leaders from across the state, allowing math professionals to identify what they need, and for support to be designed accordingly. She said that the four systems each nominated four participants for the steering committee to ensure broad representation of math professionals from around the state.

Mr. Tison thanked Dr. Reed and the Board for allowing him to speak as a representative of the Louisiana Math Forward steering committee. He said that he is excited and invested in the work of

providing Louisiana's postsecondary students with high-quality and engaging pathways that lead to the completion of postsecondary credentials while at the same time equipping them with adequate training and the tools they need to be successful in the workforce. He noted that the focus of his work is adult education students and he has experience as an administrator and an instructor. He told the Board that many of his students get trapped in remediation and developmental course work, causing them to quit before they complete a credential or a degree that leads to a high-wage job. He said that the work of the Math Forward steering committee is proactive and that, with the support of the Board of Regents, the committee is in a position to make positive and lasting changes in how Louisiana educates and matriculates postsecondary students. He thanked Board members for their time and for putting their trust in Louisiana education practitioners to do what is best for Louisiana students. Chair Chabert thanked Dr. Kadlec, Dr. Mullin and Mr. Tison. Regent Ewing asked if there had been any opportunity to see how well the co-req model would be received in the field, and if there were ways to monitor success of those targeted. Dr. Kadlec responded that the steering committee is comprised of Louisiana math educators at multiple levels, with ongoing case-making led by the math professionals. She said that there is significantly less pushback because the institutions in Louisiana are seeing success. Dr. Randall Brumfield, Deputy Commissioner for Strategic Planning and Student Success, added that staff is currently in the process of developing data collection methods so outcomes and results can be reported.

## REPORTS AND RECOMMENDATIONS

### **FINANCE**

#### APPROVAL OF PRELIMINARY FORMULA FUNDING AND BUDGET REQUEST FOR FY 2021-2022

Mr. Terrence Ginn, Deputy Commissioner for Finance and Administration, presented the Preliminary Formula Funding and Budget Request for FY 2021-2022. Mr. Ginn stated that, once approved, a letter would be submitted to the Division of Administration by no later than November 15<sup>th</sup>, as required by law. He stated that the request was broken down into three major components: a budget stabilization package, a priority reinvestment package, and a targeted priorities package. Regent Seale thanked Mr. Ginn

for the report and acknowledged the amount requested was an approximate 26% increase from the prior year. He asked how this compared to requests for increases in prior years and across other government agencies. Mr. Ginn said that we currently have \$100 million in one-time CARES Act funding to mitigate the FY 21 budget shortfall. He further stated that if these one-time funds were not included, the budget would only show an approximate \$2 million increase, and the percentage would be much lower. Regarding how the Board of Regents compares to other state agencies, Mr. Ginn replied that the budget transmittals are not due until November 15<sup>th</sup>, but he will be able to provide an update of how our request compares to other agencies after that date. Regent Solomon asked if the \$30 million budgeted for the short-term credentials and completers fund was direct student support. Mr. Ginn said that to be eligible for the Completers Grant, the student must be a Louisiana resident in the final semester of a degree at a two- or four-year campus or in a high demand field pursuing an Industry-Based Credential (IBC) or non-degree credential in a high-wage, high-demand field as identified by the Workforce Investment Council. He said these grants are to be administered by LOSFA, and directly submitted to institutions on behalf of the students. Regent Solomon said that it would be great to find out how many credentials of value this investment would generate. Dr. Monty Sullivan, President of LCTCS, said that LCTCS has received \$10 million in CARES Act funds, which serve the same purpose as the Completers Grant. These funds are anticipated to generate 5,000 completers in high-demand areas in the January to February 2021 timeframe, and, as of this week, 700 credentials have been completed. Regent McDonald asked if there has been any opportunity to add special needs requests to the current budget submission. Mr. Ginn noted that these are overall requests, developed in coordination with the systems, and that specific requests are addressed during the Legislative session. Regent McDonald also asked if Mr. Ginn had any idea of what type of budget increases university campuses might expect for next year. Mr. Ginn said that he is unable to provide a definitive answer, but that higher education hopes to return to previous budget levels. Regent Mire said that he was pleased to see the 4% increase for faculty and staff and affirmed the importance of maintaining the SREB average for faculty pay. Regent Ewing noted the importance of prioritizing faculty pay and asked for clarification on the staff increase requested. Mr. Ginn stated that the systems requested an increase for

both, noting that we lag the SREB in faculty pay. Dr. Reed stated that we would be strong advocates for recruiting and retaining faculty.

**On motion of Regent Seale, seconded by Regent Temple, the Board, acting as a Committee of the Whole, voted unanimously to approve the State General Fund operating budget requests for all higher education systems, boards and agencies for FY 2021-2022 and transmit the request to the Division of Administration as required by law.**

## **LEGISLATIVE**

### **LEGISLATIVE SPECIAL SESSION UPDATE**

Ms. Erin Cowser, Assistant Commissioner for Legislative and External Affairs, presented an overview of bills and resolutions relating to higher education. Regent Mire inquired as to the purpose of SB44/SB45. Chair Chabert responded that these bills from Senator Cleo Fields, to be called the “Lod Cook Act,” would allow out-of-state residents to be appointed as at-large members to the public postsecondary management boards of supervisors if the constitutional amendment is approved by the people.

Regent Seale said that Senator Sharon Hewitt authored the bill to create the Medicaid Estimating Conference and the Board of Regents was tasked with submitting a slate of nominees to the Legislature. He said that eight people were interviewed and four were recommended: Dr. Stephen Barnes, Dr. Kevin Callison, Dr. Walter Lane, and Dr. Dean Smith. He further stated that these are high-powered analytical economists and he felt that their expertise would be helpful in forecasting the cost of Medicaid in the future.

### **APPROVAL OF MEDICAID ESTIMATING CONFERENCE SLATE OF NOMINEES**

**Senior Staff recommends approval of the slate of nominees for consideration as principal of the Medicaid Estimating Conference and directs staff to transmit the slate to the Legislature for consideration.**

## **FACILITIES AND PROPERTY**

Mr. Chris Herring, Assistant Commissioner for Facilities and Planning, presented the items for Facilities and Property. Regent Ewing noted that self-generated funds were listed as the source for many of the projects listed. He asked if this increases student fees and the overall cost of attending an

institution. Mr. Herring said that the student costs vary by campus, but that he could create an analysis to present to the Board.

Regent Ewing asked how much of the Capital Outlay budget was for Lake Charles campuses affected by the hurricanes. Mr. Herring said that \$20 million was budgeted for McNeese State University and SOWELA Technical Community College. Regent Ewing further stated his concerns about how the state would continue to pay for new Capital Outlay projects if the economy did not recover. Regent May asked if costs to repair hurricane damage were allocated in the Capital Outlay budget. Mr. Herring explained that the hurricane repair costs were primarily covered by insurance, then FEMA, and that any funds requested here were for repairs not covered by insurance or FEMA.

#### CONSENT AGENDA: SMALL CAPITAL PROJECTS REPORT

- a. **Delgado: Maritime & Industrial Training Facility**
- b. **LSU A&M: Chemistry & Materials Building Room 122 Renovations**
- c. **LSU A&M: Firing Range Facility (Budget Increase)**
- d. **LSU A&M: SVM Condenser Water Line Replacement**
- e. **LSU A&M: SVM Large Animal Operating Room – Operating Light Replacement**
- f. **LSU-S: Tennis Storage Facility Renovation**

**On motion of Regent David, seconded by Regent Temple, the Board, acting as a Committee of the Whole, voted unanimously to approve the items on the Consent Agenda.**

#### FY 2021-22 CAPITAL OUTLAY BUDGET RECOMMENDATION

**On motion of Regent May, seconded by Regent Solomon, the Board, acting as a Committee of the Whole, voted unanimously to approve the FY 2021-22 Capital Outlay Budget Recommendation as presented.**

#### 3<sup>RD</sup> PARTY PROJECT: MCNEESE STATE UNIVERSITY

**On motion of Regent Seale, seconded by Regent Theunissen, the Board, acting as a Committee of the Whole, voted unanimously to approve the 3<sup>rd</sup> Party Project submitted by the University of Louisiana System, on behalf on McNeese State University, for the purpose of constructing a new student union.**

#### OTHER BUSINESS

Mr. Herring gave a brief overview of damage incurred by institutions due to Hurricane Delta. He said that Delta was primarily a rain event, as opposed to Laura, which was a wind event. He said that Delta

created an overall delay of about one week in the recovery process from Laura, and he will continue to provide updates to the Board as new information becomes available.

## **ACADEMIC AND STUDENT AFFAIRS**

Dr. Susannah Craig, Deputy Commissioner for Academic Affairs and Innovation, presented the items for Academic and Student Affairs. Regent Temple asked if the Early Childhood Education Institute at LSU A&M was run through the LSU Lab School. Dr. Craig said that the Institute was a partnership between the Early Childhood Program and Child Development Lab on campus.

**On motion of Regent Temple, seconded by Regent David, the Board, acting as a Committee of the Whole, voted unanimously to approve items as presented:**

- 1. Consent Agenda**
  - a. Routine Staff Approvals**
- 2. Academic Programs**
  - a. Program Proposals (progress reports due July 1, 2022)**
    - i. AS Environmental Science – Fletcher**
    - ii. UC Data Analytics – Grambling**
    - iii. GC Crime Mapping & Geospatial Intelligence Analytics – LSU A&M**
    - iv. GC Emerging Information Technologies for Business – LSU A&M**
    - v. GC Transportation Engineering – LSU A&M**
    - vi. MS Population Health Management – SLU**
- 3. Centers and Institutes**
  - a. Initial Authorization of the Early Childhood Education Institute – LSU A&M (request for full authorization due October 1, 2021)**

## **GOVERNOR’S MILITARY AND VETERAN FRIENDLY CAMPUS DESIGNATION**

**On motion of Regent David, seconded by Regent Vidrine, the Board, acting as a Committee of the Whole, voted unanimously to approve staff to forward the 28 institutions (listed below) to the Governor with an endorsement as having met requirements for continued designation as Governor’s Military & Veteran Friendly Campuses.**

### **Louisiana Community and Technical College System**

- Baton Rouge CC**
- Bossier Parish CC**
- Central Louisiana TCC**
- Delgado CC**
- Fletcher Technical CC**
- Louisiana Delta CC**
- Northshore TCC**
- Northwest Louisiana Technical CC**
- Nunez CC**
- River Parishes CC**

- **South Louisiana CC**
- **SOWELA**

#### **Louisiana State University System**

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

#### **Southern University System**

- **Southern University, Baton Rouge**
- **Southern University, New Orleans**
- **Southern University, Shreveport**

#### **University of Louisiana System**

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

### **RESEARCH AND SPONSORED INITIATIVES**

Ms. Carrie Robison, Deputy Commissioner for Sponsored Programs, presented the Consent Agenda item, which would allow the University of Louisiana at Monroe to appoint Dr. Anita Sharma, Gerontology Program Director, to the Joseph Biedenharn Eminent Scholars Chair in Gerontology without a national search. Ms. Robison noted that as stipulated in Board policy, the Letter of Appointment to Dr. Sharma must be submitted to the Board within 90 days of this approval.

#### **CONSENT AGENDA**

- a. Appointment of Endowed Chairholder without National Search:  
University of Louisiana at Monroe**

**On motion of Regent McDonald, seconded by Regent Levy, the Board, acting as a Committee of the Whole, voted unanimously to approve the item on the Consent Agenda.**



## **PLANNING, RESEARCH AND PERFORMANCE**

Dr. Brumfield presented the Consent Agenda items.

### **CONSENT AGENDA**

- a. Proprietary Schools Advisory Commission**
  - i. Initial Licenses**
    - (a) iWeld, LLC (Houma, LA)**
    - (b) The Microblading Institute, LLC (Maurice, LA)**
  - ii. Change of Ownership**
    - (a) United Training Academy (Metairie, LA)**
  - iii. Renewal Applications**
    - (a) AAA Crane and Rigging, LLC (8/28/19)**
    - (b) Accelerated Dental Assisting Academy – Baton Rouge (08/26/15)**
    - (c) Accelerated Dental Assisting Academy – Denham Springs (08/24/11)**
    - (d) Accelerated Dental Assisting Academy – Lafayette (08/26/15)**
    - (e) Accelerated Dental Assisting Academy – Monroe (08/26/15)**
    - (f) Accelerated Dental Assisting Academy – Slidell (08/26/15)**
    - (g) Advance Nursing Training, LLC (08/27/14)**
    - (h) Arch Dental Assistant Academy (Formerly: Louisiana Dental Assistant Academy, Baton Rouge) (08/28/19)**
    - (i) Ark-La-Tex Dental Assisting Academy (08/26/10)**
    - (j) Aspire Medical Training Academy (08/24/16)**
    - (k) Baton Rouge School of Computers (08/28/97)**
    - (l) Camelot College (08/28/86)**
    - (m) Coastal College – Alexandria (08/28/97)**
    - (n) Crescent City School of Gaming & Bartending (09/14/83)**
    - (o) Digital Media Institute at InterTech (08/27/14)**
    - (p) Fortis College (08/26/10)**
    - (q) Healthcare Training Institute (08/27/08)**
    - (r) Life Care, LLC (08/21/13)**
    - (s) Louisiana Driver Training & Vocational Career Center, Inc. (08/28/19)**
    - (t) Medical Training College (08/22/96)**
    - (u) N.O.D.C. School for Dental Assisting (08/24/11)**
    - (v) Opelousas Academy of Nondestructive Testing (08/23/17)**
    - (w) RelyOn Nutec USA, LLC (08/24/11)**
    - (x) Remington College – Baton Rouge Campus (08/23/17)**
    - (y) River Cities School of Dental Assisting, Inc. (08/24/06)**
    - (z) Rock Bridge Training Institute, LLC (08/26/15)**
    - (aa) Stick It Phlebotomy (08/26/15)**
    - (bb) Unitech Training Academy – Lake Charles (08/27/09)**
    - (cc) Universal Technical Institute of Northern Texas, LLC (08/24/16)**
    - (dd) Vista College (08/23/17)**

**On motion of Regent Adley, seconded by Regent May, the Board, acting as a Committee of the Whole, voted unanimously to approve the items on the Consent Agenda.**

## 2020 TOPS REPORT (AS REQUIRED BY R.S.17:5067)

Dr. Craig presented the 2020 TOPS Report. Chair Chabert expressed concern that the statewide ACT average was declining. Regents David and Temple echoed the Chair's concern. Regent Temple asked if this was a national trend. Dr. Craig and Dr. Lupe Lamadrid, Senior Policy Analyst, explained that this decline was a national trend, particularly for minority groups, and further explained that contributing factors include increased numbers of students taking the test and students testing multiple times. Regent Temple inquired as to why approximately 15% of those eligible for TOPS decline the scholarship. Dr. Craig responded that some TOPS-eligible students choose to attend college out of the state. Regent Ewing asked if out-of-state schools offer lucrative scholarships for Louisiana TOPS-eligible students. Drs. Craig and Lamadrid replied that some do. Chair Chabert noted that not all students have the advantage of ACT prep courses and taking the ACT multiple times. Regent Solomon noted that 24% of students receiving TOPS lost it and asked for the total TOPS investment in these students. Dr. Craig and Dr. Sujuan Boutté, LOSFA Executive Director, said that there are many exceptional circumstances for students who have lost the TOPS awards outside of academic needs. Regent Solomon asked how many students who did not fall into the exception category lost TOPS and the total funding lost as a result, and if we can get information regarding the retention of TOPS students in the state post-graduation. Regent McDonald said that he was honored to co-author the TOPS bill and recognized Governor Mike Foster for agreeing to fund TOPS. He also thanked Regents Ewing, Theunissen, and Chabert, all of whom contributed to the TOPS legislation. Regent Seale asked if external verification of TOPS data could be provided to the Board at a later meeting. Dr. Boutté said that Postlethwaite and Netterville regularly audits TOPS data, as do the Louisiana Legislative Auditors, and she would provide that information. Regent Solomon asked how we could make recommendations to make TOPS more equitable. Dr. Reed said that these changes were part of the Master Plan's emphasis on erasing equity gaps. Dr. Boutté said that, in order to erase the equity gaps, we must start with accessibility of ACT preparation and that we must study communities of underrepresented students who are doing well and develop a best practices method across the board. Regent Pryor said that he would like to see the TOPS

data for parental income broken down in more detail, beyond the \$150,000 income threshold. Dr. Boutté said that she would provide this information.

**On motion of Regent Vidrine, seconded by Regent Temple, the Board, acting as a Committee of the Whole, voted unanimously to approve the “TOPS Report: Analysis of the TOPS Program from 2010-2019” and authorize the Commissioner of Higher Education to submit the report to the appropriate legislative committees on behalf of the Board of Regents.**

**LCTCS ACTION PLAN IN RESPONSE TO NCHEMS REPORT OF CHANGES TO BE CONSIDERED IN RESPONSE TO COVID-19**

Dr. Craig introduced Dr. René Cintrón, Chief Academic Affairs Officer of LCTCS, to present the LCTCS Action Plan. Dr. Cintrón said that various activities were in place prior to the report, but others had been launched in response to the report. He said that the System uses Canvas as its single learning management system and had adopted a policy that once a campus uses a curriculum, other campuses may adopt that program. He noted that LCTCS has also made progress in its credit-for-prior-learning policy and continues to work to increase educational attainment that makes students employable in high-wage, high-demand occupations and/or allows transfer to university paths. He thanked the Board for the invitation to share the plan. Regent Solomon thanked LCTCS for its action plan and asked about the NCHEMS recommendation regarding the system 5% reallocation authority. Mr. Ginn said that 5% was very generous because it was applicable to the overall total and that if any system had challenges, Regents was open to discussion. Regent May asked what actions were being taken regarding the overall recommendations. Dr. Sullivan said that LCTCS was centralizing non-core functions, focusing its mission of teaching and learning as 60% of revenues came from core schedules, and driving to balance the available funds. Regent May stated that it would be helpful to have another report in the next few months. Dr. Reed said that she appreciated Regent May’s and Dr. Sullivan’s comments and gave kudos to Dr. Sullivan and LCTCS for planning multiple scenarios with fewer resources during this challenging time.

**On motion of Regent May, seconded by Regent Temple, the Board, acting as a Committee of the Whole, voted unanimously to receive the action plan submitted by LCTCS as an addendum to the report by NCHEMS and authorize staff to transmit this addendum in response to House Resolution 52 of the 2020 Regular Session to the speaker of the House of Representatives and the House Committee on Education.**

## OTHER BUSINESS – HOUSE-SENATE ARTICULATION TRANSFER REPORT PER R.S. 17:3168

**On motion of Regent David, seconded by Regent Vidrine, the Board, acting as a Committee of the Whole, voted unanimously to approve the “2019-20 Articulation and Transfer Report” and authorize the Commissioner of Higher Education to submit the report to the appropriate legislative committees on behalf of the Board of Regents.**

### CHAIRMAN’S COMMENTS

Chair Chabert noted the following:

- He appointed the following members to the Nominating Committee:
  - T. Jay Seale, Chair
  - Darren Mire
  - Sonia Pérez
  - Randy Ewing
  - Gary Solomon
- He thanked the Board and the staff for their continued good work.
- He recognized the continued phenomenal work of Regent May and Regent Pérez during the hurricane recovery.
- He noted that the staff will begin its Season of Giving activities in November, including collecting food items to replenish the food pantries at McNeese and SOWELA, and encouraged Board support.
- He asked student member, Chandler Vidrine to share his report. Regent Vidrine provided updates on some of the SGA projects around the state including:
  - The COSBP meeting in Lafayette, with the CEO of United Way of Acadiana as a guest speaker;
  - COVID-19 campus testing; and
  - Commendations to student body presidents on their efforts in getting the majority of students to complete the 2020 Census.

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

Dr. Reed noted the following:

- Chair Chabert requested an update on hurricane rapid recovery and the Governor, Division of Administration, Office of Risk Management, and Office of Facility Planning are working to get McNeese’s and SOWELA’s buildings repaired as soon as possible. There is an accelerated schedule to get the campuses open. She commended Regents May and Pérez for their leadership in supporting the recovery.
- She is grateful for the conversations today about equitable access to education opportunity. We have a lot of work to do and Dr. Reed is sure that the joint meeting with BESE in December will foster robust conversations about the continuum of education between K-12 and postsecondary topics, especially ACT scores and student academic preparation.
- On Monday, there was all-higher-education COVID meeting (including public and private, two- and four-year institutions) to talk through testing protocols, wastewater research at Tulane and

LSU, and student engagement around testing and safety protocols. She said that she appreciates student and campus leaders for their work in these challenging times.

