

# NOTICE OF MEETINGS

Meeting will be held via Video Conference

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

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



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

## BOARD OF REGENTS

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

**Board of Regents**  
**Wednesday, August 25, 2021**

Event	Time	Location
<u>(Meeting as a Committee of the Whole)</u> <i>Board of Regents</i> <ul style="list-style-type: none"><li>➤ COVID-19 Update</li><li>➤ Facilities and Property</li><li>➤ Academic and Student Affairs</li><li>➤ Statewide Programs</li><li>➤ Research and Sponsored Initiatives</li><li>➤ Planning, Research &amp; Performance</li></ul>	9:00 a.m.	Meeting will be held via Video Conference  Meeting can be viewed at: <a href="https://regents.la.gov/live/">https://regents.la.gov/live/</a>

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>

*Blake R. David*  
*Chair*

*T. Jay Seale III*  
*Vice Chair*

*Sonia A. Pérez*  
*Secretary*

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



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*Gary N. Solomon, Jr.*  
*Terrie P. Sterling*  
*Collis B. Temple III*  
*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Cameron T. Jackson, Student*

**AGENDA**

**BOARD OF REGENTS\***

*Meeting as a Committee of the Whole*  
*Wednesday, August 25, 2021*  
*9:00 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 16, 2021 and August 10, 2021 Meetings
- VI. COVID-19 Update from System Presidents
- VII. Chair's Comments
- VIII. Reports and Recommendations
  - A. Facilities and Property
    - 1. Act 959 Project: Nicholls State University Business Incubator
  - B. Academic and Student Affairs
    - 1. Consent Agenda
      - a. Terminations
        - i. PBC Autism Spectrum Disorder – UL Monroe
        - ii. GC Early Childhood Education – LSU A&M
        - iii. MEd Education Technology Leadership – McNeese
      - b. Routine Staff Approvals
    - 2. Academic Programs
      - a. Letter of Intent
        - i. Bachelor of Applied Arts and Sciences – LSU Alexandria

- ii. MS Architecture – LSU A&M
    - iii. PhD Pathology & Translational Pathobiology – LSU HSC Shreveport
  - b. Program Proposals
    - i. UC Childcare Administration – LSU A&M
    - ii. UC Criminal Justice – LSU Alexandria
    - iii. UC Foundations of Business Analytics – Nicholls
    - iv. UC Foundations of Management – Nicholls
    - v. UC Foundations of Marketing – Nicholls
    - vi. BS Integrated Science & Technology – Southeastern
- 3. 2021-22 Articulation Matrix
- C. Statewide Programs
  - 1. Consent Agenda
    - a. Approval of Initial Rulemaking to Implement Act 334 and Act 95 of the 2021 Regular Session of the Louisiana Legislature
    - b. Approval of TOPS Exception
- D. Research and Sponsored Initiatives
  - 1. Consent Agenda
    - a. Appointment of Endowed Chairholder without National Search: University of New Orleans
- E. Planning, Research and Performance
  - 1. Consent Agenda
    - a. R.S. 17:1808 (Licensure)
      - i. Initial Applications
        - (a) High Tech High Graduate School of Education (HTH GSE)
      - ii. Conditional Applications
        - (a) American University of Technology (AUTech)
        - (b) Robert Cavalier University (RCU)
      - iii. Renewal Applications
        - (a) Texas Wesleyan University (TWU)
    - b. Proprietary Schools Advisory Commission
      - i. Initial Applications
        - (a) Baton Rouge School of Phlebotomy
        - (b) Synergy Massage Institute
      - ii. Change of Ownership Applications
        - (a) MedCerts, LLC

iii. Renewal Applications

- (a) Advance Healthcare Institute, LLC, Prairieville (5/26/2011)
- (b) Ben D. Johnson Educational Center, Natchitoches (6/19/2019)
- (c) Blue Cliff College, Alexandria (5/25/2006)
- (d) CDL Mentors of Baton Rouge Truck Driving School (5/25/2006)
- (e) Delta College of Arts & Technology (6/25/1992)
- (f) Diesel Driving Academy, Baton Rouge (6/25/1987)
- (g) Global Trucking Academy, Marksville (6/29/2016)
- (h) Holmes Healthcare Training Center, Corp., New Orleans (6/19/2019)
- (i) Integrated Education Services, LLC, Violet (5/23/2018)
- (j) Lincoln College of Technology, Nashville, TN (5/22/2003)
- (k) Louisiana Institute of Massage Therapy, Lake Charles (5/22/2013)
- (l) McCann School of Business, Monroe (5/23/2018)
- (m) Med-Advance Training, Prairieville (5/22/2017)
- (n) Oak Park School of Dental Assisting, LLC, Lake Charles (5/28/2009)
- (o) Operation Spark, New Orleans (6/29/2016)
- (p) Ouachita Truck Driving Academy, LLC, Sterlington (5/22/2003)
- (q) Petra College, Inc., Hammond (5/27/2015)
- (r) Precision Welding Testing & Training, Geismar (5/23/2018)
- (s) Remington College, Lafayette (5/26/2011)
- (t) Remington College, Shreveport (5/26/2011)

2. Ratification of Proprietary Schools and Act 129 Schools Administration Rulemaking

3. Student Success Council Quarterly Report

IX. Federal Update to Title IX Grievance Procedures

X. Other Business

XI. Adjournment

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

*Blake R. David*  
*Chair*

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*Judy A. Williams-Brown*  
*Cameron T. Jackson, Student*

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

I certify that the August 25, 2021 meeting of the Louisiana Board of Regents (BoR) will be held via videoconference in accordance with La. R.S. 42.17.1.

The State of Louisiana continues to operate under a state of public health emergency declared by the Governor, most recently renewed in Proclamation 145 JBE 2021 (effective August 6, 2021). As a result, a traditional public meeting would be detrimental to the health, safety and welfare of the public. The BoR meeting concerns, and is limited to, matters that are directly related to its response to the public health emergency and are critical to the health, safety, and welfare of the public.

Pursuant to La. R.S. 42.17.1, BoR will provide for attendance by the public at the meeting of August 25, 2021 via video or teleconference, in a manner that allows for observation and input by members of the public, including a mechanism to receive electronic comment both prior to and during the meeting, as set forth in this notice, posted on August 18, 2021.

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

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

Public comments can be made prior to the meeting (until 5:00 pm on Tuesday, August 24, 2021) via email to: [bor.publicaffairs@laregents.edu](mailto:bor.publicaffairs@laregents.edu) or online at: <https://regents.la.gov/publiccomments>.

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

Blake R. David, Chair  
Louisiana Board of Regents

DRAFT  
MINUTES  
BOARD OF REGENTS

June 16, 2021

The Board of Regents met in session at 1:45 p.m. on Wednesday, June 16, 2021, in the Thomas Jefferson Room A&B, Claiborne Building, 1201 North Third Street, Baton Rouge, Louisiana. Chair Blake David called the meeting to order.

ROLL CALL

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

Present for the meeting were:

Blake R. David, Chair  
T. Jay Seale III, Vice Chair  
Sonia A. Pérez, Secretary  
Robert W. Levy (present for Committee meetings)  
Charles R. McDonald  
Darren G. Mire  
Wilbert D. Pryor  
Gary N. Solomon, Jr.  
Terrie P. Sterling  
Collis B. Temple III  
Chandler C. Vidrine (student member)  
Felix R. Weill  
Judy A. Williams-Brown

Absent from the meeting were:

Randy L. Ewing  
Stephanie A. Finley  
Phillip R. May, Jr.

PUBLIC COMMENTS

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

APPROVAL OF THE MINUTES OF APRIL 28, 2021

**On motion of Regent Seale, seconded by Regent Pérez, the Board voted unanimously to approve the minutes of the April 28, 2021 meeting.**

CHAIR'S COMMENTS

Chair David made the following comments:

- He thanked Governor John Bel Edwards for joining the Board earlier in the day, for his continued commitment to the goals of the Master Plan and for the financial support for higher education in the new state budget. In addition, Chair David expressed thanks to House Speaker Clay Schexnayder, Senate President Page Cortez, Appropriations Chair Jerome “Zee” Zeringue, Finance Chair Bodi White, House Education Vice-Chair Mark Wright, and Senate Education

Chair Cleo Fields, as well as our priority bill authors and session partners for an unbelievable legislative session. He also recognized Commissioner of Administration Jay Dardenne and Deputy Commissioner Barbara Goodson for their support during the Session and for joining us during the meeting.

- Chair David acknowledged that this was the last meeting for student member Chandler Vidrine and presented him with a plaque. Regent Vidrine thanked the Board and gave an update on his plan to attend LSU while seeking his Master's in Public Administration.
- Chair David noted that our new student member Cameron Jackson will be sworn in during the August meeting.
- Chair David welcomed Ms. Nina Gupta, an attorney at Nelson Mullins, LLP, and asked her to present an overview of the comprehensive review of the Title IX Report relating to policies, training and staffing.
  - Ms. Gupta noted a holistic, high-level review of the data was conducted, which would be used to develop a state-level template policy which combines federal and state regulations to create safe campuses for students, faculty and staff.
  - She further stated that this extensive work was completed quickly to ensure students would be welcomed back to safe campuses in the fall and noted that we must create a culture of care and compliance.
  - Regent Solomon asked if the Title IX laws extend to the transgender community. Ms. Gupta said that they do.
  - Dr. Reed said that this is a continuing process, and as federal guidance and policies evolve, we may need to revisit our policies. She noted that there are training requirements in place for all State Boards and employees.
  - Regent Sterling asked if there was legislation calling for the availability of prevention education to K-12. Dr. Reed responded that there was not, but we recognize that education is needed earlier.
  - Ms. Gupta noted that key factors to ensuring the policy will be effective are respect for everyone's bodily autonomy, and a culture of speaking up if violations are suspected.

#### MASTER PLAN – HARNESSING THE POWER OF RESEARCH UNIVERSITIES

Dr. Kim Hunter Reed, Commissioner of Higher Education, reminded the Board that the Master Plan, adopted in 2019, established the goal of doubling the number of annual credentials conferred, in order to achieve 60% attainment among the working-age population in Louisiana by 2030. Dr. Reed said that the Master Plan focus for this month's meeting was the power of research. She then introduced Ms. Carrie Robison, Deputy Commissioner for Sponsored Programs. Ms. Robison said that research is essential to our state and a critical component of achieving Master Plan goals. She noted that when faced with adversity during the COVID pandemic, our research universities, community colleges, and industries focused their energies on producing personal protective equipment, swabs, and autopsies were performed by the health science centers to better aid in understanding the virus. She said that the research

component of the Master Plan calls for innovation, stewardship of place, building and maintaining strong industry partnerships and providing training and opportunities for workforce development. Ms. Robison said that the Regents' first annual Research Summit, initially postponed due to COVID, was held on May 28<sup>th</sup>, and was a success, largely due to the steadfast, energetic support of Dr. Les Guice, President of Louisiana Tech University and Dr. Michael Khonsari, Associate Commissioner for Sponsored Programs Research and Development.

Dr. Guice said that it is essential for us to bring our universities and industries together to benefit Louisiana for the future. He thanked Dr. Reed for the letter in support of the Research Summit, which was signed by the leaders of the public research systems and institutions across the state, noting that collaboration is a key component to success in research. He then discussed the Data Management Initiative, noting that Dr. Sumeet Dua of Louisiana Tech has submitted a proposal to the National Science Foundation to launch an effort to establish a statewide research data repository. Dr. Khonsari discussed the work of the \$20 million NSF-funded Louisiana Materials Design Alliance (LAMDA) grant, through which five campuses have committed to hiring 14 new faculty members. He also told the Board that a major proposal submitted to NSF's Industry-University Cooperative Research Center (IUCRC) program has been favorably reviewed and recommended for funding. Dr. Khonsari noted that 30% of graduate students who work with industry in the research activities during their studies are recruited upon graduation. Chair David thanked Drs. Guice and Khonsari for their excellent presentation.

## **REPORTS AND RECOMMENDATIONS**

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

**On motion of Regent Seale, seconded by Regent Pérez, the Board voted unanimously to approve all Committee recommendations from the June 16, 2021 Committee meetings.**

## **AUDIT COMMITTEE**

### **INTERNAL AUDIT PRESENTATION**

Mrs. Laura Soileau from Postlethwaite & Netterville (P&N) presented the Internal Audit items.

#### **A. Approval and Review of Internal Audit Charter**



Mrs. Soileau stated that the Internal Audit Charter was developed using the IIA model Internal Audit Charter and requires annual review and approval. This was last completed in August 2020.

**Approve the Internal Audit Charter as presented.**

B. Contract Year 3 Follow-Up Audit Status

Mrs. Soileau presented an update on Internal Audit work performed in Contract Year 3 with IT Security and LUMCON Vendor-Contract Management.

C. Approval of the Proposed Internal Audit Plan for Fiscal Year 2022

Mrs. Soileau presented a brief overview of the risk assessment process and Internal Audit Plan for Fiscal Year 2022. P&N derived the internal audit plan using a risk-based approach in accordance with Louisiana Revised Statute (R.S.) 17:3138.6.

**Approve the Internal Audit Plan for Fiscal Year 2022.**

OTHER BUSINESS: DISCUSSION OF THE LOUISIANA LEGISLATIVE AUDITOR MANAGEMENT LETTER DATED APRIL 19, 2021

Ms. Elizabeth Bourgeois, Assistant Commissioner for Audit and Compliance, presented the results of the Louisiana Legislative Auditor Management Letter dated April 19, 2021. All prior findings have been resolved and no new findings were issued for FY 2020. This represents the first management letter and single audit report with no findings since FY 2015. No motion was required. Chair David recognized Regent Seale for his commitment to this work and the following Regents and LOSFA staff: Chandra Cheatham, Rhonda Webber, Chris Mestayer, Aisha Griffin, Elizabeth Bourgeois, Michelle Brandon, Jessica Patton, Kim Small, Carla Smith, Brett Hunt, and Cory Wicker for their efforts in accomplishing a clear Management Letter for FY 2020.

**LEGISLATIVE COMMITTEE**

REVIEW OF THE FY 2021-22 OPERATING BUDGET DISTRIBUTION AND FY 2020-2021 SUPPLEMENTAL APPROPRIATIONS

Mr. Terrence Ginn, Deputy Commissioner for Finance and Administration, provided an update on budget matters following the conclusion of the Legislative Session. He reported that higher education received the largest increase in funding since FY 2008-09 and that increased funding was provided for

faculty pay raises, mandated costs, funding formula, specialized institutions, and the TOPS and GO Grants scholarship programs.

#### LEGISLATIVE PACKAGE REPORT

Ms. Erin Cowser, Assistant Commissioner for Legislative and External Affairs, provided an overview of legislative successes. She discussed the legislation impacting access, addressing equity gaps, and adult financial aid to align with Master Plan goals. On behalf of Regents, Ms. Cowser thanked all bill authors and legislative staff.

#### **FACILITIES COMMITTEE**

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

#### CONSENT AGENDA

**Approve the items on the Consent Agenda.**

##### **A. Small Capital Projects Report**

- 1. LSU A&M: Alex Box Champions Club Seating Replacement**
- 2. LSU A&M: Design Building Boyce Gallery Renovation**
- 3. LSU A&M: Hill Memorial Library Rooms 108 & 109 Renovations**
- 4. LSU A&M: Hodges Hall Rooms 119, 132A, 132D, 148, & 150 Renovations**
- 5. LSU A&M: Thomas Boyd Hall Office of the Bursar Renovations**
- 6. LSU HSCNO: Data Center HVAC Replacement of Air-Cooled Chiller**
- 7. LSU-S: HPE Building Equipment Pavilion Climate Chamber**
- 8. LSU-S: Noel Library Student Development Suite**
- 9. LSU-S: Sports Fields Drainage Improvements**
- 10. LSU-S: Technology Center AHU Replacements**
- 11. PBRC: Renovations to Animal Metabolism and Behavioral Core Facility – Comparative Biology Building E**
- 12. RPCC-Reserve: Electrical Upgrades**
- 13. SUBR: Archives Building Renovation**
- 14. UNO: Chemical Science Building HVAC Replacement**

#### ALTERNATIVELY FINANCED PROJECT: SUBR HONORS HOUSING AND STUDENT UNION

Mr. Herring stated that the Southern University Board of Supervisors, on behalf of Southern University and A&M College (SUBR), submitted an alternatively financed project for the purpose of constructing new honors housing and a student union on the Baton Rouge campus, noting that both facilities are high priorities for SUBR and that the institution secured a federal Historically Black College and Universities (HBCU) loan to cover all project costs.

**Approve the alternatively financed project submitted by the Southern University Board of Supervisors, on behalf of Southern University and A&M College, to construct honors housing and a new student union.**

#### HOUSE BILL 2 (HB2) UPDATE

Mr. Herring provided an update on the final posture of HB2 noting that higher education fared well in the bill across all four systems. He highlighted the addition of \$25M in Major Repair (Deferred Maintenance) funding included in the bill towards the end of the legislative session as well as various highlights for all systems.

#### HURRICANE RECOVERY UPDATE

Mr. Herring provided the Board an update on the status of hurricane recovery in the Lake Charles area for McNeese State University and SOWELA Technical Community College. Commissioner Reed highlighted the exceptional job being performed by all stakeholders to ensure both campuses' damaged facilities are back online for the Fall 2021 semester.

### **ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Dr. Susannah Craig, Deputy Commissioner for Academic Affairs & Innovation, presented the Consent Agenda and Academic Programs items.

#### CONSENT AGENDA

**Approve the items on the Consent Agenda as presented.**

- A. MA Teaching Degree Consolidation – Southeastern Louisiana University**
- B. Progress Reports**
- C. Routine Staff Approvals**

#### ACADEMIC PROGRAMS

**Approve the Program Proposals as presented.**

##### **A. Program Proposals**

- 1. UC Diversity & Inclusion – McNeese State University**
- 2. UC Geographic Information Systems – UL Lafayette**
- 3. BFA Production & Design – Northwestern State University**
- 4. BS Computer Science – LSU Alexandria**
- 5. BS Nursing – Southern University New Orleans**
- 6. GC Population Health – UL Lafayette**
- 7. MS Medical Sciences – LSU Health Sciences Center Shreveport**
- 8. PhD Criminology & Justice Administration – Grambling State University**

## CLASSROOM TEACHER ENROLLMENT PROGRAM (CTEP) POLICY UPDATE

Dr. Craig presented the CTEP policy update. She gave a brief overview of the CTEP program and the current policy. Dr. Craig explained that in April 2020, in response to the COVID-19 pandemic, the Board of Regents (BoR) approved an emergency policy that changed operational aspects of the CTEP program to allow for online delivery of course instruction and online submission of applications. She then stated that BoR staff has consulted with institutional registrars and College of Education Deans/Directors/Chairs to discuss the implications of the emergency policy. BoR staff recommends making permanent the three major changes provided in the emergency policy: 1) allow for online delivery of instruction for courses; 2) allow for electronic signatures from the employing authority for the teacher; and 3) allow for electronic submission of the CTEP Application, if submitted using the teacher's district-issued email address.

**Approve the revised Classroom Teacher Enrollment Program (CTEP) Policy Guideline and Application as presented.**

## ADMISSIONS AUDIT FOLLOW-UP TO FALL 2018

Dr. Craig stated that the BoR audit team performed a procedural audit as a follow-up to the 2018 admissions audit findings and that four institutions were reviewed. Dr. Craig introduced Ms. Bourgeois, who presented the follow-up, briefly summarizing the results from the prior audit. She explained the scope of the current audit was to follow up on the implementation of corrective actions and that this review was designed with the intent of identifying policy and procedure weakness and providing helpful feedback to these institutions prior to the effective date of the new admissions policy.

**Approve the Admissions Audit Fall 2018 Summary and Follow-Up Report.**

## **STATEWIDE PROGRAMS COMMITTEE**

Dr. Sujuan Boutté, Executive Director of the Louisiana Office of Student Financial Assistance (LOSFA), presented the items on the Consent Agenda.

## CONSENT AGENDA

**Approve the items on the Consent Agenda as presented.**

**A. Approval of Final Rulemaking to implement the provisions of Act 17 of the Second Extraordinary Legislative Session of 2020 with respect to Hurricane Laura and Hurricane Delta**

- B. Approval of Final Rulemaking to implement the provisions of Act 17 of the Second Extraordinary Legislative Session of 2020 with respect to Hurricane Zeta**
- C. Approval of Final rulemaking to add two dual enrollment calculus courses as TOPS core curriculum equivalents; to provide that the calculus courses will be graded on a 5.0 scale for the purpose of calculating a student's TOPS high school GPA; to add a provision that proprietary and cosmetology schools shall report to LOSFA whether a student receiving a Chafee Educational and Training Voucher is making satisfactory academic progress for the purpose of determining whether a student meets the continuing eligibility requirements for the program; and to implement COVID-19 as an objective circumstance for which students may request an exception to the continuous enrollment, full time, and earned annual hours requirements for TOPS**
- D. Approval of TOPS Exceptions**

#### **RESEARCH AND SPONSORED INITIATIVES COMMITTEE**

Ms. Robison presented the Consent Agenda item.

