

NOTICE OF MEETINGS

Board meeting to be held at the
Claiborne Building
Louisiana Purchase Room 1-100
1201 N. Third Street, 1st Floor
Baton Rouge, Louisiana



*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, March 22, 2023

Event	Time	Location
Board Development	9:30 a.m.	North Dakota Room 1-155 Claiborne Building 1201 North Third Street, 1st Floor Baton Rouge, Louisiana
<u>(Meeting as a Committee of the Whole)**</u> <i>Board of Regents</i> <ul style="list-style-type: none">➤ Audit➤ Finance➤ Legislative➤ Facilities and Property➤ Academic and Student Affairs➤ Statewide Programs➤ Planning, Research & Performance	10:30 a.m.	Louisiana Purchase Room 1-100 Claiborne Building 1201 North Third Street, 1st Floor Baton Rouge, Louisiana

ADA Accessibility Requests: If you have a disability and require a reasonable accommodation to fully participate in this meeting, please contact Dr. Cory Wicker five (5) business days before the meeting date via email at cory.wicker@la.gov or by telephone at (225) 219-7661 to discuss your accessibility needs.

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

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

Collis B. Temple, III
Chair

Gary N. Solomon, Jr.
Vice Chair

Robert W. Levy
Secretary

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



BOARD of REGENTS
STATE OF LOUISIANA

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David J. Aubrey
Christian C. Creed
Blake R. David
Randy L. Ewing
Stephanie A. Finley
Phillip R. May, Jr.
Darren G. Mire
Wilbert D. Pryor
T. Jay Seale, III
Terrie P. Sterling
Felix R. Weill
Judy A. Williams-Brown
Catarena M. Lobré, Student

AGENDA
BOARD OF REGENTS*
Meeting as a Committee of the Whole
Wednesday, March 22, 2023
10:30 a.m.

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Public Comments
- IV. Approval of Minutes from January 9, 2023
- V. Ratification of Committee Assignments for 2023
- VI. Chair's Comments
- VII. Master Plan Update – Meauxmentum Summit
- VIII. Reports and Recommendations
 - A. Audit
 1. FY 2023 Contract Audit Plan Overall Update
 2. FY 2023 Audit Plan
 - B. Finance
 1. FY 2023-2024 Executive Budget Overview
 2. Review and Approval of the FY 2023-2024 Preliminary Funding Recommendation

C. Legislative

1. Legislative Report Updates:
 - a. LaSTEM Annual Report
 - b. Cybersecurity Annual Report
2. 2023 Legislative Priorities

D. Facilities and Property

1. ACT 959 Project: Southern University Agricultural Research and Extension Center Meat Processing Laboratory Facility
2. 3rd Party Project: Grambling State University Student Welcome and Success Facility

E. Academic and Student Affairs

1. Consent Agenda
 - a. Routine Staff Approvals
2. Academic Programs
 - a. BS Cybersecurity – Southern University at New Orleans
 - b. BS Sports and Recreation Management – Northwestern State University
3. New Centers and Institutes
 - a. Center for Economics, Business, and Policy Research – LSU A&M
 - b. Institute for Energy Innovation – LSU A&M
4. Center of Excellence Designation for Social Research and Evaluation Center – LSU A&M

F. Statewide Programs

1. Consent Agenda
 - a. TOPS Exceptions – TOPS provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year.
 - b. TOPS Home Study Exceptions - TOPS provision that requires a student to begin a home study program no later than the conclusion of the tenth grade.

G. Planning, Research and Performance

1. Consent Agenda

- a. R.S. 17:1808 (Licensure)
 - i. Renewal Applications
 - a) Herzing University
 - b) University of Southern California
 - b. Proprietary Schools Advisory Commission
 - i. Initial Applications
 - a) Tender Loving Care Allied Health Training, LLC, Gretna, LA
 - ii. Renewal Applications
 - a) Academy of Acadiana-Lake Charles, Lake Charles, LA - License #2139
 - b) Accelerated Dental Assisting Academy - Hammond, Hammond, LA - License #2235***
 - c) Accelerated Dental Assisting Academy - Lake Charles, Lake Charles, LA - License #2308***
 - d) Compass Career College, Hammond, LA - License #2327
 - e) Gonzales Medical Assistant School, Gonzales, LA - License #2164
 - f) Infinity College, Lafayette, LA - License #2140
 - g) Learning Bridge Career Institute, Houma, LA - License #2141
 - h) Melba Beauty, Prairieville, LA - License #2311
 - i) National Driving Academy, Greensburg, LA - License #978
 - j) New Orleans Culinary & Hospitality Institute, Inc. (NOCHI), New Orleans, LA - License #2237
 - k) SIHAF Career Institute, Shreveport, LA - License #2347
 - l) Southern Security School, New Orleans, LA - License #2260
 - m) The Laser and Medical Aesthetic Academy at ACWH, Gonzales, LA - License #2346
 - n) Tulsa Welding School - Tulsa Campus, Tulsa, OK - License #2096
 - o) Unitech Training Academy - Alexandria, Alexandria, LA - License #2116
 - p) Unitech Training Academy - New Orleans, New Orleans, LA - License #2166

2. Associate of Science in Teaching Transfer Agreements – Policy Update

- IX. Reports and Recommendations by the Commissioner of Higher Education
- X. Other Business
- XI. Adjournment

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DRAFT

MINUTES
BOARD OF REGENTS

January 9, 2023

The Board of Regents met as a Committee of the Whole at 10:37 a.m. on Monday, January 9, 2023, in the Louisiana Purchase Room, Claiborne Building, 1201 North Third Street, Baton Rouge, Louisiana. Acting Chair Gary Solomon called the meeting to order.

ROLL CALL

Ms. Doreen Brasseaux called the roll, and a quorum was established.

Present for the meeting were:

Kim Hunter Reed, Commissioner
Gary Solomon, Jr., Vice Chair
David Aubrey
Christian Creed
Randy Ewing
Stephanie Finley
Robert Levy
Catarena Lobré (student member)
Phillip May, Jr.
Darren Mire
Wilbert Pryor
T. Jay Seale III
Terrie Sterling
Felix Weill
Judy Williams-Brown

Absent from the meeting were:

Blake David
Collis Temple III, Chair

Mgt. Board Representatives present:

Dr. Leon Tarver, Southern System
Mr. Alterman Jackson, LCTC System
Ms. Mary Werner, LSU System

Appendix A
Guest List

PUBLIC COMMENT

Acting Chair Solomon asked if there were any public comments. There were none.

OATHS

Board Members

Ms. Brianna Golden swore in the following new members: Regent David Aubrey and Regent Christian Creed.

APPROVAL OF THE MINUTES OF THE OCTOBER 19, 2022 MEETING

On motion of Regent Ewing, seconded by Regent Levy, the Board voted unanimously to approve the minutes of the October 19, 2022 meeting.

CHAIR'S COMMENTS

Acting Chair Solomon made the following comments:

- He noted that Chair Temple could not be present today, so Regent Solomon was serving as Acting Chair and speaking on behalf of Chair Temple.
- He invited Student Board Member Catarena Lobré to provide an update to the Board.
 - Regent Lobré informed the Board of the upcoming COSBP trip to Washington, D.C. There will be 25 students from Louisiana attending. They are planning to tour the United States Capitol and are hoping to tour the White House as well.
 - She discussed meetings scheduled for the Washington, D.C. trip. The students will meet with the following members of Louisiana's Congressional delegation: Senator Kennedy, Senator Cassidy, Representative Graves, Representative Letlow, and Representative Johnson. They will also receive a tour from Representative Scalise. Additionally, they will meet with the State Higher Education Executive Officer Association.
 - She will provide an in-depth recap at the March meeting.
 - She noted her gratitude for the Board members' continued dedication to higher education.
- Acting Chair Solomon stated that the Board is looking forward to hearing how the trip goes and thanked Student Board Member Lobré for making the trip.
- He noted that two members were recognized at the Board holiday party for their service: Regents Charles McDonald and Sonia Pérez. Acting Chair Solomon thanked Chair Temple for hosting the event.
- He further recognized Regent McDonald, who was presented with a Board resolution for his authoring of the legislation that created TOPS.
- He recognized Regent Perez for her contributions and dedication to the Board of Regents during her term.
- Acting Chair Solomon thanked Commissioner Reed and her husband for hosting the staff and their families at the Baton Rouge Zoo for the agency's annual holiday party. He expressed his gratitude that everyone was able to come together to celebrate.
- He noted that Commissioner Reed gave a keynote address at the National Association of System Heads in Washington, D.C. She was followed by Deputy Commissioner Tristan Denley, who has been leading a national conversation on how to measure prosperity and educational attainment.
- Members were provided with a copy of the Louisiana Association of Business and Industry's *5th and Main* magazine that came out in December 2022. Commissioner Reed was interviewed about the Board of Regents' efforts to engage business leaders and expand the talent pipeline.

MASTER PLAN UPDATE

Ms. Mellynn Baker, Assistant Commissioner for Student Success, and Mr. Adam Lowe, Director, Saffron Ventures Consulting, updated the Board on the annual Dual Enrollment report. Mr. Lowe expressed how impressed he was with the Board's leadership and positive impact on higher and K-12 education.

Mr. Lowe began the update by explaining that shifting the report to a December deadline allows for more data to present. He reminded the Board that in 2019 the Board and BESE adopted the goal that, by the time the class of 2029 graduates, every student should graduate high school with college credit, a credential, or both. He reviewed the data collected on Dual Enrollment, which includes data on race, course delivery methods, grades earned by method of student eligibility, enrollment changes, and the relationship between racial composition and rates of participation. He highlighted the 11% increase in Dual Enrollment participation and credited this increase to the commitment of the public institutions to this work.

Mr. Lowe presented data that showed gaps in diversity of enrolled participants. Of the students enrolled in Dual Enrollment courses, only 42% were African American. He explained that many students participated in Dual Enrollment programs hosted by institutions in the Southern University System and that there was a 5% increase in African American participation in Dual Enrollment programs since the 2018-2019 school year. He noted that the percentage of African American participants in Dual Enrollment programs does not reflect their percentage of the overall high school student population and that more progress is needed to increase the participation of African American students in Dual Enrollment programs.

Ms. Baker presented five recommendations based on the report. First, she explained that to close equity gaps, Dual Enrollment programs need to engage more students of color and those from economically disadvantaged backgrounds. Second, further targeted investments are needed to address schools struggling with Dual Enrollment due to funding availability. She explained

that the state funding request made by the Dual Enrollment Task Force is aimed at breaking down financial barriers. Third, she recommended that career and technical pathways be rebuilt and expanded, explaining that pandemic disruptions and a lack of in-person availability decreased enrollment in and availability of these courses. Fourth, she noted a need for continued use of multiple measures to determine student eligibility for Dual Enrollment programs. Fifth, she cited a need for strengthening college and career advising for students.

Regent Ewing expressed concern over college and career advising. He explained that most people he has spoken to have told him that they were offered little to no advising in their education experiences and identified this as an area that will need considerable work. Ms. Baker responded that a Dual Enrollment Task Force member, a school counselor, has expressed similar concerns. She stated that the Task Force will continue to discuss potential solutions.

Commissioner Reed added that this is both a national and a statewide problem on which work is currently being done. She expressed the need to convey to students that Dual Enrollment includes career and technical courses and is for everyone. The Commissioner mentioned looking to the states that have better access to programs to find solutions.

Dr. Leon Tarver, the Southern University System representative, requested that the Dual Enrollment report be shared. Commissioner Reed informed everyone that there is a legislative requirement to share the report with committees and that it will also be shared with management boards. Regent Aubrey expressed concern about the resources of rural communities to participate in Dual Enrollment programs. He expressed a need for support in those areas and hoped that universities see this as an opportunity to create pathways.

On motion of Regent May, seconded by Regent Ewing, the Board, acting as Committee of the Whole, voted unanimously to submit the Dual Enrollment report to the House and Senate Committees on Education.

REPORTS AND RECOMMENDATIONS

NOMINATIONS

The first order of business under Reports and Recommendations was the nomination of officers to the Board. Regent Seale nominated Regent Temple as Board Chair, Regent Solomon as Vice Chair, and Regent Levy as Secretary.

On motion of Regent May, seconded by Regent Williams-Brown, the Board, acting as Committee of the Whole, voted unanimously to approve the nominations of Board officers.

Next, Regent Seale nominated four non-officer members to serve on the Executive Committee in 2023. Regent Seale nominated Regent Seale, Regent David, Regent Mire, and Regent Williams-Brown.

On motion of Regent Ewing, seconded by Regent May, the Board, acting as Committee of the Whole, voted unanimously to approve the nominations for the Executive Committee.

Regent Seale requested authorization of the 2023 committee assignments.

On motion of Regent Weill, seconded by Regent Levy, the Board, acting as Committee of the Whole, voted unanimously to approve the request for authorization to develop the 2023 committee assignments.

Ms. Golden asked to waive the December timeline in order to execute oaths of office at the current Board meeting due to the December meeting postponement resulting from the weather-related office closure.

LEGISLATIVE STUDY REPORTS UPDATE

Ms. Golden, Policy Advisor for Strategic Planning and Student Success, provided an update on the status of four legislative reports. The first report she discussed was the Postsecondary Inclusive Education Advisory Council and Fund. She explained that the Council and Fund, created by Act 682 of the 2022 Regular Legislative Session, are aimed at creating more inclusive college programs. The report deadline is February 1, 2023.

Second, she provided an update on the American Sign Language and Computer Science study related to Senate Resolution 196 of the 2022 Regular Legislative Session. The resolution requested the Board and BESE to include computer coding and American Sign Language as course equivalents for the TOPS core curriculum and high school graduation requirements. She explained that a study was not required for these items because relevant legislation has already been passed. Since the issues in the resolution have been resolved, a letter will be sent to the legislature regarding this matter.

Third, she presented an update on Senate Resolution 129 of the 2022 Regular Legislative Session, which urged the Nursing Supply and Demand Council to study statewide nurse retention. The Council distributed a survey to nurses in October and received over 1,000 responses.

Fourth, she gave an update on the Hunger-Free Campus initiative, created by Act 719 of the 2022 Regular Legislative Session, which required the Board to establish the Hunger-Free Campus program and related grants for postsecondary education institutions. She explained that staff are consulting with other states regarding similar grant programs and noted that a survey had been administered by Regents to gauge the current status of food pantries at institutions.

In total, she noted thirteen reports to the legislature, ten of which are annual and three pursuant to legislation from 2022. She stated that there is progress being made via policy implementation in relation to Acts 205 and 308, noting that these do not require reports.

On motion of Dr. Tarver, seconded by Regent Mire, the Board, acting as Committee of the Whole, voted unanimously to grant the Commissioner the authority to finalize the legislative reports required by the 2022 Regular Legislative Session and submit them along with any other legislative reports by their respective 2023 deadlines and update the Board on these reports at the March 2023 Board meeting.

AUTHORIZATION TO DEVELOP 2023 LEGISLATIVE PRIORITIES

Commissioner Reed discussed the 2023 legislative priorities as staff prepare for the April Regular Session. She noted that this year will be a fiscal session and that each legislator will have the opportunity to bring only five bills that are not fiscal in nature. She explained that the focus for Regents will be on fiscal issues.

Regent Ewing inquired as to priorities for additional funding. Commissioner Reed responded that there are a couple of key focus areas. She stated that Regents is always interested in talent development and research development and that faculty and staff support is a high priority. Commissioner Reed discussed the impact of disruptions on education and reminded the Board that resiliency relates to the delivery of education, continuation of business practices, and policy implementation when disruption occurs.

Regent Ewing asked whether student support, specifically financial support and affordability of education, is a legislative priority. Commissioner Reed responded that student support is always a priority and that Regents will continue to advocate for affordability in higher education through programs such as TOPS, need-based aid, the Murphy J. Foster Promise program for adult financial aid, dual enrollment, and textbook affordability.

Regent Sterling inquired about mental health resources available on campus and how to close gaps. Commissioner Reed replied that there has been a significant gap in mental health resources since before the pandemic. She added that Dr. Allison Smith is the Regents point of contact with the Department of Health and is working with them to seek additional resources.

On motion of Regent Finley, seconded by Regent Levy, the Board, acting as Committee of the Whole, voted unanimously to grant the Commissioner and the Board Chair the authority to finalize the legislative agenda and act on legislation as needed, with an update to the Board at the March 2023 Board Meeting.

REPORT REGARDING HCR 39 OF THE 2021 LEGISLATIVE SESSION

The report regarding HCR 39 of the 2021 Regular Legislative Session was presented by Dr. Susannah Craig, Deputy Commissioner for Strategic Planning and Student Success, and Ms. Em Cooper, the Louisiana Department of Education's Deputy Assistant Superintendent of Educator Development. Dr. Craig explained that HCR 39 of the 2021 Regular Legislative Session created the Teacher Recruitment, Recovery, and Retention Task Force. She gave a brief overview of the work done by the Task Force and current status of items related to its work.

