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**AGENDA**

**PLANNING, RESEARCH AND PERFORMANCE COMMITTEE MEETING**

**Wednesday, January 22, 2014**

**9:00 a.m.**

**Louisiana State University Health Sciences Center  
School of Medicine - Zadeck Conference Center  
Room G-221, 1501 Kings Highway  
Shreveport, Louisiana**

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. R.S. 17:1808 (Licensure)
    1. Initial Licenses
      - a. American Sentinel University, Inc.
      - b. Eastern Kentucky University
    2. License Renewals
      - a. Columbia University Teachers College
      - b. St. Joseph's College
  - B. Proprietary Schools Advisory Commission
    1. Initial License
      - a. Industrial Design Institute
    2. Associate in Occupational Specialty Degree Programs
      - a. Career Technical College
    3. License Renewals
- IV. R.S. 17:1808 (Licensure)
  - A. Delta International University
- V. Response to Senate Resolution 171 of the 2013 Regular Session of Louisiana Legislature
- VI. Adjournment

**Committee Members:** Joseph Wiley, Chair; Robert Levy, Vice Chair; Mark Abraham, Joel Dupré, Pamela Egan, Joseph Farr, William Fenstermaker, Richard Lipsey, Roy Martin III.

## **Agenda Item III.A.1.a.**

### **American Sentinel University, Inc. Aurora, Colorado**

#### BACKGROUND

American Sentinel University, Inc. (Sentinel) is not incorporated in the state of Louisiana. The private postsecondary proprietary school is located in Aurora, Colorado. Sentinel was formed in 1988 as a Delaware corporation. The institution is currently authorized to operate in 44 states. Sentinel is accredited by the Accrediting Commission of the Distance Education and Training Council (DETC).

#### ACADEMIC PROGRAM

Sentinel is proposing to offer associate, bachelors and masters online education programs in geographic/geospatial information systems; bachelors, masters and doctorates in nursing; and a masters in business administration. The required clinical activities in the nursing programs necessitate licensure.

#### FACULTY

Sentinel employs 158 faculty to support the online programs being made available to Louisiana residents. Of the 158 faculty, eight are employed full-time and 91 are trained at the doctoral level.

#### FACILITIES

Since the proposed programs will be offered online, there will be no need for physical facilities in Louisiana. Clinical experiences will be held in a variety of healthcare settings throughout Louisiana.

#### STAFF RECOMMENDATION

Given the credentials of the college's faculty, its campus and program accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents approve an initial operating license for the online operations of American Sentinel University, Inc., located in Aurora, Colorado.

## **Agenda Item III.A.1.b.**

### **Eastern Kentucky University Richmond, Kentucky**

#### BACKGROUND

Eastern Kentucky University (EKU) is not incorporated in the state of Louisiana. The institution is a publically-supported regional university of approximately 16,500 students founded in 1906 and located on the site of Central University, founded in 1874. ECU is located in Richmond, Kentucky and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

#### ACADEMIC PROGRAM

EKU is proposing to make available to Louisiana residents approximately thirty online programs at the certificate through doctoral level in a variety of programs in the arts and sciences, healthcare and education. Typically, the online nature of the delivery system would not require licensure. However, since some of the programs (Occupational Therapy/Education/Paralegal/Fire Safety) require clinical experiences/internships, licensure is necessary.

#### FACULTY

EKU employs hundreds of faculty in support of its online programs. However, it reported nine faculty who are directly involved with the clinical/internship aspect of the online programs being proposed for Louisiana. All nine of the faculty hold doctorates and are employed full-time.

#### FACILITIES

Since ECU operates programs online with administrative and academic support in Richmond, there are no out-of-state physical facilities in Louisiana. Students will complete clinical/internship experiences at various locations within the state.

#### STAFF RECOMMENDATION

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

## **Agenda Item III.A.2.a.**

### **Columbia University Teachers College New York City, New York**

#### BACKGROUND

Columbia University Teachers College is not incorporated in the state of Louisiana. The university is a private institution, located in New York City, New York and is seeking license renewal. Columbia is accredited by the Commission on Colleges of the Middle States Association of Colleges and Schools. The Teachers College is accredited by the National Council for Accreditation of Teacher Education.

