

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 Thursday, August 13, 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: https://regents.la.gov/live/
Louisiana Tuition Trust Authority (LATTA)	10:15 a.m.	Meeting will be held via Video Conference Meeting can be viewed at: https://regents.la.gov/live/
<u>(Meeting as a Committee of the Whole)</u> <i>Board of Regents</i> <ul style="list-style-type: none"> ➤ COVID-19 Overview ➤ Audit ➤ Finance ➤ Legislative ➤ Academic and Student Affairs ➤ Statewide Programs ➤ Planning, Research & Performance 	10:30 a.m.	Meeting will be held via Video Conference Meeting can be viewed at: https://regents.la.gov/live/

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

BOARD OF REGENTS
P. O. Box 3677
Baton Rouge, LA 70821-3677
Phone (225) 342-4253, FAX (225) 342-9318
www.regents.la.gov

AGENDA
BOARD OF REGENTS*
Meeting as a Committee of the Whole
Thursday, August 13, 2020
10:30 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 June 17, 2020
- VI. COVID-19 Overview
- VII. Reports and Recommendations
 - A. Audit
 1. Contract Year Three Update
 2. Review of Internal Audit Charter
 3. BOR IT Security Audit Update
 4. Other Business: Discussion of the Louisiana Legislative Auditor Management Letter dated April 29, 2020
 - B. Finance
 1. Fiscal Year 2020-2021 Allocation Update
 2. CARES Act Support for Higher Education and Federal Updates
 - C. Legislative

1. Special Session Recap
 2. New Legislative Appointees to Task Forces/Councils
- D. Academic and Student Affairs
1. Consent Agenda
 - a. Terminate AAS Helicopter Aviation – SLCC
 - b. Continued Authorization to Offer Existing Programs 100% Online
 2. Academic Programs
 - a. Letters of Intent
 - i. BMT Music Therapy – LSU A&M
 - ii. BS Occupational Therapy Assistant – UL Monroe
 - iii. MS Clinical Nutrition & Dietetics Leadership – Nicholls
 - b. Program Proposals
 - i. AAS Surgical Technology – Delgado
 - ii. AS Health Sciences – LSU-E
 - iii. PBC Accounting – LSU-A
 - iv. GC Cloud Computing & Machine Learning – LSU A&M
 - v. GC Interprofessional Leadership – UL Monroe
 - vi. PhD Nursing – LSU HSC-NO
 - vii. PhD Justice Studies – UNO
 3. 2020-21 Master Articulation Matrix
- E. Statewide Programs
1. Consent Agenda
 - a. Approval of Rulemaking – Acts from 2020 Regular Session
 - b. Approval of TOPS Exceptions
- F. Planning, Research and Performance
1. Consent Agenda
 - a. R.S. 17:1808 (Licensure)
 - i. Initial License
 - (a) Strayer University
 - ii. License Renewals
 - (a) Upper Iowa University
 - (b) Walden University
 - (c) Wiley College
 - (d) Embry-Riddle Aeronautical University
 - b. Proprietary Schools Advisory Commission
 - i. Initial License
 - (a) Cross Road CDL Academy, LLC (Harvey, LA)
 - (b) NOLA Institute of Gaming, LLC (New Orleans, LA)
 - ii. Renewal Applications

- (a) Advance Healthcare Institute, LLC (05/26/11)
- (b) BAR/BRI (Baton Rouge) (05/23/12)
- (c) BAR/BRI (New Orleans) (05/23/12)
- (d) Ben D. Johnson Educational Center, Inc. (06/19/19)
- (e) Blue Cliff College--Alexandria (05/25/06)
- (f) Delta College of Arts & Technology (06/25/92)
- (g) Diesel Driving Academy (Baton Rouge) (06/25/87)
- (h) Global Trucking Academy (06/29/16)
- (i) Holmes Healthcare Training Center Corp. (06/19/19)
- (j) Instructors for Life, LLC (06/19/19)
- (k) Integrated Education Solutions, LLC (05/23/18)
- (l) Lincoln College of Technology (05/22/03)
- (m) Louisiana Institute of Massage Therapy (05/22/13)
- (n) McCann School of Business and Technology (05/23/18)
- (o) Med-Advance Training (05/22/17)
- (p) Oak Park School of Dental Assisting (05/28/09)
- (q) Operation Spark (06/29/16)
- (r) Ouachita Truck Driving Academy, LLC (05/22/03)
- (s) Petra College, Inc. (05/27/15)
- (t) Precision Weld Testing & Training, LLC (05/23/18)
- (u) Remington College (Lafayette) (05/26/11)
- (v) Remington College (Shreveport) (05/26/11)
- (w) SIHAF Career Institute (05/21/14)

c. State Authorization Reciprocity Agreement (SARA)

i. Renewal Applications

- (a) Delgado Community College
- (b) Louisiana Tech University
- (c) Southern University at Shreveport
- (d) University of New Orleans

2. Extension of Emergency Policy for Admissions

3. Admissions Audit Plans for Fall 2019, Fall 2020, and Fall 2021

VIII. Chairman's Comments

IX. Other Business

X. Adjournment

*Note: The Board of Regents reserves the right to enter into Executive Session, if needed, in accordance with R.S. 42:11 *et seq.*

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

P. O. Box 3677
Baton Rouge, LA 70821-3677
Phone (225) 342-4253, FAX (225) 342-9318
www.regents.la.gov

CERTIFICATION OF INABILITY TO OPERATE DUE TO LACK OF IN-PERSON QUORUM

I certify, in accordance with Proclamation Nos. 74 JBE 2020 and 75 JBE 2020, issued by Governor John Bel Edwards on June 4, 2020, that the Louisiana Board of Regents will be unable to operate – in particular it will be unable to meet its bylaw and statutory quorum requirements – and will be unable to comply with its Open Meetings Law requirements, because of the orders in Proclamation No. 75 JBE 2020, Section 2 C, which states, “All state agencies, boards and commissions, and local political subdivisions of the state shall continue to provide for attendance at essential governmental meetings via teleconference or video conference and such attendance shall be allowed during the pendency of this emergency. All efforts shall be made to provide for observation and input by members of the public. Before any meeting conducted pursuant to this section, the state agency, boards and commission, or local political subdivision of the state shall first provide a written certification that it will otherwise be unable to operate due to quorum requirements. Such certification shall be posted at the same time and in the same manner as the agenda for the meeting. Nothing in this order shall be interpreted to waive any notice requirements.”

The Board’s August 13, 2020, meeting is essential for the Board of Regents to fulfill its duties and responsibilities under Louisiana Constitution Article VIII, Section 5(D), and its statutory directives, including its planning, coordinating, and budgetary duties and responsibilities for all public postsecondary education.

Pursuant to Section 2 of Proclamation No. 75 JBE 2020, the Louisiana Board of Regents will provide for attendance by the public at its essential meeting on August 13, 2020, via video or teleconference.

Considering the foregoing, and in accordance with Proclamation Nos. 74 JBE 2020 and 75 JBE 2020, the Louisiana Board of Regents’ meeting on Thursday, August 13, 2020, at 10:30 a.m. will be held via video conference and in a manner that allows for observation and input by members of the public as set forth in this notice, posted on August 7, 2020.

A handwritten signature in black ink, appearing to read "Marty J. Chabert", is written over a horizontal line.

Marty J. Chabert, Chair
Louisiana Board of Regents

DRAFT
MINUTES
BOARD OF REGENTS

June 17, 2020

The Board of Regents met as a Committee of the Whole at 9:01 a.m., Wednesday, June 17, 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
William Jewell, Student
Robert Levy
Phillip May, Jr.
Charles McDonald
Darren Mire
Sonia Pérez
Wilbert Pryor
T. Jay Seale III
Gary Solomon, Jr.
Gerald Theunissen
Felix Weill

Mgt. Board Representatives present:

Paul Price, LCTCS System
Robert Dampf, LSU System
Leon Tarver, SU System

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.

PUBLIC COMMENTS

Chair Chabert asked if there were any public comments. There was one public comment from Camille Conaway of LABI. She stated that, with regard to the legislative update, the Governor has signed HB 826 by Representative Pressly from the regular session. This bill provides limited liability for COVID-

19 spread to all public and private entities in the state, including educational institutions. Entities will not be liable for spread of the virus provided they are following relevant official guidance and guidelines. Only in cases of gross negligence or willful misconduct will an entity be liable. Chair Chabert thanked Ms. Conaway for that information.

APPROVAL OF THE MINUTES OF MAY 28, 2020

On motion of Regent David, seconded by Regent Pérez, the Board, acting as a Committee of the Whole, voted unanimously to approve the minutes of May 28, 2020.

COVID-19 OVERVIEW

Commissioner Kim Hunter Reed gave an overview relative to the continuing and new challenges faced by higher education over the last 30 days, including the ongoing pandemic, racial unrest, a tropical storm, and the ongoing special session. Dr. Reed stated that the focus must remain on listening to the students while educating, advancing policy, and providing a space for all to be heard. The students are eager to return to in-person classes and the higher education community must ensure that students can persist safely.

Dr. Reed stated that collaborations between the Board of Regents, Louisiana Department of Health and public and private institutions has led to shared guidance for a phased approach to safe reopening of campuses in the fall. The Board of Regents hosted a webinar with Dr. Alexander Billioux so campus leaders could walk through the guidance with state health experts and ask questions to gain clarity. In addition, Dr. Welch and Dr. Craig hosted a webinar for proprietary school partners. This fall, campus leaders will focus on educating while social distancing, following the latest health care guidance to keep communities safe.

Dr. Reed stated that one of the state's greatest challenges is to get people back to work. She said that now is the time to double down on the Master Plan goal of talent development and elimination of persistent and damaging equity gaps. On Friday, June 19, 2020, in partnership with the Workforce Commission, Dr. Reed will present the Education and Workforce Development Taskforce recommendations to the Resilient Louisiana Commission, of which Regent Pérez is a member.

Regent Ewing requested preliminary numbers on students returning to classes, asked if students could participate in online and in-person classes, and requested the difference for institutions between online and in-person attendance. This information will be provided by staff.

Dr. Reed stated that institutions must focus on being inclusive, diverse and engaged campus communities that provide a rich and effective learning environment for all students. Dr. Reed noted that she participated with her daughter in a peaceful protest organized by Regent Temple's sister. She stated that the number one goal is listening to and supporting our students. Chair Chabert stated that he is proud of the students as well.

REPORTS AND RECOMMENDATIONS

FINANCE

FISCAL YEAR 2020-2021 UPDATE

Mr. Matthew LaBruyere, Associate Commissioner for Finance and Administration, gave an update for informational purposes of the Fiscal Year 2020-2021 budget.

CARES ACT SUPPORT FOR HIGHER EDUCATION AND FEDERAL UPDATES

Mr. LaBruyere gave an update for informational purposes on the federal funding allocated to students and institutions as a result of the CARES Act Support for Higher Education.

Regent Weill asked about the distribution of funds for the students. Mr. LaBruyere stated that all funds were distributed last month and some institutions maintained a reserve for the summer and fall semesters. Dr. Reed stated that she was grateful for the CARES Act Support and thanked Mr. LaBruyere and Mr. Terrence Ginn, Deputy Commissioner for Finance and Administration, for their work on the budget.

LEGISLATIVE

Ms. Erin Cowser, Assistant Commissioner for Legislative and External Affairs, gave updates for informational purposes on the current legislative items affecting higher education. She highlighted items from both the special session and the regular session.

Regent Ewing asked if any of the three bills regarding gun control would allow people to carry guns on college campuses. Ms. Cowser noted that, per her understanding, they would not. Chair Chabert thanked Dr. Reed, Ms. Cowser, Mr. Ginn, and Mr. LaBruyere for their work during the sessions.

ACADEMIC AND STUDENT AFFAIRS

Dr. Susannah Craig, Deputy Commissioner of Academic Affairs and Innovation, presented the Academic Programs agenda items for Academic and Student Affairs, giving brief explanations of each program proposal. Regent Ewing asked if after completing the AS Teaching, Grades 1-5 (LDCC) a student would be certified to teach. Dr. Craig stated that students would not; a bachelor's degree would still be required. Regent Solomon asked if there was a difference between the two AAS Practical Nursing (CLTCC and SOWELA) programs. Dr. Craig stated that the programs were essentially the same, but would serve different regions of the state. Regent May asked if Undergraduate Certificates were used in other states. Dr. Craig said that the program was developed by the State of Louisiana based on industry requests. Dr. Reed stated that the programs are being offered in other states and are seen as a way to align to workforce needs. Regent Ewing asked if it was normal procedure for doctoral degree programs to include teaching by graduate assistants. Dr. Craig stated that this is common practice and the graduate assistants work in conjunction with a Ph.D. professor. Regent Solomon asked if the MS Industrial Chemistry (ULL) program was marketed with a focus on chemical manufacturing. Dr. Craig stated that this focus was strengthened due to geographical needs and was developed with industry support. Dr. Reed stated that since the industries support the students with work-based opportunities, such as internships, and provide adjunct professors, this increases student awareness of the employment opportunities. Dr. Reed thanked Dr. Craig and the Academic and Student Affairs staff for their hard work in clearing a significant number of pending program proposals.

ACADEMIC PROGRAMS

- a. Program Proposals
 - i. Associate's
 - (a) AAS Practical Nursing – CLTCC
 - (b) AAS Practical Nursing – SOWELA

- (c) AAS Surgical Technology – BPCC
- (d) AS Teaching, Grades 1-5 – LDCC
- ii. Undergraduate Certificates
 - (a) UC Audiology – LA Tech
 - (b) UC Criminal Psychology – LA Tech
 - (c) UC Geographic Information Science – LA Tech
 - (d) UC Information Assurance and Cybersecurity – LA Tech
 - (e) UC Lean Six Sigma – LA Tech
 - (f) UC Business Fundamentals – LSU-S
 - (g) UC Business Law – LSU-S
 - (h) UC Small Business Management – LSU-S
 - (i) UC Digital Health Management – Southeastern
 - (j) UC Population Health Management – Southeastern
- iii. Graduate Certificates
 - (a) GC Industrial-Organizational Psychology – LA Tech
 - (b) GC Educational Technology Facilitator – Nicholls
 - (c) GC Educational Technology Leader – Nicholls
 - (d) GC Healthcare Advocacy – ULM
 - (e) GC Senior Healthcare Management – ULM
- iv. Bachelor of Science Mass Communication – LSU-S
- v. Master's
 - (a) MS Financial Economics – LSU A&M
 - (b) MS Industrial Chemistry – ULL
- vi. Ph.D. Statistics – LSU A&M

On motion of Regent Solomon, seconded by Regent May, the Board, acting as a Committee of the Whole, voted unanimously to approve the items as presented.

FACILITIES AND PROPERTY

Mr. Chris Herring, Assistant Commissioner for Facilities and Planning, presented the items for Facilities and Property.

CONSENT AGENDA

- a. Small Capital Projects
 - i. LSU A&M: Chemical Engineering Restroom Renovations
 - ii. LSU A&M: FETI New Building for Self-Contained Breathing Apparatus and Compressor
 - iii. LSU A&M: Firing Range Facility
 - iv. LSU A&M: Food Science Building Tile Roof Repair
 - v. LSU A&M: Football Ops Building Video Tower
 - vi. LSU A&M: Jesse Coates Hall Biology Teaching Labs
 - vii. LSU A&M: Student Union Areas 2 and 3 Roof Replacement

- viii. LSU HSCNO: Dental School Orthodontics Conference Room & Office Renovation
- ix. LSU HSCNO: MEB 1st Floor Lobby Flooring Replacement
- x. LSU-S: Asphalt Parking Lot Repair and Overlay
- xi. LSU-S: Business Education Building – Business Intelligence Lab
- xii. LSU-S: Business Education Building Student Advising Center Suite & Boardroom Renovation
- xiii. LSU-S: Health & PE Building Locker Room Remodel
- xiv. LSU-S: Health & PE Building Racquet Ball Court Conversion
- xv. NSU: Turpin Stadium Elevator Upgrade
- xvi. UNO: Engineering Building Roof Replacement

3RD PARTY PROJECTS

- a. SLU Strawberry Stadium Turf Replacement

On motion of Regent Seale, seconded by Regent May, the Board, acting as a Committee of the Whole, voted unanimously to approve the Consent Agenda and 3rd Party Project items as presented.

OTHER BUSINESS

Mr. Herring provided an update for informational purposes on House Bill 2. Dr. Reed stated that the staff would ensure the Board receives a list of approved projects by campus and system.