Dr. Craig explained that over the past sixteen months, the Task Force has been working to address the 21 questions posed in the House concurrent resolution. She explained that the questions break down into three categories: teacher recruitment, teacher retention, and recovery. She presented data, collected from February 2022 through January 2023. First, she noted that there are currently 43,931 certified teachers and 1,145 vacancies in Louisiana public schools, and that there has been a decline in enrollment in educator preparation programs.

Ms. Cooper then explained that the Task Force recommended that the Louisiana Department of Education expand pre-educator pathways in high schools. The pre-educator pathway is now offered by 96 schools that span across 46 school systems.

Ms. Cooper then discussed educator diversity. She explained that 25% of the educator workforce identify as persons of color. She stated that 50% of students identify as persons of color. She then explained that Louisiana was selected as one of three states in the country to participate in the American Institute of Research Center for Great Teachers and Leaders' national collaborative on increasing diversity in the workforce.

She then discussed recruitment. Ms. Cooper noted that last fall the Task Force studied the barrier of Praxis Core to recruiting teachers into the profession and explained that Praxis Core is a standardized, skill-based exam that individuals were required to take prior to beginning a teacher preparation program. The Task Force endorsed the removal of this requirement. She

stated that the Praxis II is still required and necessary for evaluating an individual's competency to teach.

In terms of compensation, Ms. Cooper noted the Task Force's endorsement of Regents and the Louisiana Department of Education conducting research on teacher compensation. The Task Force also supported the creation of the Geaux Teach Fund, which allocated \$5 million in financial aid for individuals enrolled in teacher preparation programs and expanded two fellowships: the Aspiring Principals Fellowship and the Human Resources Fellowship.

Ms. Cooper then presented information on Act 244 of the 2022 Regular Legislative Session, which expanded reciprocity opportunities. She informed the Board that the act removed the requirement that in-service teachers coming to Louisiana from other states have one year of successful teaching in Louisiana even if they have met the exam requirements. She added that with Act 244 a teacher will be allowed to teach in Louisiana as long as they meet the exam requirements.

Ms. Cooper next presented the New Teacher Experience program, which has enabled the Task Force to support new teachers. Additionally, the Task Force is currently reviewing the teacher evaluation system in hopes of improving the system. She explained that, to create better support for educators, the Task Force has conducted listening sessions and surveys to understand educator challenges. Ms. Cooper noted that the annual workforce snapshot showed positive movement in the retention of educators, diversity, and certification rates.

Regent Seale inquired about the plan for the continued work of this Task Force. Dr. Craig explained that the Task Force is requesting legislation to extend its work for two additional years. With the additional time, the Task Force plans to explore options for teacher compensation and continue work on the Interstate Teacher Mobility Compact. This is an initiative by the U.S. Department of Education to strengthen the ability of educators to move from state to state and a

related bill should be going before Congress this summer. She explained that currently twenty states are considering adopting the program and only ten states are needed to create the program.

Regent Seale inquired as to what legislative committees the Task Force is working with. Dr. Craig answered that the Task Force would work with the House and Senate Committees on Education. Commissioner Reed added that the Task Force would also work with the money and retirement committees, depending on the policy issue.

Regent Ewing asked about data related to the impact of a teacher having an aide has on teacher retention. Mrs. Cooper responded that such data are not currently available, but LDOE would be willing to look into the issue.

Regent Pryor inquired whether the Task Force has evaluated the impact of student standardized testing requirements on teacher retention. Ms. Cooper answered that the Task Force is looking into all things, including testing concerns, that create burnout among teachers.

Regent Weill asked where the vacancies for teachers are and if the vacancies are concentrated in particular areas of the state. Ms. Cooper responded that there is concentration of vacancies within charter schools, rural schools, and lower-performing schools.

On motion of Regent May, seconded by Regent Levy, the Board, acting as Committee of the Whole, voted unanimously to receive the 2022 finalized report for HCR 39 of the 2021 Regular Legislative Session and authorize the Regents staff to submit the report to the House and Senate Committees on Education.

REPORT REGARDING ACT 472 OF THE 2021 REGULAR LEGISLATIVE SESSSION

Dr. Allison Smith, Assistant Commissioner for Student Health and Wellness, provided the report pursuant to Act 472 of the 2021 Regular Legislative Session. She presented the work done since the adoption in August 2021 of the Power-Based Violence policy. She noted that all systems have utilized Regents training for responsible employees; as of September 2022 systems

were at a 90% completion rate of trainings. She explained that institutions have continued to train as they hire new employees.

Dr. Smith showcased the success of the Board of Regents' Title IX 50th Anniversary symposium. She noted that most systems have also conducted their own training, but have requested further training with a specific focus on making distinctions between Title IX, Power-Based Violence, Title VII, and ADA. Regents staff is currently working to plan this training, as well as to create a survey to gain feedback from individuals who have gone through the grievance process at Louisiana institutions.

Dr. Smith also informed the Board that, this past summer, the U.S. Department of Education released proposed changes to Title IX. Once the rules have been finalized, Regents will review and update its policies accordingly.

Next, Dr. Smith discussed the campus climate survey, noting that the Violence Against Women Act was reauthorized and requires a national campus climate survey every two years. In order to prevent survey fatigue among students, the Power-Based Violence Review Panel recommended delaying the Louisiana Campus Climate survey to align with the federal calendar. Finally, Dr. Smith informed the Board that Regents is currently working on creating online tools as well.

Regent Solomon sought clarification on the data presented in the report, asking why there is such a huge range of cases per student head count and what this tells us about campus climate. Dr. Smith responded that this can be attributed to varying enrollment rates as well as underreporting in certain communities. She indicated that as trust is established with Title IX offices, reporting will increase. Ms. Mary Werner, Louisiana State University System representative, added that there are many reporting mechanisms. While students are encouraged to report to the Title IX office, they are not required to do so.

On motion of Regent Finley, seconded by Regent Williams-Brown, the Board, acting as Committee of the Whole, voted unanimously to approve the submission of the Power-Based Violence report on behalf of the Board.

FACILITIES AND PROPERTY

ACT 959 PROJECT: UNIVERSITY OF LOUISIANA AT LAFAYETTE

Mr. Matthew LaBruyere, Deputy Commissioner for Finance and Administration, presented the Act 959 Project for the University of Louisiana at Lafayette New Iberia Research Center, estimated to cost \$2.6 million.

On motion of Regent Levy, seconded by Regent Seale, the Board, acting as Committee of the Whole, voted unanimously to approve the Act 959 Project for the University of Louisiana at Lafayette New Iberia Research Center.

LAND TRANSFER

Mr. LaBruyere presented an update on land transfers and recommended approval of the land transfer of the Louisiana Marine and Petroleum Institute site from Fletcher Technical Community College to the Louisiana Universities Marine Consortium.

On motion of Regent Seale, seconded by Mr. Alterman Jackson, Louisiana Community and Technical College System representative, the Board, acting as Committee of the Whole, voted unanimously to approve the land transfer of the Louisiana Marine and Petroleum Institute site from Fletcher Technical Community College to the Louisiana Universities Marine Consortium.

ACADEMIC AND STUDENT AFFAIRS

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, presented the Consent Agenda, consisting of routine staff approvals, addition of standardized AP/CLEP scores to AA 2.23, the report related to Act 356 of the 2009 Regular Legislative Session (Articulation and Transfer), and the report related to Act 682 of the 2022 Regular Legislative Session (Postsecondary Inclusive Education Advisory Council).

On motion of Regent Sterling, seconded by Regent May, the Board, acting as Committee of the Whole, voted unanimously to approve the Consent Agenda.

ACADEMIC PROGRAMS

Dr. Denley presented two new programs for approval, starting with the AAS Criminal Justice program at River Parishes Community College. He explained that this program, intended to train students so that they can enter the police force, was created in response to a request by the Sheriff of Ascension Parish. Regent Ewing asked if the program would be similar to training deputies. Dr. Denley affirmed that it would.

Second, Dr. Denley presented the AAS Practical Nursing program at Northwest Louisiana Technical Community College. Regent Ewing asked how many people apply to nursing programs and are not admitted due to the institutions' inability to handle the application load. Dr. Denley responded that ongoing work will allow staff to follow up on this issue.

On motion of Regent Sterling, seconded by Regent Ewing, the Board, acting as Committee of the Whole, voted unanimously to approve the academic programs as presented.

ACADEMIC AFFAIRS POLICIES

Dr. Denley presented two new policies. He started with the Reverse Transfer policy (AA 2.24), aimed at aiding students to complete their degrees. He explained that the new policy would allow a student who started at a community college and then transferred to a different institution prior to completing the associate's degree to receive the associate's degree from the first institution if their studies across all institutions attended satisfy the degree requirements of the first institution.

Second, he presented the Universal Transfer Pathway policy (AA 2.25), explaining that this policy will create discipline-specific associate's degree curricula that satisfy all of Regents' 39 units of general education and also include 21 additional units that will be awarded as an

associate's degree and create a pathway that will be seamlessly transferrable to any of Louisiana's public four-year institutions offering that degree program.

Dr. Denley recommended that the Board approve Policy 2.24 and Policy 2.25, which create Reverse Transfer and Universal Transfer Pathways.

On motion of Regent Lobré, seconded by Regent Finley, the Board, acting as Committee of the Whole, voted unanimously to approve Policy 2.24 and Policy 2.25, which create Reverse Transfer and Universal Transfer Pathways.

Next, Dr. Denley presented two revisions to policy. First, he presented the addition of the Nexus Degree to AA 2.15, Definition of Undergraduate Degrees and Undergraduate/Graduate Certificates. He indicated that it is crucial in higher education to create qualifications that are nimble enough for the post-pandemic world and that this proposal will add a new kind of degree for Louisiana. He noted that this degree, recognized in 2018 via accreditation, is the first of its kind. The Nexus degree has the general education core built into the curriculum, with the remaining hours created in partnership with a major business center. The program entails both upper- and lower-level coursework. He explained that the Nexus degree, which requires only 20-21 credit hours, can function in three ways: as a new kind of entry level credential; combined with a traditional four-year degree; or earned by someone who already has a degree and is returning to school.

Regent Lobré asked how this degree is different from having a minor. Dr. Denley explained that the Nexus degree requires more hours, experiential learning, and upper-division coursework.

Mr. Jackson asked if the Nexus degree can be a first degree. Dr. Denley responded that it can be a first degree but is also stackable with others.

Regent Seale asked if the Nexus degree is available at other SREB institutions. Dr. Denley said that Georgia offers it, with approximately twenty programs approved to date. Commissioner Reed added that Dr. Denley is the creator of the Nexus degree in Georgia.

Regent Levy inquired if there has been any resistance from four-year institutions to two-year institutions teaching upper-level courses. Dr. Denley indicated that he has received positive feedback from all sides.

Regent Aubrey asked if the campuses will be tasked with creating their own programs. Commissioner Reed affirmed that the institutions will be responsible for program development.

Regent Lobré asked for examples of the programs that are being considered. Dr. Denley responded that he had not yet heard from the institutions about what programs they will be creating, but provided program examples from Georgia including cybersecurity in financial technology, computing, and healthcare.

Regent Solomon asked how we plan to encourage employers to recognize these degrees and how we will inform parents of the benefits. Dr. Denley responded that as part of the program creation, the institutions will have to interact with industry in creation of the degree and that the institution will need to help the community understand the Nexus degree.

Next, Dr. Denley discussed Dual Enrollment, recommending making permanent the emergency changes made to the Dual Enrollment policy. He added that it would be beneficial to expand the Dual Enrollment pathways to allow students who are talented in a particular subject area to take courses in that field.

On motion of Regent Levy, seconded by Regent Seale, the Board, acting as Committee of the Whole, voted unanimously to approve the revisions to policies AA 2.15 and AA 2.22.

RESEARCH AND SPONSORED INITIATIVES COMMITTEE

CONSENT AGENDA

- A. Appointment of Endowed Chairholders without National Search: Loyola University New Orleans and Tulane University Health Sciences Center**
- B. Request to Divide BoRSF-Matched Endowed Chair: Grambling State University**
- C. Board of Regents Support Fund (BoRSF) Plan and Budget Recommendations, FY 2023-24**

Ms. Carrie Robison, Deputy Commissioner for Sponsored Programs, presented the Consent Agenda and recommended approval.

Regent Ewing asked if there are backlogs in matching Endowed Chairs and Professorships. Ms. Robison indicated there are unfunded slots in Chairs, though these are competitive and not guaranteed funding, along with 75 unmatched Professorships requests at two campuses.

Regent Finley inquired as to why campuses request to fill Chairs without a national search. Ms. Robison responded that this approach is used as a faculty retention tool and that policy requires that any chairholder meet minimum requirements.

Regent Aubrey asked which institution had not participated in the Support Fund and if all BoRSF programs are competitive. Ms. Robison explained that Northwest Louisiana Technical Community College had recently become eligible and had not yet submitted proposals or match requests. She further explained that all programs are competitive, except the Endowed Professorships program, which operates on a per-campus guaranteed funding basis.

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

OTHER BUSINESS: CONSTITUTIONAL AMENDMENT 1

Ms. Robison mentioned that a copy of the Treasurer's annual report on the Kevin P. Reilly Louisiana Education Quality Trust Fund had been included in the materials provided to the Board and briefly summarized its contents.

Regent Ewing asked why Constitutional Amendment 1 did not pass; Ms. Robison discussed possible reasons.

STATEWIDE PROGRAMS COMMITTEE

CONSENT AGENDA

- A. Approval of Final Rulemaking – Rulemaking to amend Sections 509, 703, 705, 803, 805, and 2103 and to add Chapter 24 of the Scholarship and Grant Program rules to implement the provisions of Act 207, Act 463, Act 681, and Act 502 of the 2022 Regular Session of the Louisiana Legislature.**
- B. Approval of Rulemaking – Rulemaking to amend Section 2103 of the Scholarship and Grant Program rules to add a mental health sub-type to the temporary disability exceptions available to students when they cannot meet certain TOPS continuation requirements.**
- C. TOPS Exceptions – TOPS provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year.**
- D. TOPS Home Study Exceptions – TOPS provision that requires a student to begin a home study program no later than the conclusion of the tenth grade.**

Dr. Sujuan Boutte summarized the items on the Consent Agenda and recommended approval.

On motion of Regent Ewing, seconded by Regent Williams-Brown, the Board, acting as Committee of the Whole, voted unanimously to approve the Consent Agenda.

PLANNING, RESEARCH, AND PERFORMANCE

CONSENT AGENDA

- A. Proprietary Schools Advisory Commission**
 - a. Initial Applications**
 - i. Rosebud Training Academy, Baker, LA
 - b. Renewal Applications**
 - i. 160 Driving Academy, Metairie, LA - License #2340
 - ii. Academy of Interactive Entertainment, Lafayette, LA - License #2136
 - iii. Accelerated Dental Assisting Academy - Metairie, LA - License #2230***
 - iv. Accelerated Dental Assisting Academy - Houma, LA - License #2228***
 - v. Ayers Career College, Shreveport, LA - License #828
 - vi. Coastal College - Baton Rouge, New Orleans, LA - License #2019
 - vii. Coastal Truck Driving School of New Orleans, LA - License #2200

- viii. Crescent City School of Gaming & Bartending, New Orleans, LA - License #594
- ix. Delta College Inc. - Slidell Branch, LA - License #2066
- x. Delta College, Inc. - Covington, LA - License #947
- xi. Diesel Driving Academy - Shreveport, LA - License #369
- xii. Durham Transport Academy, Shreveport, LA - License #2341
- xiii. Excel Health Careers, Laplace, LA - License #2342
- xiv. iWeld Institute, Houma, LA - License #2323
- xv. Joshua Career Institute of Louisiana, Shreveport, LA - License #2307
- xvi. Lafayette Dental Assistant School, Lafayette, LA - License #2251
- xvii. Mia's Medical Academy, Baton Rouge, LA - License #2202
- xxviii. National Aesthetic Laser Institute, Baton Rouge, LA - License #2295
- xix. New Orleans Dental Assistant School, New Orleans, LA - License #2252
- xx. Nursing Assistant Network Association (NANA), New Orleans, LA - License #920
- xxi. Over Drive Truck Driving School of Louisiana, LLC, Pineville, LA - License #2283
- xxii. Pelican Chapter, ABC - Baton Rouge Campus, Baton Rouge, LA - License #2172
- xxiii. Pelican Chapter, ABC - Southwest Campus, Westlake, LA - License #2173
- xxiv. Phlebotomy Training Specialists, Baton Rouge, LA - License #2344
- xxv. Shreveport Dental Assistant School, Shreveport, LA - License #2253
- xxvi. The Captain School, Marrero, LA - License #2161
- xxvii. The Microblading Institute, Lafayette, LA - License #2324
- xxviii. Thomas Training and Developmental Center, Inc., Franklin, LA - License #948
- xxix. Unitech Training Academy - Baton Rouge, LA - License #2256
- xxx. Unitech Training Academy - West Monroe, LA - License #2068
- xxxi. Woodland Healthcare Training, Baton Rouge, LA - License #2284

The Consent Agenda was presented by Dr. Susannah Craig and Courtney Britton (Proprietary Schools Program Administrator). Dr. Craig presented the initial and renewal applications.

