

# NOTICE OF MEETINGS

Board meeting to be held at the  
Claiborne Building  
Thomas Jefferson Rooms A&B  
1201 N. 3<sup>rd</sup> Street, First 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, June 15, 2022

Event	Time	Location
<b>Joint Board of Regents/Board of Elementary and Secondary Education (BESE) Meeting hosted by BESE</b>	9:00 a.m.	Louisiana Purchase Room Claiborne Building 1201 North Third Street, 1st Floor Baton Rouge, Louisiana
<b>Committee Meetings</b> Finance Legislative Facilities & Property Academic and Student Affairs Research and Sponsored Initiatives Statewide Programs Planning, Research & Performance	11:05 a.m. 11:20 a.m. 11:35 a.m. 11:45 a.m. 12:00 p.m. 12:20 p.m. 12:40 p.m.	Thomas Jefferson Rooms A&B 1-136 Claiborne Building 1201 North Third Street, 1st Floor Baton Rouge, Louisiana
<b>Board of Regents' Meeting **</b>	1:30 p.m.	Thomas Jefferson Rooms A&B 1-136 Claiborne Building 1201 North Third Street, 1st Floor Baton Rouge, Louisiana

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

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

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

**JOINT MEETING**  
**BOARD OF ELEMENTARY AND SECONDARY EDUCATION**  
**AND**  
**BOARD OF REGENTS**

**Mr. James Garvey, President,  
Board of Elementary and Secondary Education, Presiding**

**Wednesday, June 15, 2022  
Claiborne Building  
Room 1-100, The Louisiana Purchase Room  
1201 North Third Street, Baton Rouge, Louisiana 70802**

**9:00 a.m.**

**AGENDA**

1. Call to Order
2. Roll Call
3. Approval of the Minutes
  - 3.1. December 15, 2021
4. Items for Consideration
  - 4.1. Consideration of an update report regarding the Office of Broadband Development and Connectivity
  - 4.2. Consideration of an update report regarding Dual Enrollment
  - 4.3. Consideration of an update report regarding Fast Forward
  - 4.4. Consideration of Extension Academy NOLA Public Schools
  - 4.5. Consideration of an update report regarding the addition of dual enrollment psychology to the TOPS Weighted GPA grid
  - 4.6. Consideration of an update report regarding Teacher Recruitment, Recovery and Retention

JOINT MEETING  
BOARD OF REGENTS  
AND  
BOARD OF ELEMENTARY AND SECONDARY EDUCATION

December 15, 2021

DRAFT MINUTES

In accordance with the 1974 Louisiana Constitution, Article VIII, Section 5(D), a joint meeting of the Board of Regents (BoR) and the Board of Elementary and Secondary Education (BESE) was called to order at 9:00 a.m. on Wednesday, December 15, 2021. The meeting was called to order by Mr. Blake David, Chair, Board of Regents.

The rolls were called and quorums established for the Board of Regents and the Board of Elementary and Secondary Education.

Board of Regents

Present

Blake David, Chair  
T. Jay Seale III, Vice Chair  
Sonia Pérez, Secretary  
Randy Ewing  
Stephanie Finley  
Cameron Jackson  
Phillip May, Jr.  
Charles McDonald  
Darren Mire  
Wilbert Pryor  
Gary Solomon, Jr.  
Terrie Sterling  
Collis Temple III  
Felix Weill  
Judy Williams-Brown

Absent

Robert Levy

Board of Elementary and Secondary Education

Present

Sandy Holloway, President  
Kira Orange Jones, Vice President  
Ashley Ellis, Secretary-Treasurer  
Preston Castille  
Belinda Davis  
James Garvey, Jr.  
Michael Melerine  
Ronnie Morris  
Thomas Roque  
Doris Voitier

Absent

Holly Boffy

## PUBLIC COMMENTS

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

## APPROVAL OF BoR/BESE MINUTES OF JUNE 16, 2021

**On motion of Regent Temple, seconded by Regent Pérez, the Board of Regents and the Board of Elementary and Secondary Education voted unanimously to approve the minutes of the joint meeting of the Board of Regents and the Board of Elementary and Secondary Education held on June 16, 2021.**

## 2021 KEVIN P. REILLY, SR. LOUISIANA EDUCATION QUALITY TRUST FUND (LEQTF) REPORT BY THE TREASURER'S OFFICE

Chair David welcomed Chief Investment Officer John Broussard to the meeting.

Mr. Broussard provided the Boards with an overview of the *2021 Kevin P. Reilly, Sr. Louisiana Education Quality Trust Fund (LEQTF) Report*. He reminded the Boards of the origin of the Fund in 1986 and its funding source. He noted that the LEQTF currently sits at approximately \$1.6 billion and has provided \$1.85 billion for educational enhancements and opportunities at every level of education in Louisiana over the years. The fund has various names: the State Treasury calling it LEQTF, with BESE referring to its Support programs as the 8(g) Fund and the Board of Regents calling it the BoR Support Fund.

Mr. Broussard then noted that the major sources of income for the LEQTF are investment income, capital gains/losses, and royalty income. The total fund earned 13.1% from the fiscal year ending on June 30, 2021, with capital gains/losses showing a massive increase. He explained the constitutional limit on equity holdings and noted that three times in this fiscal year equity investments had to be sold off to stay under the threshold. A bill has been passed in the legislature to amend the constitution to raise this threshold limit; this will go before voters in 2022.

In 2021, the annual allocation to BoR and BESE was \$54 million. Overall, the cumulative allocations to the fund have been \$2.69 billion, with \$1.85 million to BESE and Regents and \$848 million to the Permanent Fund. Mr. Broussard outlined the portfolio asset allocation as well as the LEQTF performance versus the internal benchmark performance and royalty earnings.

Regent Weill asked how the 35% equity threshold is evaluated. Mr. Broussard responded that this occurs through an agreement with the Legislative Auditor's office. This comparison of market value of portfolio versus market value of equities is done on a quarterly basis, and if the market value of equities exceeds 35% of the market value of the total portfolio, then a plan is developed to liquidate after the end of the quarter.

Regent Weill also asked whether, considering low interest rates, equities are sold to realize capital gains so they may be reinvested to stabilize funds. Mr. Broussard responded that his team monitors investments and rates as they fluctuate as well as maturity of investments so that they may make

prudent decisions. Mr. Morris asked how the proposed amendment will affect the investments. Mr. Broussard responded that they would ask for 50% threshold but will likely receive a 40-45% threshold. Regent Temple expressed concerns about market fluctuations and underscored the importance of protecting the Fund.

#### **REPORT FROM THE OFFICE OF BROADBAND DEVELOPMENT AND CONNECTIVITY**

Chair David welcomed Mr. Veneeth Iyengar, Executive Director of the Office of Broadband Development and Connectivity, to provide a report on his work. Mr. Iyengar remarked on progress made so far and reiterated the vision of his office to close the digital divide by 2029. Mr. Iyengar broke down the funding available through a variety of funds including the Rural Digital Opportunity Fund, GUMBO grant program, IIJA (Infrastructure, Investment and Jobs Act) and FCC Emergency Broadband Benefit Program. He mentioned that ConnectLA has visited 50 parishes in Louisiana to talk with stakeholders and community leaders. He then summarized the work of his office drafting a five-year outline for funding, and embracing opportunities to speak about their work at the national level. Mr. Iyengar then broke down what 2022 will look like with applications, awards and implementation of the GUMBO grant, five-year plan submission, starting the first phase of the Rural Digital Opportunity Fund, and receiving accurate data and maps from the FCC.

Regent Ewing asked how the implementation of the digital literacy initiative will be approached. Mr. Iyengar responded that the Board of Regents has partnered with NorthStar Digital Literacy to provide digital literacy programs across the state through public libraries or community colleges. Regent Ewing asked whether funds are available to purchase the equipment needed for this program. Mr. Iyengar stated that a line item is included in the Infrastructure Bill to address this need and this also provides an opportunity for public-private partnerships. Regent Finley added that community centers may be another place to implement these digital literacy programs. Mr. Iyengar agreed that programs must be housed in places that people trust, including community centers, churches, and schools, with the media disseminating information. Mr. Morris asked about outreach to the medical community and the opportunity for telemedicine to be offered to those in hard-to-reach areas. Mr. Iyengar responded that the two main obstacles to telemedicine are lack of access to internet and digital literacy. He added that his office is connected with federal qualified health centers in rural areas to study their model on how they address the telehealth divide. These issues are accounted for in the five-year plan. Regent Sterling asked what issues are most pressing in Mr. Iyengar's mind. He responded that much of the work may take years to implement fully across the state because a workforce must be built up and supply chain issues addressed for the expansion of infrastructure. Mr. Iyengar also mentioned the need for additional staff to accomplish the charge laid before his office. Ms. Orange Jones asked how much progress has been made in Louisiana in comparison to other states. Mr. Iyengar emphasized that Louisiana has made more significant progress towards closing the digital divide than many other states.

#### **ADDITION TO DUAL ENROLLMENT TOPS WEIGHTED GPA GRID**

Chair David called on Dr. Susannah Craig, BoR, and Mr. Ken Bradford, LDOE, to speak on Act 334 of the 2021 Regular Session, which amended R.S. 17:5025 to add African American History to the social studies core curriculum requirements for TOPS awards. This course and content were previously approved for addition to the Statewide

Articulation Matrix as CHIS 2103 and campus Chief Academic Officers approved the addition of CHIS 2103 to the social studies cores for TOPS and Board of Regents. Mr. Bradford then gave some historical analysis and discussed Act 59, signed in 2013 by the Governor, which reset the course requirements for a TOPS scholarships and allowed BESE and BoR to consider core academic courses for TOPS to be put on a five-point weighted scale. With the reset of these courses, BESE aligned their diploma with TOPS and this helped ensure students qualified for TOPS. Mr. Bradford also mentioned the second part of Act 59 that weighted the courses on a five-point scale as students were reluctant to take dual enrollment, advanced placement courses or IB courses as they were weighted on a four-point scale and would affect GPAs for TOPS. Act 334 passed in June 2021, added African American Studies as a social studies core curriculum requirement for TOPS and BESE approved this course, in August 2021, as a fourth social studies requirement. The request from the Board of Regents and BESE is that the dual enrollment African American History course to be added as a social studies elective for TOPS and BoR cores, and that it be placed on a five-point weighted scale.

**On motion of Regent May, seconded by Regent Finley, the Board of Regents and the Board of Elementary and Secondary Education unanimously approved the inclusion of CHIS 2103 African American History in the social studies electives' choices for the TOPS and BoR Cores, as well as the inclusion of this course in the calculation which provides increased weight to DE courses in the BoR and TOPS cores, beginning in Spring 2022.**

**REPORT REGARDING HCR 39 OF THE 2021 REGULAR LEGISLATIVE SESSION (TEACHER RECRUITMENT, RECOVERY AND RETENTION TASK FORCE)**

Chair David welcomed Mr. Barry Erwin, CEO of the Council for a Better Louisiana, along with Dr. Susannah Craig, BoR, and Ms. Em Leblanc-Cooper, LDOE, to present the Teacher Recruitment, Recovery and Retention Task Force report. Mr. Erwin co-chaired this Task Force alongside Commissioner Kim Hunter Reed of the Board of Regents. Mr. Erwin gave a brief overview of House Concurrent Resolution 39 of the 2021 Legislative Session, put forth by Representative Buddy Mincey. HCR 39 posed twenty-one questions to be addressed; this preliminary report responds to eleven of these questions, providing a picture of the current pipeline and trends to date. Mr. Erwin reviewed the diverse Task Force membership, as well as the timeline of their work to date in gathering robust state data and examining national trends. Dr. Craig provided data points emphasizing a decline in Louisiana educator preparation program enrollment and completion over the past ten years. Ms. Cooper provided a profile of the current Louisiana teacher workforce. Dr. Craig then described Task Force's analysis of several issues: requirements for educator programs, teacher enrollment and completers by ethnicity and race, teacher certification status, state reported teacher shortages by subject areas and strategies other states are offering to support teacher recruitment. Ms. Cooper presented the preliminary recommendations related to recruitment and emphasized the need to examine barriers for students entering teacher preparation programs and strategies to address these barriers. Ms. Cooper also outlined the Task Force's analysis of compensation models and incentives in Louisiana school systems and national data to determine best practices that can be used to develop state- or system-level guidance in developing compensation and incentive structures. Dr. Craig emphasized the importance of the

Board of Regents' work with LDOE to study the impact of Praxis core and content exams on enrollment in and completion of educator programs, as well as the importance of emphasizing dual enrollment pre-educator pathways in high schools.

Dr. Craig then discussed the Task Force's process to inform recovery, including national and state data from exit interviews, teacher burnout and turnover, job dissatisfaction and mental health and well-being. Dr. Craig reviewed recommendations around recovery, emphasizing the recommended BoR/LDOE partnership to compile research and develop recommendations related to teacher compensation and benefits. Ms. Cooper added that work with TRSL on return-to-work for teacher retirees as well as a study of the current educator evaluation system are also priorities. After the outline of these recommendations, the review and discussion of retention issues focused on national and state data related to loan forgiveness, scholarships, teacher residency, mentor and induction programs, professional development, school climate, and high-quality instructional materials. Dr. Craig outlined the preliminary recommendations for retention and emphasized the recommendation to "executive statewide listening sessions with educators to discuss the opportunities and barriers to teacher retention." Ms. Cooper added that working to improve school culture and climate as well as working conditions is vital.

The report presented to BESE and the Board of Regents provides 29 preliminary recommendations, but Dr. Craig identified the following Task Force priorities for 2022:

- Executive statewide listening sessions with educators to discuss the opportunities and barriers to teacher retention
- Through a partnership of BESE and BoR, study the impact of Praxis Core and content exams on educator preparation program enrollment
- Develop a statewide plan and model for incentives and compensation
- Collaborating with TRSL, complete a compensation study including return-to-work guidance for school districts

Regent Finley asked about the role of the HBCUs regarding the lack of diversity in the teaching profession. Dr. Craig responded that all HBCUs in Louisiana, with the exception of Dillard, have educator preparatory programs as well as alternative certification programs to help fill this gap. Dr. Craig added the Task Force needs to continue to work with the Louisiana Association of Colleges for Teacher Education (LACTE), a consortium of the deans/directors of colleges of education, to discuss the issue of diversity in the teaching profession. The Task Force also discussed teacher diversity grow your own programs like the "Call Me Mister" program, operating out of Clemson University, along with programs instituted at Grambling, LA Tech and Southern University. The Board of Regents continue to work with LDOE to prioritize a diverse teaching corp. Commissioner Reed added that Dr. Cade Brumley had spoken at a recent HBCU Advisory Council meeting about the lack of diversity and the commitment in Louisiana Believes to a diverse population of teachers. Regent Seale asked if there is a national model for unifying compensation across a state and in which every county/parish and school system is operating under the same assumptions. Dr. Craig responded that research into such models and their effectiveness will be a part of the 2022 research. Dr. Belinda Davis asked what can be done immediately to try to stop teachers leaving the classroom. Ms. Cooper responded that one solution is a return-to-work policy for teacher retirees to bring experienced teachers back to the classroom. She added that addressing barriers to students entering the educator programs may be impactful as well, though may not

immediately address needs. Dr. Davis expressed interest in why teachers are leaving the profession and the reluctance to be honest about their reasons for leaving in district exit interviews, strongly recommending that a third-party firm be used for exit interviews to provide anonymity. She also suggested adding a question to determine what state policies and practices, beyond the district level, might have contributed to teachers leaving the profession. Regent Weill asked which grade levels and classes have the most critical need for teachers. Ms. Cooper responded that middle and high school math and science, as well as special education across all grades, have a great need for teachers. Regent Weill asked whether pathways for those with other degrees, such as science and math, could provide a bridge into the teaching profession. Ms. Cooper responded that there are alternative certifications aimed at mid-level professionals, but improvements could be made in promoting this pathway to these individuals. Dr. Craig also mentioned that recruitment can occur within colleges housing these high-demand fields; for example, if a student started in pre-med student but has since left that pathway, we can then reach out to gauge their interest in teaching science.

Ms. Voitier mentioned that her district has struggled to fill teaching positions and stated that short- and long-term solutions are needed to address teacher shortages. She suggested that work be done with TRSL and legislators to remove barriers for retirees to return to work to fill these positions as a short-term solution. She added that her district has started its own teacher preparation program because the supply from educator programs at institutions was insufficient. Ms. Voitier discussed other issues including: the need for increased teacher diversity in both race and gender; the lack of movement in pay scale leading to teacher resignations, and the critical need for teachers in the middle to high school range. She cautioned the Task Force, when evaluating the Praxis requirement, to develop a tool to ensure that potential teachers are well educated in their content areas. Regent May commented that teacher resignations appear similar to resignation trends in other jobs and supported the idea of looking at individuals who are retired or are near retirement and have the means and passion to step into teaching roles. Ms. Orange Jones asked if the Task Force would be open to collecting benchmark data from schools that have done well to determine whether we see positive outcomes from different drivers. Mr. Garvey asked if the Task Force had looked at differentiated pay (raises and bonuses) to fill high-need teaching positions. Ms. Cooper responded that this item would be included in the compensation recommendation. Mr. Garvey followed up with a question on data regarding the loss of half of the new teachers within the first five years of the profession. He asked if new teachers are primarily placed in more difficult classrooms within their first several years. Ms. Cooper responded with an affirmative. Mr. Garvey noted that Jefferson Parish addressed this issue by passing rules to allow differentiated pay for low-income schools, which incentivizes more experienced teachers and administrators to fill these roles. Mr. Garvey asked the Task Force to consider this idea in their recommendations.

Ms. Ashley Ellis asked how the Task Force plans to tackle teacher shortages in rural communities. Ms. Cooper responded that this part of the discussion of educational prep programs looking at where programs are located, where teacher candidates are from, and whether they return home to teach. Ms. Cooper added that several recommendations will be presented for specific strategies to address different needs. Ms. Ellis asked whether any short-term incentives can be used in cases in which individuals uninterested in long-term benefits might fill a role temporarily and potentially then be recruited to a permanent position. Mr. Erwin responded that this is part of the compensation model to be developed by the Task Force. He added that such an approach would be dependent

upon each district's ability to incentivize these positions. He noted that in previous years the state eliminated the unified pay scale so that districts would be able to provide differentiated pay to attract teachers. He stated that there are advantages and disadvantages to both uniform and differentiated pay models. Mr. Morris commented that he became aware while working as a substitute teacher of the number of vacant classrooms and noted the increased pressure on teachers who are asked to cover classes with vacant teacher positions on top of their base workload. Regent Pryor commented that his workplace, a District Attorney's office, often has trouble hiring young professionals because of the starting salary and compared this to difficulties in recruiting teachers. He stated that it will continue to be hard to recruit teachers unless salaries are made comparable to other states. He added that some adjustments to the profession may be needed if pay cannot be increased, including adjusted daily schedules and time off. Regent McDonald commented that now is the time to attract professionals into the classroom and provide incentives to make the teaching profession more attractive. He suggested that bonuses be offered to retired teachers who are still effective and want to come back to the classroom. He added that increased pay is vital to attracting more teachers. Regent Ewing mentioned a report noting that English and reading proficiency among students tested was 30%. He asked Dr. Brumley what is being done to bring extra emphasis to reading programs for children at an early age. Dr. Brumley responded that LDOE is publicly and strategically trying to address this issue and that he would be willing to discuss this in more detail with Regent Ewing.