RESEARCH AND SPONSORED INITIATIVES

Ms. Carrie Robison, Deputy Commissioner for Research and Sponsored Initiatives, presented the items for Research and Sponsored Initiatives.

CONSENT AGENDA

- a. Appointment of Endowed Chairholder without National Search: Pennington Biomedical Research Center

ENDOWMENT PROGRAM POLICY REVISIONS

- a. Endowed Two-Year Workforce Scholarships: Eligibility of Disciplines and Match Rates
- b. All Programs: Retention of Assets and Annual Spending Allocations

On motion of Regent Weill, seconded by Regent Pérez, the Board, acting as a Committee of the Whole, voted unanimously to approve the items on the Consent Agenda and Endowment Program Policy Revisions as presented.

STATEWIDE PROGRAMS

CONSENT AGENDA

Dr. Sujuan Boutté, LOSFA Executive Director, presented the Consent Agenda item.

- a. Approval of TOPS Exceptions

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

BOARD OF REGENTS (BOR) POSTSECONDARY EDUCATION INSTITUTION OPIOID EDUCATION, TRAINING AND REPORTING POLICY

Dr. Allison Smith, Program Administrator for the Louisiana Center Addressing Substance Use in Collegiate Communities (LaCASU), presented the Opioid Education, Training and Reporting Policy. Regent Solomon asked if the policy had an amnesty provision included. Dr. Smith said that there are statewide laws, applicable to all campuses, which give immunity to first responders, good Samaritans, and those who take drugs and call for help. Dr. Smith further explained that the policy would provide online training for all campuses, to increase awareness for students.

On motion of Regent Solomon, seconded by Regent Mire, the Board, acting as a Committee of the Whole, voted unanimously to approve the Board of Regents (BOR) Postsecondary Education Institution Opioid Education, Training and Reporting Policy as presented.

OTHER BUSINESS

Dr. Boutté provided LOSFA and TOPS updates.

PLANNING, RESEARCH AND PERFORMANCE

Dr. Craig presented the Consent Agenda items for Planning, Research and Performance.

CONSENT AGENDA

- a. R.S. 17:1808 (Licensure)
 - i. Initial License
 - (a) Infinity College
 - ii. License Renewals
 - (a) United States University

- b. State Authorization Reciprocity Agreement (SARA)
 - i. Renewal Applications
 - (a) New Orleans Baptist Theological Seminary
 - (b) Louisiana College
 - (c) Franciscan Missionaries of Our Lady University
- c. Update Academic Affairs Policy 2.22

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

LEGAL EDUCATION STUDY RESPONSE

Dr. Randall Brumfield, Deputy Commissioner of Strategic Planning and Student Success, presented the Legal Education Study Response, which includes a three-phase plan to establish a branch campus of Southern University Law Center in Shreveport. He noted that the staff recommendation was to allow for the establishment of a semester in Shreveport pilot for near-completers, placing future graduates in the Shreveport community and allowing them to seek employment opportunities as well.

Chair Domoine Rutledge of the Southern University Board of Supervisors and Southern System President Ray Belton thanked the Board of Regents staff for their hard work on the development of the plan and said they look forward to the collaboration between Regents and Southern University, adding that there is a great deal of excitement and optimism regarding phase one of the plan and that favorable consideration from the Board of Regents would allow Southern to test the market. Chancellor John Pierre of the Southern University Law Center thanked the Board of Regents and staff for working with the Southern University System and Law Center. He acknowledged Senator Gregory Tarver and Representative Cedric Glover for their help in creating an opportunity to bring legal education to northwest Louisiana in a unique and transformative way by providing a new model for success. Regent McDonald stated that he was in support of the plan, but wanted to know its financial impact on other universities across the state. Dr. Reed explained that the success of this program rests on local financial support sustained over the long term, and this request would not be prioritized above support for basic undergraduate education. Dr. Reed further pointed out that review of this pilot plan would begin

one year from the start of the semester in Shreveport pilot, not one year from this meeting. Regent Pryor thanked President Belton, Chancellor Pierre, and the people of Shreveport for their shared enthusiasm in helping to create a legal education opportunity for the people of north Louisiana. Regents Weill and Ewing thanked President Belton and Chancellor Pierre for their hard work but questioned whether the time was right to approve or start new programs. President Belton assured them that this plan, which only approves phase one, allows time to assess the feasibility of and local financial support for the long-term program. He stated that if no revenue was generated from local support, the plan would not go forward. Chair Chabert stated that he was in support of the plan and thought it was worthy of approval. Dr. Reed also noted that multiple approvals will be required to proceed past phase one, including SACSCOC and the American Bar Association. Regent Seale said that the phased approach is worthy of support. Chancellor Pierre stated that the pilot does not require many additional resources because the funds are included in the Caddo Parish Commission's 2020-2021 budget.

Given the NCHEMS recommendation that Regents explore the range of alternatives to incentivize new graduates to locate in Shreveport, on motion of Regent Mire, seconded by Regent Temple, the Board, acting as a Committee of the Whole, voted unanimously to:

- (1) Encourage SULC to pursue the "Semester in Shreveport" pilot, affording students an opportunity to seek employment opportunities in the community while completing their legal education.**
- (2) Allow SULC a year to develop a business/financing plan for Regents consideration following review and consideration by its management board, thus, allowing the law school to assess the impact of the Shreveport pilot as well as community interest in long-term financial support especially given the potential impact of COVID on the economy.**
- (3) Attach system responses to the final report for transmittal to the Legislature for its consideration.**

NCHEMS RESPONSE TO CHANGES TO BE CONSIDERED IN RESPONSE TO COVID-19 FOR LCTCS

Dr. Craig presented the NCHEMS response to changes to be considered in response to COVID-19 for the Louisiana Community and Technical College System (LCTCS). President Monty Sullivan of LCTCS said that, as Louisiana shifts away from state-based funding to tuition-based funding, and with the loss of State General Fund money due to COVID-19, the state must

continue to support rural campuses and the two-year college mission. He further stated that general education courses generate more funds than technical courses, and the state must balance the delivery of both, especially in central and northwest Louisiana. Regent May stated that he appreciated President Sullivan's comments, and that, as president of Entergy, he understood that Louisiana's community and technical colleges play a great role in potential job creation, and that there could be the unintended consequence of losing these jobs if LCTCS reduced campus offerings. Regent Adley thanked President Sullivan for his commitment to provide education on the local level and to rural parishes. Regent Ewing encouraged the Board to get a better overview of the financing of higher education as a whole so that Louisiana does not price itself out of the reach of its students. Dr. Reed said that the staff would work on a post-COVID finance discussion for the September Board meeting.

On motion of Regent Adley, seconded by Regent May, the Board, acting as a Committee of the Whole, voted unanimously to receive the LCTCS study report and request a 90-day report from Regents and LCTCS prioritizing the recommendations and including the following additional information: a general description of issues which have affected the enrollment and financial data, including but not limited to, the reorganization of the system, realignment of the campuses and affected schools; policy changes affecting free dual enrollment at LCTCS colleges; and the percentage of successful graduated by school expressed in total by race and gender.

HBCU DESIGNATION

Dr. Brumfield presented the HBCU Designation agenda item. President Belton indicated that he appreciated the rationale for the HBCU Designation. He stated that he often speaks to the merits of the Master Plan, and that it provides guidance and a pathway to improve the state. He said that Louisiana only prospers if it is able to achieve the goals, and that failure would be detrimental. The HBCU designation will assist higher education in realizing these goals. He thanked Dr. Reed and the staff for taking advantage of the uniqueness of HBCU institutions and for including the HBCU designation in the Master Plan.

On motion of Regent Temple, seconded by Regent Mire, the Board, acting as a Committee of the Whole, voted unanimously to add the HBCU designation and its federal

definition to the classification of institutions in the State of Louisiana and update the Master Plan to include the HBCU designation for Grambling State University, Southern University and A&M College, Southern University at New Orleans, Southern University at Shreveport, and the Southern University Law Center.

CHAIRMAN'S COMMENTS

Chair Chabert noted the following:

- He thanked Regent Jewell for his great work with the Board of Regents and for his commitment to and representation of the students of the state, and presented him with a plaque.
- Regent Jewell thanked the Board of Regents for the experience. He said that leaders are made in the time of controversy and uncertainty. He is excited to be moving to Nashville to enroll in the Master's Program at Vanderbilt University and will keep in touch with the Board of Regents.
- Chair Chabert thanked Carol Marabella for her 30+ years of service to the State and the Board of Regents and acknowledged her retirement as Proprietary School Program Administrator.
- Ms. Marabella said that she has been fortunate to work for the Board of Regents and thanked the Regents staff including her coworkers, especially Nancy Beall, Chandra Cheatham and Kristi Kron.
- Chair Chabert thanked the BoR staff for their continued hard work during the COVID-19 crisis.

OTHER BUSINESS

Chair Chabert mentioned that the next meeting was scheduled for August 12, 2020 and would include the Joint BoR/BESE meeting.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 11:45 a.m.

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
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
P. O. Box 3677
Baton Rouge, LA 70821-3677
Phone (225) 342-4253, FAX (225) 342-9318
www.regents.la.gov

Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS

AUDIT

August 13, 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. Review of Internal Audit Charter
3. BOR IT Security Audit Update
4. Other Business: Discussion of the Louisiana Legislative Auditor Management Letter dated April 29, 2020

Executive Summary

Agenda Item VII.A.2.

The Audit Committee is required to review the Internal Audit Charter annually and reapprove the charter for the upcoming year. The Internal Audit Charter provides the purpose, authority, responsibility and position within the organization. Since the Charter was last updated, there were no changes to the Institute of Internal Auditing Standards that would necessitate a change. P&N has reviewed the most recently updated charter, approved August 28, 2019. Based on P&N's review, no changes are recommended to the charter at this time. **The Board will be asked to vote on P&N's recommendation.**

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

P. O. Box 3677
Baton Rouge, LA 70821-3677
Phone (225) 342-4253, FAX (225) 342-9318
www.regents.la.gov

Claudia H. Adley
Randy L. Ewing
Robert W. Levy
Phillip R. May
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 Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS

FINANCE

August 13, 2020

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

VII. Reports and Recommendations

B. Finance

1. Fiscal Year 2020-2021 Allocation Update
2. CARES Act Support for Higher Education and Federal Updates

**Finance Committee
Executive Summary
August 13, 2020**

1. Fiscal Year 2020-2021 Allocation Update

On June 30, 2020, the Legislature passed the General Appropriations Bill (House Bill 1), which was then signed by the Governor on July 8, 2020 and became Act 1 of the 2020 1st Extraordinary Session. The total funding for higher education is \$2.8B including State General Fund (SGF), Self-Generated Revenues, Interagency Transfers, Statutory Dedications, and Federal funds. As a result of utilizing \$100M in federal CARES Act funds received by the state to help mitigate budget cuts, higher education received an overall reduction of \$21.7M. Additional state funding in the amount of \$28M was provided for Louisiana’s specialized institutions that do not enroll students (LUMCON, Agricultural Centers and Pennington Biomedical Research Center), TOPS and GO Grant scholarships, and accreditation funding. Student-based institutions are bracing for possible decreases in enrollment, which heightens institutional sensitivity around loss of tuition and financial stability.

The SGF changes in Act 1 include the following:

Act 1 of 2020 1st Extraordinary Session	
Amount	SGF Description
\$1,062,048,947	FY20 Base
(\$99,921,118)	Coronavirus Relief Fund means of financing swap with IAT increase in FY20
\$99,921,118	Utilization of FY20 IAT Funds for operating expenses in FY21
(\$21,704,560)	Funding reduction associated with FY21 budget shortfall
\$5,565,220	TOPS increase as a result of the TOPS Fund decrease
\$5,066,644	TOPS enhancements
\$4,250,000	LSU Agricultural Center
\$2,500,000	Pennington Biomedical Research Center
\$1,820,000	LSU Health Sciences Center - Shreveport
\$1,725,000	LUMCON
\$1,200,000	Southern University Board of Supervisors
\$1,050,000	SU Agricultural Center
\$1,000,000	GO Grants
\$1,000,000	START enhancements
\$1,000,000	STEM Council
\$900,000	Accreditation for Northshore, Central LA, and Northwest LA Technical & Community Colleges
\$574,000	University of Louisiana at Lafayette
\$250,000	LCTCS Agricultural Technology Study Commission
\$150,000	McNeese State University
\$1,068,395,250	FY21 Appropriated SGF Base

The allocation of funds by institution is provided on the next page.

**Finance Committee
Executive Summary
August 13, 2020**

Allocation of Higher Education Funding for FY21

FY 2020-21 Act 1 as of 7-8-2020							
System	Institution Name	SGF Base with CARES Act Funds as SGF Equivalent	Interagency Transfer	Self Generated	Statutory Dedications	Federal	Total
BOR	Board of Regents	16,178,688	13,068,704	2,930,299	24,450,000	12,172,314	65,550,005
	LOSFA Admin	10,461,936	670,998	-	160,000	37,338,331	48,631,265
	TOPS	262,461,978	-	-	57,421,289	-	319,883,267
	GO Grants	29,429,108	-	-	60,000	-	29,489,108
	START	2,900,000	-	-	-	-	2,900,000
	LUMCON	3,930,182	375,000	6,070,000	33,097	2,934,667	13,342,946
	Auxiliary	-	-	3,030,000	-	1,100,000	4,130,000
BOR Total		325,361,892	14,114,702	12,030,299	82,124,386	53,545,312	483,926,591
LCTC SYS	Baton Rouge CC	14,202,805	-	22,900,000	638,894	-	36,091,699
	Bossier Parish CC	10,887,780	-	21,500,000	324,085	-	30,446,865
	Central LA Tech. CC	5,366,710	-	5,350,000	270,759	-	10,451,469
	Delgado CC	25,025,544	-	50,000,000	1,301,359	-	72,146,903
	L.E. Fletcher Tech. CC	4,319,575	-	7,425,000	147,200	-	11,501,775
	LCTC BOS	4,301,528	-	-	-	-	4,301,528
	Adult Basic Education	2,870,000	-	-	-	-	2,870,000
	Workforce Training	-	-	-	10,000,000	-	10,000,000
	LCTCS Online	1,245,091	-	-	-	-	1,245,091
	Louisiana Delta CC	7,108,428	-	10,570,000	344,503	-	17,501,931
	Northwest LA Technical CC	4,257,410	-	2,850,000	186,561	-	6,362,971
	Nunez CC	3,998,551	-	6,200,000	125,040	-	9,678,591
	Northshore Tech. CC	6,246,527	-	9,790,000	191,729	-	15,268,256
	River Parishes CC	5,763,587	-	9,595,000	206,315	-	14,664,902
	South Louisiana CC	13,635,709	-	18,250,000	638,782	-	30,448,491
	Sowela Technical CC	8,926,145	-	10,500,000	858,059	-	19,384,204
LCTC SYS Total		118,155,391	-	174,930,000	15,233,286	-	292,364,677
LSU SYS	LSU Ag Center	74,024,947	-	6,807,967	3,720,427	13,018,275	94,136,666
	LSU Alexandria	5,040,250	-	17,291,127	229,070	-	19,984,147
	LSU A&M	112,907,991	7,614,116	439,816,716	11,916,815	-	566,893,838
	LSU Eunice	4,778,505	-	10,628,383	213,209	-	12,543,497
	LSU HSC - NO	76,663,200	-	67,736,379	3,526,217	-	142,575,796
	LSU HSC - S	58,558,100	-	23,636,590	6,879,411	-	81,796,401
	LSU Shreveport	8,804,249	-	52,994,397	539,159	-	61,556,705
	Pennington	19,310,797	-	845,561	80,408	-	18,736,766
LSU SYS Total		360,088,039	7,614,116	619,757,120	27,104,716	13,018,275	998,223,816
SU SYS	Southern Ag. Ctr.	4,914,457	-	-	1,797,470	3,654,209	10,366,136
	Southern BR A&M	18,944,708	3,028,515	62,181,366	1,593,248	-	84,078,854
	Southern Law	4,152,610	-	13,967,744	172,939	-	17,876,002
	Southern N.O.	8,909,457	-	14,947,545	502,799	-	23,609,065
	Southern S'port	5,552,799	-	10,008,838	162,060	-	15,129,395
	SU BOS	4,399,565	-	-	-	-	4,399,565
SU SYS Total		46,873,596	3,028,515	101,105,493	4,228,516	3,654,209	155,459,017
UL SYS	Grambling State	13,760,264	-	35,470,043	891,293	-	47,006,214
	Louisiana Tech	27,023,501	-	103,355,648	1,686,957	-	125,669,869
	McNeese State	16,445,046	-	53,389,120	2,958,140	-	68,031,865
	Nicholls State	13,939,507	-	44,317,731	955,184	-	56,218,351
	Northwestern State	20,133,757	74,923	61,651,127	1,114,319	-	79,321,580
	Southeastern La	27,138,864	-	96,872,099	1,765,779	-	120,698,774
	UL BOS	1,001,967	-	2,814,000	-	-	3,815,967
	Univ. of La - Lafayette	46,888,398	185,000	136,939,525	2,274,579	-	178,026,906
	Univ. of La - Monroe	27,010,362	-	68,227,710	1,609,834	-	91,694,700
	Univ. of New Orleans	24,574,667	-	69,746,142	2,182,906	-	87,986,810
UL SYS Total		217,916,333	259,923	672,783,145	15,438,991	-	858,471,036
Grand Total		1,068,395,250	25,017,256	1,580,606,057	144,129,895	70,217,796	2,788,445,136

2. CARES Act Support for Higher Education and Federal Updates

Through the CARES Act passed in April 2020, Louisiana received \$50.3M for the Governor's Education Emergency Relief Fund (GEERF). The Governor allocated \$15.3M for higher education needs. This includes \$10M for Louisiana Reboot within the Louisiana Community and Technical College System (LCTCS), including LSU-E and SUSLA, \$4.5M to purchase devices for students, \$500,000 for professional development of faculty, and \$250,000 for dual enrollment.