#### OTHER BUSINESS

Chair Chabert acknowledged the system presidents for their efforts. Regent Ewing asked for comparisons of enrollment this year versus previous years, and online versus on-campus enrollment statistics. Dr. Reed said that staff would provide that updated information. Chair Chabert noted that the Calendar of Meetings for 2021 was in the Board materials.

**On motion of Regent David, seconded by Regent Vidrine, the Board, acting as a Committee of the Whole, voted unanimously to approve the 2021 Calendar of Meetings.**

Chair Chabert again asked if there were any public comments. There were none. He said that there would be no meeting in November and that the Board's next meeting would be on December 16, 2020 and would include the joint meeting with BESE. He thanked everyone for their time and participation during today's meeting.

#### ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 12:21 p.m.

## **Master Plan Highlight: Master Plan Dashboard**

Pursuant to its Master Plan, adopted in 2019, the Board of Regents has established a goal to achieve postsecondary attainment at a level of 60% of the working age population in Louisiana by 2030. This is necessary not only to address the state's growing economic and workforce demands, but also to achieve meaningful prosperity for and improve the quality of life of all Louisianans. To reach this goal, the Master Plan identifies key strategies and objectives essential to doubling over the coming decade the number of degrees and high value credentials awarded annually (to 85,000).

Utilizing data provided by institutions to the Board of Regents, the online Master Plan dashboard has been developed to collect key metrics for outcomes associated with those strategies and objectives. Incorporating trend information from the three most recent academic years, the dashboard provides users the ability to view the progress of the state's higher education enterprise toward the outcomes identified. Furthermore, with the Master Plan emphasizing the need to pursue equity within the Board's attainment efforts, the dashboard allows users to view outcomes disaggregated by student race/ethnicity, geography, and age range. Additionally, data can be filtered by system and by institution type.

At this time there are nine areas included on the dashboard, which correspond with attainment measures, strategy implementation, and other measures directly associated with Master Plan objectives. These will continue to evolve as additional data become available or as various policies, programs, and initiatives are adopted. Currently the areas published on the dashboard include:

- Enrollment – Total enrollment at the beginning of the fall semester
- Pell Enrollment – Annual enrollment of students receiving a Pell grant
- Go Grant Enrollment – Annual enrollment of students who receive a Pell grant with a GO Grant award
- Retention – Rate of first-time, full-time freshman returning the next fall semester
- Math Pass Rate – Passage rate of first college-level math course
- Completer – Completion rate by postsecondary credential type
- Pell Completer – Completion rate of students who received Pell grants
- Time-to-Degree – Average time to complete a degree (in years)
- Instructional Faculty – Full-time instructional staff (by instructor level and race/ethnicity)

In summary, this dashboard will inform the Board, postsecondary systems, and the public with relevant lead and lag indicators illustrating the progress of Louisiana's higher education system toward meeting outcomes embedded in the Master Plan. Though the dashboard serves as a data repository, the tool's power is in its ability to assist the Board and its partners in developing insights, identifying successes and achievements, and prioritizing areas for growth and improvement. Toward those ends, this resource will help facilitate the information the Board needs to ensure it remains on track with the Master Plan goal and ensure that Louisiana prospers.

*Marty J. Chabert*  
*Chair*

*Collis B. Temple III*  
*Vice Chair*

*Blake R. David*  
*Secretary*

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



*Claudia H. Adley*  
*Randy L. Ewing*  
*Robert W. Levy*  
*Phillip R. May, Jr.*  
*Charles R. McDonald*  
*Darren G. Mire*  
*Sonia A. Pérez*  
*Wilbert D. Pryor*  
*T. Jay Seale III*  
*Gary N. Solomon, Jr.*  
*Gerald J. Theunissen*  
*Felix R. Weill*  
*Chandler C. Vidrine, Student*

**BOARD OF REGENTS**

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*Board of Regents Meeting as a Committee of the Whole*

**REPORTS AND RECOMMENDATIONS**  
**AUDIT**

**December 16, 2020**

Meeting will be held via Video Conference  
Meeting can be viewed at: <https://regents.la.gov/live/>

**VII. Reports and Recommendations**

**A. Audit**

1. Contract Year Three Update
2. IT Security Audit Update
3. Proposed Internal Audit Plan for the Remainder of Contract Year Three

*Marty J. Chabert*  
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*Board of Regents Meeting as a Committee of the Whole*

**REPORTS AND RECOMMENDATIONS**  
**FACILITIES AND PROPERTY**

**December 16, 2020**

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**VII. Reports and Recommendations**

**B. Facilities and Property**

**1. Hurricane Recovery Update**



*Marty J. Chabert*  
*Chair*

*Collis B. Temple III*  
*Vice Chair*

*Blake R. David*  
*Secretary*

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*Board of Regents Meeting as a Committee of the Whole*

**REPORTS AND RECOMMENDATIONS**  
**ACADEMIC AND STUDENT AFFAIRS**

**December 16, 2020**

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Meeting can be viewed at: <https://regents.la.gov/live/>

**VII. Reports and Recommendations**

**C. Academic and Student Affairs**

1. Consent Agenda
  - a. Continued Authorization of Centers and Institutes
    - i. Deepwater Center for Workforce Excellence – Fletcher
    - ii. Neuroscience Center of Excellence – LSU HSC-NO
    - iii. Stanley S. Scott Cancer Center of Excellence – LSU HSC-NO
    - iv. Center of Excellence for Arthritis & Rheumatology – LSU HSC-S
  - b. Progress Reports
  - c. Routine Staff Approvals
2. Academic Programs
  - a. Letter of Intent
    - i. BA Theatre – Southeastern
  - b. Program Proposals
    - i. AS Business Administration – CLTCC
    - ii. AAS Practical Nursing – SLCC
    - iii. AAS Systems Administration – RPCC
3. Full Authorization of Conditionally Approved Center
  - a. Center for Evidence-based Practice in Behavioral Health – LSU HSC-NO
4. New Center of Excellence
  - a. Center for Emerging Viral Threats – LSU HSC-S

## **AGENDA ITEM VII.C.1.a.i.**

### **Continued Designation as a Center of Workforce Excellence Fletcher Technical Community College Deepwater Center for Workforce Excellence**

#### **Background Information**

The Board of Regents Center of Excellence designation was established by the Board in June 2013 and signifies that the designated unit is a statewide academic, research, or workforce leader in its focus area. All Centers of Excellence must demonstrate the following attributes: a strong performance record, a clearly and finitely defined area of expertise, a range of opportunities in its area of designation (academic, research, or workforce), be engaged with the greater community, and be a hallmark of the institution recognized as uniquely strong in its focal area. Centers for Workforce Excellence (CWE) are important economic drivers, generating public and private investment, attracting talent, and creating an energized, entrepreneurial environment that prepares students to enter or advance in the workforce.

Fletcher Technical Community College (FTCC) is requesting continued authorization of the Deepwater Center for Workforce Excellence. The Deepwater CWE was granted conditional approval by the Board of Regents in February 2014 and granted full approval as a Center for Workforce Excellence in March 2015 for a period of five years. FTCC now seeks another five-year approval from the Board of Regents.

#### **Staff Summary**

##### **1. Description**

FTCC plays a pivotal role in providing training for deepwater oil and gas production workers, for which it has been designated as a Center for Workforce Excellence. The Deepwater CWE houses FTCC's Integrated Production Technology (IPT) Department. The IPT program's focus is in the upstream sector of the oil/gas industry especially in deepwater (deep ocean) production. In 2012, the IPT program received a generous gift from BP America to support the construction of state-of-the-art facilities for the program. In 2014, the building was completed, making it FTCC's second building on the main campus. Since the completion of the building and the Regents' CWE designation, the IPT program has experienced strong growth in both training equipment, donors, and student completion numbers. The Center of Excellence designation has provided FTCC with a way to stand out amongst sister institutions with Petroleum Technology degree tracks by highlighting the program's deepwater focus.

##### **2. Evidence of Excellence**

The FTCC IPT Department recently acquired an 80-ton crane and will be collaborating with industry providing crane operations training and certification to students and employees of their industry partners. Within the IPT laboratory, FTCC acquired a 3-phase separator trainer. This trainer, the first to be installed in the Southeastern US according to the manufacturer, provides students with the opportunity to see how liquids and gasses flow inside the separator and how to adjust flow and pressures. This equipment also trains students on how to calibrate pressures and calibrate flow. In addition, the IPT department refurbished its 4-Variable Advanced Process Control Training System. Combined, these trainers have brought increased value and interest from the community in the IPT program. Continuation of the Center's designation will allow FTCC to further meet the needs of the oil and gas industry by providing specialty training opportunities to meet industry needs such as Electrical and Instrumentation Technician, Measurement Technician, Drone Operations, and other areas that the oil and gas field requires expertise in. While technology has continued to advance in the oil and gas industry since the inception of this CWE, employment roles continue to evolve as well. FTCC will continue to seek diverse ways to address these industry needs as part of the function of the Deepwater Center for Workforce Excellence.

The following are current and ongoing programs and projects under the IPT Program that contribute to the Center's focus:

- Completion of offshore training facility (Skid). This training skid will be State of the Art with remote control room capability.
- FTCC will be collaborating with industry in providing training and certification to students and employees of industry utilizing the new 80-ton crane and generation 3-phase separator trainer.
- The IPT department has been approved to launch an Instrumentation and Electrical (I&E) program in the facility. Curriculum is under development.
- The IPT program has acquired funds to offer students more industry-based certificates (IBCs) that will help prepare them to enter the workforce quickly. By having the IPT students acquire additional training through the program, hiring companies will not have to spend additional time and money sending new employees to the required training.

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

There are presently 34 active members on the IPT advisory board which consists of representatives from major offshore companies, minor offshore companies, service and training companies, Nicholls State University, K-12 magnet schools, and Shell pipeline contributors. The advisory board participates in reviewing and helping shape the curriculum of the program through advisory board meetings held twice annually.

In late 2018, Fletcher expanded to include a Division of Science, Technology, Engineering, and Math (STEM). The Deepwater CWE and the IPT Department are housed in this newly formed division. In January 2019, Fletcher hired its founding Dean of STEM. The institution also hired a Department Head of IPT who comes to Fletcher with 37 years deepwater/offshore experience working nationally and internationally, and one additional full-time faculty member. This new faculty member is currently working on the Instrumentation and Electrical and the Crane Operator and Rigging curriculums. In addition to two full time faculty, the IPT department also employs a strong group of adjunct instructors.

### **4. Funding and Budget**

New funding the Center has received since the last report includes \$30,000 from Chevron, an annual pledge of \$25,000 from Shell, a \$2,000 annual pledge from the Louisiana Offshore Oil Port Industries (LOOP) for scholarships, an in-kind of \$300,000 from Eaton Corporation for creation of the Production Skid, and a BoR Enhancement grant.

The Center's plans are to continue to collaborate with local business and industry for donations that help Fletcher meet the workforce needs of those businesses and to further explore federal and national grants for funding. The Center also intends to increase scholarship funding through active procurement of scholarship partners. Fletcher continues to build prospects for business and industry to invest in naming opportunities for space designations through donations.

### **Staff Analysis**

Deepwater was designated a Center for Workforce Excellence in 2014 based on the strength and quality of its IPT program, its level of growth and productivity, and its position as a center of education and training in deepwater oil and natural gas production. In the last 5 years the IPT has continued to expand its outreach and program productivity, demonstrating collaboration with and responsiveness to its industry partners and innovative approaches to training effectiveness.

## **STAFF RECOMMENDATION**

**Senior Staff recommends continued designation of the Deepwater Center for Workforce Excellence at Fletcher Technical Community College. A progress report and request for continued designation shall be due by August 1, 2025.**

## **AGENDA ITEM VII.C.1.a.ii.**

### **Continued Designation as a Center of Research Excellence Louisiana State University Health Sciences Center New Orleans Neuroscience Center of Excellence**

#### **Background Information**

The Board of Regents Center of Excellence designation was established by the Board in June 2013 and signifies that the designated unit is a statewide academic, research, or workforce leader in its focus area. All Centers of Excellence must demonstrate the following attributes: a strong performance record, a clearly and finitely defined area of expertise, a range of opportunities in its area of designation (academic, research, or workforce), be engaged with the greater community, and be a hallmark of the institution recognized as uniquely strong in its focal area. A Center of Research Excellence develops new knowledge, enhances the research productivity of faculty, integrates education and research, and positively impacts economic development in the state.

Louisiana State University Health Sciences Center New Orleans (LSU HSC-NO) is requesting continued authorization of the Neuroscience Center of Excellence (NCE) as a Center of Research Excellence (CRE). The Center was granted initial approval as a CRE by the Board of Regents in 2015 for a period of five years.

#### **Staff Summary**

##### **1. Description**

The primary goal of the NCE is research: fostering and conducting high caliber science to advance the understanding of brain function and to discover the underlying mechanisms of brain and retinal diseases and behavioral disorders. The NCE focuses on mentoring early-career laboratory-neuroscientists and clinician-neuroscientists through fundamental and translational research. The Center has become known nationally and internationally as a premier hub of research in areas such as Alzheimer's disease, Parkinson's disease, age-related macular degeneration, inherited retinal degenerations, deafness, brain tumors, stroke, pain, and other diseases. Additional educational research and clinical programs are focused on brain and spinal cord injury, epilepsy, depression, and developmental disorders. The foundation of the Center's educational programs is its research examining the molecular and cellular bases of neural diseases.

##### **2. Evidence of Excellence**

In the past five years, the NCE has demonstrated excellence in its educational offerings, community service, and research. The following are some of the highlights:

- In addition to participating in the PhD and MD/PhD programs in neuroscience, the NCE trains post-docs and hosts the Summer Undergraduate Neuroscience (SUN) program, an 8-week mentorship and training program for undergraduate students that provides a basic understanding of neuroscience through lectures and hands-on research to foster the next generation of scientists in this field.
- The NCA hosts the Health Through Discovery lecture series, the Chancellor's Award Lectures and the Dean's Award Lectures in Neuroscience. These series bring the world's premier experts, including Nobel Laureates, to New Orleans to exchange ideas with students and researchers for 1-2 days where guests, students, and researchers at LSU share and discuss research.
- The NCE serves the state and nation through: participation in the first statewide Alzheimer's consortium with LSU HSC-NO, Louisiana State University Health Sciences Center Shreveport (LSU HSC-S), Ochsner, and Xavier; started research and grant applications for the development of a new non-addictive, non-toxic pain killer; and has most recently been awarded two grants to research and develop therapies for COVID-19 patients.
- NCE researchers have collaborated on multiple grant proposals, technology disclosures (patents), and research projects with faculty and researchers from the University of Southern California, UC Irvine, UT Austin, Harvard Medical School, Karolinska Institutet in Sweden, and others. The NCE director recently co-founded three start-up pharmaceutical/biotechnology companies including South Rampart

Pharma, NeuResto Therapeutics, and CurVirBiotech.

Highlights of current and upcoming plans for the Center's next five years include:

- “Mentoring in Louisiana on Cell Survival Signaling”: A multidisciplinary biomedical research program designed to bring together experts from multiple entities in Louisiana in order to develop a nationally-competitive center aligned with the goals of the National Institute of Health's Centers of Biomedical Research Excellence (COBRE) program.
- “Louisiana Alzheimer's Disease Research Center (LA-ADRC)”: NCE is developing a new collaborative research center in line with NIH funding to bring together the resources and expertise of both LSU Health Science Centers, Ochsner, Tulane, and Xavier. Objectives include research addressing Alzheimer's Disease within a multi-level framework encompassing patients, families, social networks, and communities; engagement with health care providers; mentorship for early career scientists; and advancing developmental research projects and facilities.
- Leveraging NCE research and expertise on anti-inflammatory processes in the nervous systems that connect directly to the treatment of inflammatory processes in other body systems that are deadly for COVID-19 patients.
- Building on the NCE focus on the neurobiology of pain to develop research and treatments that reduce the use of opioids and consequently the risks of addiction and side effects.

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

NCE has three advisory boards: Internal Advisory Committee, External Advisory Committee, and the Community Advisory Committee. Together, these groups advise on the effectiveness of the NCE, evaluate NCE resource needs and opportunities, and promote collaboration and partnerships. In addition to the Center's Director, NCE personnel includes five support staff, nineteen appointed faculty, and fifteen faculty jointly appointed with another department.

### **4. Funding and Budget**

Over the past five years, NCE faculty and researchers have attracted over \$55 million in competitive research funding. Projected revenue for the next four years is approximately \$10 million per year, with over \$5 million per year alone from federally funded grants. Nearly 70% of the Center's expenses for the next three years is expected to be covered by external funding.

### **Staff Analysis**

The NCE is a hub of cutting-edge research into the causes and treatments of a wide variety of neurological health issues and continues to attract top researchers from around the country and the world to Louisiana. The Center's outstanding record of securing research grants and building communities of researchers support continued designation as a Center of Research Excellence.

## **STAFF RECOMMENDATION**

**Senior Staff recommends continued designation of the Neuroscience Center of Excellence as a Center of Research Excellence at Louisiana State University Health Sciences Center New Orleans. A progress report and request for continued designation shall be due by August 1, 2025.**

## **AGENDA ITEM VII.C.1.a.iii.**

### **Continued Designation as a Center of Research Excellence Louisiana State University Health Sciences Center New Orleans Stanley S. Scott Cancer Center**

#### **Background Information**

The Board of Regents Center of Excellence designation was established by the Board in June 2013 and signifies that the designated unit is a statewide academic, research, or workforce leader in its focus area. All Centers of Excellence must demonstrate the following attributes: a strong performance record, a clearly and finitely defined area of expertise, a range of opportunities in its area of designation (academic, research, or workforce), that it is engaged with the greater community, and that it is a hallmark of the institution recognized as uniquely strong in its focal area. A Center of Research Excellence develops new knowledge, enhances the research productivity of faculty, integrates education and research, and positively impacts economic development in the state.

Louisiana State University Health Sciences Center New Orleans (LSU HSC-NO) is requesting continued authorization of the Stanley S. Scott Cancer Center (SSSCC) as a Center of Research Excellence (CRE). The Center was granted initial approval as a CRE by the Board of Regents in 2015 for a period of five years.

#### **Staff Summary**

##### **1. Description**

The SSSCC aims to bring together basic science, population science, and clinical investigators to enhance overall understanding of cancer, and more specifically its causes, effects, and treatments. The Center draws upon expertise from departments at the state's public and private schools of medicine; other LSU campuses and research centers including the LSU School of Veterinary Medicine, Pennington Biomedical Research Center, and the Feist Weiller Cancer Center at Louisiana State University Health Sciences Center Shreveport (LSU HSC-S); and external medical centers including the Ochsner Clinic Foundation. The Center's mission is "decreasing cancer incidence and mortality in the state of Louisiana with particular emphasis on those citizens in the greatest need, the medically underserved and minority population." The knowledge gained from working toward this mission has served to develop important scientific and clinical information on how cancer affects patients throughout the nation and world.

##### **2. Evidence of Excellence**

The SSSCC has a long record of exceptional service to the state and to cancer research through community education and clinical service, research in a wide variety of cancers and their treatments, and training of future leaders and researchers. The SSSCC's excellence is evident through activities and achievements in line with their five stated goals since the Center's last authorization in 2015:

- 1) Increase research capacity and productivity.
  - Successful recruitment of four investigators in the field of Cancer Biology bringing an additional \$8 million in research funding; addition of eleven oncology subspecialists to expand services and research capabilities in several areas including hematology, pediatrics, and neuroendocrinology.
  - Addition of the Department of Interdisciplinary Oncology positioning the SSSCC to successfully recruit successful and highly-funded researchers, and to create specialized research teams focused on rapid development of new discoveries and cutting-edge treatments.
- 2) Increase the participation of patients in clinical trials.
  - Clinicians and nurses have increased by tenfold the number of patients participating in cancer prevention, early detection, and treatment studies in the past five years from about 125 patients in 2014 to about 1500 in 2019.
  - National Cancer Institute (NCI) awarded four of six platinum awards in clinical trials to

LSU faculty and staff; LSU-led NCI Gulf South Clinical Trials Network, a project funded by the NCI Community Oncology Research Program, has expanded the number of sites offering access to clinical trials from 22 to 44 and has increased the proportion of minority patient participation.

- 3) Enhance continuing education and foster collaboration.
  - Several grants aimed at providing training, mentorship, and speaker series include funding that supports graduate students, post-doc fellows, clinical fellows, residents conducting research, and other personnel working in and developing research programs.
- 4) Increase community outreach and education.
  - Collaborations have resulted in important community services to improve prevention, diagnosis, and treatment including: free breast and cervical cancer screenings to under- and uninsured women through the Louisiana Breast and Cervical Health Program; resource information and support to the Gulf States Young Breast Cancer Survivor Network serving Louisiana, Mississippi, and Alabama; GYN-Oncology Statewide Tumor Board for physicians throughout the state to discuss difficult cases via Zoom every two weeks.
- 5) Support a future LSU application for NCI designation.
  - The SSSCC continues to support LSU leadership in reaching the long-term goal of fulfilling the strict requirements outlined by the NCI for the prestigious national designation.