**On motion of Mr. Morris, seconded by Regent Weill, the Board of Regents and the Board of Elementary and Secondary Education received the 2021 preliminary report for HCR 39 of the 2021 Regular Legislative Session and authorized Regents staff to submit this report on behalf of both Boards to the House and Senate Committees on Education, with the final Task Force Report to be submitted in January 2023.**

#### CONSIDERATION OF AN UPDATE REGARDING FAST FORWARD

Chair David introduced Dr. Brumley, Mr. Bradford, Ms. Lisa Lohman (Vernon Parish School Board) and Ms. Aleen LeBoeuf (St. Bernard Parish School) to speak about the Fast Forward initiative. Dr. Brumley thanked Chair David for the opportunity to speak and mentioned the interest from other states that would like to adopt a similar program, which allows students to earn an associate degree or participate in a state-approved pre-apprenticeship/apprenticeship in high school. Mr. Bradford then provided a detailed timeline of the development of apprenticeship pathways with postsecondary and apprenticeship partners. In June 2021, BESE and BoR approved 39 pathways that lead either to an associate degree or an apprenticeship opportunity. Mr. Bradford outlined the next steps for the Fast Forward pathways with plans to:

- Align Accountability System to accelerate uptake
- Announce the Fast Forward track at the Jump Start Convention on January 25
- Offer monthly online and face-to-face technical assistance sessions to schools/school systems (supervisors, principals, counselors) implementing, wanting to create, or needing information on Fast Forward programs
- Continue conversations with postsecondary institutions and apprenticeship organizations wanting to participate in Fast Forward.

Mr. Bradford then introduced Ms. Aleen LeBoeuf and Ms. Lisa Lohman to speak about their experiences as representatives of schools that were early Fast Start adopters. Ms. LeBoeuf began by thanking the Boards for giving her the opportunity to speak on the positive impacts that Fast Forward has had at her school. She mentioned the importance of communication between high schools and postsecondary institutions, which is essential to ensure success of the students. She stated that her school wants to bring a vast variety of opportunities to students, and she plans to bring forth, in June 2022, Louisiana Transfer Degrees in business, humanities and fine arts so that students have opportunities to partner with local industries. Ms. LeBoeuf also mentioned working to build apprenticeship programs for nursing and culinary arts through potential partnerships with local associations. Ms. Lohman spoke of her role in adoption of Fast Forward in Region 5 through the Vernon Parish School Board and the success of Fast Forward in her district. Ms. Lohman said that signs of program success include positive promotion, purposeful placement, progress monitoring and powerful partnerships. She noted that Vernon Parish keeps the program basic and detail oriented as well as focusing on consistency in programs, communication with stakeholders and commitment to ensure that students succeed. Ms. Voitier talked about the Fast Forward initiative in St. Bernard Parish and the end goal of these pathways. She asked that funding for dual enrollment programs be considered a priority, as these offerings are expanding. Ms. Voitier elaborated that supplemental course allocations are available, but many of the community colleges are struggling financially with the expansion of dual enrollment courses and, if course offerings increase, it is likely that fewer dual enrollment courses will be fully funded.

#### **CONSIDERATION OF AN UPDATE REGARDING DUAL ENROLLMENT TASK FORCE**

Commissioner Reed thanked Ms. LeBoeuf and Ms. Lohman for speaking about their experience with Fast Forward and introduced Ms. Mellynn Baker to provide an update from the Dual Enrollment Task Force. Ms. Baker spotlighted the annual report, which was released in June 2021 and has received national recognition as an exemplar in analyzing data on dual enrollment and its impacts on student success. Ms. Baker then highlighted the Dual Enrollment Portal, to be launched in January 2022. She provided screen shots of the portal along with a phased timeline of the launch. Chair David thanked the team for their hard work and asked LDOE and BoR to continue to work towards completing the recommendations of the Dual Enrollment Task Force. He offered the Regents' support in reaching these goals and expanding access to dual enrollment throughout the state of Louisiana.

#### **OTHER BUSINESS**

Commissioner Reed spoke on continued collaboration and alignment around issues raised during the meeting including accountability alignment to increase uptake, funding issues, and legislative requests to build up a core of high school teachers eligible to teach dual enrollment. Commissioner Reed added that BoR is looking forward to the launch of the Dual Enrollment Online Portal, which will provide students, parents and counselors with a one-stop shop to access information on dual enrollment. She stated that the Dual Enrollment Task Force continues to work towards universal access, funding, pathways, instructor support and program integrity. Commissioner Reed emphasized the importance

of having substantive joint meetings with BESE to discuss the important work and the challenges that the two Boards must take on together.

**ADJOURNMENT**

**On motion of Regent Temple, seconded by Mr. Castille, the joint meeting of the Board of Regents and the Board of Elementary and Secondary Education adjourned at 11:09 a.m.**

DRAFT

**Appendix A**  
**JOINT MEETING GUEST LIST**  
**BOARD OF REGENTS**  
**AND**  
**BOARD OF ELEMENTARY AND SECONDARY EDUCATION**

Wednesday, December 15, 2021

<b>NAME</b>	<b>AFFILIATION</b>
Richard Baker	LSU
Michael Duarte	The Center for Literacy & Learning
Caroline Roemer	LA Association of Public Charter Schools
Aleen LeBoeuf	St. Bernard Parish Schools
Anna Bartel	LSU
Jackie Bach	LSU
JM Wolfe	LSU
Frank Neubrander	LSU – Cain Center
Jeannine Kahn	UL System
Matt Lee	LSU
Marcus Thomas	LAE
Terrence Lockett	ERN
Gordan Ford	Lincoln Prep Schools
Brad Stevens	ULS
Bruce Boyet	CA
Kevin Englande	CA
Michelle Mastainich	CA
Alterman “Chip” Jackson	LCTCS
Toya Barnes – Teamer	HCM Strategists

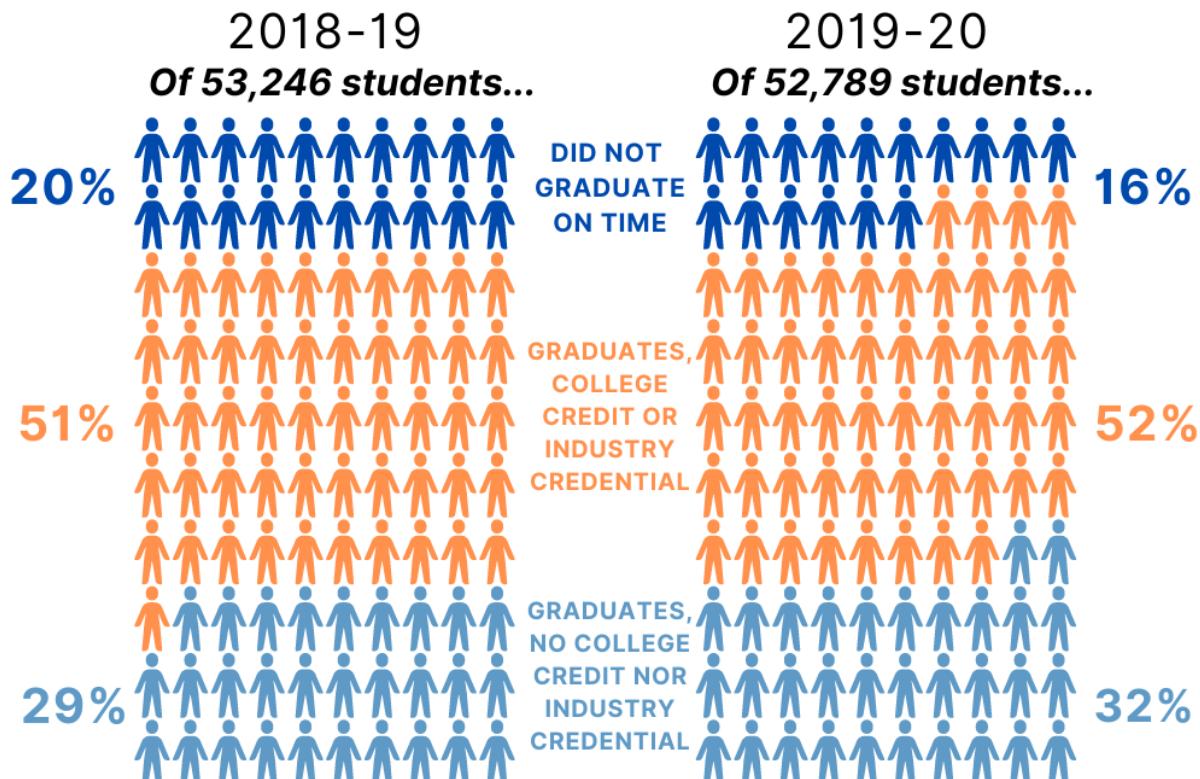


# LOUISIANA DUAL ENROLLMENT

The Dual Enrollment Task Force was created by the legislature in 2019 to identify the significant challenges and opportunities Louisiana must address to reach its goal of providing universal access to dual enrollment in high schools across our state. Studies show that students who participate in dual enrollment are more likely to enroll in college, persist, and complete. That is why it's a key student success strategy here in Louisiana and across the nation.

To advance our work, in 2019 the Board of Elementary and Secondary Education and the Board of Regents jointly set a goal for all high school freshmen, beginning with the entering class of 2025, to graduate with some college credit, a postsecondary credential of value, or both. Below are details of the progress towards 2025:

## Public High School Adjusted Graduation Cohorts



*NOTE: The four-year adjusted cohort graduation rate tracks the on-time graduation rate of all public school students four years after starting 9th grade for the first time in the state of Louisiana, unless they transfer out as legitimate leavers.*

## IMPLEMENTED PRIORITY DUAL ENROLLMENT STRATEGIES

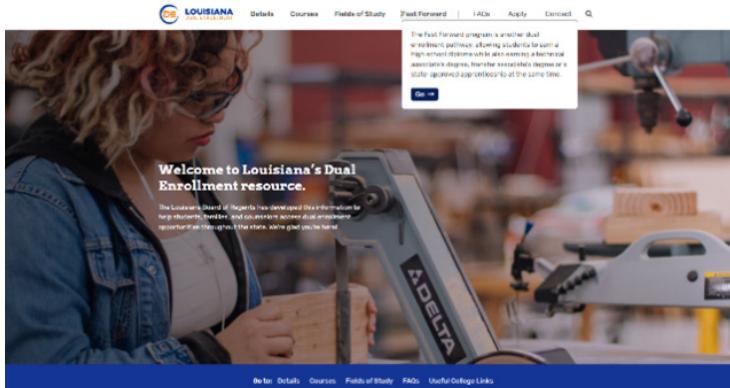
### Course Access and Pathways



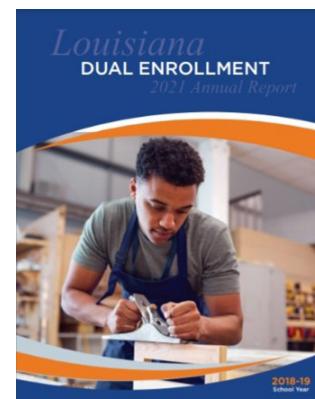
**Fast Forward** was approved by BESE in June 2021 and available pathways were presented to both BESE and BOR. This initiative is aimed at increasing the number of students graduating high school with an associate's degree or an apprenticeship in a high-demand field.

**Transfer Pathways.** The passage of SB 261 allows for a more seamless transition of course credits. The passage of this legislation further supports the ability of dual enrollment courses to transfer amongst public higher education institutions.

### Communication, Outreach, and Public Relations



**LaDualEnrollment.com** launched in January 2022, creating an online one-stop shop for all information related to dual enrollment. The next phase of the website will include a standard dual enrollment application.



**Dual Enrollment Annual Report.** The first dual enrollment report was presented to BOR and BESE in June 2021. The second annual report will be released in December 2022. This report provides annual data on dual enrollment participation, performance and equity at school and institutional levels.

### Program Integrity



Regents has contracted with the National Alliance for Concurrent Enrollment Partnerships (NACEP) to offer a workshop series (both in-person and webinar) to encourage continuous improvement in dual enrollment programs. NACEP assists colleges in implementing quality practices, so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development. The first in-person workshop was held May 17, 2022, with over 100 dual enrollment administrators and faculty participating.

# LOUISIANA DUAL ENROLLMENT TASK FORCE BOARD AND AGENCY RECOMMENDATIONS

The Dual Enrollment Task Force was created by the legislature in 2019 to identify the significant challenges and opportunities Louisiana must address to reach its goal of providing universal access to dual enrollment in high schools across our state. The following agency priorities were first adopted in February 2020. Due to the COVID-19 pandemic, some initiatives have been delayed, yet several have moved forward or have been accomplished.

Board of Regents (Higher Education)		
	February 2020 Report Recommendations	June 2022 Updates
	<b>Review policy on dual enrollment eligibility in coordination with the College and Career Readiness Commission with an eye toward improved qualification alignment and communication simplification.</b>	At its April 2021 meeting, the Board of Regents approved the interim dual enrollment eligibility policy extension into Academic Year 2022-23 to expand access and analyze impact.
	<b>Through the Louisiana Library Network (LOUIS), coordinate statewide implementation and resources for the delivery of Open Educational Resources and other approaches to providing no-cost and low-cost learning resources for dual enrollment.</b>	In January 2021, LOUIS secured a \$2 million federal grant to support the development of 25 general education master courses using OER and interactive ancillaries to support dual enrollment. Implementation is expected in Academic Year 2022-23.
	<b>In collaboration with the Department of Education, publish an annual report on dual enrollment participation, performance, and equity at school and institutional levels</b>	First dual enrollment report presented at joint Board of Regents and Board of Elementary and Secondary Education meeting in June 2021.
	<b>Research a centralized communication infrastructure to improve effective outreach, information sharing, and training to build participation in dual enrollment, and consider the feasibility and utility of a common dual enrollment application.</b>	Phases 1 and 2 of the dual enrollment portal ( <a href="https://LaDualEnrollment.com">LaDualEnrollment.com</a> ) launched in January 2022.  Phase 3 will include a dynamic search articulation matrix. Phase 4 is planned for a standard dual enrollment application.



Board of Elementary and Secondary Education (K-12)		
	February 2020 Report Recommendations	June 2022 Updates
	<p>Consider a wide array of incentives to encourage schools to increase successful student completion of dual enrollment courses and college-level assessments, with a focus on access and equity. This could include appropriate adjustments to the state's K-12 Accountability System, performance funding incentives through the MFP, or other mechanisms that BESE may choose to employ.</p>	<p>Fast Forward was approved by BESE in June 2021 and available pathways were presented to both BESE and BOR. This initiative is aimed at increasing the number of students graduating high school with an associate's degree or an apprenticeship in a high-demand field.</p> <p>BESE has appointed a five-member task force to review the current Strength of Diploma Index. An updated formula is expected to be shared with the full BESE board in August 2022.</p>
	<p>Consider revising Bulletin 741, the Handbook for School Administrators, to require that all public high schools shall provide access to dual enrollment, Advanced Placement, and/or International Baccalaureate courses in all core academic content areas and in career/technical fields aligned to Regional Labor Market needs.</p>	<p>Policy regarding this item will be studied by LDOE.</p>
	<p>Widespread implementation of transition courses.</p>	<p>Timeline of priority shifted due to the COVID-19 pandemic.</p>
Department of Education (K-12)		
	February 2020 Report Recommendations	June 2022 Updates
	<p>In coordination with BoR, compile a comprehensive funding report on dual enrollment to better understand the landscape of dual enrollment finance in Louisiana and determine the best way to fund future efforts.</p>	<p>The FY 2022-2023 MFP has been approved by the legislature. The formula includes an increase to the Supplemental Course Allocation (SCA) funding rate to \$70 per pupil enrolled in grades 7-12 on February 1. The formula also includes updated language in the Career Development Fund which allows for tuition costs of technical courses to be covered.</p> <p>A request has been submitted to update the Carl Perkins State plan to all, for the expenditure of Perkins funds to support non-academic content in BESE-approved applied associate's degree Fast Forward pathways aligned to the three regional clusters.</p>
	<p>Continue alignment of technical dual enrollment courses with Jumpstart programs to encourage schools to offer more advanced and higher-value credentials, and incorporate technical dual enrollment into Louisiana's state plan and accountability metrics for implementing the federal Perkins Act.</p>	<p>Interagency work is proceeding on implementation of Jump Start 2.0 and Perkins V state plan and accountability metrics.</p> <p>LDOE launched Fast Forward.</p>
	<p>Provide additional guidance and outreach to school administrators on utilizing existing state and federal funding streams to their full extent to expand equitable participation in dual enrollment.</p>	<p>LDOE has led a series of communications and technical support sessions related to the various ways in which the costs of dual enrollment courses can be paid.</p>
	<p>Resolve the challenge with the Supplemental Course Allocation (SCA), in which statutory requirements result in some districts returning allotments to the state.</p>	<p>Timelines for reconciliation of unspent funds and expenditure reporting were extended to meet the needs of school systems and higher ed institutions such as Louisiana Tech which operates on a quarterly system.</p>

## **Agenda Item 4.5**

### **Addition of Dual Enrollment Psychology to the TOPS Weighted GPA grid and Board of Regents Core Requirements for Admission to Louisiana Public Postsecondary Institutions.**

#### **EXECUTIVE SUMMARY**

Over the last five years, the Louisiana Department of Education, in tandem with the Board of Regents and public postsecondary institutions, has greatly expanded the scope and scale of dual enrollment programs and course offerings. Initiatives such as LDOE's Fast Forward Program ([FastForward.La](http://FastForward.La)) and BoR resources such as the LA Dual Enrollment Portal ([LADualEnrollment.com](http://LADualEnrollment.com)), Articulation Matrix, and Common Course Catalog (LCCC) (<https://regents.la.gov/articulationandtransfer/>) have provided a solid foundation for students to get a head start on their college coursework while still in high school.

With support from LDOE, BoR, the Dual Enrollment Task Force, and secondary and postsecondary campuses, the development and scaling of dual enrollment programs and course offerings have accelerated the advancement of early college credit opportunities. Secondary and postsecondary campuses have relied on the Articulation Matrix and the LCCC to help guide them in course development. BoR and LDOE work closely together to ensure that new updates to the Matrix and LCCC are reflected in the Taylor Opportunity Program for Students (TOPS) weighted grade point average (GPA) allowances, high school core course requirements, and dual enrollment (DE). It is critical that course offerings through dual enrollment programs transfer among all institutions statewide.

Louisiana Revised Statute 17:3048.1 revises the TOPS core curriculum to align coursework with college expectations, allow more courses to generate TOPS credit, and incentivize advanced and pre-college coursework. The weighted GPA matrix (grid) was implemented for incoming freshmen for 2014-15 and beyond. This weighted GPA calculation will be used for identified dual enrollment courses to calculate the TOPS GPA. AP Psychology is currently approved for extra weight on the TOPS University (College Diploma) Course Requirements approved at the Joint BESE/BoR meeting in December 2020.

As per standard BoR practice, this recommended change was sent to campus representatives to get their input. This proposed change received an affirmative response from campus representatives.

The Louisiana Department of Education and Board of Regents staff request that the Board of Elementary and Secondary Education Board and the Board of Regents review and approve dual enrollment Psychology for the weighted GPA allowance under TOPS during Fall 2022 and beyond.