On July 27th, the U.S. Senate introduced the Health, Economic Assistance, Liability Protections & Schools Act (HEALS Act), which would provide \$1 trillion in funding to target key aspects of the nation's coronavirus response and efforts to reopen the economy. In this proposed act, \$105B would be allocated to education as follows: \$70B for elementary and secondary schools, \$29B for higher education, and \$5B for governors to allocate at their discretion.

**Finance Committee
Executive Summary
August 13, 2020**

The \$29B for higher education would be allocated to the Higher Education Emergency Relief Fund (HEERF), just as CARES Act dollars were. The \$29B is allocated as follows:

- 85% of \$29B – \$24.74B – to all Qualifying Institutions (with 90% based on Pell FTE and 10% on non-Pell FTE)
- 10% of \$29B – \$2.9B – to Historically Black Colleges and Universities (HBCUs) and Minority-Serving Institutions (MSI)
- 5% of \$29B – \$1.45B – for grants to institutions that have unmet needs through the Fund for the Improvement of Postsecondary Education (FIPSE)

Institutions would be allowed to use the funds for two purposes:

- To “defray expenses associated with coronavirus (including lost revenue, reimbursement for expenses already incurred, technology costs associated with a transition to distance education, faculty and staff trainings, and payroll)”; and
- To “provide financial aid grants to students (including students exclusively enrolled in distance education), which may be used for any component of the student’s cost of attendance or for emergency costs that arise due to coronavirus.”

This is the latest update available. Regents staff will provide additional updates at the Board meeting, as appropriate. Additionally, institutions will share details of their budgets and finance matters related to COVID at the September budget hearing.

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
P. O. Box 3677
Baton Rouge, LA 70821-3677
Phone (225) 342-4253, FAX (225) 342-9318
www.regents.la.gov

Board of Regents Meeting as a Committee of the Whole

Reports and Recommendations
LEGISLATIVE
August 13, 2020

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

VII. Reports and Recommendations

C. Legislative

1. Special Session Recap
2. New Legislative Appointees to Task Forces/Councils

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

P. O. Box 3677
Baton Rouge, LA 70821-3677
Phone (225) 342-4253, FAX (225) 342-9318
www.regents.la.gov

Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
ACADEMIC AND STUDENT AFFAIRS

August 13, 2020

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

VII. Reports and Recommendations

D. Academic and Student Affairs

1. Consent Agenda
 - a. Terminate AAS Helicopter Aviation - SLCC
 - b. Continued Authorization to Offer Existing Programs 100% Online
2. Academic Programs
 - a. Letters of Intent
 - i. BMT Music Therapy – LSU A&M
 - ii. BS Occupational Therapy Assistant – UL Monroe
 - iii. MS Clinical Nutrition & Dietetics Leadership – Nicholls
 - b. Program Proposals
 - i. AAS Surgical Technology – Delgado
 - ii. AS Health Sciences – LSU-E
 - iii. PBC Accounting – LSU-A
 - iv. GC Cloud Computing & Machine Learning – LSU A&M
 - v. GC Interprofessional Leadership – UL Monroe
 - vi. PhD Nursing – LSU HSC-NO
 - vii. PhD Justice Studies – UNO
3. 2020-21 Master Articulation Matrix

AGENDA ITEM VII.D.1.a.

Termination of the Associate of Applied Science in Helicopter Aviation South Louisiana Community College

Background Information

The AAS in Helicopter Aviation (CIP 49.0101) was established at SLCC in August 2016. The campus submitted a request to terminate the program in July 2020.

Staff Summary

As required for all newly approved degree programs, SLCC has regularly submitted progress reports since the program was approved. Based on information provided in the January 2020 progress report, staff requested further details and updates on faculty hiring and retention and student recruitment efforts. The institution later submitted a request to terminate the program indicating that the cost to sustain the program was unsustainable with the number of students enrolling. SLCC's Department of Aviation includes two programs, Helicopter Aviation and Aviation Maintenance Technology. Upon termination of the Helicopter Aviation program, the Aviation Maintenance Technology program will be moved to the Applied Engineering Department and the Department of Aviation will be terminated. No new students will be admitted beginning Fall 2020. All current students will be provided with a curriculum plan and the opportunity to complete all degree requirements in the program. Anticipated semester reporting completion of degrees is Fall 2021. This date may be altered if COVID-19 prevents students from remaining on track with the program.

STAFF RECOMMENDATION

Senior Staff recommends approval of the termination of the Associate of Applied Science (CIP 49.0101) at South Louisiana Community College.

AGENDA ITEM VII.D.1.b.

Authorization for Existing Degree Programs to be Offered 100% Online – Extension

In response to the COVID 19 pandemic and Governor Edwards' executive orders, Louisiana's public postsecondary institutions moved to 100% online instruction for the remainder of the spring semester, and into the summer semesters.

According to Academic Affairs Policy 2.12 "Delivery of Degree Programs Through Distance Learning Technology," Board approval is required for existing degree programs to transition to 100% online delivery. Academic Affairs Policy 2.17 "Staff Approval of Routine Academic Requests" authorizes the Deputy or Associate Commissioner for Academic Affairs to approve, among other routine items, the delivery of "existing academic program[s] through distance learning technologies." Institutions do not require Board approval to offer individual courses online.

At the April 2020 meeting, the Board received a report that Regents staff had granted approval for all existing academic programs at the state's public postsecondary institutions to be offered 100% online or through distance learning technologies as deemed appropriate by each institution retroactively effective at the beginning of the Spring 2020 semester, and effective through August 31, 2020. Based on the nature of the continuing pandemic and official recommendations, staff have extended the blanket approval through the 2020/21 academic year effective until August 31, 2021. Programs that wish to continue offering programs 100% online beyond August 31, 2021, must submit a request for Regents approval for each program as required by policy.

Senior Staff endorses this approval. No Board action is required.

AGENDA ITEM VII.D.2.a.i

Letter of Intent to Develop a Bachelor of Music Therapy Louisiana State University A&M

Background Information

Louisiana State University A&M (LSU) requests Board of Regents approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Music Therapy (BMT). The LoI was approved by the LSU 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.

Staff Summary

The proposed program will prepare undergraduate students for eligibility to sit for the board certification exam to become clinical music therapists and clinician-based researchers in music therapy. A degree in Music Therapy prepares individuals to use music in therapeutic relationships to address patients' physical, psychological, cognitive, emotional, and social needs.

1. Value

- a. **Same or Similar In-state Programs:** There is currently only one university housing a music therapy program in Louisiana – Loyola University in New Orleans. There are currently only 75 board certified music therapists listed on the Certified Board for Music Therapists website as living in the state of Louisiana. The majority of these therapists are in the New Orleans area. There are currently only two music therapists listed in the Music Therapists database in Baton Rouge.
- b. **Workforce Demand and Job Opportunities:** Although the Louisiana Workforce Commission does not specifically identify music therapist occupations, the closest occupation of Occupational Therapists carries a five-star rating. Salaries for this occupation range from \$50,731 to \$123,547 depending on experience. As one must be board certified to become a music therapist, students must have the requisite skills to sit and take the exam. This program will provide the tools necessary to do so.
- c. **Student Enrollment and Completion:** With only one other institution in the state of Louisiana offering this program (a private university), the demand for this program in a state university in Louisiana is warranted, especially given the health and wellness related focus of the university. For the first few years, incoming freshman classes of 15-20 are likely based upon dissemination of program marketing. Nationally, the American Music Therapy Association gathers enrollment data and number of graduates each year, and this anticipated number of freshmen is estimated as being within the range of comparable peer institutions.

2. Resources

The program will be administered by the School of Music within the College of Music & Dramatic Arts and will be supported by the Ava and Cordell Haymon Chair in Music Therapy. The endowed chair in music therapy is the only one of its kind in the U.S. A donation of \$1.2 million has been given to LSU to establish the Endowed Chair, and the campus is currently seeking a BoRSF match. Current facilities, equipment, and research equipment are available within the School of Music; however, the faculty have requested the need for an academic program director, an increase in additional musical instruments for the first few years of the program. All costs will be subsumed by private donations and the tuition and fee revenues of the program.

Staff Analysis

CAOs around the state support the development of a music therapy program at LSU A&M. There was no

opposition to the addition of the program. Furthermore, a letter of support from the President and CEO of Baton Rouge General confirms the hospital's pledge to serve as a site partner for student practicums, internships and more. The proposed Bachelor of Music Therapy has the potential to provide students with a unique degree option that could lead to employment in a variety of settings, from addiction recovery centers and hospice, to general and psychiatric hospitals, community mental health agencies, day care facilities, nursing homes, schools and private practice.

STAFF RECOMMENDATION

Senior Staff recommends approval of the Letter of Intent to develop a full proposal for a Bachelor of Music Therapy (CIP 512305) at Louisiana State University A&M.

AGENDA ITEM VII.D.2.a.ii.

Letter of Intent to Develop a Bachelor of Science in Occupational Therapy Assistant University of Louisiana Monroe

Background Information

The University of Louisiana at Monroe (ULM) has requested Board of Regents' approval of a Letter of Intent (LOI) to develop a proposal for a BS in Occupational Therapy Assistant (BSOTA). The LOI was approved by the ULS Board of Supervisors at its April 2020 meeting and sent to the BoR for review and consideration. The proposal was then circulated to CAOs for review and comment.

Staff Summary

In April 2019, the Accreditation Council for Occupational Therapy Education (ACOTE) adopted a policy of dual entry-level degrees at both the associate level and baccalaureate level for OTAs. ULM continues to offer the AS in Occupational Therapy (ASOTA) and plans to convert the existing 75-credit hour associate degree to a 120-credit hour bachelor's degree. The proposed BSOTA will provide students with a more in-depth education in Occupational Therapy and better prepare them for graduate study including the Master of Occupational Therapy (MOT) degree also offered by ULM. Prior to 2006, ULM offered a bachelor's degree in OT and an associate degree in OTA. The bachelor's degree in OT was terminated in 2006 when the Accreditation Council for Occupational Therapy Education (ACOTE) mandated that all entry-level OT programs transition to a master's degree; however, the ASOTA program remained viable and valuable. Because entry into the MOT requires a bachelor's degree, the planned program would help prepare students as both Occupational Therapy Assistants upon graduation but also ensure they are ready to move onto graduate study if they choose. Both ULM's ASOTA and MOT programs have been successful with nearly 100% graduation rates, national board passage rates, and employment rates.

1. Value:

- a. Same or Similar In-State Programs: ULM's program would be the first bachelor's degrees in Occupational Therapy Assistant in the state. Bossier Parish Community College and Delgado Community College both continue to offer the AAS in Occupational Therapy Assistant.
- b. Workforce Demand and Job Opportunities:
 - The Louisiana Workforce Commission (LWC) lists OTA as a 5-star job and one of the fastest growing occupations in the northeast Louisiana regional labor market through 2024.
 - The Bureau of Labor Statistics (BLS) reports that overall employment of Occupational Therapy Assistants is projected to grow 31% from 2018 to 2028, much faster than average for all other occupations. The median annual salary for OTAs was about \$60K per year in 2018.
- c. Student Enrollment and Completion: Currently, 85% of ULM's ASOTA graduates go on to earn a bachelor's degree in anticipation of moving on to the MOT. The program enrolls approximately 30 students per year, and the proposed bachelor's degree expects similar numbers.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Prog. Enrollment	30	60	90	90	90
Prog. Graduates	-	~30	~30	~30	~30

2. **Resources**: Transitioning the program to the baccalaureate level will require three additional faculty members (2 in YR1 and 1 in YR2) to meet the needs of additional students, more courses, and ACOTE accreditation requirements. Revenue from the program is expected to cover the additional costs by year 2 of full implementation once 60 students are enrolled in the program.

	Current	Needed	Additional Costs
Faculty	Three full time faculty currently work in the ASOTA program and all will transition to the BSOTA.	Three additional full-time faculty.	\$241K/yr
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

Staff Analysis

While the costs of adding three full time faculty are significant, ULM will be better leveraging their resources and meeting the needs and demand of current students by transitioning to a bachelor's degree program. ACOTE and industry certification standards in healthcare fields in general continue to increase, and ULM will be well positioned to ensure its graduates meet industry standards as well as being prepared to continue on to the MOT. Strong application, enrollment, and graduation numbers in the ASOTA as well as the high number of students who go on to complete a bachelor's degree indicates to staff that ULM will have no trouble meeting its projected enrollment and graduation targets ensuring the program is self-supported. Based on feedback provided during the statewide CAO review, the full proposal must further assess whether the undergraduate curriculum is sufficient to meet entrance requirements for MOT programs outside ULM.

STAFF RECOMMENDATION

Senior Staff recommends approval of the Letter of Intent to develop a Bachelor of Science in Occupational Therapy Assistant (CIP 51.0803) at the University of Louisiana at Monroe.

AGENDA ITEM VII.D.2.a.iii.

Letter of Intent to Develop a Master of Science in Clinical Nutrition & Dietetics Leadership Nicholls State University

Background Information

Nicholls State University (Nicholls) requests Board of Regents approval of a Letter of Intent (LoI) to create a proposal for a Master of Science in Clinical Nutrition & Dietetics Leadership. The LoI was approved by the UL Board of Supervisors and forwarded to the Board of Regents for consideration. The LoI was then circulated to Chief Academic Officers (CAOs) statewide for review and comment.

Staff Summary

Nicholls currently offers a Bachelor of Science (BS) in Dietetics and a Dietetics Internship (DI). Presently, completion of the BS and DI allow for a student to sit for the national Registration Examination for Dietitians. The purpose of the proposed MS in Clinical Nutrition and Dietetics Leadership is to meet future credentialing requirements set forth by the Commission on Dietetics Registration (CDR). The Commission has mandated that in order to earn the credentials of Registered Dietician (RD) a student must earn a master's degree in addition to completion of a dietetic internship program, effective January 2024. The proposed online graduate program will also provide current RDs and dietetic students an opportunity for building upon and enhancing professional knowledge and skills.

1. Value

- a. Same or Similar In-state Programs: While ULL offers a MS in Nutrition and Dietetics and McNeese offers a MS in Health and Human Performance with a concentration in Nutrition and Wellness, the proposed program of Clinical Nutrition and Dietetics Leadership would be the first of its kind among public universities in Louisiana. The course offerings in the proposed MS are designed to prepare graduates with the critical thinking and problem-solving skills required to become leaders in the nutrition and dietetics profession.
- b. Workforce Demand and Job Opportunities: Employment of dietitians is projected to grow 15 percent from 2016 to 2026, much faster than the average for all occupations. The Bureau of Labor Statistics states that, "In recent years, interest in the role of food and nutrition in promoting health and wellness has increased, particularly as a part of preventative healthcare in medical settings." More dietitians and nutritionists will be needed to provide care for people with diabetes and heart disease which is typically associated with obesity, which is prevalent in Louisiana. The program will increase the quality of life of the people of the state by preparing competent nutrition healthcare practitioners to serve in leadership positions in acute and long-term healthcare, public health nutrition, food service management, and community programs in the greater Bayou Region.
- c. Student Enrollment and Completion: A survey of 80 local nutrition and dietetics students and professionals resulted in 80% indicating that they *strongly* agree that the proposed MS degree would be beneficial to them in their current and future careers. Nearly 90% of respondents reported that the online learning environment would be conducive to their needs.