#### ACADEMIC PROGRAM

Columbia University Teachers College offers its Summer Principals Academy in New Orleans. The program results in a masters degree. The Summer Principals Academy is designed to allow teachers/leaders to remain employed full time with intensive summer instruction and a 450-hour supervised administrative internship. Columbia reported an enrollment of 67 students during the 2013 summer program.

#### FACULTY

Columbia University Teachers College employs twenty-one faculty to support the Summer Principals Academy, two on a full-time basis. Fourteen of the faculty are trained at the doctoral level.

#### FACILITIES

The Loyola University College of Law assists Columbia University Teachers College Summer Principals Academy by providing access to facilities for a fee. Additional space is available on Poydras Street as needed.

#### STAFF RECOMMENDATION

Given the limited scope of the program, the credentials of its faculty, the college's campus and program accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents approve the application for license renewal from Columbia University Teachers College, headquartered in New York City, New York.

## **Agenda Item III.A.2.b.**

### **Saint Joseph's College of Maine Standish, Maine**

#### BACKGROUND

Saint Joseph's College of Maine (St. Joseph's) is not incorporated in the state of Louisiana. The institution is a private college in the state of Maine and is seeking license renewal. Established in 1912 by the Sisters of Mercy, the institution is headquartered in Standish, Maine and is accredited by the New England Association Schools and Colleges.

#### ACADEMIC PROGRAM

St. Joseph's offers undergraduate and graduate certificates and degree programs to Louisiana residents in a variety of disciplines, from nursing to business to Catholic health leadership. Typically, the online nature of the delivery system would not require licensure. However, since some of the programs require clinical experiences, licensure is necessary.

#### FACULTY

St. Joseph's employs 181 faculty to support its online programs, eleven on a full-time basis. Eighty of the 181 are trained at the doctoral level from accredited institutions, while the balance are trained at the masters level.

#### FACILITIES

Since the programs are offered online, there is no need for physical facilities. Depending on the academic program, students complete clinical experiences at various locations in Louisiana.

#### STAFF RECOMMENDATION

Given the credentials of its faculty, the college's and programs' accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents approve the application for license renewal from Saint Joseph's College of Maine, located in Standish, Maine.

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AGENDA ITEM III.B.

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**Minutes**  
**Board of Regents' Proprietary Schools Advisory Commission**  
**January 14, 2014**

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met on Tuesday, January 14, 2014, at 10:00 a.m. in Room 1-190 of the Claiborne Building, Baton Rouge. Vice-Chair Jones called the meeting to order and the roll was called.

**Commission Members Present**

Melanie Amrhein  
Tina Begnaud  
James Dorris  
James Fontenot  
Keith Jones, Vice-Chair  
Raymond Lalonde

**Staff Members Present**

Nancy Beall  
Chandra Cheatham  
Kristi Kron  
Carol Marabella

**Commission Members Absent**

Ralph Bender, Chair  
Richard D'Aquin  
Gloria Simmons

**Guests Present**

(See Appendix A.)

The first item of business was the election of 2014 officers for the Commission. Vice-Chair Jones reminded the Commission that state law requires the Commission to elect from its membership a chair and vice-chair annually, and the law does not restrict the number of terms an individual can serve.

Commission member Begnaud nominated Mr. Jones as Chair. There being no other nominations,

**On motion of Ms. Begnaud, seconded by Mr. Lalonde, the Proprietary Schools Advisory Commission unanimously elected Mr. Keith Jones as Chair for 2014.**

Commission member Dorris nominated Mr. Bender as Vice-Chair. There being no other nominations,

**On motion of Mr. Dorris, seconded by Mr. Fontenot, the Proprietary Schools Advisory Commission unanimously elected Mr. Ralph Bender as Vice-Chair for 2014.**

The next item of business was approval of the minutes from its meeting of November 12, 2013.