# TOPS Core, 2019: Dual Enrollment/Matrix Options for TOPS Core

(for increased weights when calculating TOPS GPA for incoming freshman beginning Fall 2014)

ENGLISH = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
ENGLISH I – 1 unit						Common Course Code	Common Course Name
ENGLISH II – 1 unit							
<b>1 Unit from the following:</b>							
ENGLISH III – 1 unit	AP English Language and Composition	IB Literature IB Language & Literature IB Literature and Performance	English Language Part 1: Cambridge AICE - AS Level or Literature in English Part 1: Cambridge AICE - AS Level	English III	English III	CENL 1013 CENL 1023 CENL 2153 CENL 2163 CENL 2173	English Composition I English Composition II American Literature I American Literature II Major American Writers
<b>1 Unit from the following:</b>							
ENGLISH IV – 1 unit	AP English Literature and Composition	IB Literature IB Language & Literature IB Literature & Performance	English Language Part 2: Cambridge AICE - AS Level or Literature in English Part 2: Cambridge AICE - AS Level	English IV	English IV	CENL 1013 CENL 1023 CENL 2103 CENL 2113 CENL 2123 CENL 2203 CENL 2213 CENL 2223 CENL 2303 CENL 2323 CENL 2313	English Composition I English Composition II British Literature I British Literature II Major British Writers World Literature I World Literature II Major World Writers Introduction to Fiction Introduction to Literature Intro to Poetry and/or Drama

MATHEMATICS = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
ALGEBRA I – 1 unit	* <i>Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III, including the Cambridge Integrated Mathematics sequence, may be substituted for the Algebra 1, Geometry, and Algebra II sequence.</i>					Common Course Code	Common Course Name
GEOMETRY – 1 unit							
ALGEBRA II – 1 unit							
<b>1 Unit from the following:</b>							
ALGEBRA III						CMAT 1213	College Algebra
ADV MATH- PRE CALC		IB Math Studies (Math Methods)				CMAT 1223	Trigonometry
PRE-CALCULUS		IB Math Studies (Math Methods)	Math 1 (Pure Math): Cambridge AICE -AS Level	Pre-Calculus	Pre-Calculus	CMAT 1233 or CMAT 1213 & 1223	Algebra & Trigonometry
ADV MATH - FUNCTIONS & STATISTICS						CMAT 1303	Introductory Statistics
PROB & STATISTICS	AP Statistics		Math 1 (Probability and Statistics): Cambridge AICE		Probability & Statistics	CMAT 1303	Introductory Statistics
CALCULUS	AP Calculus ABAP Calculus BC	IB Mathematics SL IB Mathematics HL	Math 2 (Part 1): Cambridge AICE -A Level  Math 2 (Part 2): Cambridge AICE -A Level	Calculus I  Calculus II	Calculus	CMAT 2103  CMAT 2113-5  CMAT 2123-5  CMAT 2113  CMAT 2116	Applied Calculus  Calculus I  Calculus II  Differential Calculus I  Integral Calculus I
AP COMPUTER SCIENCE A	AP Computer Science A						

SCIENCE = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
BIOLOGY I – 1 unit						CBIO 1013 CBIO 1033	General Biology I Gen Biology I (Sci Majors)
CHEMISTRY I – 1 unit				Chemistry I	Chemistry I	CCEM 1013 CCEM 1103 CCEM 1123	General Chemistry Survey I Chemistry I Chemistry I (Sci Majors)
<b>2 Units from the following:</b>							
BIOLOGY II OR HUMAN ANATOMY& PHYSIOLOGY	AP Biology	IB Biology I IB Biology II	Biology II: Cambridge AICE - AS Level	Biology II	Biology II	CBIO 1013 CBIO 1033 CBIO 1023 CBIO 1043 CBIO 2213 CBIO 2214 CBIO 2223 CBIO 2224 CBIO 2103	General Biology I Gen Biology I (Sci Majors) General Biology II Gen Biology II (Sci Majors) Human Anatomy & Physiology I Human Anatomy & Physiology I (Lec/Lab) Human Anatomy & Physiology II Human Anatomy & Physiology II (Lec/Lab) Microbiology
EARTH SCIENCE						CGEO 1103 CGEO 1113	Physical Geology Historical Geology
ENVIRONMENTAL SCIENCE	AP Environmental Science	IB Environmental Systems		Environmental Science	Environmental Science	CEVS 1103	Environmental Science
PHYSICAL SCIENCE						CPHY 1023	Physical Science
CHEMISTRY II	AP Chemistry	IB Chemistry I IB Chemistry II	Chemistry II: Cambridge AICE - AS Level	Chemistry II	Chemistry II	CCEM 1003 CCEM 1013 CCEM 1103 CCEM 1123 CCEM 1113 CCEM 113 CCEM 2213	General, Organic & Biochemistry General Chemistry Survey I Chemistry I Chemistry I (Sci Majors) Chemistry II Chemistry II (Sci Majors) Organic Chemistry
PHYSICS I	AP Physics I: Algebra Based	IB Physics I IB Physics II	Physics II: Cambridge AICE - AS Level	Physics	Physics	CPHY 2113 CPHY 2114 CPHY 2133	Physics I (Algebra/Trig Based) Physics I (Lec & Lab) Physics I (Calculus Based)
AGRICIENCE I & II (completion of both courses is required for 1 unit of credit)							

SOCIAL STUDIES = 4 Units	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
US HISTORY - 1 unit	AP U.S. History	IB History of the Americas I		U.S. History	U.S. History	CHIS 2013/2023	American History I or II
<b>1 Unit from the following:</b>							
US GOVT or CIVICS	AP U.S. Government and Politics: Comparative AP U.S. Government and Politics: United States			Government	Government	CPOL 2013 CPOL 2113 CPOL 2213	Intro to American Government Intro to State & Local Government Intro to Comparative Government
ECONOMICS	AP Macroeconomics AP Microeconomics	IB Economics		Economics		ECON 2113 CECN 2213 CECN 2223	Economic Principles Macroeconomics Microeconomics
<b>2 Units from the following:</b>							
WESTERN CIVILIZATION						CHIS 1013/1023	Western Civilization I or II
EUROPEAN HISTORY	AP European History		History (European): Cambridge AICE - AS Level	European History			
WORLD GEOGRAPHY	AP Human Geography	IB Geography	Geography: Cambridge AICE - AS Level	World/Human Geography		CGRG 2113	World Regional Geography
WORLD HISTORY	AP World History	IB History of the Americas II	History (International): Cambridge AICE - AS Level		World History	CHIS 1113/1123	World Civilization I or II
HIST OF RELIGION						CPLH 2213	World Religions
ECONOMICS	AP Macroeconomics AP Microeconomics	IB Economics	Economics: Cambridge AICE - AS Level	Economics		ECON 2113 CECN 2213 CECN 2223	Economic Principles Macroeconomics Microeconomics
PSYCHOLOGY	AP Psychology					CPSY 2013	Intro to Psychology – proposed addition – Fall 2022 and beyond
AFRICAN AMERICAN HISTORY*						CHIS 2103	African American History

FOREIGN LANGUAGE = 2 Units, same lang	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
ARABIC		IB Language ab initio: Arabic IB Language B: Arabic	Arabic: Cambridge AICE - AS (Honors)			CARB 1013/1014 CARB 1023/1024	Elem Arabic I Elem Arabic II
FRENCH	AP French Language & Culture	IB Language ab initio: French IB Language B: French IB French IV IB French V	French: Cambridge AICE - AS (Honors)	French III French IV		CFRN 1013/1014 CFRN 1023/1024 CFRN 2013/2014 CFRN 2023	Elem French I Elem French II Intermediate French I Intermediate French II
GERMAN	AP German Lang& Culture	IB Language ab initio: German IB Language B: German	German: Cambridge AICE - AS (Honors)	German III German IV		CGRM 1013/1014 CGRM 1023/1024 CGRM 2013 CGRM 2023	Elem German I Elem German II Intermediate German I Intermediate German II
LATIN	AP Latin	IB Classical Language		Latin III Latin IV		CLTN 1013/1014 CLTN 1023/1024 CLTN 2013 CLTN 2023	Elem Latin I Elem Latin II Intermediate Latin I Intermediate Latin II
SPANISH	AP Spanish Lang & Culture	IB Language ab initio: Spanish IB Language B: Spanish IB Spanish IV IB Spanish V	Spanish: Cambridge AICE - AS (Honors) or Spanish Literature: Cambridge AICE - AS (Honors)	Spanish III Spanish IV		CSPN 1013/1014 CSPN 1023/1024 CSPN 2013/2014 CSPN 2023	Elem Spanish I Elem Spanish II Intermediate Spanish I Intermediate Spanish II
CHINESE	AP Chinese Lang & Culture	IB Language ab initio: Chinese IB Language B: Chinese	Chinese: Cambridge AICE - AS (Honors)	Chinese III Chinese IV			
ITALIAN	AP Italian Lang & Culture	IB Language ab initio: Italian IB Language B: Italian		Italian III Italian IV			
JAPANESE	AP Japanese Lang& Culture	IB Language ab initio: Japanese IB Language B: Japanese	Japanese: Cambridge AICE - AS (Honors)	Japanese III Japanese IV			

ART = 1 Unit	Advanced Placement	International Baccalaureate	Cambridge International (Honors)	Gifted & Talented	Honors	Dual Enrollment	
						Common Course Code	Common Course Name
MUSIC (Performance)		IB Music		Talented Music I, II, III, IV Small Voice Ensemble II Choir: Intermediate Choir: Advanced Orchestra: Intermediate Orchestra: Advanced			
FINE ARTS SURVEY	AP Music Theory					CART 1013 CART 1023 CDNC 1013 CMUS 1013	Exploring the Arts Introduction to Visual Arts Dance Appreciation Music Appreciation
ART	AP Art History AP Studio Art: 2-D Design AP Studio Art: 3-D Design AP Studio Art: Drawing	IB Visual Arts		Art History Talented Visual Arts I Talented Visual Arts II Talented Visual Arts III Talented Visual Arts IV		CART 2103/2113 CART 1113 CART 2203	Art History I or II Art Structure/2-D Design Beginning Drawing
THEATRE (Performance)		IB Film Study IB Theatre IB Dance		Introduction to Film Studies Talented Theater I, II, III, IV		CTHE 2103/2113 CTHE 1013	Acting I or II Introduction to Theatre

*Collis B. Temple, III*  
Chair

*Gary N. Solomon, Jr.*  
Vice Chair

*Sonia A. Pérez*  
Secretary

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



*Blake R. David*  
*Randy L. Ewing*  
*Stephanie A. Finley*  
*Robert W. Levy*  
*Phillip R. May, Jr.*  
*Charles R. McDonald*  
*Darren G. Mire*  
*Wilbert D. Pryor*  
*T. Jay Seale, III*  
*Terrie P. Sterling*  
*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Catarena M. Lobré, Student*

**BOARD OF REGENTS**

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**AGENDA**

**BOARD OF REGENTS\***

Wednesday, June 15, 2022  
1:30 p.m.

Claiborne Building, 1<sup>st</sup> Floor  
Thomas Jefferson Rooms A&B 1-136  
1201 North Third Street  
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Public Comments
- IV. Approval of Minutes from April 27, 2022
- V. Chair's Comments
- VI. Reports and Recommendations of Standing Committees
  - A. Finance
  - B. Legislative
  - C. Facilities & Property
  - D. Academic and Student Affairs
  - E. Research and Sponsored Initiatives
  - F. Statewide Programs
  - G. Planning, Research and Performance
- VII. Reports and Recommendations by the Commissioner of Higher Education
- VIII. Other Business
- IX. Adjournment

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

DRAFT

MINUTES

BOARD OF REGENTS

April 27, 2022

The Board of Regents met in session at 1:11 p.m. on Wednesday, April 27, 2022, in the Louisiana Purchase Room, Claiborne Building, 1201 North Third Street, Baton Rouge, Louisiana. Chair Collis Temple III called the meeting to order.

ROLL CALL

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

Present for the meeting were:

Collis Temple III, Chair  
Gary Solomon Jr., Vice Chair  
Randy Ewing  
Stephanie Finley  
Cameron Jackson (student member)  
Robert Levy  
Phillip May Jr.  
Darren Mire  
Wilbert Pryor  
T. Jay Seale III  
Terrie Sterling  
Judy Williams-Brown

Absent from the meeting were:

Blake David (present for committees)  
Charles McDonald  
Sonia Pérez, Secretary  
Felix Weill

Mgt. Board Representatives present:

Mary Werner, LSU System  
Dr. Leon Tarver, SU System  
Stevie Smith, LCTCS System

PUBLIC COMMENT

Chair Temple asked if there were any public comments. There was one public comment card submitted by Dr. Wendi Palermo stating, in reference to Statewide Programs or the Board meeting, that she would speak if any questions regarding LCTCS were brought forth. No business had been brought forth and Dr. Palermo did not speak.

## APPROVAL OF THE MINUTES OF THE MARCH 23, 2022 MEETING

**On motion of Regent Finley, seconded by Regent Ewing, the Board voted unanimously to approve the minutes of the March 23, 2022 meeting.**

### CHAIR'S COMMENTS

Chair Temple made the following comments:

- He noted the recent positive developments regarding Regents policy and advocacy to help improve student outcomes and news coverage that has occurred. He mentioned as a highlight the previous month's adoption of the new co-requisite model, which has been covered in several news outlets including Forbes, Higher Ed Dive, U.S. News & World Report and Diverse Issues in Higher Education.
- He mentioned the system days at the Capitol that have highlighted the education systems and institutions in Louisiana including the LSU System, UL System, Southern System, LCTC System and LAICU.
- He gave information regarding the upcoming HBCU Day, to be held at the Capitol on May 24, 2022.
- He noted the Future Educator Honor Roll event, which will take place on May 3, 2022 at the Louisiana Old State Capitol, honoring selected students from all education programs across the state.
- He acknowledged student member Cameron Jackson's impending graduation and he, along with Commissioner Reed presented Regent Jackson with his Regents graduation stole. Chair Temple asked Regent Jackson to share his update.
  - He mentioned receiving his certificate from the Governor's COVID taskforce and expressed gratitude for moving into this post-pandemic phase where students are able to enjoy a normal college experience again.
  - He noted the COSBP meeting was held on April 1<sup>st</sup> and 2<sup>nd</sup>, noting that the Council discussed leadership while he was in Oklahoma giving a talk on leadership as well. He noted the importance of leaving a legacy and expressed gratitude and thankfulness for his fellow Regents members and the opportunity to work alongside them.

### **REPORTS AND RECOMMENDATIONS**

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

**On motion of Regent Seale, seconded by Regent May, the Board voted unanimously to approve all Committee recommendations from the April 27, 2022 Committee meetings.**

## AUDIT COMMITTEE

### INTERNAL AUDIT PRESENTATION

Mrs. Laura Soileau and Mrs. Kristin Bourque from Postlethwaite & Netterville (P&N) presented an update to the Audit Committee on the progress of contract year 4. Mrs. Bourque explained the Competitive Contracts & Endowments, Information Technology Follow-up, and the LUMCON Accounting Processes audits have been completed in contract year 4 and an audit of Louisiana GO Grants has begun.

Mrs. Bourque presented the results of the LUMCON Accounting Processes Audit, which focused on evaluating accounting processes and procedures at the LUMCON program. Two moderate- and one low-risk observations were identified. Mrs. Bourque summarized the conditions, causes, and management action plans related to the two moderate-risk observations.

Regent Solomon asked P&N whether the risks in this report are identified for all Board of Regents programs. Mrs. Laura Soileau and Mrs. Kristin Bourque responded that while this work and report related only to LUMCON, management's response included all Board of Regents programs. Dr. Kim Hunter Reed explained that all Board of Regents programs will address the risks in the report and that staff will develop monitoring for all programs.

### OTHER BUSINESS

Ms. Elizabeth Bourgeois, Assistant Commissioner for Audit Compliance, updated the Committee on contracting an independent accounting firm to conduct a full Quality Assessment Review. The Quality Assessment Review should be completed by June 30, 2022 and a report will likely be presented to the Audit Committee at its August meeting.

## LEGISLATIVE COMMITTEE

### 2022 LEGISLATIVE UPDATE

Ms. Erin Cowser, Assistant Commissioner for Legislative and External Affairs, presented the Committee with a report of legislative instruments of interest involving the Board of Regents and Higher Education. She reported that, with the halfway point of the Session nearing, Regents' priority bills are already halfway through the legislative process. This means that all five of these bills, including SB 261, HB 333, HB 310, SB 297, and SB 178, have passed successfully out of the committees and chambers of their origin.

Ms. Cowser also shared information on a handful of bills that are of importance to higher education but are not among Regents' legislative priorities package, including:

- HB 546, submitted by Rep. Mincey, addresses the Praxis exam for students entering education programs.
- HB 231, submitted by Rep. Brass, requires institutions to provide reverse transfer to students.
- SB 434, submitted by Chair Fields (among additional bills), focuses on return-to-work for retired K-12 teachers and postsecondary nursing faculty. Two additional bills by Rep. Edmonson and Rep. McFarland have also passed out of committee, but only SB 434 has passed out of committee and off the floor at this point.
- SB 131, submitted by Sen. Mizell, requires campuses and systems to create policies on appropriate use of devices owned by the state of Louisiana.

Regent Ewing asked if any of the retirement bills were specific to teachers of STEM. Ms. Cowser answered Regent Ewing's question that SB 434 includes language specific to certified math and science teachers. Regent Ewing asked if any of the retirement bills specifically referenced dual enrollment teachers. Ms. Cowser said she did not believe that to be the case.

Commissioner Reed agreed with Ms. Cowser that no testimony to date involved dual enrollment teachers specifically.

#### **APPROPRIATIONS BILLS UPDATE**

Mr. Matthew LaBruyere, Deputy Commissioner for Finance and Administration, provided an overview of the executive budget recommendation and broke down the changes to HB 1 that include a \$136.5 million increase in the total proposed state funds. Mr. LaBruyere also included updates regarding HB 406 (Funds Bill) and HB 592 (Supplemental Bill).

#### **CAPITAL OUTLAY UPDATE**

Mr. Chris Herring, Associate Commissioner for Facilities Planning & Emergency Management, provided an update on HB 2 that includes 80 higher education projects across all four systems and totals \$287 million in FY 2023 funding (\$913 million for future years). He noted that, within this bill, \$50 million had been allocated to BoR for deferred maintenance to date and that funding was also included for LUMCON's Pelican replacement and UL Lafayette's acquisition of the Lady of Lourdes property.

Chair Temple asked Mr. Herring what estimated percentage of deferred maintenance has been addressed with this one-time money. Mr. Herring responded a nominal percentage. He discussed previous year's allocation for deferred maintenance, and noted that he believes it is not keeping up with the rate of decline.

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

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, presented the Consent Agenda, consisting of Staff Approvals, along with four proposals for new academic programs.

## CONSENT AGENDA

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

### **A. Routine Staff Approvals**

#### ACADEMIC PROGRAMS

**Approve the four program proposals as presented.**

- A. AAS Construction Science – River Parishes CC**
- B. MAT Elementary Education Special Education Mild/Moderate, Grades 1-5 - SUNO**
- C. MAT Secondary Education Special Education Mild/Moderate, Grades 6-12 - SUNO**
- D. MS Computer Networking and Administration – Southeastern Louisiana U**

Regent Ewing asked whether research was available on the demand for special education teachers and what was learned regarding the number of applicants expected in the program. Dr. Denley replied that he did not have exact numbers to share, but that this is the type of teacher role that is needed across the state. Regent Ewing also asked if there are instructors in place to present the program. Dr. Denley responded that as the program builds instructors will be added. Dr. Susannah Craig also commented that, in Louisiana, math, science, and special education are the areas in greatest need of teachers.

Regent Solomon asked about the process of the approval of the Master of Arts in Teaching programs, since the Board had approved the program in April 2021, but BESE then put the approval on hold. He questioned what changes were made to the program between the initial approval and now. Dr. Craig responded that education programs go through a dual review by the Board of Regents and Louisiana Department of Education. She advised that when the programs were reviewed, there were additional questions and SUNO had to meet the requirements for

certification. As BESE only approves programs in June and October, this additional step meant approval had to wait until the next approval window.

## OTHER BUSINESS

Dr. Denley provided an informational update to the Board on the implementation of changes to the academic program proposal process as well as of academic planning. He reminded the Board that the policy changes were approved in October 2021.