2. Resources

The main cost associated with program implementation and sustainability is hiring two new faculty (\$123K in total annually). This additional cost will be offset by state appropriations from formula funding, a university application fee, and tuition and fees.

Staff Analysis

CAOs around the state support the development of the proposed MS in Clinical Nutrition and Dietetics program at Nicholls and see the demand for such a program. However, while there was no opposition to the addition of the program, there were some concerns identified. The full program proposal from Nicholls should more clearly address the specific purpose and objectives of the program. It is recommended that the proposal further explain the need for this graduate-level program at the university and clarify *why* graduates with this degree are necessary for the wellbeing of our state beyond just accreditation requirements. It would be helpful if the proposal included a list of specific job titles that graduates could obtain with this degree. Finally, the full proposal should more clearly indicate the number of tenure-track and instructor-level faculty associated with the proposed program.

STAFF RECOMMENDATION

Senior Staff recommends approval of the Letter of Intent to develop a full proposal for a Master of Science in Clinical Nutrition and Dietetics (CIP 51.3101) at Nicholls State University.

AGENDA ITEM VII.D.2.b.i

Proposed AAS Surgical Technology Delgado Community College

Background Information

Delgado Community College (DCC) has requested Board of Regents' approval to expand its Certificate of Technical Studies (CTS) in Surgical Technology to an Associate of Applied Science in Surgical Technology, as required by the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA), the program's accrediting agency. The proposal was approved by the LCTCS Board of Supervisors and sent to the BoR for review and consideration.

Staff Summary

The purpose of DCC's Surgical Technology program is to prepare graduates with the skills and knowledge to serve as members of the surgical team ensuring that equipment functions properly, and that the operative procedure is conducted under conditions that maximize patient safety. DCC was granted authority to offer certificate-level training in surgical technology in 1997. Now, in response to changes adopted by the program's accreditation agency and in order to remain compliant with ARC/STSA standards and ensure that program graduates remain eligible to take the certification exam to become Certified Surgical Technicians, DCC is requesting the conversion of the CTS in Surgical Technology to an Associate of Applied Science (AAS) in Surgical Technology. Upon completion of the 60-credit hour AAS degree, graduates will possess expertise in the theory and application of sterile and aseptic technique, along with combined knowledge of human anatomy, physiology, surgical procedures, and implementation tools and techniques to facilitate a physician's performance of invasive therapeutic and diagnostic procedures. If approved, the existing CTS will be phased out as students either complete the program or transition to the new AAS program.

1. Value:

- a. **Same or Similar In-State Programs:** Although several Surgical Technology programs exist at other public colleges and universities in Louisiana, each program addresses the local and regional workforce needs for those specific areas of the state. Demand for certified surgical technicians by healthcare employers in the Greater New Orleans area continues to support the need for the current number of graduates trained by Delgado Community College, as reflected by 100% employment of 2019 graduates who pursued employment in the field.
- b. **Workforce Demand and Job Opportunities:** According to the Bureau of Labor Statistics, surgical technologist employment is expected to increase 9% between 2018-2028; this is above the national average. Data obtained from the Louisiana Workforce Commission (LWC) for New Orleans and the surrounding areas indicate there are normally between 13 and 20 job openings for qualified, licensed surgical technologists at area hospitals and surgery centers (July 2020).
- c. **Student Enrollment:** The existing CTS program has an active advisory board and partnerships with several local hospitals and surgery centers. Each promotes and supports the proposed AAS program. Enrollment projections are consistent with historical trends and entrance rates for the CTS program, with consideration of increased enrollment over the last 5 years.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Estimated Program Enrollment	23	51	57	64	67

2. **Resources:** DCC estimates minimal increased costs to offer the program since existing faculty, facilities and equipment are already in place to 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:** While General Education courses may be offered in multiple modalities (face-to-face, hybrid and online) all Surgical Technology courses are offered in a face-to-face format only.
- **Affordability:** Delgado has an extensive non-traditional credit program, including Life Experience Assessment Program (LEAP), College Level Examination Program (CLEP), and credit-by-exam for any courses a student may wish to apply for application of credits as a result of Prior Learning Experience. The Surgical Technology program has designed the curriculum to use core textbooks across the curriculum, as opposed to a new set of books for each course to save students money.
- **Partnerships:** DCC's Division of Allied Health has over 400 clinical affiliation agreements with area hospitals and health service agencies. All affiliates pledge support to the College's programs by providing clinical/externship learning experiences, serving on the college's advisory board for the program, and hiring graduates as full-time workers upon graduation.
- **Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner:** Over half of Delgado's students are female, and the college attracts and serves adult learners reflective of the population of the area it serves. In recognition of the unique challenges that working adults face, the College has several programs designed to assist adult learners, including a recently redesigned academic advising unit that works with students from intake to development of a career/transfer pathway, ensures students remain on track in their studies, and identifies ways to counteract any personal or social challenges students may experience. A special program focusing on the unique needs of Single Mothers was recently established at the College, and a partnership with Single Stop USA provides other wrap-around services, including referrals and other assistance.

Staff Analysis

Delgado Community College's proposed program will prepare graduates to become part of the team of medical practitioners providing surgical care to patients in a variety of settings. The program is well-suited to meet the needs of the region it serves, and to comply with the new ARC/STSA accreditation requirements for the associate degree.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed AAS Surgical Technology (CIP 51.0909) at Delgado Community College, with a progress report due October 1, 2021.

AGENDA ITEM VII.D.2.b.ii.

Proposed AS Health Sciences Louisiana State University Eunice

Background Information

Louisiana State University Eunice (LSUE) requested Board of Regents' approval to establish an Associate of Science in Health Sciences. The proposal was approved by the LSU Board of Supervisors and sent to the BoR for review and consideration.

Staff Summary

The objectives of the proposed 61 credit hour program include: 1) to provide healthcare education to incoming students unsure of the specific healthcare profession they want; 2) to provide prerequisite coursework for healthcare programs not offered at the institution – providing transferable credit for physical therapy, occupational therapy, and dental hygiene programs; 3) to provide pathways to professions such as an office manager, patients account representatives, etc.; and 4) to provide alternatives to students not selected into university clinical healthcare programs or who are unable to complete such programs.

1. Value:

- a. **Same or Similar In-State Programs:** While there are four postsecondary institutions in Louisiana that offer a baccalaureate degree in Health Sciences or Allied Health, this proposed program would be the first Associate of Science in Health Sciences in the state. This new curriculum offers educational opportunities in healthcare at an entry-level and provides an avenue to those earning the degree to further their education by earning a higher degree in the same area or seeking entry into other healthcare fields.
- b. **Workforce Demand and Job Opportunities:** According to the U.S. Bureau of Labor Statistics, there is a projected growth of 14% from 2018 to 2028 for health care professionals. The Acadiana region is facing a similar predicament as the nation in the shortage of much-needed healthcare professionals. Several 4- and 5-star jobs in Louisiana would be accessible with the proposed AS in Health Sciences degree, including Administrative Services Managers, Community Health Workers, Medical Records and Health Information Technicians, and Occupational Health and Safety Technicians.
- c. **Student Enrollment:** During the Spring 2020 semester, there were 744 students enrolled in the pre-professional phase (leading to a clinical setting) and six in the Undecided Health Sciences major. The proposed new curriculum opens additional healthcare educational pathways, due to limited clinical spaces available and high attrition (25-35%) in healthcare programs. Students not selected into programs of their choice often lose interest and drop out of school. In AY17-18 and AY18-19, LSUE had twenty-four students, who were enrolled in a clinical program, graduate with a degree in General Studies. Many other students, during that time, chose to leave college and not complete their education because there was not another pathway toward their desired profession.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Estimated Program Enrollment	12	15	20	20	20

2. **Resources:** LSUE estimates minimal increased costs to offer the program since existing faculty, facilities and equipment are already in place to 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.

- Partnerships: LSUE has informal agreements with Nicholls’ State, LSUA, and Northwestern University to enter and complete a BS degree using these 61 hours. In addition, at least 33 hours of the AS in Health Sciences are general education courses on the BoR Matrix that will transfer to any public Louisiana university.
- Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner: The proposed program will allow students that do not gain acceptance into an allied health/nursing program to possibly leave LSUE with a degree that will transfer to a 4 year program or allow workforce entry. LSUE’s tuition is much less than 4-year institutions and this program will allow for significant savings on education for students that transfer to complete their education at a 4-year school.

Staff Analysis

LSUE’s proposed AS in Health Sciences will prepare graduates with the knowledge base and skills necessary to become productive health care professionals in a culturally-diverse society. The program is well-suited to meet the needs of the region it serves and would be the first associate degree of its kind in the state.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Associate of Science in Health Sciences (CIP 51.0000) at Louisiana State University Eunice, with a progress report due October 1, 2021.

AGENDA ITEM VII.D.2.b.iii.

Proposed Post-Baccalaureate Certificate Accounting Louisiana State University A&M

Background Information

Louisiana State University at Alexandria (LSUA) requests Board of Regents' approval to offer a PBC in Accounting. The request was approved by the LSU Board of Supervisors in March 2020 and forwarded to the Board of Regents for consideration.

Staff Summary

The proposed PBC in Accounting, composed of 30 credit hours, is designed for individuals who have earned a baccalaureate degree in a discipline other than accounting and who are seeking functional competency in the accounting field. The proposed PBCA program strives to prepare individuals for employment in numerous accounting and accounting-related positions in the Central Louisiana region while simultaneously meeting the specific accounting requirements needed to sit for the Certified Public Accountants (CPA) examination. The PBCA would be offered both 100% online in a hybrid format.

1. Value

- a. **Same or Similar In-state Programs:** While similar programs exist in the state (at ULM and ULL), the programs are primarily designed to meet the needs of students in that region. The proposed PBCA program at LSUA is designed to focus on the educational needs of students and prospective employers in Central Louisiana.
- b. **Workforce Demand and Job Opportunities:** The 2018 Occupational Employment Statistics survey indicates that the location quotient for accountants and auditors in Region 6 (Alexandria) is only 0.65. For its population size, Region 6 should have nearly twice as many accountants and auditors. The fall 2019 launch of LSUA's new BS in Accounting will do much to ameliorate this situation as students previously unable to earn a degree in Accounting at a university in their region can now do so and, as a result, be more likely to pursue employment in the field closer to home. LSUA's ability to offer a PBC in Accounting will increase the pool of eligible candidates available for accounting positions in Central Louisiana.
- c. **Student Enrollment:** The proposed certificate will attract students who already have a BS degree in Business but would prefer to enroll in a PBC in Accounting rather than obtain the BS in Accounting. These students are already in the workplace, either in business or accounting, and desire to complete the education requirements to sit for the CPA exam as quickly as possible. Most are not eligible for standard financial aid since they have already earned a bachelor's degree.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Prog. Enrollment	10	12	14	16	20
Prog. Graduates	8	10	12	15	18

2. **Resources:** No additional facilities, equipment, or library resources would be needed for the proposed PBCA. Required courses are already offered by LSU for the BS in Accounting. Existing full-time and part-time faculty will teach courses in the certificate program.

	Current	Needed	Addtl 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. (List only those that are addressed by program)
- **Accessibility:** Program will be offered 100% online.
 - **Affordability:** For years, LSU has been named one of the least expensive universities in Louisiana, a fact which makes it easier for students with limited financial resources to complete a PBC in Accounting. LSU participates in the BoR Master Course Articulation Matrix. Six of the eight required accounting courses in the proposed PBC are listed on the current Matrix.
 - **Partnerships:** (with industry, other institutions): Students in the proposed PBC program would be eligible to partner with local businesses & organizations, such as the Volunteer Income Tax Assistance (VITA) program, which provides relevant tax experience in a part-time, paid employment opportunity. VITA offers students a comprehensive training program in the preparation of individual income taxes. After completion of the program, students are qualified to prepare individual income tax returns in local and regional public accounting firms as well as locally owned accounting and tax offices.

Staff Analysis

LSU is proposing a certificate program that would address regional workforce needs. In addition, the proposed PBCA will enhance opportunities for students to succeed in the accounting profession and provide an alternative route to becoming eligible to sit for the CPA Exam. The proposed certificate program can be offered at no cost to the institution and has the potential to generate additional revenue.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Post-Baccalaureate Certificate in Accounting (CIP 52.0301) at Louisiana State University at Alexandria, with a progress report due October 1, 2021.

AGENDA ITEM VII.D.2.b.iv.

Proposed Graduate Certificate in Cloud Computing & Machine Learning Louisiana State University and A&M College

Background Information

Louisiana State University and A&M College (LSU) has requested Board of Regents approval to establish a GC in Cloud Computing & Machine Learning. The proposal was approved by the LSU Board of Supervisors at its April 2020 meeting and sent to the BoR for review and consideration.

Staff Summary

The purpose of the certificate is to prepare students with the foundations and skills that are crucial to growing workforce needs in cloud computing and machine learning and their relevance to big data and blockchains. Cloud computing is the state-of-the-art computing paradigm that provides computing resources and services over the Internet. Machine learning is the science of how to train the computer to learn intelligent information from data. Many industry professionals in computer science and IT related jobs increasingly need to understand how to effectively use cloud computing and machine learning for data analysis and prediction.

1. Value:

- a. **Same or Similar In-State Programs:** The proposed program addresses a lack of specialized credentialing in cloud computing at the graduate level and will be the only GC in Cloud Computing & Machine Learning in the state. Most instruction currently exists at the undergraduate level including at ULL, LA Tech, LSU A&M, and soon in the newly approved program at Grambling.
- b. **Workforce Demand and Job Opportunities:** More industries, such as healthcare, construction, petrochemical, finance and banking, social media, and entertainment are transitioning to cloud computing and big data-driven decision making. As such, these industries will create new jobs that require the skills in cloud computing and machine learning and their real-world applications. LSU's Industrial Advisory Council supports the need for the program, and LSU regularly receives feedback from Louisiana's IT industry for curriculum updates in cloud computing, machine learning, and big data technology.
 - The Bureau of Labor Statistics (BLS) reports that during 2018-2028, employment of computer and IT occupations is projected to grow 12 percent, in large part because of greater emphasis on cloud computing, big data processing, and information security.
 - Market research company Technavio recently reported that the global cloud computing market is poised to grow by 190.32 billion dollars from 2019 to 2023.
- c. **Student Enrollment and Completion:** Enrollment in the courses for the proposed program last year totaled 120, indicating strong interest in cloud computing, machine learning, big data, and blockchains. Since all courses will be available online, LSU expects to attract not only current and recent graduates of its undergraduate programs, but students nationally and internationally who are interested in adding and improving skills in the field.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Prog. Enrollment	5	12	20	30	30
Prog. Graduates	~5	~12	~20	~30	~30

2. **Resources:** The program will utilize existing campus facilities and resources for the program. Initial startup costs for curriculum development and conversion of courses to online will be supported through the regular operating budget of LSU Digital and Continuing Education. Adjunct support of \$30K in the

first two years, and \$60K starting year 3 is expected to be sufficient along with LSU's current faculty to operate the program. A graduate assistant at \$18K per year will also support the program.

	Current	Needed	Additional Costs
Faculty	Five current full-time faculty are either currently teaching or are prepared to teach courses in the program.	Adjunct support has been budgeted to meet the needs of the program for implementation and growth.	\$30K yr. 1-2 \$60K yr. 3+
Physical (Facilities, Equipment, Library, & Technology)	The recently renovated Patrick F. Taylor Building has adequate facilities, equipment, and software to support the program.	LSU Digital and Continuing Education will support the conversion of existing courses to online format with existing resources.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	One graduate assistant will support the program.	\$18K

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 available 100% online.
- Partnerships: LSU's Industry Advisory Council includes members from major employers in the region such as IBM, Chevron, and Blue Cross & Blue Shield among other IT departments and companies ensuring a strong curriculum and direct connections to employers.

Staff Analysis

The need for additional IT professionals and other working professionals trained in IT skills is well documented. The proposed program will provide a unique opportunity for students and working professionals to earn a specialized credential in a high-demand area at the graduate level, providing a high level of technical expertise for industry and growth opportunity for students.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Graduate Certificate in Cloud Computing (CIP 11.0902) at Louisiana State University and A&M College, with a progress report due October 1, 2021.