On motion of Regent Williams-Brown, seconded by Regent Seale, the Board, acting as Committee of the Whole, voted unanimously to approve the Consent Agenda.

B. Proprietary Schools Adjudicatory Hearing Results

Mrs. Britton informed the Board of the results of the November 14, 2022 Proprietary Schools Adjudicatory Hearing. She explained that the hearing was conducted regarding the licensure of Kingdom Technical College in Shreveport, LA. The evidence showed that Kingdom Technical College was in violation of the Louisiana proprietary school law. The school was originally licensed in December 2019 through December 2021, and submitted a new license application in May 2022. After the license was granted by the Board, the license fees were returned due to insufficient funds. Staff contacted Kingdom Technical College, which stated that its bank account had been frozen. Kingdom Technical College was given multiple deadlines to submit the fees and missed them.

Ms. Britton then reviewed the hearing process, noting that the hearing was led by Mr. Chris Broadwater and that Ms. Brianna Golden served as the prosecuting attorney. She explained that Kingdom Technical College was served with notice but did not attend the hearing or send a written statement. Kingdom Technical College was charged with violating R.S. 17: 3143(1) and the Commission decided that Kingdom Technical College's licenses should be revoked based on the evidence presented at the hearing. The school was notified of this decision and responded with a statement to the Board. Ms. Britton read the statement aloud (Appendix B).

Regent Finley asked if there would be follow-up related to the \$14,000. Ms. Britton said there would not be because that money belonged to the school and none of it was owed to students since no students were enrolled in Kingdom Technical College. Commissioner Reed asked if Kingdom Technical College will be eligible to reapply for licensure in the future. Ms. Britton noted that this issue can be taken into consideration when the Board makes decisions on future licensure.

On motion of Regent Sterling, seconded by Regent Seale, the Board, acting as Committee of the Whole, voted to accept the recommendation of the Commission to

revoke the license of Kingdom Technical College. Regent Aubrey abstained from voting.

C. Teacher Preparation Programs More than 120 Credit Hours Board of Regents Criteria

Dr. Craig explained that Act 225 of the 2022 Regular Session stipulated that the maximum number of credit hours for a teacher preparation program could be no greater than 120 hours, unless stipulated by the Board of Regents. The criteria for a program to be approved for more than 120 hours are:

1. The degree program results in licensure in two certification areas;
2. The degree program results in licensure in two or more grade categories (B-K, PreK-3, 1-5, 4-8, 6-12);
3. The degree program is bound by specific accreditation course requirements when the program is accredited by a content-specific body (e.g., NASM, NASAD); or
4. The degree program results in two degrees.

Regent Solomon inquired about the intent of the Legislature in passing this act. Dr. Craig responded that the legislature was focused on the teacher shortage and was trying to remove barriers to completion. Regent Solomon asked if the act requires the Board of Regents to approve the change in criteria, and if this would cause students to be caught between criteria. Dr. Craig explained that the law requires Regents to set the criteria and that since this does not go into effect until the 2024-25 school year, the changes should not affect current students.

On motion of Regent Sterling, seconded by Regent Seale, the Board, acting as Committee of the Whole, voted to accept the recommendation to approve criteria to allow teacher preparation programs to exceed 120 credit hours.

PERSONNEL

APPOINTMENT OF EXECUTIVE DIRECTOR AND CHIEF SCIENTIST OF THE LOUISIANA UNIVERSITIES MARINE CONSORTIUM

Mr. LaBruyere presented Dr. Brian Roberts for appointment as Executive Director and Chief Scientist of the Louisiana Universities Marine Consortium. Dr. Reed noted that Dr.

Roberts is a long-serving and highly productive faculty member at LUMCON and is passionate about its mission and success.

On motion of Regent Finley, seconded by Regent May, the Board, acting as Committee of the Whole, voted unanimously to approve the appointment of Dr. Brian Roberts as Executive Director and Chief Scientist of the Louisiana Universities Marine Consortium.

REPORTS AND RECOMMENDATIONS BY THE COMMISSIONER OF HIGHER EDUCATION

Commissioner Reed provided the following information:

- Commissioner Reed visited Houma and Thibodaux to engage with business and industry leaders around LUMCON.
- Commissioner Reed and Dr. Tristen Denley hosted a meeting in Baton Rouge, LA with Regional Economic Development Organizations (REDOs) to talk about talent development and education-to-employment alignment.
- Regents hosted sector-specific trainings, including cyber incident response workshops in Shreveport, New Orleans, and Lafayette. Cybersecurity threats are ever-present, and Regents is committed to campus safety both virtually and in person.
- She expressed excitement about the advising academy, which Dr. Denley is working on, aimed at engaging counselors, math educators, and English educators to prepare them for the upcoming Meauxmentum Summit.
- She recognized and thanked the committee, chaired by Mighan Johnson, Assistant Program Manager, Proprietary Schools, that led the state combined charitable campaign in the agency, and the staff for donating. Regents set a fundraising goal of \$12,300, but raised \$14,700 in donations. All the money will go to local charities and community organizations. Fundraising activities included a gumbo cook off, a silent auction, and popcorn grams.
- Commissioner Reed also congratulated Hannah Courtney on the recent birth of her daughter and expressed excitement for Mellynn Baker, whose baby will arrive next month.

OTHER BUSINESS

There was no other business brought before the Board. The next meeting will be held on March 22, 2023.

ADJOURNMENT

There being no further business to come before the Board, on motion of Regent Ewing, seconded by Regent Seale, the meeting was adjourned at 2:35 p.m.

Appendix A

Board Meeting Guest List

Monday, January 9, 2023

NAME	AFFILIATION
Robert René	Southern University System
Eric B. Lewis	Rosebud
Alterman Jackson	LCTCS
Jackie Bach	LSU
Anna Bartel	LSU
Jeannine Kahn	UL System
Rachel Kincaid	Louisiana Department of the Treasury
Wendi Palermo	LCTCS
Sujuan Boutte	LOSFA/BOR
Eric Turner	LAICU
Vikki Wilbon	Rosebud
Tramille Howard	Ed Trust
Brian Roberts	BOR/LUMCON
Roy Haggerty	LSU
Ciara Hart	Education Trust CA

Appendix B

Statement from Kingdom Technical College

Letter of Explanation

Dear Louisiana Board of Regents,

Hello my name is LaTasha Heard and I'll bring you greetings from Kingdom Technical College of Shreveport Louisiana. I'm writing this letter in regards to a banking error that occurred a few months ago with Navy Federal Credit Union. As stated at the initial licensing review, my mother was the owner and business administrator before she underwent open-heart surgery. At which point several responsibilities were taken on by myself and some things remain as they were before this took place. A wire was received in this account the bank somehow deemed a security risk at which point they suspended it as well as one other account this included the ability To withdraw or make payments at which point the money in the account was frozen. After the situation was investigated by Navy Federal's security team We were told they would mail a check with the remaining \$14,000 that was in the account which to this day we have not received. We are asking that you would not revoke our license while we sort out this situation and others due to the change of hands responsibility wise we have undergone so many unforeseen circumstances beyond our control but we remain hopeful that we will work through the issues and become a premier institution for all who wish to learn this vocation and change their lives. I have added supporting document to show prof of funds. Also the payment wasn't returned as an NSF BUT AS A REFER TO SENDER. PLEASE ALLOW US TO GET THIS ISSUE RESLOVED WITH THE BANK IN ORDER TO KEEP OUR LICENSE.

Thank you,

LaTasha Heard

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Chair

Gary N. Solomon, Jr.
Vice Chair

Robert W. Levy
Secretary

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



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Darren G. Mire
Wilbert D. Pryor
T. Jay Seale, III
Terrie P. Sterling
Felix R. Weill
Judy A. Williams-Brown
Catarena M. Lobre, Student

Board of Regents Meeting as a Committee of the Whole

RATIFICATION OF 2023 COMMITTEE ASSIGNMENTS

Wednesday, March 22, 2023

Claiborne Building, 1st Floor
Louisiana Purchase 1-100
1201 North Third Street
Baton Rouge, Louisiana

V. Ratification of Committee Assignments for 2023



BOARD of REGENTS
STATE OF LOUISIANA

PROPOSED
2023 BOARD OF REGENTS COMMITTEES

Academic and Student Affairs*

(Standing Committee under R.S. 17:3399.5)

Blake R. David, Chair
Stephanie A. Finley, Vice Chair
Christian C. Creed
Darren G. Mire
Gary N. Solomon, Jr.
Terrie P. Sterling
Catarena Lobré *(Student Member)*
LCTC System Representative
LSU System Representative
SU System Representative
UL System Representative
Staff: Tristan Denley

Facilities & Property Committee*

(Standing Committee under R.S. 17:3399.5)

Robert W. Levy, Chair
Felix R. Weill, Vice Chair
Christian C. Creed
Randy L. Ewing
Darren G. Mire
Wilbert D. Pryor
Catarena Lobré *(Student Member)*
LCTC System Representative
LSU System Representative
SU System Representative
UL System Representative
Staff: Chris Herring

Audit Committee

(Standing Committee)

T. Jay Seale III, Chair
Judy A. Williams-Brown, Vice Chair
David J. Aubrey
Randy L. Ewing
Robert W. Levy
Gary N. Solomon, Jr.
Felix R. Weill
Staff: Kim Hunter Reed

Finance Committee*

(Standing Committee under R.S. 17:3399.5)

Gary N. Solomon, Jr., Chair
T. Jay Seale, III, Vice Chair
Christian C. Creed
Blake R. David
Robert W. Levy
Phillip R. May, Jr.
Judy A. Williams-Brown
LCTC System Representative
LSU System Representative
SU System Representative
UL System Representative
Staff: Matthew LaBruyere

Executive Committee for 2022

(Ad hoc Committee)

Collis Temple, III, Chair
Gary N. Solomon, Jr., Vice Chair
Robert W. Levy, Secretary
Blake R. David
Darren G. Mire
T. Jay Seale, III
Judy Williams-Brown
Staff: Kim Hunter Reed

*This committee is comprised of members from the management boards.

2023 Board of Regents Committees
Page 2

Legislative Committee*

(Standing Committee under R.S. 17:3399.5)
Phillip R. May, Jr., Chair
Terri P. Sterling, Vice Chair
David J. Aubrey
Blake R. David
Randy L. Ewing
Robert W. Levy
Catarena Lobré, *(Student Member)*
LCTC System Representative
LSU System Representative
SU System Representative
UL System Representative
Staff: Brianna Golden

Personnel Committee

(Standing Committee)
Terri P. Sterling, Chair
Blake R. David, Vice Chair
Robert W. Levy
Phillip R. May, Jr.
Darren G. Mire
Wilbert D. Pryor
T. Jay Seale, III
Staff: Matthew LaBruyere

Planning, Research & Performance

(Standing Committee)
Judy A. Williams-Brown, Chair
Wilbert D. Pryor, Vice Chair
Christian C. Creed
Stephanie A. Finley
Terri P. Sterling
Felix R. Weill
Catarena Lobré, *(Student member)*
Staff: Susannah Craig

Research and Sponsored Initiatives

(Standing Committee)
Stephanie A. Finley, Chair
Phillip R. May, Jr., Vice Chair
David J. Aubrey
T. Jay Seale III
Gary N. Solomon, Jr.
Staff: Carrie Robison

Statewide Programs

(Standing Committee)
Darren G. Mire, Chair
Wilbert D. Pryor, Vice Chair
David J. Aubrey
Randy L. Ewing
Stephanie A. Finley
Felix R. Weill
Judy A. Williams-Brown
Staff: Carrie Robison

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
AUDIT AGENDA

Wednesday, March 22, 2023

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, LA 70802

VIII. Reports and Recommendations

A. Audit

1. FY 2023 Contract Audit Plan Overall Update
2. FY 2023 Audit Plan

Collis B. Temple, III
Chair

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS

FINANCE AGENDA

Wednesday, March 22, 2023

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, LA 70802

VIII. Reports and Recommendations

B. Finance

1. FY 2023-2024 Executive Budget Overview
2. Review and Approval of the FY 2023-2024 Preliminary Funding Recommendation

**Finance Committee
Executive Summary
March 22, 2023**

VIII. Reports and Recommendations

B. Finance

1. FY 2023-2024 Executive Budget Overview

The FY 2023-2024 Executive Budget was presented to the Joint Legislative Committee on the Budget on February 17, 2023 and includes a total recommended State General Fund (SGF) increase for higher education of over \$126M, including \$108M for colleges, universities, specialized institutions and boards and \$18.5M for Louisiana Office of Student Financial Assistance (LOSFA) programs. These increases to the institutions are offset by decreases in one-time (non-recurring) State General Fund allocations (\$12.5M), along with a total TOPS decrease due to participation declines (\$22.9M) and an offsetting means of finance swap between State General Funds (\$61.8M) and the TOPS Fund (\$61.8M).

The \$108M increase includes the following:

- \$37.5M – Faculty and/or staff pay increase
- \$19M – Mandated costs increase
- \$18M – Increased funds for formula institutions
- \$12M – LSU Health Sciences Center-Shreveport operating support
- \$10M – Specialized Institutions
 - \$2.85M for LSU Agricultural Center
 - \$2.85M for LSU Health Sciences Center-New Orleans
 - \$2.3M for LSU Health Sciences Center-Shreveport
 - \$1M for Pennington
 - \$0.35M for UL-Monroe Pharmacy Program
 - \$0.35M for SU Agricultural Center
 - \$0.3M for SU Law Center
- \$7.5M – Cyber Assurance Program
- \$2M – LUMCON Operating for Blue Works and Cocodrie
- \$2M – Pennington Faculty Recruitment and Retention

The \$25.5M for LOSFA programs includes the following:

- \$15M – GO Grants for need-based aid
- \$3.5M – LOSFA Outreach

The (\$97.3M) in offsetting adjustments includes the following:

- (\$61.8M) – Reducing TOPS SGF due to \$61.8M increase in the TOPS Fund
- (\$22.9M) – Reduction to TOPS as a result of decreased student participation
- (\$12.5M) – Legislation line items that were non-recurred

These adjustments result in a \$29.3M net State General Fund increase for higher education.

2. Review and Approval of the FY 2023-2024 Preliminary Funding Recommendation

Annually, no later than March thirty-first, the Board of Regents is required to submit to the Senate Committee on Education, the Senate Committee on Finance, the House Committee on Education, and the House Committee on Appropriations any formula created and adopted by the Board for funding institutions of postsecondary

education in the ensuing year. The formula submission is based on funds recommended for higher education in the Governor's Executive Budget.

The FY24 Executive Budget was presented with State General Fund increases of \$108M to colleges, universities, specialized institutions, and boards and \$18.5M for the Louisiana Office of Student Financial Assistance (LOSFA) GO Grants program. The \$108M increase includes \$37.5M for faculty and/or staff pay increases, \$19M for mandated costs increases, \$18M for formula institutions, \$12M for LSU Health Sciences Center-Shreveport, \$10M for specialized institutions, \$7.5M for the state's cyber assurance program, \$2M for Pennington faculty recruitment and retention, and \$2M for LUMCON's BlueWorks and Cocodrie facilities operations.

This preliminary submission is based on distributing increased funds as noted above to the respective agency/institution and allocating funding for two-year and four-year institutions through the Outcomes-Based Funding Formula. The formula allocation methodology is 50% base, 20% cost, and 30% outcomes. This methodology increases cost and outcomes shares and decreases the reliance on base funding.

In the event funding levels change as the appropriations bill moves through the process, a new allocation will be submitted to the legislature aligned with the latest version of the appropriations bill.

STAFF RECOMMENDATION

Senior Staff recommends approval of the preliminary distribution, which allocates proposed funding in accordance with the methodology listed above.



BOARD of REGENTS
STATE OF LOUISIANA

FY2023-2024 HIGHER EDUCATION EXECUTIVE **BUDGET OVERVIEW**

PRIORITIZE TALENT DEVELOPMENT AND STUDENT SUPPORT (\$86.5M)

Talent Recruitment and Investment – \$39.5M

An increase in on-campus talent recruitment and investment funding allows institutions and entities across the state to allocate resources to their most critical needs. Institutions may allocate these dollars to provide pay increases to faculty and/or staff who are critical to improving student outcomes.



Funding to Drive Performance – \$18M

Enhancing the funding formula driving talent development at Louisiana's public two- and four-year institutions by specifically increasing support for improved outcomes in student completion, workforce alignment and expanded campus research activity.



Specialized Institutions – \$10M

These targeted investments will enhance research and public service productivity at the LSU and Southern University Agricultural Centers and Pennington Biomedical Research Center, as well as instructional and research capacity at the ULM Pharmacy School, both LSU Health Sciences Centers, and Southern University's Law Center.



Legacy and Mandated Costs – \$19M

For many years higher education has been the only state sector that did not have its legacy and mandated cost increases reflected annually in the Executive Budget. Covering these cost increases mainly for retirement and health care allows institutions to retain state dollars for instruction, research and student support, and to respond to the state's workforce needs.