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

The SSSCC is organized into three major components: basic research teams; core facilities (program focus areas); and clinical research teams. In 2013, the SSSCC moved into the new state-of-the-art Louisiana Cancer Research Center (LCRC), providing researchers and clinicians with a work environment, equipment and core facilities which will have a major impact in advancing its efforts as a Center of Excellence. The Center continues to invest in state-of-the-art facilities and equipment to maintain excellence in training and research, particularly as the areas of expertise represented by its researchers and clinicians expand.

### **4. Funding and Budget**

Since the Center's last authorization in 2015, it has generated over \$85 million in funding through clinical trials, federal subcontracts, and various grants from entities such as the National Institute of Health and the American Cancer Society. The next three years of in-place revenue total nearly \$78 million, nearly half of which is from external sources such as grants and contracts, to support the SSSCC's personnel, research, and other activities.

### **Staff Analysis**

The SSSCC continues to be a state and national leader in the development and expansion of programs of excellence in cancer research, treatment, and education. The recruitment of top investigators in a variety of oncology areas of expertise, the remarkable record of external funding for research and clinical trials, and the continued service to the local and state community are evidence that the SSSCC continues to excel as a Center of Research Excellence.

## **STAFF RECOMMENDATION**

**Senior Staff recommends continued designation of the Stanley S. Scott Cancer Center as a Center of Research Excellence at Louisiana State University Health Sciences Center New Orleans. A progress report and request for continued designation shall be due by August 1, 2025.**

## **AGENDA ITEM VII.C.1.a.iv.**

### **Continued Designation as a Center of Academic Excellence Louisiana State University Health Sciences Center Shreveport Center of Excellence for Arthritis and Rheumatology**

#### **Background Information**

The Board of Regents Center of Excellence designation was established by the Board in June 2013 and signifies that the designated unit is a statewide academic, research, or workforce leader in its focus area. All Centers of Excellence must demonstrate the following attributes: a strong performance record, a clearly and finitely defined area of expertise, a range of opportunities in its area of designation (academic, research, or workforce), be engaged with the greater community, and be a hallmark of the institution recognized as uniquely strong in its focal area. A Center of Academic Excellence demonstrates excellence and growth in its degree programs, integrates education and research, and aligns with workforce needs and economic development in the state.

Louisiana State University Health Sciences Center Shreveport (LSU HSC-S) is requesting continued authorization of the Center of Excellence for Arthritis and Rheumatology (CEAR) as a Center of Academic Excellence (CAE). The Center was initially established and funded through legislation in 1990 with Regents approval in 1991, and later granted Regents Center of Excellence designation in 2014.

#### **Staff Summary**

##### **1. Description**

The purpose of CEAR is to develop new activities and expand existing projects in clinical and lab research, patient care and treatment, and education relating to rheumatologic disorders. The Center strives to provide patients with cutting-edge care, to advance the science of inflammatory and immunology diseases and to educate the next generation of physicians on these diseases and their treatments. The Center is directly involved with the mentorship and training of medical students and professionals at all levels from first year medical school through pre- and post-doc fellowships, residents, and physicians. CEAR is a critical provider of clinical treatment and education to under- and uninsured patients through the northern half of the state. The Center and its faculty also engage in scholarly activities and clinical and education research.

##### **2. Evidence of Excellence**

CEAR has demonstrated excellence in the following key areas:

1. **Education and Training:** All sixteen of CEAR's fellowship graduates since 2013 have found positions as physicians or faculty across the county, with six remaining in the Shreveport area serving the underserved and aging populations of north Louisiana and addressing the state's shortage of rheumatology specialists. The addition of one of the state's few pediatric rheumatologists to the faculty since the last reauthorization has brought the critical specialty for treatment and training to the region. CEAR faculty teach all first and third year medical students and developed the increasingly popular Musculoskeletal Medicine Course. Several CEAR faculty have been awarded special teaching and mentorship honors and awards.
2. **Service:** CEAR faculty have provided clinical treatment in nearly 10,000 encounters with the region's underserved patients per year in the past three years. The Center is actively engaged in increasing its connection to the community through advocacy, the Lupus Day and Lupus Walk events, and the community education Mini Med-School program. Faculty also provide lectures and other events intended to inform the public about rheumatic diseases and clinical treatments available, provide training for the region's rheumatologists, and have partnered with the Arthritis Foundation to host the annual Juvenile Arthritis Family Day.
3. **Research and Scholarly Activities:** CEAR faculty are actively involved at the regional and national level with organizations such as the American College of Rheumatology, Southern Society of the American Federation for Medical Research, American College of Physicians, and



the FDA Arthritis Advisory Committee. In addition to the extensive research and publishing of individual faculty, the Center plans to build its culture and support of research through targeted funding for additional fellowships and seed funding for projects focused on the areas of immunology/inflammation and immunological diseases.

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

CEAR reports to the Vice Chancellor of Research and is managed by the Center Director. Two assistant directors oversee research and administration. Additional staff include MD Rheumatology faculty, PhD research faculty, Physical Therapy faculty, three administrative professionals, a registered nurse, and five post-doc fellows. The Center currently has 17 directly affiliated faculty from various departments. The CEAR Advisory Committee consists of leaders and faculty from the institution plus community leaders with direct interest in rheumatology. This committee supports the center by formulating well-rounded programs and projects responsive to the broad needs in the areas of patient care, research and education. CEAR provides treatment to patients at Overton Brooks VMAC and to the pediatric rheumatology patients at Shreveport Shriners Hospital. Under- and Uninsured patients are referred to CEAR clinical services through Ochsner LSU Health Shreveport and its clinics.

### **4. Funding and Budget**

Because CEAR is not a profit center, most of its funding comes through the institution from state appropriations estimated to be approximately \$9 million over the next five years. CEAR additionally anticipates approximately \$2.6 million in clinical revenue per year over the same time period to supplement state funding. Of the approximately \$8 million in expenses for the next five years, nearly \$1 million has been earmarked for fellowships that will train future researchers in an effort to foster a culture of research and attract research faculty. CEAR's goal to build its research enterprise is expected to attract significant research funding aimed toward increasing the Center's ability to financially support its growth and activities.

### **Staff Analysis**

CEAR continues to be the State's epicenter for the training of future rheumatologists and the clinical treatment of north Louisiana's underserved populations. The Center's detailed plan for building a foundation of research activity will attract additional external funding and researchers to further support CEAR's mission and promote LSU HSC-S as a nationally recognized center for the study and treatment of rheumatological diseases.

## **STAFF RECOMMENDATION**

**Senior Staff recommends continued designation of the Center of Excellence for Arthritis and Rheumatology as a Center of Academic Excellence at Louisiana State University Health Sciences Center Shreveport. A progress report and request for continued designation shall be due by August 1, 2025.**

**AGENDA ITEM VII.C.1.b.**

**PROGRESS REPORTS for CONDITIONALLY APPROVED  
ACADEMIC PROGRAMS**

Regular progress reports are required for every new academic degree program until the program can demonstrate sustainability. This is determined by information on enrollment, completion, accreditation, and other related factors. Progress report due dates have historically spanned the calendar year. Staff are working to revise these due dates to be either in July or October to better coordinate with academic year data availability including fall enrollment and spring graduation numbers. In some cases, a period longer than a year is recommended before the next progress report due date to allow for full implementation of the program or any significant programmatic changes that will affect outcomes in the following year. Programs below that are shaded have met standards to be removed from regular reporting.

Initial Approval	Program	Staff Analysis	Staff Recommendation for Board Action
<b>LCTCS</b>			
Sept. 2018	<b>Baton Rouge Community College</b> <b>AAS Vehicle Maintenance &amp; Repair</b> CIP 47.0600 Implemented Fall 2019. Current progress report received 1.30.20. Additional information received 3.26.20.	The new program, a consolidation of the previous Automotive Technologies and Diesel Heavy Truck Technologies programs, currently has 29 students enrolled with the first graduate expected next year. The department expects to achieve Automotive Service Excellence Education Foundation accreditation within a year and has several partnerships with area auto dealerships. A program manager has been hired to grow the program and expand existing industry partnerships.	Receive and accept the report. A subsequent report is due 7.1.22.
Jan. 2016	<b>Baton Rouge Community College</b> <b>AAS Aviation Maintenance Technology</b> CIP 47.0607 Implemented Fall 2017. Current progress report received 9.25.20.	The program saw an uptick in enrollments for fall 2020 after revising admission criteria for entry into the program. 12 new students were admitted for the current semester. Program has had 4 graduates in each of its last three years. BRCC has initiated discussions with the new Helix Aviation Academy in Baton Rouge & hopes to form collaboration that would allow high school students to begin the AAS degree while in high school and complete early. BRCC is also in communication with the Louis Armstrong New Orleans International Airport and Spirit Airlines to explore workforce needs.	Receive and accept the report. A subsequent report is due 7.1.22.
May 2015	<b>Baton Rouge Community College</b> <b>AS Surgical Technology</b> CIP 38.0101 Implemented Summer 2015. Current progress report received 9.21.20.	The program reported 13 graduates this past spring, an increase from the previous three years. Enrollment is at 15 students for Fall 20 with another 15 enrollments projected for next year. Commission on Accreditation of Allied Health Education Programs accreditation, transferred from Our Lady of the Lake's program to BRCC in 2014, has been maintained since then, with an on-site review scheduled to occur no later than 2023.	Receive and accept the report. A subsequent report is due 7.1.22.

Dec. 2013	<b>Central Louisiana Technical Community College</b> <b>AAS Technical Studies</b> CIP 47.9999 Implemented Fall 2016. Current progress report received 11.2.20.	Enrollment in the AAS in Technical Studies has averaged 12 students per year for the past 3 years. The number of completers increased from 2 the year the program started to 6 this past year. Completers are expected to increase with the addition of available concentrations, including Cloud Computing and the college's transition to SACSCOC accreditation in a few years.	Receive and accept the report. A subsequent report is due 7.1.22
Aug. 2015	<b>Delgado Community College</b> <b>AAS Instrumentation &amp; Control</b> CIP 41.0000 Implemented Spring 2016. Current progress report received 7.11.20.	The program was not launched until spring 2016 while the college awaited SACS approval. There are currently 26 students declaring the program as their major. 6 students are on track to complete during the 20-21 academic year.	Receive and accept the report. A subsequent report is due 7.1.22
May 2014	<b>Delgado Community College</b> <b>AAS Science Laboratory Technology</b> CIP 41.0000 Implemented Spring 2015. Current progress report received 7.11.20.	The program graduated 9 students this past year and has 26 students currently enrolled. Several curriculum adjustments were recently approved that are intended to give students a clearer and more streamlined path to graduation through course mergers, clear concentration requirements, and elective flexibility.	Receive and accept the report. A subsequent report is due 7.1.22.
May 2018	<b>Fletcher Technical Community College</b> <b>AS Medical Laboratory Technician</b> CIP 51.1004 Implemented Summer 2019. Current progress report received 5.1.20.	The new program received SACSCOC approval in June 2018, and a program director was hired in January 2019. The first cohort of 6 students began clinical classes in summer 2019 and 5 of them graduated in Spring 20. The program is currently seeking NAACLS (National Accrediting Agency for Clinical Laboratory Sciences) accreditation which will allow graduates to sit for the American Society for Clinical Pathology (ASCP) Medical Laboratory Technician exam and apply for a LA state license. A NAACLS site visit is planned for spring 2021.	Receive and accept the report. A subsequent report is due 7.1.22.
Jan. 2013	<b>Louisiana Delta Community College</b> <b>AAS Forensic Science &amp; Technology</b> CIP 43.0406 Implemented Fall 2014. Current progress report received 5.27.20.	Program completion numbers have increased slightly since implementation but remain low. The college plans to hire an adjunct forensic science instructor to increase the number of courses offered throughout the year and decrease amount of time to complete the program. An online introductory course was developed in 2019 to boost interest in the program.	Receive and accept the report. A subsequent report is due 7.1.22.
March 2018	<b>Louisiana Delta Community College</b> <b>AS Computer Science</b> CIP 11.0701 Implemented Summer 2018. Progress report received 12.20.19 with updates received 11.23.20.	Current enrollment in the program is 60 with 2 graduates in the last 2 years. Of the program's students from last year, 5 participated in IBM apprenticeships and 2 have transferred to ULM. The program has plans to meet with ULM representatives in early 2021 to discuss ways to improve student transfer.	Receive and accept the report. A subsequent report is due 7.1.22.

May 2018	<b>Louisiana Delta Community College</b> <b>AAS Criminal Justice</b> CIP 43.0104 Implemented Fall 2018. Progress report received 6.11.20.	Current enrollment in the relatively new program is already at 83 with 7 graduates in the last year. Several students are completing dual majors in Criminal Justice and Forensic Science. As the program continues to grow there are plans in place to add additional elective courses and hire additional faculty to accommodate enrollment increases.	Receive and accept the report. A subsequent report is due 7.1.22.
Dec. 2009/ 2012	<b>Northshore Technical Community College</b> <b>AAS Veterinary Technology</b> CIP 01.8301 Moved from Louisiana Technical College – Florida Parishes to Northshore in 2012. Current progress report received 8.31.20.	The program, supported by NTCC’s Vet Assistant Certificate of Technical Studies, graduated 20 students in the last 3 years. The program’s enrollment continues to grow with 62 students currently enrolled in the certificate program and 21 in the AAS.	Receive and accept the report. A subsequent report is due 7.1.22.
June 2018	<b>Nunez Community College</b> <b>AAS Aerospace Manufacturing Technology</b> CIP 15.0801 Implemented Fall 2018. Current progress report received 11.2.20.	Enrollment has grown quickly since implementation with current enrollment at 68 and expected enrollment for next year to be near 75. Although several students exit the program after completing the Certificate of Technical Studies or Technical Diploma, the program saw its first five graduates of the AAS this year and anticipates eight for next year.	Receive and accept the report. A subsequent report is due 7.1.22.
Oct. 2013/June 2017	<b>River Parishes Community College</b> <b>AAS Industrial Maintenance Technology</b> CIP 47.0303 Moved to RPCC for Fall 2017. Current progress report received 6.30.20.	Program was moved from SCLTC to RPCC in summer 2017 and is now part of the Dow Chemical apprenticeship program in place at RPCC. The program had 13 graduates this past year, and 15 are expected next year. The program continues to grow despite the transition and growth is expected to continue.	Receive and accept the report. A subsequent report is due 7.1.22.
June 2014	<b>South Louisiana Community College</b> <b>AAS Application Software Development</b> CIP 11.0201 Implemented Spring 2015. Current progress report received 8.3.20.	Program enrollment continues to grow each year along with the number of graduates. Eleven graduates were reported for the most recent academic year with 13 expected next year. Plans are in place to expand the program to train employees at local companies CGI, Enquero and Perficient.	Receive and accept the report. A subsequent report is due 7.1.22.
June 2015	<b>SOWELA Technical Community College</b> <b>AAS Chemical Laboratory Technology</b> CIP 41.0301 Implemented Fall 2016. Current progress report received 12.16.19. Updated completer numbers collected 11.21.20.	The program has grown quickly since implementation with about 50 students enrolled per year for the last three years, and 7 graduates this past year. All graduates from the program so far are employed in the field. An industry advisory board informs the curriculum, an additional adjunct professor has been hired, and an Associate of Technology, Management, and Applied Engineering accreditation site visit is scheduled for next spring.	Receive and accept the report. A subsequent report is due 7.1.22.

March 2018	<b>SOWELA Technical Community College</b> <b>AAS Industrial Electrical Technology</b> CIP 46.0302 Implemented Fall 2018. Current progress report received 12.15.19.	The program had 24 graduates in its first year and 55 students in year 2. Enrollment remains strong with 76 students enrolled for 19-20 and 75 projected for next year. Plans to achieve programmatic accreditation through Association of Technology, Management and Applied Engineering are underway with an initial site visit planned for spring 2021.	Receive and accept the report. A subsequent report is due 7.1.22.
Aug. 2017	<b>SOWELA Technical Community College</b> <b>AAS Surgical Technology</b> CIP 51.0909 Implemented Summer 2018. Current progress report received 10.28.19.	The program graduated 4 students in its first year and has 9 students in year 2. There are 13 students currently enrolled with 11 projected graduates for 20-21. Commission on Accreditation of Allied Health Education Programs accreditation was awarded to SOWELA in May 2019, with an on-site review scheduled for 2024.	Receive and accept the report. A subsequent report is due 7.1.22.
<b>LSU</b>			
March 2017	<b>LSU Alexandria</b> <b>BS Chemistry</b> CIP 40.0501 Implemented Fall 2017. Current progress report received 9.4.20.	The program has had 4 graduates in each of its first three years. To aid in enrollment growth, LSUA is conducting a feasibility study for a mostly online version of the program, providing research opportunities for students, and seeking external funding for scholarships. Several graduates have gone on to graduate school and 2 have become high school chemistry teachers in the area. The program will seek American Chemical Society certification once the program grows enough to warrant a 5 <sup>th</sup> faculty member.	Receive and accept the report. A subsequent report is due 7.1.22.
Sept. 2015	<b>LSU A&amp;M</b> <b>GC Climatology &amp; Climate Control</b> CIP 40.0402 Implemented Fall 2017. Current progress report received 10.2.20.	The program was not launched until 2 years after approval and has only enrolled 3 students with no graduates since implementation. The department identified several reasons the program has not succeeded and has requested time to implement a plan to increase enrollment and completion through aggressive marketing and promotion, or the institution will voluntarily terminate the program.	Receive and accept the report. A subsequent report demonstrating significant increases in enrollment and completion is due 7.1.22 or program will be terminated.
June 2015	<b>LSU A&amp;M</b> <b>GC Records &amp; Information Management</b> CIP 25.0103 Implemented Spring 2017. Current progress report received 10.5.20.	Of the program's 7 graduates from its first 3 years, 2 have achieved industry designation as Certified Records Managers, and the remaining 5 have either been designated as Certified Records Analysts or are in the process of obtaining the designation. LSU anticipates 7 graduates next year. The program is now available 100% online and anticipates significant increases in applications and enrollment.	Receive and accept the report. A subsequent report is due 7.1.22.
June 2017	<b>LSU A&amp;M</b> <b>GC Urban &amp; Community Education</b> CIP 13.0410 Implemented Fall 2018. Current progress report received 10.5.20.	Since implementation two years ago, the program has had 12 graduates and anticipates 15 next year with 22 students enrolled for this year. A new faculty member who serves as the program's advisor started in January, and faculty from other departments have started teaching in the curriculum. All certificate completers thus far have continued with Master's or doctoral degree programs.	Receive and accept the report. A subsequent report is due 7.1.22.

April 2015	<b>LSU A&amp;M</b> <b>Master of Digital Media Arts &amp; Engineering</b> CIP 11.0804 Implemented Fall 2015. Current progress report received 10.5.20.	The program has had 10 graduates since implementation and anticipates 10 this year. COVID-19 has affected enrollment as several students admitted this year did not enroll, and the program anticipates 3 graduates next year but anticipates numbers will rebound due to industry growth and demand. The program has improved the placement of students in paid internships, which in some cases has led to permanent employment. The campus is working with National Association of Schools of Art and Design, their accreditor, and Regents staff on addressing remaining accreditation concerns related to the program's title.	Receive and accept the report. A subsequent report is due 7.1.22.
May 2013	<b>LSU Shreveport</b> <b>EdD Leadership Studies</b> CIP 52.0213 Implemented Spring 2014. Current progress report received 9.22.20.	The program has surpassed the minimum completion threshold for doctoral programs with a current average of 6 over the past three years, 11 last year and 17 expected this year. With about 15 new students per year and steady enrollment of about 45 students, the program has demonstrated value and sustainability. Graduates have found employment in education and a variety of other sectors. Online delivery and increased resource allocation are credited with the program's growth and success.	Receive and accept the report. No further reporting required.
<b>Southern</b>			
May 2013	<b>Southern Baton Rouge</b> <b>BM Music</b> CIP 50.0903 Implemented Fall 2013. Current progress report received 1.31.20. Revised progress report with additional information received 4.30.20.	Due to significant struggles with retention and completion, SUBR was asked to submit an action plan for program improvement in early 2019. As part of the 2020 progress report, the campus indicated significant progress toward meeting its objectives by eliminating the senior year comprehensive exam requirement, improving pass rates for the required piano course from 66% to 87%, and hiring a full time Praxis coordinator to improve pass rates. The department is also implementing intrusive advising. Last year, 9 students completed the program and more are expected this year with improved retention efforts.	Receive and accept the report. A subsequent report is due 10.1.21.
May 2013	<b>Southern New Orleans</b> <b>BS Forensic Science</b> CIP 43.0106 Implemented Fall 2013. Progress report received 5.30.20.	Program enrollment has steadily declined since 2015, which saw 36 new students to just 10 new students this year. The program continues to struggle with low retention and completion rates. Current total enrollment is 80 with 10 graduates expected this year. SUNO is now eligible to seek Forensic Science Education Programs Accreditation Commission (FEPAC) requirements and has secured an external reviewer to aid in program improvement, ensuring they are prepared for FEPAC accreditation. The department has also been asked to submit a comprehensive improvement plan to Regents staff, with implementation to be considered with the next progress report.	Receive and accept the report. A subsequent report is due 7.1.22.