AGENDA ITEM VII.D.2.b.v.

Proposed Graduate Certificate in Interprofessional Leadership in Healthcare University of Louisiana at Monroe

Background Information

The University of Louisiana at Monroe (ULM) has requested Board of Regents' approval to establish a GC in Interprofessional Leadership in Healthcare. The proposal was approved by the UL Board of Supervisors at its February 2020 meeting and sent to the BoR for review and consideration.

Staff Summary

The purpose of the proposed GC in Interprofessional Leadership in Healthcare is to provide graduate education to a variety of professionals to develop an evidence-based understanding of how to lead interprofessional healthcare teams for highly reliable performance. The curriculum, composed of 15 credit hours, includes courses such as Interprofessional Leadership in Healthcare, Research Methods and Statistics for Health Professionals, and Effective Interprofessional Teams. The program curriculum will prepare students with the Interprofessional Education Collaborative (an organization committed to improved population health outcomes) core competencies for Interprofessional Collaborative Practice. The proposed GC will be delivered via 100% distance learning technologies.

1. Value:

- a. **Same or Similar In-State Programs:** There are no other similar programs in the state.
- b. **Workforce Demand and Job Opportunities:** Interprofessional leadership and practice optimizes personal and team performance in health care, and professionals with these skills will be able to address Louisiana's healthcare quality needs as well as the continued shortage of qualified staff in a high-demand field. ULM is working to develop local and regional partnerships with healthcare providers to ensure the skills of employees and students meet workforce needs.
 - The Louisiana Workforce Commission (LWC) identifies Medical and Health Services Managers as a 5-star job.
 - The Commission on the Future Growth of Graduate Education indicates that the largest growth area for master's degree holders will be in the healthcare field. The proposed program will provide an opportunity for adult learners to earn graduate credit that may later lead to master's degree completion.
- c. **Student Enrollment and Completion:** The online graduate certificate is expected to appeal to current and recent graduates from ULM's undergraduate healthcare programs, as well as working professionals both regionally and nationally who are looking for graduate level expertise in this area. A survey of current students indicated strong interest in the proposed program. Student interest along with the rapid growth in healthcare and movements toward incorporating methods and practices to improve healthcare efficiency and outcomes is expected to lead to strong and rapid growth in enrollment and completion.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Prog. Enrollment	8	15	25	30	40
Prog. Graduates	~8	~15	~25	~30	~40

2. **Resources:** Either existing faculty at the institution or adjuncts will teach courses in the program. Year 1 costs include \$13K for course development and existing course revisions. Year 2 onward costs will be approximately \$29K per year for teaching costs. The program's revenue is expected to cover these additional costs by Year 2, the first year of full program implementation.

	Current	Needed	Additional Costs
Faculty	Current faculty will support the program through instruction and advising.	Course development in year one will be approximately \$13K. Adjunct faculty or overtime pay for current faculty is expected to be approximately \$29K per year with full program implementation.	\$13K yr 1 \$29K/yr after
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. (List only those that are addressed by program)

- **Partnerships:** The institution is working to leverage existing partnerships within the healthcare industry to build learning and employment opportunities for students and graduates as well as to ensure the program’s content meets employer needs.

Staff Analysis

ULM has developed a program that leverages their resources including faculty expertise, builds on strong undergraduate health care programs, and addresses a specific industry need both regionally and nationally. Offering the program 100% online allows ULM to make the program accessible for working professionals and possibly those who live outside the region.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed GC in Interprofessional Leadership in Healthcare (CIP 51.0701) at the University of Louisiana at Monroe, with a progress report due October 1, 2021.

AGENDA ITEM VII.D.2.b.vi.

Proposed Doctor of Philosophy in Nursing Louisiana State University Health Sciences Center New Orleans

Background Information

Louisiana State University Health Sciences Center New Orleans (LSU HSC-NO) has requested Board of Regents' approval to transition the existing Doctor of Nursing Science (DNS) into the PhD in Nursing. Because the program is a reconfiguration of an existing program, the Letter of Intent (LoI) was waived per Regents authorization for staff waivers in August 2019. The proposal was approved by the LSU Board of Supervisors at its April 2020 meeting and sent to the BoR for review and consideration. The proposal was then circulated to CAOs for review and comment and went through an external review conducted by Dr. David Vlahov from Yale University. The campus directly addressed all concerns raised in Dr. Vlahov's review and by CAOs.

Staff Summary

The American Association of Colleges of Nursing (AACN) has indicated that schools of nursing should bifurcate their doctoral level nursing programs into two doctoral degrees, one devoted to practice (DNP) and the other to research, the PhD. The LSU HSC-NO School of Nursing (SON) currently offers the Doctor of Nursing Science (DNS) degree, which was originally established in 1985 to prepare nurse scientists and scholars to conduct research and apply new knowledge within their profession. Since 2001, Schools of Nursing throughout the United States (US) have phased out the DNS in lieu of the Doctor of Philosophy (PhD) degree. The campus proposes converting the DNS to a PhD in order to be on par with other disciplines granting the PhD degree, to minimize public confusion over the differences in the DNP and DNS, and to enable graduates to meet hiring criteria for competitive programs.

1. Value:

- a. **Same or Similar In-State Programs:** As of fall 2018, there is only one PhD nursing program in the state of Louisiana (Southern University Baton Rouge), which offers a focus on scientific research related to vulnerable populations. Current and future demand for PhD nurses in the state significantly exceeds the average 2-3 graduates per year.
- b. **Workforce Demand and Job Opportunities:** The purpose of the Doctor of Philosophy (PhD) curriculum is to prepare nurse scholars for research and academic careers in all sectors of healthcare providing more PhD prepared faculty to teach the next generation of nursing scholars and scientists.
 - The American Associate of Colleges of Nursing reported in 2015 that Master's and doctoral programs in nursing are not producing enough nurse educators to meet the demand largely due to a shortage of faculty and clinical education sites.
 - The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires that at least 25% of nursing course hours in a Baccalaureate in Nursing program be taught by faculty members holding the terminal degree (SACSCOC, 2012). However, in 2016-2017, only approximately 22% of faculty teaching in pre-licensure RN programs held the terminal degree (Louisiana State Board of Nursing, 2017), and many of these were close to retirement. The average number of nursing faculty retiring in the state of Louisiana annually between 2013-14 and 2016-17 was 27.
- c. **Student Enrollment and Completion:** LSU HSC-NO graduates 200 students with the BSN per year and projects approximately 10% of those graduates will go on to the PhD program based on historical enrollment in the DNS. Projected new enrollment is 5-7 students annually for the first three years of the program, with a steady total enrollment of approximately 25-32 from Year 5 on.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Prog. Enrollment	5-7	10-14	15-21	20-25	25-32
Prog. Graduates	-	-	-	-	5-7

2. **Resources:** LSU HSC-NO anticipates no new costs for the first five years of the new Nursing PhD Program. Course enrollments have been relatively low the last few years since fewer students pursue the DNS degree, so current faculty will still be able to adequately cover the courses with high quality in the new program even as the program enrollment increases from 20 to an expected high of approximately 32 based on the added attraction of the conversion to a PhD. Across three categories of new revenues (increased tuition revenue, decreased costs as a result of federal supplements from the Nurse Faculty Loan Program Grant, and increased F&A costs on new research grants), the amount of new funds expected to be available (\$486,165) will allow LSU HSC-NO to enhance and expand resources for the PhD program while reducing the cost of the program for the institution.

	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.	None projected.	\$0
Student Support	Existing resources, including student financial support built into the DNS, will meet the needs of the program for the foreseeable future.	None 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. (List only those that are addressed by program)
- **Affordability:** The program, through the use of research funding, institutional resources, and loan forgiveness program, is working to ensure the program is as affordable as possible for all students in order to help build a strong, diverse pipeline of a nursing researchers and instructors.
 - **Partnerships:** LSU HSC-NO will continue its academic-practice partnerships with local acute, primary, and tertiary health care institutions that aid in student recruitment and graduate employment.
 - **Minority enrollment in the DNS is currently 33%, and the institution aims to continue to focus on the successful recruitment, retention, completion, and employment of its diverse population serving the greater New Orleans area and nursing education statewide.**

Staff Analysis

LSU HSC-NO has presented a compelling case to convert the DNS to a PhD. Based on feedback from external reviews conducted during the proposal’s internal development, as well as from CAOs around the state and the independent external review by Dr. Vlahov, the institution has made several adjustments to the program proposal including the curriculum, plans for student funding, and a focus on diversity in the program and the field. The institution has carefully planned the transition to minimize resources needed and leveraged existing programs that support graduate education in nursing to provide financial support for students as well as financial incentives for graduates to go into teaching in support of nursing education throughout the state.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Doctor of Philosophy in Nursing (CIP 51.3808) at Louisiana State University Health Sciences Center New Orleans, with a progress report due July 1, 2022.

AGENDA ITEM VII.D.2.b.vii.

Proposed Doctor of Philosophy in Justice Studies University of New Orleans

Background Information

The University of New Orleans (UNO) has requested Board of Regents' approval to establish a PhD in Justice Studies. The Letter of Intent (LOI) was approved by the UL Board of Supervisors in June 2018 and after the statewide CAO review, and several conversations with staff, the LOI was revised and approved by the Regents in August 2019. A draft proposal was reviewed by Dr. Pat Lauderdale from Arizona State University in February, and the campus addressed issues raised in the review in the final proposal. The proposal was approved by the UL Board of Supervisors at its June meeting and submitted to Regents for review and consideration. UNO, endorsed by the UL system office, requested expedited review and consideration of the proposal due to its relevance to current social unrest.

Staff Summary

Today's social, political, and economic contradictions of American and global civilizations are immense. According to a JustSouth Index report (2017), these challenges tend to be exacerbated in states and communities in the Gulf South region, with Louisiana ranked last in the nation on an index measuring social justice. With UNO's mission as an urban research university, it is well-equipped to develop and train such leaders to address issues of social, political, and economic justice. The proposed doctoral program is different from criminal justice programs in that the focus is within a more expansive economic, political, and social context, including issues of economic inequality, institutional racism, classism, sexism, corporate and state power; environmental; war and state violence; environmental harm; consumerism and commodification; corporate media influence; and struggles over space, place, and territory. The program will require 45 credit hours of non-research coursework (to include 12 hours of foundation courses), a written comprehensive exam, a prospectus, and an approved dissertation. An individualized program of study will be developed for each student in consultation with the student's committee and major professor. The four research areas from which a student will select include Social Justice (racism, inequities, gender, class, housing, or other related areas), Criminal Justice (reform, policing and policy, recidivism, or other related issues), Educational Justice (access, disability services, policy, systems), and Environmental Justice (e.g., Gulf South challenges, sustainability, food security). A master's option of 30 credit hours will be available to students who exit the Ph.D. program prior to completion.

1. Value:

- a. **Same or Similar In-State Programs:** The proposed program at UNO will be unique in Louisiana and one of only a few interdisciplinary PhD programs in the country focused on Justice Studies.
- b. **Workforce Demand and Job Opportunities:** The doctorate in Justice Studies will contribute to workforce development by equipping graduates with the knowledge and skills to be educators and progressive leaders and managers. Graduates of the program may currently be in or move forward pursuing careers in legislative advocacy, politics, government service, human services, human rights and peace organizations, education, community organization, law enforcement and law. The focus areas of the program support graduates working in a variety of government, non-profit, and industry areas.
- c. **Student Enrollment and Completion:** Because of the interdisciplinary nature of the program, the Ph.D. in Justice Studies would attract students from a variety of academic backgrounds, especially the social sciences including sociology, economics, and political science. A recent survey of graduate students currently enrolled in related M.A. programs at UNO found that of the 92 respondents, 67 students (73%) expressed interest in a Ph.D. in Justice Studies program. The University anticipates that 5 to 10 students will enroll initially per year, increasing to a total enrollment of 24-29 students by Y5.

	Year 1	Year 2	Year 3	Year 4	Year 5
NEW Prog. Enrollment	5-10	6-10	6-10	10-15	10-15
Prog. Graduates	-	-	-	4-8	5-6

2. **Resources:** The proposed program will be implemented with current UNO faculty provided additional funding for course development and instruction, and additional support for the faculty member serving as director. Starting in year two, UNO will support one graduate student with a total of three students supported by year four. The institution anticipates that the program will attract significant external research funding to provide additional graduate student support critical to the success of a PhD program. With anticipated enrollment, tuition and fees is expected to cover these additional costs.

	Current	Needed	Additional Costs
Faculty	Faculty from a variety of disciplines at UNO will provide instructions and advising for the program.	No additional faculty will be hired for program implementation. Funding will be provided to current faculty to support course development and instruction as well as the director position.	Director: \$16K/yr Instruction: \$35K yr1-2 \$52.5K yr 3 \$70K yr 4
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	No additional resources projected.	\$0
Student Support	Existing faculty will provide advising support as needed.	UNO will provide graduate student support for 1 in yr 2, up to 3 by yr 4. External research funding will be actively sought to provide additional student support.	\$10K yr 2 \$20K yr 3 \$30K yr 4
TOTAL			\$51K yr 1 \$61K yr 2 \$88.5K yr 3 \$116K yr 4

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan. (List only those that are addressed by program)
- **Affordability:** The program is designed to incorporate prior related graduate level course work, especially in related master’s degree or JD programs, to ensure maximum efficiency in completing the doctorate.
 - The master plan focus on closing equity gaps in educational attainment is one piece of the broad focus of the proposed program in studying and addressing issues of equity in all areas of society. The program will attract students focused on addressing injustice, and graduates of the program will be well-prepared researchers and advocates for equity.

Staff Analysis

Through the statewide CAO review of the Letter of Intent, multiple conversations with staff, and the extensive analysis and external review provided by Dr. Lauderdale, UNO has developed a strong program that promises to provide training and support for graduate level study and doctoral level

research in a timely and complicated area. The faculty in the College of Liberal Arts, Education, and Human Development have demonstrated commitment to the proposed program and share a strong collaborative culture that will help ensure success for the program's unique focus as it evolves. Continuity in the student experience and continuous improvement in the multi-disciplinary program will be supported by the student and faculty advisory committee. As the program is fully implemented, staff will monitor the committee's activities as well as efforts to obtain external funding to provide student support and research activities.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Doctor of Philosophy in Justice Studies (CIP 44.0501), with a Master's degree option, at the University of New Orleans, with a progress report due July 1, 2022.

AGENDA ITEM VII.D.3.

AY 2020-2021 MASTER COURSE ARTICULATION MATRIX and LOUISIANA COMMON COURSE CATALOG

STAFF SUMMARY

The *Master Course Articulation Matrix* (Matrix) was developed by the Board of Regents in 2003 as a resource for students who plan to transfer between public postsecondary institutions in Louisiana and as a reference to aid institutions in awarding appropriate course credit to transfer students. The Matrix is a comprehensive list of course equivalencies among public postsecondary institutions, primarily courses in the General Education core subject areas. During the spring semester of each year, campus faculty review the course listings and provide updates and revisions to Regents' staff.

In response to ACT 356 (2009), which required implementation of a statewide common course numbering system "to facilitate program planning and the transfer of students and course credits between and among institutions," the *Louisiana Common Course Catalog* (LCCC) was developed. The LCCC includes a statewide rubric, common course numbers, and basic descriptions of common content to be covered for each course on the Matrix. The common course descriptions, developed and reviewed by faculty from throughout the state, is intended to ensure that a student who transfers with a course from one institution will be able to succeed in a subsequent course at another. The Matrix lists the common course numbers and titles in the first column (along the left side) next to each institution's corresponding equivalent course numbers (sample attached).

The 2020-2021 Matrix accurately reflects the current statewide articulation of those academic courses offered by at least five public postsecondary institutions. The Matrix will be posted on the Regents' website as a spreadsheet so that columns can be manipulated for better utility.

STAFF ANALYSIS

The approval process began this spring when the Chief Articulation Officers (CARTO), with faculty input, began reviewing the matrix and the statewide common course descriptors. Institutions submitted changes (e.g., new courses to be added, changed course numbers, or revisions when courses are dropped from the campus catalog) throughout the semester. This year, three additions were proposed for consideration during the Matrix review process resulting in the addition of three new Math courses.