#### **CONSENT AGENDA**

**Approve the Consent Agenda item as presented.**

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

#### **ENDOWED PROFESSORSHIPS/ENDOWED FIRST GENERATION SCHOLARSHIPS MATCHING ALLOWANCES: INCREMENTAL PRIVATE CONTRIBUTIONS**

Ms. Robison indicated that changes to the Endowed Professorships match rate in 2016 left some donors who had begun but not completed such contributions ineligible for matching without substantially increasing their anticipated donation. To allow these donors to complete contributions as planned, Senior Staff recommended that the Board permit submission at the previous 60% non-state/40% BoRSF match rate those Endowed Professorships and Endowed First-Generation Scholarships established with the intent that the BoRSF-eligible campus and/or its foundation would seek Support Fund match, but for which the donor intended to provide incremental donations over time in order to accrue the minimum amount required for BoRSF match. Upon approval, any Endowed Professorship or First-Generation Scholarship for which the donor entered into an agreement and began contributions prior to November 2, 2016 would be eligible for matching upon receipt of the full donor contribution for the 60%/40% rate. All other program policy provisions would remain in place.

**Approve provisions to accept requests for Endowed Professorships and/or Endowed First-Generation Scholarships matching at the 60% non-state/40% BoRSF rate for incremental donations to these programs for which the donor intended the campus to seek BoRSF match and began contributions prior to November 2, 2016.**

## **PLANNING, RESEARCH AND PERFORMANCE COMMITTEE**

Dr. Craig and Dr. Randall Brumfield, Deputy Commissioner for Strategic Planning and Student Success, presented the Consent Agenda items.

### **CONSENT AGENDA**

**Approve the items on the Consent Agenda as presented.**

- A. R.S. 17:1808 (Licensure)**
  - 1. Initial Application**
    - a. Louisiana International College (LIC)**
  - 2. Renewal Applications**
    - a. DeVry University (DU)**
    - b. Edward Via College of Osteopathic Medicine (VCOM)**
    - c. Southern New Hampshire University (SNHU)**
- B. Proprietary Schools Advisory Commission**
  - 1. Initial Applications**
    - a. OceanPointe Dental Academy of Hammond**
    - b. Safe Road Truck Driving School**
    - c. Skillz Academy**
  - 2. Renewal Applications**
    - a. Academy of Acadiana, Inc. (03/22/2006)**
    - b. At-Home Professions (04/22/1999)**
    - c. Baton Rouge Dental Assistant Academy (03/26/2014)**
    - d. Blue Cliff College - Houma (03/24/2005)**
    - e. Blue Cliff College - Metairie (03/23/2000)**
    - f. Blue Cliff College - Metairie, Satellite Location (03/23/2011)**
    - g. CDL Mentors, LLC - Lake Charles (03/27/2019)**
    - h. Charity Health Training Institute, LLC (04/22/2020)**
    - i. Coastal College - Lafayette (04/23/1998)**
    - j. Coastal College - Monroe (03/28/1996)**
    - k. Delta College of Arts & Technology - Lafayette Branch (03/24/2005)**
    - l. Elise Phlebotomy Training Center (04/22/2020)**
    - m. Goodwill Technical College (03/25/2015)**
    - n. Lenora School of Phlebotomy (04/28/1994)**
    - o. Louisiana Culinary Institute, LLC (03/27/2003)**
    - p. Professional Laser Training (1/14/2019)**
    - q. Saint Christopher College (03/14/2017)**
    - r. Southwest Dental Academy, LLC (04/22/2020)**
    - s. Tulsa Welding School & Technology Center (03/15/2015)**
    - t. Unitech Training Academy - Houma (03/22/2006)**
    - u. Unitech Training Academy - Lafayette (04/24/1997)**
    - v. Universal Technical Institute of Texas, Inc. (04/20/1984)**
    - w. Universal Technical Institute-Florida Branch (04/23/1998)**

## LOUISIANA CYBERSECURITY TALENT INITIATIVE FUND REPORT

Dr. Brumfield provided an update regarding the programs selected and funded in April by the Cybersecurity Education Management Council (CEMC). He noted the programs chosen by the Council represent all Systems and all corners of the state and are very diverse in type. Regent Pérez reiterated the mindfulness of the selected representation in the northern part of the state. Dr. Brumfield said it speaks to the Master Plan goals to map and stack credentials, in addition to helping provide for a new educational delivery model, and stated the Board would be apprised annually of progress and performance regarding the investment of the Fund, as well as the work of the CEMC.

## REPORTS AND RECOMMENDATIONS BY DR. KIM HUNTER REED, COMMISSIONER

Commissioner Reed focused on recent meetings and events including:

- She noted that Louisiana is ranked number one in FAFSA completion and thanked Dr. Sujuan Boutté and her team at LOSFA, as well as the students, teachers and counselors of the state, for achieving this goal.
- Dr. Reed welcomed Dr. Clint Coleman, Program Administrator for STEM and Cybersecurity Initiatives, to the staff. She also noted the LaSTEM Advisory Council's recent tour of NASA's Michoud Facility.
- She welcomed Governor's Fellow Elizabeth Bueche, who will work with staff for ten weeks while attending a formal Governor's Fellow class at LSU, culminating in a higher education policy pitch to Governor John Bel Edwards.
- Dr. Reed expressed her deep appreciation for the staff and the Board for all of the great work during the legislative session.

## **OTHER BUSINESS**

Chair David asked if there was any other business to come before the Board. There was none.

## **ADJOURNMENT**

There being no further business to come before the Board, the meeting was adjourned at 2:39 p.m.

DRAFT  
MINUTES  
BOARD OF REGENTS

August 10, 2021

A special meeting of the Board of Regents began at 8:00 a.m., Tuesday, August 10, 2021, via video conference. Chair Blake David called the meeting to order.

ROLL CALL

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

Present for the meeting were:

Blake David, Chair  
Stephanie Finley  
Cameron Jackson, Student  
Robert Levy  
Phillip May, Jr.  
Darren Mire  
Wilbert Pryor  
Gary Solomon, Jr.  
Terrie Sterling  
Collis Temple III  
Felix Weill  
Judy Williams-Brown

Mgt. Board Representatives present:

Willie Mount, LCTC System  
Mary Werner, LSU System

System Presidents present:

Dr. Monty Sullivan, LCTC System  
Dr. William Tate, LSU System  
Dr. Ray Belton, SU System  
Dr. Jim Henderson, UL System

Absent from the meeting were:

T. Jay Seale III, Vice Chair  
Sonia Pérez, Secretary  
Randy Ewing  
Charles McDonald

CERTIFICATION FOR VIRTUAL MEETING

Chair David 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.



## OATH OF OFFICE FOR STUDENT BOARD MEMBER

Student Board Member Cameron T. Jackson of Grambling State University was sworn in by Ms. Brianna Golden, Associate and Policy Advisor for the Board of Regents. Regent Jackson said that he was excited to join the Board and would give his full report during the August 25, 2021 meeting.

## PUBLIC COMMENTS

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

## UNIFORM POLICY ON POWER-BASED VIOLENCE AND TITLE IX REVIEW AND ADOPTION

Chair David said there is no time to waste when it comes to protecting students because the Board believes it must set a strong policy, aligned to the new state laws and matched with system and campus education and implementation, to provide the tools needed to support our students. He then asked Dr. Kim Hunter Reed, Commissioner of Higher Education, to highlight the major components of the draft policy. Regent Weill stated that the policy was a good product and asked if there would be a single policy to address both Power-Based Violence and Title IX misconduct. Dr. Reed said that the Dual Policy recognizes that federal and state laws are not the same and that both types of laws were addressed in the Dual Policy. Ms. Nina Gupta, Partner at Nelson Mullins, further explained the Title IX process and what happens once a complaint is received. She said that anything that does not fall under Title IX would be guided by the state law. Regent Jackson said that he appreciated the accountability portion of the policy, in particular the formation of a Power-Based Violence survey and the involvement of student leaders. He specifically asked how this information will be spread from student leaders to the general student population. Dr. Reed said that Regent Jackson would play a major role in convening student leaders across the state to share this information and to encourage more people to participate in the survey. Regent Jackson asked if the survey would be anonymous, and Dr. Reed confirmed that it would. Regent Finley asked why the survey would be done every three years. Dr. Reed said that Tulane demonstrated that doing a survey every three years, as opposed to annually, gives institutions more opportunities to offer incentives and get stronger student participation. Regent Pryor said that he paid special attention to the appeals process and hopes that the institutions look at the clause regarding an appeal process for

conflicts. He then recognized Javin Bowman, LSU SGA President, in the audience, and Dr. Ray Belton, Southern University System President, as members of Zion Baptist Church in Shreveport. Dr. Reed said that she appreciated our student leaders attending the meeting and being so focused on this issue. Regent Solomon said that he would like for the Board to work to extend the protections offered by this policy to students of private and proprietary institutions. Dr. Reed said that staff would share the policy and continue tracking to be sure to advance this work.

Chair David said the next steps include mandatory training, sponsored by Regents, on August 17, 2021, for public postsecondary board members, system presidents, legal counsel and others, followed by training to be held on August 18, 2021, for campus-based teams comprised of chancellors, Title IX coordinators, law enforcement officers, academic affairs staff, and athletic department staff. Dr. Reed thanked the system presidents and the very engaged work group members for helping to create a solid policy.

**On motion of Regent Levy, seconded by Regent Weill, the Board voted unanimously to approve the Dual Uniform Policy on Power-Based Violence and Title IX and to direct staff to work with the systems on automation of the forms needed for uniform reporting.**

#### COVID-19 UPDATE

Chair David welcomed State Health Officer Dr. Joseph Kanter, to provide an update on COVID-19. Dr. Kanter said that the state was currently in the upswing of the fourth and worst surge, with more COVID-19 cases diagnosed daily than during any other time in the pandemic. He said the situation was dire in our hospitals because there are not enough qualified staff to care for patients. He also explained that the influx of COVID patients was decreasing the ability of hospitals to provide quality care for patients with emergencies such as heart attacks and strokes. He did note that the state vaccination rate has increased over the past month, but warned that we must continue to mask, maintain distance and test regularly to mitigate the continued spread of the virus. Dr. Kanter said that until more of the population is vaccinated, our state remains vulnerable. Chair David asked how far we are from having an FDA-approved vaccination. Dr. Kanter said the Pfizer vaccine would likely be approved within the next few weeks and that the Pfizer and Moderna vaccines may be approved for emergency use in children ages five

and older before the new year. Regent May asked if Dr. Kanter had any idea of when we might see the peak of the current surge. Dr. Kanter said he had no way to know this, but if it is not within the next week or two, we could have a catastrophic situation in our hospitals. Regent Sterling echoed Dr. Kanter's sense of urgency in support of masking and social distancing, noting that clinicians are exhausted and often neither COVID nor non-COVID patients are receiving the higher level of care they deserve. She said that she greatly appreciated those who support masking, vaccinations, and social distancing. Chair David and Dr. Reed thanked Dr. Kanter for his presentation.

Dr. Reed said that we are focused on the return of students to campus, with each campus having its COVID protocols in place. She said that for campuses in need of support, we are working with Louisiana Department of Health (LDH) on providing assistance with testing and vaccines, and are re-surveying our campuses to get specific testing and vaccination needs so that we can secure pop-up sites on campuses with the help of the National Guard, US Department of Health and Human Services and FEMA. In addition, she noted that we will be pushing out a social media campaign through COSBP, "Masks Stop the Surge; Vaccines Stop the Pandemic; #studentsdotheirpart" later this week.

Chair David said that the Board has invited the system presidents to join us for our August 25, 2021 meeting so that they can update members on efforts to return to campus safely and the impact of COVID-19 on higher education in our state.

#### OTHER BUSINESS

Chair David wished Regent Sterling a happy early birthday. Dr. Reed thanked Ms. Gupta, Ms. Golden, and Dr. Allison Smith, Senior Program Administrator, for their excellent work on the Dual Uniform Policy on Power-Based Violence and Title IX.

#### ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 8:57 a.m.

*Blake R. David*  
*Chair*

*T. Jay Seale III*  
*Vice Chair*

*Sonia A. Pérez*  
*Secretary*

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



**BOARD OF REGENTS**

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*Judy A. Williams-Brown*  
*Cameron T. Jackson, Student*

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

**REPORTS AND RECOMMENDATIONS**  
**FACILITIES AND PROPERTY**  
**August 25, 2021**

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

VIII. Reports and Recommendations

A. Facilities and Property

1. Act 959 Project: Nicholls State University Business Incubator

## **Executive Summary**

### **Facilities and Property August 25, 2021**

#### **VIII.A.1. Act 959 Project: Nicholls State University Business Incubator**

Act 959 of 2003 permits institutions to initiate certain capital projects not exceeding \$5M that are funded with self-generated/auxiliary revenues, grants, donations, local or federal funds. The University of Louisiana System Board of Supervisors submitted an Act 959 project on behalf of Nicholls State University (NiSU) to construct the new Bayou Region Incubator (BRI) on the NiSU campus. The new facility will assist in economic recovery in the Houma/Thibodaux metropolitan area by facilitating the creation of new businesses and jobs in the region. The project scope involves construction of a new 8,000 square foot (SF), one story facility for commercial use. The facility will contain office space for employees, university staff, and small business members of BRI, conference and meeting room space, and an open floor plan area for collaborative space. An architect will be selected in September and project design will begin immediately at that time.

The total project cost is \$2.6M. NiSU secured a grant from the Louisiana Community Development Block Grant CARES Act Program (CDBG-CV) to fund the project. The grant award also includes funding to hire an administrator for the first two years of operation. Due to the time restraints on the grant, the project must be completed within a two-year timeframe.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the Act 959 project submitted by the University of Louisiana System Board of Supervisors, on behalf of Nicholls State University, to construct a new business incubator on the Nicholls campus.**

*Blake R. David*  
*Chair*

*T. Jay Seale III*  
*Vice Chair*

*Sonia A. Pérez*  
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*Kim Hunter Reed, Ph.D.*  
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*Cameron T. Jackson, Student*

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

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

**August 25, 2021**

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

**VIII. Reports and Recommendations**

**B. Academic and Student Affairs**

1. Consent Agenda
  - a. Terminations
    - i. PBC Autism Spectrum Disorder – UL Monroe
    - ii. GC Early Childhood Education – LSU A&M
    - iii. MEd Education Technology Leadership – McNeese
  - b. Routine Staff Approvals
2. Academic Programs
  - a. Letter of Intent
    - i. Bachelor of Applied Arts and Sciences – LSU Alexandria
    - ii. MS Architecture – LSU A&M
    - iii. PhD Pathology & Translational Pathobiology – LSU HSC Shreveport
  - b. Program Proposals
    - i. UC Childcare Administration – LSU A&M
    - ii. UC Criminal Justice – LSU Alexandria
    - iii. UC Foundations of Business Analytics – Nicholls
    - iv. UC Foundations of Management – Nicholls
    - v. UC Foundations of Marketing – Nicholls
    - vi. BS Integrated Science & Technology – Southeastern
3. 2021-22 Articulation Matrix

## **AGENDA ITEM VIII.B.1.a.i-iii.**

### **Program Terminations**

#### **Louisiana State University and A&M College, McNeese State University and University of Louisiana at Monroe**

#### **Background Information**

Board of Regents received requests to terminate the following programs:

1. PBC Autism Spectrum Disorder – UL Monroe
2. GC Early Childhood Education – LSU A&M
3. MEd Education Technology Leadership - McNeese

The requested terminations were requested by each institution and approved by each institution's respective system administration.

#### **Staff Summary**

##### **UL Monroe**

- **PBC Autism Spectrum Disorder:** The program was initially approved by the Board of Regents in 2018 and SACSCOC in 2019. The program was never fully implemented as the institution has been unable to recruit any students to the program and the primary faculty person responsible for the program recently retired. Termination of the program will have no impact on students or other programs at the institution.

##### **LSU A&M**

- **GC Early Childhood Education:** The GC in Early Childhood Education was approved by the Board of Regents in 2017. Since that time, there have only been two graduates. The certificate was intended to assist with recruiting efforts for the early childhood program, but most students are interested only in the master's degree program in part because the graduate certificate does not lead to teacher certification. Any student who is currently enrolled in the certificate program will be allowed to finish. However, no new students will be admitted to the program upon termination.

##### **McNeese**

- **MEd Education Technology Leadership:** Low enrollment has prompted the institution to request termination. McNeese is shifting focus of graduate coursework in education to the Curriculum and Instruction program. Students currently enrolled in the MEd Education Technology Leadership are expected to complete the degree by 2022 and no new students will be admitted to the program.

#### **STAFF RECOMMENDATION**

Senior Staff recommends approval of the termination of the following three programs:

1. PBC Autism Spectrum Disorder – University of Louisiana at Monroe
2. GC Early Childhood Education – Louisiana State University and A&M College
3. MEd Education Technology Leadership – McNeese State University

**AGENDA ITEM VIII.B.1.b.**

**Routine Academic Requests & Staff Approvals**

<b>Institution</b>	<b>Request</b>
Louisiana Tech University	Request to change the name of the UC Criminal Psychology to the UC Forensic Psychology to better reflect program content and industry standard terminology. <b>Approved.</b>
LSU A&M	Request to offer the existing Post-Baccalaureate Certificate (PBC) in Modern Topics in Petroleum Engineering (CIP 14.2501) 100% online. <b>Approved.</b>
Northwestern State University	Request to convert the following post-baccalaureate certificates in the College of Nursing and School of Allied Health to undergraduate certificates: <ul style="list-style-type: none"><li>• Invasive Cardiovascular Technology (CIP 51.0901)</li><li>• Magnetic Resonance Imaging (CIP 51.0920)</li><li>• Computed Tomography (CIP51.0911)</li></ul> <b>Approved.</b>
River Parishes Community College	Request to change the name of the Associate of Applied Science (AAS) in Industrial Instrumentation Technology (CIP 15.0404) to the AAS in Instrumentation & Electrical Technology at the request of the program's Advisory Council to align more closely with the current nomenclature used in industry and to recognize the electrical component of the program. <b>Approved.</b>
Southeastern Louisiana University	Request to offer the existing Master of Arts (MA) in Strategic Communication (CIP 09.0909) 100% online. <b>Approved.</b>
Southeastern Louisiana University	Request to change the name of the BS in Family and Consumer Sciences to the BS in Human Sciences to better reflect program scope and industry standard terminology. <b>Approved.</b>
Southern University at New Orleans	Request to offer the existing Bachelor of Science (BS) in Health Information Management Systems (CIP 51.0706) 100% online. <b>Approved.</b>



## **AGENDA ITEM VIII.B.2.a.i.**

### **Letter of Intent to Develop a Bachelor of Applied Arts & Science Louisiana State University of Alexandria**

#### **Background Information**

Louisiana State University of Alexandria (LSU-A) requests Board of Regents approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Applied Arts & Science (BAAS). The LoI was approved by the LSU 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**

Associate of Applied Arts (AAA) and Associate of Applied Science (AAS) degrees are designed to prepare students for direct entry into the workforce with a heavy focus on professional courses. These programs often require only 15 hours of general education while the more academically focused Associate of Arts (AA) and Associate of Science (AS) degrees require a minimum of 27. As graduates of applied associate degrees gain work experience, they often seek to further their education and consequently their earning power by completing a four-year baccalaureate program. These students often have difficulty transferring all previous coursework and must frequently complete far more than the typical 120 hours required for a bachelor's degree increasing time and expense until degree completion.

The proposed onsite and online BAAS will be a completer degree allowing students who have earned an AAA or AAS at an accredited community college to transfer the 60 hours of lower-level credit required by the associate degree to the proposed baccalaureate program. LSU-A plans to develop clear pathways and transfer agreements with regional community colleges. The flexibility of the degree will allow some students, particularly those who have transcripts from several institutions, to transfer up to 84 hours of earned credit to the program. This flexibility will be particularly useful for veterans and active-duty military who, because of the nature of military service, tend to earn credit from a variety of institutions and can be awarded credit based on the assessment of training received from military programs. The degree also provides flexibility for students who have completed applied arts or applied science courses, such as those in culinary arts, that may not be accepted for degree credit in most traditional baccalaureate programs. While common in some other states, this program would be the first of its kind in Louisiana.

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

- a. Same or Similar In-state Programs: The proposed program will be the first of its kind in the state.
- b. Workforce Demand and Job Opportunities: While not directly tied to a specific industry, the proposed program provides opportunities for career advancement and increased earnings for students who have completed applied associate degree programs in various professional fields.
- c. Students: On average, over 2,000 students per year graduate with applied arts and sciences associate degrees in Louisiana. LSU-A anticipates attracting working adults with these credentials, primarily from the local region, and projects initial enrollment of 55 students in year one reaching 100 students total by year 5.

#### **2. Resources**

LSU-A will be able to offer the proposed program at minimal additional cost as it will not have to hire additional full-time faculty during the first four years of the program's life; courses in the major will be taught by existing full-time and part-time faculty. It is anticipated that as the program develops and its enrollment increases, the

university will hire an instructor to teach the two Applied Arts and Sciences courses. This hire would likely take place in year five.

### **Staff Analysis**

The proposed degree would provide access for students who complete job-focused applied associate degrees in fields like culinary arts, hospitality, manufacturing, and technology to complete a four-year degree without needing to complete courses in excess of the number typically required for a bachelor's degree. The goals of the program are in line with the Board of Regents Master Plan to increase access for adult students and develop the state's talent. LSU-A's program was developed by a faculty member who successfully developed a similar program in Texas where these programs are prevalent. The institution is well positioned to increase enrollment and to meet this specific need for the region and state.