ULS			
Oct. 2017	<b>Grambling State University</b> <b>Bachelor of General Studies (BGS)</b> CIP 24.0102 Implemented Spring 2018. Current progress report received 9.23.20. Additional information received 11.23.20.	The program has 8 reported graduates from last year and anticipates 17 this year with over 100 students enrolled in the program. So far, 5 graduates have gone on to graduate school in education or social sciences and 3 are teaching in schools in nearby parishes. The program aims to serve returning adults, which is currently more than half of students enrolled in the program. The program can now be completed 100% online.	Receive and accept the report. A subsequent report is due 7.1.22.
April 2019	<b>Northwestern State University</b> <b>PBC Computed Tomography</b> CIP 51.0911 Implemented Fall 2019. Current progress report received 9.21.20.	The program has had 1 graduate so far, and only anticipates 1 next year. The program's coordinator has been tasked with program growth and has started active marketing of the program through engagement with professionals across the country. The program has also been submitted to the American Registry of Radiologic Technologists to be recognized as meeting the requirements for the national certification exam, which is expected to drive enrollment.	Receive and accept the report. A subsequent report is due 7.1.22.
Dec. 2017	<b>Northwestern State University</b> <b>Edd Adult Learning &amp; Development</b> CIP 13.1201 Implemented Fall 2017. Current progress report received 7.8.20. Additional information received 9.1.20 and 11.16.20.	Current enrollment is 73 and the program expects its first 6 graduates this year. The goal is to sustain total student enrollment of about 80 resulting in about 12 graduates per year. Louisiana higher education leaders serve as adjuncts in the program. The program is marketed at the LCTCS Annual Conference and at the Coalition of Adult Basic Education national conference each year.	Receive and accept the report. A subsequent report is due 7.1.22.
Aug. 2018	<b>UL Lafayette</b> <b>MAT Elementary Education Grades 1-5</b> CIP 13.1202 Implemented Summer 2019. Current progress report received 6.29.20.	The program expects its first 2 graduates in Spring 2021 and has 12 students currently enrolled. Targeted marketing and recruitment for the French immersion concentration has been a priority this year. Faculty in the program were awarded a \$2.3 million US DOE National Professional Development grant in part to support training for English learner students and to increase the number of language immersion schools in Louisiana.	Receive and accept the report. A subsequent report is due 7.1.22.
Dec. 2016	<b>UL Lafayette</b> <b>MS Environmental Resource Science</b> CIP 03.0199 Implemented Fall 2017. Current progress report received 6.2.20.	The program has had 9 graduates in the past two years and expects 6 this year. All program graduates have gone on to work in the field or continued with further graduate study. The department successfully filled two unexpected full-time faculty vacancies this year to return the program to 5 full-time faculty. Program marketing strategies continue to be evaluated for efficiency and effectiveness.	Receive and accept the report. A subsequent report is due 7.1.22.

May 2017	<b>UL Lafayette</b> <b>MS Informatics</b> CIP 38.0101 Implemented Spring 2018. Current progress report received 9.23.20.	The first 13 graduates completed the program last year and 10 are expected this year. While the pandemic has negatively affected the job search for a few of these graduates, nearly all have either found employment with local companies, or continued in the position they held while completing the degree. Some employers include CGI, Coca Cola Bottling, and Lafayette General.	Receive and accept the report. A subsequent report is due 7.1.22.
Nov. 2016	<b>UL Monroe</b> <b>BS Chemistry</b> CIP 40.0501 Implemented Spring 2018. Current progress report received 12.6.20.	The program has 22 students currently enrolled and expects 3 graduates this year. ULM is working with local high schools to recruit students and provide professional development for high school chemistry teachers. Upper level chemistry courses have all been implemented and the department is applying for grants to update equipment.	Receive and accept the report. A subsequent report is due 7.1.22.
Sept. 2017	<b>UL Monroe</b> <b>BS Unmanned Aircraft Systems Management</b> CIP 49.0101 Implemented Fall 2018. Current progress report received 5.26.20.	The program expects its first 2 graduates this year. Issues with restrictions on the use of airspace in Monroe have been resolved, and hands-on drone flying has been incorporated into the curriculum in each drone course, which is expected to aid in recruitment and enrollment. ULM's Precision Agriculture and Unmanned Aircraft Systems Research and Applications Center provides drones for the program, partially funded by external grants and through training programs offered by faculty to public safety organizations.	Receive and accept the report. A subsequent report is due 7.1.22.
March 2015	<b>UL Monroe</b> <b>MS Nursing</b> CIP 51.3801 Implemented summer 2016. Current progress report received 5.26.20.	The program graduated 46 students last year, just its 3rd graduating class since the first 5 graduates completed the program in 17/18 and has 75 students currently enrolled. The pass rate for the Adult Gerontology Primary Care Nurse Practitioners national certification exam was 92.3%. All courses for the Clinical Nurse Leader program have been adjusted to online, 8-week semesters to broaden national appeal and accessibility.	Receive and accept the report. No further reporting required.
Aug. 2018	<b>UL Monroe</b> <b>DPT Physical Therapy</b> CIP 51.2308 Will be implemented Fall 2022. Current progress report received 5.26.20.	Program implementation is dependent upon Commission on Accreditation in Physical Therapy Education (CAPTE) accreditation approval. ULM is currently scheduled for a March 2022 Application for Candidacy allowing them to enroll students starting August 2022.	Receive and accept the report. A subsequent report is due 10.1.22.
Jan. 2018	<b>University of New Orleans</b> <b>GC Geographic Information Systems</b> CIP 45.0702 Implemented Fall 2018. Current progress report received 6.29.20.	Program expects the first 2 graduates this year and 3 next year. The program's primary faculty member has started marketing the certificate in professional communities and it was marketed through standard UNO marketing avenues. Standard software for the field, ArcGIS, has been updated for the campus, and the Department of Planning and Urban Studies is in the process of upgrading space that will serve the program as a research, innovation and technology center.	Receive and accept the report. A subsequent report is due 7.1.22.



Jan. 2018	<b>University of New Orleans</b> <b>GC Historic &amp; Cultural Preservation</b> CIP 30.1201 Implemented Fall 2019. Current progress report received 6.29.20.	The program has no graduates yet, and just 2 students enrolled since implementation this past fall. Courses in the program have been popular, but most students have not enrolled in the full curriculum to complete the program. Faculty are revising curriculum to address concerns raised in student exit interviews.	Receive and accept the report. A subsequent report is due 7.1.22.
Sept. 2015	<b>University of New Orleans</b> <b>MEd Higher Education Administration</b> CIP 13.0406 Implemented Summer 2016. Current progress report received 6.29.20.	The program's first three years with graduates saw 5, 8, and 10 completers. Over 104 prospective students applied this year, and the program has 25 students currently enrolled. All program graduates are either currently working in higher education or have enrolled in a PhD program. During the last academic year, the program developed a handbook for adjunct faculty and revised the curriculum in response to feedback from students, graduates, and faculty.	Receive and accept the report. No further reporting is required.
Jan. 2015	<b>University of New Orleans</b> <b>MS Transportation</b> CIP 45.9999 Implemented Fall 2015. Current progress report received 6.29.20.	The MS program has continued to grow enrollment with 20 students currently enrolled. Last year, 6 students graduated and 7 are expected this year. All 14 of the program's graduates so far are employed in transportation-related positions. This fall, UNO implemented an accelerated version of the program for students in its BS Urban Studies & Planning.	Receive and accept the report. A subsequent report is due 7.1.22.

**AGENDA ITEM VII.C.1.c.**

**Routine Academic Requests & Staff Approvals**

<b>Institution</b>	<b>Request</b>
LSU A&M	Request to offer the PhD Construction Management and BS Marketing 100% online. <b><u>Approved.</u></b>
McNeese	Request to offer an Alternate Certification/Post Baccalaureate Certification in Special Ed. Mild/Moderate 6-12 (CIP 13.1001). <b><u>Approved.</u></b>
Southern A&M	Request to change the name of the MS Rehabilitation Counseling to the MS Clinical Rehabilitation Counseling (CIP 51.2310) and to adjust the credit hours from 48 to 60 to match updated industry terminology and accreditation requirements. <b><u>Approved.</u></b>

## AGENDA ITEM VII.C.2.a.i

### Letter of Intent to Develop a BA Theatre Southeastern Louisiana University

#### **Background Information**

Southeastern Louisiana University (SLU) requests Board of Regents approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Arts (BA) in Theatre. The LoI was approved by the ULS Board of Supervisors in April 2020 and forwarded to the Board of Regents for consideration. The LoI was then circulated to Chief Academic Officers (CAOs) statewide for review and comment. The campus then addressed concerns raised by staff and CAOs related to curriculum and unnecessary duplication.

#### **Staff Summary**

Southeastern's planned Bachelor of Arts in Theatre provides students with knowledge and skills in theatre and film specifically focused on acting, stage management, and directing within a liberal arts environment. The program will build on the successful existing concentration in theatre design, which is the fastest growing concentration in the Department of Visual Art and Design. The proposed degree will emphasize instruction in acting as well as direction and production management, and graduates will be prepared for direct entry into careers in theatre and film in positions from acting to management to designer, or graduate study.

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

- a. Same or Similar In-state Programs: LSU offers a BA Theatre that averages 37 graduates per year; UNO offers the BA Film and Theatre Arts averaging nine graduates per year; and Northwestern offers the Bachelor of Science (BS) in Theatre that averages 25 graduates per year. Theatre concentrations also exist at several other institutions in the state. Some indication was given during the statewide CAO review that the proposed program may be unnecessary duplication, but enrollment in Southeastern's current theatre courses, minor, and concentration indicate that there is enough interest in the region to support the addition of a full program.
- b. Workforce Demand and Job Opportunities: Due to adjustments in the state's tax structure, Louisiana has become a popular spot in the country for film production, and the industry continues to grow. There is also evidence that theatre productions are similarly growing in the state. The Actors Equity 2018 Regional Theatre Report, a report of the country's largest theatrical actors' union indicated a 68% increase in work for theatre employees in New Orleans from 2015 to 2017. Several major films have been filmed on location in Hammond including *Ray* and *The Campaign*. In addition, major theatre productions such as *Escape to Margaritaville* and the Tennessee Williams Festival have all employed Southeastern theatre graduates.
- c. Student Enrollment and Completion: Southeastern currently has 35 students enrolled in the Theatre minor, and 14 enrolled in the Theatre Design concentration, the fastest growing concentration in the department. Of the 478 students enrolled in Introduction to Theatre in Spring 2018, 28% indicated they would consider a theatre degree if available and of the 74 students enrolled in upper level theatre courses, 80% said they would consider enrolling in the major. Southeastern's theatre program currently produces four plays a year, each involving 30-60 undergraduate students. The institution's Alpha Psi Omega, a national theatre honorary chapter, currently has about 60 student members. Given the interest in and success of theatre at Southeastern, it estimates 25 students enrolled in the first year growing to 55 by year three.

## **2. Resources**

Theatre is supported by the operating budget of the Department of Visual Art & Design, the College of Arts, Humanities and Social Sciences development funds, as well as ticket sales. Theatre productions are supported through a student-assessed fee paid by all students. Southeastern's existing theatre facilities, equipment, and scene and costume shop budget and resources are adequate to support the program and its projected growth. Current faculty are sufficient to launch the program, with an additional full-time faculty member at a salary of \$45,000 to \$55,000 per year needed by year 2 with projected growth. Tuition, and other theatre revenue sources, is expected to cover this cost.

### **Staff Analysis**

Southeastern is proposing the development of a theatre program with a unique focus on preparing undergraduate students for acting and production management both on stage and in film. The number of students in the current theatre minor and concentration is evidence that Southeastern's draw of students in the the program supports the addition of the full degree program and will provide placebound students the opportunity to earn a theatre degree in the region. Graduates from the program will be prepared to enter the workforce or move on to graduate study. The full proposal should provide additional analysis on how the program's combination of film and theatre in the curriculum benefits students differently from the traditional separation of these disciplines.

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the Letter of Intent to develop a full proposal for a Bachelor of Art in Theatre (CIP 50.0501) at Southeastern Louisiana University.**

## AGENDA ITEM VII.C.2.b.i.

### Proposed Associate of Science in Business Administration Central Louisiana Technical Community College

#### **Background Information**

Central Louisiana Technical Community College (CLTCC) has requested Board of Regents' approval to offer an Associate of Science (AS) in Business Administration. The program proposal was approved by the LCTCS Board of Supervisors and forwarded to the Board of Regents for consideration.

#### **Staff Summary**

The AS degree is a 2-year degree typically offered by community colleges and at some 4-year colleges. The Associate of Applied Science (AAS) is a community college degree that prepares graduates to enter a career immediately after graduation and is considered a terminal degree. The AS is designed to provide opportunity for employment plus a clear path for transfer with more General Education requirements compared to the AAS.

Last year, the Roy O. Martin corporation approached CLTCC about enrolling some of its employees in CLTCC's business program. In particular, they were looking for a broad business program not only to provide training for employees, but that would also allow its participants to transfer to 4-year colleges to further their education after completing the associate degree. In order to meet the business needs of the Roy O. Martin corporation and to meet the needs of CLTCC's current and future students desiring a clear pathway from community college to a 4-year university in Business, CLTCC has designed a program that is tightly integrated with LSU Alexandria's (LSUA) business degree, matching LSUA's requirements course for course. CLTCC plans to craft a similar 2+2 arrangement with Northwestern State University (NSU).

Graduates of the proposed 60 hour program will be able to perform management functions, analyze business and financial information for decision making, analyze economic data, assess legal and ethical issues in business situations, use business applications software, effectively work in teams and succeed in upper-level Business courses.

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

- a. **Same or Similar In-state Programs:** While several other community colleges offer the AS or AAS in Business Administration, those programs are designed to primarily serve students in their respective service areas.
- b. **Workforce Demand and Job Opportunities:** The proposed program was designed in direct response to industry demand.
- c. **Student Enrollment:** The AS will be CLTCC's first fully transferrable degree program, and will attract new students to the college who wish to earn a credential valuable to employers while also providing the opportunity to continue their education at a 4-year institution. Students wishing to transfer will be assigned an advisor from either LSUA or NSU to ensure that the transfer process is efficient. The program is expected to enroll 20 students in the first year and grow to at least 35 by year three.

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Projected Enrollment</b>	20	30	35	35	35
<b>Projected Graduates</b>	-	10	15	18	18

## 2. Resources:

	Current	Needed	Additional Costs
<b>Faculty</b>	Current business faculty and adjuncts will teach courses in the proposed program.	One new faculty member will be hired to coordinate the program.	\$84K yr. 1 \$84K yr. 2 \$84K yr. 3 \$84K yr. 4
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing facilities are adequate to support the program.	New library resources and equipment/supplies.	\$13K
<b>Student Support</b>	Existing resources will meet the needs of the program for the foreseeable future.	No additional resource needs projected.	\$0

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

- Accessibility: The program will be accessible in a variety of course modalities (online, hybrid, face-to-face, and compressed video). All modalities will use the Canvas Learning Management System to ensure the integrity of the curriculum across the college.
- Affordability: To control costs for students, CLTCC instructors are encouraged to use OER instructional materials; all of CLTCC's current General Education offerings employ OER materials.
- Partnerships: CLTCC partnered with LSUA to create a 2+2 agreement and ensure minimal difficulties in the transfer of students to their 4-year degree. Upon approval, CLTCC plans to pursue a partnership with NSU to develop the same type of articulation agreement.
- Work-based learning: The institution and department continue to strengthen relationships with industry partners such as Roy O. Martin that could allow for the development of applicable internships and credit-bearing work-based learning options.
- Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner: 49.6% of current CLTCC business majors are over the age of 25 and 65% of current business majors are receiving Pell.

### Staff Analysis

CLTCC's proposed Associate of Science in Business Administration program was designed in direct response to industry demand and is fully transferrable to business programs at local 4-year institutions. The proposed program provides the foundation students need to succeed in majors such as, accounting, business administration, management, or marketing at the baccalaureate level.

### STAFF RECOMMENDATION

**Senior Staff recommends conditional approval of the proposed AS in Business Administration (CIP 52.0101) at Central Louisiana Technical Community College, with a progress report due July 1, 2022.**

## AGENDA ITEM VII.C.2.b.ii.

### Proposed Associate of Applied Science in Practical Nursing South Louisiana Community College

#### **Background Information**

South Louisiana Community College (SLCC) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Practical Nursing. The Louisiana Community and Technical College System approved adoption of the program and the proposal was submitted to Regents for consideration.

#### **Staff Summary**

The purpose of the Associate of Applied Science in Practical Nursing is to serve students who are interested in pursuing a career in nursing by preparing students to meet the licensure requirements to become a Licensed Practical Nurse (LPN), and by offering additional coursework in the curriculum that will allow them to continue their education. The proposed 75 credit hour program consists of both classroom instruction and supervised clinical activities in accredited hospitals, nursing homes, and other health care agencies. This degree offers students the ability to sit for the NCLEX-PN once they have completed the Technical Diploma (TD) requirements and allows students completing general education course requirements to earn an associate degree. The program was developed to support transfer to local universities and promote completion of a BSN degree. Students enrolled in the AAS Practical Nursing program will take courses that directly transfer to an associate or bachelor's RN program. The college plans to develop agreements with local four-year universities following program approval.

#### **1. Value:**

- a. Same or Similar In-State Programs: SOWELA and CLTCC recently became the first two institutions approved to offer the AAS in Practical Nursing (PN). SLCC's proposed AAS is specifically designed to serve the Lafayette area and surrounding communities in dire need of well-trained nurses. This program will allow students to complete the PN program with an associate degree above the technical diploma (TD). The program also affords students who have previously earned the TD the opportunity to return and complete the general education courses to earn the AAS.
- b. Workforce Demand and Job Opportunities: The AAS PN degree can lead to an ASN or BSN degree and Registered Nurse licensure. LPN is one of the fastest growing job markets as the overall need for health services is expected to increase. According to the Louisiana Workforce Commission, there is projected to be 200 annual total openings for LPNs in the Acadiana area between now and 2026.
- c. Student Enrollment and Completion: The proposed program is an expansion of the TD in Practical Nursing. Enrollment and completion data below were based on the data from this related program.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Estimated Program Enrollment	25	75	100	100	100
TOTAL Estimated Program Graduates	N/A	20	45	45	45

2. **Resources:** The program does not anticipate any additional costs to offer the program since existing faculty and courses in place will support the program.

	Current	Needed	Additional Costs
Faculty	Program can be implemented with current faculty.	None projected.	\$0
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	No additional resources projected.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$0

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

- **Accessibility:** In addition to normal face-to-face offerings the college has been using a hybrid course format (HySync) that allows students to attend lectures remotely.
- **Affordability:** Prior Learning Assessment is accepted into the program. There is a close tie between students entering with as a Certified Nursing Assistant (CNA) and credit for HNUR 1314 Nurse Aid Fundamentals course.

### **Staff Analysis**

SLCC has requested to add the AAS of Practical Nursing to help support its goal of preparing graduates for entry-level employment as well as the opportunity to pursue additional educational credentials. The program will serve an important employer need for the Acadiana region while providing students options for immediate employment or further education.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Associate of Applied Science in Practical Nursing (CIP 51.3901) at South Louisiana Community College, with a progress report due July 1, 2022.**



## AGENDA ITEM VII.C.2.b.iii.

### Proposed Associate of Applied Science in Systems Administration River Parishes Community College

#### **Background Information**

River Parishes Community College (RPCC) has requested Board of Regents' approval to offer an Associate of Applied Science (AAS) in Systems Administration with a concentration in Cloud Computing. The program proposal was approved by the LCTCS Board of Supervisors and forwarded to the Board of Regents for consideration.