FOCUS ON AFFORDABILITY (\$15M)

GO Grants – \$15M

Need-based aid continues to be essential to improving student access and success in postsecondary education. This additional funding will assist institutions in meeting the financial aid needs of more students by boosting the number of awards to students, the amount awarded to students, or a combination of both.



NOTE: Currently only 30,250 students, 49% of those eligible for the program, receive GO Grant awards.



BOARD of REGENTS
STATE OF LOUISIANA

FY2023-2024 HIGHER EDUCATION EXECUTIVE **BUDGET OVERVIEW**

TARGETED REQUEST PACKAGE [\$13M]

Cyber Assurance Program – \$7.5M

Enhances cybersecurity efforts among all public postsecondary institutions through increased threat detection software and creation of on-campus security operations centers to monitor and respond to cyber-attacks.



The security operations centers will be used to train students on industry-leading processes and platforms. These students can earn a degree or industry certification(s), and be better prepared for immediate job placement in cyber-related fields.

Focus on Coastal Marine Consortium (LUMCON) – \$2M

Funds operational needs as LUMCON expands coastal and maritime research and education critical to our state and the Gulf region with the opening of its Blue Works campus in Houma.



LOSFA High School Outreach and Engagement – \$3.5M

Supports the expansion of services provided by LOSFA's College Access, Success and Communications and Student Engagement Divisions.



Services proposed under this expansion are supported by evidence-based best practices, and national research in the field of college access and success. Areas of focus include expanded Comprehensive Secondary and Postsecondary Advising/Mentoring, Career Exploration Connected to Postsecondary Pathway Options, and Holistic Wraparound Services related to Affordability and Student Success. The statewide target audiences are high school students, parents, postsecondary students, non-traditional students and returning adult learners.

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS

LEGISLATIVE AGENDA

Wednesday, March 22, 2023

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, LA 70802

VIII. Reports and Recommendations

C. Legislative

1. Legislative Reports and Studies Update
 - a. LaSTEM Annual Report
 - b. Cybersecurity Annual Report
2. 2023 Legislative Priorities



BOARD of REGENTS
STATE OF LOUISIANA

ANNUAL LEGISLATIVE REPORTS SUBMISSION STATUS



TITLE IX/POWER-BASED VIOLENCE REPORTS

Administrative Reports received from public postsecondary institutions related to Title IX/Power-Based Violence incidents.

ACT 472 (2021 Regular Session)

JANUARY 15TH

SUBMITTED 1/11/23



LASTEM ADVISORY COUNCIL STATUS REPORT

Report of LaSTEM Council actions, metrics and recommendations.

ACT 392 (2017 Regular Session)

JANUARY 30TH

SUBMITTED 1/23/23



MASTER PLAN STATUS REPORT

Report of the status of postsecondary education, including in such report all Master Plan progress since the last report.

ACT 400 (2018 Regular Session)

JANUARY 30TH

SUBMITTED 1/31/23



HEALTH WORKS COMMISSION ANNUAL REPORT

This report provides a description of work accomplished since the publication of the last annual report provided by the Health Works Commission and the Nursing Supply and Demand Council.

17:2048.51 (2008 Regular Session)

FEBRUARY 1ST

SUBMITTED 1/26/23



LOUISIANA POSTSECONDARY INCLUSIVE EDUCATION ADVISORY COUNCIL

Report on the status of the Louisiana Postsecondary Inclusive Education Fund and corresponding work of the Louisiana Postsecondary Inclusive Education Advisory Council.

ACT 682 (2022 Regular Session)

FEBRUARY 1ST

SUBMITTED 1/12/23



DUAL ENROLLMENT TASK FORCE FINDINGS AND RECOMMENDATIONS

ACT 147 (2021 Regular Session)

60 DAYS BEFORE SESSION

SUBMITTED 1/12/23



HBCU ADVISORY COUNCIL REPORT

17:3138.7

60 DAYS BEFORE SESSION

SUBMITTED 2/10/23



BOARD OF REGENTS SUPPORT FUND PLAN AND BUDGET

A proposed plan and budget for the expenditure, during the coming fiscal year, of money available to higher education from the Board of Regents Support Fund for FY 2023-24.

La. Const. Art. VII, § 10.1

60 DAYS BEFORE SESSION

SUBMITTED 1/25/23



CYBERSECURITY TALENT INITIATIVE FUND REPORT

ACT 57 (2020 Regular Session)

ANNUALLY (NO DATE SPECIFIED)

SUBMITTED 1/19/23



ARTICULATION AND TRANSFER

Report on the status of statewide articulation and transfer of credit across all public educational institutions in Louisiana.

17:3168

SEPTEMBER 30TH

SUBMITTED 1/12/23



NURSING SUPPLY AND DEMAND COUNCIL STUDY

A study and recommendations to improve statewide nurse retention in response to the nursing workforce shortage.

SR 129 (2022 Regular Session)

FEBRUARY 1ST

SUBMITTED 1/26/23



TEACHER RECRUITMENT, RECOVERY, AND RETENTION TASK FORCE REPORT

Provides updates and advanced recommendations from the 2021 preliminary report and identifies future priorities of this Task Force.

HCR 39 (2021 Regular Session)

SUBMITTED 1/23/23

Agenda Item VIII.C.1

LEGISLATIVE REPORT AND STUDIES UPDATE

An overview of the submission status of Legislative Reports and Studies that involve the Board of Regents will be presented for informational purposes only.

Annual Legislative Reports: LaSTEM Advisory Council and Cybersecurity Education Management Council

Background Information

The Board of Regents hosts two Councils established in statute to expand and promote education and workforce opportunities key for Louisiana's 21st-century economy: the Louisiana STEM (LaSTEM) Advisory Council and the Cybersecurity Education Management Council (CEMC).

The LaSTEM Advisory Council was created by Act 392 of the 2017 Regular Legislative Session, authored by Senator Sharon Hewitt, and tasked it to coordinate and oversee the creation, delivery, and promotion of STEM education programs; increase student interest and achievement in the fields of STEM; ensure the alignment of education, economic development, industry, and workforce needs; and increase the number of women who graduate from a postsecondary institution with a STEM degree or credential.

Act 57, authored by Senator Mark Abraham, commissioned the CEMC and created the Louisiana Cybersecurity Talent Initiative Fund. The CEMC is tasked to advise and make recommendations to the Louisiana Board of Regents with respect to distributions from the Fund; annually review the list of degree and certificate programs upon which the distribution is based and the final distribution amounts; and provide updates on the work of the Council, recommendations, distribution of funds, and the distribution impact on the workforce.

Staff Summary

The 2022 LaSTEM report provides an annual update on the work of the Council. The current goals of the Council include building strong foundations for STEM literacy; increase diversity, equity, and inclusion in STEM education and employment; and preparing the STEM workforce of the future. The report captures progress made toward these goals and ongoing initiatives sponsored by the Council and implemented by both Regents' central LaSTEM operation and the nine Regional STEM Centers.

The CEMC report provides updates on the work of the Council, including emerging initiatives, distribution of funds, workforce impact from distribution, and recommendations. Since its first meeting in September

2020, the Council reviewed the current landscape of existing and emerging cybersecurity initiatives, created a workgroup, and proposed a plan with milestones. Through legislative funding, the Council has selected competitive grants to provide support for high-quality new and ongoing cybersecurity education programs across the state.

**LOUISIANA SCIENCE, TECHNOLOGY, ENGINEERING,
AND MATHEMATICS (LaSTEM) ADVISORY COUNCIL**

**ANNUAL REPORT TO THE LOUISIANA
SENATE AND HOUSE COMMITTEES ON EDUCATION**



LOUISIANA BOARD OF REGENTS

JANUARY 2023

Executive Summary

Act 392 of the 2017 Regular Session, authored by Senator Sharon Hewitt, commissioned the Louisiana Science, Technology, Engineering, and Mathematics Advisory Council (LaSTEM Council). Under the auspices of the Louisiana Board of Regents, the LaSTEM Council is tasked to do the following:

- Coordinate and oversee the creation, delivery, and promotion of STEM education programs;
- Increase student interest and achievement in the fields of STEM;
- Ensure the alignment of education, economic development, industry, and workforce needs; and
- Increase the number of women who graduate from a postsecondary institution with a STEM degree or credential.

The Council, chaired by the Commissioner of Higher Education, is comprised of 29 members including representatives of both K-12 and postsecondary education, state agencies, business and industry, professional organizations with links to STEM education, training, and workforce, and economic development entities.

As required by Act 392, this report provides an update on the work of the Council, emerging initiatives, and recommendations for legislation and policy changes. The LaSTEM Council was required by law to meet every month for the first year, beginning in September 2017, and did so until October 2018. The Council began quarterly meetings beginning in February 2019. Despite the challenges of the past several years, this year saw many successes for LaSTEM, including the awarding of two collaborative NASA grants and provision of a 2023 \$1 million Federal Congressionally Driven Spending (CDS) allocation in support of elementary engineering curriculum deployment in Louisiana. The second annual Directors' Retreat was held in August 2022, bringing together all nine LaSTEM regional directors and stakeholders to strategize and continue to develop work toward priorities and objectives as set forth in the roadmap for the LaSTEM Regional Centers.

I. LaSTEM Advisory Council Charge and Goals

This report, filed pursuant to Act 392 of the 2017 Regular Session of the Louisiana Legislature, highlights the significant progress made by the LaSTEM Advisory Council in 2022. The law provides a list of tasks for the LaSTEM Advisory Council, including:

- Create a comprehensive, statewide STEM plan that has clear objectives to guide the development of STEM education and STEM career opportunities and aligns elementary, secondary, and postsecondary STEM curricula, programs, initiatives and activities;
- Coordinate all state STEM education-related programs and activities;
- Create a new STEM culture and promote activities that raise awareness of STEM education and STEM career opportunities;
- Integrate employers and educators by engaging business and industry, employers, professional and community-based organizations, STEM education stakeholders, and career and talent programs and activities;
- Encourage industry and business entities to provide funding, resources, and technical assistance to elementary, secondary, and postsecondary schools to promote interest in STEM discipline courses and career opportunities;
- Connect STEM education resources, initiatives, and programs regionally and throughout the state;
- Establish an information clearinghouse, to be housed at the BoR, to identify and provide best practice resources for both the secondary and postsecondary educational systems and to review and acquire STEM education-related instructional materials;
- Empower STEM teachers and provide support for high-quality professional development for teachers of STEM subjects;
- As appropriate, join and participate in a national STEM network and collaborate with other states in STEM education program development; and
- Establish a competitive grants program to fund robotics competitions to provide students at all appropriate grade levels opportunities to improve STEM skills by participating in events sponsored by science and technology development programs.

The STEM Council and its Subcommittees developed this broad-based charge from Act 392 into three goals that guide the work of the Council and support of the Regional STEM Centers (RSCs). The LaSTEM goals are:

- **LaSTEM Goal 1:** Build strong foundations for STEM literacy by ensuring that every American can master basic STEM concepts and become digitally literate.
- **LaSTEM Goal 2:** Increase diversity, equity, and inclusion in STEM and provide all Louisianans with lifelong access to high-quality STEM education, especially those historically underserved and underrepresented in STEM fields and employment.
- **LaSTEM Goal 3:** Prepare the STEM workforce for the future—both college-educated STEM practitioners and those working in skilled trades that do not require a four-year degree—by creating authentic learning experiences that encourage and prepare learners to pursue STEM careers.

The Council set purposeful and ambitious goals around the establishment of Louisiana RSCs and selection of their directors, and the 2022 calendar year saw the continued implementation of these objectives. The following section will focus on the successes achieved by the LaSTEM Advisory Council over the past year.

II: A Successful Year of Engagement in STEM Education in Louisiana

Advisory Council Meetings

During its 2022 quarterly meetings, the LaSTEM Council highlighted the ongoing work and impacts of the Regional STEM Centers both tailored to their areas and through their statewide initiatives. In addition, the Council hosted STEM organizations and STEM champions, who presented the exciting engagement with Louisiana STEM providers and opportunities for growth and development around the state. Also featured in Council meetings were opportunities to visit STEM-centric facilities in different regions and to experience first-hand some of the remarkable accomplishments of STEM facilities and initiatives. The following presentations and discussions occurred at the quarterly meetings:

- **January (virtual due to COVID):** LaSTEM Summit discussion, RSCs' report-out
- **April (LSU Center for River Studies, Baton Rouge):** CWPPRA/LaSTEM Caminada Headlands virtual field trip, Microsoft TEALS, fund reappropriation to RSCs
- **August (SOWELA, Lake Charles):** SOWELA hurricane recovery presentation, RSCs report-out, discussion of 2023-26 Regional STEM Center selection process, tour of Chennault International Airport Facilities
- **November (Alexandria International Airport, Alexandria):** Rural STEM presentation, area industry group presentations, 2023 Request for Applications (RFA) approval, RSCs' report-out

NASA Office of STEM Engagement Grant Awardee

LaSTEM partnered with the Louisiana Space Grant Consortium (LaSPACE) and other state Space Grant partners on three NASA Office of STEM Engagement (OSTEM) grants. Two of the submitted grant proposals were awarded.

- **Space Teams Labs: Engaging, Inspiring, and Training a Diverse and Inclusive Future STEM Workforce.** Partnering with Texas and New Mexico Space Grant Consortia, this grant supports providing and installing Space Team Labs (computer, virtual reality headset, learning materials, and access to the Space Team portal) across K-12 classrooms in the three states. The Space Team Labs are

virtual reality STEM educational programs focusing on collaborative problem-solving in a team environment. LaSTEM participation begins in Year 2 (2024) of the grant.

- **Inspiring NASA’s Next Generation through Building, Coding, and Machine Learning Missions (NASA ML-Bots).** A partnership with Georgia and Alabama Space Grant Consortia, this grant supports the development of curriculum and content around Rover hardware for middle and high school students. The program will impart understanding of and experience in emerging STEM fields such as artificial intelligence and machine learning. LaSTEM participation begins in Year 3 (2025) of the grant.

2023 Federal Congressional Driven Spending Request

LaSTEM was successful in securing a \$1 million Federal Congressionally Driven Spending (CDS) request to purchase support to implement the Boston Museum of Sciences’ Engineering is Elementary (EIE) elementary education curriculum in Louisiana. The request was collaboratively submitted by LaSTEM, the RSCs and LDOE STEM team members. The funding will introduce elementary-level students to engineering and computer science concepts and skills through EIE programming, as well as provide teacher professional development. The EIE program will begin in fall 2023.

Second Annual LaSTEM Directors’ Retreat

LaSTEM’s BoR administrative staff, the LDOE STEM team, and RSC directors convened for the 2nd Annual LaSTEM Directors’ Retreat (Retreat) on August 19th, 2022. The retreat was hosted by LaSTEM Region 5 at SOWELA in Lake Charles and facilitated by LaSTEM Program Administrator Dr. Clint Coleman.

The intent of the Retreat was to bring all RSC directors and program administrative staff together to review individual and collective progress after a full year of RSC implementation. The retreat also served as an opportunity to review Board of Regents processes and procedures, and LDOE STEM goals, as well as to refine the template for required quarterly performance reports submitted by the RSCs.

Dr. Shannon LaFargue, Superintendent of Calcasieu Parish School Board, led retreat participants through a strategic planning exercise that he utilizes within his school district.

Finally, there was a group discussion focused on identifying metrics to assess the impact of regional programming aligned with LaSTEM statewide goals and other data already collected across different sectors involved in LaSTEM work. RSC Directors were also challenged to envision metrics that may be useful in the future for their individual statewide initiatives. The retreat resulted in both a stronger understanding across the RSC directors of the value of data in assessing ongoing work and a set of preferred metrics to capture moving forward.

LaSTEM Annual Summit

The 2021 LaSTEM Summit, with a theme of *Working Together for a Future That Works*, was originally scheduled to be held in-person at the Raising Cane's River Center on October 26, 2021. Due to continued COVID-19 disruptions, the Summit took place on February 8, 2022.

The event attracted approximately 700 participants, 40 presenters, and 60 education support organizations and featured robotics and e-sports demonstrations, teacher workshops, and opportunities for students, teachers, and others to engage with hands-on STEM experiences. The Summit also showcased many of the dynamic STEM programs Louisiana has to offer and the talented individuals invested in this work. An empowering keynote address was provided by Dr. Steven Pearlman, national STEM leader and author of *America's Critical Thinking Crisis, The Failure and Promise of Education*. This year's LaSTEM Annual Summit broke attendance records and speaks to the continuing impact the LaSTEM initiative is having in the state. Attendees were enthusiastic about the conversations and activities available at the Summit and many plans to incorporate their experiences into their STEM work.

The 2023 Annual Summit is scheduled to be held at Lafayette's Cajundome and Convention Center on October 17, 2023. Registration information will be available on the LaSTEM website in early 2023.