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the Letter of Intent to develop a full proposal for a Bachelor of Applied Arts & Science (CIP 30.9999) at Louisiana State University of Alexandria.**

## AGENDA ITEM VIII.B.2.a.ii.

### Letter of Intent to Develop an MS in Architecture Louisiana State University and A&M College

#### **Background Information**

Louisiana State University and A&M College (LSU) requests Board of Regents approval of a Letter of Intent (LoI) to create a proposal for a Master of Science (MS) in Architecture. The LoI was approved by the LSU 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**

Over the past twenty years, the National Architectural Accrediting Board (NAAB) has prioritized the Master of Architecture (MArch) degree as the first professional degree over the traditional Bachelor of Architecture in accrediting new academic programs. As the MArch became professionalized, advanced research has increasingly been removed from graduate curricula. Paralleling this shift, the number and scope of post-professional Master of Science, Master of Arts, Doctor of Philosophy and Doctor of Design degree programs have grown to offer opportunities for advanced research in architecture that are typically unavailable in professional programs. LSU's new Doctor of Design (DDes) in Cultural Preservation was established to meet this need and the proposed MS in Architecture has been designed to further meet the demand for graduate level research programs in the field.

The proposed MS in Architecture will serve a distinct purpose from the institution's MArch by preparing students to engage in advanced research on disciplinary and interdisciplinary questions, knowledge, and methods of architecture in relation to contemporary cultural conditions, discourses, and societal and environmental challenges. The proposed MS will leverage resources from the LSU School of Architecture's MArch and DDes to advance student research and training preparing students for entry into doctoral programs and careers in academia, research-intensive professional practice, and public policy and administration. The MS is intended to serve students and returning professionals with degrees in architecture (BA, BS, BArch or MArch), as well as in allied fields such as landscape architecture, interior design, engineering, urbanism, urban design and planning, who wish to expand their professional capabilities into courses of research.

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

- a. Same or Similar In-state Programs: LSU, LA Tech, and UL Lafayette each offers the Master of Architecture (MArch), the professional architecture degree. Tulane offers the MS in Architectural Research & Design. LSU anticipates that undergraduate architecture and related programs in the state including the Bachelor's in Architecture (BArch) at LSU and the BS in Architectural Studies programs at LA Tech and UL Lafayette will be the primary sources of students for the proposed program.
- b. Workforce Demand and Job Opportunities: The proposed post-professional master's degree offers students with either a professional BArch or MArch degree opportunities for advanced research, which is increasingly desired for academic careers in teaching design and increasingly required as preparation for entry into doctoral programs and careers in research. The program will also offer professionals opportunities to develop specialized knowledge and bring it directly back into practice.
- c. Students: LSU anticipates that the program will attract both students entering directly from related undergraduate programs and architecture professionals looking to earn a research-focused graduate degree. Graduates will be prepared to go on to doctoral programs, careers in

architectural education, research- and development-intensive professional practice, and/or public policy and administration. The expected, initial cohort for the program is 3-5 students for the first year of the program, increasing to 6-10 students per year upon full implementation by year three.

## **2. Resources**

The proposed program will be offered in the School of Architecture within the College of Art & Design. The program can be implemented with no additional costs. The degree will consist of existing courses in the School of Architecture, College of Art and Design, and other related departments outside the College. No new faculty appointments will be required for program implementation. If the program grows beyond current capacity, the School will pay additional compensation for any work requirements above current teaching levels for existing faculty and/or hire an adjunct professor. Two graduate assistantships will be included in the budget with the goal to increase to four assistantships by year two. The proposed degree will utilize existing equipment, laboratories, and teaching and administration spaces which are currently available within the College. Revenue based on projected enrollment will exceed expenditures for the first four years.

### **Staff Analysis**

The proposed program fills a gap in student and professional needs for a degree in Louisiana that focuses on architecture research preparing graduates for academia and other research-based professions. The full proposal must include a full analysis of the demand for graduates in the workforce and address the impact on the state's existing MArch programs with the addition of the proposed MS.

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the Letter of Intent to develop a full proposal for a Master of Science in Architecture (CIP 04.0902) at Louisiana State University and A&M College.**

## AGENDA ITEM VIII.B.2.a.iii.

### Letter of Intent to Develop a PhD in Pathology & Translational Pathobiology Louisiana State University Health Sciences Center Shreveport

#### **Background Information**

Louisiana State University Health Sciences Center Shreveport (LSU HSC-S) requests Board of Regents approval of a Letter of Intent (LoI) to create a proposal for a Doctor of Philosophy (PhD) in Pathology & Translational Pathobiology. The LoI was approved by the LSU 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**

The proposed PhD in Pathology & Translational Pathobiology will provide students with a background in cell and molecular biology coupled with advanced training in disease processes to make critical advancements in the diagnosis and treatment of human disease. The increasing focus of biomedical research on translational research programs with implications in the treatment of human disease makes PhD training in pathology highly valuable to the research community. Research in the LSU HSC-S medical school pathology department will provide a unique opportunity for translating research findings from animal models to human patients due to the proximity of clinical collaborators and the availability of biological specimens for research. In 2020, the National Institutes of Health (NIH) awarded over \$700 million in research grants for Pathology research, the sixth highest ranking for any department. The Department of Pathology at LSU Health Sciences Center Shreveport receives \$4.4 million in annual funding and houses the NIH Center of Biomedical Research Excellence (CoBRE) for Redox Biology and Cardiovascular Disease, which provides core resources and educational opportunities for the local biomedical research community. The department is also engaged with the institution's Center for Cardiovascular Diseases & Sciences and the Feist-Weiller Cancer Center, which will enhance graduate student training and opportunities for funding. The establishment of the proposed program will elevate the profile of the pathology and translational pathobiology research taking place at the institution and aid in the recruitment of faculty and students focusing in this area of research.

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

- a. Same or Similar In-state Programs: Tulane offers a related PhD program with a narrow focus on cancer and immunology research. There is no other similar PhD program currently offered in Louisiana.
- b. Workforce Demand and Job Opportunities: The addition of the graduate pathology degree will fill a currently unmet need for translational pathology research within the State of Louisiana and continue to build the clinical and biomedical research workforce in the region. Graduates will be prepared for work in industry, government, research, and academia.
- c. Students: LSU HSC-S anticipates 2-3 new PhD students per year with total enrollment between 6 and 10 students in the program with full implementation by year three. Current LSU HSC-S PhD students from related departments wishing to focus on pathology will be attracted to the program. Targeted recruitment outside the institution will attract students interested in the field who previously may have overlooked the institution as an option.

## **2. Resources**

The proposed doctoral program in Pathology and Translational Pathobiology will utilize existing resources and expertise developed within the Department of Pathology and Translational Pathology over the last few decades. Eight graduate faculty and researchers have a breadth of expertise that includes cardiovascular disease, diabetes, and cancer. Institutional investment needed to establish the planned PhD will be limited to graduate assistantships, administrative support, and recruiting costs estimated to be \$124,500 in year one increasing to \$208,500 by year five accounting for program growth. The program will consist of newly designed advanced pathology courses coupled with current courses taught by the institutions five graduate departments enabling graduate training tailored to the unique interdisciplinary needs of the students.

### **Staff Analysis**

Currently, students do not have a clear opportunity to focus PhD study on pathology and translational pathobiology at LSU HSC-S other than indirectly through other doctoral programs at the institution. The proposed program will allow the department to recruit students and faculty directly, which the institution anticipates will increase the number of students focusing in this area at the institution. The department's strong faculty, external funding record, and involvement with major research on campus indicate a solid foundation for the development of a strong graduate program in a growing field.

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the Letter of Intent to develop a full proposal for a PhD in Pathology & Translational Pathobiology (CIP 26.0910) at Louisiana State University Health Sciences Center Shreveport.**

## AGENDA ITEM VIII.B.2.b.i-v.

### **Proposed Undergraduate Certificates (5) Louisiana State University A&M, Louisiana State University of Alexandria and Nicholls State University**

#### **Background Information**

In February 2019, the Board of Regents approved the addition of a new upper-level Undergraduate Certificate (UC) in Academic Affairs Policy 2.15, *Definitions of Undergraduate Degrees & Undergraduate/Graduate Certificates*. Designed as a focused, incremental, stackable credential, the UC can be linked to an existing degree program major as an additional focus area (concentration or minor), or it can be a stand-alone area of specialization to augment a student's educational background and/or to meet industry demand for higher level training. The certificate is comprised of at least 18 credits, of which at least half must be at the upper level.

The following undergraduate certificates are comprised of existing courses already offered by the institution, and will require no additional resources including faculty, facilities, and supplies that support the program, such as technology or library resources. All proposed programs were approved by each institution's respective management board and submitted to the Regents for consideration.

#### **Staff Summary**

**Value:** Per Regents' policy, these programs each meet the criteria of a Quality Credential of Value.

#### **Louisiana State University A&M**

- **UC Childcare Administration:** The proposed undergraduate certificate is an 18 credit-hour stand-alone credential with undergraduate coursework designed to provide students with knowledge of early childhood education and development and childcare administration. The courses have field-based components to prepare students for work in early learning environments with young children from birth to age 4 and to be prepared to direct early learning programs. Currently, there is no state-level certification for childcare directors similar to Educational Leadership for K-12 schools. The proposed certificate in Child Care Administration meets the criteria set forth by Bulletin 137 of the Louisiana Child Care Licensing Standards and creates a pathway for providing support for leaders in the field of early childhood. The target student population are teachers and/or directors currently working in childcare as well as those interested in becoming directors of childcare centers. Students may include individuals who already possess an undergraduate degree, those working on an undergraduate degree, or those with an Early Childhood Ancillary Certificate and want to become directors. As the program will be administered through LSU Online, the institution anticipates reaching students across the state as well as nationally. The Bureau of Labor Statistics (BLS, 2020) projects a 7% growth nationally in the need for childcare directors. Enrollment projections are modest with the initial enrollment of 15 students during year one, increasing to approximately 24 students by year five. The program will be offered 100% online.

#### **Louisiana State University of Alexandria**

- **UC Criminal Justice:** The proposed undergraduate certificate will provide a pathway for individuals who are already working in the criminal justice system and who wish to earn a postsecondary credential to advance in their careers. The proposed certificate will consist of 18 credit hours of criminal justice coursework. Students who complete the certificate program and who subsequently wish to enroll in the Bachelor of Science in Criminal Justice program will be able to apply all 18 credit hours toward the baccalaureate degree. Graduates with a criminal justice certificate can work as correctional officers and bailiffs, police officers and security professionals, detectives, and investigators. When combined with relevant degrees and work experience, the certificate can lead to

advanced, in-demand roles. According to the Bureau of Labor Statistics, careers for criminal justice graduates such as forensic science technician have a projected job growth rate of 14% and emergency management director with a projected job growth rate of 5% from 2018-2028. The institution anticipates an initial enrollment of 15 students in year one with an additional five students enrolled each subsequent year reaching 35 students by year five. Courses for the program are offered face-to-face and online.

#### **Nicholls State University**

- **UC Foundations of Business Analytics:** The proposed undergraduate certificate is a 20 credit-hour program designed to provide students with an understanding of statistics, data management and analysis as well as using data to solve business problems and to improve strategic decision-making. The knowledge derived from this certificate will add value to a variety of degree programs as data is increasingly utilized in day-to-day decisions made across all industries. This certificate will prepare students to better use data and make data driven decisions. Nicholls currently offers a minor in business analytics in which students majoring in other business disciplines such as Accounting, Finance, CIS, Business Administration and Marketing often add to their program of study. Redesigning the minor as an undergraduate certificate will make the program more appealing and marketable as students completing the certificate will walk away with a recognizable credential. The target student population will consist of students in the College of Business Administration as well as students enrolled in other disciplines who seek business analytics skills. The projected number of certificate completers in year one is five students increasing to 20 completers by year five. Courses for the program are offered on campus through face-to-face format.
- **UC Foundations of Management:** The proposed undergraduate certificate will offer concentrated study and training in current management theory, technology, and application. The certificate is designed for individuals who are earning a bachelor's degree in any field and seek competence in the foundation of management. The certificate will consist of 18 credit hours of upper-level coursework consistent with the current management minor and will better serve students with a recognizable credential to supplement specific discipline knowledge and demonstrate a basic understanding of core management principles. All management majors will complete the required courses as they work toward their four-year degree and will be encouraged to apply for the undergraduate certificate. Other disciplines such as Culinary Arts often pursue a management minor. These students would now be able to opt for the UC and receive a more marketable credential. The institution anticipates the completion of 35 students in year one, reaching a total of 70 completers by year five. Courses for the program are offered through face-to-face format on campus.
- **UC Foundations of Marketing:** The 18-credit hour curriculum required for the proposed undergraduate certificate will allow students to learn basic marketing concepts and strategies for handling products, pricing, promotion, and distribution. The curriculum is consistent with the current marketing minor. This certificate provides an opportunity to develop a basic understanding of the foundations of marketing. For example, culinary students with a UC in the Foundations of Marketing would increase their options for restaurant marketing or business ownership in the culinary field. Likewise, pre-professional fields in mass communication, digital arts, nursing, fine arts and education are all majors that would benefit from this credential to further career options. All marketing majors will complete the required courses as they work toward their four-year degree and will be encouraged to apply for the undergraduate certificate. Students who do not complete the four-year program can still obtain a college credential and demonstrate the value of their college work. The institution anticipates 15 students will complete the program in year one, increasing to 43 by year five. Courses for the program are offered through face-to-face format on campus.



### **Staff Analysis**

Undergraduate certificates were designed to leverage institutional resources into shorter, specifically targeted credentials consisting primarily of upper-level undergraduate course work. Since the February 2019 approval of UCs, the Board has approved 31 programs that are currently being implemented. Approval of the proposals as presented will bring the state's inventory to 36. Given that the UC is a relatively new credential in Louisiana, it is difficult to assess the long-term potential of these programs before full implementation. Staff support the innovative approach many institutions are taking with these programs in areas that support student and industry needs. Regular progress reports are required for all new undergraduate certificates; staff will closely monitor program progress and value for the statewide inventory of these programs. An annual report will be presented to the board with this information.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the following Undergraduate Certificates with progress reports due October 1, 2022:**

#### **Louisiana State University A&M**

- **UC Childcare Administration (CIP 13.1210)**

#### **Louisiana State University of Alexandria**

- **UC Criminal Justice (CIP 43.0199)**

#### **Nicholls State University**

- **UC Foundations of Business Analytics (CIP 52.1201)**
- **UC Foundations of Management (CIP 52.0201)**
- **UC Foundations of Marketing (CIP 52.1401)**

## **AGENDA ITEM VIII.B.2.b.vi.**

### **Proposed Bachelor of Science in Integrated Science and Technology Southeastern Louisiana University**

#### **Background Information**

Southeastern Louisiana University (SLU) has requested Board of Regents' approval to establish a Bachelor of Science (BS) in Integrated Science and Technology (ISAT). The Letter of Intent was approved by the Board of Regents in October 2019. After conversations with Regents' staff, the institution worked to address issues raised during LoI review process and submitted a full proposal in November 2020. Staff corresponded and met with faculty and SLU administration to further clarify curriculum and degree value for the unique proposed program. A final addendum to the proposal, approved by the UL System, was submitted by the campus in June 2021.

#### **Staff Summary**

The proposed 120-credit hour curriculum is designed to provide a broad-based, flexible science curriculum to meet student and employer needs in an increasingly complex market. Departments within the College of Science and Technology at SLU offer degrees in Biological Sciences, Chemistry, Computer Science, Engineering Technology, Industrial Technology, Mathematics, Physics and Occupational Safety Health & Environment. However, some professions are better served by graduates with more multidisciplinary learning experiences. The proposed ISAT will reflect the dynamic nature of many emerging industry positions. In order to ensure that all graduates from the BS in ISAT program are exposed to modern technology and computing coursework, a minimum of 18 credit-hours of the 36 hours of major concentrations will be required from a technology rich (computer science and engineering technology) category of courses identified by a committee of faculty representing a breadth of STEM disciplines. Examples of concentrations within the program include bioinformatics, biomechanical/biomedical engineering and environmental sciences.

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

- a. **Same or Similar In-State Programs:** The proposed multidisciplinary program will be the first of its kind in Louisiana. Concentrations are offered at LSU A&M, LA Tech and ULL that incorporate a similar interdisciplinary approach, but the proposed program will be the only program in the state to provide the breadth of flexibility within one degree to meet the rapidly changing needs of industry.
- b. **Workforce Demand and Job Opportunities:** According to the US Bureau of Labor Services' Occupational Outlook Handbook, employment in professional, scientific, and technical services is projected to grow by 34% with employment in management, scientific and technical consulting services to expand to nearly 83%. At the state level, the need for this program is related to the growing number of technology companies that have moved into the state. SLU has established a partnership with DXC Technology in New Orleans who is committed to hiring 2,000 new employees in Louisiana within the next five years. DXC provides technology solutions to a broad range of industries and has expressed strong support for participating in the proposed program and is ready to hire their graduates. ELOS in Hammond has also expressed strong support for the program and maintains that individuals who have computer science, engineering and science backgrounds are vital to the company's operations.
- c. **Student Enrollment and Completion:** Projected initial enrollment in the program is based on interest from students currently enrolled in the institution's Computer Science and Information Technology curriculums as well as Engineering Technology and Occupational Safety Health & Environment. The program is also expected to attract students from SLU's Bachelor of General Studies program with specific interest in STEM fields. The institution anticipates recruiting new first year students directly

into the program. Graduates from this program may naturally continue into the Master of Science in Integrated Science and Technology program currently offered at the University. Student enrollment is predicted to begin with 30 students in year one, increasing to 78 students by year five.

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Total Program Enrollment</b>	30	42	54	66	78
<b>Program Graduates</b>	0	15	24	32	40

2. **Resources:** All courses required for the proposed program are currently offered at the institution as part of other degree programs. Students will have access to multiple ISAT designated advisors from different departments within the college to assist with degree and career planning. Current faculty will cover new courses designed for the program in a team-taught model to ensure the breadth of expertise required to meet student needs while minimizing the need for additional faculty to meet program demand.

	Current	Needed	Additional Costs
<b>Faculty</b>	No new faculty needed to initiate the program as current faculty will teach courses and assist with advising.	As enrollment grows, the institution projects there may be need for additional faculty advisors.	Yr. 1: \$0 Yr. 2: \$50,000 Yr. 3+: \$50,000  Estimated cost depending on enrollment needs.
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing facilities and related resources are adequate to support the program.	No additional resource needs projected.	\$0
<b>Student Support</b>	Existing non-academic student support resources will be adequate for the proposed program.	No additional resource needs projected.	\$0

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

- Partnerships: The program currently has partnerships with DXC Technology in New Orleans and ELOS of Hammond. Both companies have committed to working with the institutions and establishing senior internships that may ultimately result in the hiring of graduates as full-time employees.
- Work-based learning: Students will be required to complete undergraduate research in one of the ISAT departments and will require all students to complete a professional internship in a relevant field. The program will emphasize the importance of hands-on experiences in science and technology. SLU continues to work with regional industry to build partnerships and opportunities for students.
- Affordability: SLU anticipates that most courses will be taught using faculty developed or industry partner resources, reducing textbook costs for students. When textbooks are required, students will be able to rent them as a campus-wide commitment to reducing textbook costs.

### **Staff Analysis**

The proposed program will serve as a flexible Interdisciplinary STEM degree that can be adapted to fast-changing and diverse science and technology-related careers. The program is designed to build a broad understanding of science and technology while utilizing concentrations to build a student's expertise in a particular focus area. One of the main strengths of the program is the ability to offer students a rigorous but agile alternative to obtain a STEM degree that is tailored to individual and workforce needs. The goals of the program are in line with the Board of Regents Master Plan to broaden STEM offerings in high demand fields across the region. Staff strongly support the program concept as it has the potential to meet the needs of future science and technology careers.

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the proposed BS in Integrated Science and Technology at Southeastern Louisiana University with a progress report due June 1, 2023.**

### **AGENDA ITEM VIII.B.3.**

## **AY 2021-2022 MASTER COURSE ARTICULATION MATRIX and LOUISIANA COMMON COURSE CATALOG**

### **STAFF SUMMARY**

The Board of Regents developed the Master Course Articulation Matrix (Matrix) in 2003 as a resource for students who plan to transfer to public postsecondary institutions in Louisiana and aid institutions in awarding appropriate course credit to transfer students. The matrix is a comprehensive list of course equivalencies among public postsecondary institutions, primarily 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. For new courses to be included on the matrix each year, all campuses vote on the proposed courses; five campuses must affirm the addition of the course for the course to be added to the matrix.

In response to ACT 356 (2009), which required the 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, ensure that a student who transfers with a course from one institution will 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 2021-22 Matrix accurately reflects the current statewide articulation of those academic courses approved 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.

In 2020-21, Regents staff convened the Statewide Articulation and Transfer Council (SATC) on topics related to the matrix. Throughout the year, SATC approved the following actions associated with the Articulation Matrix in general: 1) expansion of the matrix to include technical courses for students participating in the Jump Start program; and 2) inclusion of non-public LA institutions on the matrix.

### **STAFF ANALYSIS**

For Academic Year 2021-22, Regents' staff, with approval from SATC, sent an invitation to Louisiana non-public institutions in the Louisiana Association of Independent Colleges and Universities (LAICU). Three institutions – Franciscan Missionaries of Our Lady University, Louisiana College, and the University of Holy Cross – submitted coursework for inclusion in the 2021-22 Articulation Matrix. Regents' staff have received feedback from other non-public institutions interested in future participation in the matrix. The addition of these universities will be a valuable resource for our transfer students and advisors who utilize the matrix.

Regents' staff are currently working with LDOE representatives to identify technical courses for addition to the matrix at a future date.

The approval process began in Spring 2021 when the Chief Articulation Officers (CARTO), with faculty input, reviewed the matrix and the statewide common course descriptors. Throughout this period, institutions submitted changes (e.g., new courses to be added, changed course numbers, or revisions when courses are dropped from the campus catalog).