#### **Staff Summary**

In 2019, Governor John Bel Edwards announced the collaboration with Amazon Web Services (AWS) and LCTCS to offer cloud computing training throughout the LCTCS. RPCC is seeking approval for this program to support the agreement between the parties.

The proposed AAS in Systems Administration is a 60-credit hour program that provides students with the skills needed to manage an organization's computer systems. The program provides students with the knowledge and skills required for learning industry specific methodologies and recognized standards associated with computer system administration and to develop strong critical thinking skills. Emphasis is placed on Cloud Computing which allows businesses, large and small, to increase or decrease storage capacity when needs change. The proposed program will provide students with the fundamentals of on-site system administration as well as in the cloud. Graduates of this program will be poised to support Louisiana's emerging businesses and its more established companies, including those in the river parishes petrochemical industry; some of which currently outsource IT and system administration.

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

- a. **Same or Similar In-state Programs:** While all LCTCS colleges are seeking to implement cloud computing education and training per the System-level partnership with Amazon, there are no similar programs offered in close proximity to RPCC.
- b. **Workforce Demand and Job Opportunities:**
  - The proposed program was designed in collaboration with AWS to address the growing number of tech employers throughout Louisiana and the demand for employees with cloud computing skills.
  - According to a recent study conducted using data from labor market data company EMSI, ("Job Posting Competition- EMSI Q3 2020 Data Set, August 2020) from July 2019-July 2020, there were 28,000 available IT-related jobs in Louisiana.
- c. **Student Enrollment:** Students in the current AGS/Computer Science Concentration will provide a source of students for the proposed program. In fall 2019, there was a 200% increase of students seeking the AGS/Computer Science from 8 students in 2017 to 24 in 2019. RPCC also anticipates that many students will come from strategic recruitment efforts. RPCC anticipates enrolling 15 students in the program in the first year. The following enrollments are projected over the following four years. The projections account for RPCC's average fall-to-fall retention rate (52%) and the addition of 15 new students each year.

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Projected Enrollment</b>	15	22	26	28	29
<b>Projected Graduates</b>	-	8	10	11	11

2. **Resources:** Outside of revenue from tuition and fees, RPCC will seek approximately \$100,000 in Rapid Response funds from LCTCS for Year 1 of program implementation; \$100,000 for Year 2; and \$50,000 for Year 3.

	Current	Needed	Additional Costs
<b>Faculty</b>	Current faculty will teach the general education courses required in the program.	One full-time faculty member will be added for yr. 1; one adjunct will be added in yr. 1 and another in yr. 2.	\$82.1K yr. 1 \$89.9K yr. 2 \$93.2K yr. 3 \$96.5K yr. 4
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing facilities are adequate to support the program.	Additional costs for licensing and library resources.	\$13K yr. 1 \$13K yr. 2 \$13K yr. 3 \$12K yr. 4
<b>Student Support</b>	Existing resources will meet the needs of the program for the foreseeable future.	No additional resource needs projected.	\$0

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
- Accessibility: RPCC will deliver this program in a hybrid format, which will allow more flexibility for working age adults with full-time jobs to enroll in and complete the program.
  - Affordability: Approximately 21% of the core courses in the program will have OER. Depending upon which general education courses the student chooses to take, anywhere from 50%-100% of their general education courses may have OER. Students earning certain IBCs prior to enrollment may receive course credit.
  - Partnerships: Once the program is approved, RPCC will establish an advisory committee composed of at least two major employers in the region.
  - Work-based learning: One requirement for completion of the program will be an internship or capstone project. RPCC will seek to develop paid internships for students in the program.
  - Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learners: RPCC currently has a TRIO grant. Low-income, first-generation, minority students will have extra support services (tutoring, advising, etc.) through the TRIO program.

### Staff Analysis

RPCC's proposed AAS in Systems Administration with a concentration in Cloud Computing was designed in collaboration with AWS to address the growing number of tech employers throughout Louisiana and the demand for employees with cloud computing skills.

### STAFF RECOMMENDATION

**Senior Staff recommends conditional approval of the proposed AAS in Systems Administration with a concentration in Cloud Computing (CIP 11.0902) at River Parishes Community College, with a progress report due July 1, 2022.**

## **AGENDA ITEM VII.C.3.a.**

### **Full Authorization of a Conditionally Approved Research Unit Louisiana State University Health Sciences Center New Orleans Center for Evidence-based Practice in Behavioral Health**

#### **Background Information**

LSU Health Sciences Center New Orleans (LSU HSC-NO) is requesting full authorization of the Center for Evidence-based Practice in Behavioral Health. The institute was granted one-year conditional approval by the Board of Regents in June 2019. BoR staff extended conditional approval until full Board approval is considered.

#### **Staff Summary**

##### **1. Description**

The Center for Evidence-based Practice in Behavioral Health is a collaboration between the LSU HSC-NO School of Public Health and the Louisiana Department of Health – Office of Behavioral Health (OBH). The Center's concept was developed as a result of Dr. Stephen Phillippi's 2016 OBH funded Provider Survey of Youth Related Services and subsequent research that revealed significant problems with mental health services in the state, particularly in the use of evidence-based practices in behavioral health services and especially for those dependent on Medicaid. A 2018 OBH contract aimed to expand that research and implement a research project examining Medicaid-funded behavioral health practices impacting adults. The Center aims to support the state and its agencies, organizations, the community, and providers and the selection and implementation of evidence-based interventions to promote youth and family well-being, improve behavioral health outcomes, and to address challenges related to sustaining quality practice.

##### **2. Activities & Plans**

During the Center's first full year in operation, it established advisory groups, sponsored training, developed web-based tools for behavioral health providers, and secured a multi-year contract with OBH. The Managed Care Organization Behavioral Health Workgroup, comprised of several Louisiana healthcare organizations and businesses, has strategized to more efficiently collaborate on the implementation and dissemination of evidence-based practices training for Louisiana behavioral health providers. The Implementation Team consists of behavioral health clinicians and administrators from throughout the state and guides the Center's activities. Training was offered to hundreds of practitioners in several areas such as Parent-Child Interaction Therapy, Trauma-Focused Cognitive Behavioral Therapy, and Trust-Based Relational Intervention. For the next five years, the Center plans to continue these activities with a focus on research and training aligned with the goals of the OBH.

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

The Center's operations are located in dedicated space on the third floor of the School of Public Health. Center staff currently includes the Director and two support staff with additional support from university administration. Oversight on the project is provided by OBH.

##### **4. Budget**

Current revenue for the Center is almost exclusively through the OBH contract of approximately \$2.7 million over the next three years, all of which covers the Center's current expenses, including salaries. A one-time \$273 thousand OBH grant has been awarded for this year for COVID-19 research.

### **Staff Analysis**

The Center for Evidence-based Practice in Behavioral Health was founded based on a clearly identified need in the state and is focused on addressing that need directly. The significant number of practitioners participating in the Center's training during its first year of operation speak to the importance of this area of healthcare, and the extension of the OBH contract is evidence of faith in the institution's ability to meet this need for the state. Staff have some concern that the Center's funding is based solely on a state contract, and believe that an expansion of efforts to other contract work and additional research funding will solidify the Center's ability to continue working into the future in this critical area. Staff recommend a three-year approval with a report due in 2023 at the end of the current OBH contract that demonstrates a broadening of revenue sources for the Center.

### **STAFF RECOMMENDATION**

**Senior Staff recommends full authorization of the Center for Evidence-based Practice in Behavioral Health at Louisiana State University Health Sciences Center New Orleans for a period of three years. A progress report and request for reauthorization shall be due by August 1, 2023.**

## **AGENDA ITEM VII.C.4.a.**

### **Initial Approval and Conditional Designation as a Center of Research Excellence Louisiana State University Health Sciences Center Shreveport Center for Emerging Viral Threats**

#### **Background Information**

The Board of Regents Center of Excellence designation was established by the Board in June 2013 and signifies that the designated unit is a statewide academic, research, or workforce leader in its focus area. All Centers of Excellence must demonstrate the following attributes: a strong performance record, a clearly and finitely defined area of expertise, a range of opportunities in its area of designation (academic, research, or workforce), be engaged with the greater community, and be a hallmark of the institution recognized as uniquely strong in its focal area. A Center of Research Excellence develops new knowledge, enhances the research productivity of faculty, integrates education and research, and positively impacts economic development in the state.

Louisiana State University Health Sciences Center Shreveport (LSU HSC-S) is requesting initial approval of and 5-year designation of the Center for Emerging Viral Threats (CEVT) as a Center of Research Excellence (CRE). The request was approved by the LSU Board of Supervisors at its December 4 meeting and submitted to the Regents for consideration. A request was made to the Regents to expedite the request due to urgency related to the COVID-19 pandemic.

#### **Staff Summary**

##### **1. Description**

The proposed Center for Emerging Viral Threats (CEVT) aims to be a statewide hub for the understanding, diagnosis, and treatment of current and future viral infections and disease. The CEVT mission is to engage in multidisciplinary, basic and translational research on infectious viruses; provide surveillance and detection for current and future viral threats; provide cutting edge diagnostics and access to national clinical trials; and educate physicians, scientists and the community about prevention, treatment and the science of viral-mediated diseases.

##### **2. Evidence of Excellence**

The center will be founded on the institution's strong record of virology research and the new Emerging Viral Threats (EVT) Lab established at the start of the current COVID-19 pandemic. LSU HSC-S has recently finished a 15-year research project funded by the National Institute of Health (NIH) Centers of Biomedical Research Excellence (COBRE) on molecular and tumor virology, which attracted several top researchers to the institution, and is currently in the application process for another COBRE project in applied immunology and pathological processes. Since the COVID-19 outbreak, the LSU HSC-S's EVT Lab has conducted more than 150,000 diagnostic tests, including mobile units serving nursing homes throughout the state. Over the past year, virology researchers and clinicians at LSU HSC-S have focused on addressing the inequities in healthcare that have been magnified by the pandemic. The institution has a history of strong connections to the community and is a critical service provider to the low-income population in the region. Building on the work from the past year, the CEVT will continue to strengthen those connections and partnerships aimed at serving the state's vulnerable and underserved populations through testing and clinical trials

The primary goals for the CEVT moving forward include:

- 1) Increase the number of virologists and infectious disease researchers at the institution by retaining currently funded faculty through an environment conducive to virology research; recruiting additional researchers with specialties that build on current strengths and broaden research scope; and increase the participation of non-CEVT faculty in the Center's emerging virus disease research.
- 2) Augment extramural funding to support CEVT investigator research through mentoring of junior faculty; and increasing the number of multi-PI (primary investigator) and center grant application

submissions.

- 3) Support training in emerging viral disease research, diagnostics, and treatment, which includes enhancing the local biomedical research workforce through targeted training initiatives and enhanced collaborations with the School of Allied Health Professions.
- 4) Promote clinical and translational research on emerging infectious diseases through partnerships with clinicians and basic scientists; and leveraging CEVT resources to enhance clinical research capacity.
- 5) Support local health through education and outreach such as through screening for underserved populations and increasing community awareness of the causes and treatment of emerging viral diseases.

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

A Board of Directors will be created using LSU HSC-S faculty from various departments at the institution. The Board is responsible for the direction of the Center's activities, including grant applications and budget. An executive director and seven associate directors have been named to run the Center's day-to-day activities. Twenty-five faculty members with strong records in related research and funding have committed to supporting the activities of CEVT. The Center will be additionally supported by the Office of Research, the Clinical Trials Office, and the Research Data Management Group on campus, and over 50 new staff currently supporting the COVID-19 testing and clinical trials. In addition to standard medical school research and clinical facilities available to center faculty, LSU HSC-S has an animal research and care facility, electronic and machine shop for specialized instrument development and maintenance, and various administrative support units and facilities. The institution has also entered into an agreement with the City of Shreveport to test the city's wastewater for the presence of SARS-COV-2, which will be conducted through the Wastewater Processing Lab in the Department of Pharmacology, Toxicology & Neuroscience.

### **4. Funding and Budget**

Salaries of all faculty affiliated with the Center are and will continue to be funded 100% by their home department. As of October 2020, institution supported salaries and administrative costs associated with the work that will be encompassed by the proposed center totaled \$1.6 million. Virus-related clinical trials brought in \$1 million and \$3.1 million in CARES Act funding was used for one-time equipment costs. Faculty research funding related to the work totaled \$4.6 million for the year. While not all anticipated funding has been secured for the future work under the proposed center, based on historical and current funding in virology for the institution and its faculty, LSU HSC-S anticipates non-institutional revenue to be approximately \$6.6 million for the current fiscal year, growing to approximately \$12.1 million by FY 2023/24. Revenue sources will include donations, clinical research, and external research grants. This revenue is expected to cover the Center's costs outside salaries and administration.

### **Staff Analysis**

LSU HSC-S has demonstrated success in securing significant amounts of long-term funding such as the 15-year COBRE grant along with a strong history of faculty success in research funding related to virology. Support letters from the Louisiana Nursing Home Association, Senator Bill Cassidy and the MOU with the City of Shreveport are evidence of meaningful support for the CEVT. While staff recognize the outstanding achievements of the institution and its faculty in virology research in large-scale testing and clinical trials during the pandemic, a significant portion of the proposed unit's current activities are centered around emergency funding and research activities. Staff support one-year conditional approval of the center and one-year conditional approval of the Center of Research Excellence designation to allow more time for the CEVT to demonstrate a cohesive, sustainable approach to its strategies, and alignment with Center of Excellence status. The report and application for full authorization should directly address the Center's activities as a cohesive unit, providing evidence of sustainability for the EVT Lab and CEVT, as well as evidence that the unit meets all requirements of a designated Center of Research Excellence.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional one-year authorization of the Center for Emerging Viral Threats with conditional one-year designation as a Center of Research Excellence. A request for full authorization and continued designation as a Center of Research Excellence is due February 1, 2022.**

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*Chair*

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*Vice Chair*

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*Secretary*

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*Board of Regents Meeting as a Committee of the Whole*

**REPORTS AND RECOMMENDATIONS**  
**RESEARCH AND SPONSORED INITIATIVES**  
**December 16, 2020**

Meeting will be held via Video Conference  
Meeting can be viewed at: <https://regents.la.gov/live/>

VII. Reports and Recommendations

D. Research and Sponsored Initiatives

1. Consent Agenda
  - a. Appointment of Endowed Chairholder without National Search: LSU and A&M College
2. Board of Regents Support Fund (BoRSF) Plan and Budget Recommendations, FY 2021-22



## **AGENDA ITEM VII.D.1.**

### **Appointment of Endowed Chairholder without National Search: LSU and A&M College**

#### **Background Information**

At its January 12, 2015 meeting, the Board unanimously approved the following revision to the Endowed Chairs for Eminent Scholars policy:

Effective immediately, all campuses shall provide documentation to the Commissioner of Higher Education that each Chair vacancy is being filled – whether externally or internally – following a national search. Any request for waiver of this policy shall be made in writing to the Commissioner of Higher Education and reviewed by external consultants. Upon receipt of the consultants' response, the Commissioner will provide a formal recommendation for consideration and approval by the Board of Regents. Board approval of the waiver must be provided prior to appointment of the chairholder. The Board reserves the right to render a campus not in compliance with this policy to be ineligible for new Endowed Chairs funds.

#### **Staff Summary**

The Hearne Research Chair in Theoretical Physics #2, a \$1 million Chair matched by the Board of Regents Support Fund in FY 1996-97, was left vacant in June 2020 when its long-term occupant, Dr. Jonathan Dowling, died suddenly. In accordance with current policy, LSU and A&M College has requested waiver of the Board's national search requirement to appoint Dr. Jorge Pullin, Co-Director of the Horace Hearne Institute for Theoretical Physics, to the Chair. Dr. Pullin, currently holder of the Hearne Research Chair in Theoretical Physics #1, will provide leadership for Dr. Dowling's research work and direction for his graduate students. Holding the second Hearne Chair will assure that Dr. Dowling's work can continue and succeed. Dr. Pullin's qualifications were reviewed and determined to be appropriate to requirements outlined in the Endowed Chairs program policy.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of LSU and A&M College's request to appoint Dr. Jorge Pullin, Co-Director of the Horace Hearne Institute for Theoretical Physics, to the Hearne Research Chair in Theoretical Physics #2 without a national search. As stipulated in Board policy, the Letter of Appointment to Dr. Pullin must be submitted to the Board within 90 days of this approval.**

## AGENDA ITEM VII.D.2.

### Board of Regents Support Fund (BoRSF) Plan and Budget, FY 2021-22

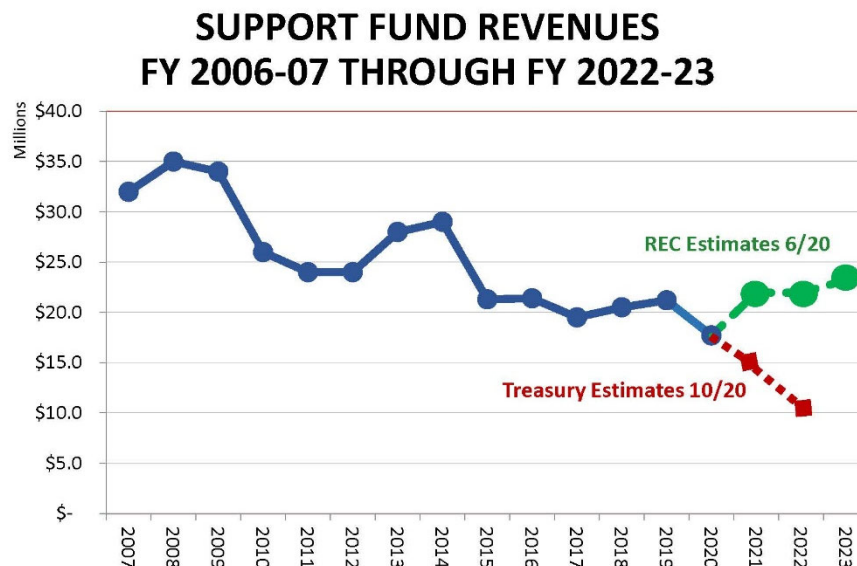
#### **Background Information**

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

The Board is required by Article VII, Section 10 of the Constitution to submit an annual plan and budget to the Legislature and the Governor not less than 60 days prior to the beginning of the Regular Legislative Session. This document outlines proposals for expenditure across the four constitutionally permitted components of the Support Fund: Endowed Chairs for Eminent Scholars, Recruitment of Superior Graduate Students, Research and Development, and Enhancement.

#### **Staff Summary**

Though the Revenue Estimating Conference (REC) provides the official revenue estimate for the Support Fund, staff considers both trends over the recent past and the annual projection of the Treasury. Annual revenues generated for the Support Fund have declined steadily and significantly for the period FY 2006-07 through FY 2019-20, from a peak of \$35 million to less than \$18 million. Projections of the Treasurer and Revenue Estimating Conference diverge markedly for current and future years.



The Revenue Estimating Conference (REC) in June 2020 forecast gradually increasing levels of earnings over the coming years, starting from \$21.95 million projected for FY 2021-22; in October 2020 the Treasury estimated dramatically reduced revenues of \$15 million for FY 2020-21 and \$10 million in 2021-22. If Treasury's FY 2021-22 revenue estimates are realized, these will be the lowest earnings in the 32-year history of the BoRSF. New REC forecasts, to be provided prior to the 2020 Regular Session, will likely reduce the previous REC estimate, though the level of reduction is highly uncertain and it is notable that Treasury estimates are consistently significantly lower than REC's.

The reasons for such a degree of uncertainty around BoRSF revenues are multiple: interest rates at historic lows along with Federal Reserve plans to hold them near zero until at least the end of 2023; the strength of the economic recovery from the COVID-19 disruptions; statutory restrictions on how the LEQTF may be invested; and continuing volatility in the oil market. These factors all lead to acute ambiguity in projecting reasonable revenue levels leading into the coming fiscal year.

The Board is constitutionally required to submit a plan and budget for the upcoming fiscal year 60 days prior to the start of the next Regular Legislative Session, meaning that decisions must be made before the current economic situation stabilizes. Based on current estimates, recent earnings, and Support Fund history, the BoRSF Planning Committee concluded that \$20 million is a reasonable budget level for the BoRSF in FY 2021-22, with significant contingencies to accommodate uncertainties. Though at the upper end of fall 2020 estimates, this level will enable full support for existing contracts and matching obligations and new monies for all BoRSF grant and endowment programs. The structure of the Support Fund, with RFPs released at the beginning of the fiscal year and funding allocated at the end, gives the Board ample opportunity to adjust as the budget picture clarifies over the spring and summer. Recommended contingencies call for staff to monitor updated revenue estimates and make a recommendation in spring/summer 2021 relative to the advisability of operating a competitive cycle for new awards in FY 2021-22. If estimates suggest funding below the level at which a new cycle is viable, staff will recommend that only prior obligations (existing grants, contracts, and federal matching commitments) as well as Endowed Professorships, a non-competitive program with per-campus funding guarantees stipulated in policy, be funded. If revenue estimates indicate a level of funding sufficient to conduct the competitive cycle with reductions in new monies, staff will reduce competitive programs' budgets on a pro-rata basis. Only under extreme exigency would guaranteed matching in Endowed Professorships (two slots per campus) or prior commitments be reduced or eliminated.