Part III: Conclusion

As charged in Act 392 of the 2017 Regular Session of the Louisiana Legislature, the LaSTEM Council continues to advance STEM efforts across Louisiana. Events and presentations, such as the annual LaSTEM Summit and STEM topics presented to the Advisory Council, have allowed STEM champions across the state to discuss regional and statewide needs, showcase best practices, and network with key stakeholders. In addition, new funding collaborations with federal and state agencies show the impact and value of the LaSTEM RSC framework.

In 2022, RSC directors continued to refine the operations and offerings of their individual centers, as well as increased cross-region collaborations. This is a major step forward in establishing strong STEM leadership in every region of the state, as well as providing the LaSTEM Council with a comprehensive view of region-specific and collective STEM education and training needs.

The Council's achievements in raising awareness and promoting STEM pathways would not have been possible without the collective efforts of those involved, along with the Council's coordination and leadership. The work to date has created a roadmap to achieving a sustainable, effective, efficient, and fully engaged Louisiana STEM Network, enabling leaders and participants in every corner of the state to share resources, communicate best practices, raise awareness throughout communities, strengthen educational and business/industry partnerships, and meet the needs of tomorrow's workforce. The centrality of STEM to Louisiana's future cannot be overstated, and the work of the Council continues to leverage its resources to serve the needs of the state and all its regions.

**CYBERSECURITY EDUCATION MANAGEMENT COUNCIL
STATUS REPORT TO THE LOUISIANA SENATE EDUCATION,
SENATE FINANCE, HOUSE EDUCATION AND HOUSE
APPROPRIATIONS COMMITTEES**

LOUISIANA BOARD OF REGENTS

JANUARY 2023

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Executive Summary

Act 57 of the 2020 Regular Session, authored by Senator Mark Abraham, commissioned the Cybersecurity Education Management Council, and created the Louisiana Cybersecurity Talent Initiative Fund. Under the auspices of the Louisiana Board of Regents, the Cybersecurity Education Management Council is tasked to do the following:

- Advise and make recommendations to the Louisiana Board of Regents with respect to distributions from the Fund;
- Annually review the list of degree and certificate programs upon which the distribution is based and the final distribution amounts; and
- Provide updates on the work of the Council, recommendations, distribution of funds, and the distribution impact on the workforce.

The members of the Council elect the chair, vice-chair, and other officers as they consider necessary. The Council is comprised of 11 members including the Commissioner of Higher Education, two members appointed by the Governor, a representative from the Louisiana Department of Education with expertise in science, technology, engineering, and mathematics education appointed by the state superintendent of education, president of the Louisiana Chemical Association, president of the Louisiana State University System, president of the University of Louisiana System, president of the Southern University System, president of the Louisiana Community and Technical College System, secretary of the Louisiana Workforce Commission, and secretary of the Louisiana Department of Economic Development. Vacancies in the membership of the Council shall be filled in the same manner as the original appointment.

The purpose of the Louisiana Cybersecurity Talent Initiative Fund is to provide a mechanism for donations and/or appropriations of funding for degree and certificate programs in cybersecurity fields offered by public postsecondary education institutions in order to meet the state's workforce needs. Cyber threats persist across every industry sector and domain. Cyber attacks on critical infrastructure are a national security concern. Incidents like the high-profile cyber attacks on several Louisiana educational institutions underscore the real impacts

and importance of cybersecurity to the state. Confronting these threats demands well-trained individuals; however, the nation faces a critical shortage of security professionals for current and near-term challenges. By providing programmatic support to public postsecondary institutions, the goal of the fund is to develop, train, produce, and retain Louisiana's workforce-ready cybersecurity professionals and improve cyber literacy across industry sectors.

The Cybersecurity Education Management Council advises and makes recommendations to the Louisiana Board of Regents related to the distribution of the Louisiana Cybersecurity Talent Initiative Fund. Funds are distributed by the Board of Regents to the receiving institutions via contracts. Eligibility for funding requires the campus to secure matching funds of no less than 25 percent of the amount of funding to be distributed. The match provided may include, but is not limited to cash, in-kind donations of technology, personnel, construction materials, facility modification, corporeal property, internships, scholarships, sponsorship of staff or faculty, or faculty endowment.

As required by Act 57, this report provides an update on the work of the Council, emerging initiatives, distribution of funds, workforce impacts from distribution, and recommendations. The Cybersecurity Education Management Council is required to meet quarterly each year. Since its first meeting in September 2020, the Council has reviewed the current landscape of existing and emerging cybersecurity initiatives, created a workgroup, and proposed a plan with milestones for current and future fiscal support. In 2022, four awards totaling the full \$1,000,000 allocation were provided to launch new or support existing cybersecurity programs.

List of Acronyms

BOR	Louisiana Board of Regents
CEMC	Cybersecurity Education Management Council
LDOE	Louisiana Department of Education
LED	Louisiana Economic Development
NICE	National Initiative for Cybersecurity Education
NIST	National Institute of Standards and Technology
RFA	Request For Applications

Part I: Introduction

This report, filed pursuant to Act 57 of the 2020 Regular Session of the Louisiana Legislature, highlights the significant progress the Cybersecurity Education Management Council (CEMC) achieved in 2022.

The CEMC mission and primary objective guided the work of the Council during the creation and implementation of a distribution process for the Louisiana Cybersecurity Talent Initiative Fund.

- **Mission:** Increase cybersecurity talent output for Louisiana industries.
- **Objective:** Accelerate cybersecurity talent development by initiating measurable, targeted, and practical program support for postsecondary institutions.

In 2020, the Council set an ambitious and intentional timeframe to implement a distribution process. This process included creating a Request for Applications (RFA) to solicit innovative cybersecurity initiatives, awarding available funds on a merit basis to eligible institution(s), and implementing approved projects following funding approval by the Board of Regents. The 2022 funding cycle utilized this process in selecting the four funded projects. The following section will focus on the successes achieved by the CEMC in 2022.

Part II: A Successful Year of Engagement in Cybersecurity in Louisiana

Council Meetings

During its 2022 quarterly meetings, the CEMC continued to consider the details of Act 57 of the 2020 Regular Session, in assessing the success of the first funding year and planning for the second competitive cycle. The main focus of the Council was to ensure the distribution process for the Louisiana Cybersecurity Talent Initiative Fund had worked as intended in the first year.

Recap of Quarterly Meetings:

- **January 25, 2022:** Presentation by Dr. Susie Schowen on Louisiana Economic Development's Good Job Challenge grant submission; progress reports from three 2021 CEMC recipients (University of Louisiana at Lafayette, Southern University and A&M College, and Northwestern State University); and review of the RFA for the 2022-23 grant cycle.
- **May 5, 2022:** Approval of 2022 funding recommendations; update from Dr. Schowen on Good Job Challenge grant submission.
- **August 9, 2022:** Participation in the Louisiana Office of Technology's and Louisiana National Guard's Cyber Incident informational session.
- **November 9, 2022:** Reviewed 2023 RFA content, provided feedback, and approved content to finalize the RFA, pending available funds.

Additional information can be found on the Cybersecurity Education Management Council's [website](#).

Cybersecurity Activities and Accomplishments

The following sections highlight the progress of the Council, stakeholders, and stakeholder agencies.

Fund Distribution Process

The creation of the Cybersecurity Talent Initiative Fund distribution process resulted from

Council discussions, relevant feedback, and ongoing collaborations. It began with group assessments of cybersecurity data from multiple resources along with reports such as the NIST Cybersecurity Framework (nist.gov), the Cybersecurity and Infrastructure Security Agency's NICE Cybersecurity Workforce Framework (cisa.gov), and the ISC² Cybersecurity Workforce study for 2019 and 2020. The result was a request for applications (RFA) approach that solicits innovative solutions from Louisiana's public postsecondary institutions and provides funds on a competitive basis, using a rubric published in the RFA. Key elements of the RFA are project requirements, metrics and reporting, project tracks, eligibility, and the application review process.

Project Requirements

Project requirements inform interested parties that applications must:

- Focus on professional development of new and/or incumbent cybersecurity workforce participants;
- Detail pathways to employment with industry, including specific employers and roles/competencies where possible;
- Detail monitoring and reporting of any students, graduates, or participants who secure internships, apprenticeships, or jobs;
- Include validation of at least 25% private or non-public funds provided as match. Match may include, but is not limited to, cash, in-kind donations of technology, personnel, construction materials, facility modification, or corporeal property, internships, scholarships, sponsorship of staff or faculty, or faculty endowment;
- Detail all tracks for students (minors/majors), graduates, and learners;
- Align closely to industry and cybersecurity practitioner-recognized standards such as professional certifications or certificate programs;
- Detail alignment to the NIST Cybersecurity Framework and/or NICE Cybersecurity Workforce Framework (e.g. Categories or Work Areas);

- Support directly the participation and success of underrepresented groups (i.e., African American, women, Spanish/Hispanic/Latino, and other students of color) in pathways and employment opportunities; and
- Articulate potential follow-on grant opportunities and/or federal/private support to ensure sustainability.

Metrics and Reporting

Applications also must detail and subsequently report the following metrics and methods:

- The number(s) of potential candidates at the end of the project including students, graduates, or participants in mentorships, internships, externships, apprenticeships, job offers, or jobs;
- Other indicators of hire-ability or possible employment including, but not limited to, letters from industry confirming workforce readiness;
- Measures of student or learner engagement with industry such as hiring events, interviews, total time (hours) of training programs, and any/all indicators that further illustrate student-industry connection;
- Student/learner demographics or other indicators of support of or participation by historically underrepresented groups (i.e., African American, women, Spanish/Hispanic/Latino, and other students of color); and
- The degree, certificate, or certification programs supported by the project, and credentials awarded, if applicable.

Projects supported by the fund should be cybersecurity-relevant, enhance degree programs or be closely aligned with recognized industry cybersecurity practices, like certifications or certificates, be measurable and practical, encourage close coordination with industry to ensure alignment, and emphasize cybersecurity talent development and retention across all postsecondary education and beyond, providing opportunities for reskilling, upskilling, and skills refinement. For guidance, applicants are strongly encouraged to refer and adhere to the principles of both the NIST Cybersecurity Framework (nist.gov) and the Cybersecurity and

Infrastructure Security Agency's NICE Cybersecurity Workforce Framework (cisa.gov), which reflect current and evolving best practices in cybersecurity.

Project Tracks

Two tracks for project work were identified in the RFA: (1) Student Projects and (2) Incumbent Workforce and Education Projects. Track 1 projects build awareness and foundational cybersecurity skills by translating industry cybersecurity challenges, needs, and opportunities into impactful programs to prepare students and graduates for cyber-related job opportunities. Track 1 projects may address any industry dimension of cyber (e.g. from business to technical) and may include:

- Adding measures of competency to existing programs;
- Supporting 3rd-party professional or association certifications and undergraduate certificates;
- Developing work-based and other experiential learning opportunities;
- Creating new programs targeted to cybersecurity and related disciplines;
- Preparing students for and recruiting students into cyber-related jobs and industries;
- Enhancing and refining channels of industry engagement around cyber-specific skills;
- Supporting research and/or faculty with direct and measurable impact on the production of cyber-fluent, workforce-ready candidates;
- Developing innovative approaches to directly support the participation and success of underrepresented groups (i.e., African American, women, Spanish/Hispanic/Latino, and other students of color) in pathways and employment opportunities;
- Developing innovative approaches to directly support the participation and success of Veterans in pathways and employment opportunities; and/or
- Providing pathways for graduates with higher-level degrees (Master's and above) to transition into cybersecurity education and instruction.

Track 2, Incumbent Workforce and Adult Education Projects, translate industry cybersecurity challenges, needs, and opportunities into programs to establish and enhance skills for current and emerging opportunities in cybersecurity. Track 2 projects may address any industry dimension of cyber (e.g., from business to technical) and may include:

- Reskilling/upskilling/skills refinement or competency-based programs;
- Establishing or accelerating certification or certificate opportunities for incumbent workers and adult learners transitioning to cybersecurity careers;
- Establishing or accelerating certification or certificate opportunities for incumbent workers and adult learners to pursue degrees in cybersecurity-related fields;
- Creating new business opportunities for existing employers through skills enhancement;
- Building new measurable pathways from one industry to another in areas of cybersecurity;
- Working with industry partners on new or enhanced workforce-ready programs;
- Establishing or improving wraparound service models to maximize participant or candidate engagement;
- Developing innovative approaches to directly support the participation and success of underrepresented groups (i.e., African American, women, Spanish/Hispanic/Latino, and other students of color) in pathways and employment opportunities;
- Developing innovative approaches to directly support the participation and success of Veterans in pathways and employment opportunities;
- Identifying and (re)engaging candidates that left the workforce to underscore job opportunities in cybersecurity fields;
- Providing pathways for graduates with higher-level degrees (Masters and above) to transition into cybersecurity education and instruction.

Application Review Process

The application review process requires that all submissions be assessed by the members of the Cybersecurity Education Management Council (CEMC). Each member will individually assess, collectively rank applications, and then provide final funding recommendations. After recommendations from the Council are submitted, the Board of Regents determines which applications will be funded based on the competitive review process and funds available.

2021-22 Funded Programs

Per recommendations of the CEMC, as approved by the Board of Regents, the following programs were approved for funding in 2022:

- Louisiana Tech University (Cybersecurity Talent Expansion Program): \$331,623
- Louisiana State University and A&M College (FIREStarter 2L Developing Cyber Talent with Hands-on Experiences in Digital Forensics and Industrial Control Systems): \$344,397
- Southern University System (Cybersecurity Talent Initiative Program SUS-CyberTIP): \$242,181
- Bossier Parish Community College (Accelerated Cyber Technology Training ACTT): \$81,799 (\$66,040 requested plus additional \$15,759 to support Fletcher Technical Community College's adoption/adaptation of the BPCCC program)

Part III: Policy/Funding Recommendations and Summary

Recommendations and Summary

Act 57 of the 2020 Regular Session of the Louisiana Legislature established a foundation to meet the growing demands of Louisiana's cybersecurity workforce. This bill established the Louisiana Cybersecurity Talent Initiative Fund and the Cybersecurity Education Management Council (CEMC) to create a process that guides public postsecondary institutions possessing innovative and effective cybersecurity solutions in expanding their reach and responding to the needs of the state.

As stipulated in Act 57, the Cybersecurity Education Management Council will build on its success over the past two years and continue to advance cybersecurity education efforts in Louisiana. Its achievements in raising awareness and promoting cybersecurity in Louisiana would not have been possible without the collective and collaborative efforts of all Council members and other stakeholders.

Since the first CEMC meeting in September 2020, the Council has worked to ensure the Louisiana Cybersecurity Talent Initiative Fund is distributed in a way to bring the highest returns for the investments provided in terms of cybersecurity education and training. The competitive process designed to solicit, assess, and fund applications has worked well and led to significant advances in the programs and on the campuses affected. In 2022, funding was provided to assist one institution in creating a modified version of another campus's program: a significant sign of the scalability and sustainability of these efforts. The Cybersecurity Talent Initiative program has proven to be a success and promises to help Louisiana improve and expand its program offerings and cybersecurity training/retraining opportunities for both students and incumbent workers. The program's continued investments will strengthen educational and business/industry partnerships, meet the remarkable workforce demand in the field, provide significant 21st-century opportunities for Louisiana students and residents, and elevate Louisiana as a national leader in cybersecurity.

Agenda Item VIII.C.2.
2023 LEGISLATIVE PRIORITIES

A Legislative Priorities Update for the 2023 Regular Legislative Session will be shared for informational purposes only.



BOARD OF REGENTS
STATE OF LOUISIANA

2023 BOARD OF REGENTS LEGISLATIVE **PRIORITIES**



CAMPUS SAFETY

To request funding for campus safety and site security assessments.



TEACHER RECIPROCITY

REP. MINCEY

Provides for the state's entry into the Interstate Teacher Mobility Compact, which provides relative to certification and qualification of teachers.



GOVERNOR'S MILITARY AND VETERAN FRIENDLY CAMPUS

HB 72 | REP. BRASS / SEN. FOIL

To authorize BoR to establish the GMVF designation to recognize higher levels of excellence in providing support to military and veteran populations and change the renewal period from one to two years, with interim reports to BoR.



POWER-BASED VIOLENCE

SEN. BARROW

To revise current power-based violence laws to add prompt time frames for execution of criminal justice MOU(s), clarify training requirements for employees, and align administration of the campus climate survey with federal guidance.



REGENTS BOARD MEETINGS

HB 6 | REP. HUGHES

Authorizes BoR to meet anytime in January, rather than on or before the second Monday of January as current law prescribes.

RESOLUTIONS



TEACHER RECRUITMENT, RECOVERY, AND RETENTION

REP. MINCEY

Extends the sunset date of the Teacher Recruitment, Recovery and Retention Task Force from July 13, 2023, to July 13, 2025.



HBCU DAY AT THE CAPITOL

REP. HUGHES

Recognizes April 18, 2023, as Historically Black Colleges and Universities (HBCU) Day at the state capitol.