**On motion of Mr. Lalonde, seconded by Mr. Dorris, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the November 12, 2013 Proprietary Schools Advisory Commission meeting.**

The next agenda item considered by the Commission involved an initial license application from Industrial Design Institute, located in Denham Springs, Louisiana, and represented by the school's owner/manager, Mr. Kenneth Pitre. Ms. Cheatham reviewed the materials for the Commission, informing it that this institution would be offering one program of study, AutoCad Drafting and Design, which is a 264.0 clock hour program with an estimated program length of six months. The Industrial Design Institute had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding Mr. Pitre's experience in operating a school, tuition and curriculum comparisons with area schools, job placement availability for graduates, student/instructor ratio in the classroom, provisions for accommodating students who do not complete the program in the established time frame, admission requirements, industry job demands, the fact that national certification is not required for employment as a draftsman/designer, the salary range for graduates, the educational and training background of the owners, the owners' decision to utilize set enrollment dates instead of open enrollment, and other financial resources available to the owners to support the school,

**On motion of Mr. Fontenot, seconded by Mr. Lalonde, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Industrial Design Institute, located in Denham Springs, Louisiana.**

The next agenda item considered by the Commission was four Associate in Occupational Studies (AOS) Degree applications from Career Technical College, located in Monroe, Louisiana. Dr. Donna Payne, Vice President, Instructional Delivery, was in attendance to represent the school.

Ms. Marabella reminded the Commission members that the Proprietary Schools Law requires that AOS degrees be offered only by schools that hold recognized accreditation (Career Technical College is accredited by the Accrediting Council for Independent Colleges & Schools) and that the Board of Regents must approve all AOS degree program offerings.

Each proposed curriculum for the AOS Degree in Criminal Justice, Information Processing, and Management (each of which is 100% online distance education) is 96.0 quarter credit hours, and full-time students should be able to complete the individual program requirements in 18.0 months.



The curriculum for the 96.0 quarter credit hour AOS Degree in Medical Assisting (which is classified as a hybrid online distance education with > 50% online delivery) includes both the traditional classroom delivery format as well as the online delivery, and full-time students should also be able to complete the program requirements in 18.0 months. Career Technical College's proposed AOS degree programs had met all the legal and administrative requirements to be approved by the Board of Regents.

Following further discussion regarding the school's decision to charge the same cost for either the on-line program or residential program, the student/instructor ratio of the on-line programs, the availability of financial aid assistance to students, the administration of financial aid at the campus level instead of the corporate level in Virginia, the pay scale for graduates of the AOS degree program versus the diploma program, and employment opportunities for graduates of the Criminal Justice program,

**On motion of Mr. Fontenot, seconded by Mr. Lalonde, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve the Associate in Occupational Studies Degree programs in Criminal Justice, Information Processing, and Management (100% Online Distance Education) and in Medical Assisting (Hybrid Online Distance Education) for Career Technical College, located in Monroe, Louisiana.**

The next agenda item considered by the Commission was operating license renewals. Ms. Marabella informed the Commission members that there were sixteen (16) schools seeking renewal. These schools scheduled for renewal were in complete compliance, having met all the legal and administrative requirements to be re-licensed.

Following further discussion,

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

**Academy of Acadiana--Lake Charles (12/02/10)**  
**Alexandria Dental Assistant School (12/08/11)**  
**Becker Professional Education--Lafayette (12/09/04)**  
**Galliano Training Center, LLC (12/08/05)**  
**Herzing University (12/07/95)**  
**Infinity College, Inc. (12/02/10)**  
**Kenner Health Careers Institute, LLC (12/11/03)**  
**Learning Bridge Career Institute (12/02/10)**  
**Legally Speaking (12/06/01)**  
**Martin International, Inc., of Louisiana (12/16/82)**  
**NASCAR Technical Institute (12/05/02)**  
**National Driving Academy, Inc. (12/05/96)**  
**Pelican Training Institution (12/08/11)**  
**Tulsa Welding School (12/07/06)**  
**Unitech Training Academy--Alexandria (12/04/08)**  
**Unitech Training Academy--Metairie (12/08/11)**

Ms. Marabella informed the Commission that there were two institutions that chose not to renew their license--Baton Rouge College (12/04/08) and Gretna College, School of Allied Health (12/19/91). Staff will follow through to secure the student records from the schools for safekeeping.

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

Under Report from Staff, Ms. Marabella shared with the Commission that staff is currently working on two major projects--the scheduled approved shredding of duplicate student records from closed schools and the planning of an RFP for the digitalization of student records from closed

schools that are currently housed in an off-site storage unit. Ms. Marabella also complimented the staff for its dedication to the students of proprietary schools as well as to the school owners. Ms. Marabella also thanked the Commission members for their participation and dedication to serving on the Proprietary Schools Advisory Commission.