If an institution did not affirm its matrix entries or provide feedback on specific courses, the relevant courses are highlighted on the matrix to indicate that entries are still considered tentative for that campus. Regents'

staff will continue to work with that campus's Chief Articulation Officers and faculty representatives from each institution to complete and refine the matrix throughout the year.

This year's version of the matrix includes one proposed course addition and numerous course rubric and number changes. Additionally, Regents' staff and SATC will work with campus Chief Articulation Officers (CARTO) to further align course articulations as exact equivalents rather than transferring by title.

The updated LCCC and Articulation Matrix are presented to the Board of Regents for information and approval for continued use by students and institutions. Attached to this summary are sample pages of the revised matrix and LCCC. Both documents are available upon request or may be accessed on the BoR website through the *Quick Links*]: "[Master Course Articulation Matrix](#)" upon final approval from the Regents.

The Articulation 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 to refine and expand these tools.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the Academic Year 2021-22 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 2021

**Academic Year 2021-2022  
(SAMPLE) LIST OF COMMON COURSES**

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

# LOUISIANA BOARD OF REGENTS<sup>1</sup>

## MASTER COURSE ARTICULATION MATRIX<sup>2</sup>

ACADEMIC YEAR 2021-2022

### *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 a student intends to transfer to (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 Common Course Catalog* descriptions and a Common Course number for the courses listed on this matrix. ([www.regents.la.gov](http://www.regents.la.gov); *Data & Publications*; *Master Course Articulation Matrix*). Contact the campus Transfer Liaison identified on the campus' transfer/articulation web for questions about course articulation.

### *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 transfer course '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 websites, their meaning will be clear. Lectures and corresponding Labs will be in the same number group, differentiated by credit value.

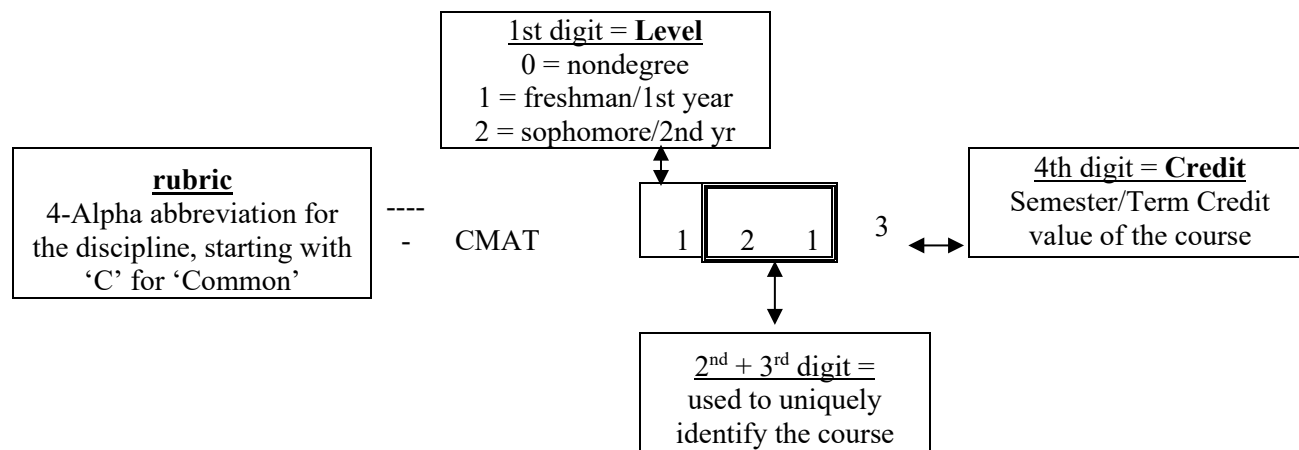
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<sup>1</sup> *The Board of Regents does not decide course equivalencies, but coordinates, monitors, and publishes the broadest areas of agreement relative to specific courses offered by the state's public institutions of higher education. This matrix is approved as a work in progress, to be expanded throughout AY 2021-2022.*

<sup>2</sup> *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.*



The first digit of the course number denotes the academic level of the course; the second and third digits establish course sequencing and/or distinguish the course from others of the same level, credit value, and rubric; and the fourth digit 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

		LCTCS											LSU SYSTEM				UL SYSTEM										SU SYSTEM			LAICU SCHOOLS		
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	SUSLA	FRAN U	LA COLLEGE	U OF HOLY CROSS	
Accounting																																
CACC 2113	Intro to Financial Accounting	ACCT 205	ACCT 2113	ACCT ***	ACCT 205	ACCT 2100	ACCT 201	ACCT 2400	ACCT 2***	ACCT 2010	ACCT 2102 or 2103	ACCT 2030	ACCT 2001	ACCT 2001	ACCT 2001	ACCT 205	ACCT 201	ACCT 201	ACCT 208	ACCT 205	ACCT 2000	ACCT 200	ACCT 201	ACCT 2030	ACCT 2100	SACC 211B	ACCT 201N	ACCT 202S		AC 211	ACC 215	
CACC 2213	Intro to Managerial Accounting	ACCT 206	ACCT 2213	ACCT ***	ACCT 211	ACCT 2110	ACCT 202	ACCT 2150	ACCT 2***	ACCT 2020	ACCT 2120	ACCT 2040	ACCT 2101	ACCT 2101	ACCT 2101	ACCT 206	ACCT 202	ACCT 202	ACCT 241	ACCT 206	ACCT 2010	ACCT 225	ACCT 202	ACCT 2020	ACCT 2130	SACC 221B	SACC 221N	ACCT 203S		AC 212	ACC ***	
CACC 2313	Principles of Accounting I	ACCT ***	ACCT 2313	ACCT ***	ACCT 201	ACCT ***	ACCT 1100	ACCT 2010	ACCT 2***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 2***	ACCT ***	ACCT ***	ACCT ***		ACCT ***	ACCT 202S			ACC 205	
CACC 2323	Principles of Accounting II	ACCT ***	ACCT 2323	ACCT ***	ACCT 202	ACCT ***	ACCT 1200	ACCT 2020	ACCT 2***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 2***	ACCT ***	ACCT ***	ACCT ***		ACCT ***	ACCT 203S			ACC 206	
CACC 2413	Computerized Accounting	ACCT 212	ACCT 2413	ACCT ***	ACCT 221 or 222	ACCT 2500	ACCT 210 or 1500	ACCT 2100	ACCT 2***	ACCT 2413	ACCT 2115	ACCT 1210 or 1510	ACCT ***	ACCT ***	ACCT 2105	ACCT 2**	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 1040	ACCT 2***	ACCT ***	ACCT ***	ACCT ***		ACCT ***	ACCT 220S			ACC 229	
CACC 2513	Payroll	ACCT 218	ACCT 2513	ACCT ***	ACCT 218	ACCT 2250	ACCT1250	ACCT ***	ACCT 2***	ACCT 1250	ACCT 2110	ACCT 1250	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 2***	ACCT ***	ACCT ***	ACCT ***		ACCT ***	ACCT ***			ACC 228	
CACC 2613	Tax Accounting/Individual	ACCT 210	ACCT 2613	ACCT ***	ACCT 214	ACCT 2700	ACCT 214	ACCT 2200	ACCT 2***	ACCT ***	ACCT ***	ACCT 1150	ACCT ***	ACCT ***	ACCT 2030	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 2***	ACCT ***	ACCT ***	ACCT ***		ACCT ***	ACCT 261S			ACC ***	
CACC 2713	Intermediate Accounting I (Lower Level)	ACCT ***	ACCT ***	ACCT ***	ACCT 212	ACCT 2300	ACCT 1300	ACCT ***	ACCT 2***	ACCT 2210	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 2***	ACCT ***	ACCT ***	ACCT ***		ACCT ***	ACCT 271S			ACC 314	
CACC 3113	Cost Accounting (Upper Level)	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 3121	ACCT 3121	ACCT ***	ACCT 330	ACCT 305	ACCT 308	ACCT 311	ACCT 306	ACCT 3080	ACCT 331	ACCT 305	ACCT 3020	ACCT 3131		SACC 311N	ACCT ***		AC 333	ACC 410	
CACC 3213	Tax I (Upper Level)	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 3221	ACCT 3221	ACCT ***	ACCT 320	ACCT ***	ACCT 307	ACCT 317	ACCT 407	ACCT 3060	ACCT 341	ACCT 420	ACCT 3030	ACCT 3152		ACCT 421N	ACCT ***		AC 343	ACC 222	
CACC 3223	Tax II (Upper Level)	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 4221	ACCT 4221	ACCT ***	ACCT 420	ACCT 304	ACCT 406	ACCT 319	ACCT 408	ACCT 4140	ACCT 442	ACCT 421	ACCT 4031	ACCT 4152		ACCT ***	ACCT ***		AC 344	ACC 422	
CACC 3313	Auditing (Upper Level)	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT ***	ACCT 3222	ACCT 4123	ACCT ***	ACCT 440	ACCT 400	ACCT 413	ACCT 415	ACCT 403	ACCT 4080	ACCT 407	ACCT 409	ACCT 4020	ACCT 3161		ACCT ***	ACCT ***		AC 401	ACC 404	
Anthropology																																

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*Cameron T. Jackson, Student*

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

**REPORTS AND RECOMMENDATIONS**  
**STATEWIDE PROGRAMS**  
**August 25, 2021**

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

**VIII. Reports and Recommendations**

**C. Statewide Programs**

**1. Consent Agenda**

- a. Approval of Initial Rulemaking to Implement Act 334 and Act 95 of the 2021 Regular Session of the Louisiana Legislature
- b. Approval of TOPS Exception

### **Agenda Item VIII.C.1.a.**

#### **Consent Agenda: Approval of Initial Rulemaking to Implement Act 334 and Act 95 of the 2021 Regular Session of the Louisiana Legislature**

##### **Background:**

Act 334 of the 2021 Regular Session of the Louisiana Legislature adds African American History as a course which may be used to satisfy the TOPS core curriculum requirement for social studies. Students will still be required to complete a course in American History and in American Government. African American History may be used to satisfy one of the two additional social studies courses for which a student must earn credit.

Act 95 makes several changes to address issues that were raised by constituent circumstances. As part of the recommendations made by the TOPS Task Force conducted by the Legislature in 2016, LOSFA is to report to the House and Senate Education Committees issues that have come before the agency which cannot be resolved through rulemaking alone.

First, Act 95 changes all references to regional accrediting agency to institutional accrediting agency. The U.S. Department of Education recently amended its regulations, and legislation was necessary to implement those amendments in the TOPS statutes.

Second, Act 95 allows students to utilize a qualifying score obtained on a national ACT test date in July immediately following high school graduation to qualify for TOPS. Prior to the passage of this bill, students could only utilize a test score achieved after June of the year of high school graduation if circumstances beyond the student's control, and which were attributable to the administration of the test, prevented the student from taking the ACT prior to high school graduation. If a student qualifies for TOPS utilizing a test score achieved in June or July immediately following high school graduation, they will lose one full semester (or two quarters) of TOPS eligibility. This provision will be implemented through programming in the Louisiana Award System.

Act 95 also provides that the administering agency may grant several different types of exceptions with regard to the ACT deadline established in statute and to the requirement that a student begin home study program no later than the end of the tenth grade year. Only one of these types of exceptions are provided for in the attached rulemaking. The remainder of the exceptions will be handled under the existing exceptional circumstances exception type. These will be presented to the Advisory Board for action, and if approved, will go before the Board of Regents for final approval.

The first of these exceptions provides that the administering agency may extend the final ACT deadline for 2021 graduates if the student provides documentation that he was registered for an ACT test that occurred prior to high school graduation, but the test was canceled due to actions taken to mitigate the spread of COVID-19 or due to Hurricane Laura, Hurricane Delta, or Hurricane Zeta. The student must also document that he was unable to reschedule a test prior to the final deadline to achieve a qualifying score. The requirements for granting such an exception are specifically set forth in Act 95, and as a result, are included in the attached rulemaking. Under these circumstances, students will not lose one semester (or two quarters) of TOPS eligibility.

Act 95 also allows the administering agency to grant exceptions to the final ACT deadline in future years, provided that the student must achieve a qualifying score on or before September 30 of the year of high school graduation. This provision requires that the student present circumstances that were beyond his control and which were attributable to the administration of the test. Circumstances would include, but would not be limited to, hurricanes, flooding of the test site, etc. Under these circumstances, students will not lose one full semester (or two quarters) of TOPS eligibility.

Finally, Act 95 allows the administering agency to grant exceptions to the requirement that a home study student begin such a program no later than the end of their tenth grade year. Current law does not allow such an exception. LOSFA has received requests for exception to this requirement in the past due to circumstances including serious illness, severe bullying, and family relocation, and the administering agency has been unable to grant such exceptions. Students will be required to submit a Request for Exception form and supporting documentation for this type of request as well.

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

**The LOSFA Advisory Board recommends approval to authorize the Executive Director of LOSFA to publish a notice of intent to make these rules permanent.**

### **Agenda Item VIII.C.1.b.**

#### **Consent Agenda: TOPS Exception**

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.”

One request for exception was reviewed and approved by the LOSFA Advisory Board at its meeting of June 10, 2021. The students have presented facts and circumstances that the students believe justify the granting of an exception as an exceptional circumstance.

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

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

*Blake R. David*  
*Chair*

*T. Jay Seale III*  
*Vice Chair*

*Sonia A. Pérez*  
*Secretary*

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



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*Collis B. Temple III*  
*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Cameron T. Jackson, Student*

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

**REPORTS AND RECOMMENDATIONS**  
**RESEARCH AND SPONSORED INITIATIVES**  
**August 25, 2021**

Meeting will be held via Video Conference.

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

VIII. Reports and Recommendations

D. Research and Sponsored Initiatives

1. Consent Agenda

- a. Appointment of Endowed Chairholder without National Search: University of New Orleans

## **AGENDA ITEM VIII.D.1.a.**

### **Appointment of Endowed Chairholder without National Search: University of New Orleans**

#### **Background Information**

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

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

#### **Staff Summary**

The Herman and Ethel Midlo Endowed Chair in New Orleans Studies, a \$1 million Chair at the University of New Orleans matched by the Board of Regents Support Fund in FY 1997-98, has been held since 2013 on an interim basis by Dr. Mary Niall Mitchell. UNO is requesting to appoint Dr. Mitchell permanently to the Midlo Chair without a national search. Dr. Mitchell is a distinguished expert in the history of New Orleans and has served as both Director and Co-Director of the Midlo Center for New Orleans Studies. Her qualifications and experience are appropriate to requirements outlined in the Endowed Chairs program policy for appointment of an internal candidate without a national search.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the University of New Orleans' request to appoint Dr. Mary Niall Mitchell to the Herman and Ethel Midlo Endowed Chair in New Orleans Studies without a national search. As stipulated in Board policy, the Letter of Appointment to Dr. Mitchell must be submitted to the Board within 90 days of this approval.**



*Blake R. David*  
*Chair*

*T. Jay Seale III*  
*Vice Chair*

*Sonia A. Pérez*  
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*Board of Regents Meeting as a Committee of the Whole*

### **REPORTS AND RECOMMENDATIONS PLANNING, RESEARCH and PERFORMANCE**

**August 25, 2021**

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

#### **VIII. Reports and Recommendations**

##### **E. Planning, Research and Performance**

##### **1. Consent Agenda**

- a. R.S. 17:1808 (Licensure)
  - i. Initial Applications
    - (a) High Tech High Graduate School of Education (HTH GSE)
  - ii. Conditional Applications
    - (a) American University of Technology (AUTech)
    - (b) Robert Cavalier University (RCU)
  - iii. Renewal Applications
    - (a) Texas Wesleyan University (TWU)
- b. Proprietary Schools Advisory Commission
  - i. Initial Applications
    - (a) Baton Rouge School of Phlebotomy
    - (b) Synergy Massage Institute
  - ii. Change of Ownership Applications
    - (a) MedCerts, LLC
  - iii. Renewal Applications
    - (a) Advance Healthcare Institute, LLC, Prairieville (5/26/2011)
    - (b) Ben D. Johnson Educational Center, Natchitoches (6/19/2019)
    - (c) Blue Cliff College, Alexandria (5/25/2006)
    - (d) CDL Mentors of Baton Rouge Truck Driving School (5/25/2006)
    - (e) Delta College of Arts & Technology (6/25/1992)
    - (f) Diesel Driving Academy, Baton Rouge (6/25/1987)
    - (g) Global Trucking Academy, Marksville (6/29/2016)
    - (h) Holmes Healthcare Training Center, Corp., New Orleans (6/19/2019)
    - (i) Integrated Education Services, LLC, Violet (5/23/2018)
    - (j) Lincoln College of Technology, Nashville, TN (5/22/2003)
    - (k) Louisiana Institute of Massage Therapy, Lake Charles (5/22/2013)
    - (l) McCann School of Business, Monroe (5/23/2018)

- (m) Med-Advance Training, Prairieville (5/22/2017)
- (n) Oak Park School of Dental Assisting, LLC, Lake Charles (5/28/2009)
- (o) Operation Spark, New Orleans (6/29/2016)
- (p) Ouachita Truck Driving Academy, LLC, Sterlington (5/22/2003)
- (q) Petra College, Inc., Hammond (5/27/2015)
- (r) Precision Welding Testing & Training, Geismar (5/23/2018)
- (s) Remington College, Lafayette (5/26/2011)
- (t) Remington College, Shreveport (5/26/2011)

- 2. Ratification of Proprietary Schools and Act 129 Schools Administration Rulemaking
- 3. Student Success Council Quarterly Report

**AGENDA ITEM VIII.E.1.a.i.(a).**  
**High Tech High Graduate School of Education**  
**San Diego, California**

**BACKGROUND**

High Tech High Graduate School of Education (HTH GSE) is a non-profit higher education institution with its main campus located in San Diego, California. The university is accredited by the Western Association of Schools and Colleges – Senior College and University Commission.

**ACADEMIC PROGRAM**

HTH GSE offers one master's program in Educational Leadership that is a professional, practice-oriented pathway that helps to develop students into school and teacher leaders while supplying hands-on practice with real life situations to develop knowledge of application in the field. Currently, the university has 5 students in its Louisiana Unduplicated Headcount Enrollment.

<b>Degree Level</b>	<b>Louisiana Unduplicated Headcount Enrollment</b>
Doctorate	0
Master's	5
Bachelor's	0
Associate	0
Other	0
Total	5

**FACULTY**

HTH GSE has 2 full-time and 8 part-time faculty at various degree levels.

**FACILITIES**

HTH GSE is planning to offer 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 an *initial* license for High Tech High Graduate School of Education (HTH GSE).**

**AGENDA ITEM VIII.E.1.a.ii.(a).**  
**American University of Technology**  
**New Orleans, Louisiana**

**Background**

Revised Statue 17:1808 requires the Board of Regents to register and license academic degree-granting, post-secondary institutions in Louisiana. Regents' rules and regulations overseeing the review process echo the revised statutes, emphasizing the attainment of appropriate accreditation.

American University of Technology (AUTech) has identified the Distance Education Accrediting Commission (DEAC) as its desired accreditation agency. DEAC accreditation aims to instill public confidence in DEAC institutions' missions, goals, performance, and resources through a rigorous application and peer-developed accreditation standards.

**Overview of American University of Technology**

The mission of the University is to produce reflective agents of change in informational technology, business, and creative industries that are better positioned to solve social and economic problems in society now and in the future. According to their proposal, they strive to deliver world-class programs that equip students with practical ideas, functional knowledge, and technical tools necessary to become next-generation entrepreneurs, inventors, and leaders through their application-focused programs in Information Technology, Digital Media Technology, and Entrepreneurship.

The American University of Technology plans to implement two instructional approaches, Self-Paced Learning and Cohort-Based Learning, that respond to the need for postsecondary education designed for working adults and others who are unable to attend traditional programs on-campus.

The College plans to offer the following programs:

- **Certificate in Information Technology**
  - ***Program Objective:** this program provides students with specialized concentrations in cybersecurity, network security, Linux security and ethical hacking.*
- **Bachelor of Science in Business and Technology Management**
  - ***Program Objective:** this program provides students with specialized concentrations in cybersecurity, business analytics, technology entrepreneurship and human resource management.*
- **Bachelor of Science in Digital Media and Web Technology**
  - ***Program Objective:** this program provides students with specialized concentrations in digital media, e-learning technology, web technology and UX/UI design.*
- **Master of Science in Information Systems and Technology**
  - ***Program Objective:** this program provides students with specialized concentrations in cybersecurity, informatics and data analytics, media technology, and instructional systems and technology.*

- **Master of Business Administration**
  - ***Program Objective:** this program provides students with specialized concentrations in technology entrepreneurship, information technology management, human capital development and leadership and organizational management.*
- **Doctor of Business Administration**
  - ***Program Objective:** this program provides students with specialized concentrations in technology management, human capital development and strategic communication.*

### **Academic Leadership and Faculty Qualifications**

The American University of Technology identified academic leadership and faculty to develop and deliver quality distance education programs.

David Akanbi serves as the President. He is a certified eLearning developer with twelve years of professional experience in learning technology, knowledge management, instructional systems design, and multimedia content development. He earned a Bachelor of Science in Digital Media and Web Technology, Master of Education in Learning and Technology, a Master of Science in Information Systems and Technology management and a Master of Business Administration. He is currently pursuing a Doctor of Philosophy in Human Capital Development from the University of Southern Mississippi.

The College submitted resumes for fifteen faculty who will provide instruction for the six programs they plan to deliver.