BOARD of REGENTS
STATE OF LOUISIANA

GOVERNOR'S MILITARY AND VETERAN FRIENDLY TIERS **LEGISLATION**

HB 72 **REP. BRASS**

Under ACT 232 of the 2015 Regular Session, the Regents established a process for designating institutions as a “Governor’s Military and Veteran Friendly Campus” (GMVF), including eligibility criteria, an application process, and required reporting. The designation comes up for renewal every year and was promulgated pursuant to Act 232.

Subsequently, **ACT 429** of the 2021 Regular Session expanded the GMVF designation to include both public and non-public institutions and further refined the articulation and transfer process to align with nationally recognized standards for evaluating the educational experiences of US Armed Forces service members, veterans, and their dependents.

GMVF programs exist to ease and facilitate the transition from military service to application and admission to postsecondary education for military and veteran students, their spouses, and dependents.

THE GOALS

- 1** To promote continued improvement in educational services rendered to military and veteran students.
- 2** To authorize the Regents to establish higher tiers of GMVF designation to recognize higher levels of excellence in providing additional support to the military and veteran population.
- 3** Renewal of these designations will occur every two years, with an annual report during interim years.

THE CHALLENGES

- 1** Prior to the passage of Act 232 of the 2015 Regular Session, campuses provided somewhat limited services outside the federal financial aid programs sponsored by the US Government.
- 2** Between the implementation of Act 232 of the 2015 Regular Session and the passage of Act 429 of the 2021 Regular Session, Louisiana public postsecondary institutions made significant strides in providing services to their military students in transferring credits earned through education and military work, upgrading spaces for veterans and military students to gather and receive support, and establishing Memoranda of Understanding with the LaVet Corps grant program.

This legislation will strengthen the GMVF program to help military and veteran communities by recognizing higher levels of service to military and veteran students.



BOARD of REGENTS
STATE OF LOUISIANA

AMENDMENTS TO *POWER-BASED VIOLENCE LAW*

WHAT IS POWER-BASED VIOLENCE?

Power-based violence

is defined as any form of interpersonal violence intended to control or intimidate another person through the assertion of power over the person. It includes but is more expansive than sexual misconduct and Title IX sexual harassment.

ABOUT REGENTS' UNIFORM PBV POLICY

Pursuant to **Act 472** of the 2021 Regular Legislative Session, the Board of Regents (BoR) established uniform policies and best practices to implement measures to address the reporting of power-based violence on institutions' campuses, the prevention of such violence, and the communication between institutions regarding incidents of power-based violence. The Uniform Policy includes processes and procedures to guide public postsecondary education stakeholders in maintaining safety and protection for students and employees pursuant to Act 472.

THE GOALS

- 1** Adds a prompt timeframe for law enforcement and criminal justice agencies to submit and execute memorandum(s) of understanding with public postsecondary institutions.
- 2** Clarifies that all public postsecondary employees as identified in R.S. 17:3399.12(3) are required to take training on power-based violence.
- 3** Aligns administration of the campus climate survey to the appropriate time intervals as designated by the United States Department of Education.

THE CHALLENGES

- 1 MOU(s):** Current law does not specify a deadline by which law enforcement and/or criminal justice agencies are to execute respective MOUs with the institutions. Adding a timeframe by which law enforcement and criminal justice agencies are to submit the MOU(s) will ease the burden on campuses waiting for the MOU(s) to be signed and subsequently executed.
- 2 Training:** Current law indicates that only responsible employees, as defined in 17:3399.12(6), instead of all public postsecondary employees as defined in R.S. 17:3399.12(3), are to receive training on power-based violence. This slight revision will ensure that all employees receive training.
- 3 Climate Survey:** Current law requires institutions to administer an anonymous power-based violence climate survey to its students once every three years, with the next administration of the survey in Spring 2023. However, with Congress's reauthorization of the Violence against Women Act, a federal national survey is expected to be promulgated soon by the U.S. Department of Education. To avoid students being given multiple surveys, the Power-Based Violence Taskforce recommends that the campus climate survey timeline of every three years under current state law be amended to align with the forthcoming federal schedule.



BOARD of REGENTS
STATE OF LOUISIANA

REGENTS BOARD MEETINGS

HB 6 REP. HUGHES

Current law requires the Board of Regents (BoR) to conduct its first meeting of the year on or before the second Monday in January. Regents is seeking to remove the specific time of the month requirement to align all BoR meetings for the full calendar year.

The current law requirement poses practical challenges given the required joint Regents/BESE meeting held in mid December which forces board members to attend back to back meetings near the holiday season. It also provides a tight timeline for new Governor's appointees, who are generally appointed by January 1st, to attend the first meeting of the calendar year.

THE GOAL

- 1 HB 6 would allow BoR to conduct its first meeting of the year anytime in January, thus allowing Regents the flexibility to schedule all meetings at the same time of the month for the full year. Regents generally meets on the third Wednesday of the month. A consistent meeting schedule for the full year is helpful in ensuring a meeting quorum.

Collis B. Temple, III
Chair

Gary N. Solomon, Jr.
Vice Chair

Robert W. Levy
Secretary

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



BOARD of REGENTS
STATE OF LOUISIANA

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Catarena M. Lobre, Student

Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
FACILITIES AND PROPERTY COMMITTEE
Wednesday, March 22, 2023

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, LA 70802

VIII. Reports and Recommendations

D. Facilities and Property

1. Act 959 Projects:
 - a. Southern University Agricultural Research and Extension Center Meat Processing Laboratory Facility
 - b. Southern University and A&M College Public Safety Building (Budget Increase)
2. 3rd Party Project: Grambling State University Student Welcome and Success Facility

**Agenda Item - VIII.D.
Reports and Recommendations**

D. Facilities and Property

1. Act 959 Projects

a. Southern University Agricultural Research and Extension Center Meat Processing Laboratory Facility

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 Southern University System (SUS) submitted two projects under the provisions of Act 959 for consideration. The first project was submitted on behalf of the Southern University Agricultural Research and Extension Center (SU AG) for the purpose of renovating and adding on to the meat processing laboratory facility located on the main Southern University campus in Baton Rouge.

The project scope involves renovating approximately 5,132 square feet (SF) of existing space and increasing the building's footprint by an additional 4,517 SF for a total building size of 9,649 SF. The renovation and addition will allow SU AG to expand the current classroom size from fifteen to fifty students, increase the size and update the harvest/processing space, and add a meat display area to the facility. The total project cost is approximately \$1.6M, and the project will be funded with a grant from the U.S. Department of Agriculture's National Institute of Agriculture.

b. Southern University and A&M College Public Safety Building (Budget Increase)

The second Act 959 project submitted by the SUS involves a budget increase for the Public Safety building currently being designed for the Southern University and A&M College (SUBR) campus. This project was originally approved by the Board of Regents in August of 2022 with a budget of \$1.5M. SUBR has identified an additional \$500,000 in Federal CARES Act Higher Education Emergency Relief Funds (HEERF) funds that may be used for this project allowing the architect to include a student-centered community room for outreach and education and associated restrooms within the facility. The project will add an additional 1,200 SF to the facility at a cost of \$312/SF (after soft costs removed from the additional funding). The addition of the community room will enable SUBR to enhance student and campus police relations by providing an inviting environment for formal and informal interactions. The additional space will also provide an area for SUBR to hold seminars and presentations on public safety, anti-hazing, self-defense, etc.

STAFF RECOMMENDATION

Senior Staff recommends approval of the Act 959 projects submitted by the Southern University System, on behalf of the Southern University Agricultural Research and Extension Center and Southern University and A&M College, to renovate and add space to the meat processing laboratory facility and increase the budget for the public safety building, respectively.

1. Third-Party Project

Grambling State University Student Welcome and Success Center

The University of Louisiana System submitted a third-party project on behalf of Grambling State University (GSU) to construct a new student welcome and success facility on the GSU campus to create a seamless transition for new students into GSU campus life and provide continued support to existing students. GSU will enter into a grounds and facilities lease with Black and Gold Facilities, Inc. who will be responsible for the design and construction of the facility. The new facility will be located south of College Drive and east of Main Street in the GSU quad. The project scope involves construction of a new four-story, 60,000 SF facility. The new facility will include a one-stop-shop and welcome enrollment services center including admissions, recruitment, financial aid, bursar, housing, advising, testing, career services, student support services, and multi-purpose classrooms, and computer labs.

The total project cost is \$25M, and GSU intends to use HEERF for the project. The lease between GSU and Black and Gold Facilities, Inc. will expire when all construction is completed and substantial completion has been recognized. Once the lease terminates, the completed facility will revert to the ownership and management of GSU. The facility will be complete no later than December 31, 2026.

STAFF RECOMMENDATION

Senior Staff recommends approval of the third-party project submitted by the University of Louisiana System, on behalf of Grambling State University, to construct a new student welcome and success facility.

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Chair

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Wednesday, March 22, 2023

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, LA 70802

VIII. Reports and Recommendations

E. Academic and Student Affairs

1. Consent Agenda

a. Routine Staff Approvals

2. New Academic Programs

a. BS Cybersecurity – Southern University at New Orleans

b. BS Sports and Recreation Management – Northwestern State University

3. New Centers and Institutes

a. Center for Economics, Business, and Policy Research – LSU A&M

b. Institute for Energy Innovation – LSU A&M

4. Center of Excellence Designation for Social Research and Evaluation Center – LSU

A&M

AGENDA ITEM VIII.E.1.a.
Routine Academic Requests & Staff Approvals

Institution	Request
LSU A&M	Request to offer the MS in Finance (CIP 52.0801) 100% online. Approved.
LSU A&M	Request to change the name of the BS in Information Systems and Decision Sciences (CIP 52.1301) to the BS in Information Systems and Analytics. The request is based on the need to keep up with modern-day nomenclature and to make the program more identifiable to prospective students, parents, faculty and employers. Approved.
LSU HSC Shreveport	Request to offer the BS in Cardiopulmonary Science (CIP 51.0908) 100% online. Approved.
McNeese State U	Request to offer the BS in Health Systems Management (CIP 51.2211) 100% online. Approved.
McNeese State U	Request to change the name and CIP code for the BA in Liberal Studies (CIP 24.0101) to the BA in Humanities (CIP 24.0203). The request is based on the need to make the program more identifiable to prospective students and potential employers, avoid confusion with the General Studies degree program and for better consistency between the CIP and the curriculum. Approved.
UL Monroe	Request to change the name of the Institute of Gerontology Education, Research, and Training (IGERT) to the Gerontology Education, Research, and Outreach Institute (GERO Institute) based on feedback from industry through the strategic planning process. The new acronym better references the focus of the institute's work. Approved.

AGENDA ITEM VIII.E.2.a.

Proposed Bachelor of Science in Cybersecurity Southern University at New Orleans

Background Information

Southern University at New Orleans (SUNO) requests Board of Regents' approval to offer a Bachelor of Science (BS) in Cybersecurity. The proposal was approved by the Southern University Board of Supervisors and then submitted to Regents for consideration. The proposal was then favorably reviewed by Chief Academic Officers statewide. The proposed program was included on the institution's 2022 Academic Plan.

Staff Summary

The proposed BS in Cybersecurity will provide students with the skills and training necessary to successfully enter the cybersecurity workforce. The program was developed, in part, following legislation in 2020 which established the Louisiana Cybersecurity Talent Initiative Fund, a special fund housed within the state treasury to support the development of degree and certificate programs in cybersecurity at Louisiana's public postsecondary institutions. This legislation also created the Cybersecurity Education Management Council, under the guidance of the Board of Regents, and made up of Louisiana higher education institutions, the Louisiana Department of Education, the Louisiana Workforce Commission, Louisiana Economic Development, and members appointed by the Governor charged with advising and making recommendations to the Board with respect to distributions of monies for the expansion of cybersecurity programs.

1. Value:

- a. Workforce Demand and Job Opportunities: Cybersecurity is a well-known statewide and national high demand occupation field. According to the Bureau of Labor Statistics, the rate of growth for jobs in information security is projected at 31% by 2029, which is much faster than the average for all other occupations. The following table includes information for Louisiana.

Occupation	LWC Star Rating ¹	Current Jobs ²	Projected Jobs 2030 ²	% Change ²	Average Salary ²
Information Security Analyst	5-star	704	1098	55.9%	\$83,096
Computer and Information Systems Manager	5-star	2051	2724	32.8%	\$119,621

¹Source – LWC

²Source – Lightcast

- b. Curriculum Alignment with Employer Needs: The program curriculum has been designed to align with National Security Agency (NSA) National Centers of Academic Excellence in Cybersecurity (NCAE-C) standards.
- c. Same or Similar In-State Programs: Other institutions nearby (Louisiana State University and A&M College, the University of New Orleans, and Southern University and A&M College) offer Computer Science degrees with cybersecurity as an optional concentration. Grambling's program was the first stand-alone cybersecurity bachelor's degree, SUNO's program will be the second, and the first stand-alone cybersecurity degree in its service area.

- d. **Student Enrollment and Completion:** The creation of the program was prompted by the work of Louisiana’s Cybersecurity Education Management Council to meet the state’s cybersecurity workforce needs. Enrollment projections are based on demand for the program and institutional capacity. Projected program graduates are based on SUNO’s College of Arts and Sciences current overall retention and graduation rates.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	35	59	76	90
TOTAL Estimated Program Graduates	0	0	3	10

2. **Resources:** The program will initially need one new full-time faculty who will also serve as the program coordinator and two additional full-time faculty. Adjunct faculty and faculty in the computer information systems (CIS) program will also teach courses in the program. Equipment and licenses will be purchased to set up a cybersecurity training lab. A combination of state funding and federal grants will support the launch of the program.

	Current	Needed	Additional Costs
Faculty	Existing CIS faculty and other adjuncts will support the program.	Two new full-time faculty will be needed for implementation with a third for Year 2.	Yr. 1: \$405,000 Yr. 2+: \$551,000
Physical (Facilities, Equipment, Library, & Technology)	Existing offices and classrooms are sufficient to support the program.	Cybersecurity education and training lab	Yr. 1: \$500,000 Yr. 2+: \$50,000
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$0

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
- **Accessibility:** Modes of delivery for the program will be a hybrid blend of in person and online.
 - **Affordability:** Open Educational Resources (OER) will be used whenever possible to decrease book costs, Prior Learn Assessment (PLA) will be considered when applicable and SUNO offers employee tuition waiver benefits for qualified employees as well as for students who are spouses or children of System employees.
 - **Partnerships:** SUNO is currently developing MOUs with Southern University Shreveport Louisiana and Delgado Community College and currently offers a community college transfer scholarship. SUNO is also actively pursuing partnerships with the Louisiana National Guard and other government agencies.
 - **Work-based Learning:** SUNO has compiled a list of existing cyber security work-based learning opportunities offered through government agencies including optional internships and apprenticeships. Some of these are through scholarships that require work-based learning such as the federal CyberCorps Scholarship for Students (SFS), which supports up to three years of stipends, tuition, and allowances for students in the general area of cybersecurity.
 - **Other program attributes that contribute to closing the achievement gap with underserved populations:** SUNO’s HBCU mission will support the diversification of the cybersecurity workforce.

SUNO will provide a well-trained and highly motivated talent pool of graduates that includes low-income minority students as well as non-traditional students looking to join the professional workforce or change careers.

Staff Analysis

SUNO's proposed BS in Cybersecurity will support Louisiana's efforts to grow and sustain a more robust cyber workforce. The program will provide graduates with critical cybersecurity skills while improving diversity within the STEM workforce. The work of Louisiana's Cybersecurity Education Management Council aims to provides support to institutions in meeting educational needs and workforce demand.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Bachelor of Science in Cybersecurity (CIP 11.1003) at Southern University at New Orleans, with a progress report due June 1, 2024.

AGENDA ITEM VIII.E.2.b.

**Proposed Bachelor of Science in Sport and Recreation Management
Northwestern State University**

Background Information

Northwestern State University (NSU) requests Board of Regents’ approval to offer a Bachelor of Science (BS) in Sport and Recreation Management. The proposal was approved by the University of Louisiana System (ULS) and submitted to Regents for consideration. The proposal was then favorably reviewed by Chief Academic Officers statewide. The proposed program was included on the institution’s 2022 Academic Plan.

Staff Summary

The proposed BS in Sport and Recreation Management will provide students with the opportunity to obtain in-depth knowledge of concepts within marketing for sport and recreation management, sport psychology, legal and ethical issues in sport, contemporary leadership, facility management, sales and revenue generation, as well as sport media. Additional business management topics related to sports in a variety of settings such as college athletics, campus recreation, municipal parks, and non-profit recreation and professional sports will also be taught. Students will gain fieldwork experience throughout the program and finish with an applied internship experience. The proposed degree consists of a mixture of online and face-to-face courses.

1. **Value:** Per Regent’s policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Workforce Demand and Job Opportunities:** Current sport and recreation management job openings require workers with innovative skills and a broad background that includes sport technology and informatics, cultural competence, data analysis and communication. The information in the chart below represents Louisiana occupational data.