Dr. Denley informed the Board that this work has been a collaboration with the academic leadership of the four college systems. The new process engages the program designer with all the aspects needed to create a successful new program. He advised that in terms of need, it is important to look at elements such as the purpose of the new program, careers to which the program lead, and the outlooks for those careers. When looking at curriculum, planners should consider whether there are occupation specific skills, abilities and knowledge connected with the careers, how the curriculum will provide career ready competencies, and how the program will incorporate work-based learning. In addition, questions regarding the student pipeline should be asked: whether there are existing programs; if so, what capacity they already fill; how the institution will attract students, and the anticipated size of the program. Institutional resources, such as faculty, space and equipment, also need to be reviewed when designing a new program. Dr. Denley advised that when new programs are being developed, the Master Plan priorities should be kept in mind: accessibility, affordability, partnerships, and equity and student success.

Dr. Denley then informed the Board that the new program proposal process will provide a fuller picture from both the institution's and state's perspectives. As part of the process, each institution will annually propose a three-year academic plan, which will be reviewed by its management board then submitted for Board of Regents approval. This will be synced with the process of budget proposals, to help campuses prepare for the financial and ongoing obligations

of a program. He also advised that, in terms of a timeline, the Board will be presented the first set of institutional plans during the September Board meeting.

Regent Ewing asked whether program requests will continue to be presented in the same way as before. Dr. Denley responded that presentations would be similar but will present a much fuller picture in terms of needs and resources. Regent Ewing followed up that knowing the demand and providing a fiscal note are always helpful. He asked if Board members would be able to get that information with this new process. Dr. Denley responded that the information would be available and as staff move forward with the new materials for degree proposals, they will work with Board members to ensure the materials provide the information that is needed.

## **RESEARCH AND SPONSORED INITIATIVES COMMITTEE**

### **CYBERSECURITY EDUCATION MANAGEMENT COUNCIL AND LOUISIANA CYBERSECURITY TALENT INITIATIVE FUND**

Ms. Carrie Robison, Deputy Commissioner for Sponsored Programs, introduced Mr. Greg Trahan, Chair of the Cybersecurity Education Management Council (CEMC), to present information on distribution of the Cybersecurity Talent Initiative Fund. Mr. Trahan reviewed the background of both CEMC and the Fund, then outlined the process and timeline for distributing funds available in FY 2021-22.

Board members asked several questions related to the number of cybersecurity programs across the state, the availability of these programs via online delivery modes, the demand for training and in the workforce, and anticipated faculty shortages. Mr. Trahan responded to questions, indicating that demand for this training is among the highest in the country and that faculty shortages are and will continue to be a major challenge. Mr. Trahan indicated that campuses

should be encouraged to develop cybersecurity programs and adopt hiring practices to broaden the pool of potential faculty.

**Approve the funding to be provided from the Cybersecurity Talent Initiative Fund for applications selected by the Cybersecurity Education Management Council (CEMC) during its May 5 meeting, with a report to be provided to the Board in June on applications selected for funding.**

**FY 2021-22 BOARD OF REGENTS SUPPORT FUND AWARD RECOMMENDATIONS**

Ms. Robison highlighted the process for developing external evaluations for proposals submitted to the constitutionally prescribed program components of the Board of Regents Support Fund (BoRSF) and specific award recommendations for FY 2021-22. She noted that while the Revenue Estimating Conference will not meet until May, reductions in funds available for awards are not anticipated. She then specified the following nine (9) recommendations for FY 2021-22 across all BoRSF subprograms, in accordance with the funding level recommended, including the reserve amount. By these recommendations, the Board was asked to authorize 199 awards, with contingencies, as follows:

**V. Endowed Chairs for Eminent Scholars**

Board action completes the endowments for proposals ranked 1-5 in the Consultants' Report (i.e., proposals 007EC, 005EC, 008EC, 001EC, and 003EC) with \$2,000,000 in FY 2021-22 funds.

**V. Enhancement of the Quality of Academic, Research, and Agricultural Departments and Units**

Board action approves the following:

- Departmental Enhancement: the \$3,129,917 available and recommended for expenditure shall be awarded in the rank order, at the funding levels, and with the funding stipulations recommended by consultants:

Comprehensive-Multiyear: Ranks 1-3

Targeted-One Year: Ranks 1-18

- BoR/SREB Doctoral Support Initiative: A total of \$150,000 in FY 2022-23 funds is provided from the Support Fund for five (5) proposals, ranked 1-5, for the durations and at the levels recommended.
- Endowed Professorships: A total of \$1,980,000 from the Support Fund is approved to match new and prior-year requests at twenty (20) campuses.
- Endowed Two-Year Student Workforce Scholarships: A total of \$790,000 from the Support Fund is approved to match thirty (30) applications submitted.

## V. Targeted Research & Development

Board action approves disbursement of \$2,318,077 estimated to be available in FY 2021-22 to fund the first year of new RCS, ITRS, PoC/P, and ATLAS projects as follows:

1. Research Competitiveness Subprogram: \$1,322,183
2. Industrial Ties Research Subprogram: \$600,340
  - A. Industrial Ties: \$480,342
  - B. Proof-of-Concept/Prototyping Initiative: \$119,998
3. Awards to Louisiana Artists and Scholars: \$395,554

Approved R&D proposals shall be funded at the levels and with the stipulations recommended by consultants; Support Fund money shall be awarded to fund at recommended levels the top thirty (30) RCS proposals, six (6) ITRS proposals, three (3) PoC/P proposals, and

nine (9) ATLAS proposals. In addition, the following principles shall apply: (1) should an institution refuse or be denied an award, or should FY 2021-22 money be returned from previously funded R&D contracts, that money shall be offered to the next-ranked proposal which the consultants recommended for Priority I funding within the respective subprogram (ranks 31-35 in RCS and ranks 10-12 in ATLAS), subject to availability of funds; (2) if the remaining money in the budget for a particular component is insufficient to fully fund the next-ranked recommended proposal for that component, the remaining funds shall constitute the total award for that proposal; and (3) if there are no remaining Priority I proposals in a particular subprogram the money shall be awarded in descending rank order to Priority I proposal(s) in another R&D subprogram in accordance with restrictions applicable to allocation of funds for multi-year projects. Should the amount of money ultimately available to fund first-year activities in all R&D projects be less than the \$2,318,077 disbursed herein, adherence to the following principles shall be uniformly enforced: R&D Priority I proposals shall be funded in rank order at the levels and the durations and with the stipulations recommended by consultants until the funds designated for each component have been exhausted.

#### **IV. Recruitment of Superior Graduate Students**

Board action approves disbursement of \$1,000,000 from the Support Fund to match fourteen (14) applications, ranked 1-13, submitted in FY 2021-22 under the Endowed Superior Graduate Student Scholarships subprogram.

#### **V. Contingency Plan for Budgetary Shortfall**

Board action approved the following contingency plan for a budgetary shortfall: should the final FY 2021-22 Support Fund budget not achieve the amount cited herein, any shortfall shall be

accommodated through a proportionate reduction in the amounts allocated for proposals in the competitive program components.

Regent Ewing asked whether staff had considered using one-time monies to fund additional projects submitted to the Support Fund, to improve success rates and increase the number of projects supported. Ms. Robison responded that these discussions had not taken place due to structural issues in supporting additional projects within Support Fund constraints and within the timeline. Regent Solomon asked whether staff had considered collecting data to measure long-term impacts and return on Support Fund investments. Ms. Robison indicated that staff had numerous metrics to study this issue through contract reporting, though no way to capture the longer-term impacts of funded projects. She indicated that some success measures could be developed and brought to the Board during an upcoming meeting.

**Approve the FY 2021-22 BoRSF funding recommendations, with contingencies, as presented.**

#### **STATEWIDE PROGRAMS COMMITTEE**

#### **APPROVAL OF ELIGIBILITY LIST OF ACADEMIC PROGRAMS APPROVED FOR TOPS TECH DURING ACADEMIC YEARS 2022-23 AND 2023-24**

Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Student Success, provided context for the annual development of the list of programs approved for TOPS Tech eligibility, including the statutory parameters and partners included in the decision-making process. He noted that the Louisiana Collaborative Partners approved the proposed TOPS Tech Eligibility List: Academic Programs that are Vocation/Workforce-Focused for Academic Years 2022-23 and 2023-24 at its April 5, 2022, meeting. The partners voted to advance the current TOPS Tech Eligibility List with the addition of the attached high-demand non-credit programs that have

met the M. J. Foster Promise program criteria. This list has also been approved by the Workforce Investment Council.

Regent Ewing asked a series of questions related to Regents' authority to add non-credit programs, the definition of short-term training programs, the advisability of the one-year approval of non-credit programs and \$1,000,000 initial allocation, other resources available to these students to pursue non-credit training, and the student qualifications needed to receive TOPS Tech support. Dr. Denley cited the appropriate legislation granting the Board approval to take the action and noted a range of clock-hour instruction times needed to qualify a program as short-term training. Dr. Denley also affirmed the qualifications needed to receive TOPS Tech support, reiterating that the qualifications do not change by the proposed action. Regent Ewing affirmed that a one year approval was best in order to measure the impact of these additional programs.

**Approve the revised TOPS Tech eligible academic program list for the 2022-23 and 2023-24 academic years and approve for one year the inclusion of the high-demand non-credit programs that have met the M. J. Foster Promise program criteria, not to exceed \$1 million. Further, the Committee recommended authorization of Regents staff to transmit the BoR-approved program lists to the WIC and LOSFA in accordance with the law.**

#### OTHER BUSINESS: GOOD JOBS CHALLENGE GRANT APPLICATION

Ms. Susana Schowen, Louisiana Economic Development, provided the Board with an update on Louisiana's application for federal funding through the Good Jobs Challenge, an American Recovery Act program managed by the U.S. Economic Development Administration. She summarized the proposal submission's central approach taken and noted the timeline for announcement of awards. Committee members asked several questions about the structure and function of the proposed project, as well as the roles of partnering entities and regional participants. In response, Ms. Schowen discussed the proposal and the roles of all parties in greater detail. The item was for information only, and no action was required.

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

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

### **CONSENT AGENDA**

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

**A. R.S. 17:1808 (Licensure)**

**1. Initial Application**

**a. California Southern University**

**2. Renewal Application**

**a. Alliant International University**

**b. Johns Hopkins University**

**c. The Chicago School of Professional Psychology**

### **2021 HEALTH WORKS COMMISSION ANNUAL REPORT**

Ms. Mellynn Baker, Assistant Commissioner for Strategic Planning and Student Success, along with Dr. Bronwyn Doyle, Chair of the Nursing Supply and Demand Council (NSDC), and Dr. Alí Bustamante, Impact Econ Research, presented the 2021 Health Works Commission Report.

Ms. Baker began by providing an overview of the Health Works Commission and an outline of its work done to date. She then outlined the structure of the 2021 Health Works Commission Annual Report and introduced Dr. Doyle to provide a summary of the 2021 Nursing Supply and Demand Council Annual Report.

After Dr. Doyle provided an overview of this report, Ms. Baker introduced Dr. Bustamante, who provided a brief overview of the healthcare workforce landscape report included in this year's report. After Dr. Bustamante's presentation, Ms. Baker outlined the next steps moving forward as identified in this report.

Regent Sterling noted that private institutions that produce nurses were not included in the research study and asked if this was due to data integrity. Dr. Bustamante responded that post-completion data are only available for public institutions due to the data agreements with the Louisiana Workforce Commission and the U.S. Census. Regent Sterling noted that the report states that Louisiana needs to produce an additional 600 registered nurses annually in order to meet the labor supply demand by 2030. Dr. Bustamante agreed, stating that it is a foreseeable shortage of about 618 registered nurses per year and highlighted the key component of addressing nurse retention. Regent Sterling called attention to the list of recommendations in the Health Works Commission report, emphasizing the need to reinvest in the nursing profession and noting that Louisiana is utilizing all the strategies identified to address the nursing shortage. She noted that the Northwestern State University's academic-practice partnership is a best practice, utilizing faculty partnerships with providers, which contributes to the program's diversity and student retention. She applauded the work done in the Shreveport-Bossier area with NSU and stated that she hopes to utilize this model in New Orleans. Regent Pryor referenced the question he raised several years ago to Dr. Karen Denby asking if NSU's nursing school size was sufficient for Shreveport's nursing needs and noted that Dr. Denby had responded that it was not. Regent Pryor asked if the need for nurses in the Shreveport area had been included in the study. Dr. Bustamante stated that all areas of need in the state, including for Shreveport nursing and allied health, were considered and the process targeted strategies needed to retain talent in that area. Regent Sterling noted that the loss of healthcare professionals along the I-20 corridor may also come from these students moving to Texas after graduation, which poses a special challenge. Regent Sterling applauded the work of the Health Works Commission and the report submitted.

**Receive the 2021 Health Works Commission Report and authorize Regents staff to submit this report on behalf of the Board to the House and Senate Committees on Health and Welfare.**

**REPORTS AND RECOMMENDATIONS BY THE COMMISSIONER OF HIGHER EDUCATION**

Commissioner Reed provided the following information:

- The Administrative Assistants of the Board of Regents were honored at the Board meeting and would attend a breakfast with Commissioner Reed to celebrate their work on April 29<sup>th</sup>.
- Emily Skaikay, Executive Assistant, was acknowledged for her work and the recent birth of her son was celebrated by Regents members and staff.
- The Louisiana Higher Education Cybersecurity Webinar was held on Monday, April 25 to discuss cyber hygiene, prevention of cyber attacks and who to contact if an attack occurs. There were 125 individuals present at the 1.5 hour training and additional training will occur with IT directors over the summer.
- Outreach has continued to occur with the opportunity to visit Louisiana Christian University as well as to join the Bossier Parish Youth Advisory Council during Bossier Day at the Capitol. Northshore Technical Community College held a sunrise breakfast, where they awarded scholarships to over 30 students and brought together scholarship donors with their recipients.

**OTHER BUSINESS**

Regent Sterling congratulated Commissioner Reed on her impending honor by the Baton Rouge Business Report as one of its Influential Women of the Year on May 10<sup>th</sup>.

**ADJOURNMENT**

There being no further business to come before the Board, on motion of Regent Finley, seconded by Regent May, the meeting was adjourned at 1:29 p.m.

## Appendix A

### Board Meeting Guest List

Wednesday, April 27, 2022

NAME	AFFILIATION
Wendi Palermo	LCTCS
Susie Schowen	LED
Robert Rene	SU System
Jeannine Kahn	UL System
Daniel Roberts	Northshore TCC
Ryan Landry	LSU
Matt Lee	LSU
Anna Bartel	LSU
Jackie Bach	LSU
Ahnyel Burkes	LSNA/Nursing Supply and Demand
John Burris	SLU
Kazim Sekeroglu	SLU
Ali Bustamante	Impact Econ Research
Jason Wolfe	LSU

*Collis B. Temple, III*  
Chair

*Gary N. Solomon, Jr.*  
Vice Chair

*Sonia A. Pérez*  
Secretary

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



*Blake R. David*  
*Randy L. Ewing*  
*Stephanie A. Finley*  
*Robert W. Levy*  
*Phillip R. May, Jr.*  
*Charles R. McDonald*  
*Darren G. Mire*  
*Wilbert D. Pryor*  
*T. Jay Seale, III*  
*Terrie P. Sterling*  
*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Catarena M. Lobré, Student*

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**AGENDA**  
**FINANCE COMMITTEE**  
Wednesday, June 15, 2022  
11:05 a.m.

Claiborne Building, 1<sup>st</sup> Floor  
Thomas Jefferson Rooms A&B 1-136  
1201 North Third Street  
Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Review and Approval of the FY 2022-23 Operating Budget Distribution
- IV. Board Member Travel Approval
- V. Other Business
- VI. Adjournment

Committee Members: Gary N. Solomon, Jr., Chair; Robert W. Levy, Vice Chair; Blake R. David; Phillip R. May, Jr.; Sonia A. Pérez; T. Jay Seale III; Judy A. Williams-Brown; LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative  
Staff: Matthew LaBruyere, Deputy Commissioner for Finance and Administration

### AGENDA ITEM III.

#### Review and Approval of the FY 2022-2023 Operating Budget Distribution

At its March 2022 meeting, the Board of Regents approved a preliminary formula distribution of the higher education operating budget as proposed in the Governor's Executive Budget. The Executive Budget recommended \$1.25B State General Fund for higher education entities, which represented an increase of \$60.5M to colleges, universities, specialized institutions, and boards and a \$15M increase to GO Grants for a total increase of \$75.6M. In addition to the State General Fund increase, the Executive Budget included a \$35.5M increase in statutory dedicated funds for a total state funds increase of \$111.1M

During the legislative process, the House and Senate increased the recommendation by adding \$1.6M in State General Fund and adding \$33.8M for statutory dedications. The Governor signed HB1 to become Act 199 on June 1<sup>st</sup>, and the 2022 Regular Legislative Session concluded on Thursday, June 6<sup>th</sup>. Act 199 includes line-item vetoes to fully restore higher education faculty pay raises. It appropriates \$1.252B in State General Fund to higher education for FY23, representing an increase of \$159.2 M, the largest net increase in state funding to date. In addition, the Governor signed HB592 (Supplemental Bill) to become Act 170, which appropriated an additional \$28.7M in the current fiscal year (FY22) to higher education entities.

The FY23 budget includes a record increase in GO Grants, the state's need-based aid program, \$10.5M in initial MJ Foster Scholars adult financial aid funding and fully funds TOPS.

<b>Act 199 (HB1) Changes</b>	
<b>Amount</b>	<b>Description</b>
<b>\$ 1,174,941,971</b>	<b>FY22 State General Fund Base</b>
\$31,729,770	Faculty pay increase
\$18,004,134	Mandated costs increase
\$15,000,000	Formula institutions increase
\$15,000,000	GO Grants increases
\$7,130,000	LSU Agricultural Center
\$6,185,000	Pennington Biomedical Research Center
\$5,000,000	Title IX increases
\$4,325,000	LSU HSC-NO enhancements
\$3,360,000	LSU HSC-S enhancements
\$2,950,000	LSU A&M -Various enhancements
\$2,850,000	UL System - Various system enhancements
\$2,500,000	LSU Shreveport
\$2,000,000	SU New Orleans
\$1,569,245	SU Agricultural Center
\$1,000,000	STEM Initiatives
\$1,000,000	SU Law Center
\$400,000	SU Shreveport
(\$6,884,348)	TOPS swap for TOPS Fund
(\$28,218,166)	FY22 Non-recurring adjustments
<b>\$ 1,259,842,606</b>	<b>FY23 State General Fund Base in Act 199</b>
<b>\$ 84,900,635</b>	<b>FY23 Higher Education State General Fund Increase</b>

<b>FY22 Supplemental (Act 170) Changes</b>	
<b>Amount</b>	<b>Description</b>
<b>\$ 1,174,941,971</b>	<b>FY22 State General Fund Base</b>
\$12,500,000	Artificial Intelligence Supercomputer for LONI via LSU
\$8,000,000	Hurricane Recovery and Stabilization at McNeese (\$5M), Nicholls (\$1M), Southeastern (\$1M), and New Orleans (\$1M)
\$5,000,000	LSU A&M Carbon Capture
\$5,000,000	LSU HSC-S Monroe Cancer Center
\$4,500,000	UL System Financial Management System Upgrades
\$3,600,000	LA Tech Technology Research Institution Building
\$2,000,000	LSU HSC-NO Dental School
\$1,568,500	UL System - Various system enhancements
\$1,000,000	LSU Shreveport
\$1,000,000	SU Baton Rouge Nursing Building
\$1,000,000	LSU HSC-NO National Cancer Institution Designation
\$850,000	SU Baton Rouge Global Innovation and Welcome Center
\$750,000	Pennington Biomedical Research Center
\$750,000	Fletcher TCC Resiliency Pilot
\$525,000	SU Baton Rouge Mumford Stadium upgrades
\$125,000	SU System - Various system enhancements
\$600,000	LCTC System - Various system enhancements
\$445,000	LSU System - Various system enhancements
\$150,000	LOSFA Fosters Scholars administrative costs
(\$5,000,000)	SGF decrease of Fosters Scholars
(\$15,688,102)	SGF decrease based on TOPS Fund increase
<b>\$ 1,203,617,369</b>	<b>FY22 State General Fund Base in Act 170</b>
<b>\$ 28,675,398</b>	<b>FY22 Higher Education State General Fund Increase</b>

With the State General Fund increases from Act 199, the FY2022-2023 operating budget distribution by system for all means of finance (State General Fund, Interagency Transfers, Self-Generated Revenue, Statutory Dedications, and Federal) is below:

<b>FY 2022-2023 Operating Budget Distribution</b>						
<b>Entity</b>	<b>State General Fund</b>	<b>Interagency Transfer</b>	<b>Self-Generated Revenue</b>	<b>Statutory Dedications</b>	<b>Federal</b>	<b>Total</b>
BOR Total	\$359,921,449	\$11,224,363	\$12,030,299	\$113,075,266	\$62,956,132	\$559,207,509
LCTC SYS Total	\$145,992,229	\$0	\$169,530,000	\$61,322,227	\$0	\$376,844,456
LSU SYS Total	\$429,998,436	\$7,764,963	\$718,046,454	\$25,476,072	\$13,018,275	\$1,194,304,200
SU SYS Total	\$56,075,432	\$3,869,822	\$111,987,606	\$4,530,158	\$3,654,209	\$180,117,227
UL SYS Total	\$267,855,060	\$259,923	\$676,482,759	\$17,894,587	\$0	\$962,492,329
<b>Grand Total</b>	<b>\$1,259,842,606</b>	<b>\$23,119,071</b>	<b>\$1,688,077,118</b>	<b>\$222,298,310</b>	<b>\$79,628,616</b>	<b>\$3,272,965,721</b>

## **STAFF RECOMMENDATION**

**Senior Staff recommends that the Committee approve the funding recommendations for Higher Education for FY 2022-2023. Additionally, staff is requesting permission to make adjustments among institutions within the systems as permitted by law.**

## **AGENDA ITEM IV.**

### **Board Member Travel Approval**

According to PPM49 state travel guidelines, section 1506.B.2., any actual expenses for Elected Officials, Board Members, and/or State Officers must be authorized by statute or pre-approved by the Board in order to be reimbursed on an actual expense basis. Itemized receipts are required for meals and lodging reimbursements, and requests “shall not be extravagant and will be reasonable in relation to the purpose of travel.” At the request of the Office of State Travel and to ensure continued compliance with PPM49, the Board of Regents must approve members of the Board in order to receive reimbursement at the actual expense rates.