Operating in this manner will minimize risk to this long-standing and highly valuable activity of the Board of Regents, allowing time to adjust approaches to the upcoming fiscal year without jeopardizing programs during a period of extreme uncertainty. The contingencies recommended enable the Board and the staff to reassess and make necessary changes as the BoRSF's financial situation becomes more clear.

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

**This item is for informational purposes only. The BoRSF budget recommendation for FY 2021-22 will be brought for Board action in January 2021.**

**FY 2021-22 Board of Regents Support Fund Budget: BoRSF Staff and Planning Committee Recommendation**

Support Fund Program/Subprogram	FY 2021-22 PROPOSED BUDGET		FY 2020-21 APPROVED BUDGET	
	Prior Commitments (Existing Obligations)	New Monies	Prior Commitments (Existing Obligations)	New Monies
<b>Federal Matching</b>	<b>\$1,675,000</b>	<b>\$250,000</b>	<b>\$625,000</b>	<b>\$1,300,000</b>
<b>Endowed Chairs</b>	<b>\$0</b>	<b>\$2,020,000</b>	<b>\$0</b>	<b>\$2,020,000</b>
<b>Graduate Fellows</b>	<b>\$757,500</b>	<b>\$1,010,000</b>	<b>\$1,722,500</b>	<b>\$1,005,000</b>
Traditional (GF)	\$757,500	\$0	\$1,542,500	\$0
BoR/SREB Fellowships	\$0	\$0	\$180,000	\$0
Endowed Grad Scholarships	\$0	\$1,010,000	\$0	\$1,005,000
<b>Research &amp; Development</b>	<b>\$3,071,047</b>	<b>\$2,300,000</b>	<b>\$3,243,314</b>	<b>\$2,525,000</b>
Research Competitiveness	\$2,136,673	\$1,250,000	\$2,266,189	\$1,350,000
Industrial Ties/PoCP	\$934,374	\$700,000	\$977,125	\$800,000
Awds to Artists & Scholars	\$0	\$350,000	\$0	\$375,000
<b>Enhancement</b>	<b>\$2,180,662</b>	<b>\$6,137,422</b>	<b>\$1,837,356</b>	<b>\$7,118,409</b>
Departmental ENH (includes BoR/SREB)	\$2,180,662	\$3,137,422	\$1,837,356	\$4,338,409
Endowed Professorships	\$0	\$2,000,000	\$0	\$2,000,000
Endowed WF Scholarships	\$0	\$1,000,000	\$0	\$780,000
<b>Administration (Formula)</b>	<b>\$0</b>	<b>\$598,369</b>	<b>\$0</b>	<b>\$603,421</b>
<b>TOTAL</b>	<b>\$7,684,209</b>	<b>\$12,315,791</b>	<b>\$7,428,170</b>	<b>\$14,571,830</b>
<b>FISCAL YEAR BUDGET</b>	<b>\$20,000,000 (-9%)</b>		<b>\$22,000,000</b>	

**CONTINGENCIES:**

Higher than Budgeted:

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

Lower than Budgeted

- Summer 2020 consideration of REC spring 2020 projections to determine whether competitions in FY 2021-22 can go forward. Federal matching, BoR/SREB, and Endowed Professorships will be maintained as possible
- If partial reductions are needed, proportionate cuts taken in first-year amounts allocated for proposals across all competitive programs and subprograms
- If additional cuts are needed after all competitive programs eliminated, reductions taken to the non-competitive Endowed Professorships subprogram once funding guarantees are met
- If additional cuts needed after all first-year funds are eliminated, reductions made to federal matching commitments and/or prior contractual obligations

## **ATTACHMENT B**

### **Board of Regents Support Fund Program/Subprogram Descriptions**

The Constitution specifies that the Board of Regents Support Fund (BoRSF) may be used to support “any or all” of the following activities:

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

Programs and subprograms are divided among these categories, to ensure the BoRSF is structured in accordance with the constitutional provisions.

#### **Enhancement of the Quality of Academic, Research & Agricultural Departments and Units**

##### **1. Departmental Enhancement**

Departmental Enhancement is a competitive infrastructure-building component with the goal of improving the educational and research infrastructure and capacity in academic, research, and agricultural departments and units. Departmental Enhancement is available to any eligible formally recognized department or unit, and includes a Multidisciplinary component. Awards will be made for comprehensive (multi-year, multi-activity, broad-impact) projects, as well as targeted (short-term, smaller-scale) projects. All institutions are eligible to compete to support educational, research, and workforce activities. A spectrum of activities, from equipment purchases to curricular redesign, are allowed and encouraged; support for graduate students, either as fellowships/scholarships or assistantships, is also permitted. Disciplines are eligible every other year, on a rotating basis.

##### **2. BoR/Southern Regional Education Board Doctoral Support Initiative to Promote Student and Faculty Diversity**

The Board of Regents/SREB Doctoral Support Initiative to Promote Student and Faculty Diversity provides up to ten (10) support slots per year statewide to help recruit and retain underrepresented minority students seeking doctoral degrees. Awards are made to graduate schools or governing units for graduate education at eligible institutions, which then determine the distribution of individual slots among qualified departments. Each slot includes an academic-year supplement for student support, membership in SREB’s Doctoral Scholars Program, and participation in SREB’s annual Institute on Teaching and Mentoring.

### **3. Endowed Professorships**

Endowed Professorships is a non-competitive subprogram designed to help campuses recruit or retain faculty whose research, teaching, and/or public service uniquely contribute to the mission of their departments and institutions. Participation requires a contribution of at least \$80,000 from an external source, to be matched with \$20,000 from the BoRSF; campuses with fewer than 15 matched Professorships may continue to request matching at the previous rate of \$40,000 BoRSF for \$60,000 non-State contribution until the threshold of 15 is reached. Each eligible campus is guaranteed, but not necessarily restricted to, two matching slots per year, provided that required external contributions are raised and documented. Beginning in FY 2019-20, campuses are permitted to submit requests for matching of Endowed First-Generation Undergraduate Scholarships under the same terms as Endowed Professorships, with the guarantee of two matching slots total, inclusive of both types, per campus.

### **4. Endowed Two-Year Student Workforce Scholarships**

The competitive Endowed Two-Year Student Workforce Scholarships subprogram provides scholarship opportunities for students on two-year campuses to enter the Louisiana workforce in the following ways: (a) train students for immediate entrance into selected, high-demand, four- and five-star jobs, including positions in nursing and allied health; and/or (b) prepare students to become job-ready in STEM fields after completing degrees on four-year campuses. Non-State contributions combined with a BoRSF match will produce permanent endowments.

### **5. Federal Matching**

The Board of Regents manages several major federal research and education awards from agencies such as the National Science Foundation, NASA, the National Institutes of Health, and the Department of Energy. Many State-level federal grant opportunities require matching be provided, and the BoRSF has been the source of Louisiana's match since 1987. BoRSF matching funds have leveraged more than \$7 in federal funding for every dollar committed.

## **Targeted Research and Development**

### **1. Research Competitiveness Subprogram (RCS)**

RCS funds projects that strengthen the fundamental research base and competitiveness of Louisiana's public and private universities. The subprogram is a stimulus opportunity available to researchers who are currently not competitive for federal support but show strong potential for achieving national research competitiveness in an area funded by the federal government within a limited span of time. Research funded through RCS must make fundamental contributions to knowledge in eligible scientific and engineering disciplines rather than simply seek to apply existing knowledge. RCS also includes a one-year award to assist faculty who may already be competitive through short-term pilot awards to

conduct novel scientific and engineering research leading to near-term federal support. RCS has been a highly successful initiative: a recent survey showed more than \$9 in federal/private research funding received for every \$1 in RCS funds awarded.

## **2. Industrial Ties Research Subprogram (ITRS)**

ITRS supports research efforts that show significant potential for contributing to the development and diversification of Louisiana's economy in the near term. Funded projects are required to involve significant private sector or Federal funding or, at a minimum, include a plan to leverage substantial Federal or private sector funding in the near future; and link research efforts to establishment of a new or enhancement of an existing Louisiana business or industry. A consolidated component of ITRS, the Proof-of-Concept/Prototyping Initiative provides funding to enable technology transfer research and activities, to advance innovations toward commercialization. Like RCS, ITRS has leveraged significant external investment in Louisiana research, attracting more than \$10 for every BoRSF dollar invested.

## **3. Awards to Louisiana Artists and Scholars (ATLAS)**

The BoRSF Awards to Louisiana Artists and Scholars (ATLAS) Subprogram provides support to faculty members in arts, humanities, and social sciences disciplines to complete major scholarly and artistic productions with the potential to have a broad impact on a regional, national, and/or international level. The primary focus of ATLAS is the scholarly or artistic merit of the proposed work. Projects are assessed based on their necessity, importance, originality, and likelihood to have an impact on a broad academic and/or artistic community. ATLAS has supported major scholarly and creative works that have received significant recognition and accolades across the region, the nation, and the world.

## **Recruitment of Superior Graduate Students**

### **1. Endowed Superior Graduate Student Scholarships**

The Endowed Superior Graduate Student Scholarships subprogram matches non-State contributions of at least \$60,000 with \$40,000 from the BoRSF to create endowed scholarships that may be used in support of graduate and first-professional students as well as post-doctoral fellows. Higher levels of non-State contributions, in minimum increments of \$60,000, may be matched with additional \$40,000 contributions from the Support Fund. The initial corpus of the endowment must remain intact, while income above the corpus may be used to benefit the student recipient in the form of scholarships, fellowships, and/or experiential opportunities, including internships, externships, conference travel, and field work.

### **Endowed Chairs for Eminent Scholars**

Endowed Chairs for Eminent Scholars, introduced in 1987, is a highly competitive program designed to enhance the recruitment and retention of distinguished university faculty at institutions throughout Louisiana. The program pairs a 60% private-sector match with a 40% Board of Regents award to endow a chair at a minimum level of \$1 million. The Chair, operating from the income generated by investment of the permanent endowment, must be filled in perpetuity by scholars of high renown and great ability. Given the permanent commitment of funding, Endowed Chairs must be aligned clearly with institutional role, scope, mission, and strategic priorities, and the campus must demonstrate the long-term value of the Chair to academic, teaching, and/or service work in the discipline. Campuses must provide each Chair, at a minimum, with a salary line sufficient to engage a senior scholar/leader.



*Marty J. Chabert*  
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*Chandler Vidrine, Student*

*Board of Regents Meeting as a Committee of the Whole*

**REPORTS AND RECOMMENDATIONS**  
**STATEWIDE PROGRAMS**  
**December 16, 2020**

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**VII. Reports and Recommendations**

**E. Statewide Programs**

**1. Consent Agenda**

- a. Approval of Final Rulemaking to Implement the Provisions of Acts from the 2020 Regular Session of the Louisiana Legislature
- b. Approval of TOPS Exceptions
- c. Approval of Rulemaking to Implement Additional Waivers/Exceptions for Hurricane Impacted Areas and Extension of ACT Testing Deadline for 2020 Graduates

## **Agenda Item VII.E.1.a.**

### **Consent Agenda: Approval of Final Rulemaking to Implement the Provisions of Acts from the 2020 Regular Session of the Louisiana Legislature**

At its August 13, 2020, meeting, 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 September 20, 2020.

This rulemaking:

- Implements the provisions of Acts 245 and 346 of the 2020 Regular Session of the Louisiana Legislature which codify waivers of TOPS initial and continuing eligibility requirements waived in Proclamation 41-JBE-2020 to address concerns relating to students' ability to comply with the requirements of law due to efforts implemented to mitigate the spread of COVID-19.
  - Initial eligibility waivers:
    - extends the deadline to achieve a qualifying score on the ACT to September 30, 2020, without penalty;
    - waives the requirement that a student receive credit in 9 JumpStart courses, experiences, or credentials if that requirement was waived for purposes of high school graduation; and
    - waives home study requirements if it is determined by the administering agency that a student's failure to comply was more likely than not due to efforts made to mitigate the effects of COVID-19.
  - Continuing eligibility waivers:
    - waives the requirements that a student maintain steady academic progress;
    - waives the requirement that a student maintain continuous enrollment in school;
    - waives the requirement that a student earn 24 hours each academic year;
    - waives the requirement to enroll full time in the spring quarter or term (proprietary and cosmetology schools) if the student was scheduled to be enrolled full time as of the date the stay at home order was issued; and
    - extends the period of suspension for a student whose award was suspended due to failure to earn the required cumulative grade point average by one semester/term for every semester/term a student is unable to complete or to enroll due to the efforts taken to mitigate the effects of COVID-19 or due to COVID-19.
- Implements an additional provision in Act 245 which extends the date for implementation of a higher core curriculum GPA to achieve eligibility for a TOPS Performance Award or a TOPS Honors Award from 2021 high school graduates to 2022 high school graduates.

### **LOSFA Advisory Board Recommendation**

**The LOSFA Advisory Board recommends that the Board of Regents authorize publication of the final rule.**

## **Agenda Item VII.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 in the fall and spring semesters of each academic year, to remain enrolled throughout the semester, and to earn the annual credit hours required by the end of the academic year. Section 2103.E authorizes the governing body to grant an exception to these 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.”

Fifteen requests for exception were reviewed and approved by the LOSFA Advisory Board at its meeting of November 1, 2020. 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 TOPS requests for exception as presented.**

### **Agenda Item VII.E.1.c.**

#### **Consent Agenda: Approval of Rulemaking to Implement Additional Waivers/Exceptions for Hurricane Impacted Areas and Extension of ACT Testing Deadline for 2020 Graduates**

Implements the provisions of Act 17 of the Second Extraordinary Session of 2020 with respect to natural disasters occurring during the 2020-2021 academic year. This Act provides that students whose home of record or students who attended a postsecondary institution in one of the parishes affected by Hurricane Laura, Hurricane Delta, or any other natural disaster occurring during the 2020-2021 Academic Year shall not have to meet the following TOPS requirements during the 2020-2021 academic year:

- Initial Eligibility
  - Completion of the core curriculum upon documentation from the principal that the student's failure to comply was due solely to the fact that the required course(s) were not available to the student at the school attended;
  - Achievement of a higher ACT score if the student was displaced to and graduated from an out of state high school;
  - Beginning a home study program no later than the end of the tenth grade year; and
  - Residency:
    - The student or his parents must have been living in Louisiana for at least one year prior to August 26, 2020.
- Continuing Eligibility
  - Steady academic progress;
  - Continuation GPA;
  - Extends period of suspension on a one for one basis for each semester a student is unable to enroll/complete due to the effects of Hurricane Laura; and
  - The Act also provides that the administering agency may waive any initial or continuing eligibility requirement if it determines that the student is unable to meet such requirement due to the effects of any gubernatorially declared disaster or emergency. As a result of this provision, provision has been made within this rulemaking for students whose home of record on October 8, 2020, was in parish affected by Hurricane Delta. It should be noted that these parishes include 10 of the 21 parishes affected by Hurricane Laura.

This rulemaking also incorporates the rulemaking that was reviewed and approved by the Board of Regents at its meeting of September 23, 2020. That rulemaking provided blanket exceptions to students in parishes affected by Hurricane Laura as well as deferment and suspension of interest on repayments for the TOPS Teacher Scholarship Program and the Rockefeller State Wildlife Scholarship Program.

Exceptions for students impacted by Hurricane Zeta have not been provided for in this rulemaking. This hurricane struck Louisiana on October 28, 2020, and as of the date this proposed rulemaking was written and provided for review and approval, a post-impact disaster declaration of impacted parishes has not been published. Staff recommends that the provisions indicated above be extended to those students who were living in or attending a postsecondary school located in those parishes when the post-impact declaration is available.

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

**The LOSFA Advisory Board recommends that the Louisiana Board of Regents adopt the above described rulemaking in emergency rules and authorize the Executive Director of LOSFA to publish a notice of intent to make these rules permanent, including any extension of the above-described rulemaking to include students who were living in or attending a postsecondary institution in any parishes included in a post-impact disaster declaration related to Hurricane Zeta.**

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*Board of Regents Meeting as a Committee of the Whole*

**REPORTS AND RECOMMENDATIONS**  
**PLANNING, RESEARCH and PERFORMANCE**  
**December 16, 2020**

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**VII. Reports and Recommendations**

**F. Planning, Research and Performance**

**1. Consent Agenda**

**a. Proprietary Schools Advisory Commission**

**i. Initial Licenses**

(a) Royal Angels Anointed Hands, LLC (Clinton, LA)

**ii. Change of Ownership**

(a) Compass Career College (Hammond, LA)

**iii. Renewal Applications**

(a) 2136 - Academy of Interactive Entertainment - 9/22/2010

(b) 2175 - Acadiana Area Career College - A Div of Blue Cliff College - 9/28/2012

(c) 2230 - Accelerated Dental Assisting Academy - Metairie - 9/24/2015

(d) 2228 - Accelerated Dental Assisting Academy - Houma - 9/24/2015

(e) 828 - Ayers Career College - 10/25/1990

(f) 976 - Becker Professional Education - New Orleans - 10/24/1996

(g) 2161 - Captain School, LLC - 9/22/2011

(h) 2019 - Coastal College - Baton Rouge - 9/28/2000

(i) 2200 - Coastal Truck Driving School of New Orleans - 9/25/2014

(j) 2066 - Delta College Inc. - Slidell Branch - 9/23/2004

(k) 369 - Diesel Driving Academy - Shreveport - 10/6/1974

(l) 947 - Delta College, Inc. - Covington - 10/26/1995

(m) 2001 - Eastern College of Health Vocations - 9/23/1985

(n) 2307 - Joshua Career Institute of Louisiana - 9/25/2019

(o) 2251 - Lafayette Dental Assistant School - 9/22/2016

(p) 2202 - Mia's Medical Academy - 9/25/2014

(q) 2295 - National Aesthetic Laser Institute - 9/26/2018

(r) 2252 - New Orleans Dental Assistant School - 9/22/2016

(s) 920 - Nursing Assistant Network Association (NANA) - 10/27/1994

(t) 2172 - Pelican Chapter, ABC, Inc. - 9/27/2012

(u) 2173 - Pelican Chapter, ABC, Inc. - 9/27/2012

- (v) 2163 - Saint Agatha Career School, LLC - 9/22/2011
- (w) 2283 - Over Drive Truck Driving School of Louisiana, LLC - 9/27/2017
- (x) 2253 - Shreveport Dental Assistant School - 9/22/2016
- (y) 948 - Thomas Training and Developmental Center, Inc. - 10/26/1995
- (z) 2256 - Unitech Training Academy - Baton Rouge - 9/22/2016
- (aa) 2068 - Unitech Training Academy - West Monroe - 9/23/2004
- (bb) 2284 - Woodland Healthcare Training, LLC - 9/27/2018

b. R.S. 17:1808 (Licensure)

- i. Conditional License
  - (a) Daience University
- ii. Initial Applications
  - (a) Clarks Summit University
  - (b) Pepperdine University
- iii. Renewal Application
  - (a) Blue Cliff College
- iv. School Closure
  - (a) International Health Coach University

2. CAEP Accreditation

*Marty J. Chabert*  
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**Minutes**  
**Board of Regents' Proprietary Schools Advisory**  
**Commission November 10, 2020**

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met virtually on Tuesday, November 10, 2020 at 10:04 a.m. Chair Fontenot called the meeting to order, roll was then called, and it was determined that we had a quorum.

**Commission Member Present**

Carmen Million  
Sherrie Despino  
James Dorris  
James Fontenot, Chair  
Jada Lewis  
Mary Lou Potter

**Commission Members Absent**

Melanie Amrhein  
Chris Broadwater

**Staff Members Present**

Courtney Britton  
Chandra Cheatham  
Mighan Johnson  
Jennifer Stevens

**Guests Present**

(See Appendix A)

The first item of business was the approval of the minutes from its meeting of September 16, 2020.

**On motion of Sherrie Despino, seconded by James Dorris, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the September 16, 2020 Proprietary Schools Advisory Commission meeting.**

The next agenda item considered by the Commission was an initial license application from Royal Angels Anointed Hands, LLC, located in Clinton, LA, and represented by the school's owner, Shameka Royal, and RN Coordinator, Julie-Anne Smahaj. Ms. Britton reviewed the materials for the Commission members, informing them that the institution was proposing to offer one program of study for a Certified Nursing Assistant, with 105 clock hours, and a 3-week program, meeting all legal and administrative requirements to be approved for an initial license.