### **Chronology of Activities Related to Board of Regents' Consideration of the Application for Licensure for American University of Technology**

**February 2021** – The Board of Regents received an application for licensure from American College of Technology.

**February 19, 2021** – American College of Technology informed Regents' staff of their decision to change the proposed college's name to American University of Technology and their new physical address.

**March 2021** – Regents' staff conducted an initial assessment of license application submitted by AUTech and staff concluded that further internal assessment would benefit from an in-depth accreditation process.

**March 2021** – Staff engaged the services of Ms. Susan Chiaramonte, President, EduCred Services, to assess AUTech application for licensure and associated materials considering the proposed institution's probability of successful DEAC accreditation.

**April 19, 2021** – AUTech's formal assessment report was emailed to the College's CEOs.

**July 13, 2021** – Staff determined, with addition of the assessment from EduCred, that American University of Technology should be considered for conditional licensure.

### **Staff Conclusion**

Given the circumstances described in the assessment report, American University of Technology (AUTech) merits a limited state licensure period to allow it enough time to seek DEAC candidacy and accreditation. This conditional licensure period should be subject to the fulfillment of several stipulations which require

step-by-step continuous evidence of progress toward accreditation. To avoid any doubts regarding the seriousness of the Regents' intent in the matter, AUTech should structure these stipulations in such a way that failure to complete fully may result in the immediate revocation of the conditional licensure. The motion and stipulations below are designed to ensure that AUTech operates within Louisiana only if there is unquestioned evidence that reasonable accreditation progress is being made.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional licensure for American University of Technology, for three years, provided:**

- 1. By August 25, 2022, and on that date every year thereafter, during the term of conditional licensure, AUTech shall report to the Deputy Commissioner for Academic Affairs and Innovation the status of its progress toward preparation for submittal of an application for accreditation candidacy through DEAC. This report shall, at a minimum, provide evidence of attendance and participation of appropriate AUTech officials at periodic DEAC workshops for pre-applicant institutions and general membership meetings.**
- 2. At the end of this period of conditional licensure, AUTech shall provide evidence of the submittal of an application for DEAC candidacy. If accomplished, the Regents will consider another eighteen months of licensure. If not achieved, the Regents will consider the denial of further licensure.**
- 3. Within one year of applying for DEAC candidacy, AUTech shall provide evidence of successful DEAC candidacy status. If granted, the Regents will consider extending licensure to allow for final accreditation review. If not accomplished, the Regents will consider the denial of further licensure.**
- 4. Upon termination of the allotted time for final accreditation review, AUTech shall report its DEAC membership status. If DEAC accreditation has been granted, the Regents shall consider issuing a regular 2-year operating license. If not granted, the Regents will consider the denial of further licensure.**
- 5. At any point, if AUTech does not progress toward accreditation, the Regents will consider the denial of further licensure.**

**Agenda Item VIII.E.1.a.ii.(b).**  
**Robert Cavalier University**  
**New Orleans, LA**

**Background**

Revised Statute 17:1808 requires the Board of Regents (BoR) to register and license academic degree-granting, post-secondary institutions in Louisiana. Regents' rules and regulations overseeing the review process echo the revised statutes, emphasizing the attainment of appropriate accreditation.

Robert Cavalier University (RCU) has identified the Distance Education Accrediting Commission (DEAC) as its desired accreditation agency. DEAC accreditation aims to instill public confidence in DEAC institutions' missions, goals, performance, and resources through a rigorous application and peer-developed accreditation standards.

**Overview of Robert Cavalier University**

The mission of the University is:

*to provide high quality, accessible and affordable distance education offerings that consider prior learning, while providing the skills and knowledge needed to achieve personal and professional goals*

RCU's initial offering is its 100% online MBA program. According to RCU's proposal, the program was founded with the primary aim of making quality education affordable and accessible to all those on a quest for knowledge.

**MASTER OF BUSINESS ADMINISTRATION (MBA) PROGRAM**

The Robert Cavalier University's (RCU) Master of Business Administration (MBA) degree consists of eleven courses and requires students to earn 36 semester credit hours. The University's master's degree program is designed to afford students mastery in academic disciplines and applied functional areas critical for success in business today.

According to RCU's proposal, the program covers topics that would prepare students including business, economics, finance, marketing, and other fields such as engineering and information technology. The program offers in-depth examination of current thinking, theories, models issues, and practices that contribute to the transformation of business and management organizations. The program was designed to encourage students to master topics including strategic management, marketing management, cross-cultural management, finance for managerial decision making, project management, cross-cultural management, finance for managerial decision making, project management, human capital management, business innovation and creativity, business ethics and corporate governance and business research methodology.

**Master of Business Administration (MBA) Program: Curriculum Offerings**

- Total Credits: 36 Semester Credit Hours
- Delivery Method: Online

Upon completion of the Master of Business Administration (MBA) degree program, students will be able to:

- *Examine the underlying concepts, principles, and theories related to the functioning of business organizations.*
- *Apply the knowledge and skills acquired in explaining the management of business organizations.*
- *Evaluate the challenges in managing business organizations from diverse cultural environments.*
- *Synthesize research findings and case studies and their application in the identification and solution of problems in a variety of business and management contexts in the region.*
- *Recognize how cross-cultural differences, policies, and regulations affect and impact the ways of doing business in different parts of the world.*
- *Effectively lead, spur innovations, analyze and solve problems while taking cognizance of ethics and sustainability.*
- *Demonstrate managerial and leadership qualities through communicating and working effectively.*

### **Academic Leadership**

Robert Cavelier University (RCU) employs qualified academic leadership and qualified faculty to develop and deliver quality distance education programs.

Bala Kumar Thambiah serves as Chief Executive Officer and Chief Financial Officer. He earned a Bachelor of Accounting & Law from Federation University, Australia as well as a Master of Education Technology from University of Southern Queensland, Australia. Maheswari Kandasamy serves as the Chief Academic Officer and Colin Felix Pereira serves as the Executive Chair for the Board of Directors.

The University has identified seven faculty members to teach in the Master of Business Administration degree program. These faculty have earned one credential higher than the level they are teaching along with adequate professional or other applicable experience.

### **Chronology of Activities Related to Board of Regents' Consideration of the Application for Licensure Robert Cavelier University**

**January 2020** – The Board of Regents received an application for licensure from the Robert Cavelier University

**March 2020** – Regents' staff conducted an initial assessment of the Robert Cavelier University.

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

**August 2020** – Staff engaged the services of Ms. Susan Chiaramonte, President, EduCred Services, to assess Robert Cavelier University's application for licensure and associated materials considering the proposed institution's probability of successful DEAC accreditation.

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

**April 19, 2021** – The Robert Cavelier University responded to the recommendations put forth by Ms. Chairamonte from EduCred with their corrections.

**June 2021** – Staff reviewed the final revisions to the initial application for consideration for approval by the Board of Regents.



### **Staff Conclusion**

Given the circumstances described in the assessment report, Robert Cavelier University (RCU) merits a limited state licensure period to allow it sufficient time to seek DEAC candidacy and accreditation. This conditional licensure period should be subject to the fulfillment of several stipulations which require step-by-step continuous evidence of progress toward accreditation. The motion and stipulations below are designed to ensure that RCU operates within Louisiana only if there is evidence that reasonable accreditation progress is being made.

### **STAFF RECOMMENDATION**

**Senior Staff recommends conditional licensure for RCU, for three years, provided:**

- 1. By August 25, 2022, and on that date every year thereafter, during the term of conditional licensure, RCU shall report to the Deputy Commissioner for Academic Affairs and Innovation the status of RCU's progress toward preparation for submittal of an application for accreditation candidacy through DEAC. This report shall, at a minimum, provide evidence of attendance and participation of appropriate institution officials at periodic DEAC workshops for pre-applicant institutions and general membership meetings.**
- 2. At the end of this period of conditional licensure, RCU shall provide evidence of the submittal of an application for DEAC candidacy. If accomplished, the Regents will consider another eighteen months of licensure.**
- 3. Within one year of applying for DEAC candidacy, RCU shall provide evidence of successful DEAC candidacy status. If granted, the Regents will consider extending licensure to allow for final accreditation review.**
- 4. Upon termination of the allotted time for final accreditation review, RCU shall report its DEAC membership status. If DEAC accreditation has been granted, the Regents shall consider issuing a regular 2-year operating license.**
- 5. At any point, if RCU does not progress toward accreditation, the Regents will consider the denial of further licensure.**

**AGENDA ITEM VIII.E.1.a.iii.(a).**

**Texas Wesleyan University**

**Fort Worth, Texas**

**BACKGROUND**

Texas Wesleyan University (TWU) is a private institution with its main campus located in Fort Worth, Texas. TWU's focus is providing graduate degrees in subjects with an emphasis on Nurse Anesthesia. This university is accredited by the Southern Association of Colleges and Schools Commission and the Council on Accreditation of Nurse Anesthesia Educational Programs.

**ACADEMIC PROGRAM**

TWU offers academic programs that include Business, Counseling, Education, Nurse Anesthesia, Family Nurse Practitioner, and Nursing Practice. These programs are all graduate level, including doctorate and master's programs. Two of these programs are currently enrolling Louisiana residents. The university currently has 28 students in its Louisiana Unduplicated Headcount Enrollment.

<b>Degree Level</b>	<b>Louisiana Unduplicated Headcount Enrollment</b>
Doctorate	28
Master's	0
Bachelor's	0
Associate	0
Certificate	0
Other	0
Total	28

**FACULTY**

Texas Wesleyan University (TWU) has six full-time faculty members with either a master's or doctorate degree.

**FACILITIES**

TWU offers online and hospital residency instruction to Louisiana residents.

**STAFF RECOMMENDATION**

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

*Blake R. David*  
*Chair*

*T. Jay Seale III*  
*Vice Chair*

*Sonia A. Pérez*  
*Secretary*

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### **Minutes**

### **Board of Regents' Proprietary Schools Advisory Commission** **July 13, 2021**

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met Tuesday, July 13, 2021, at 10:00 am. Chair Fontenot called the meeting to order at 10:00 am. The roll was then called, and a quorum was established.

#### **Commission Member Present**

Melanie Amrhein  
Chris Broadwater  
Sherrie Despino  
James Dorris  
James Fontenot, Chair  
Carmen Million  
Mary Lou Potter

#### **Commission Members Absent**

Jada Lewis  
Randy Plaisance

#### **Staff Members Present**

Nancy Beall  
Courtney Britton  
Randall Brumfield  
Chandra Cheatham  
Mighan Johnson

#### **Guests Present**

(See Appendix)

The next item of business was the approval of the minutes from the May 11, 2021, Proprietary Schools Advisory Commission meeting.

**On motion of Ms. Despino, seconded by Ms. Million, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the May 11, 2021, Proprietary Schools Advisory Commission meeting.**

The next agenda item considered by the Commission was the initial license application from Baton Rouge School of Phlebotomy, Baton Rouge, Louisiana. The school was represented by the school's owner, Jessica Shropshire. Ms. Johnson reviewed the materials for the Commission members, informing them that the institution was proposing to offer one (1) program Phlebotomy Tech, 144 clock hours and 12 Weeks. The program met all legal and administrative requirements to be approved for an initial

license. The Commission thanked Ms. Shropshire for her patience and commended her on a very thorough and complete application.

Following further discussion included requirement of license, cohort class size, beginning pay, and students' ability to use the phlebotomy program as a steppingstone to other medical careers.

**On motion of Ms. Amrhein, seconded by Ms. Potter, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the operating license for Baton Rouge School of Phlebotomy, Baton Rouge, Louisiana.**

The next agenda item considered by the Commission was the initial license application from DEW Spa Institute, LLC, dba Synergy Massage Institute. The school was represented by the school owner, Ms. Erin Warner. Ms. Johnson reviewed the materials for the Commission members, informing them that the institution was proposing to offer one (1) program: Licensed Massage Therapist, 500 clock hours and 26 Weeks. The program met all legal and administrative requirements to be approved for an initial license.

Following further discussion included background of owner, motivation and inspiration to open the school, shortage of licensed massage therapists, starting pay, number of instructors, facility location for instruction, hours of classes, and preparation of students to take the test.

**On motion of Ms. Potter, seconded by Mr. Broadwater, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the operating license for Synergy Massage Institute.**

The next agenda item considered by the Commission was a change of ownership application from MedCerts, LLC. The school was represented by the schools' Associate Director, Janea Rudder. Ms. Britton reviewed the materials for the Commission members, informing them that the application met all legal and administrative requirements to be approved for change of ownership due to an LLC purchase, and that the school was licensed in 2020 to offer a Pharmacy Tech Program.

Following further discussion included length of externship, tuition payment plan, no charge for laptops, grants for military personnel, and WIOA Grants.

**On motion of Mr. Dorris, seconded by Mr. Broadwater, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the change of ownership license for MedCerts, LLC, Baton Rouge, Louisiana.**

The next agenda item to be considered by the Commission was a change of ownership application from BAR/BRI, Baton Rouge, Louisiana and BAR/BRI, New Orleans, Louisiana. Ms. Britton informed the Commission that the application for BAR/BRI was being pushed to the September meeting.

The next agenda item considered by the Commission was operating license renewals. There were twenty (20) schools who submitted renewal applications. Ms. Britton noted one school (Instructors for Life, LLC, #2302), chose not to renew their licenses and turned over student records to staff.

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

**Advance Healthcare Institute, LLC, Prairieville (5/26/2011)**  
**Ben D. Johnson Educational Center, Natchitoches (6/19/2019)**  
**Blue Cliff College, Alexandria (5/25/2006)**  
**CDL Mentors of Baton Rouge Truck Driving School (5/25/2006)**  
**Delta College of Arts & Technology (6/25/1992)**  
**Diesel Driving Academy, Baton Rouge (6/25/1987)**  
**Global Trucking Academy, Marksville (6/29/2016)**  
**Holmes Healthcare Training Center, Corp., New Orleans (6/19/2019)**  
**Integrated Education Services, LLC, Violet (5/23/2018)**  
**Lincoln College of Technology, Nashville, TN (5/22/2003)**  
**Louisiana Institute of Massage Therapy, Lake Charles (5/22/2013)**  
**Med-Advance Training, Prairieville (5/22/2017)**  
**McCann School of Business, Monroe (5/23/2018)**  
**Oak Park School of Dental Assisting, LLC, Lake Charles (5/28/2009)**  
**Operation Spark, New Orleans (6/29/2016)**  
**Ouachita Truck Driving Academy, LLC, Sterlington (5/22/2003)**  
**Petra College, Inc., Hammond (5/27/2015)**  
**Precision Welding Testing & Training, Geismar (5/23/2018)**  
**Remington College, Lafayette (5/26/2011)**  
**Remington College, Shreveport (5/26/2011)**

The next agenda item was an update on program approvals. Chair Fontenot reminded the Commission that staff approved these updates administratively and program approvals were being shared for informational purposes only. No questions were brought forward regarding program approvals.

#### Other Business

Mr. Fontenot asked Ms. Britton for staff updates. Ms. Britton informed the Commission that there was one single comment on the rule changes and that the Board will vote in August on their

approval. The new rules will be printed in the State Register in September. Ms. Britton then discussed the contract with EdVera. She informed the Commission that the contract was partly paid for by Regents and that the remainder will be paid for from the Proprietary and Academic Affairs budgets. Next, Ms. Britton discussed the 2022 meeting dates with the Commission. It was decided a vote on the dates will be taken at the September meeting.

The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, September 14, 2021, at 10:00 a.m., at the Claiborne Building, Thomas Jefferson Room, 1-136A. With there being no further business, the meeting adjourned at 10:47 a.m.

APPENDIX A  
GUESTS

Amanda LaGroue	LA Department of Justice
Jessica Shropshire	Baton Rouge School of Phlebotomy
Erin Warner	Synergy Massage Institute
Janea Rudder	MedCerts, LLC

**AGENDA ITEM VIII.E.2.**  
**Rulemaking – Summary Report**  
**Amendments to Louisiana Administrative Code Title 28 Part III and Title 28 Part IX**  
**August 25, 2021**

The Board reviewed and approved proposed rules changes at its meeting on March 24, 2021. On May 10, 2021, staff electronically forwarded the notices of intent on behalf of the Louisiana Board of Regents to amend the rules and regulations to LAC: Chapter 28, Section III, Proprietary Schools, and Chapter 28, Section IX codifying current practices and procedures into administrative law to assist in the oversight of licensed Louisiana proprietary schools and licensed institutions that fall under ACT 129. More specifically, this rulemaking provides reporting processes updates, including allowing for the digital submission of materials, expediting student complaint resolutions, and clarifying the types of records to be submitted to the Board of Regents. By transitioning from a self-defined, programmatic-level of collection to an annual, fiscal year reporting of student-level data, the Board of Regents and the Proprietary Schools Advisory Commission will be able to validate the postsecondary education and training contributions made by proprietary schools to Louisiana and properly track the attainment goals adopted in the Master Plan. The notices of intent were duly published in the May *Louisiana Register* and a public comment period was granted with the proposed published rules on May 20, 2021.

Of the 151 specific proprietary schools notified regarding the proposed change, one commented to the Board of Regents. The comment received from Becker Professional Education Services questioned the requirement of the collection of student-level information for some programs that provide training toward career testing, as required by Louisiana state law. Staff are prepared to make specific data exceptions for schools and programs in instances where the programs offered do not meet specific requirements as defined in Board Policy adopted in September 2020 regarding Quality Postsecondary Credentials of Value. Staff has determined that licensed programs currently provided by Becker do not meet the definition of the policy, and as such, staff will be able to work with the school to accommodate the request not to collect or maintain student level information. Such data is necessary to verify workforce and employment outcomes for students who complete programs providing a postsecondary credential. The Board of Regents plans for a phased implementation of this requirement so as to allow schools sufficient time and opportunity to adjust their data management practices for compliance purposes. This approach will also allow staff to carefully evaluate additional exceptions that may be necessary and consider whether any further rule changes are to be included in Code in order to address additional needs that may surface.

Of the 49 institutions subscribing to ACT 129 requirements for academic degree-granting institutions licensed by the Board, no comments were received by staff regarding the proposed rule change. The Board is advised that no hearings were requested or conducted regarding these rule changes, and staff have no testimony to submit.

As no hearings were requested or conducted regarding these rule changes, no changes have been made to the rule since the report was submitted. Upon review and approval by the Board, these rules are anticipated to be published in the September *Louisiana Register*.

**STAFF RECOMMENDATION**

**Senior Staff recommends approval of the rules changes as amended and to be submitted to the *Louisiana Register* for publication on September 20, 2021.**



Petition of Amendments to Louisiana  
Administrative Code Title 28 Part III  
(Chapters 1-23)

Proprietary Schools

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## Title 28 EDUCATION

### Part III. Proprietary Schools

Editor's Note: The Statutory Authority for the rules contained in this Part were recodified in 2019 and moved from R.S. 17:3141 et seq. to R.S. 17:3140.1 et seq.

#### Chapter 1. General Provisions

##### §101. Citation and Abbreviation

A. These rules and regulations of the Board of Regents ("Board") govern the licensing and monitoring of proprietary schools operating in Louisiana upon the recommendation and advice of the ~~Proprietary Schools Advisory Commission~~Advisory Commission on Proprietary Schools ("Commission").

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.2(F).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1857 (September 2007).

##### §103. Definitions

*Branch School*—a separate facility established by a main school, under the main school's management, control and supervision. The branch may offer full student services and is under the supervision of a designated on-site employee responsible for the day-to-day operation of the branch. Each branch school shall be separately licensed and bonded.

*Commission Staff*—the staff of the board's Proprietary Schools Section, authorized to aid in the administration of the commission's functions.

*Proprietary Schools*—hereinafter referred to as "school", as defined in R.S. ~~17:3140.1-17:3141.2~~17:3140.1-17:3141.2 and ~~R.S. 17:3141.16(B)(4)~~.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.2(F).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1857 (September 2007), amended by the Board of Regents, Proprietary School Section, LR 44:1005 (June 2018).

##### §105. Proprietary Schools Law and the Administrative Procedure Act Incorporated

A. R.S. 17:3140.1 et seq., inclusive, known as the Proprietary Schools Law, and R.S. 49:951 et seq., known as the Administrative Procedure Act, in their currently existing form and as may be amended, are hereby incorporated herein. All remedies and procedures available to the public under these laws, as they pertain to this commission, are hereby made available herein as rules.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.1, R.S. 49:954.1(A), R.S. 17:3140.2(F).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1857 (September 2007).

##### §107. Computation of Time

A. In computing a period of time allowed or prescribed by these rules, by law or by order of the commission or of court, the date of the act, event, or default after which the period begins to run is not to be included. The last day of the period is to be included, unless it is a legal holiday or a day of the weekend, in which event the period runs until the end of the next day, which is not a legal holiday or a day of the weekend.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.2(F), La. C.C.P. art. 5059.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1858 (September 2007).

#### Chapter 3. Procedures

##### Subchapter A. General Procedural Rules

##### §301. Initiation of Proceedings

A. Proceedings. Proceedings for the adoption, amendment, or repeal of a rule may be commenced

by the board or commission upon its own initiative or pursuant to reasonable grounds therefore. The commission however, shall initiate procedures to adopt, amend or repeal a rule whenever the attorney general requests same.