## **STAFF RECOMMENDATION**

**Senior Staff recommends that the Committee authorize present and future Board members to receive actual travel reimbursement and an exemption from meals and lodging according to state travel guidelines.**

*Collis B. Temple, III*  
*Chair*

*Gary N. Solomon, Jr.*  
*Vice Chair*

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**AGENDA**

**LEGISLATIVE COMMITTEE**

**Wednesday, June 15, 2022**  
**11:20 a.m.**

**Claiborne Building, 1<sup>st</sup> Floor**  
**Thomas Jefferson Rooms A&B 1-136**  
**1201 North Third Street**  
**Baton Rouge, Louisiana**

- I. Call to Order
- II. Roll Call
- III. 2022 Legislative Update
- IV. Other Business
- V. Adjournment

Committee Members: Sonia A. Pérez, Chair; Terrie P. Sterling, Vice Chair; Blake R. David; Robert W. Levy; Philip R. May Jr.; Charles R. McDonald; Catarena M. Lobré (*student member*); LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative  
Staff: Doreen Brasseaux

**AGENDA ITEM III.**

**2022 Legislative Update**

A Legislative Priorities Update and Other Bills of Interest Review will be shared for information purposes only.

*Collis B. Temple, III*  
*Chair*

*Gary N. Solomon, Jr.*  
*Vice Chair*

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### **AGENDA** **FACILITIES AND PROPERTY COMMITTEE**

*Wednesday, June 15, 2022*  
*11:35 a.m.*

*Claiborne Building, 1<sup>st</sup> Floor*  
*Thomas Jefferson Rooms A&B 1-136*  
*1201 North Third Street*  
*Baton Rouge, LA 70802*

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. Small Capital Projects Report
    - 1. LSU-A: Ultraviolet-C Lighting Additions (Budget Increase)
    - 2. LSU A&M: East Campus Apartments Buildings 3 and 12 Roof Repairs
    - 3. LSU A&M: Johnston Hall 2<sup>nd</sup> and 3<sup>rd</sup> Floor South Wing Renovations
    - 4. LSU A&M: Residential College Boiler Replacement
    - 5. LSU A&M: Student Union 4<sup>th</sup> Floor Renovation for Student Affairs
    - 6. LSU A&M: Student Union Ballroom Renovations
    - 7. LSU A&M: School of Veterinary Medicine Pharmacy Relocation
    - 8. LSU A&M: School of Veterinary Medicine Rooms 2536, 2538, 2538A and 2540 Lab Renovations
    - 9. LSU A&M: West Campus Apartments Building 5 Roof Repairs
    - 10. LSU-E: Health Tech Building Medical Gas System Upgrades and Laboratory Renovation
    - 11. LSU-S: New Science Building Annex
    - 12. SLCC-Acadian Campus: HVAC Replacement
    - 13. SLCC-Gulf Area Campus: HVAC Replacement
    - 14. SLCC-Main Campus: Ardoin Building Rooftop HVAC Replacements
    - 15. SLCC-Main Campus: Health and Science Building HVAC Modifications
    - 16. SLCC-Main Campus: Devalcourt Building HVAC Modifications
    - 17. SLCC-New Iberia Campus: HVAC Replacement
    - 18. SLCC-T.H. Harris Campus: Building A HVAC Replacement/Modifications
    - 19. SLCC-T.H. Harris Campus: Building B-C HVAC Replacement
  - B. Third Party Projects Report
    - 1. La Tech: Video Ribbon Display at Joe Alliet Stadium
    - 2. SELU: New Baseball Fieldhouse

IV. Capital Outlay Update

V. Other Business

VI. Adjournment

Committee Members: Darren G. Mire, Chair; Robert W. Levy, Vice Chair; Randy L. Ewing; Charles R. McDonald; Felix R. Weill; Catarena M. Lobré (*student member*); LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative

Staff: Chris Herring, Associate Commissioner for Facilities and Planning & Emergency Management

## AGENDA ITEM III. A & B.

### Small Capital Projects & Third-Party Project Reports

#### Small Capital Projects Report

In accordance with the Facilities Policy, small capital project proposals are reviewed by staff, approved where appropriate, and thereafter reported at the next meeting of the Facilities and Property Committee. Pursuant to R.S. 39:128, Board of Regents (BoR) staff may approve internally small capital projects ranging from \$175,000 to \$1,000,000 and report these approvals to the Board during a subsequent meeting.

Staff approved the following small capital projects since the previous report:

#### 1. Louisiana State University – Alexandria (LSU-A): Ultraviolet-C Lighting Additions (Budget Increase) – Alexandria, LA

LSU-A previously submitted a project in April 2022 to install Ultraviolet-C lighting in meeting rooms, large classrooms, the café, and the gym on campus to purify the air in these areas. The original project cost was estimated to be \$200,000, but the lowest bid received was \$290,000.

**Funding for the project, and the budget increase, comes from Federal CARES Act funding.**

#### 2. Louisiana State University and A&M College (LSU): East Campus Apartments Buildings 3 and 12 Roof Repairs – Baton Rouge, LA

The current clay tile roof on buildings 3 and 12 of LSU's East Campus Apartments are damaged and leaking, allowing damage to the existing decking and underlying areas. The project scope involves the removal of the existing tile roof and membrane down to the deck, repair and replacement of damaged trusses, framing, decking, soffit and fascia, and the installation of new flashing, waterproof membranes, and tile materials. New vinyl-covered fascia and vented soffit materials will also be installed and painted. The project replaces approximately 13,740 square feet (SF) of roof at a cost of \$40.03/SF, for a total project cost of \$550,000. **The project will be funded from auxiliary revenues.**

#### 3. Louisiana State University and A&M College: Johnston Hall 2<sup>nd</sup> and 3<sup>rd</sup> Floor South Wing Renovations – Baton Rouge, LA

The National Center for Disaster Fraud (NCDF) located on the 2<sup>nd</sup> and 3<sup>rd</sup> floors of LSU's Johnston Hall needs more call stations, and this project will renovate the existing space to provide additional space for the NCDF. The project scope involves general renovations to the 2<sup>nd</sup> and 3<sup>rd</sup> floors of the south wing of the building, including the removal of existing walls and ceilings, floor repair, and mechanical/electrical/plumbing (MEP) modifications to allow for additional furniture and IT equipment. The project renovates approximately 850 SF of space at a cost of \$232.95/SF, for a total project cost of \$198,000. **The project will be funded from indirect cost allocations associated with grant funding.**

#### **4. Louisiana State University and A&M College: Residential College Boiler Replacement – Baton Rouge, LA**

The existing boilers in LSU's Residential College are no longer operational and there are currently rental boilers on-site. This project will remove the existing boilers and heat exchangers and install new boilers. Ventilation and piping will be modified as necessary to accommodate the new equipment. **The total project cost is \$250,000 and will be funded with auxiliary revenues.**

#### **5. Louisiana State University and A&M College: Student Union 4<sup>th</sup> Floor Renovations for Student Affairs – Baton Rouge, LA**

This project renovates space on the 4<sup>th</sup> floor of LSU's Student Union to provide an office space for Student Affairs staff. The project scope involves creating a secure office space by installing new glass partitions, lighting modifications, and new finishes in the area. The project renovates 9,100 SF of space at a cost of \$20.66/SF, for a total project cost of \$188,000. **The project will be funded from Student Life Maintenance Fund revenues.**

#### **6. Louisiana State University and A&M College: Student Union Ballroom Renovations – Baton Rouge, LA**

LSU's Student Union Ballroom needs renovation and refurbishment as the venue serves as a revenue source for Auxiliary Services and is an important space for the entire university. This project will renovate the Royal Cotillion Ballroom and Stage. The project scope includes the removal of the coiling divider wall and track, renovation of the stage, green room and toilet areas, repair and renovation to the ballroom floor, replacement of lighting and ceilings, and upgrades to other finishes throughout the area. The project renovates approximately 11,400 SF of space at a cost of \$77.20/SF, for a total project cost of \$880,000. **The project will be funded with auxiliary revenues.**

#### **7. Louisiana State University and A&M College: School of Veterinary Medicine Pharmacy Relocation – Baton Rouge, LA**

LSU's Veterinary Medicine Hospital is in need of pharmacy space that is better situated to serve clients while also providing accessibility from the hospital area. The scope of work requires renovation to the existing small animal lobby space so the pharmacy can be relocated to that area. Upgrades will be made to MEP to facilitate the move. The project renovates approximately 1,500 SF of space at a cost of \$233.34/SF, for a total project cost of \$350,000. **The project will be funded with self-generated revenues (veterinary medicine hospital funds).**

#### **8. Louisiana State University and A&M College: School of Veterinary Medicine Rooms 2536, 2538, 2538A, and 2540 Lab Renovations – Baton Rouge, LA**

This project will renovate unused storage and office space within LSU's School of Veterinary Medicine to provide space for comparative biomedical laboratory research. The project scope includes new ceilings, new wall finishes, painting, new methyl methacrylate (MMA) flooring, new metal lab casework, plumbing upgrades, new LED lighting, selective new power, and HVAC upgrades. The project renovates approximately 720 SF of space at a cost of \$263.89/SF, for a total

project cost of \$190,000. **The project will be funded with operational funds.**

**9. Louisiana State University and A&M College: West Campus Apartments Building 5  
Roof Repairs – Baton Rouge, LA**

The current clay tile roof on building 5 of LSU's West Campus Apartments is damaged and leaking, allowing damage to the existing decking and underlying areas. The project scope involves the removal of the existing tile roof and membrane down to the deck, repair and replacement of damaged trusses, framing, decking, soffit and fascia, the installation of new flashing, waterproof membranes, and tile materials. New vinyl-covered fascia and vented soffit materials will also be installed and painted. The project replaces approximately 6,125 SF of roof at a cost of \$40/SF, for a total project cost of \$245,000. **The project will be funded with auxiliary revenues.**

**10. Louisiana State University – Eunice (LSU-E): Health Tech Building Medical Gas  
System Upgrades and Laboratory Renovation – Eunice, LA**

The existing medical gas system in LSU-E's Health Tech building is no longer functional. The system must be replaced to continue clinicals scheduled for the various health programs offered. At the same time, due to the expansion of LSU-E's Allied Health programs, two existing classrooms will be converted into laboratories. The project scope calls for replacing the old medical gas system, upgrading the existing piping infrastructure, adding new piping for the new laboratory space, upgrading the electrical, and installing new finishes. **The total project cost is \$187,000 and will be funded with Federal CARES Act and American Rescue Plan funding.**

**11. Louisiana State University – Shreveport (LSU-S): New Science Building Annex –  
Shreveport, LA**

This project will construct a new 1,600 SF annex building adjacent to the existing Science building on the LSU-S campus. The new annex will allow for the housing of small rodents and reptiles used in support of research conducted by the Biology Department. **The total project cost is \$385,000 and will be funded with operational funds.**

**12. South Louisiana Community College (SLCC) Acadian Campus: HVAC Replacement –  
Crowley, LA**

The current HVAC units on SLCC's Acadian campus are at the end of their useful life cycle and do not properly dehumidify nor provide the proper air quality. This project will remove all obsolete units identified and replace them with modern HVAC units. **The total project cost is \$455,000 and will be funded with Federal CARES Act funding.**

**13. South Louisiana Community College Gulf Area Campus: HVAC Replacement –  
Abbeville, LA**

The current HVAC units on SLCC's Gulf Area campus are at the end of their useful life cycle and do not properly dehumidify nor provide the proper air quality. This project will remove all obsolete units identified and replace them with modern HVAC units. **The total project cost is \$222,296 and will be funded with Federal CARES Act funding.**

**14. South Louisiana Community College: Ardoin Building Rooftop HVAC Replacements – Lafayette, LA**

The current rooftop HVAC units within SLCC's Ardoin Building (main campus) do not properly dehumidify outside air supplied to the facility which can lead to health concerns. This project will replace the rooftop units with units which will adequately dehumidify fresh air coming into the facility. **The total project cost is \$455,000 and will be funded with Federal CARES Act funding.**

**15. South Louisiana Community College: Health and Science Building Existing HVAC Modifications – Lafayette, LA**

The current fresh air delivery system within SLCC's Health and Science Building (main campus) is inadequate and requires repair and replacement. This project will modify or replace existing ductwork to allow air to properly return to the air handler unit (AHU) in all AHU's located within the building. **The total project cost is \$364,000 and will be funded with Federal CARES Act funding.**

**16. South Louisiana Community College: Devalcourt Building HVAC Modifications – Lafayette, LA**

The fresh air supply delivery system installed on current equipment within SLCC's Devalcourt Building (main campus) is inadequate and requires modifications to properly control airflow. This project will modify the existing HVAC system to better control outside airflow to the building's AHU's. **The total project cost is \$231,772 and will be funded with Federal CARES Act funding.**

**17. South Louisiana Community College New Iberia Campus: HVAC Replacement – New Iberia, LA**

The current HVAC units on SLCC's New Iberia campus are at the end of their useful life cycle and do not provide proper air quality. This project will replace four AHU's, two packaged AHU's, and 12 rooftop AHU's. Duct work modifications are included within the scope of work to allow outside air to be supplied to these units and a new control system will also be installed. **The total project cost is \$741,322 and will be funded with Federal CARES Act funding.**

**18. South Louisiana Community College T. H. Harris Campus: Building A HVAC Replacement/Modifications – Lafayette, LA**

The current HVAC units within Building A on SLCC's T. H. Harris campus are at the end of their useful life cycle and do not properly dehumidify nor provide the proper air quality to the facility. This project will remove all obsolete units identified and replace them with modern HVAC units. Modifications will also be made to the outside air delivery system. **The total project cost is \$455,000 and will be funded with Federal CARES Act funding.**

## **19. South Louisiana Community College T. H. Harris Campus: Building B-C HVAC Replacement/Modifications – Lafayette, LA**

The current HVAC units within Building B-C on SLCC's T. H. Harris campus are at the end of their useful life cycle and do not properly dehumidify nor provide the proper air quality to the facility. This project will remove all obsolete units identified and replace them with modern HVAC units. **The total project cost is \$273,000 and will be funded with Federal CARES Act funding.**

### **Third-Party Project Report**

In accordance with the revisions made to the Facilities Policy during the October 25, 2017 meeting of the Board of Regents, third-party project proposals are reviewed by staff, approved where appropriate, and thereafter reported at the next meeting of the Facilities and Property Committee. Pursuant to the revised policy, BoR staff may approve third-party projects funded without the issuance of debt, similar to the small capital project approval process.

Staff approved the following third-party projects since the previous report:

#### **1. Louisiana Tech University (La Tech): Video Ribbon Display at Joe Alliet Stadium – Ruston, LA**

The University of Louisiana System Board of Supervisors (ULS), on behalf of La Tech, submitted a third-party project for the purpose of installing a new video ribbon display on the south face of the Davison Athletic Center. La Tech will enter into a ground lease with the La Tech University Foundation for the site behind the north endzone of Joe Alliet Stadium. Once the project is complete, the lease will expire and all improvements will be donated to the University. **The Foundation has secured private donations to cover the estimated \$325,000 project cost.**

#### **2. Southeastern Louisiana University (SELU): New Baseball Fieldhouse – Hammond, LA**

The ULS, on behalf of SELU, submitted a third-party project for the purpose of constructing a new 4,200 SF baseball fieldhouse. SELU will enter into a ground lease with the Lion Athletics Association, Inc (LAA) for the purpose of constructing the facility. **The total project cost is \$588,000 and will be funded with donations secured by the LAA.** Upon completion, the fieldhouse will be leased back to SELU for a period of 12 months. At the end of that term the LAA will execute a full donation of the property to SELU.

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the consent agenda, including the small capital and third-party projects reports, as presented.**

## AGENDA ITEM IV.

### HB 2 Update

Higher education was well represented in the capital outlay bill (Act 117), which was signed by the Governor on June 1st. The signed version of the bill includes a total of 87 projects across all four systems, Regents, and LUMCON totaling approximately \$312.8M in funding for FY23. There is an additional \$984M for those projects in future years. Included in the FY23 total is \$50M appropriated to the BoR for deferred maintenance projects across higher education. The table below reflects funding contained within Act 117 for all four systems, LUMCON, and the BoR.

System	Projects	Priority 1	Priority 2	Priority 5	Cash	Revenue Bonds	Self Gen.	Total
LSU	25	\$42,079,451	\$0	\$363,680,150	\$5,870,000	\$23,890,000	\$54,500,000	\$490,019,601
ULS	30	\$75,063,804	\$10,150,000	\$301,696,573	\$32,683,995	\$0	\$33,500,000	\$453,094,372
SUS	15	\$18,261,460	\$3,000,000	\$200,530,600	\$6,749,961	\$0	\$0	\$228,542,021
LCTCS	11	\$16,314,441	\$0	\$87,142,000	\$5,150,000	\$0	\$0	\$108,606,441
BOR	6	\$38,015,506	\$0	\$31,000,000	\$59,500,000	\$0	\$0	\$128,515,506
<b>TOTAL</b>	<b>87</b>	<b>\$189,734,662</b>	<b>\$13,150,000</b>	<b>\$984,049,323</b>	<b>\$109,953,956</b>	<b>\$23,890,000</b>	<b>\$88,000,000</b>	<b>\$1,408,777,941</b>

### STAFF RECOMMENDATION

This item is for informational purposes only. No action is required.