Following further discussion on the physical description of the school and reason behind opening, cohort size and number of cohorts admitted per year, level of education for admittance, student interest in program, price of the course, potential revenue sources for the program and students (i.e. JumpStart Pathways, collaboration with local high schools, grants, funding from community churches/organizations, the Louisiana Office of Student Financial Aid for eligible tuition assistance, scholarship opportunities for students through hospitals/nursing homes with commitments after completion of program), clarification on business plan/model and the importance of an effective business plan with concern for financial stability of the school to fulfill its commitment to the students, and inability to advertise or apply for financial assistance until approval of license from the Board of Regents.

**On motion of James Dorris, seconded by Carmen Million, the Proprietary Schools Advisory Commission recommends (4 approved, 2 opposed) that the Board of Regents approve an initial license for Royal Angels Anointed Hands, LLC in Clinton, Louisiana.**

The next agenda item considered by the Commission was a change of ownership license application from Compass Career College. The school is located in Hammond, Louisiana, and was represented by the institution's co-owner, Kristin Pfeifer. This school offers 4 programs which are approved by the Board of Regents, including: Nurse Aid – 100 clock hours/22 weeks; Medical Billing and Coding – 750 clock hours/30 weeks; Medical Assistant – 750 clock hours/30 weeks; and Pipe Technician – 750 clock hours/30 weeks. In addition,<sup>2</sup> they offer LPN and Cosmetology programs, both



governed by different Boards. Compass Career College had met all the legal and administrative requirements to be approved for a change of ownership.

Further discussion included the process for tuition payments through federal funding (FAFSA, Pell Grants, WIA, and student loans) and the history behind the change of ownership.

**On motion of Mary Lou Potter, seconded by James Dorris, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve the change of ownership for Compass Career College, located in Hammond, Louisiana.**

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

Ms. Britton informed the Commission members that there were twenty-eight (28) schools seeking renewal. These schools scheduled for renewal were in complete compliance, having met all the legal and administrative requirements to be re-licensed. Ms. Britton also stated that one school, the Louisiana Dental Center School of Dental Assisting, chose not to renew. Staff is in the process of obtaining student records from the closed school.

**On motion of Sherrie Despino, seconded by Carmen Million, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents renew the licenses of the following proprietary schools.**

License #	School Name	License Date
2136	Academy of Interactive Entertainment	9/22/2010
2175	Acadiana Area Career College-A Div of Blue Cliff College	9/28/2012
2230	Accelerated Dental Assisting Academy - Metairie	9/24/2015
2228	Accelerated Dental Assisting Academy -Houma	9/24/2015
828	Ayers Career College	10/25/1990
976	Becker Professional Education - New Orleans	10/24/1996
2161	Captain School, LLC	9/22/2011
2019	Coastal College - Baton Rouge	9/28/2000
2200	Coastal Truck Driving School of New Orleans	9/25/2014
2066	Delta College Inc. - Slidell Branch	9/23/2004
369	Diesel Driving Academy - Shreveport	10/6/1974
947	Delta College, Inc. - Covington	10/26/1995
2001	Eastern College of Health Vocations	9/23/1985
2307	Joshua Career Institute of Louisiana	9/25/2019
2251	Lafayette Dental Assistant School	9/22/2016
2202	Mia's Medical Academy	9/25/2014
2295	National Aesthetic Laser Institute	9/26/2018
2252	New Orleans Dental Assistant School	9/22/2016

<b>920</b>	<b>Nursing Assistant Network Association (NANA)</b>	<b>10/27/1994</b>
<b>2172</b>	<b>Pelican Chapter, ABC, Inc.</b>	<b>9/27/2012</b>
<b>2173</b>	<b>Pelican Chapter, ABC, Inc.</b>	<b>9/27/2012</b>
<b>2163</b>	<b>Saint Agatha Career School, LLC</b>	<b>9/22/2011</b>
<b>2283</b>	<b>Over Drive Truck Driving School of Louisiana, LLC</b>	<b>9/27/2017</b>
<b>2253</b>	<b>Shreveport Dental Assistant School</b>	<b>9/22/2016</b>
<b>948</b>	<b>Thomas Training and Developmental Center, Inc.</b>	<b>10/26/1995</b>
<b>2256</b>	<b>Unitech Training Academy - Baton Rouge</b>	<b>9/22/2016</b>
<b>2068</b>	<b>Unitech Training Academy - West Monroe</b>	<b>9/23/2004</b>
<b>2284</b>	<b>Woodland Healthcare Training, LLC</b>	<b>9/27/2018</b>

The next item on the agenda was an update on program approvals for the Holmes HeathCare's Medical Assistant program, which changed their clock hours from 230 to 275.5. Ms. Britton reminded the Commission that this was a consent agenda item as it was approved by staff.

Under Other Business, Ms. Britton introduced Patricia Wilton to discuss the transition of Executive Counsel, from Patricia Wilton to Alex Reinboth. Ms. Britton also mentioned the addition of new staff members, Jennifer Stevens and Mighan Johnson. In addition, the Commission meeting dates for 2021 were approved. Ms. Britton stated that in-person meetings could possibly return in January, depending on access to room availability of proper social distancing measures. Last, suggestions were made in regards to improving meeting preparation/procedures moving forward. The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, January 12, 2021, at 10:00 a.m., with location to be determined at a closer time. With there being no further business, the meeting adjourned at 10:49 a.m.

APPENDIX A  
GUESTS

Kristin Pfeifer

Compass Career College

Alex Reinboth

LA Department of Justice

Shameka Royal

Royal Angels Anointed Hands, LLC

Julie-Anne Smahaj

Royal Angels Anointed Hands, LLC

Patricia Wilton

LA Department of Justice

**Agenda Item VII.F.1.b.i.(a).**  
**Daience University**  
**New Orleans, LA**

**Background**

Revised Statue 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, emphasizing the attainment of appropriate accreditation.

Daience University (DU) 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 a rigorous application and peer-developed accreditation standards.

**Overview of Daience University**

The mission of the University is:

*To provide industry-relevant training focusing on data science techniques combined with a practical application that enables students to increase their skills and expand their knowledge. Daience University seeks to fulfill its mission by offering affordable, quality distance education programs, providing access and opportunity globally, and creating a diverse learning community.*

Daience University is an online postsecondary institution offering a Master of Science in Data Science and Cyber Security degree program. The University seeks to be recognized as a quality partner to industry and a quality education provider to students, using technology along with an innovative approach that integrates data science into curriculum with various industry focuses, that will provide students with in demand skills aligned to both meet current and future industry needs. This unique approach will allow their graduates to enter the growing field of data science with knowledge built around data science applications for specific industries. The founders created Daience University after discovering a need for qualified IT workers for projects on which they were working. Hiring was—and still is—a challenge, especially in areas like the Middle East, Far East, and Africa. And while there are universities in these areas that teach IT, these institutions' infrastructures do not always allow for flexibility or innovation. Thus, the idea for Daience University was born.

**MASTER OF SCIENCE IN DATA SCIENCE AND CYBER SECURITY**

Daience University offers a 100 percent online Master of Science in Data Science and Cyber Security degree that consists of twelve courses and requires students to earn 36 semester credit hours. The University's master's program prepares professionals to assume cyber security and information assurance leadership roles in corporations, agencies, and organizations. The curriculum is rich in computer security management, IT security threat assessment, incident response, organizational management, and behavior and leadership. The program is designed to prepare students to become creators of knowledge and inventors of processes. The University's master's degree is divided into core courses that provide the necessary skills in data science, cyber security, organizational behavior, structure, research, and writing. The program offers select specializations that allow students to focus on a field of study that best meets their individual needs and goals. Each specialization aligns with industry skills and knowledge derived from the National Initiative for Cybersecurity Education (NICE) framework to enhance career applicability. Topics covered include research and writing for the IT practitioner, programming with Python, Linux networking and security, profiling the IT criminal, big data analysis, operational security for critical infrastructure, advanced hacking techniques, deep learning, conducting penetration and security tests, advanced networking and data security, and artificial

intelligence. The primary objective of the master's program is to prepare students for supervisory positions in careers requiring extensive understanding and interaction with information system security and crimes. The program also prepares students for the dynamic, expanding world of big data and data science-driven analysis and computation.

Upon completion of the Master of Science in Data Science and Cyber Security degree program, students will be able to:

- *Differentiate the nature of risks and pathways of threats to cyber and cyber-physical systems.*
- *Outline vulnerabilities to software, networks, and computer systems.*
- *Illustrate the ability to recognize, design, and implement efficient software solutions to problems.*
- *Employ methods and strategies for protecting data on networks, in software, and other cyber and cyber-physical systems.*
- *Exhibit the ability to communicate effectively and to work as a team.*
- *Attain employment and/or be accepted into a data science and cyber security Ph.D. program.*
- *Identify the constraints and costs of cybercrime and espionage to privacy, communication, and technology use.*
- *Summarize the role that government, corporate, and coalition policies can have towards slowing and stopping cybercrime and surveillance.*

The Master of Science in Data Science and Cyber Security degree is comprised of the following courses:

- *Core Courses (36 semester credit hours)*
  - o *Research and Writing for the IT Practitioner (3 semester credit hours)*
  - o *Programming with Python (3 semester credit hours)*
  - o *The Hacker Mind (profiling the IT criminal) (3 semester credit hours)*
  - o *Operational Security for Critical Infrastructure (3 semester credit hours)*
  - o *Linux Networking and Security (3 semester credit hours)*
  - o *Advanced Hacking Techniques (3 semester credit hours)*
  - o *Conducting Penetration and Security Tests (3 semester credit hours)*
  - o *Building Cyber Architecture (3 semester credit hours)*
  - o *Secure Programming (3 semester credit hours)*
  - o *Investigating Network Intrusions and Computer Forensics (3 semester credit hours)*

- o Advanced Mobile Forensics and Security (3 semester credit hours)*
- o Cyber Law (3 semester credit hours)*
- o Incident Handling and Response (3 semester credit hours)*
- o Artificial Intelligence (3 semester credit hours)*
- o Risk Management (3 semester credit hours)*
- o Data Mining (3 semester credit hours)*
- o Threat Intelligence (3 semester credit hours)*
- o Deep Learning (3 semester credit hours)*
- o Advanced Networking and Data Security (3 semester credit hours)*
- o Big Data Analysis (3 semester credit hours)*
- o Capstone Project (3 semester credit hours)*

### **Academic Leadership**

Daience University employs qualified academic leadership and qualified faculty to develop and deliver quality distance education programs.

Mohammad Alkhudari serves as Chief Executive Officer. He appointed Gregory Brown to serve as President of Daience University. The President earned a Doctor of Education in Higher Adult Education from Columbia University and has online higher education administration and teaching experience.

The University has identified eight faculty to teach in the Master of Science in Data Science and Cyber Security degree program. These faculty have earned one credential higher than the level they are teaching along with adequate professional or other applicable experience.

### **Chronology of Activities Related to Board of Regents' Consideration of the Application for Licensure for Daience University (DU)**

**September 2019** – The Board of Regents received an application for licensure from Daience University.

**December 2019** – Regents' staff conducted an initial assessment of license application submitted by DU.

**February 2020** – Staff concluded that further internal assessment would benefit from an in-depth accreditation process.

**May 2020** – Staff met with Jennifer Lamkins and Mark Sullivan from Cyanna Education and Mohammad Alkhudari, Chief Executive Officer from Daience University to discuss omissions from application, a plan to receive a revised application, and a discussion about the process for an external review.

**June 2020** – Staff engaged the services of Ms. Susan Chiaramonte, President, EduCred Services, to assess DU's application for licensure and associated materials in light of the proposed institution's probability of successful DEAC accreditation.

**June 23, 2020** – Ms. Chiaramonte received the initial licensure application for Daience University via email.

**September 30, 2020** – Ms. Chiaramonte submitted to the Board of Regents' staff her formal assessment report relevant to the University's application for initial licensure.

**November 9, 2020** – Regents' staff participated in a telephone conference with Jennifer Lamkins, Vice President of Licensing & Accreditation for Cyanna Education Services to discuss the documentation relevant to and the status of DU application for licensure.

**November 10, 2020** – Staff shared with Jennifer Lamkins the assessment report for DU via email.

### **Staff Conclusion**

Given the circumstances described in the assessment report, Daience University (DU) merits a limited state licensure period to allow it sufficient time to seek DEAC candidacy and accreditation. This conditional licensure period should be subject to the fulfillment of several stipulations which require step-by-step continuous evidence of progress toward accreditation. To avoid any doubts regarding the seriousness of the Regents' intent in the matter, DU should structure these stipulations in such a way that failure to complete fully may result in the immediate revocation of the conditional licensure. The motion and stipulations below are designed to ensure that DU operates within Louisiana only if there is unquestioned evidence that reasonable accreditation progress is being made.

### **STAFF RECOMMENDATION**

- 1. The Board of Regents hereby grants conditional licensure for DU for three years.**
- 2. By January 2, 2022, and on that date every year thereafter, during the term of conditional licensure, DU shall report to the Deputy Commissioner for Academic Affairs and Innovation the status of its progress toward preparation for submittal of an application for accreditation candidacy through DEAC. This report shall, at a minimum, provide evidence of attendance and participation of appropriate Institute officials at periodic DEAC workshops for pre-applicant institutions and general membership meetings.**
- 3. At the end of this period of initial licensure, DU shall provide evidence of the submittal of an application for DEAC candidacy. If accomplished, the Regents will consider another eighteen months of licensure. If not achieved, the Regents will consider the denial of further licensure.**
- 4. Within one year of applying for DEAC candidacy, DU shall provide evidence of successful DEAC candidacy status. If granted, the Regents will consider extending licensure to allow for final accreditation review. If not accomplished, the Regents will consider the denial of further licensure.**
- 5. Upon termination of the allotted time for final accreditation review, DU 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 the denial of further licensure.**

**Agenda Item VII.F.1.b.ii.(a).**  
**Clarks Summit University**  
**Clarks Summit, PA**

**BACKGROUND**

Clarks Summit University (CSU) is not incorporated in Louisiana. Founded in 1932, CSU is a private, Christian college located in Clarks Summit, PA. CSU is accredited by the Middle State Commission on Higher Education (MSCHE).

**ACADEMIC PROGRAM**

Clarks Summit University (CSU) offers 35 academic programs in business and communications, health and sports sciences, human services, counseling, literature, organizational leadership, and Christian ministries and education that lead to master's, bachelor's, and associate's degrees. The institution currently has no students in its Louisiana Unduplicated Headcount Enrollment.

**FACULTY**

Clarks Summit University (CSU) has 86 full-time and part-time faculty at various degree levels.

**FACILITIES**

Clarks Summit University (CSU) offers 100% online instruction.

**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 the Board of Regents issue an *initial* operating licensure to Clarks Summit University (CSU).**



**Agenda Item VII.F.1.b.ii.(b).**  
**Pepperdine University**  
**Malibu, CA**

**BACKGROUND**

Pepperdine University (PU) is not incorporated in the State of Louisiana. PU is a private research university affiliated with the Churches of Christ. PU is accredited by the Western Association of Schools and Colleges (WASC).

**ACADEMIC PROGRAM**

Pepperdine University (PU) offers eight academic programs that lead to master's degrees in business administration, business analytics, dispute resolution, human resources, legal studies, management and leadership, and psychology. The institution currently has seven students in its Louisiana Unduplicated Headcount Enrollment.

<b>Degree Level</b>	<b>Louisiana Unduplicated Headcount Enrollment</b>
Doctorate	0
Master's	7
Bachelor's	0
Associate	0
Technical Diploma	0
Other	0
Total	7

**FACULTY**

Pepperdine University (PU) has 14 full-time and part-time faculty at various degree levels.

**FACILITIES**

Pepperdine University (PU) offers 100% online instruction to Louisiana residents.

**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 the Board of Regents issue an *initial* operating licensure to Pepperdine University (PU).**

**Agenda Item VII.F.1.b.iii.(a).**  
**Blue Cliff College-Metairie**  
**Metairie, LA**

**BACKGROUND**

Blue Cliff College-Metairie (BCC-M) is a higher education institution with its main campus in Metairie. The College has five branch campus locations and two satellite branches throughout Arkansas, Louisiana, and Mississippi. BCC-M is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).

**ACADEMIC PROGRAM**

Blue Cliff College-Metairie (BCC-M) offers three academic programs that lead to diploma programs in dental assisting, clinical medical assisting, and massage therapy. The institution currently has 378 students in its Louisiana Unduplicated Headcount Enrollment (81 dental assisting students, 239 clinical medical assisting students, and 58 massage therapy students).

<b>Degree Level</b>	<b>Louisiana Unduplicated Headcount Enrollment</b>
Doctorate	0
Master's	0
Bachelor's	0
Associate	0
Technical Diploma	378
Other	0
Total	378

**FACULTY**

Blue Cliff College-Metairie (BCC-M) has 34 full-time and part-time faculty at various degree levels.

**FACILITIES**

Blue Cliff College-Metairie (BCC-M) offers online and classroom lecture instruction to Louisiana residents.

**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 Blue Cliff College-Metairie (BCC-M).**

**Agenda Item VII.F.1.b.iv.(a).  
International Health Coach University**

**Background**

International Health Coach University (IHCU) was initially approved for a three-year conditional operating license by the Board of Regents in March 2016, with a variety of stipulations.

**Activities During Initial Licensure**

After being granted its conditional license, IHCU was operating, recruiting for and offering one online degree program: Master of Science in Health Coaching. The institution operated an administrative office in New Orleans.

As required, IHCU submitted annual reports in 2017 and 2018 to the Regents' staff outlining its progress in seeking accreditation with the Distance Education Accrediting Commission (DEAC). The institution made progress towards achieving accreditation in each of its three years.

On September 19, 2018, the Board of Regents was notified of an anticipated change of ownership for IHCU. Undergoing this process delayed submission of IHCU's application for accreditation since DEAC does not allow an institution to change its status during the formal stages of the accreditation process. Based on information provided by IHCU and conversations with DEAC staff, at that time the senior staff recommended and the Board approved an extension of the operating license for International Health Coach University until December 2020.

**Recent activities at International Health Coach University**

In a letter dated November 9, 2020, BoR staff received notification that IHCU had begun the school closure process, indicating that new ownership had directed a suspension of new enrollment while a viability review was conducted. Upon completion of that review the new owners decided to exit the academic degree-granting arena. The institution anticipates an official closure date of December 31, 2020. As a result, the institution's license ceases to be valid as of that date.

**Current IHCU status overview**

- Currently IHCU has zero active students.
- Active students approaching graduation were provided the opportunity to complete a teach out of their degree.
- IHCU entered into a partnership with Maryland University of Integrative Health (MUIH) to provide support to graduates.
- Arrangements have been made with Parchment, a national credentialing service, for maintenance of IHCU's academic records, including student transcripts and diplomas.

## **Agenda Item VII.F.2 CAEP Accreditation**

### **BACKGROUND:**

The Council for the Accreditation of Educator Preparation (CAEP) is the accrediting body selected by the Board of Regents for Teacher Preparation Programs in public institutions in Louisiana. In 2012, CAEP was created by merging two longstanding accrediting bodies: the National Council for Accreditation of Teacher Education (NCATE, established in 1954) and the Teacher Education Accreditation Council (TEAC, established in 1997). CAEP serves as the primary accrediting body in 34 states. By merging these two bodies, CAEP utilized decades of institutional knowledge, a strong foundation in accreditation, and a rich history working with teacher preparation programs to develop its vision, mission, and goals. CAEP's mission is to "advance equity and excellence in educator preparation through evidence-based accreditation that assures quality and supports improvement to strengthen P-12 learning."

CAEP negotiates state partnerships every five years to respond to the needs and policies of each individual state and promote continuous improvement and excellence in educator preparation. Each state develops partnership agreements that ensure state expectations are met while meeting national standards. The intent is to eliminate duplication of effort. These partnerships allow the sharing of information, including model approaches to recruitment and retention of students, distinctive clinical experiences, and models of assessment. All reports are housed in the Accreditation Information Management System (AIMS), the CAEP database, and remain accessible to the BOR staff identified in the partnership agreement.

### **STAFF SUMMARY**

The Board of Regents (BOR) and CAEP have entered into an agreement that outlines the process of accreditation for public institutions in Louisiana. Every five years the agreement must be renegotiated. The current agreement is set to expire on 12/31/2020.