If an institution did not affirm its Matrix entries or provide the feedback on specific courses, the relevant courses are highlighted on the Matrix to indicate that entries are still considered tentative for that campus. BoR staff will continue to work with Chief Articulation Officers and faculty representatives from each institution to complete and refine the Matrix throughout the year.

Additionally, Regents staff will convene the Statewide Articulation and Transfer Council (SATC) in order to discuss potential expansion of the Matrix as well as the online application of the Matrix.

The updated LCCC and Matrix are presented to the Board of Regents for information and approval of their continued use. Attached to this summary are sample pages of the documents, but both are available upon request, or the 2020-2021 editions can be easily accessed on the BoR website through the *Quick Links*]: "[Master Course Articulation Matrix](#)" upon final approval from the Regents.

The Matrix and LCCC provide a valuable and necessary service to students, advisors, and faculty across the state. It is recognized that such review efforts need to continue in order to refine and expand these tools.

STAFF RECOMMENDATION

Senior Staff recommends approval of the Academic Year 2020-2021 Master Course Articulation Matrix and the Louisiana Common Course Catalog, authorizing BoR staff to continue to work with the institutions to expand and update the Matrix and the Catalog throughout the year.

**LOUISIANA STATEWIDE
COMMON COURSE CATALOG**

A Work in Progress
August 2020

**Academic Year 2020-2021
(SAMPLE) LIST OF COMMON COURSES**

Statewide Rubric	Statewide Common Course Descriptor (<i>minimum</i>)
CACC	ACCOUNTING
CACC 2113	Introduction to Financial Accounting Introduction to accounting and financial reporting concepts and the significance of financial accounting information in decision-making. Emphasis on the accounting cycle; assets, liabilities, and stockholders' equity; and preparation of financial statements.
CACC 2213	Introduction to Managerial Accounting Introduction to managerial accounting theory, tools and concepts, with emphasis on the techniques used to provide information for internal management decisions.
CACC 2313	Principles of Accounting I Principles, techniques, and tools of accounting. Includes principles of collecting, summarizing, and reporting financial information for sole proprietorships.
CACC 2323	Principles of Accounting II Partnerships, corporations, and analysis of financial statements.
CACC 2413	Computerized Accounting Basic accounting principles using a computerized accounting package.
CACC 2513	Payroll Accounting principles and procedures relating to payroll accounting.
CACC 2613	Tax Accounting/Individual Personal income tax preparation: current internal revenue act and its application to the federal income tax for individuals.
CACC 2713	Intermediate Accounting I (Lower Level) A continuation of accounting theory and concepts, concentrating on the 'asset' side of the balance sheet: time value of money; property plant and equipment.
CACC 3113	Cost Accounting (Upper Level) Costs concepts, behaviors, and techniques, and the uses and limitations of cost data in planning and control.
CACC 3213	Tax I (Upper Level) Federal income tax principles and concepts with emphasis on individual income taxation and basic business transactions.
CACC 3223	Tax II (Upper Level) Federal tax accounting for partnerships and corporations.
CACC 3313	Auditing (Upper Level) Theory and procedures of (external) financial statement auditing including ethics and auditing standards generally accepted in the US
CATR	ANTHROPOLOGY
CATR 1013	Introduction to Anthropology Overview of cultural, linguistic, biological and archeological sub-fields, including theory, evidence, and applied perspectives.
CATR 2013	Cultural Anthropology Perspectives on cultural diversity and comparative cross-cultural analysis of social, political and economic organization, language, and religion.
CATR 2023	Biological Anthropology Introduction to human evolution, variation, adaptation, primatology, paleoanthropology, and related topics.
CAST	ASTRONOMY

LOUISIANA BOARD OF REGENTS¹
MASTER COURSE ARTICULATION MATRIX²

ACADEMIC YEAR 2020-2021

Preface

Numerous course transfer equivalency agreements exist among Louisiana’s public postsecondary institutions. The prerogative for accepting a course for degree, general education, or elective credit belongs to the institution to which a student intends to transfer (the “receiving institution”). Students are therefore urged to contact the receiving institution for definitive answers to the following questions:

- whether the course will count toward a particular major, and under what conditions (e.g., if a letter grade of “C” or better is required for degree credit);
- whether and under what category the course will satisfy the receiving institution’s general education requirements;
- any other articulation agreements that may exist between campuses.

Faculty, deans, and department heads worked together to establish the common course content included in the *Louisiana Course Catalog* descriptions and a Common Course number for the courses listed on this matrix. (www.regents.la.gov; *Data & Publications*; *Master Course Articulation Matrix*) For questions about course articulation, contact the campus Transfer Liaison identified on the campus’ transfer/articulation web.

Courses

The leftmost columns of the matrix show a list of courses by their Common Numbers and Titles. They are grouped alphabetically, by common subject categories, e.g.: **Accounting; Biological Sciences; Chemistry; English; History; Mathematics; and Psychology**. Each additional column shows the course at a particular institution. Matching courses listed in the rows will be accepted in transfer, as indicated.

- Students are encouraged to complete course sequences *before* transferring, whenever a major requires a sequence (e.g., foreign language, lecture & lab, etc).
- When a campus lists a course number on the matrix as ***, it will credit the course in transfer ‘by title’ – it does not offer an equivalent course.
- A course entered as --- indicates that the campus offers that course at a different credit value than the row indicates, e.g., calculus for 4-credits rather than 5-credits. Contact the institution about the transfer, e.g., the option of a departmental exam for full credit when transferring with a lower-credit course.
- Courses that do not appear on the matrix may still be accepted for credit! Students are urged to ask the receiving institution about other options.

Louisiana Common Course Numbers (CCN)

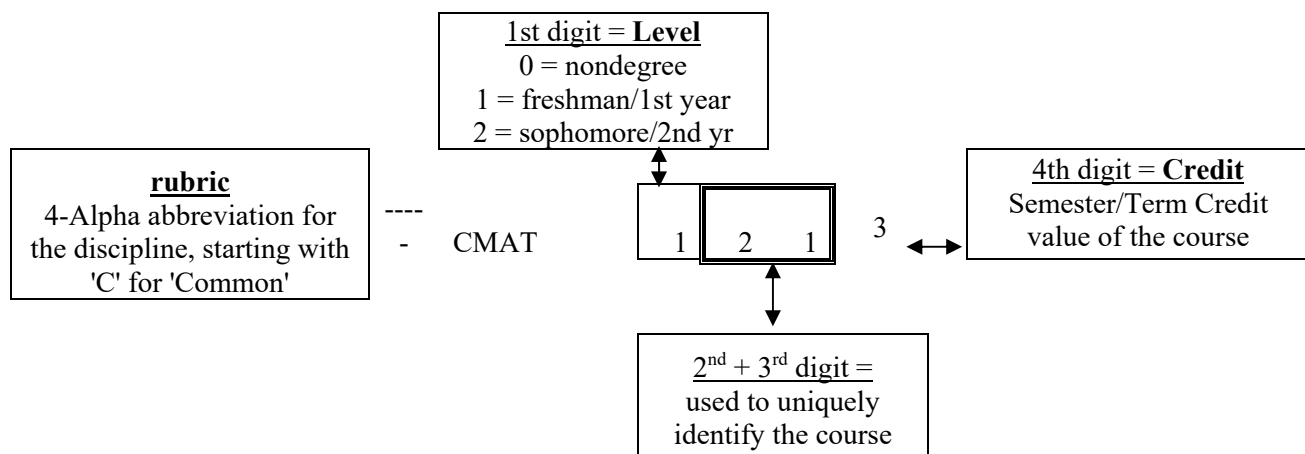
Each course in the matrix is identified by a four-character “rubric” (a prefix/department abbreviation) and a four-digit number. Each rubric begins with “C” to signify that it is a state “Common” number, so that when they are included in campus catalogs and web sites, their meaning will be clear. Lectures and corresponding Labs will be in the same number group, differentiated by credit value.

The first digit of the course number denotes the academic level of the course; the second and third digits; and the third establish course sequencing and/or

¹ *The Board of Regents does not decide course equivalencies, but coordinates, monitors, and publishes the broadest areas of agreement relative to specific courses offered by the state’s public institutions of higher education. This matrix is approved as a work in progress, to be expanded throughout AY 2020-2021.*

² *Courses in the matrix have been evaluated by appropriate faculty at the institutions and are considered equivalent to each other and will be accepted for credit.*

distinguish the course from others of the same level, credit value, and rubric; and fourth digits denotes the credit value of the course in semester hours.



All rubric/number course identifiers correspond to course descriptors listed in the Louisiana Statewide Common Course Catalog, published by the LA Board of Regents. The catalog contains the academic courses for which there is statewide agreement among discipline faculty representatives as to the minimum course content to be covered so that a student completing the course will be ready for the next course for which it is a prerequisite in a sequence or curriculum.

Postsecondary Institutions represented in the Matrix

- BPCC - Bossier Parish Community College
- BRCC - Baton Rouge Community College
- CLTCC – Central LA Technical Community College
- DCC - Delgado Community College
- FTCC - Fletcher Technical Community College
- LDCC - Louisiana Delta Community College
- NCC - Nunez Community College
- NTCC – Northshore Technical Community College
- RPCC - River Parishes Community College
- SLCC - South Louisiana Community College
- STCC - SOWELA Technical Community College
- LSU A&M - Louisiana State University
- LSUA - LSU Alexandria
- LSUE - LSU Eunice
- LSUS - LSU Shreveport
- GSU - Grambling State University
- LA Tech - Louisiana Tech University♦
- McNeese - McNeese State University
- Nicholls - Nicholls State University
- NSU - Northwestern State University

- SLU - Southeastern Louisiana University
- ULL - University of Louisiana, Lafayette
- ULM - University of Louisiana, Monroe
- UNO - University of New Orleans
- SU A&M - Southern University (Baton Rouge)
- SUNO - Southern University New Orleans
- SUSLA - Southern University at Shreveport

♦Louisiana Tech University operates on a quarter system

Common Course Number	Common Course Title	BPCC	BRCC	CLTCC	DCC	FTCC	LDCC	NUNEZ	NTCC	RPCC	SLCC	STCC	LSU A&M	LSUA	LSUE	LSUS	GSU	LA Tech	McNeese	Nicholls	NSU	SLU	ULL	ULM	UNO	SU A&M	SUNO	SUSL A	
Mathematics																													
CMAT 1103	Contemporary Mathematics	MATH 124	MATH 1103	MATH 1300	MATH 120	MATH 1103 or 1104	MATH 117	MATH 1200	MATH 1***	MATH 1300	MATH ***	MATH 2000	MATH 1029	MATH 1029	MATH ***	MATH 124	MATH ***	MATH 130	MATH 105	MATH 117	MATH H 1035	MATH 185	MATH 102	MATH 1018	MATH 1031	MATH ***	MATH ***	MATH 136	
CMAT 1104	The Nature of Mathematics	---	MATH 1003	---	MATH 1***	---	---	---	MATH 1***	---	---	MATH 1***	MATH 1***	---	---	MATH 1***	MATH 1***	MATH 1***	MATH 1***	MATH 1***	---	MATH 1***	MATH 1***	MATH 1***	MATH 1***	---	SMAT 131N	---	
CMAT 1203	Applied Algebra	MATH 101	MATH 1203	MATH ***	MATH 128	MATH ***	MATH ****	MATH 1203	MATH 1001	MATH ***	MATH 1100	MATH 1000	MATH ***	MATH ***	MATH 1015	MATH ***	MATH ***	MATH 102 or 103	MATH ***	MATH ***	MATH H ***	MATH 1***	MATH 103 or 105	MATH 1009	MATH 1115	MATH ***	MATH 151N	MATH 133	
CMAT 1213	College Algebra	MATH 102 or 111	MATH 1113 or 1213	MATH 1100	MATH 130	MATH 1213 or 1214	MATH 110	MATH 1300	MATH 1005 or 1015	MATH 1100	MATH 1105	MATH 1100	MATH 1021	MATH 1021	MATH 1020 or 1021	MATH 121	MATH 131	MATH 100 or 101	MATH 113	MATH 100 or 101	MATH H 1020	MATH 151 or 161	MATH 109	MATH 1011	MATH 1125	MATH 135	MATH 121N	MATH 135	
CMAT 1223	Trigonometry	MATH 112	MATH 1223	MATH 1120	MATH 140	MATH 1223	MATH 111	MATH 1400	MATH 1620	MATH 1110	MATH 1***	MATH 1***	MATH 1022	MATH 1022	MATH 1022	MATH 122	MATH 132	MATH 112	MATH 175	MATH 102	MATH H 1090	MATH 162	MATH 110	MATH 1012	MATH 1126	MATH 140	MATH 122N	MATH 140	
CMAT 1233	Algebra and Trigonometry : 3-6 credit hours	---	---	MATH ***	---	MATH ***	---	MATH ***	MATH 1***	MATH ***	MATH ***	---	---	---	---	MATH 150	MATH ***	MATH 240	MATH ---	---	---	---	MATH 143	MATH 1013	MATH ***	MATH ***	---	---	
CMAT 1234		---	---	MATH ***	---	MATH ***	---	MATH ***	MATH 1***	MATH ***	MATH ***	---	---	---	---	---	MATH ***	---	MATH ---	MATH 108	---	---	---	---	MATH ***	---	---		
CMAT 1235		---	MATH 1235	MATH ***	---	MATH 1235	MATH 120	MATH ***	MATH 1650	MATH ***	MATH ***	MATH 1105	MATH 1023	MATH 1023	MATH 1023	---	MATH ***	---	MATH ---	---	---	MATH 175	---	---	MATH ***	---	MATH 163N	MATH 162	
CMAT 1236		MATH 102 & 112	---	MATH ***	MATH 130 & 131	MATH ***	---	MATH ***	MATH 1***	MATH ***	MATH ***	---	---	---	---	---	MATH ***	---	MATH 170 and 175	---	---	MATH H 1100 or 1810	---	---	---	MATH ***	---	---	
CMAT 1303	Introductory Statistics	MATH 210	MATH 1303	MATH 2100	MATH 203	MATH 2100	MATH 210	MATH 2000	MATH 2410	MATH 2140	MATH 2020	MATH 2100	ISDS 2000	MATH 2011	MATH 1425	MATH 210 or 260	MATH 273	STAT 200	MATH 231 or STAT 231	MATH 214	MATH H 2050	MATH 241	STAT 214	MATH 1016	MATH 2314/2785	MATH 274	SMAT 130N	MATH 210	
CMAT 1313	Finite Mathematics	MATH 114	MATH 1313	MATH 1060	MATH 151	MATH ***	MATH ****	MATH 1700	MATH 1500	MATH 1500	MATH 2040	MATH 1305	MATH 1029	MATH 1313	MATH ***	MATH 128	MATH ***	MATH 125	MATH 1***	MATH ***	MATH H 1060	MATH 105	MATH ***	MATH 1***	MATH 1***	MATH 1***	SMAT 131N	MATH 200	
CMAT 1413	Math for Elem Tchrs	MATH 117	MATH 1673	MATH ***	MATH 123	MATH 1413	MATH 1***	MATH 1600	MATH 1***	MATH 1167	MATH 1107	MATH ***	MATH ***	MATH 1201	MATH 1018	MATH 127	MATH ***	MATH 203	MATH ***	MATH 110	MATH H 2030	MATH 247	MATH 117	MATH 2050	MATH 1021	MATH 204	MATH ***	MATH 250	
CMAT 1423	Geometry for Elem Tchrs	MATH 217	MATH 1683	MATH ***	MATH 124	MATH 1423	MATH 1***	MATH 1630	MATH 1***	MATH 1168	MATH 2007	MATH ***	MATH ***	MATH 1202	MATH 1019	MATH 217	MATH 137	MATH 204	MATH ***	MATH 210	MATH H 2040	MATH 248	MATH 217	MATH 3050	MATH 1023	MATH 205	MATH ***	MATH 220	
CMAT 2103	Applied Calculus	MATH 131	MATH 2103	MATH ***	MATH 220	MATH 2010	MATH 201	MATH ***	MATH 1630	MATH 2010	MATH 2010	MATH 2200	MATH 1431	MATH 1431	MATH 1431	MATH 131	MATH ***	MATH 222	MATH 116	MATH ***	MATH H 2010	MATH 163	MATH 250	MATH 1014	MATH ***	MATH 203	MATH ****	MATH ****	
CMAT 2113 (3 Hr)	Calculus I : 3-6 credit hours	MATH 250	MATH 1***	MATH 1***	MATH 1***	MATH 1***	---	---	MATH 1***	---	MATH 2***	MATH 2500	MATH 1530	---	---	MATH 2***	MATH 1***	MATH 241	MATH 1***	MATH 1***	---	MATH 2***	MATH ***	MATH 1***	MATH 1***	---	---	---	
CMAT 2114 (4 Hr)		---	---	MATH ***	---	MATH ***	---	---	MATH 2***	---	MATH 2210	---	---	MATH 1550	---	MATH 221	---	---	MATH 190	---	---	---	MATH 270	MATH 1031	MATH 2114	MATH 264	MATH 290N+290LN	MATH 264	
CMAT 2115 (5 Hr)		---	MATH 2115	MATH ***	MATH 221	MATH 2115	MATH 220	MATH 2010	MATH 2000	MATH 2100	---	---	MATH 1550	---	MATH 1550	---	---	---	---	MATH ---	MATH 165	MATH H 2100	MATH 200	---	---	---	---	---	---
CMAT 2116 (6 Hr)		MATH 251	MATH 2115	---	MATH 1***	---	---	---	MATH 1***	---	MATH 2***	MATH 2150	MATH 1540	---	---	MATH 2***	MATH 1***	MATH 242	MATH 1***	MATH 1***	---	MATH 2***	MATH ***	MATH 1***	MATH 1***	---	---	---	