*Collis B. Temple, III*  
Chair

*Gary N. Solomon, Jr.*  
Vice Chair

*Sonia A. Pérez*  
Secretary

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



*Blake R. David*  
*Randy L. Ewing*  
*Stephanie A. Finley*  
*Robert W. Levy*  
*Phillip R. May, Jr.*  
*Charles R. McDonald*  
*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**

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**AGENDA**  
**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Wednesday, June 15, 2022  
11:45 a.m.

Claiborne Building, 1<sup>st</sup> Floor  
Thomas Jefferson Rooms A&B 1-136  
1201 North Third Street  
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. Routine Staff Approvals
  - B. Progress Reports
- IV. Academic Programs
  - A. AAS Computer Information Systems – Fletcher TCC
  - B. AS Nursing – Northshore TCC
  - C. MS Clinical Mental Health Counseling – McNeese
- V. Other Business
- VI. Adjournment

Committee Members: Blake R. David, Chair; Stephanie A. Finley, Vice Chair; Wilbert D. Pryor; Gary N. Solomon, Jr.; Terrie P. Sterling; Judy A. Williams-Brown; Catarena M. Lobre (*student member*); LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative  
Staff: Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation

**AGENDA ITEM III.A.**  
**Routine Academic Requests & Staff Approvals**

<b>Institution</b>	<b>Request</b>
LA Tech	Request for approval to establish the UC Rural Health Administrative Support (CIP 51.0714). Progress report due October 1, 2023. <b>Approved.</b>
LSU A&M	Request to change the name of the BA Art to the BA Art and Design to better reflect changes in the field and revised program curriculum. <b>Approved.</b>
McNeese	Request for approval to establish the UC Liquefied Natural Gas Business (CIP 52.0299). Progress report due October 1, 2023. <b>Approved.</b>
Northwestern State U.	Request to change the name of the Department of English, Foreign Languages, and Cultural Studies to the Department of English, Languages, and Cultural Studies. <b>Approved.</b>

**AGENDA ITEM III.B.**  
**PROGRESS REPORTS for CONDITIONALLY APPROVED**  
**ACADEMIC PROGRAMS**

Regular progress reports are required for every new academic degree program until the program can demonstrate sustainability. This is determined by information on enrollment, completion, accreditation, and other related factors. Programs below that are **shaded** have met standards to be removed from regular reporting.

Program	Staff Analysis	Staff Recommendation for Board Action
<b>LSU</b>		
<b>LSU Alexandria</b> <b>BS Accounting</b> CIP 52.0301 Approved June 2019 Implemented Fall 2019	The program graduated its first 16 students last year and expects 21 this year with current total enrollment at over 300. The program has primarily attracted new students to the institution. The institution continues to work toward mandatory Association to Advance Collegiate Schools of Business (AACSB) accreditation, including hiring two additional full-time faculty and adding another faculty line.	Receive and accept the report. A subsequent report is due 10.1.23.
<b>LSU Alexandria</b> <b>PBC Accounting</b> CIP 52.0301 Approved August 2020 Implemented Fall 2020	Current enrollment in the program is 31 and the institution expects its first graduates this year. Like the undergraduate BS Accounting program, the PBC has primarily attracted new students to the institution.	Receive and accept the report. A subsequent report is due 10.1.23.
<b>LSU A&amp;M</b> <b>GC Econometrics</b> CIP 45.0603 Approved March 2015 Implemented Fall 2015	The program continues to have low enrollment and has had just 6 completers in the last two years. The institution points to challenges associated with COVID-19, budget concerns, and recent declines in the institution's related programs. The department intends to increase marketing of the program to current graduate students.	Receive and accept the report. A subsequent report demonstrating significant improvements in enrollment and completion is due 10.1.23 or program will be terminated.
<b>LSU A&amp;M</b> <b>GC Instructional Coaching</b> CIP 13.1399 Approved August 2017 Implemented Fall 2018	The program has had 4 students enrolled in each of the past two years with 5 new students expected next year and had its first 2 graduates last year. The program is marketed directly to in-service teachers as an add on teacher certification approved by the LDOE.	Receive and accept the report. A subsequent report is due 10.1.23.
<b>LSU A&amp;M</b> <b>GC Veterinary Medicine and Biomedical Sciences</b> CIP 01.8101 Approved December 2017 Implemented Fall 2018	The program had 8 graduates last year and 10 students currently enrolled. Several students who enrolled in the program have successfully gone on to graduate study, particularly in veterinary school, which was the intended purpose of the program. The department continues to adjust admission criteria and the curriculum to ensure the highest chances of success for program completers.	Receive and accept the report. A subsequent report is due 10.1.23.

<b>LSU A&amp;M</b> <b>GC Education Technology</b> CIP 13.0501 Approved April 2020 Implemented Fall 2020	The institution reports 16 students currently enrolled and expects its first graduates next year. Several students in the program have gone on to related Master's degrees at the institution.	Receive and accept the report. A subsequent report is due 10.1.23.
<b>ULS</b>		
<b>Louisiana Tech U</b> <b>GC Industrial Organizational Psychology</b> CIP 42.2804 Approved June 2020 Implemented Fall 2020	The new program has 59 students currently enrolled and expects its first graduates this year.	Receive and accept the report. A subsequent report is due 10.1.23.
<b>Louisiana Tech U</b> <b>UC Audiology</b> CIP 51.0204 Approved June 2020 Implemented Fall 2021	No students have enrolled in the program.	Receive and accept the report. A subsequent report demonstrating full implementation and significant enrollment is due 10.1.23 or program will be terminated.
<b>Louisiana Tech U</b> <b>UC Geographic Information Systems</b> CIP 45.0799 Approved June 2020 Implemented Fall 2020	LA Tech enrolled its first 7 students in the program last year and with new enrollment expects total enrollment of 22 students this year with its first graduates also this year. Plans are underway to better coordinate the GIS curriculum and certificate with the Louisiana Professional Engineering and Land Surveying Board's list of approved courses that play a central role in the land surveyor licensure process.	Receive and accept the report. A subsequent report is due 10.1.23.
<b>Louisiana Tech U</b> <b>UC Lean Six Sigma</b> CIP 14.3501 Approved June 2020 Implemented Fall 2021	The institution enrolled its first 4 students last year and expects its first graduates this year. Enrolled students have consisted of LA Tech's current Industrial Engineering undergraduate students and the institution is actively recruiting students from other programs.	Receive and accept the report. A subsequent report is due 10.1.23.
<b>Nicholls State U</b> <b>GC Education Technology Facilitator</b> CIP 13.0501 Approved June 2020 Implemented Spring 2021	The program expects its first 10 graduates this year and projects 26 students enrolled next year. All students in the program are enrolled in a graduate education degree program at the institution. Nicholls' programs was certified by the International Society of Technology in Education last year.	Receive and accept the report. A subsequent report is due 10.1.23.
<b>Nicholls State U</b> <b>GC Education Technology Leader</b> CIP 13.0501 Approved June 2020 Implemented Spring 2021	The program graduated its first 6 students this year and expects another 16 next year with 31 total students enrolled. All students in the program are enrolled in a graduate education degree program at the institution. Most complete requirements for the facilitator program before completing GC Education Technology Leader program. Nicholls' programs were certified by the International Society of Technology in Education last year.	Receive and accept the report. A subsequent report is due 10.1.23.

<b>Northwestern State U</b> <b>PMC Adult Gerontological Acute Care Nurse Practitioner</b> CIP 51.3821 Approved August 2019 Implemented Spring 2020	The program has graduated 2, 3, and 2 students in each of the past three years respectively and does not anticipate growth next year. The program completed a successful Commission on Collegiate Nursing Education accreditation site visit in 2020.	Receive and accept the report. A subsequent report is due 10.1.23.
<b>Northwestern State U</b> <b>UC Business Analytics</b> CIP 52.1301 Approved February 2020 Implemented Fall 2020	No students have enrolled in the program.	Receive and accept the report. A subsequent report demonstrating full implementation and significant enrollment is due 10.1.23 or program will be terminated.
<b>Northwestern State U</b> <b>UC Strategic Communication</b> CIP 09.0909 Approved September 2019 Implemented Fall 2020	No students have enrolled in the program.	Receive and accept the report. A subsequent report demonstrating full implementation and significant enrollment is due 10.1.23 or program will be terminated.
<b>U of Louisiana at Lafayette</b> <b>GC Cardiovascular Nursing</b> CIP 51.3805 Approved December 2018 Implemented Spring 2019	The program currently has 5 students enrolled and expects 10 next year. The program has graduated 15 students so far in its first two years since implementation. Of the program's graduates, 9 are now employed as nurse practitioners in cardiovascular care and 3 have enrolled in the institution's Doctoral nursing program. The program regularly connects directly with employers of graduates and other clinical partners to ensure the program is meeting industry needs.	Receive and accept the report. A subsequent report is due 10.1.23.
<b>U of Louisiana at Lafayette</b> <b>MS Athletic Training</b> CIP 51.0913 Approved December 2019 Implemented Summer 2021	The COVID-19 pandemic and multiple hurricanes hindered recruitment and enrollment efforts after the program was approved, especially with the hands-on nature of the curriculum. The now fully implemented program enrolled its first cohort of 8 students this past summer and these students are expected to graduate in spring 2023. The institution is in the early stages of completing the self-study required for Commission on Accreditation of Athletic Training Education (CAATE) accreditation and expects the process to be complete in late spring 2023. Since approval, the program has hired the interim director permanently, has hired an additional full time faculty member, and plans to add another by summer 2023.	Receive and accept the report. A subsequent report is due 10.1.23.
<b>U of Louisiana at Lafayette</b> <b>PhD Earth and Energy Sciences</b> CIP 40.0699 Approved March 2018 Implemented Fall 2019	The program's first graduate completed the program last year and has 18 total students enrolled. The program has awarded 5 graduate research assistantships and two fellowships. External funding from the Fanny Edit Winn Educational Trust and a Regents Support Fund award has added \$24,000 in additional scholarship funds. The school has hired 2 additional full time faculty members and program faculty have secured over \$1.2 million in external research funding from NSF and Regents. The curriculum has been diversified to broaden specialization opportunities.	Receive and accept the report. A subsequent report is due 10.1.23.

<b>U of Louisiana Monroe</b> <b>UC Computer Programming</b> CIP 11.0201 Approved August 2019 Program has not been implemented	The program has not yet been implemented due to delays in SACSCOC and ABET approval of the program and lack of recruitment during the COVID-19 pandemic. Program must demonstrate full implementation in its next progress report.	Receive and accept the report. A subsequent report demonstrating full program implementation is due 10.1.23 or approval will be revoked.
<b>U of Louisiana Monroe</b> <b>UC Unmanned Aircraft Systems Management</b> CIP 49.0101 Approved August 2019 Program has not been implemented	The program has not yet been implemented due to faculty turnover. A new full time faculty member has been hired. Delays in SACSCOC approval and the COVID-19 pandemic have also delayed implementation. Program must demonstrate full implementation in its next progress report.	Receive and accept the report. A subsequent report demonstrating full program implementation is due 10.1.23 or approval will be revoked.
<b>U of Louisiana Monroe</b> <b>GC Healthcare Advocacy</b> CIP 51.9999 Approved June 2020 Implemented Fall 2021	The program enrolled its first 5 students this year. Faculty turnover has delayed full program implementation, but 2 new faculty members have been hired and a new recruitment strategy developed.	Receive and accept the report. A subsequent report is due 10.1.23.
<b>U of Louisiana Monroe</b> <b>GC Interprofessional Leadership in Healthcare</b> CIP 51.0701 Approved August 2020 Implemented Fall 2021	The institution reported 8 students currently enrolled with the first graduates expected this year. An extensive marketing and recruitment plan has been developed and implemented and the department has requested an additional faculty position to support this and other related programs.	Receive and accept the report. A subsequent report is due 10.1.23.
<b>U of Louisiana Monroe</b> <b>GC Senior Healthcare Management</b> CIP 30.1101 Approved June 2020 Implemented Spring 2022	The program's first 5 students started the program this spring. Since Board approval, faculty have focused on program development, connecting with employers, and developing a recruitment plan.	Receive and accept the report. A subsequent report is due 10.1.23.
<b>U of New Orleans</b> <b>BS Health Care Management</b> CIP 51.0701 Approved August 2014 Implemented Fall 2016	The program has graduated 19 and 24 students in the past two years respectively and anticipates 17 graduates this year with 66 total students enrolled. Nearly all graduates so far are either employed in the healthcare industry or have gone on to graduate study. Despite the effects of COVID-19 on program enrollment, the program has remained strong and has actively engaged with the Louisiana Department of Health and grown funding for student support. The program has met all business accreditation requirements and is in the process of seeking national certification by the Association of University Programs in Healthcare Administration.	Receive and accept the report. No further reporting is required.

<p><b>U of New Orleans</b>  <b>BS Urban Construction Management</b>  CIP 52.2001  Approved February 2020  Implemented Fall 2020</p>	<p>The program enrolled 15 students in its first year and an additional 33 in its second year. Total program enrollment is currently 41. The first graduates are expected in spring 2024. UNO plans to seek American Council for Construction Education (ACCE) accreditation, which will take several years to complete. The institution is in the process of hiring a full-time faculty member to supplement adjunct faculty from local industry currently teaching in the program. The institution is acquiring new equipment to outfit a dedicated lab for the program.</p>	<p>Receive and accept the report. A subsequent report is due 10.1.23.</p>
<p><b>U of New Orleans</b>  <b>GC Data Analytics</b>  CIP 52.1301  Approved December 2018  Implemented Fall 2019</p>	<p>The new program has drawn significant interest from current UNO students and working adults in the area. The program's first 4 graduates completed the program last year and 11-15 are expected for this year. Two assistant professors were hired in Fall 2018 and one in Fall 2019 to support the program and overall offerings in Data Science and statistics/Financial mathematics for the UC, GC, and other related programs. Multiple area businesses have expressed interest in employee participation in the program.</p>	<p>Receive and accept the report. A subsequent report is due 10.1.23.</p>
<p><b>U of New Orleans</b>  <b>GC Machine Learning and Artificial Intelligence</b>  CIP 11.0701  Approved December 2019  Implemented Spring 2021</p>	<p>Program implementation was delayed due to COVID-19 and has had a slow start. The institution anticipates 7 total students enrolled this year.</p>	<p>Receive and accept the report. A subsequent report is due 10.1.23.</p>
<p><b>U of New Orleans</b>  <b>MS Cyber Security and Operations</b>  CIP 11.1003  Approved December 2019  Program has not been implemented</p>	<p>Program implementation was delayed due to COVID-19. Program marketing has now begun recruiting and UNO anticipates its first students this fall.</p>	<p>Receive and accept the report. A subsequent report is due 10.1.23.</p>
<p><b>U of New Orleans</b>  <b>UC Communications and Networking</b>  CIP 14.0999  Approved June 2019  Program has not been implemented</p>	<p>Campus approval of courses for the program, and therefore program implementation, was delayed due to COVID-19. Courses and the program have now been approved and added to the institution catalog, and the institution anticipates 5 students will enroll this fall.</p>	<p>Receive and accept the report. A subsequent report is due 10.1.23.</p>
<p><b>U of New Orleans</b>  <b>UC Corporate and Nonprofit Communication</b>  CIP 52.0501  Approved December 2019  Program has not been implemented</p>	<p>Program implementation was delayed due to shifting institutional priorities. Program marketing has now begun recruiting and UNO anticipates its first students this fall.</p>	<p>Receive and accept the report. A subsequent report is due 10.1.23.</p>

<b>U of New Orleans</b> <b>UC Data Analytics</b> Approved June 2019 Program has not been implemented	Full program implementation was delayed due to COVID-19. Current UNO students have expressed significant interest in the program, and many have enrolled in the program's required courses. The institution plans full implementation this year and projects 15 students to formally enroll and 5 to complete the program. Two assistant professors were hired in Fall 2018 and one in Fall 2019 to support the program and overall offerings in Data Science and statistics/Financial mathematics for the UC, GC, and other related programs. Multiple area businesses have expressed interest in employee participation in the program.	Receive and accept the report. A subsequent report is due 10.1.23.
<b>U of New Orleans</b> <b>UC Data Engineering</b> Approved June 2019 Program has not been implemented	Full program implementation was delayed due to COVID-19. Since approval, the department has revised the curriculum to meet student and employer needs. The institution projects enrolling its first 5 students this year.	Receive and accept the report. A subsequent report is due 10.1.23.
<b>U of New Orleans</b> <b>UC Power and Energy Systems</b> Approved June 2019 Program has not been implemented	Full program implementation was delayed due to COVID-19. Students interested in the program have indicated a preference for in person learning. The institution projects enrolling its first 5 students this year.	Receive and accept the report. A subsequent report is due 10.1.23.
<b>U of New Orleans</b> <b>UC Software Engineering</b> CIP 14.1001 Approved June 2019 Implemented Spring 2021	The program enrolled its first 5 students last year and 22 this year and expects its first 15 graduates this year.	Receive and accept the report. A subsequent report is due 10.1.23.

## AGENDA ITEM IV.A.

### Proposed Associate of Applied Science in Computer Information Systems Fletcher Technical Community College

#### **Background Information**

Fletcher Technical Community College (FTCC) has requested Board of Regents' approval to offer an Associate of Applied Science (AAS) in Computer Information Systems (CIS). The program proposal was approved by the Louisiana Community and Technical College System (LCTCS) Board of Supervisors and submitted to the Board of Regents for consideration. The proposal was then circulated to Chief Academic Officers statewide for review.

#### **Staff Summary**

The proposed AAS in Computer Information Systems is a 60-credit hour program developed in response to a growing need for Network Security and IT-type programs in the region. In addition, there is now a greater need to diversify college offerings due to the ever-increasing remote workforce expedited by the global pandemic. The field of CIS is the practical application of computer technology and encompasses a variety of areas including those that are the focus of the proposed 100% online program: networking, programming, project management, system analysis and design, and software applications. Students will gain in-depth knowledge in these areas, learn how they relate to the success of an organization, and how to implement system improvements.

- 1. Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
  - a. **Same or Similar In-state Programs:** While several institutions in the state offer programs in Computer Systems or related programs, the only other associate level CIS program is located at Bossier Parish Community College in north Louisiana and FTCC's program will be the only one offered 100% online.
  - b. **Workforce Demand and Job Opportunities:** According to the Louisiana Workforce Commission (LWC), at the state level Computer Information Systems occupations over the next ten years have five-star ratings and state median annual salaries for Computer Network Specialists and Computer User Support Specialists are reported as \$84,72 and \$69,364 respectively. The projected ten-year growth across the state in these occupations is reported as 1,160 jobs. Projections for these occupations in the Houma-Bayou region for 2026 is 150 jobs with median annual salaries in the low \$60,000's.
  - c. **Student Enrollment:** New students will be recruited from local high schools and the general Houma-Bayou region population. Student interest is based on the growing need for Network Security and IT type programs in the region.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Projected Enrollment</b>	15	18	22	26	31
<b>Projected Graduates</b>	0	9	11	13	15

- 2. Resources:** The addition of this program will have minimal fiscal impact. One existing full-time faculty will serve as the program coordinator. The program will utilize existing facilities, library resources, and student support services.