Related Occupation	LWC Star Rating¹	Current Employment²	Projected Employment² (2030)	% Change²	Average Salary²
Entertainment & Recreation Managers	5-star	91	144	58%	\$65,457
Recreation Program Manager	4-star	1829	2149	17.5%	\$77,584

¹Source – LWC

²Source – Lightcast

- b. **Curriculum Alignment with Employer Needs:** The student learning outcomes for the proposed program directly align with the career ready competencies identified by the National Association of Colleges and Employers (NACE). The knowledge, skills, and abilities (KSAs) incorporated into the course content correlate with those identified by the US Department of Labor for sports and recreation-related professions: sales and marketing, communications and media, administration, and management.
 - c. **Same or Similar In-State Programs:** The proposed program will be the only standalone BS in Sport and Recreation Management offered by a public institution in Louisiana. UL Lafayette offers the closest related program, a BS in Kinesiology with a concentration in Sport Management.

- d. **Student Enrollment and Completion:** Enrollment data is based on survey results of existing students, athletes, and incoming freshman. Approximately 50% of current and prospective student athletes stated that they were interested or very interested in the sport and recreation management major with approximately 25% stating that they would switch to this major if it existed.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	25	60	98	123
TOTAL Estimated Program Graduates	0	5	15	30

2. **Resources:** The approximate cost of the proposed program represents the salary associated with hiring additional faculty to support the program.

	Current	Needed	Additional Costs
Faculty	Existing faculty will provide most instruction required of the proposed program.	NSU plans to hire additional adjunct faculty and possibly one new full-time faculty by year 3 as enrollment increases.	Yrs. 1 & 2: \$20,552/yr. Year 3 +: \$104,552
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	No additional resources projected.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$0

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

- **Accessibility:** Some courses will be offered in 8-week formats to allow for flexibility and most courses will be offered both online and face-to-face.
- **Affordability:** Open Educational Resources (OER) will be used whenever possible to decrease book costs. NSU also participates in IncludeEd – a partnership between NSU and the NSU Campus Store that allows students to rent or purchase textbooks at a reduced rate.
- **Partnerships:** NSU currently has agreements with internship sites in Louisiana, Texas, and beyond. These sites include private sport industry, non-profit organizations, community-based organizations, and government parks and recreation, among others. Additionally, a sport and recreation management advisory group has been assembled from alumni and leaders in these areas.
- **Work-based Learning:** The degree program requires the completion of a semester-long internship. Several of the courses also require field-based learning, including volunteer hours with the athletics department on campus, collaborative projects with local business(es), and athletic/sport facility tours and projects.
- **Other program attributes that contribute to closing the achievement gap with underserved populations:** The program is designed to educate, and support a diverse student population in attaining careers in sport. Recruitment will be particularly focused on individuals from the following groups underrepresented in sports careers: women, minorities, veterans, international students, first generation college students, nontraditional students, and individuals with disabilities.

Staff Analysis

NSU's proposed BS in Sport and Recreation Management is designed to produce graduates with the competencies needed for employment in private, public, government, and recreational sport sectors in Louisiana and beyond. The Shreveport-Bossier Sports Commission, ASM Global New Orleans, and the Cane River National Heritage Area each submitted letters in support of the program and have committed to providing internships and employment opportunities for graduates. Staff will monitor employment outcomes of graduates through regular program progress reports.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Bachelor of Science in Sport & Recreation Management (CIP 31.0504) at Northwestern State University, with a progress report due June 1, 2024.

AGENDA ITEM VIII.E.3.a.

Proposed Center for Economics, Business and Policy Research Louisiana State University and A&M College

Background Information

Louisiana State University and A&M College (LSU) is requesting approval to establish the Center for Economics, Business and Policy Research (CEBPR). The LSU Board of Supervisors approved the request and submitted it to Regents for consideration.

Staff Summary

1. Description and Need

Through the establishment of the proposed Center, LSU's E.J. Ourso College of Business seeks to build upon its long history of applied economics, business, and public affairs research by creating a research structure that will allow it to more effectively leverage the collective expertise of faculty and staff in the College and across the university. CEBPR will pull together collaborative efforts of three of the College's existing units: the Economics and Policy Research Group, the Department of Public Administration, and the Real Estate Research Institute.

2. Initiatives and Objectives

The proposed Center aims to advance LSU's Scholarship First Agenda by attracting and collaborating with top scholars across the university to provide relevant and timely research to Louisiana's community, government and business stakeholders seeking to improve the overall health and well-being of the state and its residents. In a strategic effort to build and expand the scope of the College's applied research efforts, the proposed Center will conduct applied research in business, economics, and public affairs to serve as a catalyst for addressing Louisiana issues in areas such as health care outcomes, economic development, and community development. The College has historically engaged in collaborative research efforts with LSU's Manship School of Mass Communication, College of Agriculture, School of Social Work and College of the Coast and Environment.

3. Resources and Administration

The CEBPR will be directed by Dek Terrell, professor of economics. The Center will also include two full-time research associates and several affiliated faculty across the college and the university. The new Center will be housed on the 2nd floor of the rotunda of the Business Education Complex and does not affect current administration structures or facilities.

4. Budget

In the past five years, the units within the proposed CEBPR have acquired a total of \$4 million in state and private grants. With the establishment of this Center, the College of Business expects to see substantial growth in funding. In addition to already contracted work, the CEBPR has projected average revenue of \$616,000 a year in the form of grants and contracts from state and private entities, including LDH, LED, LWC, and the Louisiana Health Insurance Survey. Expected costs over the next five years do not exceed the expected revenues.

Staff Analysis

The E.J. Ourso College of Business aims to leverage existing related research across its departments and research units along with other areas of the university to directly address Louisiana's economic, business, and related policy issues. Through applied research the Center will provide a valuable service to the state while building the scholarly activities and research funding for the institution. The next report on the Center's implementation and progress should include details about efforts to secure external funding and progress on its objectives.

STAFF RECOMMENDATION

Senior Staff recommends authorization of the Center for Economics, Business and Policy Research (CEBPR). A progress report and request for continued authorization is due October 1, 2025.

AGENDA ITEM VIII.E.3.b.

Proposed Institute for Energy Innovation Louisiana State University and A&M College

Background Information

Louisiana State University and A&M College (LSU) is requesting approval to establish the Institute for Energy Innovation. The LSU Board of Supervisors approved the request and submitted it to Regents for consideration.

Staff Summary

1. Description and Need

The Institute for Energy Innovation will serve as the collaborative platform for research; technology transfer and commercialization; talent development; policy, economic, social, and environment justice analysis in energy innovation, transition, and resilience. Initially, the Institute will direct this framework toward the thematic focus areas of Hydrogen/Carbon Capture Utilization and Storage, Coastal and Geoscience Application and Impact, and Low Carbon Fuels, where LSU has a critical mass of research expertise. Once established, the Institute aims to grow its work to include emerging energy technologies such as next-generation power sources, renewable batteries, and sustainable materials in order to implement new thematic research focus areas as the Institute identifies sustainable internal and external collaborations.

2. Initiatives and Objectives

Short term, first year objectives of the Institute include:

- Hire a nationally recognized expert as inaugural Executive Director
- Hire research leads for each of the thematic focus areas
- Establish and implement an annual internal research seed funding program to foster collaborative research groups and catalyze innovative research projects in thematic research focus areas
- Host university-industry consortiums

Longer term, five-year plans include:

- Continue building self-sustaining revenue to support strategic investments that will build additional capabilities in emerging energy technologies
- Expand government, academic, and private partnerships by leveraging the various resources and capabilities of LSU
- Advance scientific research and develop technologies with potential commercial applications

3. Resources and Administration

The Institute for Energy Innovation will be overseen by LSU President William Tate and led by an Executive Director. Three Professionals-in-Residence will each oversee a primary focus area. As new focus areas become viable, a new Professional-in-Residence lead will be hired to oversee that area. Additionally, an Internal Advisory Board will be established to provide feedback on strategic direction, goals, objectives, and deliverables.

4. Budget

Shell USA Inc. has committed \$25 million in support to help LSU establish the Institute for Energy Innovation. These funds will be utilized to pay for research and development funding, research infrastructure, talent support for the research fund, development support, and diversity initiatives within the Institute. The

Institute will be completely self-funded by the second year and will continue to actively seek additional external funding to support its work.

Staff Analysis

LSU has received significant support from industry to establish the proposed Institute and has demonstrated a clear need for coordinated research in the field. Staff supports the institution's request for five-year approval instead of the standard two-year approval for new research units since it will be completely self-funded for the foreseeable future and has provided a strong vision and plan for conducting research in a field critical to the state's economy and future.

STAFF RECOMMENDATION

Senior Staff recommends authorization of the Institute for Energy Innovation. A progress report and request for continued authorization is due April 1, 2028.

AGENDA ITEM VIII.E.4.

Designation of the Social Research and Evaluation Center as a Center of Research Excellence Louisiana State University and A&M College

Background Information

The Board of Regents Center of Excellence designation was established by the Board in June 2013 and signifies that the designated unit is a statewide academic, research, or workforce leader in its focus area. All Centers of Excellence must demonstrate the following attributes: a strong performance record, a clearly defined area of expertise, a range of opportunities in its area of designation (academic, research, or workforce), be engaged with the greater community, and be a hallmark of the institution recognized as uniquely strong in its focal area. A Center of Research Excellence (CRE) facilitates faculty, researcher, and student engagement in innovative research. The CRE is well supported through external funding partnerships such as with federal agencies and industry to develop new knowledge and positively impact economic development in the state.

Louisiana State University and A&M College (LSU) is requesting Center of Research Excellence designation for the existing Social Research and Evaluation Center (SREC), which was granted initial authorization by Regents in 2017. The request was approved by the LSU Board of Supervisors and submitted to Regents for consideration.

Staff Summary

1. Description

The mission of SREC is to advance social initiatives for individuals, families, and their communities through research, evaluation, professional services, and partnerships. In pursuit of this mission, SREC conducts research in education, public safety, health, and community. SREC enhances the wellbeing of individuals and communities by providing scientific inquiry into complex social problems, designing, and implementing social programs, rigorously evaluating interventions, and providing consultation and professional development training. SREC focuses on issues of social and economic concern concentrating on under-served communities at risk for negative outcomes in social, educational, judicial, economic, and health contexts. Efforts address needs in families, communities, and schools, as well as physical and behavioral health, workforce, child welfare, and juvenile and criminal justice settings. The work of SREC started in 1993 and has grown into a state and nationally recognized source of excellent research in social problems and solutions.

2. Evidence of Excellence

State and federal grants have supported several projects that contribute to scholarships and serve the needs of Louisiana communities. These include:

- Through Project AWARE, (Advancing Wellness and Resiliency in Education), with funding from the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, SREC works with the Louisiana Department of Education and six school districts to build a comprehensive school mental health framework that serves students, school staff, and families.
- The federally funded Strategic Prevention Framework-Partnerships for Success provides interventions and system supports to address underage drinking in ten of Louisiana's high need communities. In addition to the ten community coalitions across the state, SREC works with state-level administrators from the Louisiana Department of Health Office of Behavioral Health and the Governor's Office, to facilitate program improvement and analysis of programmatic outcomes.
- The Targeted Interventions Gaining Enhanced Re-entry (TIGER) program is a partnership between SREC and the Louisiana Department of Public Safety and Corrections that guides placement and classification of incarcerated individuals to help reduce recidivism. With the TIGER protocols, incarcerated individuals are asked a series of questions related to their needs and related to risk factors using instruments that have been developed by SREC staff. Results help correctional staff

systematically triage offenders, and better prioritize resources to meet offender needs such as those with substance abuse and housing issues.

- The Louisiana Children’s Trust Fund (LCTF), situated within the Governor’s Office, works with community agencies across the state to prevent child abuse and neglect. SREC partners with LCTF processing their grant proposal applications, collecting the data from each program, and producing an annual evaluation report.

Building on its current success, SREC is working to expand and enhance its work regionally and nationally. Over the next five years, the goals of the SREC as a Center for Research Excellence will:

- Cultivate strong cross-sector partnerships that recognize and respond to the needs of individuals, families, and their communities
- Evaluate programs, policies, and initiatives to improve the lives of individuals, families, and their communities
- Produce and disseminate quality research that facilitates social transformation
- Deliver services that enable partners to engage in sustainable and effective practices that meet the needs of their communities and stakeholders
- Use strategic and equitable practices to recruit, retain, and develop competent and skilled interdisciplinary professionals

3. Resources and Administration

The SREC is housed in the College of Human Sciences and Education and currently has five core faculty members, twenty-three affiliated faculty from almost every college on campus, nine full-time staff members, and sixteen Graduate Assistants working in the Center from six different LSU departments. All SREC faculty and staff report to the SREC Director. Existing facilities and offices are sufficient to support the Center.

4. Funding and Budget

Over its 30-year history, SREC has acquired over \$100 million in federal and state funding, and foundational grants and contracts. Since SREC became a Board of Regents designated research Center in 2017, it has leveraged over \$11 million in external funding. Federal grants and contracts have come from the US Department of Education, the Administration of Children and Families, US Department of Justice (DOJ) Office of Juvenile Justice and Delinquency Prevention, DOJ Bureau of Justice Administration, US Department of Health and Human Services, US Department of Housing and Urban Development, and the Substance Abuse and Mental Health Services Administration. State grants and contracts have come from Louisiana Department of Education, Louisiana Department of Health Office of Behavioral Health, Louisiana Department of Children and Family Services, Louisiana Department of Public Safety and Corrections, and the Governor’s Office of Community Programs. Based on historical funding and recent growth, the Center projects grant and contract revenue of approximately \$4 million per year, which is expected to cover all SREC costs.

Staff Analysis

The SREC was initially authorized by Regents in 2017 when it was organized into a centralized administrative unit that was attracting significant state and federal funding. Since then, SREC has demonstrated sustainable external funding through significant state and federal grants and continues to provide critical scholarship in the field. The East Baton Rouge Parish District Attorney’s Office, Department of Public Safety and Corrections, Louisiana Department of Health Office of Behavioral Health, and the Louisiana Department of Education each provided strong letters in support of SREC’s excellence. Partnerships with state agencies in community-serving projects provide evidence that SREC meets Regents Center of Excellence standards.

STAFF RECOMMENDATION

Senior Staff recommends designation of the Social Research and Evaluation Center as a Center of Research Excellence. A request for continued authorization and designation as a Center of Research Excellence is due April 1, 2028.

Collis B. Temple, III
Chair

Gary N. Solomon, Jr.
Vice Chair

Robert W. Levy
Secretary

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



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Catarena M. Lobré, Student

Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
STATEWIDE PROGRAMS COMMITTEE

Wednesday, March 22, 2023

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, Louisiana

VIII. Reports and Recommendations

F. Statewide Programs

1. Consent Agenda

- a. TOPS Exceptions – TOPS provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year.
- b. TOPS Home Study Exception – TOPS provision that requires a student to begin a home study program no later than the conclusion of the tenth grade.

Agenda Item VIII.F.1.a.

Consent Agenda: TOPS Exceptions

Requests for exception to the TOPS 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 their immediate control and that necessitate full or partial withdrawal from or non-enrollment in an eligible postsecondary institution.

Sixteen requests for exception were reviewed and approved by the LOSFA Advisory Board at its meeting on January 19, 2023. The students have presented facts and circumstances that the students believe justify the granting of an exception as an exceptional circumstance.

LOSFA Advisory Board Recommendation

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

Agenda Item VIII.F.1.b.

Consent Agenda: TOPS Home Study Exceptions

Requests for exception to the TOPS provision that requires a student to begin a home study program no later than the conclusion of the tenth grade.

The TOPS statute requires that a student begin a home study program no later than the conclusion of the tenth-grade year. Act 95 of the 2021 Regular Session of the Louisiana Legislature implemented a provision which allows the administering agency to grant exceptions to this requirement when a student provides documentation that the transfer to a home study program later than the statutorily provided time frame was beyond the student's control.

One request for an exception to the deadline to begin a home study program was reviewed and approved by the LOSFA Advisory Board at its meeting on January 19, 2023. The student has presented facts and documentation that the student believes justifies the granting of an exception as an exceptional circumstance.

LOSFA Advisory Board Recommendation

The LOSFA Advisory Board recommends approval of the requests for exception to the deadline to begin a home study program no later than the conclusion of the tenth grade year.