B. Process for Initiation. Any interested person may petition the commission requesting the adoption, amendment, or repeal of a rule. The petition shall be filed in the office of the commission located at the Claiborne Building, the Louisiana Board of Regents, Proprietary Schools Section, 1201 N. Third St., Suite 6-200, Baton Rouge, LA 70802 or P.O. Box 3677, Baton Rouge, LA 70821, or such other address in the event the commission relocates, at any time during normal office hours, from 8 a.m. to 4:30 pm, except for legal holidays and the weekend. Within 90 days after submission of a petition, the commission shall either deny the petition in writing stating reasons for the denial, or shall initiate rule-making proceedings in accordance with these rules. Any person whose petition is not deemed by the commission sufficient to warrant the holding of a rule-making proceeding will be promptly notified of that determination and may be given an opportunity to submit additional data.

C. Investigations and Conferences. In connection with any rule-making proceedings, the commission at any time may conduct such investigations, make such studies, and hold such conferences as it may deem necessary.

D. Notice. Prior to the adoption, amendment, or repeal of any rule, the commission shall give notice of its intended action in accordance with R.S. 49:953(A)(1). The notice shall include a statement of either the terms or substance of the intended action or a description of the subjects and issues involved, and the time when, the place where, and the manner in which interested persons may present their views thereon. The notice shall be mailed to all persons who have made a timely request of the agency for advance notice of its rule-making proceedings and shall be published at least once in the official state journal.

E. Opportunity to be Heard. Prior to the adoption, amendment, or repeal of any rule, the commission shall afford all interested persons reasonable opportunity to submit data, views, or arguments, orally or in writing, in accordance with R.S. 49:953(A)(2).

F. Emergency Rules. If the commission finds that an imminent peril to the public health, safety, or welfare requires adoption of a rule upon shorter notice than that provided above, it may proceed to adopt emergency rules in accordance with R.S. 49:953(B). The emergency rule thus adopted may be effective for a period not to exceed 60 days, but the adoption of an identical rule otherwise under these rules is not precluded.

G. Filing, Publication and Effective Date of Rule. The commission shall file with the Office of State Register a certified copy of any rule or regulation adopted upon the completion of a rule-making proceeding and publish the same in the official state journal in accordance with R.S. 49:954. Such rules or regulations shall become effective pursuant to R.S. 49:954(B).

AUTHORITY NOTE: Promulgated in accordance with R.S. 49:953, R.S. 49:954.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1858 (September 2007).

### **Subchapter B. Pleadings**

#### **§303. Petition to Adopt, Amend or Repeal a Rule**

##### **A. Petition to Adopt, Amend, or Repeal a Rule**

1. A petition to adopt, amend, or repeal a rule shall be typed or printed on either standard letter size bond paper or on standard legal size bond paper;

2. the petition shall be dated and shall contain the following:

- a. the title of the pleading (i.e., "petition");
- b. the names of the petitioners;
- c. the names of representatives and legal counselors of such petitioners (if applicable);
- d. all pertinent allegations of fact, data, views, arguments and reasons supporting the action sought by the petition;
- e. a statement or prayer expressing the exact action sought by the petition; and
- f. the signatures of all petitioners, if individual, natural persons, or the signatures of duly qualified representatives of petitioner, if a governmental agency or subdivision or an association of persons;

3. the petition, in setting forth all pertinent allegations of fact, data, views, arguments, and reasons supporting the action sought by the petition, shall contain separate, numbered paragraphs, one for each fact, data, view, argument, and reason set forth;

4. the petition, in expressing the exact action sought by it, shall cite and quote the rule to be adopted, amended, or repealed; and if a rule is sought to be amended, the petition shall quote the rule as it would read after amendment, if it were in fact amended; and

5. only substantial compliance is necessary to meet the requirements of form, and to that end, the provisions of this section shall be liberally construed in favor of accepting the petition.

B. Other Pleadings. Pleadings of any type may be submitted to the commission. They shall be similar in form to that of petitions, except that they may exclude those things peculiar to petitions and shall include those things to which they pertain.

AUTHORITY NOTE: Promulgated in accordance with R.S. 49:953.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1858 (September 2007).

### **Subchapter C. Citation and Production of Evidence for Rule-Making Procedures**

#### **§305. Voluntary Submission of Evidence**

A. Any interested person may voluntarily submit evidence, testimonial or real, to the commission, such evidence being relevant and material to any issue involved in the adoption, amendment or repeal of any rule, to the corroboration of or to the unreliability or inaccuracy of any witness or other source of evidence submitted, or to the credibility or non-credibility of any witness or other source of evidence submitted, in the same form and manner as otherwise provided herein or by law.

AUTHORITY NOTE: Promulgated in accordance with R.S. 49:953.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1859 (September 2007).

### **Subchapter D. Public Hearings**

#### **§307. Adjudication**

A. Process. In any matter defined as adjudication in R.S. 49:951(1), notice shall be given, hearings held and a decision or order issued, all in accordance with the procedures provided for adjudications in R.S. 49:955-961. Upon the conclusion of the hearing and consideration of all evidence presented, the commission shall submit a recommended decision or order to the board for board approval.

#### **B. Rules of Evidence**

1. The commission may admit and give probative effect to evidence which possesses probative value and which is commonly accepted by reasonably prudent men in the conduct of their affairs. It shall give effect to the rules of privilege recognized by law. It shall exclude incompetent, irrelevant, immaterial, and unduly repetitious evidence. Objections to evidentiary offers may be made and shall be noted in the record. Subject to these requirements, when a hearing will be expedited and the interests of the parties will not be prejudiced substantially, any part of the evidence may be received in written form;

2. all evidence, including records and documents in the possession of the commission of which it desires to avail itself, shall be offered and made a part of the record, and all such documentary evidence may be received in the form of copies or excerpts, or by incorporation by reference. In case of incorporation by reference, the materials so incorporated shall be available for examination by all interested persons before being received in evidence; and

3. notice may be taken of judicially recognizable facts. In addition, notice may be taken of generally recognized technical or scientific facts within the commission's specialized knowledge. All persons who have shown an interest therein shall be notified either before or during the hearing, or by reference in preliminary reports or otherwise, of the material noticed, including any staff memoranda or data, and they shall be afforded an opportunity to contest the material so noticed. The commission's experience, technical competence, and specialized knowledge may be utilized in the evaluation of the evidence.

C. Admission of Depositions. The presiding officer or any person interested in a proceeding before the commission may take the depositions of witnesses, within or without the state, in the same manner clothed with all the formalities as provided by law for the taking of depositions. Depositions so taken shall be admissible in any proceeding affected by this Chapter. The admission of such depositions may be objected to at the time of hearing and may be received in evidence or excluded from the evidence by the presiding officer in accordance with the rules of evidence provided in this Chapter above.

D. Reopening Hearing and Rehearings. The commission may reopen any hearing for good cause shown, and may grant a rehearing in accordance with R.S. 49:959.

AUTHORITY NOTE: Promulgated in accordance with R.S. 49:955, R.S. 49:956, R.S. 49:959.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1859 (September 2007).

## **Subchapter E. Declaratory Orders and Rulings**

### **§309. Declaratory Orders and Rulings**

A. The commission shall consider petitions for a declaratory order or ruling as to the applicability of any statutory provision or of any rule or order of the board, submitted pursuant to R.S. 49:962, hold hearings if necessary, and submit a recommended declaratory order or ruling. A petition for a declaratory order or ruling shall contain:

1. the title of the pleading (e.g., "Petition for Declaratory Order");
2. the names of the petitioners;
3. the names of representatives and legal counselors of such petitioners (if applicable);
4. a concise statement of the issue posed, along with citations to the statute, rule or order at issue;
5. a clearly organized statement of all pertinent allegations of fact and data, and if the petitioner takes a specific position on the issue, the arguments and reasons supporting such position;
6. a statement or prayer expressing the exact action sought by the petition;

7. the signatures of all petitioners, if individual, natural persons, or the signatures of duly qualified representatives of petitioner, if a governmental agency or subdivision or an association of persons; and

8. only substantial compliance is necessary to meet the requirements of form, and to that end, the provisions of this section shall be liberally construed in favor of accepting the petition.

AUTHORITY NOTE: Promulgated in accordance with R.S. 49:962.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1859 (September 2007).

## **Chapter 5. License Requirements**

### **§501. Applications**

#### **A. General**

1. All applications must comply with the provisions of R.S. 17:3141.4, as well as any applicable provisions of these regulations. All applications concerning licenses are to be submitted to the commission in the manner as directed by commission staff. at the following address or such other address in the event the commission relocates:

Louisiana Board of Regents

Proprietary Schools Section

Post Office Box 3677

Baton Rouge, LA 70821-3677

2. All applicable fees, as provided below, must be by company, institutional, certified check, or by money order and must be made payable to the "Louisiana Board of Regents", with the exception of the Student Protection Fund which is to be made payable to the "Student Protection Fund." Except for overpayments toward the Student Protection Fund, no portion of any license fee shall be subject to refund.

B. Initial Application and License Fee. The initial license application fee shall be \$2,000. A payment of \$1,000 toward the student protection fund must be paid along with the license fee.

#### **C. Renewal Application and Fee**

1. The annual renewal application fee is based on the school's gross tuition revenues for the previous year as follows:

a. under \$50,000—\$500;

b. \$50,000 and up—greater of \$1,000 or 0.25 percent of gross tuition income.

2. If a complete license renewal application is not received at least 30 days prior to its expiration date, in addition to the renewal fee, there shall be a delinquent fee of \$500. In addition to the renewal application fee and any delinquent fee, a payment to the Student Protection Fund, if applicable, must be made in accordance with R.S. ~~17:3141.16~~17:3140.11.

D. License Fee for Solicitors. The annual license fee for each solicitor/sales representative of a school shall be \$100.

E. Reinstatement Licensure Fee. The reinstatement licensure fee for a suspended school shall be \$500.

F. Change of Ownership Application and License Fee. All changes of ownership are contingent upon approval from the board. Applications for a new license must be requested within 10 days of the change of ownership. No license shall be transferable. The application fee is \$2,000. A payment of \$1,000 toward the student protection fund must be made along with the application fee.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.1, R.S. 17:3140.3.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1859 (September 2007).

### **§503. Student Protection Fund**

A. First Payment. Initial (new) schools and change-of-ownership schools shall be required to submit their first payment of \$1,000 made payable to the "Student Protection Fund" with their application.

B. Annual Payment. The required annual payments, if applicable, to the Student Protection Fund shall be collected based on the schedule provided in R.S. ~~17:3141.16~~17:3140.11.

C. Collection Schedule. Annual payments shall cease when the fund accumulates to \$800,000 but shall resume when the fund drops below \$750,000.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.11.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1860 (September 2007).

### **§505. Affidavits**

A. Applications and renewal applications must be accompanied by affidavits ~~(PSC-9 Form)~~ by each owner, and director, ~~instructor, and all office and clerical personnel,~~ unless previously approved, and Solicitor Permit Applications (PSC-4 Form) by each solicitor containing the information prescribed by ~~Subsection C(11) or~~ R.S. ~~17:3141.1~~17:3140.13 (for solicitor renewal, see §703). In the case of office and clerical personnel, in lieu of the affidavits of such personnel, the owner may submit an affidavit setting forth the information prescribed ~~by Subsection C(11) of~~ R.S. ~~17:3141.4~~17:3140.13 concerning such personnel. Such information shall be based on the owner's investigation and knowledge. For solicitor renewal, see §703.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.2(F).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1860 (September 2007).

### **§507. Surety Bond**

A. Each license application must be accompanied by a surety bond in the amount of \$10,000 issued by a surety authorized to do business in Louisiana. The bond must meet the requirements set forth in R.S. 17:~~3141.5~~3140.5 and the PSC-3 Form. Bond releases and terminations shall be as provided in R.S. 17:31401.5(D) and (E), and suspension of operating license for lack of surety bond coverage is governed by R.S.17:31401.5(F). A school may be exempted from filing a surety bond if it meets all of the following requirements:

1. does not require students to pay tuition for course of study more than one month in advance;
2. has been in continuous operation for at least five years; and
3. has met all the requirements of the commission.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.2(F).



HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1860 (September 2007).

### **§509. Other Provisions Concerning License**

A. A license shall be valid only for the school and shall not include other schools or branches operated by the owner. Each separate location or branch school shall be licensed and bonded. No new courses shall be offered by any school holding a license until it is approved by the commission staff in accordance with procedures to be established by the commission.

B. Each license must be displayed on the premises. No license shall be transferable. In the event of a change of ownership of the school, the license shall be revoked unless the new owner, within 10 days after the change of ownership, the new owner shall submit a copy of the bill of sale to the commission staff, and is required to submit a new application two months prior to the date of the expiration of the license. requests an application for a license to operate the school.

C. Any person who contemplates the purchase of a school may apply for a license. If the board grants such a license, it shall become a valid license only upon completion of the proposed sale.

D. All licenses shall be renewed annually, not less than 30 days prior to expiration date thereof. Updated information must contain all changes in staff, school programs, etc., including all additions and deletions.

AUTHORITY NOTE: Promulgated in accordance with R.S. R.S. 17:3140.2(F).

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1860 (September 2007).

### **§511. Denial of Recommendation of License and Commission Hearing**

A. If the commission or commissioner recommends the denial of a license, the commission shall hold a hearing upon the applicant's request, as provided in R.S. 17:3140.6. The applicant may appear in person or by counsel and may present evidence in support of granting the license. The decision or order resulting from a hearing before the commission is subject to rehearing, reopening, or reconsideration by the commission within 10 days from the date of its entry on the grounds set forth in

R.S.49:959 and in accordance with the procedures therein.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.6.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1860 (September 2007).

### **§513. Revocation of License**

A. Licenses may be revoked by the board in accordance with the standards and procedures set forth in R.S.17:3140.7 and statutory and regulatory provisions applicable thereto.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1861 (September 2007).

## **Chapter 7. Personnel Affidavits/Permits**

### **§701. Completion of Affidavits by Non-Instructional Personnel/Instructional Personnel**

A. Completion of Affidavit by Non-Instructional Personnel

1. An affidavit (PSC-9 Form) containing the following information must be submitted by the owner of each school (if a corporation, by each officer and by each director) and by each staff person, except solicitors, instructors, and office and clerical personnel:

a. full name and address of said person and the capacity in which he/she serves the school;

b. the city, parish/county, and state of said person's permanent residence and places of residence for the past five years;

c. the names and addresses of said person's employer or employers for the past five years;

d. whether or not said person has ever been convicted of a felony for a crime involving fraud or any misdemeanor other than a traffic violation; and

e. three persons who may be contacted concerning such person's good moral character.

~~2. In the case of office and clerical personnel, in lieu of affidavits by the office and clerical personnel, the owner may submit the information in the form of an affidavit by the owner, based on the~~



~~owner's investigation and knowledge. (Refer to §505.)~~

~~B. Completion of Affidavit by Instructional Personnel~~

~~1. An affidavit (PSC 9 Form) containing the following information must be submitted by each person who will be serving as an instructor at the school:~~

~~a. full name and address of said person and the capacity in which he/she serves the school;~~

~~b. the names and addresses of said person's employer or employers for the past five years; and~~

~~c. three persons who may be contacted concerning such person's good moral character.~~

2. Minimum qualifications of an instructor include the following:

a. an instructor in an academically-credentialed area shall have a baccalaureate degree from a bonafide, accredited college or university, and demonstrate appropriate familiarity with the subject matter taught as evidenced by an academic transcript and/or occupational experience;

b. an instructor, in other than an academically-credentialed area, shall have a high school diploma or its equivalent; a license, diploma, certificate, ~~or~~ other degree from a recognized institution or organization in the area taught, or documented evidence of on-the-job training in the area taught; and four years of documented occupational experience in the area taught;

c. as used in this Subsection, a "recognized institution or organization" shall mean any bonafide, licensed, chartered or traditionally accredited business or association legally engaged in commerce, education, training, or advocacy. Recognized institutions or organizations shall include, but not be limited to, governmental agencies, labor unions, trade and professional corporations, and retail, financial, and commercial entities. The commission shall reserve the right to use all reasonable means in verifying the validity of credentials;

d. at the board's discretion, the minimum four years experience required for instructors may be waived for those disciplines where teaching credentials are officially certified, licensed, or

otherwise approved or granted by a federal agency; and

e. employees employed prior to May 30, 1989 will be exempted from occupational experience.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1861 (September 2007).

**§703. Solicitor Application, Bonds, Renewal, Denial, and Revocation**

All forms are prepared and provided by the Commission Staff.

A. Permits and Applications. No person shall sell any course of instruction or solicit students therefore in Louisiana for any school unless he has obtained a solicitor's permit from the commission. A separate permit is required for each school the solicitor represents. A separate application (PSC-4 Form) with required fee and bond must be submitted for each permit sought (i.e., for each school to be represented).

Louisiana Board of Regents  
Proprietary Schools Section  
Post Office Box 3677  
Baton Rouge, LA 70821-3677

B. Bonds. Surety bonds for permits must be in the amount of \$1,000 for each permit issued. The bond must be continuous and must be issued by a solvent surety authorized to do business in Louisiana (see PSC-5 Form). The bond may be supplied as a blanket bond by a school covering each agent, \$1,000 in amount for each agent. This bond is set forth in PSC-6 Form. If a surety cancels a bond (as provided in R.S. ~~17:3141.9B~~ 17:3140.13C(3)) then a substitute bond (meeting all conditions for the original) must be furnished and the solicitor's permit shall be in a state of suspension for any period of time not covered by a proper bond.

C. Renewals. Each permit is valid for one year from date of issuance unless revoked and must be renewed not less than 30 days prior to expiration date. At the time of renewal, the owner/director must submit a PSC-4 Form, (unless the owner/director submits written notification of continued employment of solicitor); a \$100 renewal

fee (made payable to the "Louisiana Board of Regents"); and proof of continuous bond coverage.

D. Denial of Permits. The commission may deny recommendations of issuance of a permit when proper grounds exist therefore. The procedures in such cases shall be in accordance with the applicable provision of R.S. ~~17:3141.1-3141.14~~17:3140.6 and R.S. 49:951-966.

E. Revocation of Permits. A permit may be revoked for any of the causes set forth in R.S. ~~17:3141.1-17:3140.7~~. Notice of contemplated revocation must be given in writing at least 30 days prior to the effective date of revocation. At any time within 30 days prior to the revocation, upon request of the solicitor, the commission shall afford the solicitor an opportunity to be heard in person or by counsel. On or before 30 days prior to the date set for hearing, the commission shall notify the aggrieved solicitor of the date and purpose of the hearing and the grounds for the contemplated revocation of the permit. The procedure for revocation shall be in accordance with those prescribed by R.S. 49:951-966 and by R.S. ~~17:3140.7-17:3141.1-14~~ as applicable to such action.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.2 (F), R.S. 17:3140.7. R.S. 17:3140.7.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1861 (September 2007).

## **Chapter 9. Proprietary Schools Applications**

### **§901. Initial License or Change of Ownership License Procedures**

A. Refer to the PSC-14 Form, Proprietary Schools License Requirements Checklist. Enclose one original application in a binder, with tabs of the applicable items as listed on the PSC-14.

B. Louisiana Minimum Cancellation and Refund Policy

1. Three-Business-Day Cancellation. All monies paid by a student shall be refunded if requested within three business days after signing an enrollment agreement and making an initial payment.

2. Cancellation after the Three-Business-Day Cancellation Period but Before Commencement of Classes by the Student. If tuition or fees are

collected in advance of entrance, and if the student does not begin classes, not more than a \$150 registration fee shall be retained by the institution. Appropriate refunds shall be made within 30 days of the start of the quarter, term, or semester.

3. For programs less than 300 clock hours, the withdrawal after commencement of classes refund policy shall be:

a. after a student has completed less than 15 percent of the program, the institution shall refund at least 80 percent of the tuition, less the registration fee, thereafter;

b. after a student has completed less than one fourth of the program, the institution shall refund at least 70 percent of the tuition, less the registration fee, thereafter;

c. after a student has completed one fourth, but less than one half of the program, the institution shall refund at least 45 percent of the tuition, less the registration fee, thereafter;

d. after a student has completed one half or more of the program, the institution may retain 100 percent of the stated program price.

4. Any unused portion of the book fee will be refunded.

5. For programs 300 clock hours or longer, the withdrawal after commencement of classes refund policy shall be:

a. during the first week of the program, the institution shall refund at least 90 percent of the tuition, less the registration fee, thereafter;

b. during the next three weeks of the program, the institution shall refund at least 75 percent of the tuition, less the registration fee, thereafter;

c. during the first 25 percent of the program, the institution shall refund at least 55 percent of the tuition, less the registration fee, thereafter;

d. during the second 25 percent of the program, the institution shall refund at least 30 percent of the tuition, less the registration fee, thereafter;

e. during the third and fourth 25 percent of the program, the institution shall retain 100 percent of the stated program price. Percentages of the

program completion are to be computed on the basis of clock hour. For programs longer than one year (12 calendar months) in length, 100 percent of the stated program price attributable to the period beyond the first year will be refunded when the student withdraws during the prior period.

6. Any unused portion of the book fee will be refunded.

#### C. Items to be Included in School Catalog

1. A prospective student is entitled to sufficient data to make an informed decision on training opportunities and institutions. A school is therefore obligated to provide sufficiently detailed information in advance of enrollment to enable prospective students to clearly understand their opportunities, limitations, and obligations.

2. Each school shall prepare and make available a typed and bound publication which is readily identifiable as a catalog and each student shall receive a copy. This catalog shall be designed and written to convey accurate information on the school. It shall avoid false, misleading, or exaggerated statements.