	<b>Current</b>	<b>Needed</b>	<b>Additional Costs</b>
<b>Faculty</b>	FTCC currently employs the faculty needed to teach the 30 credit hours of general education courses and computer technology courses.	FTCC will hire 1 new full-time instructor to serve as Program Lead and adjunct instructors will be hired as needed to support the program.	\$50K per yr.
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing facilities are adequate to support the program.	No additional resource needs projected.	\$0
<b>Student Support</b>	Existing resources will meet the needs of the program for the foreseeable future.	No additional resource needs projected.	\$0

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

- Accessibility: FTCC's program will be offered 100% online. The course resource material will be adopted from a mixture of TestOUT, AWS, and CompTIA products, which offer a mixture of visual, audio, and kinesthetic simulation (all ADA compliant).
- Affordability: Previously earned IBCs will be considered for credit for prior learning, equivalent courses from other colleges will be granted transfer credit. OERs will be used when available.
- Partnerships (with industry, other institutions): Advisory Board Members from Busy Bee Clinic, CBM Technology, P3 Global Personnel, and Stratify have been added to assist in curriculum development and placement. The institution is currently seeking 2+2 agreements.
- Work-based learning (paid internships, apprenticeships, etc.): The curriculum includes an internship course. Fletcher is currently creating an apprenticeship program with Stratify.
- Other program attributes that contribute to closing the achievement gap with underserved populations: Since this program is 100% online, FTCC will offer laptops for checkout through the campus library making the program more accessible for students with children and/or transportation challenges.

### **Staff Analysis**

Data from statewide workforce entities like LWC indicate that FTCC's proposed AAS in Computer Information Systems program is needed and valuable for the college's service region and the state. CAOs from around the state support implementation of the proposed program. The 100% online program will benefit citizens of the bayou region by providing a low-cost, high-quality education in a field that is in high demand.

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the proposed AAS Computer Information Systems (CIP 11.0401) at Fletcher Technical Community College, with a progress report due October 1, 2023.**

## AGENDA ITEM IV.B.

### Proposed Associate of Science in Nursing Northshore Technical Community College

#### Background Information

Northshore Technical Community College (NTCC) has requested Board of Regents' approval to offer an Associate of Science in Nursing (ASN). The program proposal was approved by the Louisiana Community and Technical College System (LCTCS) Board of Supervisors and submitted to the Board of Regents for consideration. The proposal was then circulated to Chief Academic Officers statewide for review.

#### Staff Summary

The proposed ASN is a 72-credit hour program designed to prepare students for immediate employment as entry-level registered nurses competent to practice in the health care field. In addition, the ASN program allows students to transfer coursework to Bachelor of Science in Nursing (BSN) programs. ASN graduates will be prepared to sit for the National Council Licensure Examination for Registered for Nursing (NCLEX - RN) and enter the workforce as a nurse generalist.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
  - a. Same or Similar In-state Programs: While several other institutions in the state have similar ASN programs, this program will specifically serve students located throughout the greater Northshore region of Louisiana. The proposed program was based on an already existing successful curricular model. The college currently offers a successful Career and Technical Certificate (CTC) in Nursing Assistant and a Technical Diploma (TD) in Practical Nursing.
  - b. Workforce Demand and Job Opportunities:
    - According to the Louisiana Center for Nursing's 2019 Multi-Regional Statewide Nurse Workforce Forecast Model and Simulation Tool Report, a project of the Louisiana State Board of Nursing, the demand for RNs in LA is 5,551 greater than available FTEs (Full Time Equivalents). The model predicts that by 2025 there will be a shortage of 7,205 RNs in Louisiana.
    - Shortages for RNs will exist through 2025 in every regional labor market area (RLMA) in the state with some of the highest demand in the New Orleans and Baton Rouge regions, which are both served by NTCC.
  - c. Student Enrollment: The institution developed the proposed program due in part to demand from current and potential students and identified demand from regional health care facilities and providers. NTCC will become a feeder to BSN programs including at their local partner institution, Southeastern Louisiana University. Because the program is operated on the cohort model, students will complete the program every other year.

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Projected Enrollment</b>	30	30	40	40	90
<b>Projected Graduates</b>	0	24	0	32	0

2. **Resources:** Outside of revenue from tuition and fees, NTCC anticipates Nurse Capitation and Perkins Grant funds to be available to support the program.

	<b>Current</b>	<b>Needed</b>	<b>Additional Costs</b>
<b>Faculty</b>	NTCC currently employs the faculty needed to teach the 30 credit hours of general education courses for the proposed program.	NTCC will hire 1 Chief Nurse Administrator as Program Lead and 3 MSN instructors to support the program.	\$340,553 per yr.
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing facilities are adequate to support the program.	No additional resource needs projected.	\$0
<b>Student Support</b>	Existing resources will meet the needs of the program for the foreseeable future.	No additional resource needs projected.	\$0

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

- Accessibility: NTCC will offer courses for this program primarily face-to-face, but a virtual platform is available should any educational disruption occur.
- Affordability: The offering of OER materials will be available as often as possible.
- Partnerships: NTCC plans to continue its robust partnerships with SLU and other LCTCS institutions. In addition, the institution is currently contracted with several clinical affiliates including North Oaks Medical Center, Slidell Memorial Hospital, and St. Tammany Parish Hospital.
- Work-based learning: Upon approval of the program, NTCC will explore clinical internships with their industry partners.

#### **Staff Analysis**

Data from statewide entities such as the Louisiana State Board of Nursing indicate that NTCC's proposed ASN is needed and valuable for the college's service area. CAOs from around the state support the proposed program. NTCC's proposed program will benefit citizens of the greater Northshore region by offering a high-quality education in a field that is in high demand. The program will prepare students for immediate employment in the healthcare industry and provide an opportunity for students wanting to further their education and seek a BS in Nursing.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the proposed Associate of Science in Nursing (CIP 51.3801) at Northshore Technical Community College, with a progress report due October 1, 2023.**

## AGENDA ITEM IV.C.

### Proposed Master of Science in Clinical Mental Health Counseling McNeese State University

#### Background Information

McNeese State University (MSU) has requested Board of Regents' approval to establish a Master of Science (MS) in Clinical Mental Health Counseling. The program proposal was approved by the University of Louisiana System (ULS) Board of Supervisors and submitted to the Board of Regents for consideration. The proposal was then circulated to chief academic officers statewide for review and responses were supportive of the program. The proposal was also reviewed by Dr. Kenyon C. Knapp, Dean, School of Behavioral Sciences at Liberty University who found the proposed program to have a sound curriculum that aligns with accreditation standards.

#### Staff Summary

The proposed MS in Clinical Mental Health Counseling is a 60-credit hour program that will provide students with the knowledge, skills, and supervised clinical practice required to develop competent, licensure-prepared, entry-level clinical mental health counselors. MSU currently offers a Master of Arts in Psychology with a Counseling Psychology concentration that is not eligible for The Council for Accreditation of Counseling & Related Educational Programs (CACREP) accreditation. The proposed program will consist of the restructuring of this concentration into the MS in Clinical Mental Health Counseling that will allow the program to be considered for CACREP accreditation. Graduates of this program will then be prepared to become entry-level, master's prepared counselor interns/Provisional Licensed Professional Counselors (PLPC's). As PLPCs, graduates will be under supervised practice for a minimum of two years before applying to become a Licensed Professional Counselor (LPC).

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
  - a. Same or Similar In-State Programs: Nearly all the state's four-year institutions plus LSU Health Sciences Center New Orleans offer CACREP accredited programs in clinical mental health counseling, the expanding need for counseling professionals is more than sufficient to support the program at McNeese without interfering with other State programs' enrollment and would increase the opportunities for Louisiana graduate students and citizens seeking counseling services in southwest Louisiana.
  - b. Workforce Demand and Job Opportunities: Natural disasters, the COVID-19 pandemic, and other events have increased the need for mental health professionals in not only this region but the state. According to the US Bureau of Labor Statistics, employment of mental health is projected to grow 25% from 2019 to 2029, which is in the top 15 among all states. Additionally, the Louisiana Workforce Commission rates the outlook for mental health counselors as a four-star occupation.
  - c. Student Enrollment and Completion: Initial projected enrollment in the program is based on students currently enrolled in the MA in Psychology concentration in Counseling Psychology. The institution estimates enrolling 25 new students in year one increasing by 30-35 students per year reaching approximately 100 students by year five.

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>NEW Prog. Enrollment</b>	25	30	30	35	35
<b>TOTAL Prog. Enrollment</b>	25	55	85	95	100
<b>Prog. Graduates</b>	0	0	25	30	30

**2. Resources:** All courses required for the proposed program are already offered at the institution as part of other graduate degree programs. One additional new full time faculty position has been approved by McNeese administration to support the proposed program. Due to the restructuring of the existing concentration, a currently occupied position will be reallocated from the Burton College of Education to the Department of Psychology to fulfill the CACREP accreditation requirements.

	<b>Current</b>	<b>Needed</b>	<b>Additional Costs</b>
<b>Faculty</b>	Current faculty and the reallocation of one faculty position from the College of Education to Department of Psychology	One new faculty with a PhD in Counselor Education	\$60,000/Yr.
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing facilities and related resources are adequate to support the program.	No additional resource needs projected.	\$0
<b>Student Support</b>	Existing resources will meet the needs of the program for the foreseeable future.	No additional resource needs projected	\$0

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

- Accessibility: The proposed program will be offered largely through face-to-face instruction with some courses offered via online.
- Affordability: The proposed program will utilize the university's online library holdings, which, as part of the LOUIS network has access to peer-reviewed journal articles, books, and datasets.
- Diversity: The proposed program aims to increase diversity in the counseling profession in Louisiana by providing underserved populations an accessible opportunity to prepare for clinical mental health certification. The institution has indicated a focus on recruiting and supporting minority students in the program.
- Work-based learning: The curriculum includes 600 hours of internship in a clinical mental health setting over the last two semesters of coursework.

### **Staff Analysis**

The proposed MS in Clinical Mental Health Counseling program will meet a clear need for students to become counselor interns/provisional licensed professional counselors and to obtain the clinical experience necessary to apply for LPC certification. The external reviewer, Dr. Knapp, indicated that he strongly supports the implementation of the program stating, “The core courses proposed in Addictions counseling, Trauma Informed Counseling and Crisis Intervention & Theory are well chosen, as these niche areas of the counseling field are growing quickly and McNeese students with this training will be better prepared than graduates from some other programs to work in these areas.” The need for the program in the local area and the state of Louisiana has been clearly documented.

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the proposed MS in Clinical Mental Health Counseling (CIP 51.1508) at McNeese State University with a progress report due October 1, 2023.**

*Collis B. Temple, III*  
*Chair*

*Gary N. Solomon, Jr.*  
*Vice Chair*

*Sonia A. Pérez*  
*Secretary*

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



*Blake R. David*  
*Randy L. Ewing*  
*Stephanie A. Finley*  
*Robert W. Levy*  
*Phillip R. May, Jr.*  
*Charles R. McDonald*  
*Darren G. Mire*  
*Wilbert D. Pryor*  
*T. Jay Seale, III*  
*Terrie P. Sterling*  
*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Catarena M. Lobré, Student*

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**AGENDA**

**RESEARCH AND SPONSORED INITIATIVES COMMITTEE**

*Wednesday, June 15, 2022*  
*12:00 p.m.*

*Claiborne Building, 1<sup>st</sup> Floor*  
*Thomas Jefferson Rooms A&B 1-136*  
*1201 North Third Street*  
*Baton Rouge, Louisiana*

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. Appointment of Endowed Chairholders without National Search: University of Louisiana at Monroe
- IV. Louisiana Cybersecurity Talent Initiative Fund Update and Overview of Louisiana's Cybersecurity Landscape
- V. Other Business
- VI. Adjournment

Committee Members: Felix R. Weill, Chair; Phillip R. May, Jr., Vice Chair; Stephanie A. Finley; Darren G. Mire; T. Jay Seale III; Gary N. Solomon, Jr.  
Staff: Carrie Robison, Deputy Commissioner for Sponsored Programs

## **AGENDA ITEM III.A.**

### **Appointment of Endowed Chairholders without National Search: University of Louisiana at Monroe**

#### **Background Information**

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

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

#### **Staff Summary**

UL Monroe requests to waive the national search requirement for two chairs, to appoint highly qualified faculty already on campus:

- The Kitty DeGree Eminent Scholars Chair in Nursing, a \$1 million chair matched by the Board of Regents Support Fund in FY 1990-91.
- The Susan D. and William S. Banowsky, Jr. Endowed Chair of Accounting. a \$1 million chair matched by the Board of Regents Support Fund in FY 2020-21.

UL Monroe asks to name Dr. Wendy Bailes, Director of the School of Nursing, to the Kitty DeGree Eminent Scholars Chair in Nursing and Dr. Michelle McEacharn, Dean of the College of Business and Social Sciences, to the Susan D. and William S. Banowsky, Jr. Endowed Chair of Accounting without conducting national searches. The prospective chairholders' qualifications and experience have been reviewed and deemed appropriate to requirements outlined in the Endowed Chairs program policy for appointment of an internal candidate without a national search.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the University of Louisiana at Monroe's request to appoint Dr. Wendy Bailes to the Kitty DeGree Eminent Scholars Chair in Nursing and Dr. Michelle McEacharn to the Susan D. and William S. Banowsky, Jr. Endowed Chair of Accounting without conducting national searches. As stipulated in Board policy, Letters of Appointment to Dr. Bailes and Dr. McEacharn must be submitted to the Board within 90 days of this approval.**

#### **Agenda Item IV.**

### **Louisiana Cybersecurity Talent Initiative Fund Update and Overview of Louisiana's Cybersecurity Landscape**

#### **Background**

Act 57 of the 2020 Regular Legislative Session commissioned the Cybersecurity Education Management Council (CEMC) to guide Louisiana's response to critical cybersecurity needs and created the Louisiana Cybersecurity Talent Initiative Fund (CTIF). The purpose of the Louisiana Cybersecurity Talent Initiative Fund is to provide a mechanism for donations and/or appropriations of funding to support the development of degree and certificate programs in cybersecurity fields offered by public postsecondary education institutions. The goal of the fund is to develop, train, produce, and retain Louisiana's workforce-ready cybersecurity professionals and improve cybersecurity literacy across industry sectors through programmatic support to institutions.

#### **Cybersecurity Talent Initiative Fund Distribution of Dollars, FY 2022-23**

At its April 27 meeting, the Board of Regents approved the CEMC to select projects submitted to the CTIF for funding in FY 2022-23. As of the April 18 submission deadline, six campuses submitted one application each, requesting a total of \$1,359,201; the CTIF was allocated \$1,000,000 for FY 2022-23 to support both new and sustained projects.

After careful review and scoring of all submissions based on guidelines in the Request for Applications, the CEMC voted to fund four sustained projects, as follows:

<b>Campus</b>	<b>Project Title</b>	<b>Funds Approved</b>
Bossier Parish Community College	Accelerated Cyber Technology Training (ACTT)	\$81,799*
LSU A&M	<i>FIREStarter 2L</i> : Developing Cyber Talent with Hands-on Experiences in Digital Forensics and Industrial Control Systems	\$344,397
Louisiana Tech	<i>C-STEP</i> : Cybersecurity Talent Expansion Program	\$331,623
Southern University System	Southern University System – Cybersecurity Talent Initiative Program ( <i>SUS-CyberTIP</i> )	\$242,181

\* Includes funding to support Fletcher Technical Community College's adoption of the Bossier Parish Community College program.

#### **Louisiana's Cybersecurity Landscape**

To provide context for the work of the CEMC and future discussions of cybersecurity education in the state, Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, will provide a survey of related programs and opportunities during the Committee meeting.

#### **STAFF RECOMMENDATION**

**This item is for information only; no action is required.**

*Collis B. Temple, III*  
*Chair*

*Gary N. Solomon, Jr.*  
*Vice Chair*

*Sonia A. Pérez*  
*Secretary*

*Kim Hunter Reed, Ph.D.*  
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**AGENDA**  
**STATEWIDE PROGRAMS COMMITTEE**

*Wednesday, June 15, 2022*  
*12:20 p.m.*

*Claiborne Building, 1<sup>st</sup> Floor*  
*Thomas Jefferson Rooms A&B 1-136*  
*1201 North Third Street*  
*Baton Rouge, Louisiana*

I. Call to Order

II. Roll Call

III. Consent Agenda

- A. Approval of Final Rulemaking – Adds Dual Enrollment African American History as a TOPS core equivalent that can be graded on a 5.0 grading scale.
- B. Approval of Initial Rulemaking – Adds Dual Enrollment Psychology as a TOPS core equivalent that can be graded on a 5.0 grading scale.
- C. TOPS Exceptions - Regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year.

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

V. Receive the GO Grant Study Group Report.

VI. Adjournment

Committee Members: Randy Ewing, Chair; Charles McDonald, Vice Chair; Stephanie A. Finley, Darren G. Mire, Wilbert D. Pryor, Felix R. Weill, Catarena M. Lobre (*Student Member*).

### **Agenda Item III.A.**

#### **Consent Agenda: Final Rulemaking**

Authorize publication of the final rulemaking to amend Section 703 of the Scholarship and Grant Program rules to add Dual Enrollment African American History as a TOPS core equivalent that can be graded on a 5.0 grading scale.

#### **Background:**

At its December 15, 2021 meeting, the Board of Regents authorized publication of a Notice of Intent to effect the below-described rule changes. The Notice of Intent was published in the *Louisiana Register* on February 20, 2022.

This rulemaking adds Dual Enrollment African American History as an equivalent in the TOPS core curriculum and provides that the dual enrollment course may be graded on a 5.0 scale.

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

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

## **Agenda Item III.B.**

### **Consent Agenda: Initial Rulemaking**

Authorize publication of rulemaking to amend Section 703 of the Scholarship and Grant Program rules to add Dual Enrollment Psychology as a TOPS core equivalent that can be graded on a 5.00 grading scale.

#### **Background:**

The TOPS statutes authorize the Board of Regents to “establish course equivalencies for any course included in the definition of core curriculum” provided that the Board of Elementary and Secondary Education (BESE) has given prior approval. The statute also requires recommendations from the Board of Regents on establishing a TOPS Core Curriculum course equivalency.

In addition to authorizing the establishment of course equivalencies, the TOPS statutes provide that certain honors, advancement placement, gifted, and dual enrollment courses will be graded on a 5.00 grading scale for purposes of calculating students’ grade point averages on the TOPS core curriculum courses beginning with 2018 high school graduates. The TOPS statutes also provide that the Board of Regents and BESE will determine which of these courses will be eligible for the heightened grading scale.

At its meeting on April 13, 2022, BESE approved the addition of Dual Enrollment Psychology as an equivalent to the electives for social studies in the TOPS core curriculum. It also approved it as a course to be graded on a 5.00 grading scale.

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

**The LOSFA Advisory Board recommends that the Board of Regents authorize the Executive Director of LOSFA to publish a Notice of Intent to make these rules permanent.**

### **Agenda Item III.C.**

#### **Consent Agenda: TOPS Exceptions**

Requests for exception to the TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year.

#### **Background:**

Sections 705.A.6 and 7 of the TOPS administrative rules require TOPS recipients to continue to enroll in the fall and spring semesters of each academic year, to remain enrolled throughout the semester, and to earn the annual credit hours required by the end of the academic year. Section 2103.E authorizes the governing body to grant an exception to these requirements when the student/recipient has exceptional circumstances that are beyond their immediate control and that necessitate full or partial withdrawal from or non-enrollment in an eligible postsecondary institution.

Eight requests for exceptions were reviewed and approved by the LOSFA Advisory Board at its meeting on May 12, 2022. 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 IV.**

Requests for exception to the TOPS statutory 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.

Two requests 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 May 12, 2022. The students have presented facts and documentation 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 to begin a home study program as presented.**

## Agenda Item V.

### Receive the GO Grant Study Group Report

In early 2021, the Board of Regents (Board) contracted with HCM Strategists to provide an in-depth review of the Louisiana GO Grant. A report was presented to the Board on April 28, 2021 and included a number of recommendations for the program.