CMAT 2123 (3 Hr)	Calculus II : 3-5 credit hours	MATH 251	---	MATH ***	---	MATH ***	---	---	MATH 2***	---	---	MATH 2510	---	---	---	---	MATH 154	MATH ****	MATH ---	---	---	---	---	---	---	---	---			
CMAT2124 (4 Hr)		---	---	MATH ***	---	MATH 2124	---	---	MATH 2***	---	MATH 2211	---	MATH 1552	MATH 1550	MATH 1552	MATH 222	---	---	MATH 291	MATH 166	---	---	MATH 301	MATH 1032	MATH 2124	MATH 265	MATH 291N+291LN	MATH 265		
CMAT 2125 (5 Hr)		---	MATH 2125	MATH ***	MATH 222	MATH ***	MATH 221	MATH 2100	MATH 2***	MATH 2110	---	---	---	---	---	---	---	---	---	MATH ---	---	MATH 2110	MATH 201	---	---	---	---	---		
CMAT 2133	Calculus III	MATH 252	MATH 2134	MATH ***	MATH ***	MATH ***	MATH 1***	MATH ***	MATH 2***	MATH 1***	MATH ***	MATH ***	---	MATH 2***	MATH 2057	MATH 223	MATH ***	MATH 2***	MATH ***	MATH ***	MATH H ---	MATH 2***	MATH H ---	MATH 2***	MATH 302	MATH 2***	MATH 2134		MATH 292N	MATH ***

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
P. O. Box 3677
Baton Rouge, LA 70821-3677
Phone (225) 342-4253, FAX (225)
342-9318
www.regents.la.gov

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 Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
STATEWIDE PROGRAMS

August 13, 2020

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

VII. Reports and Recommendations

E. Statewide Programs

1. Consent Agenda

- a. Approval of Rulemaking – Acts from 2020 Regular Session
- b. Approval of TOPS Exceptions

Agenda Item VII.E.1.a.

Consent Agenda: Approval of Rulemaking

Rulemaking to amend Sections 509, 703, 705, 803 and 805 of the Scholarship and Grant Program rules to implement the provisions of Act 225, Act 245, and Act 346 of the 2020 Regular Session of the Louisiana Legislature.

Background:

This rulemaking implements the provisions of Act 245 and Act 346, which codify waivers of certain TOPS initial and continuing eligibility requirements that were implemented through Proclamation 41-JBE-2020 to address concerns regarding students' ability to comply with the requirements of the law due to the efforts implemented to mitigate the spread of COVID-19. With respect to initial eligibility, these bills extend the deadline to achieve a qualifying score on the ACT to September 30, 2020, without penalty; waive the requirement that a student receive credit in 9 JumpStart courses, experiences, or credential if that requirement was waived for purposes of high school graduation; and waive 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.

With respect to continuing eligibility, the bills waive the requirements that a student maintain steady academic progress, that a student maintain continuous enrollment in school, and earn 24 hours each academic year. It also 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. The bills also extend 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.

Act 346 also includes a provision that delays the implementation of the increased high school GPAs required to qualify for a TOPS Performance or Honors Award. Beginning with the graduating class of 2021, students would have to achieve a 3.25 to qualify for a Performance Award or a 3.50 to qualify for an Honors Award. The bill delays the implementation until 2022.

This rulemaking also implements the provisions of Act 225. This bill provides that a former member of the United States Armed Forces who was honorably discharged from a military installation in Louisiana will qualify for a TOPS Tech Award if he establishes domicile in Louisiana within one year of discharge on or after January 1, 2020. The provisions of the bill are effective for the 2020-2021, 2021-2022, and 2022-2023 academic years.

In addition, this bill includes the addition of AP Psychology as a course that shall be graded on a 5.0 scale in calculating a student's high school GPA. This rulemaking was initially approved by the Louisiana Board of Regents at its meeting on April 22, 2020. However, due to delays in the rulemaking process, the final rule for this amendment has not yet been published. It is included herein that the change is not deleted as a result of this rulemaking.

LOSFA Advisory Board Recommendation:

LOSFA Advisory Board recommends that the Louisiana Board of Regents adopt in emergency rules the rulemaking to amend Sections 509, 703, 705, 803 and 805 of the Scholarship and Grant Program rules to implement the provisions of Act 225, Act 245, and Act 346 of the 2020 Regular Session of the Louisiana Legislature, and authorize the Executive Director of LOSFA to publish a notice of intent to make these rules permanent.

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.”

Two requests for exception were reviewed and approved by the LOSFA Advisory Board at its meetings of July 14, 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:

LOSFA Advisory Board recommends approval of TOPS requests for exception as presented.

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
P. O. Box 3677
Baton Rouge, LA 70821-3677
Phone (225) 342-4253, FAX (225) 342-9318
www.regents.la.gov

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 Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
PLANNING, RESEARCH and PERFORMANCE
August 13, 2020

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

VII. Reports and Recommendations

F. Planning, Research and Performance

1. Consent Agenda

- a. R.S. 17:1808 (Licensure)
 - i. Initial License
 - (a) Strayer University
 - ii. License Renewals
 - (a) Upper Iowa University
 - (b) Walden University
 - (c) Wiley College
 - (d) Embry-Riddle Aeronautical University
- b. Proprietary Schools Advisory Commission
 - i. Initial License
 - (a) Cross Road CDL Academy, LLC (Harvey, LA)
 - (b) NOLA Institute of Gaming, LLC (New Orleans, LA)
 - ii. Renewal Applications
 - (a) Advance Healthcare Institute, LLC (05/26/11)
 - (b) BAR/BRI (Baton Rouge) (05/23/12)
 - (c) BAR/BRI (New Orleans) (05/23/12)
 - (d) Ben D. Johnson Educational Center, Inc. (06/19/19)
 - (e) Blue Cliff College--Alexandria (05/25/06)
 - (f) Delta College of Arts & Technology (06/25/92)
 - (g) Diesel Driving Academy (Baton Rouge) (06/25/87)
 - (h) Global Trucking Academy (06/29/16)
 - (i) Holmes Healthcare Training Center Corp. (06/19/19)
 - (j) Instructors for Life, LLC (06/19/19)
 - (k) Integrated Education Solutions, LLC (05/23/18)
 - (l) Lincoln College of Technology (05/22/03)
 - (m) Louisiana Institute of Massage Therapy (05/22/13)

- (n) McCann School of Business and Technology (05/23/18)
 - (o) Med-Advance Training (05/22/17)
 - (p) Oak Park School of Dental Assisting (05/28/09)
 - (q) Operation Spark (06/29/16)
 - (r) Ouachita Truck Driving Academy, LLC (05/22/03)
 - (s) Petra College, Inc. (05/27/15)
 - (t) Precision Weld Testing & Training, LLC (05/23/18)
 - (u) Remington College (Lafayette) (05/26/11)
 - (v) Remington College (Shreveport) (05/26/11)
 - (w) SIHAF Career Institute (05/21/14)
- c. State Authorization Reciprocity Agreement (SARA)
 - i. Renewal Applications
 - (a) Delgado Community College
 - (b) Louisiana Tech University
 - (c) Southern University at Shreveport
 - (d) University of New Orleans
- 2. Extension of Emergency Policy for Admissions
 - 3. Admissions Audit Plans for Fall 2019, Fall 2020, and Fall 2021

AGENDA ITEM VII.F.1.a.i.(a)

Strayer University Washington, DC

BACKGROUND

Strayer University (SU) operates in the State of Louisiana at 750 Julia Street, New Orleans. SU is a private, for-profit university with its headquarters in Washington, DC. SU is regionally accredited by the Middle States Commission of Higher Education MSCHE). SU business degree programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

ACADEMIC PROGRAM

Strayer University offers 30 academic programs to Louisiana residents at the Certificate, Associate, Bachelor, and Master degree levels. SU academic programs include degree levels in Accounting, Applied Science in Management, Business Administration, Criminal Justice, and Information Technology. Louisiana Unduplicated Headcount Enrollment are as follows:

Degree Level	LA Unduplicated Headcount Enrollment
Master's	110
Bachelor's	522
Associate	13
Total	645

The academic programs are designed to provide students with affordable post-secondary educational opportunities to a diverse population of eligible learners using multiple modalities and flexible approaches that enable students to earn credentials and degrees.

FACULTY

Strayer University has 80 full-time faculty and 56 part-time faculty to support instructional operations.

FACILITIES

Strayer University provides instruction through online, classroom lecture, classroom laboratory, correspondence, and independent study.

STAFF RECOMMENDATION

Given the credentials of its faculty, the university's accreditation, and the general oversight by the home campus, Senior Staff recommends the Board of Regents issue an *initial* operating licensure to Strayer University.

AGENDA ITEM VII.F.1.a.ii.(a)

Upper Iowa University Fayette, IA

BACKGROUND

Upper Iowa University (UIU) is not incorporated in the State of Louisiana. UIU is a private university headquartered in Iowa. The University is accredited by the Higher Learning Commission (HLC) and is approved by the Louisiana Board of Regents, the Wisconsin Educational Approval Board, and the Iowa Department of Education (for teacher education in Iowa only). The programs offered are approved by the states of Iowa, Kansas (restricted), Louisiana, Oklahoma, and Wisconsin for veterans' benefits.

ACADEMIC PROGRAM

Upper Iowa University (UI) offers 26 academic programs that lead to graduate and undergraduate degrees. The institution currently has 821 students in its Louisiana Unduplicated Headcount Enrollment at the master's level.

Degree Level	LA Unduplicated Headcount Enrollment
Master's	42
Bachelor's	649
Associate	130
Total	821

FACULTY

Upper Iowa University (UI) has 102 part-time faculty at various degree levels.

FACILITIES

Upper Iowa University (UI) offers classroom or laboratory instruction in Louisiana at five locations:

- Alexandria
- Baton Rouge
- DeRidder
- Fort Polk
- New Orleans

STAFF RECOMMENDATION

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

AGENDA ITEM VII.F.1.a.ii.(b)

Walden University Minneapolis, MN

BACKGROUND

Walden University (WU) is not incorporated in the State of Louisiana. WU is an online for-profit university headquartered in Minnesota. The University is accredited by the Higher Learning Commission (HLC). WU has earned specialized accreditations from the following organizations: Council on Social Work Education, Council for Accreditation of Educator Preparation, Accreditation Council for Business Schools and Programs, Council for Accreditation of Counseling and Related Educational Programs, Global Accreditation Center for Project Management, and ABET (Accreditation Board for Engineering and Technology).

ACADEMIC PROGRAM

Walden University (WU) offers 160 academic programs that lead to undergraduate and graduate degrees. The institution currently has 527 students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	LA Unduplicated Headcount Enrollment
Doctorate	154
Master's	7
Bachelor's	250
Associate	110
Certificate	5
Other	1
Total	527

FACULTY

Walden University (WU) has a total of 2,618 full-time and part-time faculty at various degree levels.

FACILITIES

Walden University (WU) 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 approval of the application for license *renewal* from Walden University (WU).

AGENDA ITEM VII.F.1.a.ii.(c)

Wiley College Marshall, TX

BACKGROUND

Wiley College (WC) operates at the Shreveport Fire and Police Regional Academy in the State of Louisiana. WC is a historically black, primarily liberal arts, residential, co-educational, baccalaureate degree-granting institution affiliated with The United Methodist Church headquartered in Texas. Wiley College (WC) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

ACADEMIC PROGRAM

Wiley College (WC) awards two types of undergraduate degrees: associate and bachelors. The institution currently has 111 students in its Louisiana Unduplicated Headcount Enrollment at the bachelor's level.

FACULTY

Wiley College (WC) has a total of 20 full-time and part-time faculty at various degree levels.

FACILITIES

Wiley College (WC) offers classroom lecture instruction to Louisiana residents at the Shreveport Fire and Police Regional Academy.

STAFF RECOMMENDATION

Given the scope of the programs, 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 Wiley College (WC).

AGENDA ITEM VII.F.1.a.ii.(d)

Embry-Riddle Aeronautical University Daytona, FL

BACKGROUND

Embry-Riddle Aeronautical University is not incorporated in the State of Louisiana but operates out of Barksdale Air Force Base in Bossier Parish. Emory Riddle Aeronautical University is private, non-profit university with its main campuses in Daytona Beach, Florida, and Prescott, Arizona. The University is accredited by the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC). It is the largest accredited university system specializing in aviation and aerospace.

ACADEMIC PROGRAM

Embry-Riddle Aeronautical University offers 49 academic programs that lead to graduate and undergraduate degrees. The institution currently has 199 students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	LA Unduplicated Headcount Enrollment
Doctorate	
Special/Professional	20
Master's	29
Bachelor's	142
Associate	7
Certificate	1
Total	199

FACULTY

Embry-Riddle Aeronautical University has a total of 30 full-time and part-time faculty at various degree levels.

FACILITIES

Embry-Riddle Aeronautical University offers online, classroom lecture, correspondence, independent study and other instruction to Louisiana residents.

STAFF RECOMMENDATION

Given the scope of the programs, 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 Embry-Riddle Aeronautical University.

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

P. O. Box 3677
Baton Rouge, LA 70821-3677
Phone (225) 342-4253, FAX (225) 342-9318
www.regents.la.gov

Minutes
Board of Regents' Proprietary Schools Advisory Commission
July 14, 2020

The Louisiana Board of Regents' Proprietary Schools Advisory Commission hosted a virtual meeting on Tuesday, July 14, 2020. Prior to beginning the meeting, Chair Fontenot, on behalf of the commission, congratulated Ms. Marabella on her upcoming retirement. Ms. Marabella thanked the commission for their well wishes and for their service and dedication to post-secondary education in Louisiana. She then introduced to the members of the Commission Ms. Courtney Britton who will be succeeding her as the Proprietary Schools Program Administrator, effective July 15, 2020. The Commission members extended a warm welcome to Ms. Britton. At 10:07 a.m., Chair Fontenot called the meeting to order, read a statement regarding the procedures to be followed during the Zoom Webinar, and the roll was called.

Commission Members Present

Melanie Amrhein, Vice-Chair
Sherrie Despino
James Dorris
James Fontenot, Chair
Jada Lewis
Carmen Million
Mary Lou Potter

Staff Members Present

Courtney Britton
Dr. Randall Brumfield
Kristi Kron
Carol Marabella

Commission Members Absent

Raymond Lalonde

Guests Present

(See Appendix A.)

The first item of business was the approval of the minutes from its meeting of May 12, 2020.

On motion of Ms. Potter, seconded by Ms. Despino, and after the Chair confirmed that there were no public comments, the Proprietary Schools Advisory Commission via roll call vote unanimously adopted the minutes of the May 12, 2020 Proprietary Schools Advisory Commission meeting.