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Board of Regents Meeting as a Committee of the Whole

REPORTS AND RECOMMENDATIONS
PLANNING, RESEARCH AND PERFORMANCE

Wednesday, March 22, 2023

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, Louisiana

VIII. Reports and Recommendations

G. Planning, Research and Performance

1. Consent Agenda

- a. R.S. 17:1808 (Licensure)
 - i. Renewal Applications
 - a) Herzing University
 - b) University of Southern California
- b. Proprietary Schools Advisory Commission
 - i. Initial Applications
 - a) Tender Loving Care Allied Health Training, LLC, Gretna, LA
 - ii. Renewal Applications
 - a) Academy of Acadiana-Lake Charles, Lake Charles, LA - License #2139
 - b) Accelerated Dental Assisting Academy - Hammond, Hammond, LA - License #2235***
 - c) Accelerated Dental Assisting Academy - Lake Charles, Lake Charles, LA - License #2308***
 - d) Compass Career College, Hammond, LA - License #2327
 - e) Gonzales Medical Assistant School, Gonzales, LA - License #2164
 - f) Infinity College, Lafayette, LA - License #2140
 - g) Learning Bridge Career Institute, Houma, LA - License #2141
 - h) Melba Beauty, Prairieville, LA - License #2311
 - i) National Driving Academy, Greensburg, LA - License #978
 - j) New Orleans Culinary & Hospitality Institute, Inc. (NOCHI), New Orleans, LA - License #2237

- k) SIHAF Career Institute, Shreveport, LA - License #2347
- l) Southern Security School, New Orleans, LA - License #2260
- m) The Laser and Medical Aesthetic Academy at ACWH, Gonzales, LA - License #2346
- n) Tulsa Welding School - Tulsa Campus, Tulsa, OK - License #2096
- o) Unitech Training Academy - Alexandria, Alexandria, LA - License #2116
- p) Unitech Training Academy - New Orleans, New Orleans, LA - License #2166

2. Associate of Science in Teaching Transfer Agreements – Policy Update

AGENDA ITEM VIII.G.1.a.i.a).
Herzing University
Menomonee Falls, WI

BACKGROUND

Herzing University (HU) is a higher education institution with its main campus in Metairie, LA. The university is accredited by the Higher Learning Commission (HLC) and the Accrediting Bureau of Health Education Schools (ABHES).

ACADEMIC PROGRAM

Herzing University (HU) offers 47 academic programs in nursing, business, healthcare, legal studies, public safety, and technology programs that lead to master's, bachelor's, and associate degrees. The university currently has 343 students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	8
Bachelor's	194
Associate	141
Technical Diploma	0
Other	0
Total	343

FACULTY

Herzing University (HU) has 17 full-time faculty and 28 part-time faculty at various degree levels.

FACILITIES

Herzing University (HU) offers online, classroom lecture, classroom laboratory, and independent study instruction to Louisiana residents.

STAFF RECOMMENDATION

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

AGENDA ITEM VIII.G.1.a.i.b)
University of Southern California
Los Angeles, CA

BACKGROUND

University of Southern California (USC) is a higher education institution located in Los Angeles, CA. The university is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC-WASC).

ACADEMIC PROGRAM

University of Southern California (USC) offers 142 academic programs that lead to doctoral, master’s, bachelor’s, and associate degrees and graduate certificates in various disciplines in keeping with a large research university. The university currently has 26 students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	11
Master’s	15
Bachelor’s	0
Associate	0
Technical Diploma	0
Other- (Graduate Certificate)	0
Total	26

FACULTY

University of Southern California (USC) has 885 full-time and part-time faculty at various degree levels.

FACILITIES

University of Southern California (USC) offers online and experiential learning practicum instruction to Louisiana residents.

STAFF RECOMMENDATION

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

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Minutes

Board of Regents' Proprietary Schools Advisory Commission

January 31, 2023

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met Tuesday, January 31, 2023, in Room 153 in the Claiborne Building. Vice-Chair Melanie Amrhein called the meeting to order at 10:00 a.m. The roll was then called by Ms. Courtney Britton and a quorum was established. There were no public comments to be read.

Commission Members Present

Melanie Amrhein, Vice Chair
Chris Broadwater
James Dorris
Carmen Million
Randy Plaisance
Susana Schowen

Commission Members Absent

James Fontenot, Chair
Jada Lewis
Sherri Despino

Staff Members Present

Courtney Britton
Mighan Johnson
Antonio Williams
Chandra Cheatham

Guests Present

(See Appendix)

The first item of business was the election of officers for the Commission for 2023. Vice-Chair Amrhein reminded the Commission members that state law requires the Commission to elect from its membership a chair and vice-chair annually, and the law does not restrict the number of terms an individual can serve.

Commission member Carmen Million nominated James Fontenot as Chair. Mr. James Dorris nominated Mr. Chris Broadwater who declined the nomination. With there being no other nominations,

on motion of Carmen Million, seconded by Chris Broadwater, the Proprietary Schools Advisory Commission unanimously elected James Fontenot as Chair for 2023.

Commission member Chris Broadwater nominated Melanie Amrhein as Vice-Chair. With there being no other nominations,

on motion of Chris Broadwater, seconded by Carmen Million, the Proprietary Schools Advisory Commission unanimously elected Melanie Amrhein as Vice-Chair for 2023.

The next item of business was the approval of minutes from the Commission's meeting on November 15, 2022.

On motion of Chris Broadwater, seconded by Melanie Amrhein, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the November 15, 2022, Proprietary Schools Advisory Commission meeting.

The next item considered by the Commission was initial license applications. The first initial license application was from AAA Crane and Rigging, LLC. The school will be located in Addis, Louisiana. The school was represented by its Owner, Mandy Colson. Mr. Antonio Williams reviewed the materials for the Commission members, informing them that the institution was proposing to offer six programs: Signalperson & Rigger Level One NOVICE (48 clock hours), Signalperson, Rigger Level One & Rigger Level Two NOVICE (80 clock hours), Telescopic Boom Fixed Cab (TSS) NOVICE (80 clock hours), Telescopic Boom Fixed Cab (TSS) & Telescopic Boom Swing Cab (TLL) NOVICE (160 clock hours), Telescopic Boom Swing Cab (TLL) & Lattice Boom Crawler Crane (LBC) NOVICE (160 clock hours), and Telescopic Boom Fixed Cab (TSS), Telescopic Boom Swing Cab (TLL), Lattice Boom Crawler (LBC) NOVICE (240 clock hours). The school was previously licensed between 2019 and 2021. The license expired due to incomplete renewal materials. The school did not submit student records to the Board of Regents, but has informed staff that they maintain the required records. The application met all legal and administrative requirements to be approved for an initial license.

Discussion included confirmation of the student records, current company partnerships, class size, how the school helps high school students, number of students who completed the program when the school was previously licensed and why the original license expired. Following further discussion of the audited balance sheet, the amount the school owed the IRS in back taxes due to a payroll error during a payroll company transition, and the current status of the school with the IRS,

Susana Schowen made a motion to approve the initial license application for AAA Crane and Rigging LLC, Addis, Louisiana, there was no second and the motion failed.

On motion of Chris Broadwater and seconded by Carmen Million, the Proprietary Schools Advisory Commission deferred the initial license application for AAA Crane and Rigging LLC, Addis, Louisiana to the next Commission meeting to allow the school time to provide additional documentation regarding the taxes owed.

The second initial license application was from Tender Loving Care (TLC). The school will be located in Gretna, Louisiana. The school was represented by its owners, Tajuan Hall & LaVeanca Box. Ms. Mighan Johnson reviewed the materials for the Commission members, informing them that the institution was proposing to offer (2) programs: EKG Technician (Hybrid) (96.0 clock hours) and Phlebotomy Technician (Hybrid) (64.0 clock hours). The application met all legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the school owners' backgrounds, commitment to helping their community and high school students, plans for instructors, and tuition and payment options,

on motion of Chris Broadwater seconded by Susana Schowen, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the initial license application for Tender Loving Care, Gretna, Louisiana.

The next agenda item considered by the Commission was operating license renewals. Over the previous two months, 16 schools submitted complete renewal applications. Ms. Britton also noted that two schools, Accelerated Dental Assisting Academy-Hammon and Accelerated Dental Assisting Academy-Lake Charles had made a special request for a shorter license period, to align the licenses of all Accelerated Dental Assisting Academies (noted by the asterisks below). The renewed licenses for these two schools will be for 9 months as opposed to 12 months.

Two school licenses would not be renewed this cycle:

License #2285 Advanced Welding School
License #2310 Southeastern Louisiana Technical College

Advanced Welding unfortunately had to close abruptly at the end of 2022. Proprietary School staff have been in contact with the school owner and plan to receive student records in the next few weeks. If necessary, arrangements will be made for teach-outs or tuition reimbursement with any affected students. It is staff's understanding that Southeastern Louisiana Technical College never enrolled any students during its two years of operation, but staff will follow up with requests to confirm.

On motion of Carmen Million, seconded by Chris Broadwater, the Proprietary Schools Advisory Commission unanimously voted the Board of Regents renew the licenses of the following proprietary schools:

Academy of Acadiana-Lake Charles - License #2139
Accelerated Dental Assisting Academy - Hammond - License #2235*
Accelerated Dental Assisting Academy - Lake Charles - License #2308*
Compass Career College - License #2327
Gonzales Medical Assistant School - License #2164
Infinity College, Inc. - License #2140

Learning Bridge Career Institute - License #2141
 Melba Beauty - License #2311
 National Driving Academy, Inc. - License #978
 New Orleans Culinary & Hospitality Institute, Inc. (NOCHI) - License #2237
 SIHAF Career Institute - License #2347
 Southern Security School - License #2260
 The Laser and Medical Aesthetic Academy at ACWH - License #2346
 Tulsa Welding School - Tulsa Campus - License #2096
 Unitech Training Academy - Alexandria - License #2116
 Unitech Training Academy - New Orleans - License #2166

The next agenda item was an update on program approvals. Vice-Chair Amrhein reminded the Commission that program approvals were being shared for informational purposes only. No questions were brought forward regarding the following program approvals.

Academy of Interactive Entertainment

Lafayette, LA

- Amend
Advanced Diploma of Professional Game Development – Game Art & Animation
1365.0 clock hours
- Amend
Advanced Diploma of Professional Game Development – Game Programming
1365.0 clock hours
- Amend
Advanced Diploma of Screen & Media: 3D Animation and VFX for Film
1365.0 clock hours
- Amend
Associate of Occupational Studies in Game Art and Animation
1590.0 clock hours
- Amend
Associate of Occupational Studies in Game Programming
1590.0 clock hours
- Amend
Associate of Occupational Studies in Screen and Media: 3D Animation and VFX for Film
1590.0 clock hours
- Add
Advanced Diploma of Professional Game Development – Game Design & Production
1590.0 clock hours

Next Level Educational Services

LaPlace, LA

- Add
Medical Assistant – 540.0 clock hours

For the other business items Ms. Britton announced that the Proprietary Schools team added a new team member, Annie Evans. Ms. Britton also gave the update that at the January meeting, the Board of Regents voted to uphold the Commission's hearing recommendations regarding Kingdom Technical College. Ms. Britton also led a discussion regarding revisions to forms and materials from application packets that are presented to the Commission. The next meeting of the Proprietary Schools Advisory Commission is scheduled for March 14, 2023, at 10:00 a.m., in Room 1-153 of the Claiborne Building. There being no further business, the meeting adjourned at 10:45 a.m.

APPENDIX A
GUESTS

LaVenanca Box	TLC Allied Health Training
Jamie Colson	AAA Crane and Rigging
TaJuan Hall	TLC Allied Health Training
Britany Munn	AAA Crane and Rigging
Amanda LaGroue	LA Department of Justice

AGENDA ITEM VIII.G.2.

Response to Act 244 of the 2022 Regular Legislative Session

Executive Summary

The Associate of Science in Teaching (Grades 1-5) Transfer Agreement between the Louisiana Community and Technical College System and the Louisiana State University System, Southern University System, and University of Louisiana System was revised and approved by the Board of Regents on December 15, 2021. This transfer agreement was revised to ensure a smooth transition from a Board of Regents approved Associate of Science in Teaching (Grades 1-5) degree program at a regionally accredited public community college to a Board of Regents approved Bachelors of Science in Teaching (Grades 1-5) degree program at a regionally accredited four-year public institution.

Act 244 of the 2022 Regular Legislative Session removed the Praxis Core assessments as a certification requirement and as an entrance requirement to Teacher Preparation Programs. The Louisiana Department of Education and the Board of Elementary and Secondary Education revised policy to remove the Praxis Core.

The Transfer Policy is being aligned to state law to remove the Praxis Core as a requirement for the Associate of Science in Teaching (Grade 1 – 5).

STAFF RECOMMENDATION

Senior staff recommends the Board approve the revisions to the Associate of Science in Teaching (Grades 1-5) Transfer Agreement.

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**ASSOCIATE OF SCIENCE IN TEACHING (GRADES 1-5)
TRANSFER AGREEMENT BETWEEN
LOUISIANA COMMUNITY AND TECHNICAL COLLEGE SYSTEM AND
LOUISIANA STATE UNIVERSITY SYSTEM, SOUTHERN UNIVERSITY SYSTEM,
AND
UNIVERSITY OF LOUISIANA SYSTEM**

Preamble

The Associate of Science in Teaching (Grades 1-5) Transfer Agreement between the Louisiana Community and Technical College System and the Louisiana State University System, Southern University System, and University of Louisiana System has been created to ensure a smooth transition from a Board of Regents approved Associate of Science in Teaching (Grades 1-5) degree program at a regionally accredited public community college to a Board of Regents approved Bachelors of Science in Teaching (Grades 1-5) degree program at a regionally accredited four-year public institution. The outcome generates an increased number of new teachers who possess the knowledge and skills to effectively teach students in grades 1-5.

Transfer Agreement

All 60 credit hours in a Board of Regents approved Associate of Science in Teaching (Grades 1-5) degree program will meet the general education requirements if all Transfer Agreement Conditions have been met. The general education requirements include 6 hours of English; 9 credit hours of Humanities (Literature and History); 6-12 credit hours of Mathematics;

9-15 credit hours of Natural Sciences-Life Sciences (i.e., Biology), and Physical Science (e.g., Chemistry, Physics, Earth Science); 9 credit hours of Social Science (e.g., Government, Geography, & Economics); and 3 credit hours of Fine Arts. The Board of Regents Statewide General Education Requirements must be addressed. In addition, 6 credit hours of education courses required in the Associate of Science in Teaching (Grades 1-5) degree program will meet the requirements of two education courses identified by the universities (e.g., Introduction to Education; Child Development; Multicultural/Exceptional Education; Educational Technology, etc.). All graduates of Associate of Science in Teaching (Grades 1-5) degree programs will be required to complete all remaining hours in the baccalaureate degree program (i.e., completion of 60 credit hours in a program that contains a total of 120 credit hours).

Conditions for Transfer Agreement

The following conditions must be met for the Transfer Agreement to be valid:

- The Associate of Science in Teaching (Grades 1-5) degree program at a community college must address the core structure that has been approved by the Louisiana Community and Technical College System and Southern University Shreveport (SUSLA) for all Associate of Science in Teaching (Grades 1-5) degree programs.
- The Associate of Science in Teaching (Grades 1-5) degree program at a community college must have a matrix that demonstrates the alignment of the required general education courses with the Louisiana Department of Education content standards for grades 1-5, and the teacher competencies identified by the Board of Elementary and Secondary Education. ~~and the Praxis expectations for the basic skills and subject assessments.~~

- All Associate of Science in Teaching (Grades 1-5) graduates must complete all the courses required for the community college program that was approved by the Board of Regents.
- ~~All Associate of Science in Teaching (Grades 1-5) graduates must (1) attain a passing score on the *Praxis* basic skills assessments (e.g., *Core Academic Skills for Educators in Mathematics, Reading, and Writing*) or an appropriate ACT or SAT score as defined by the Board of Elementary and Secondary Education.~~
- All Associate of Science in Teaching (Grades 1-5) graduates must possess a 2.5 or higher grade point average.
- All Associate of Science in Teaching (Grades 1-5) graduates must meet all university admission requirements to be admitted to a university.
- All Associate of Science in Teaching (Grades 1-5) graduates must meet the same national accreditation (e.g., National Council for Accreditation of Teacher Education; Teacher Education Accreditation Council; Council for the Accreditation of Educator Preparation) requirements for admission to the teacher preparation programs as all other candidates (e.g., interview, disposition rating, recommendations, etc.).
- All two-year community colleges with Associate of Science in Teaching (Grades 1-5) degrees and all four-year teacher preparation programs in Louisiana must have a contact person to facilitate an articulation agreement to provide the teacher candidates a seamless transfer from the two-year teacher preparation programs to the four-year teacher preparation programs.

Teacher Preparation Oversight Committee

A Teacher Preparation Oversight Committee will oversee the successful implementation of the Associate of Science in Teaching (Grades 1-5) Transfer Agreement. The committee will meet a minimum of three times a year and be composed of a college of education dean or designee from the LSU System, college of education dean or designee from the Southern University System, college of education dean or designee from the University of Louisiana System, college of education dean from the private universities, directors from three Associate of Science in Teaching (Grades 1-5) degree programs, Board of Regents representative, Louisiana Community and Technical College representative, Louisiana Department of Education representative, and Board of Elementary and Secondary Education representative. The Board of Regents will be responsible for meeting arrangements and the meetings will be co-chaired by the Board of Regents and Louisiana Community and Technical College system representatives. The oversight committee will be responsible for monitoring the implementation of the transfer agreement and identifying solutions when issues need to be resolved. They will also be responsible for identifying future changes to the Transfer Agreement. All college of education deans and chief academic officers at four-year institutions and all directors and chief academic officers of Associate of Science in Teaching (Grades 1-5) degree programs at two year institutions must approve future changes in the Transfer Agreement before the changes are submitted to the Board of Regents for approval.