3. The following items shall be listed in the catalog:

- a. the name, address, phone number, email, and fax of school;
- b. the date of publication;
- c. a statement of institutional philosophy;
- d. licensure statement;
- e. the admission requirements and procedures;
- f. the educational objectives of each program offering, including the name, nature, and level of occupations for which training is provided;
- g. a detailed program outline for each program of study that includes subject abbreviations and numbers, subject titles, the number of clock and/or credit hours of instruction in lecture, lab, and/or clinical/externship, and the length of time in weeks or months normally required for completion;
- h. the subject descriptions for each program of study;

i. a brief description of the school's physical facilities, equipment to be used in class, and the maximum class size;

j. the school policies relative to tardiness, absences, make-up work, conduct, termination, re-entry, and other rules and regulations of the school;

k. the grading system, including a definition of ratings;

l. the required levels of performance for graduation;

m. a statement of certificates, diplomas, or degrees awarded upon graduation;

n. a statement of student charges related to enrollment: registration fee, tuition, book fee, lab fee, and any other charges for which a student will be responsible;

o. a statement of the cancellation and refund policy of the school;

p. a detailed and explicit description of the extent and nature of job placement assistance that is available to graduates, if any;

q. specifics describing the availability of residential housing, vocational counseling services, scholarships, and the extent of other services available to students, if any;

r. a school calendar including holidays and other dates of importance;

s. the school's student complaint procedure;

t. any other facts concerning the school and its programs of instruction.

**D. Institutions seeking initial licensure shall certify in writing that they have the capabilities to annually submit to the Board of Regents student-level data for each student, in a format prescribed by the Board of Regents and the capabilities to electronically store student transcript data.**

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:3140.3.

**HISTORICAL NOTE:** Promulgated by the Board of Regents, LR 33:1862 (September 2007), amended by the Board of Regents, Proprietary School Section, LR 40:1687 (September 2014).

#### **§903. License Renewal**

A. Renewal letters are **mailed sent** to the school owners annually. A license renewal application

must be received in this office 30 days prior to the license expiration. If it is not, there shall be a \$500 delinquent fee. Failure to furnish all the renewal information prior to the license expiration date will cause the license to expire. There can be no exceptions or any other extension. The following paperwork must be submitted:

1. a completed PSC-1 Form;
2. ~~the original~~ verification from the bonding company that the surety bonds (\$10,000 for school and \$1,000 per solicitor) are still in effect must accompany the renewal application. The premium period must coincide with the school's licensure period. ~~For example, August 26, 2006-August 26, 2007;~~
3. a completed PSC-12 form;
4. the renewal fee based upon the school's previous year's gross tuition revenues. The check is to be made payable to the "Louisiana Board of Regents." Refer to the PSC-12 form;
5. financial statements:
  - a. for those schools which participate in Title IV funding, an original set of financial statements that have been audited by an independent certified public accountant licensed in the state of Louisiana, including a current balance sheet and an income statement showing gross tuition receipts for the school's last fiscal year, and in the case of a corporation, signed by an officer of the corporation, sole proprietorship or partnership, signed by the owner(s) or a duly authorized agent acting on behalf of the owner(s), stating that it is true and correct; and
  - b. for those schools which do not participate in Title IV funding, an original set of financial statements that have been reviewed by an independent public accountant licensed in the state of Louisiana, including a current balance sheet and an income statement showing gross tuition receipts for the school's last fiscal year, and in the case of a corporation or sole proprietorship or partnership, signed by the owner(s) or a duly authorized agent acting on behalf of the owner(s) stating that it is true and correct;

6. an internal compilation reflecting the school's most recent quarter, if the audit/review submitted with the renewal materials, reflects a business year that ended more than 120 days prior to the submission of the renewal materials;

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7. a completed PSC-18 Form reflecting the application date listed on the PSC-1 Form;

8. a completed PSC-4 Form for any new solicitor employed with the school. The initial and/or renewal fee is \$100 per solicitor is to be made payable to the "Louisiana Board of Regents";

9. a completed PSC-9 Form on all instructors and staff employed since the last school renewal, unless previously approved during the year;

10. a current school catalog;

11. a current copy of the enrollment agreement/enrollment contract;

12. proof of the ability to electronically store student transcript data;-

13. Institutions seeking renewal licensure shall annually collect, and all institutions licensed by the Board of Regents shall annually report, student-level data from the prior year for each student, in a format prescribed by the Board of Regents. At minimum, data from the prior year must include

Withdrawal data,

program completion/ graduation data,

student demographic information (including full name, date of birth, social security number, sex, race/ethnicity),

type of credential earned.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.3 and R.S. 17:3140.4.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1862 (September 2007).

#### **§905. Associate in Occupational Studies (AOS) Degree Application**

A. Requirements. An eligible post-secondary school may award a non-academic degree entitled "The Associate in Occupational Studies."

1. The school must be licensed by the board, domiciled in the state of Louisiana, and accredited by a regional or national accrediting agency recognized by the United States Department of Education.

B. The board shall revoke the degree-granting status of any post-secondary school that loses or withdraws its accreditation.

C. No school shall be licensed to award the Associate of Arts or Associate of Science. All advertising, recruiting, and publications shall state clearly that such occupational degree awarded by a post-secondary school is non-academic and does not imply, promise, or guarantee transferability.

D. Each student admitted to an occupational degree program in an accredited post-secondary school shall be required to:

1. have a high school diploma or equivalent; and

2. complete a minimum of two years, four semesters, or six quarters of course work for each occupational degree program.

E. Each AOS degree program shall have a minimum of 75 percent of its course of study in a specific occupational area.

F. Each course of study shall have a minimum of 96 quarter hours if using quarter hours, a minimum of 1800 clock hours if using clock hours, and a minimum of 64 semester hours if using semester hours.

G. Application Enclosures. Enclose one original and eight copies, in binders with tabs, of the following:

1. a completed PSC-1 Form, including the title of the proposed AOS degree program;

2. the completed PSC-11 Form;

3. a blank copy of the diploma that would be awarded upon successful completion of the AOS degree program;

4. a detailed program outline including subject numbers, subject titles, clock hours, quarter hours or semester hours (whichever is used for each subject), and total clock hours, quarter hours, or semester hours (whichever is used for each program);

5. a description of each subject listed on the outline; and

6. an inventory list of equipment/supplies/furnishings available for the AOS degree program.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.17.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1862 (September 2007).

## **Chapter 11. Student Protection Fund**

### **§1101. Policies and Procedures**

#### **A. Student Protection Fund Policy**

1. The Student Protection Fund is administered by the board and the commission; shall be subjected to audit and review by the Legislative Auditor's Office.

2. Required refunds due from the Student Protection Fund will be provided on a pro rata basis, or other means as appropriate. Prior to any funds being released from the Student Protection Funds, the school's surety bond must be exhausted.

3. For students that have loans, the administrator of the Student Protection Fund will enter into an agreement with the state guaranty agency that any refunds will be allocated as follows:

- a. present holder of the loan, whether lender or LOSFA, and any remaining balance to the borrower;

- b. for students without loans, appropriate tuition repayment.

4. Administration of the Student Protection Fund is subject to review by the U.S. Department of Education and the state guaranty agency:

- a. the commission staff shall retain all records pertaining to the determination of payment or denial of refunds for a period of not less than one year after the final determination has been made;

- b. records shall be maintained in an organized manner; and

- c. records shall be readily accessible to the U.S. Department of Education and guarantee agency auditors.

#### **B. Student Protection Fund Procedures**

1. The application for tuition recovery (PSC-15 Form), may be submitted after reasonable efforts



to compensate the student from the following resources have been exhausted (see PSC-15 Form for instructions):

- a. provide teach-out;
- b. acquire refund from the school;
- c. acquire refund from any other school resources; and
- d. acquire refund from U.S. Department of Education, Closed School Section;

2. lenders holding loans eligible for refunds under the Student Protection Fund may submit the claims to the commission without undertaking any additional collection activity, if the commission determines that the student has not submitted a claim. Submission of a claim by the lender will preclude the student from filing a claim at a later time;

3. refund calculations will be based upon copies of enrollment contracts, student ledger cards, and other pertinent documents submitted by the student; and

4. students and/or lenders applying for relief to the Student Protection Fund will be notified of the status of the request within 60 days of receipt of the application by the commission staff.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.11 and R.S. 17:3140.12.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1863 (September 2007).

### **Chapter 13. Advertising Rules for Proprietary Schools**

#### **§1301. Advertising Rules**

A. Advertising. All advertising shall forthrightly disclose the purpose of the advertising, that education or training, not a job, is offered, and that the advertiser is a school. Advertising includes any form of public notice however disseminated or utilized. Within this definition would be all publications, communications, promotional items, and efforts which could normally be expected to be seen or encountered by significant numbers of prospective students or their sponsors. Examples include catalogs and other school publications, signs, mailing pieces, radio, television, audio-visual, newspaper, internet or any other form of

public notice resulting from the school's recruiting and promotional activities.

B. Solicitation. In the solicitation of students, a school shall not directly, or by implication, misrepresent the services it renders. All advertisements and promotional literature used shall be truthful, informative and constructive; and avoid conveying any false, misleading or exaggerated impressions with respect to the school, its personnel, its courses and services, or the occupational opportunities for its graduates. The true purpose and nature of a school's offerings shall be evident in all advertising. Every advertisement shall constitute to the reader a clear statement of a bonafide offer or announcement made in good faith. It shall be written to its anticipated readership, normally persons unsophisticated in the traditional word usage of the education industry. Therefore, all solicitation must be truthful and conducted with extreme care.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.8.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1863 (September 2007).

### **Chapter 15. Violations**

#### **§1501. Authority, Investigation, and Sanctions**

A. Violations. The following is an illustrative, but not exclusive, list of actions constituting a violation:

1. failure to provide the commission with an item of information required by R.S. 17:3140.1 et seq.;
2. misrepresentation about a school's credentials or accreditation;
3. a false claim or guaranty of employment by a school or solicitor;
4. failure to disclose to a student a necessary requirement for employment;
5. false or misleading advertising;
6. unethical behavior by a solicitor;
7. failure to disclose liability for repayment of a student loan;
8. failure to respond to student complaints as provided in the student complaint rule, R.S.

~~17:3141.3(D)(2)(b)~~ 17:3140.9  
~~17:3140.231.3(E)~~;

and

9. employment of an instructor who is unqualified;

10. unsafe or unhealthy condition of a school;

11. unsafe, unhealthy, or inadequate instructional equipment;

12. failure to teach the number of hours claimed;

13. failure to maintain attendance records and to provide them for inspection;

14. failure to comply with a contractual relationship with a student;

15. failure to release the grades of a student;

16. failure to cooperate with an investigator from the commission;

17. attempting to obtain, obtaining, or renewing a license to operate a school by fraudulent misrepresentation or bribery;

18. placement of classified advertisement under "employment" or other similar categories related to employment rather than "education" or "instruction";

19. upon closure, failure to transfer student records to the board; and

20. failure to comply with the provision of R.S. 17:31401.1 et seq., or any written rule or regulation of the board.

B. Authority and Scope. The definition of "school" for the purpose of this rule shall include a licensed school and school owners, employees, operators, agents and solicitors. The commission shall use the following procedures prior to making a recommendation to the board under R.S. ~~17:3141.8(A)~~ 3140.7 that a school license should be revoked, canceled, or suspended.

1. Any school found to be in violation of any provision of R.S. 17:31401 et seq., or any other state regulation adopted by the commission pursuant to the Administrative Procedure Act governing the administration or operation of a school may be sanctioned by one or more of the following remedies:

a. restitution and remedial measures;

b. civil money penalties (fines); and

c. revocation, suspension, cancellation, or other restrictions on the license.

2. The commission's assessment of a sanction shall be based on the following considerations:

a. whether the violation or substantially similar violation has previously occurred;

b. the duration of the violation;

c. the severity of the violation;

d. the school's history of compliance with the regulations;

e. what sanction is most likely to bring the school into compliance in the shortest time;

f. the "good faith" exercised by the school in attempting to stay in compliance with the regulations; and

g. such other factors as the commission deems appropriate.

#### C. Investigation

1. When the commission's staff becomes aware of a violation, it may conduct an onsite investigation of a school. The inspection may or may not be announced at the discretion of the staff.

2. The agent conducting the investigation shall have the authority to:

a. privately interview administrators, teachers, solicitors, and students;

b. inspect school records, documents, catalogs, forms, and advertisements; and

c. inspect the school facilities and equipment.

3. The school shall cooperate fully with the agent.

4. Within five days of the investigation the agent shall prepare a written report which shall be furnished to the commission staff and the school. The report shall contain:

a. factual findings relevant to the initial violation;

b. factual findings of any additional violations;

c. recommendations of remedial measures to be taken by the school; and

d. recommendations of any sanctions to be taken by the commission including the commission's petition for an injunction to terminate the violation;

e. the procedure by which an administrative hearing may be requested.

5. Additional or follow-up visits may be made to the school to monitor violations or to monitor remedial measures taken to correct prior violations.

#### D. Notice of a Violation

1. When a violation of state statutes or regulations governing the administration or operation of a school has occurred, in accordance with R.S. 17:31~~40.841.8~~, the commission staff shall give notice of the violation to the school's director by certified mail, return receipt, and shall afford the school an opportunity to be heard in person or by counsel.

2. The written notice of the violation shall:

a. specify the violation(s);

b. cite the legal authority which establishes the violation(s);

c. cite any sanctions assessed for each violation;

d. inform the school's director that the determination of the violation and imposition of the sanction are final, and no further administrative or judicial appeals may be had if a timely appeal is not filed; and

e. inform the school's director if the violation is regarded as a repeat or continuing violation and the manner in which the sanction will be imposed.

3. If the school requests a hearing, the commission staff shall hold a hearing and take evidence. Strict rules of evidence shall not apply. A tape recording of the hearing shall be made. The school may deny the violation, admit the violation in part and deny it in part, or admit the violation but request a reduction or modification of the sanction imposed. The school may present witnesses or documentary evidence in its defense bearing directly on the violation asserted. The school is limited to one witness to attest to its reputation or to

remedial measures it has taken. The commission may consider reputation and remedial measures in mitigation of the sanction. For continued or repeat violations, reputation or remedial measures shall not be considered.

4. The commission staff shall have authority to determine for purposes of making a recommendation to the board, whether a violation is a repeat or continuing violation:

a. a repeat violation is the recurrence of the same or a substantially similar violation within a period of 12 months;

b. a continuing violation is one that may be reasonably expected to continue until corrective action is taken. A continuing violation may be considered as a repeat violation for each day following the day on which the initial violation is established, until such time as there is evidence establishing a date by which the violation is corrected. A continuing violation may be subject to appropriate sanctions for repeat violations up to the number of days of the violation at the discretion of the commission staff.

5. After holding a hearing, the commission shall submit its findings to the board, and may recommend any of the penalties listed in Paragraph 1501.B.1 and Subsection 1501.F, as it deems appropriate. The commission shall also forward a copy of its findings and recommendation to the school, notify the school of the date of the board meeting when the commission's recommendation will be considered, and advise the school of the opportunity to appear at the board's meeting by person or by counsel and be heard. After due consideration of the commission's recommendation and the school's arguments (if the school presents any arguments) and upon a vote of two-thirds of the authorized membership of the board, the board may revoke, cancel, suspend or restrict the school's license, or impose fines or refunds.

6. A sanction which requires monetary payments, either fines or restitution, shall be paid within a timeframe as determined by the board following its notification.

#### E. Description of Sanctions

1. Restitution and Remedial Measures. The commission may impose sanctions consisting of, but not limited to, the following measures:



a. rebate of all or a portion of the tuition to the students;

b. modification or termination of advertising when unwarranted, false, or misleading claims are made, or placement of corrective ads;

c. counseling of students when they have been misinformed about a material matter;

d. the posting of a sign in a prominent position in a school correcting a false representation made to the students;

e. the distribution of an informational leaflet to the students informing them of their rights;

f. the inclusion or exclusion of information from the student catalog to correct a misrepresentation;

g. repairs or modification to a physical facility when health or safety is jeopardized;

h. repairs or modification to equipment when health or safety or delivery of quality instruction is jeopardized;

i. an order to terminate a gross violation of the statutes or regulations;

j. an order to cease the enrollment of new students or to limit enrollment to those students who meet more restrictive admission standards; and

k. modification of the curricula or methods of instruction.

2. Civil Money Penalties (Fines). The commission has the authority to impose a fine up to \$500 for each violation. Repeat or continuing violations may be assessed separate fines up to \$500 for each day of violation. After a fine is imposed, the commission may allow a specified period of time for the correction of the violation. If the violation is corrected, the commission may waive the payment of the fine. The school may be given the opportunity to demonstrate compliance before the fine becomes final. A violation for which a fine is waived shall still be counted for repeat and continued violations. The right to assess civil fines is not merged in other remedies, and the commission may impose other sanctions in addition to the fines.

3. Revocation of License. The commission may recommend the revocation of a school's license to the board.

F. Appeal Procedure. Any sanction may be administratively appealed as long as the appeal is timely filed in accordance with R.S. 17:~~3140.6;3141.8(F)~~.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.2, R.S. 17:3140.7, R.S. 3140.8, and R.S. 17:3140.9.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1863 (September 2007).

## Chapter 17. Student Complaint Procedure

### §1701. Policies, Conciliation, Conference, Hearing, and Review

#### A. General Policies

1. The purpose of this complaint procedure is to provide an effective and efficient method by which students may resolve their complaints with the commission staff under the jurisdiction of the board;

2. the commission staff shall prepare and provide a copy of the complaint procedure to each licensed school; and

3. each school shall include in either their catalog or enrollment agreement the following:

a. complaints relative to actions of school officials may be made and must be in writing, addressed to the Louisiana Board of Regents, Proprietary Schools Section, Program Administrator, P.O. Box 3677, Baton Rouge, LA 70821-3677, 225/342-4253. Such complaints may be made only after the student has unsuccessfully attempted to resolve the matter with the school by having first filed a written and signed complaint with that school's officials. Any student who wishes to review the student complaint procedure may make a request for a copy of the procedure, in writing, ~~addressed to the Louisiana Board of Regents, Proprietary Schools Section, P.O. Box 3677, Baton Rouge, LA 70821-3677, (225)342-4253.~~

#### B. Conciliation

1. Any student who believes he/she has been aggrieved by actions of school officials shall first file a written and signed complaint with school officials. School officials must respond with a decision within 10 calendar days of the date of the complaint.

~~2. No later than one year from date of the last alleged grievance, the student may appeal the decision of the school officials in writing to the Any student who believes he/she has been aggrieved by actions of school officials shall complain in writing to the~~ commission staff at Louisiana Board of Regents, Program Administrator, Proprietary Schools Section. The student shall submit a copy of the original grievance with their appeal; , Post Office Box 3677, Baton Rouge, LA 70821 3677, 225/342 4253, only after having first filed a written and signed complaint with the school officials;

~~2. if the complaint is not resolved, the student may submit a written request for assistance to resolve the matter with the school after having first filed a written and signed complaint with that school's officials;~~

~~3. copies of this appeal and initial notice of the complaint will be sent to the school and to the complainant. A copy must also be retained by the Board of Regents in the commission staff files;~~

~~4. Upon receipt of the notice of appeal, commission staff the notice of complaint appeal will request that the student and the school meet and discuss the complaint in a conciliation effort or and/or communicate in writing commission staff will independently evaluate the appeal within 10 days after receipt of the notice;~~

~~5. if after 10 days, the complaint has not been satisfactorily resolved, the student may request further assistance from the commission staff; and~~

~~6. the commission staff may, at its discretion, eliminate the conciliation procedure where a student has already contacted the school regarding the problem and may proceed directly to the mediation conference.~~

#### **C. Mediation Conferences**

~~1. If the student advises the Section that no satisfactory resolution has been achieved with the school through the conciliation procedure, at that point the commission staff may forward the complaint and all associated materials to a qualified neutral third party.~~

~~2.5. If no amicable resolution is achieved in the mediation process, either party may request, within seven days, a hearing before the commission~~Advisory Commission on Proprietary Schools. Within five working days following a

request for a hearing, the commission staff shall send written notice to the parties containing the following:

a. an explanation of the hearing procedures; and

b. the date, time and place for the hearing.

#### **D. Hearing:**

1. a public hearing shall be held before the commission. The parties shall be given 15 days notice in advance of the hearing, including the time, place and nature of the hearing and a statement of the alleged complaints to be the subject of the hearing;

2. the hearing shall be conducted in accordance with the provisions of the Administrative Procedure Act; ~~and~~

~~3. the commission shall prepare a report of its findings and recommendations and submit it to the board. The board shall render a decision accompanied by written reasons within 30 days following the conclusion of the hearing. This decision will be transmitted to all parties with a notice of the right to judicial review.~~

E. Judicial Review. Either party may appeal to the Nineteenth Judicial District in accordance with the Administrative Procedure Act.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.9.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1865 (September 2007), amended by the Board of Regents, Proprietary School Section, LR 44:1005 (June 2018).

### **Chapter 19. Student Records**

#### **§1901. General Policies**

A. All schools shall maintain all student records as required under R.S. 17:3140.15~~41.16(D)(3)~~. All student records shall include, but are not limited to student enrollment information, student enrollment agreements, attendance records, financial and academic transcripts, and exit interview.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.2 and R.S. 17:3140.15.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1866 (September 2007).