The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, March 11, 2014, at 10:00 a.m., in Room 1-190 of the Claiborne Building. There being no further business, the meeting adjourned at 10:45 a.m.

APPENDIX A  
GUESTS

Dr. Donna A. Payne

Career Technical College

Ken Pitre

Industrial Design Institute

## **Agenda Item IV.**

### **Delta International University Executive Summary**

#### **History and Background of Delta International University.**

The Board of Regents received the initial license application from Delta International University (DIU) in May, 2007. The next two years were spent assessing and strengthening the application. Following an evaluation from outside consultants and further work by DIU, at its meeting in May, 2009, the Board of Regents approved a three-year license for DIU with a series of stipulations. This initial period of licensure would be subject to the fulfillment of several stipulations, requiring step-by-step evidence of continuous progress toward accreditation.

#### **Activities Since Initial Licensure**

As required, DIU submitted annual reports to the Regents' staff outlining its efforts to gain accreditation with the Distance Education and Training Council (DETC). The institution experienced considerable staff upheaval in academic affairs in its early years, causing disruption in the orderly process of seeking accreditation with DETC.

The process to apply for DETC accreditation involves numerous steps, including a Readiness Assessment. First time applicants for accreditation are required to undergo a Readiness Assessment by an independent DETC-appointed evaluator to assist the applicant in preparing for a full on-site examination. A Readiness Assessment review of DIU was conducted in February 2012. The review identified numerous shortcomings in the Self-Evaluation Report, concluding that DIU was not reasonably prepared to undergo a full on-site examination.

At its meeting in May 2012, based on the efforts of DIU to obtain accreditation with DETC and DETC's commitment and schedule for moving forward with the process, the Board of Regents approved an extension of the operating license for DIU until January 31, 2013. DIU submitted its second Self-Evaluation Report in November addressing all the issues identified in the previous Readiness Assessment report. The report was reviewed by a DETC-appointed evaluator who recommended that DIU be allowed to move forward with the final submission of the accreditation application, including all curricula materials. Based on this progress towards accreditation, in January 2013, the Board of Regents extended the operating license for DIU through January 2014, at which time it would evaluate the institution's progress.

In May 2013, DIU submitted all materials required in preparation for a site review to DETC. A site visit by DETC was scheduled for October 2013. However, after receiving the preliminary review of its curricula in late summer prior to the scheduled site visit, DIU sought to delay its onsite review to allow additional time to respond to issues identified in the curricula review. DETC staff supported the request to delay the site visit.

Regents' staff has been in continuous contact with DETC staff throughout this process. In early January 2014, DIU resubmitted its full application to DETC, followed by its self-evaluation, including revised curricula. According to DETC staff, a site visit will be scheduled in late spring/early summer with a final decision by the Commission on Accreditation scheduled for its annual meeting in January 2015.

### **Senior Staff Recommendation**

With the receipt of the revised application and self-evaluation of Delta International University, the recommendation for an accreditation site visit by Distance Education and Training Council in spring or summer with final accreditation determination scheduled for January, 2015, the senior staff recommends that the Planning, Research and Performance Committee approve an extension of the operating license for Delta International University until January 31, 2015. At that time, based largely on the accreditation determination of the Distance Education and Training Council, the Board of Regents will determine whether to issue a new operating license.

## **Agenda Item V.**

### **Response to SR 171**

#### **Staff Executive Summary**

Senate Resolution 171 of the 2013 Regular Session of the Louisiana Legislature (SR 171) “urges and requests the Board of Regents to study and determine the feasibility of developing a plan for designating public postsecondary education institutions as charter colleges or universities.” The resolution directs the Board of Regents to (1) study the administrative and financial relationships between the state and public institutions of postsecondary education to determine the extent to which public colleges and universities can manage their operations more effectively and more efficiently and (2) examine the statutory, policy, administrative, and other legal issues related to the feasibility and practicability of the restructuring of the traditional administrative and financial relationships between the state and its public institutions of postsecondary education.