BOR and CAEP staff have renegotiated the CAEP agreement with very few changes. To eliminate duplication of effort, BOR staff recommend changes to the agreement for the evaluation of Standard 1: Content and Pedagogical Knowledge. The Louisiana Department of Education has developed a Teacher Quality Rating System which includes a program approval process with an onsite review for initial licensure programs. This program approval process meets the requirements of Standard 1 within the CAEP structure. BOR staff is recommending that the requirement of Standard 1 be met through a "State Review by State Authority" process. In addition, BOR staff is recommending that the program approval process for Advanced Standards be met utilizing "CAEP Evidence Review of Standard 1."

These are the only two changes to the existing BOR and CAEP Partnership Agreement. This partnership agreement will last until 12/31/2025, unless changes are requested by the BOR.

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the changes which are highlighted on page 6 of the partnership agreement and requests permission to enter into another five-year agreement with CAEP by signing the agreement.**

**Louisiana Board of Regents  
and  
The Council for the Accreditation of Educator Preparation (CAEP)  
Partnership Agreement**

Whereas, CAEP is a nongovernmental, voluntary association committed to the effective preparation of teachers and other P-12 professional educators; and

Whereas, CAEP, through an autonomous Accreditation Council, accredits educator preparation providers (EPPs) and advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning; and

Whereas, CAEP is a nationally recognized accreditor, having earned recognition by the Council for Higher Education Accreditation (CHEA), and is seeking recognition by the United States Secretary of Education, and, therefore, develops policy and procedures aligned with all applicable requirements of CHEA and, to the extent practicable, the U.S. Department of Education and

Whereas, the Louisiana Board of Regents (BoR) coordinates the efforts of the BoR's 14 degree granting public universities that provide professional programs leading to educator licensure, certification, or endorsement of P-12 professionals;

Whereas, the BoR Academic Affairs Policy 2.13 Program Accreditation specifies that it is mandatory for public universities to obtain and maintain national accreditation for continued approval to offer teacher and leader preparation degrees and programs;

Whereas private universities in Louisiana who wish to maintain national program accreditation would like to be included in the BoR partnership agreement with CAEP;

CAEP, and the Louisiana Board of Regents hereby enter into this agreement detailing the BoR's preferences with regard to program review options and review team composition for accreditation site review conducted by CAEP of EPPs operating within the State, and establishing the primary responsibilities each party has in supporting CAEP Accreditation activities involving all such EPPs.

## **1. CAEP Standards and Scope of Accreditation**

The Parties understand and agree that:

1.1. The CAEP Board of Directors (CAEP Board or Board) has adopted standards (CAEP Standards or Standards) that serve as the basis for all accreditation reviews undertaken by CAEP. The CAEP Standards reflect the voice of the education field – on what makes a quality educator. The Standards and their components flow from two principles:

1.1.1. There must be solid evidence that the EPP's graduates (completers) are competent and caring educators, and

1.1.2. There must be solid evidence that the EPP's educator staff have the capacity to

create a culture of evidence and use it to maintain and enhance the quality of the professional programs they offer.

- 1.2. As a result of the ongoing critical self-review that CAEP undertakes to maintain and improve the quality of CAEP Accreditation, the CAEP Board will undertake a comprehensive review and revision of the CAEP Standards on a schedule set by the Board and may, as needed, make interim amendments to the Standards. In making any such changes, CAEP will seek stakeholder and public input, including input from the State and its EPPs.
- 1.3. At the time of this agreement's drafting, a review of the standards is taking place and draft standards have been released to states for comment. Final standards are anticipated to be approved by the Board in December of 2020. It is the responsibility of the State and any EPPs seeking or continuing CAEP Accreditation to stay informed of any changes made to the CAEP Standards and the timeline(s) set by the Board for the implementation of or transition to new or revised Standards.
- 1.4. The CAEP scope of accreditation, defined in Accreditation Policy, provides for the review of Initial-Licensure Programs and Advanced-Level Programs.
  - 1.4.1.1. Initial-Licensure Programs are programs at the baccalaureate or post-baccalaureate level leading to initial-licensure, certification, or endorsement, and that are designed to develop P-12 teachers.
  - 1.4.1.2. Advanced-Level Programs are programs at the post-baccalaureate or graduate level leading to licensure, certification, or endorsement. These programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, other certificated (or similar state language) school professionals for employment in P-12 schools/districts.

Certified teachers in Louisiana can take courses from multiple universities to secure additional areas of certification directly from the state, and the Louisiana Department of Education reviews transcripts submitted by teachers and certifies the teachers based upon courses listed on their transcripts. Thus, certified teachers taking courses from multiple universities to secure additional certification directly from the state that are not provided by a single provider will not be required to be reported for CAEP accreditation. Such candidates do not have to complete a formal program of study at a university to secure additional areas of state certification.

## **2. CAEP's Responsibility for Education Preparation Provider (EPP) Accreditation**

The Parties understand and agree that:

- 2.1. CAEP, through the Accreditation Council, has sole responsibility for granting CAEP Accreditation to an EPP, and for supporting and overseeing NCATE- and TEAC- accredited EPPs through continuous accreditation and the CAEP eligibility processes described in CAEP policy.

- 2.2. The process required for national accreditation by CAEP is outlined in the policies and procedures of CAEP and the Accreditation Council, both of which may be revised from time to time. It is the responsibility of the BoR and any EPP seeking CAEP Accreditation to stay informed of any such changes as they may impact the CAEP Accreditation process from the time of their adoption or publication.

### **3. State's Responsibility for Program Approval**

The Parties understand and agree that:

- 3.1 The BoR has sole responsibility for program approval of public EPPs. The private university heads have sole responsibility for program approval of private EPPs. In granting program approval, the BoR and private universities will utilize information generated from CAEPs review of a respective EPP, including but not limited to an Accreditation Council decision on CAEP Accreditation and the assignment of any Areas for Improvement (AFIs) and Stipulations, as described in Accreditation Council policy. Although the BoR and private university heads may elect to have state-specific standards and/or requirements incorporated into the CAEP review, consistent with the program review options outlined below, information gathered on these standards and requirements is to be used only for purposes of determining BoR approval of public EPPs and private university campus head approval of private universities. An EPP's attainment of or failure to attain any non-CAEP standards will have no direct bearing on CAEP accreditation; however, the failure of a CAEP-accredited EPP to maintain state approval may result in adverse action, such as revocation, being taken by the Accreditation Council against the EPP.
- 3.2 The BoR will periodically review its program review requirements against the CAEP Standards and policies and will, in a timely manner, make CAEP aware of any conflicts or potential inconsistencies so that all parties to this agreement are aware of any such issues and can work constructively together to minimize any challenges that may arise from them.

### **4. Transition from NCATE and TEAC Accreditation to CAEP Accreditation**

- 4.1. Beginning January 1, 2017, CAEP ceased operation of the NCATE and TEAC Commissions.
- 4.2. Unless the BoR requires CAEP Accreditation as a condition of State approval, EPPs holding NCATE or TEAC accreditation and meeting CAEP's requirements for continuous accreditation will not be required to meet CAEP Standards until the expiration of their current term of accreditation. All such EPPs are subject to the transition provisions described in Sections 4.2.1, below, and further defined in Accreditation Policy.
  - 4.2.1. **Annual Reports.** All NCATE- and TEAC-accredited EPPs are required to submit annual reports through the duration of their current term using the CAEP annual report template provided in the CAEP accreditation platform.
  - 4.2.2. **Good Standing.** An NCATE- or TEAC-accredited EPP in good standing is considered to be continuously accredited. Upon expiration of the EPP's NCATE or TEAC term of accreditation, the EPP's next accreditation review must be based on CAEP Standards, policy, and handbook, and carried out using the uniform CAEP

Accreditation process. Any such EPP is not required to complete the CAEP application process so long as continuous accreditation is maintained.

- 4.3. Any accreditation review scheduled to take place during and after fall 2019, whether of a new applicant, for continuing accreditation, or following an approved extension, will be based on the CAEP Standards, policy, and handbook, and carried out using the uniform CAEP Accreditation process.

## **5. CAEP Accreditation Cycle**

The Parties understand and agree that:

- 5.1. The CAEP Accreditation cycle involves an EPP in continuous improvement and requires an EPP to demonstrate that it meets CAEP's high standards of quality required to improve P-12 student learning.
- 5.2. Subject to the provisions of Section 4.2, above, to merit full accreditation by CAEP, an EPP must meet all CAEP Standards on the basis of sufficient and accurate evidence.
- 5.3. A review, carried out by a review team, is an essential part of the accreditation process. Members of the assigned team investigate the quality of an EPP's evidence, including the accuracy and consistency of the evidence provided in relation to CAEP Standards. In accordance with Accreditation Policy, CAEP may utilize a virtual site review or may have one or more review team members participating using electronic means.
- 5.4. The State elects that CAEP's reviews of EPPs in the State will be carried out using review teams composed as follows:
  - 5.4.1. **CAEP Only Review Team.** The CAEP Only Review Team is appointed by CAEP using trained national reviewers. Prior to assignment to any review team, an individual must have successfully completed CAEP training for review team members and must acknowledge understanding of, and agreement to, adhere to CAEP's code of conduct, including with regard to confidentiality and conflicts of interest.
- 5.5. Prior to assignment to any CAEP review team, an individual must have successfully completed CAEP training for review team members and must acknowledge understanding of, and agreement to, adhere to CAEP's code of conduct, including with regard to confidentiality and conflicts of interest.
- 5.6. Each review team shall include a P-12 practitioner, when possible. The State will make recommendations for P-12 practitioners through the CAEP accreditation platform.
- 5.7. At the discretion of the State, the State's teachers' association(s) may appoint one (1) representative per association to observe the site review. Any expenses associated with the attendance of an observer must be covered by the association(s) or State. Prior to participation, any observer must acknowledge understanding of an agreement to adhere to CAEP's policies



and procedures regarding site reviews and the CAEP code of conduct, including with regard to confidentiality and conflicts of interest.

- 5.8. All site review activities undertaken by a CAEP review team will be conducted in accordance with the policies and procedures of CAEP and the Accreditation Council.
- 5.9. CAEP is not responsible for site review expenses for state-assigned personnel. The BoR will pay travel for a State Consultant to attend each CAEP Site Visit as an observer and provide the team with contextual information about education in Louisiana. A university will include the State Consultant in all meals that are provided for the CAEP Site Visitors and pay for the meals. The State Consultant will only provide contextual information to assist the CAEP Site Visitors and review information for accuracy but will not be directly involved in the decision making of the team members.

- 5.10. An EPP that is subject to the jurisdiction of Louisiana shall use the State Review by State Authority for all Initial Level programs, and CAEP Review of Standard 1 for Advanced-Level Programs:

**5.10.1. State Review by State Authority.** The State conducts program reviews for purposes of State approval and to inform CAEP Accreditation. An EPP selecting the State Review option will follow State guidelines. The State provides forms and instructions on how to meet all State standards for licensure/certificate program approval. Upon an EPP's completion of the State authority forms, trained reviewers are selected and assigned within appropriate content areas. Reviewers make recommendations for further action and/or approval. The State makes the final decision on the approval of any program. (Initial Programs)

**5.10.2. CAEP Evidence Review of Standard 1.** Evidence for the CAEP Evidence Review of Standard 1 process is developed through the analysis of an EPP's outcome assessment data aligned to those standards delineated in CAEP Standard 1.3. CAEP's Evidence Review of Standard 1 provides information to the State on both the alignment of evidence with state standards and the disaggregated results. The State will decide how to use this review of evidence in its decision making. (Advanced Programs)

## **6. Opportunities for State Input**

The Parties understand and agree that:

- 6.1. CAEP will afford the BoR multiple opportunities to provide CAEP, the site team, and members of the Accreditation Council with any information or data the BoR deems relevant to the accreditation of an EPP, as follows:
- 6.2. At least sixteen (16) weeks prior to any scheduled site review, CAEP will give the BoR notice of the upcoming site review. At any time, up to six (6) weeks before the scheduled site review, the BoR may provide CAEP with comments and information on the EPP for consideration by the site team. EPPs will be given an opportunity to respond to any such comments prior to the site review.

- 6.3. At any time, the BoR may file a complaint regarding an EPP with the Accreditation Council for investigation and consideration as part of the EPP's ongoing cycle of CAEP Accreditation. In accordance with Accreditation Policy, adverse action may result from any such investigation.
- 6.4. In the event an EPP within Louisiana petitions for the appeal of an adverse action of the Accreditation Council, CAEP will notify the BoR that such petition has been received. Any notification of a decision made by an ad-hoc appeal panel will be made in accordance with Section 7, below, and the detailed notification provisions included in Accreditation Policy.

## **7. Decisions of the Accreditation Council and Appeals Council**

The Parties understand and agree that:

- 7.1. The Accreditation Council makes decisions regarding the accreditation of EPPs at meetings held not less than two (2) times each year.
- 7.2. Following any decision of the Accreditation Council to deny or revoke the accreditation of an EPP, the EPP is promptly informed of its option to file a petition for an appeal and appeal requirements. Appeals criteria and process information are included in Appeals Policy.
- 7.3. CAEP provides written notice of each decision of the Accreditation Council and an Ad-hoc Appeal Panel in accordance with CAEP policies.
- 7.4. The written notice CAEP provides regarding its accrediting decisions includes notice to the appropriate State licensing or authorizing agency which may be a party to this agreement. Specifically, such notice will be provided no later than thirty (30) days following a decision to award initial accreditation or to renew or continue accreditation. In the event of a final decision to place an EPP on probation, grant provisional accreditation, or to deny or terminate accreditation of an EPP, notice will be provided to the appropriate State licensing or authorizing agency at the same time notice of the decision is given to the EPP, but no later than thirty (30) days after the decision is reached. Within thirty (30) days of receiving notification from an EPP that the EPP has decided to withdraw voluntarily from accreditation or to let its accreditation lapse CAEP will provide the appropriate State licensing or authorizing agency with written notice.

## **8. Data Sharing**

The Parties understand and agree that:

- 8.1. The CAEP Standards and process for CAEP Accreditation require an EPP to collect and share data. To the extent that the BoR maintains data necessary for CAEP's review of an EPP, subject to any data sharing agreement that may exist between an EPP and the BoR, CAEP expects that the BoR will make the relevant data available to CAEP at no cost, in a timely manner, with all personally identifiable information removed or redacted, and with all appropriate permissions to use the data for CAEP Accreditation activities.

- 8.2. In order to facilitate the reviews necessary for CAEP Accreditation, CAEP will provide the State and each dues paying EPP in the State with access to the CAEP accreditation platform, CAEP's data and information management system. Should the BoR or any EPP fail to pay annual dues to CAEP in a timely manner, CAEP reserves the right to suspend access to the CAEP accreditation platform until any outstanding dues are paid.
- 8.3. CAEP policies and the CAEP accreditation platform include information on the confidential nature of information maintained within the CAEP accreditation platform. All CAEP accreditation platform users must acknowledge CAEP's confidentiality policy and agree to adhere to it.

## **9. Partnership Dues, State Benefits, and Fees for Additional Services**

The Parties understand and agree that:

- 9.1. The BoR will be responsible for payment of annual State Partnership dues (See Appendix A). Dues may be reviewed and updated annually by CAEP. Should the amount of the BoR's annual State Partnership dues be changed during the term of this agreement, CAEP will notify the BoR of the new dues amount and the effective date.
- 9.2. CAEP will provide up to three (3) individuals employed by the BoR with access to the CAEP accreditation platform.
- 9.3. During each year covered by this agreement, CAEP will waive the CAEP Conference registration fee for one (1) designated BoR representative; however, the BoR or State representative must assume other expenses associated with attending the conference.
- 9.4. During each year covered by this agreement, CAEP will assume all expenses for one (1) designated BoR representative to attend the annual CAEP Clinic. A registration fee will be assessed for any additional BoR staff and they must assume other expenses associated with attending the clinic.
- 9.5. CAEP offers states access to CAEP National Training for up to five (5) site reviewers a year, including training and travel (additional participants may be added based on need and on a cost-recovery basis). CAEP may also offer supplemental training opportunities for state reviewers. Supplemental training events that are arranged, including events in the Louisiana, will be provided by CAEP on a cost-recovery basis and with specific arrangements negotiated according to CAEP's policies regarding fees and expenses for training.
- 9.6. The BoR will work with associations that represent P-12 educators (NEA, AFT, NBPTS), EPPs, and education administrators to establish credit toward continuing education units or professional development requirements at the local district level in return for the State's P-12 educators' professional contributions to the work of CAEP as site review team members

## **10. State and CAEP Contacts**

The Parties understand and agree that:

- 10.1. The BoR will designate a liaison to serve as the primary contact for CAEP throughout the term of this agreement.
- 10.2. CAEP will designate a liaison to serve as the primary contact for the BoR through the term of this agreement.

## **11. Agreement Term and Amendments**

The Parties understand and agree that:

- 11.1. CAEP and the BoR enter into this partnership agreement for the five (5)-year period beginning January 1, 2021 and ending on December 31, 2025.
- 11.2. The Parties will review this agreement at least annually and, as necessary, propose any amendment deemed appropriate and which may be adopted upon the agreement of the Parties.
- 11.3. Should any provision of this agreement be determined to be in conflict with CAEP policy, including the policies of the Accreditation Council and Appeals Council, CAEP policy will be the prevailing authority and this agreement will be required to be amended to resolve the conflict.
- 11.4. Notwithstanding the annual review described above, this agreement may be modified by consent of the Parties at any point.

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Christopher Koch, President  
Council for the Accreditation of Educator Preparation

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DATE

By signing this agreement, the undersigned agrees to be bound by the terms outlined above, and affirms that he or she has the authority to enter into this agreement on behalf of the State.

---

State Authority

---

DATE

## **Appendix A: State Dues Structure**

Beginning in FY18 (July 1, 2017), a new State Partnerships dues structure\* takes effect. The new structure more fairly aligns and delineates (1) the collective resources required to service state partners in conjunction with their respective EPPs (fixed and proportional amounts), and (2) the variable resources required to administer the CAEP-State joint reviews for States that choose to participate in the joint CAEP Accreditation processes (variable amount).

Annual costs for supporting activities associated with State Partnerships have both fixed and proportional components which include costs associated with the CAEP Clinic, fall and spring

CAEP Conferences, staff time, technology costs for maintaining workspaces within CAEP's accreditation platform, and other indirect expenses.

For the fixed and proportional amounts, states would be assessed \$3,000 annually to cover expenses for the spring convening and conference registration plus a portion of indirect expenses which are based on the actual percentage of CAEP member EPPs within each state.

For example:

State A has 20 CAEP member EPPs, or 2.2% of total CAEP EPPs. The proportional amount will be set at 2.2% of \$315,000 (current total), or \$6,900. Therefore, the total fees for State A will be: \$3,000 (fixed) + \$6,900 (variable) = \$9,900.

\* This represents the dues structure in effect at the time this agreement is entered into by the Parties. CAEP reviews the dues structure annually and reserves the right to adjust the State's annual dues as needed to ensure that all costs of CAEP's accreditation activities are adequately covered. CAEP will notify the State upon the adoption of any changes to this structure and the data on which any new dues structure will take effect.

*Marty J. Chabert*  
*Chair*

*Collis B. Temple III*  
*Vice Chair*

*Blake R. David*  
*Secretary*

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



**BOARD OF REGENTS**

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*Gary N. Solomon, Jr.*  
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*Felix R. Weill*  
*Chandler C. Vidrine, Student*

*Board of Regents Meeting as a Committee of the Whole*

**REPORTS AND RECOMMENDATIONS**  
**NOMINATING**  
**December 16, 2020**

Meeting will be held via Video Conference  
Meeting can be viewed at: <https://regents.la.gov/live/>

**VII. Reports and Recommendations**

**G. Nominating**

1. Nomination of Board Officers for 2021 (Chair, Vice Chair and Secretary)
2. Nomination of Four Non-Officer Members to Serve on the Executive Committee for 2021

## PROCEDURES FOR THE NOMINATING COMMITTEE

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

1. Board officers – Chair, Vice Chair, Secretary; and
2. Four Non-Officer Members to also serve on the Executive Committee.
3. Representatives to the Board of Regents' Proprietary Schools Advisory Commission (not every year).

In October of each year, the Board Secretary submits the list of incumbents from the previous year to the Board Chair. The Board Chair is to next select a Chair, Vice Chair and three additional Board members to serve on the Nominating Committee (five total).

After the Nominating Committee has been selected, the Chair of the Nominating Committee talks individually to each member of the Committee regarding nominations for the above positions.

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

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

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*Board of Regents Meeting as a Committee of the Whole*

**REPORTS AND RECOMMENDATIONS**

**PERSONNEL**

**December 16, 2020**

Meeting will be held via Video Conference  
Meeting can be viewed at: <https://regents.la.gov/live/>

**VII. Reports and Recommendations**

**H. Personnel**

**1. Evaluation of the Commissioner of Higher Education\***

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