### **§1903. Transfer of Student Records**

A. A school must make arrangements to transfer all ~~student records~~ student academic transcripts to the Commissioner of Higher Education at the commission's address within 10 days of closing. If any of the records have been seized or confiscated by legal authorities, the board shall request the authorities for documentation regarding seizure of the records. However, the school remains responsible for turning over unseized student academic transcripts~~records~~. Any closed school, that maintains student files and electronic files shall make arrangements to electronically transfer such records to the board. The records shall be prepared in the following manner:

1. they shall be filed in alphabetical order;
2. each container will be clearly marked "official records" and will show the alphabetical order within the container (e.g., aa to bc); and
3. the containers shall be sealed to prevent loss or damage and marked in succession.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.2 and R.S. 17:3140.15.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1866 (September 2007).

### **§1905. Penalties**

A. Failure to maintain and/or turn over student records as provided above will result in the assessment of penalties.

B. If necessary, a claim shall be made against the surety bond posted at the time of submission of the license application to satisfy any penalties for failure to maintain and/or turn over student records pursuant to R.S. 17:3141.5 (D)(1)(b)(iv).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.2 and R.S. 17:3140.5.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1866 (September 2007).

## **Chapter 21.Exceptions**

### **§2101. Board Authority**

A. The board retains the authority to waive or make exceptions to any provision of these regulations if it deems such waiver or exception to be in the public interest. This authority shall be exercised by majority vote of the Louisiana Board of Regents pursuant to request by a school, any interested party, recommendation of the commission, or upon its own motion.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.2.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 33:1866 (September 2007).

## **Chapter 23.Forms**

### **§2301. Proprietary Schools Licensure Forms**

A. The following forms have been adopted by the commission.

1. PSC-1 Proprietary School Application. The applicant shall complete the following items of the PSC-1 form:

- a. name and contact information of institution;
- b. method of instruction;
- c. accreditation;
- d. classification of school;
- e. owner name and contact information;
- f. programmatic information; and
- g. instructional staff.

2. PSC-2 Notarized Commitment Statement. The applicant shall complete the following items of the PSC-2 form:

- a. name of institution;
- b. name of owner(s);
- c. name and contact information of statutory agent;
- d. signature and title of school official; and
- e. name, signature, and seal of notary.

3. PSC-3 Surety Bond for Certificate of Registration. The applicant shall complete the following items of the PSC-3 form:

- a. bond number;
- b. name and location of principal;
- c. name of surety and state of organization;
- d. name of principal;
- e. signature and title of school official;
- f. attorney-in-fact; and
- g. name, address, and phone number of insurance or bonding agency.

4. PSC-4 Application for Solicitor Permit. The applicant shall complete the following items of the PSC-4 form:

- a. name and contact information of applicant;
- b. employment history;
- c. education;
- d. required references;
- e. attestation of applicant's criminal history;
- f. signature of applicant;
- g. signature and seal of notary; and
- h. employer's certificate.

5. PSC-5 Surety Bond for Solicitor's Permit. The applicant shall complete the following items of the PSC-5 form:

- a. bond number;
- b. name and location of principal;
- c. name of surety and state of organization;
- d. name, signature, and title of principal;
- e. attorney-in-fact; and
- f. name, address, and phone number of insurance or bonding agency.

6. PSC-6 Blanket Bond for Solicitor(s) Permit. The applicant shall complete the following items of the PSC-6 form:

- a. bond number;
- b. name and location of proprietary school;
- c. name of surety and state of organization;
- d. bond coverage amount;
- e. name of principal;

- f. signature and title of school official;
- g. attorney-in-fact; and
- h. name, address, and phone number of insurance or bonding agency.

7. PSC-9 Personnel Affidavit. The applicant shall complete the following items of the PSC-9 form:

- a. name and contact information of applicant;
- b. proposed date of employment;
- c. name and address of proprietary school;
- d. position;
- e. subjects to be taught;
- f. employment history;
- g. education;
- h. required references;
- i. signature of applicant;
- j. places of residence for the past five years;
- k. attestation of applicant's criminal history; and
- l. signature and seal of notary.
- m. signature, title and approval date of Board of Regents official.

8. PSC-10 Exemption from Surety Bond. The applicant shall complete the following items of the PSC-10 form:

- a. name and address of proprietary school;
- b. attestation of that the school does not require students to pay tuition for a course of study more than one month in advance; the school has been in continuous operation for at least five years; and the school has met all the requirements of the Board of Regents;
- c. signature and title of school official;
- d. signature and seal of notary; and
- e. signature and approval date of Board of Regents official.

9. PSC-11 Application for Associate in Occupational Studies Degree. The applicant shall complete the following items of the PSC-11 form:

- a. title of associate in occupational studies degree proposal;
- b. name and location of proprietary school;
- c. name and address of institution;
- d. signature and title of school official; and
- e. name, signature, and seal of notary.

10. PSC-12 Annual Renewal Fee Affidavit. The applicant shall complete the following items of the PSC-12 form:

- a. name and location of proprietary school;
- b. attestation of the dates of the previous business year and the gross tuition collected;
- c. number of students enrolled in the previous business year;
- d. number of students graduated in the previous business year;
- e. signature and title of school official;
- f. name, signature, and seal of notary; and
- g. enrollment data.

11. PSC-13 Annual Student Protection Fee. The applicant shall complete the following items of the PSC-13 form:

- a. name and location of proprietary school;
- b. attestation of the dates of the previous business year and the gross tuition collected;
- c. signature and title of school official; and
- d. name, signature, and seal of notary.

12. PSC-14 Proprietary School License Requirements Checklist. The applicant shall complete the following items of the PSC-14 form:

- a. PSC-1 form;
- b. PSC-2 form;
- c. copy of documents from the Office of the Secretary of State validating legal structure and any other documentation as required;
- d. current audited balance sheet of the school prepared by an independent CPA licensed in the state of Louisiana;
- e. inventory list of equipment available for each course of study;

f. copies of all enrollment contracts or agreements with a minimum cancellation and refund policy that has been approved by the commission;

g. copies of all circulars, brochures, bulletins, certificates, diplomas, and advertising copy for all media;

h. copy of school catalog;

i. PSC-3 form;

j. copy of bill of sale (for change of ownership applications only);

k. PSC-6 or PSC-5 form;

l. license fee;

m. student protection fund fee;

n. solicitor fee;

o. PSC-4;

p. PSC-9;

q. copy of detailed program outline and subject descriptions for each program of study;

r. copy of fee schedule for each program of study;

s. narrative geographic description of school location;

t. copy of certificate of occupancy;

u. PSC-17 form; and

v. business plan.

13. PSC-15 Student Claim Form. The applicant shall complete the following items of the PSC-15 form:

a. name and contact information of claimant;

b. name and contact information of next of kin;

c. name and address of school claim filed against;

d. course of instruction;

e. student's enrollment status at time of closure;

f. dates of attendance;

g. graduation status;

- h. claimant's attendance status within 90 days of school closure;
- i. reason for leaving/withdrawing;
- j. method of payment to school;
- k. name and address lender if applicable;
- l. claimant's signature and Social Security number; and
- m. date of claim.

14. PSC-17 Initial License Tuition Refund Affidavit. The applicant shall complete the following items of the PSC-17 form:

- a. legal structure of school;
- b. name of proprietary school and/or name of corporation and state of incorporation;
- c. signature of owner(s) and/or name and signature of corporate secretary; and
- d. name, signature, and seal of notary.

15. PSC-18 License Renewal Tuition Refund Affidavit. The applicant shall complete the following items of the PSC-18 form:

- a. legal structure of school;
- b. name of proprietary school and/or name of corporation and state of incorporation;
- c. attestation of payable tuition refunds;
- d. signature of owner(s) and/or name and signature of corporate secretary; and
- e. name, signature, and seal of notary.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:3140.2.

HISTORICAL NOTE: Promulgated by the Board of Regents, Proprietary School Section, LR 40:1688 (September 2014), amended LR 44:1005 (June 2018).

Petition of Amendments to Louisiana  
Administrative Code Title 28 Part IX  
(Chapter 3)

Academic Degree Granting Institutions Licensed  
by the Board of Regents (Act 129)

### Chapter 3. Criteria and Requirements for Licensure

#### §305. Academic Program Standards

~~D. Institutions must indicate the means for determining satisfactory academic progress and provide data on student retention, graduation rates, job placement, and passing rates on licensure or certification exams, where appropriate.~~

#### ~~E.D.~~

Currently licensed institutions seeking to implement new academic degree programs must first advise the Board of Regents of the proposed change. New programs will be reviewed as part of the regular license renewal process.

#### §307. Student Level Data Collection and Reporting

A. —Institutions seeking initial licensure shall certify in writing that they have the capabilities to annually submit to the Board of Regents student-level data for each student, in a format prescribed by the Board of Regents.

B. Institutions seeking renewal licensure shall annually collect, and all institutions licensed by the Board of Regents shall annually report, student-level data from the prior year for each student, in a format prescribed by the Board of Regents. At minimum, data from the prior year must include

Withdrawal data,

Program completion/ graduation data,

Student demographic information (including full name, date of birth, social security number, sex, race/ethnicity),

Type of credential earned.

#### §309. Physical Plant Standards

##### A. Library

1. Depending on the delivery method of instruction, (online, hybrid, brick and mortar), the institution shall maintain and/or provide student access to an appropriate library collection with adequate support staff, services, and equipment. Any contractual agreements with libraries not directly affiliated with the institution shall be available in writing to the Board of Regents.

##### B. Facilities and Equipment

1. The institution shall maintain or provide access to appropriate administrative, classroom, and laboratory space, and appropriate equipment and instructional materials to support quality education based on the type, level, and delivery method of program being offered. Facilities must comply with all health and safety laws and ordinances.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1552 (December 1993), amended LR 21:169 (February 1995), LR 38:1228 (May 2012), LR 45:529 (April 2019).

#### §~~309~~311. Financial Operations

A. The business and financial management of the institution shall be directed by a qualified and bonded business officer responsible to the institution's chief executive officer.

B. Institutions are required to maintain adequate insurance to protect the operation of the institution and to guard against any personal or public liability.

C. All institutions shall provide the Board of Regents with a financial review prepared in accordance with standards established by the American Institute of Certified Public Accountants. However, an institution accredited by an agency recognized by the United States Department of Education may, at its discretion, submit financial statements prepared in accordance with rules and guidelines established by the accrediting agency.

D. Institutions shall maintain and update a long-range financial development plan for the institution.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1553 (December 1993), amended LR 45:529 (April 2019).

#### §~~311~~313. Maintenance of Records

A. Institutions are required to keep records for a minimum of three years which detail:

1. the composition and background of students, faculty, and administrative staff;

2. the institution's physical plant including land, buildings, library, and research facilities;



3. copies of brochures, catalogs, and advertising which describe student admissions, programs, and scholarships.

B. A student's records must be available for review by that student at the institution's central office.

C. Individual student records must include:

1. the name and address of the student;
2. commencement date of the program;
3. titles of courses within the student's chosen curriculum;
4. total hours (quarter, trimester, semester);
5. a payment schedule which includes the total cost to the student.

D. Student records must also include:

1. grades received;
2. all obligations incurred and all funds paid by the student to the institution;
3. counseling records;
4. a transcript;
5. financial aid records.

E. Student records shall be available and readily accessible for use and review by authorized officials of the institution and authorized representatives of the Board of Regents.

F. All licensed institutions are required to have a plan for the maintenance, safekeeping and retention of student records in the event of an institutional closure. The plan must contain the arrangements made by the institution and procedures students must follow in order to obtain their records.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1553 (December 1993), amended LR 21:169 (February 1995), LR 45:529 (April 2019).

### **§31315. Student Services<sup>1</sup>**

A. Institutions shall provide appropriate orientation and counseling services throughout enrollment. Special services including financial aid, employment placement for graduates, and student housing, if appropriate, must be evaluated periodically by the institution to determine

effectiveness in meeting student needs and contribution to the educational purpose of the institution.

1The Board of Regents recommends that prospective students seek independent job/career counseling prior to enrollment in an academic degree-granting postsecondary institution and encourages such institutions to promote this recommendation.

AUTHORITY NOTE: Promulgated in accordance with 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1553 (December 1993), amended LR 45:530 (April 2019).

### **§31517. Organization and Administration**

A. An institution shall establish a governing structure which delineates responsibility for institutional operations, policy formation, and the selection of the institution's chief executive officer. If the institution is governed by a board or group of officers, the role and responsibilities of that body must be clearly defined.

B. Administrative personnel must possess qualifications which support the institution's stated purpose and effective operation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1553 (December 1993), amended LR 21:169 (February 1995).

### **§317319. Procedures for Tuition and Fee Refunds**

A. Pricing and Refund Policy

1. The institution must fully disclose all charges and fees in writing to prospective students. The parent or guardian of prospective students under legal adult age must be notified in writing of all charges and fees prior to enrollment.

2. Prospective students shall not be required to make a nonrefundable tuition payment until it has been determined that the prospective student has been accepted for enrollment.

3. The institution's refund policy must be disclosed in any contract to be signed by the

prospective student or the student's legal adult guardian.

4. Institutions are required to follow the minimum standards for tuition refunds as set forth herein. These guidelines are:

a. students who withdraw prior to the first day of classes are entitled to a full refund of tuition and fees. Institutions may, however, require a nonrefundable application fee;

b. any administrative fees retained by the institution upon the early withdrawal of a student shall not exceed 15 percent of the total cost of tuition and fees paid by the student;

c. institutions which financially obligate students on a quarter, semester, or similar basis will be subject to the following tuition and fee refund policy:

i. students withdrawing during the first 10 days of classes shall receive a minimum refund of 75 percent of total tuition and fees paid, excluding any nonrefundable application fees, less the maximally-allowable administrative fees retained by the institution;

ii. students withdrawing from day 11 through day 24 of classes shall receive a minimum refund of 50 percent of total tuition and fees paid, excluding any nonrefundable application fees, less the maximally-allowable administrative fees retained by the institution;

iii. students withdrawing from day 25 through the end of the quarter, semester, or similar time period may be ineligible to receive a refund;

d. institutions which financially obligate students for longer periods of time, i.e., periods exceeding six months, shall be subject to the following tuition and fee refund policy:

i. students completing up to 25 percent of the course of study shall receive a minimum refund of 50 percent of total tuition and fees paid, excluding any nonrefundable application fees, less the maximally-allowable administrative fees retained by the institution;

ii. students completing more than 25 percent but less than 50 percent of the course of study shall receive a minimum refund of 25 percent of total tuition and fees paid, excluding any nonrefundable application fees, less the maximally-

allowable administrative fees retained by the institution;

iii. institutions are not allowed to keep the full amount of tuition and fee charges until at least half the program of study has been completed;

iv. refund policies for programs offering tuition/fee payments on an installment plan or programs offered through distance learning will be examined by the Board of Regents on an individual basis. Refund policies for installment programs are expected to conform generally to refund policies which appear in Subparagraphs A.4.c.i through iii and d.i through iv of this Section;

e. refunds must be paid within 45 days of the date of withdrawal of the student from the institution.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1553 (December 1993), amended LR 21:169 (February 1995), LR 36:2840 (December 2010), LR 45:530 (April 2019).

### **§19321. Surety Bonding**

A. New Louisiana domiciled unaccredited institutions are required to post a surety bond issued by a surety authorized to do business in the state of Louisiana in the amount of \$10,000 to cover the period of the license. These bonds are intended to protect students in the event of a sudden closure of the institution. Institutions that are also licensed and bonded under provisions set forth by R.S. 17:3141 et seq., need not seek additional bonding.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1554 (December 1993), amended LR 36:2840 (December 2010), LR 45:530 (April 2019).

### **§21323. Rules and Guidelines on Advertising<sup>1</sup>**

A. Registration with the Board of Regents shall LR 45:530 (April 2019).in no way constitute state approval or accreditation of any institution and shall not be used in any form of advertising by any institution.

B. Licensed institutions may use the state name and licensing agency as follows:

1. *(Name of Institution)* is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

2. Any licensed institution wishing to use the state name and licensing agency in any promotion or advertising is restricted to the language which appears above. The statement must appear in its entirety and any modifications are not permissible under these rules or the law.

3. Advertising shall not include false or misleading statements with respect to the institution, its personnel, courses, or services, or the occupational opportunities of its graduates.

4. Institutions claiming accreditation by agencies not recognized by the United States Department of Education must clearly state in all advertising and promotional literature that the institutions' accreditation is not recognized by either the United States Department of Education or the State of Louisiana.

<sup>1</sup>Neither the institution nor its agents shall engage in false advertising or other misleading practices.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1554 (December 1993).

### **§~~323~~325. Hearings and Appeals**

A. Institutional hearings and appeals are handled in accordance with guidelines set forth in R.S. 17:1808, §1(E)(F).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 19:1554 (December 1993).

### **§~~325~~327. Sale of Ownership and Transfer of License**

A. In the event that an institution sells all or a majority interest in its ownership, it is required to notify the Board of Regents of both expected and

final sale. A review of the institution's operations and objectives will be required upon final sale to determine if the institution's operating license should be transferred to the new ownership. Any and all costs associated with the Board of Regents' review will be borne by the new ownership of the institution.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 21:170 (February 1995).

### **§~~327~~329. Licensure Denial**

A. Any institution denied licensure by the Board of Regents that wishes to seek reconsideration by the Board is required to wait a minimum of 24 months before resubmitting its license application.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:1808.

HISTORICAL NOTE: Promulgated by the Department of Education, Board of Regents, LR 21:170 (February 1995), amended LR 45:530 (April 2019).

### **AGENDA ITEM VIII.E.3. Student Success Council Quarterly Report**

The Student Success Council (Council) was established in January 2021 to help identify trends, obstacles, and solutions that will inform policies and practice to achieve the Board's postsecondary completion goals. The Council assists the Board in evaluating progress toward Master Plan objectives and provides guidance relative to accelerating progress toward attainment goals. The stated objectives of the Council include: identifying barriers to completion of credentials aligned with workforce demand; determining and adopting best practices for supporting students at scale; developing strategies to close equity gaps; and researching and recommending policy solutions to improve service to students. In sum, the group identifies interventions that are most effective to achieving student success.

Since the last quarterly report provided to the Board, the Council has met twice, on April 27<sup>th</sup> and July 27<sup>th</sup>. During those timeframes the Council established three committees to facilitate its efforts. The Access to Success Committee focuses on expanding access to and success in completing postsecondary education. The Continuing Students/Completers Committee identifies and addresses persistent and damaging equity gaps. The Focus on Adults Committee develops strategies to increase the education level for adult learners. These committees have been convening regularly prior to each Council meeting with the primary purpose of exploring and researching barriers to student success specific to the work of their respective groups. Outcomes achieved at committee meetings are reported to the Council and inform agenda development for each Council meeting as well as subsequent committee meetings.

At its second quarterly meeting in April the Council was provided with a presentation from HCM Strategists focused on achieving student success through an equity lens. Following this overview each committee met to develop immediate next steps to ensure the Council has a clear understanding of diversity, equity, and inclusion (DEI) concepts and to discuss approaches as to how its work can be accomplished through a clear equity lens. Committees also prioritized the items it should keep in mind as it develops strategies for the Council's action plan, in addition to developing recommendations as to how Board of Regents staff can most effectively support the work of the Council. Common themes emerging from committee meetings focused on college affordability and student advising and support. Each committee reported its recommendations to the Council prior to the conclusion of the meeting.

For its third quarterly meeting in July the Council was provided with an overview from the Louisiana Office of Student Financial Assistance (LOSFA) on current and future forms of merit and need based student aid, including changes implemented from the 2021 Regular Session of the Legislature. LOSFA also provided a summary of student outreach and engagement it provides to all learners across the state. To complement this, Board of Regents staff provided a summary of institutional survey results focused on advising models and policies used at postsecondary institutions in Louisiana. Following these presentations HCM Strategists shared instructions for the development of goals that are specific, measurable, attainable, realistic, and time-bound (SMART goals). Each committee commenced work on developing three SMART goals during their breakout sessions and reported out to the Council prior to the conclusion of the meeting. Finalized goals which will be shared at the Council's 4<sup>th</sup> quarterly meeting on October 26<sup>th</sup>. Each committee will develop action items for achievement of their goals. These items will comprise the Council's action plan, which will be presented to the Board at its December 15<sup>th</sup> meeting.

**This item is for information purposes only. No action is required by the Board.**

## AGENDA ITEM IX.

### Update to Title IX Grievance Procedures

In a recent decision (*Victim Rights Law Center v. Cardona*), a federal judge in Massachusetts ruled that a provision in the Title IX amendments was “arbitrary and capricious” and remanded the rule to the U.S. Department of Education for further consideration and explanation. **The latest regulations, adopted last year, included a new rule that prohibited decision-makers from considering any “statement” whose declarant (i.e., the person who made the statement) did not appear live at a Title IX hearing and subject himself or herself to cross-examination.**

Our current Title IX Grievance Procedures, which the Board approved on August 10<sup>th</sup>, reflect that language:

*“If a party or witness does not submit to cross-examination at the live hearing, the decision maker(s) must not rely on any statement of that party or witness in reaching a determination regarding responsibility provided, however, that the decision-maker(s) cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.”*

The court also issued an order making it clear that the provision is vacated, meaning that the Office of Civil Rights cannot enforce the provision and it is therefore effectively struck from the regulations.

In this instance, Nelson Mullins recommends that we remove that provision from our Title IX Grievance Procedures and offers the following language as substitute:

*“In reaching a determination regarding responsibility, the decision-maker(s) may rely, if appropriate, on a statement of a party or a witness even if that party or witness does not submit to cross-examination. However, the decision-maker(s) cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal or answer cross-examination or other questions.”*

### **RECOMMENDATION**

**Nelson Mullins recommends approval of the revisions to Title IX Grievance Procedures consistent with federal decisions and requests authorization for staff to address any upcoming changes and report any resulting revisions to the Board.**