In response to SR 171, the Louisiana Board of Regents contracted with the National Center for Higher Education Management Systems (NCHEMS) to prepare a draft report which (1) describes the nature of “charter” (deregulation) initiatives in a limited number of other states, (2) compares Louisiana with these other states and identified areas of major differences, (3) presents a set of principles/criteria for Louisiana to consider in assessing the feasibility of restructuring the relationships between public higher education institutions and the state, and (4) provides conclusions based on research of practices in other states.

NCHEMS focused specifically on the proposition that Louisiana might designate institutions as “charter” universities—either on the basis of a single institution or as a “pilot” to be extended over time to other institutions. In addition to its own research, NCHEMS interviewed the sponsor of SR 171, representatives of the Board of Regents and the four management boards (LSU, SUS, LCTCS, and U of L System), and the president of the University of Louisiana at Monroe.

#### **Major Findings**

- There has been a more than 25-year trend toward deregulation of the relationship between states and public higher education following the long-term trend of state’s providing a decreasing share of the funding.
- Across the United States, calls for deregulation have coincided roughly with the period of recession and sharp cuts in higher education funding.
- Many states already grant their public universities substantial autonomy independent of the level of state funding. Among the states that retain a degree of state control, the “beginning point” in the process of decentralization and deregulation differs greatly.
- In the most general terms, a ‘charter’ institution can be defined as any publicly-owned institution managed independent of most procedural controls imposed by state bureaucracies and higher education systems.

- Proposals for “charter” colleges or universities represent only a comparatively small number of proposals and actions over the past twenty-five years to increase the autonomy and management flexibility for public institutions. In fact, most of the states have made incremental changes to increase procedural autonomy over several years without any designation such as ‘charter’.
- Changes can be grouped into the following five categories: (1) tuition flexibility; (2) specific procedural/operational issues; (3) system-wide deregulation including both tuition flexibility and procedural deregulation; (4) changes in the legal status of individual institutions or university systems, thereby granting these entities authority to carry out procedural/operational functions independent of the direct oversight of state agencies; and (5) proposals to grant increased autonomy to a major public research university either within a university system or as a free-standing university outside the university system.
- Several examples are frequently cited as examples of “charter” colleges: Colorado School of Mines (CSM), Massachusetts College of Art and Design, New College in Florida, and St. Mary’s College of Maryland. Each of these institutions evolved from circumstances unique to the institution and the political and regulatory environment of the state in which they are located.
- While the model of single public institutions being designated as “charter” universities has not been adopted, the basic concepts of ‘charters’ have been behind other large-scale changes.

### **Conclusions**

- From the public institution’s perspective, the most important regulatory change is the power to set tuition. At issue is not only the need to offset decreases in state funding, but also the goal of achieving greater predictability in revenue sources.
- The agreement between the institution and the state regarding financing is fundamental to the concept of “charter” colleges or universities. In fact, in essentially all the state-level debates about deregulating higher education, the authority of institutions to set tuition rates and manage tuition revenue has been the key issue far outweighing other dimensions of deregulation.
- From a comparative perspective, Louisiana public higher education institutions remain among the most tightly controlled public institutions in the country in terms of key state procedural/operational regulations.

### **Recommendations**

- Most other states have made incremental changes to delegate authority to system and institutional governing boards (comparable to the Louisiana management boards) for key decision areas related to matters such as purchasing, construction contracts, travel, tables of organization (position control) and information technology. Louisiana should act, as have most other states, to deregulate and delegate responsibility to the management boards for these procedural/operational matters.



- Once the changes cited above are implemented, the State of Louisiana may wish to pursue plans to further designate institutions as charter universities. If and when that time comes, questions the State should address prior to assigning any such designation should include:
  - Would granting operational autonomies to a single institution as a ‘charter’ undermine efforts to achieve greater deregulation of these areas across the whole public higher education system?
  - How would delegating these authorities to single institutions as ‘charters’ affect efforts to achieve economies-of-scale in purchasing, information technology and other areas *within* or *among* systems?

### **Senior Staff Recommendation**

The senior staff recommends that the Planning, Research and Performance Committee approves the response to Senate Resolution 171 regarding charter colleges or universities and authorizes the Commissioner of Higher Education to make whatever non-substantive changes necessary prior to its submittal to the appropriate House and Senate Committees of the Legislature.