The next agenda item considered by the Commission was two initial license applications, the first from Cross Road CDL Academy, LLC, located in Harvey, Louisiana, and represented by the school's Operational Manager/Instructor, Ms. Erica A. Walker. Ms. Marabella reviewed the materials for the Commission members informing them that the institution was proposing to offer two programs of study to prepare individuals for a commercial driver's license: CDL Training (Class A) and CDL Training (Class B). The Class A CDL training program is 160.0 clock hours with a program length of four weeks for day classes and eight weeks for evening classes. The Class B CDL training is 80.0 clock hours in length with an anticipated completion time of two weeks for day classes and four weeks for evening classes. Cross Road CDL Academy, LLC, had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the reasons for opening the school, anticipated class size and number of instructors, placement opportunities for graduates upon program completion, and the demand for commercial drivers as a result of the pandemic,

On motion of Ms. Amrhein, seconded by Ms. Lewis and after the Chair confirmed that there were no public comments, the Proprietary Schools Advisory Commission via roll call vote unanimously recommended that the Board of Regents approve an initial license for Cross Road CDL Academy, LLC, located in Harvey, Louisiana.

The second initial license application considered by the Commission was from NOLA Institute of Gaming, LLC, located in New Orleans, Louisiana, and represented by Mr. Willie Thomas III, the school's Owner/Instructor. Ms. Marabella reviewed the materials for the Commission members, informing them that the institution would be offering two programs of study: Comprehensive Casino Dealing Program and Complete Casino Dealing Program. The Comprehensive Casino Dealing Program is 300.0 clock hours in length and has an anticipated completion time of three months. The Complete Casino Dealing Program is 500.0 clock hours in length and has an anticipated completion time of five months. NOLA Institute of Gaming, LLC, had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the reason for opening the school, competition in the market area, owner's anticipation of student enrollment and viability of the school in light of current pandemic, the planned adherence of safety precautions and the providing of PPE to students, the unavailability of a standard curriculum model in the industry, the criteria to be met for successful completion of the program and awarding of certification, and the potential salaries for graduates,

On motion of Ms. Mary Lou Potter, seconded by Ms. Amrhein, and after the Chair confirmed that there were no public comments, the majority Proprietary Schools Advisory Commission via roll call recommended that the Board of Regents approve an initial license for NOLA Institute of Gaming, LLC, located in New Orleans, Louisiana.

The next agenda item considered by the Commission was operating license renewals. Ms. Marabella informed the Commission members that there were twenty-three (23) schools seeking renewal. These schools scheduled for renewal were in complete compliance, having met all the legal and administrative requirements to be re-licensed.

Following further discussion,

On motion of Ms. Million, seconded by Ms. Despino, and after the Chair confirmed that there were no public comments, the Proprietary Schools Advisory Commission via roll call unanimously recommended that the Board of Regents renew the licenses of the following proprietary schools (initial license date in parentheses).

**Advance Healthcare Institute, LLC (05/26/11)
BAR/BRI (Baton Rouge) (05/23/12)
BAR/BRI (New Orleans) (05/23/12)
Ben D. Johnson Educational Center, Inc. (06/19/19)
Blue Cliff College - Alexandria (05/25/06)
Delta College of Arts & Technology (06/25/92)
Diesel Driving Academy (Baton Rouge) (06/25/87)
Global Trucking Academy (06/29/16)
Holmes Healthcare Training Center Corp. (06/19/19)
Instructors for Life, LLC (06/19/19)
Integrated Education Solutions, LLC (05/23/18)
Lincoln College of Technology (05/22/03)
Louisiana Institute of Massage Therapy (05/22/13)
McCann School of Business and Technology (05/23/18)
Med-Advance Training (05/22/17)
Oak Park School of Dental Assisting (05/28/09)
Operation Spark (06/29/16)
Ouachita Truck Driving Academy, LLC (05/22/03)
Petra College, Inc. (05/27/15)
Precision Weld Testing & Training, LLC (05/23/18)
Remington College - Lafayette (05/26/11)
Remington College – Shreveport (05/26/11)
SIHAF Career Institute (05/21/14)**

Ms. Marabella informed the Commission that there was one institution that did not renew its license this renewal cycle: J W Training Center, LLC (05/22/17). Premier Healthcare

Training Solutions (08/23/17) is also listed as a closed school due to the revocation of the school's license by the Board of Regents at its December 2019 meeting. The student records from J W Training Center, LLC, have been submitted to the Board of Regents for permanent storage. Staff will follow through to secure the student records from Premier Healthcare Training Solutions and confirm that classes are not being conducted or advertised.

The next item on the agenda was an update on program approvals. Chair Fontenot 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 discussed her work to onboard Ms. Britton for a smooth transition, as well as staff's recent review of revisions to the administrative code in order to update the citations to reflect the recent changes to the revised statute. Dr. Brumfield shared that staff has been in contact with schools during this pandemic to solicit input as to the status of planned summer and fall 2020 sessions. He also thanked Ms. Marabella for her years of service and providing a strong foundation for the proprietary schoolwork to be included in the Board of Regents master plan.

Under Other Business, Ms. Marabella announced that the next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, September 8, 2020, at 10:00 a.m. However, at this time the format of the meeting is yet to be determined, but will be related to Commission members prior to the anticipated meeting. There being no further business, the meeting adjourned at 10:52 a.m.

**APPENDIX A
GUESTS**

Mr. Willie Thomas, III

NOLA Institute of Gaming, LLC

Erica Walker

Cross Road CDL Academy, LLC

Patricia Wilton

LA Department of Justice

Agenda Item VII.F.1.c.

State Authorization Reciprocity Agreement (SARA) Renewal Applications

Delgado Community College, Louisiana Tech University, Southern University at Shreveport and University of New Orleans

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

Act 13 of the 2014 Regular Session of the Louisiana Legislature authorized the Louisiana Board of Regents to seek SARA membership on behalf of the State of Louisiana. In October 2014, Louisiana's application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA), effective December 1, 2014. Since then, 31 Louisiana institutions have joined SARA. Institutions must renew with NC-SARA annually to maintain their membership.

Four institutions have submitted SARA renewal applications: Delgado Community College, Louisiana Tech University, Southern University at Shreveport, and University of New Orleans. Regents staff have reviewed the renewal applications and determined that they meet all requirements for continuing their membership in SARA.

STAFF RECOMMENDATION

Senior staff recommends approval of the Renewal Applications for Institutional Participation in SARA for Delgado Community College, Louisiana Tech University, Southern University at Shreveport and University of New Orleans and authorize staff to submit the approved applications to NC-SARA for final approval of SARA membership renewal.

Agenda Item VII.F.2.

Extension of Board of Regents Emergency Policy: Dual Enrollment, Placement, and Admissions Response to COVID-19 Pandemic

Executive Summary

In response to the COVID-19 Pandemic in early Spring 2020, the Board of Regents, in consultation with the Louisiana Department of Education (LDOE), LOSFA, and campus chief academic officers, developed guidance to assist secondary and postsecondary institutions in navigating changes to admissions and placement processes necessitated by the cancellation of standardized tests. **The Emergency Policy for Dual Enrollment, Admissions, and Placement was approved by the Board of Regents at its April 22, 2020 meeting and was effective through Spring 2021 for dual enrollment and Fall 2020 for admissions and placement. Staff is requesting extension of admissions emergency policies through Summer 2021.**

Since April, ACT and SAT have been working to schedule new test dates; however, due to the closure of test sites, limited capacity for testing safely, and an increase in the occurrence of the virus itself, not all students have been able to participate in test administrations. Nationally, postsecondary institutions have implemented changes in practice and policy for admissions to remove barriers that could prevent students from attaining their academic goals. This has resulted in many postsecondary institutions moving to “test-optional” for admission to their campuses. Due to ongoing COVID-19 disruptions, institutions have continued to be flexible in the extension of these emergency policies beyond the Fall 2020 semester.

National trends support extension of the Board’s emergency policies particularly for students disadvantaged by test cancellations and continued disruptions related to COVID-19.

Board of Regents staff is aware that the Emergency Policy for Admissions as currently written could impact postsecondary campuses in the following ways:

- Leaving policy as-is poses issues as campuses would have one set of criteria for Fall AY 20-21 admissions (emergency) and another for Spring AY 20-21 admissions (regular).
- Accounting for two sets of admissions criteria will cause reporting issues.
- There is potential for confusion for parents and students regarding which admissions criteria to follow.

Due to the issues referenced above and the continued impact of COVID-19 on all aspects of educational systems, Board of Regents staff recommend an extension of the Emergency Policy for Admissions through Summer 2021.

Staff Recommendation

Senior Staff recommends approval of the extension of the Emergency Policy for Admissions through Summer 2021.

AGENDA ITEM VII.F.3.

Finance Audit and Compliance Team Admissions Audit Plan Fall 2019, 2020, & 2021

Fall 2018 Admissions Audit Summary

The Finance Audit and Compliance Team (Audit) reviewed admissions exception data within the Statewide Student Profile System (SSPS) submission for the Fall 2018 semester. The objective was to determine universities' compliance with the Board of Regents' Minimum Admissions Standards for First-Time Freshman. Only Louisiana State University and A&M College (LSU) was found to have materially exceeded the allowable admission exceptions limit.

While the primary focus of the review was to audit admissions exceptions decisions, auditors found data errors in SSPS occurring at all eight institutions reviewed. LSU, Louisiana State University Shreveport, Southern University and A&M College, Northwestern State University and University of Louisiana at Lafayette were asked to make minor corrections and resubmit their Fall 2018 SSPS data to the BOR. Grambling State University (GSU), Southern University at New Orleans (SUNO), and University of New Orleans (UNO) data submissions contained significant data errors such that auditors were unable to audit or calculate an actual exception rate. Since an exception percentage could not be determined, the auditors will perform an additional review of GSU, SUNO and UNO after the Fall 2019 SSPS submission. Additionally, auditors will follow-up with LSU to determine whether the university implemented additional controls to ensure future compliance with BOR admissions policies.

LDOE Student Transcript System Issues

Board of Regents employees provided in-person admissions training to the fourteen institutions that are required to comply with the BOR's Minimum Admissions Standards for First-Time Freshman in September 2019. Prior to this training, BOR employees requested changes to the calculation of GPAs in the Louisiana Department of Education's (LDOE) Student Transcript System (STS). During the training, it was discovered that changes requested to STS were programmed incorrectly. As a result, the universities likely relied on incorrect GPAs for Fall 2019 incoming freshman. BOR employees worked with LDOE to identify areas of necessary corrections which were put in place in early 2020 and should not affect the Fall 2020 incoming freshman class.

For the Fall 2019 audit, BOR staff are presenting two options based on the ability for an onsite review during the COVID-19 pandemic.

COVID-19 Audit Plan with Site Visit

Where an exception percentage was exceeded or could not be determined in the Fall 2018 audit and considering the GPA errors in STS, auditors planned to proceed with a modified review and site visit for the four institutions with deficiencies noted in the Fall 2018 audit. The scope of the admissions exceptions audit would be to perform a traditional follow-up review to determine if the procedural changes implemented after the Fall 2018 audit adequately corrected the previous audit issues. These procedures would be performed at LSU, GSU, SUNO and UNO.

The four institutions would be requested to provide documentation of changes made to their procedures to address the deficiencies in the Fall 2018 report. Auditors would review the documentation then schedule a site visit to walkthrough the changes with institution staff. Audit staff would walk through the process with the admissions staff from the application to registration to verify that changes were implemented and test internal controls. Auditors would report on the adequacy of institutional responses and the ability to comply with standards in Fall 2020.

OR

COVID-19 Audit Plan Without Site Visit

Prior to COVID-19, auditors would have met with admissions staff on campus to walk through processes to ensure adequate procedures had been implemented and controls were functioning properly. If auditors cannot return to campus, most audit procedures still can be performed through document requests and virtual site visits for Fall 2019.

Auditors would request information describing how each institution made changes to their procedures to address the deficiencies in the Fall 2018 report and ask each institution to complete as a self-assessment survey. This information request would be more detailed, and institutions would be asked to self-assess their processes and respond to the Fall 2018 findings. The institutions would be asked to include information like flowcharts, so the auditor can understand their processes without viewing the information flow, but some corrective actions may not be physically verified. A disclaimer would be written into the final report stating that the auditor could not perform in-person testing to verify the stated procedures were in place, where necessary.

Finance Audit and Compliance Team Admissions Audit Plan Fall 2020

Changes to Admissions Standards

The Board's approved changes to the admissions standards significantly impact how future audits will be conducted. Subsequent admissions exceptions auditing would primarily focus on the institutions outcomes in student progression for the purposes of "clearing" the exception in the first semester and ensuring SSPS data is correctly reported to BOR. Additionally, emergency COVID-19 changes to the admissions test score and placement policies include subjective factors. These temporary changes made to the Fall 2020 admissions test score policy will make test scores, overall or placement scores criteria subject to interpretation.

Fall 2020 Audit Plan

Since there are many significant changes to admissions procedures for Fall 2020, the Finance Audit and Compliance Team recommends that we shift our focus in 2020 to verifying admissions data only. Auditors reviewed eight institutions' SSPS submission for Fall 2018 and discovered that all institutions had some data errors ranging from minimal to substantial. The institutions report data through SSPS needed to determine admissions decisions. BOR must have accurate data for many reasons including, but not limited to admissions, academic policy making decisions and research. Additionally, future admissions exceptions and/or outcomes auditing require SSPS data to be correct and accurate.

The BOR Audit team recommends that they perform procedures necessary to verify admissions data, not admissions exceptions, in SSPS for the institutions not reviewed in Fall 2018. These institutions are Louisiana Tech University (LA TECH), McNeese State University (MSU), Nicholls State University (NSU), Southeastern Louisiana University (SELU), Louisiana State University Alexandria (LSUA) and University of Louisiana at Monroe (ULM). The Fall 2020 review would be limited to verifying fields that are needed to make a final admissions decision. These flags are Regents Core Curriculum Flag, Regents/Tops Core (GPA) and Overall High School GPA.

While this is a significant change to the exceptions auditing objectives in Fall 2020, this plan would ensure that all institutions would have received adequate audit coverage and have been notified that data must be submitted correctly. All institutions should make the changes necessary to comply with the requirements of the new admissions standards.

Finance Audit and Compliance Team Admissions Audit Plan Fall 2021 and Beyond

After the Fall 2020 SSPS data has been submitted, an admissions exceptions audit for Fall 2021 will be performed. The Fall 2021 audit objective is to review admissions exception data within the Statewide Student

Profile System (SSPS) submission for the Fall 2021 semester to determine universities' compliance with the Board of Regents' Minimum Admissions Standards for First-Time Freshman.

Risk Assessment and Institution Selection

The Finance Audit and Compliance Team recognizes that using a risk-based approach is the most efficient method to ensure resources are directed to the institutions that have the most generous admissions. In recognizing that there is an identified need to transition to a risk-based method to determine audit selection, audit created the following multi-layered approach to prioritize resources considering the following three factors:

Highest Percentage for Potential Discrepancies - Similar to the Fall 2018 process Institutional Research (IR) could create reports to identify students that appear to not meet the established admissions criteria for each public four-year institution who were not coded by the institution as admissions exceptions. The institutions with highest percentage of incoming class discrepancies would be ranked higher risk.

Prior Audit Findings - Institutions cited for audit findings within Admissions and Enrollment Management would receive a higher ranking.

Date of Last BOR Audit - In implementing a risk-based approach to institution selection, it is important to ensure that all institutions receive appropriate coverage. Adding a weight to factor in the date of the last audit will ensure all institutions, even those with lower "risk factor" scores receive an admission audit every three years.

This information will be compiled and those institutions with the greatest risk will be audited each year. Please note that the risk assessment process is evolving and will be reassessed annually to determine if other factors should be considered.

COVID-19 Audit Plan for Fall 2020 and Beyond Without Site Visit

Operative changes of business functions incurred due to the COVID-19 pandemic brought about greater restrictions on travel and personal contact. During the early phases of these changes, the Audit Team discovered that virtual meetings can be utilized without significantly limiting audit procedures. Auditors will meet with institution personnel through available secure electronic voice and video applications to hold entrance conferences. Secure file transfer protocols (SFTP) will be utilized to securely transfer samples and requested supporting documentation. Generally, testing of controls and physical observation of documentation flow takes place in person and therefore will be limited. Supporting documentation will be examined to the same degree as previous audits. BOR Audit staff will continue to schedule additional virtual meetings and/or document requests until all questions are answered in an effort to produce an accurate and adequate report without a site visit.

	Fall 2019	Fall 2020	Fall 2021+
Institutions to Review	LSU, GSU, UNO & SUNO	LA TECH, LSUA, MSU, NSU, SELU & ULM (others may be added based on follow-up audits)	Subject to Risk Assessment Process
Auditing Procedures	Follow-up on Prior Audit Issues	SSPS Data Review	Full Exceptions Auditing
Reporting Timeline *	March 2021	August 2021	August 2022

* Audit timelines may be subject to change.