### HCM RECOMMENDATIONS

#### **1. Provide predictable new investments to the GO Grant program.**

*The 2021 proposed \$11 million increase would be a significant investment in the program that, combined with some of the policy adjustments, would allow more students to be served effectively by GO Grant.*

#### **2. Remove the 60% target.**

*With cost increases and campuses setting reduced award amounts, few students are reaching 60%. The requirement is preventing campuses from offering sufficient funding to the lowest-income students and harming students who qualify for merit funding.*

#### **3. Create a statewide review panel to consider the following:**

*a) Examine the allocation and recalculation rules and methodology to allow more students to receive timely information and disbursements. Consider other approaches to compliance to ensure students are not over-awarded and balance the need for expanded awareness and timely disbursements to cover expenses at the start of the term.*

*b) Eliminate separate applications for GO Grant. GO Grant is a generally accessible program for most students and an additional application creates an unnecessary barrier.*

*c) Review the feasibility of early commitments of minimal awards. Consider notifying current and prospective students in advance of their eligibility for at least a minimal-level (e.g., \$500 or \$250) initial grant as part of a strategy to encourage applying to college and completion of the FAFSA.*

### ACTIONS TAKEN

The following outlines the barriers to full implementation of the recommendations as well as actions taken to implement them to the greatest extent possible.

**1. Provide predictable new investments to the GO Grant program.**

*The 2021 proposed \$11 million increase would be a significant investment in the program that, combined with some of the policy adjustments, would allow more students to be served effectively by GO Grant.*

While the Board of Regents does not have control over the budget process that appropriates funding for the GO Grant, it did garner sufficient support in the Louisiana Legislature to receive an additional \$11 million in funding for the program during the 2021-2022 academic year. (The actual increase was \$11,051,608; this has been rounded to \$11 million for discussion purposes.) The following chart illustrates the differences between the 2020-2021 and 2021-2022 allocations to each school.

<b>GO Grant Allocation 2020-21 v. 2021-22</b>			
<b>School</b>	<b>2020-21 Allocation</b>	<b>2021-2022 Allocation</b>	<b>Difference</b>
LSU-BR	2,298,420	\$3,161,553	863,133
LSU-A	328,642	\$452,058	123,416
LSUMC-NO	209,647	\$288,377	78,730
LSUMC-S	13,846	\$26,823	12,977
LSU-E	289,339	\$393,869	104,530
LSU-S	1,006,505	\$1,384,482	377,977
<b>LSU SYSTEM SUB-TOTAL</b>	<b>4,146,399</b>	<b>\$5,707,162</b>	<b>1,560,763</b>
Southern-BR	1,358,280	\$1,863,160	504,880
Southern-NO	300,460	\$413,293	112,833
Southern-S	234,858	\$320,992	86,134
<b>SU SYSTEM SUB-TOTAL</b>	<b>1,893,598</b>	<b>\$2,597,445</b>	<b>703,847</b>
Nicholls	1,170,918	\$1,625,914	454,996
Grambling	1,091,369	\$1,401,781	310,412
La. Tech	1,206,198	\$1,674,443	468,245
McNeese	1,609,794	\$2,237,509	627,715
ULM	1,798,602	\$2,474,036	675,434
Northwestern	1,705,687	\$2,346,229	640,542
Southeastern	3,190,263	\$4,388,312	1,198,049
ULL	2,611,153	\$3,591,727	980,574
UNO	1,267,576	\$1,743,592	476,016
<b>UL SYSTEM SUB-TOTAL</b>	<b>15,651,560</b>	<b>\$21,483,543</b>	<b>5,831,983</b>
Baton Rouge CC	664,679	\$914,289	249,610
Bossier Parish CC	278,484	\$383,064	104,580
Central Louisiana Tech CC	76,862	\$105,229	28,367
Delgado CC	2,782,723	\$3,827,728	1,045,005
Fletcher Tech CC	114,340	\$157,279	42,939
Louisiana Delta CC	291,184	\$400,534	109,350
Northshore Tech CC	40,062	\$64,392	24,330
Northwest Louisiana Tech CC	89,323	\$122,793	33,470
Nunez CC	79,212	\$128,364	49,152
River Parishes CC	86,273	\$118,672	32,399
South La. CC	482,898	\$664,243	181,345
Sowela Tech CC	259,579	\$357,060	97,481
<b>LCTC SYSTEM SUB-TOTAL</b>	<b>5,245,619</b>	<b>\$7,243,647</b>	<b>1,998,028</b>
Centenary	59,894	\$69,189	9,295
Dillard	329,806	\$453,659	123,853
La College	245,246	\$352,622	107,376
Loyola	297,661	\$424,720	127,059
University of Holy Cross	67,725	\$93,157	25,432
Franciscan Missionaries of Our Lady	380,816	\$544,954	164,138
Tulane	367,877	\$506,027	138,150
Xavier	742,907	\$1,004,591	261,684
<b>INDEPENDENTS' SUB-TOTAL</b>	<b>2,491,932</b>	<b>\$3,448,919</b>	<b>956,987</b>
<b>Total</b>	<b>29,429,108</b>	<b>\$40,480,716</b>	<b>11,051,608</b>

The Governor's budget proposal for the 2022-2023 fiscal year includes an additional \$15 million for the Louisiana GO Grant. If appropriated, additional funding will be allocated among postsecondary institutions for distribution to students as indicated in the chart below.

### GO Grant Allocation 2021-22 v. 2022-23 (Estimated)

School	2021-2022 Allocation	2022-23 Estimated Allocation	Difference
LSU-BR	\$3,161,553	\$4,333,056	\$1,171,503
LSU-A	\$452,058	\$619,566	\$167,508
LSUHSC-NO	\$288,377	\$395,233	\$106,856
LSUHSC-S	\$26,823	\$36,762	\$9,939
LSU-E	\$393,869	\$539,815	\$145,946
LSU-S	\$1,384,482	\$1,897,496	\$513,014
<b>LSU SYSTEM SUB-TOTAL</b>	<b>\$5,707,162</b>	<b>\$7,821,928</b>	<b>\$2,114,766</b>
Southern-BR	\$1,863,160	\$2,553,548	\$690,388
Southern-NO	\$413,293	\$566,438	\$153,145
Southern-S	\$320,992	\$439,935	\$118,943
<b>SU SYSTEM SUB-TOTAL</b>	<b>\$2,597,445</b>	<b>\$3,559,921</b>	<b>\$962,476</b>
Nicholls	\$1,625,914	\$2,228,392	\$602,478
Grambling	\$1,401,781	\$1,921,206	\$519,425
La. Tech	\$1,674,443	\$2,294,903	\$620,460
McNeese	\$2,237,509	\$3,066,612	\$829,103
ULM	\$2,474,036	\$3,390,783	\$916,747
Northwestern	\$2,346,229	\$3,215,616	\$869,387
Southeastern	\$4,388,312	\$6,014,388	\$1,626,076
ULL	\$3,591,727	\$4,922,630	\$1,330,903
UNO	\$1,743,592	\$2,389,675	\$646,083
<b>UL SYSTEM SUB-TOTAL</b>	<b>\$21,483,543</b>	<b>\$29,444,205</b>	<b>\$7,960,662</b>
Baton Rouge CC	\$914,289	\$1,253,075	\$338,786
Bossier Parish CC	\$383,064	\$525,008	\$141,944
Central Louisiana Tech CC	\$105,229	\$144,221	\$38,992
Delgado CC	\$3,827,728	\$5,246,081	\$1,418,353
Fletcher Tech CC	\$157,279	\$215,558	\$58,279
Louisiana Delta CC	\$400,534	\$548,950	\$148,416
Northshore Tech CC	\$64,392	\$88,252	\$23,860
Northwest Louisiana Tech CC	\$122,793	\$168,293	\$45,500
Nunez CC	\$128,364	\$175,929	\$47,565
River Parishes CC	\$118,672	\$162,645	\$43,973
South La. CC	\$664,243	\$910,376	\$246,133
Sowela Tech CC	\$357,060	\$489,367	\$132,307
<b>LCTC SYSTEM SUB-TOTAL</b>	<b>\$7,243,647</b>	<b>\$9,927,755</b>	<b>\$2,684,108</b>
Centenary	\$69,189	\$94,827	\$25,638
Dillard	\$453,659	\$621,761	\$168,102
LA College	\$352,622	\$483,285	\$130,663
Loyola	\$424,720	\$582,099	\$157,379
University of Holy Cross	\$93,157	\$127,677	\$34,520
Franciscan Missionaries of Our Lady	\$544,954	\$746,885	\$201,931
Tulane	\$506,027	\$693,533	\$187,506
Xavier	\$1,004,591	\$1,376,840	\$372,249
<b>INDEPENDENTS' SUB-TOTAL</b>	<b>\$3,448,919</b>	<b>\$4,726,907</b>	<b>\$1,277,988</b>
<b>Total</b>	<b>\$40,480,716</b>	<b>\$55,480,716</b>	<b>\$15,000,000</b>

According to self-reported data and estimates, approximately 45-47% of eligible students receive GO Grant funds. In order to support all students eligible for a GO Grant, according to both the 2020-2021 and 2021-2022 GO Grant Packaging Policy, the current allocation of \$40,480,716 would need to be increased to roughly \$100,026,579 and \$109,349,338, respectively. However, in order to fund all eligible students at the maximum of \$3,000, the current allocation would need to be quadrupled, for an estimated total allocation of \$168,339,000 (See Appendix A).

#### 2. Remove the 60% target.

*With cost increases and campuses setting reduced award amounts, few students are reaching 60%. The requirement is preventing campuses from offering sufficient funding to the lowest-income students and harming students who qualify for merit funding.*

The Board of Regents adopted this recommendation and eliminated the restriction that a student cannot be awarded a GO Grant if receipt would cause total gift aid to exceed 60% of need.

Postsecondary institutions were notified of this change on June 3, 2021, as follows:

“At its April 28, 2021, meeting, the Board of Regents approved changes to the GO Grant Framework, referred to as Framework, that will result in a new methodology in awarding students beginning with the 2021-2022 award year. Under the new framework, institutions will have the ability to structure the award to best fit the needs of their student populations, while making the best use of state financial aid dollars. The new Framework eliminates the 60% limit on gift aid that a student may receive. The amount of gift aid received (federal and state aid, including TOPS and institutional aid) will not affect the amount of GO Grant awarded to a student. LOSFA will convene a work group to determine the impact of eliminating the 60%.”

The chart below demonstrates the difference between the number of students served and average award amounts from the 2020-2021 academic year to the 2021-2022 academic year. For similar data by institution see Appendix B.

### GO GRANT

	2020-21			2021-22				
	Students Awarded	Dollars Spent	Average Award	Students Awarded	Dollars Spent	Average Award	Annual Allocation	Remaining Dollars
<b>LAICU</b>	1,225	\$2,505,835	\$2,045.58	1,557	\$3,415,816	\$2,193.84	\$3,448,919	\$33,103
<b>LCTCS</b>	7,488	\$5,204,310	\$695.02	8,747	\$7,219,238	\$825.34	\$7,243,647	\$24,409
<b>LSU System</b>	3,359	\$4,146,653	\$1,234.49	3,892	\$5,683,531	\$1,460.31	\$5,707,162	\$23,631
<b>SU System</b>	1,019	\$1,888,318	\$1,853.11	1,364	\$2,592,492	\$1,900.65	\$2,597,445	\$4,953
<b>UL System</b>	11,787	\$15,597,842	\$1,323.31	14,422	\$21,422,493	\$1,485.40	\$21,483,543	\$61,050
<b>TOTAL</b>	24,878	\$29,342,958	\$1,179.47	29,982	\$40,333,570	\$1,345.26	\$40,480,716	\$147,146
<b>Change from 20-21 to 21-22</b>				20.52%	37.46%	14.06%		
	Increase			Decrease				

Postsecondary institutions distribute GO Grant dollars based upon a packaging policy developed in accordance with Administrative Rules. Each institution shall determine the award amounts for eligible students at that institution based on the guidelines of minimum award of \$300 and maximum award of \$3,000. Some schools have chosen to increase grant amounts in order to more robustly assist students while others have chosen to decrease grant amounts to serve more students. Increases in the amount of each grant generally result in a decrease of number of students served and vice versa. Postsecondary institutions are currently finalizing bills for awards for the spring semester of 2022. This chart does not represent final awards or dollars for the academic year. **Data as of 5-9-22**

Postsecondary institutions were recently surveyed to obtain their views on the effects of removal of the 60% rule; the following comments were received:

- The removal of the 60% eligibility requirement allowed our office to further leverage our GO Grant allocation by awarding eligible students that live on campus and received other forms of gift aid as well as award students regardless of their COA tolerance limit.
- It greatly reduced the administrative burden on our staff.
- It made it easier to award students especially those who lived at home with parents and were TOPS eligible. It was wonderful not to have to cancel GO awards if a student received additional funding.
- The effect of removing the 60% impacted on my school’s ability to fund students in a positive way. We were able to increase the number of students awarded and reduce unmet need overall, which also positively impacted our enrollment numbers.
- The GO Grant program is finally easier to award since the 60% figure was removed from the criteria. Please do not ever put that back in there.

According to the GO Grant Survey, 37 of 38 (98%) respondents reported that the increase in funding allowed them to assist more students.

Furthermore, 37 of 38 respondents stated that the change in the 60% impact policy increased the number of eligible students and allowed the universities to decrease loan indebtedness.

**3. Create a statewide review panel to consider the following:**

**a) Examine the allocation and recalculation rules and methodology to allow more students to receive timely information and disbursements.** Consider other approaches to compliance to ensure students are not over-awarded and balance the need for expanded awareness and timely disbursements to cover expenses at the start of the term.

**b) Eliminate separate applications for GO Grant.** GO Grant is a generally accessible program for most students and an additional application creates an unnecessary barrier.

**c) Review the feasibility of early commitments of minimal awards.** Consider notifying current and prospective students in advance of their eligibility for at least a minimal-level (e.g., \$500 or \$250) initial grant as part of a strategy to encourage applying to college and completion of the FAFSA.

LOSFA convened a statewide panel composed of student financial aid administrators to review these items. The following information was gleaned from the panel:

**a) Examine the allocation and recalculation rules and methodology to allow more students to receive timely information and disbursements.**

LOSFA provides postsecondary institutions with GO Grant allocations as soon as the appropriation for the upcoming year is approved by the Legislature. If an institution has expended its entire allocation for the current academic year, it can generally rely on receiving at least the same allocation for the upcoming year. When it receives the actual allocation for the upcoming year based on appropriations, the institutions can choose to award more students or increase GO Grants for students who have already been awarded, depending upon their GO Grant Packaging Policy.

Elimination of the 60% ceiling on grant aid greatly reduces the need for recalculation. As a general rule most financial aid for a student is determined before the first term of the academic year in which the student enrolls. It is unlikely that students will be awarded additional aid during the semester or academic year that would result in an over-award such that the GO Grant would have to be recalculated or eliminated.

**b) Eliminate separate applications for GO Grant.**

It was determined that only one postsecondary institution was requiring students to complete a separate application for the Louisiana GO Grant. LOSFA has communicated with all institutions that a separate application for the program is not permitted.

In a June 3, 2021, bulletin, financial aid administrators were advised as follows:  
“It has come to our attention that one or more postsecondary institutions has required students to complete an application for the GO Grant in addition to the FAFSA. This is not an acceptable practice. The only application a student must complete in order to be considered for the GO Grant is the FAFSA.”

**c) Review the feasibility of early commitments of minimal awards.**

As stated in response to 3.a. above, LOSFA provides the institutions with GO Grant allocations as soon as possible after the appropriation for the upcoming school year has been made. Postsecondary institutions cannot commit a certain amount of funding to students until they are certain of their allocation.

In addition to the information provided above, LOSFA asked financial aid administrators whether they would support an increase in the maximum yearly award of \$3,000 and, if so, would that maximum be awarded to students. Four responses indicated support for an increase and that the maximum award amount would be implemented. Three responses indicated that the flexibility a higher award amount would provide would allow them to better assist students who have greater need. Two responses stated no support for an increase in the maximum award amount. One stated a preference to keep the maximum the same but receive more funding to assist additional students. Another indicated that the institution does not award the maximum now because they are able to assist more students with a reduced maximum amount.

**LOSFA Advisory Board Recommendation**

**The LOSFA Advisory Board recommends that the Board of Regents receive the GO Grant study group report.**

## Appendix A

### Go Grant Survey Data

LOSFA surveyed participating postsecondary institutions in December of 2021 and asked them to provide data based upon their packaging policies for 2020-21 and their policies for 2021-22. The same actuals for students served is provided in both charts; actual data for the 2021-22 academic year was not available in December 2021, and final data will not be available until at least August 2022.

2021-22 GO Grant Survey:

	<b>Number of Students Eligible based on 2021-22 Packaging Policy</b>	<b>Number of Students Awarded</b>	<b>% of GO-Eligible Students who receive award</b>
LSU SYSTEM	9,008	3,544	39%
SU SYSTEM	6,260	1,111	18%
UL SYSTEM	19,515	12,461	64%
LCTC SYSTEM	19,149	7,797	41%
LAICU	2,360	1,327	56%
<b>TOTALS</b>	<b>56,292</b>	<b>26,420</b>	<b>47%</b>

Source: **2020-21 Actuals data from LOSFA Award System 8-3-21**; 2021-22 Packaging Policy data from December 2021 Survey of Institutions (Prior Year Eligibles used for schools not reporting: SUSLA, GSU, BRCC, BPCC, Loyola & Xavier)

ESTIMATED AMOUNT TO FUND ALL ELIGIBLE STUDENTS AT PACKAGING POLICY AMOUNT:

\$109,349,338

ESTIMATED AMOUNT TO FUND ALL ELIGIBLE STUDENTS AT MAXIMUM AWARD AMOUNT (\$3,000):

\$168,339,000

2020-21 GO Grant Survey:

	<b>Number of Students Eligible based on 2020-21 Packaging Policy</b>	<b>Number of Students Awarded</b>	<b>% of GO-Eligible Students who receive award</b>
LSU SYSTEM	8,583	3,544	41%
SU SYSTEM	7,634	1,111	15%
UL SYSTEM	19,868	12,461	63%
LCTC SYSTEM	20,664	7,797	38%
LAICU	2,368	1,327	56%
<b>TOTALS</b>	<b>59,117</b>	<b>26,420</b>	<b>45%</b>

Source: **2020-21 Actuals data from LOSFA Award System 8-3-21**; 2020-21 Packaging Policy data from December 2021 Survey of Institutions

ESTIMATED AMOUNT TO FUND ALL ELIGIBLE STUDENTS AT PACKAGING POLICY AMOUNT:

\$100,026,579

ESTIMATED AMOUNT TO FUND ALL ELIGIBLE STUDENTS AT MAXIMUM AWARD AMOUNT (\$3,000):

\$176,094,000

## Appendix B

### GO Grant 2020-21 v 2021-22 by System (Data as of 5-9-22)

#### GO GRANT

	2020-21			2021-22				
	Students Awarded	Dollars Spent	Average Award	Students Awarded	Dollars Spent	Average Award	Annual Allocation	Remaining Dollars
LSU-A	332	\$326,242	\$982.66	363	\$448,500	\$1,235.54	\$452,058	\$3,558
LSU-BR	2,283	\$2,298,420	\$1,006.75	2,459	\$3,161,553	\$1,285.71	\$3,161,553	\$0
LSU-E	145	\$286,339	\$1,974.75	242	\$391,619	\$1,618.26	\$393,869	\$2,250
LSU-S	500	\$1,006,505	\$2,013.01	696	\$1,384,482	\$1,989.20	\$1,384,482	\$0
LSUHCS-NO	91	\$209,647	\$2,303.81	127	\$288,377	\$2,270.69	\$288,377	\$0
LSUHCS-S	8	\$19,500	\$2,437.50	5	\$9,000	\$1,800.00	\$26,823	\$17,823
<b>TOTAL</b>	<b>3,359</b>	<b>\$4,146,653</b>	<b>\$1,234.49</b>	<b>3,892</b>	<b>\$5,683,531</b>	<b>\$1,460.31</b>	<b>\$5,707,162</b>	<b>\$23,631</b>
<b>Change from 20-21 to 21-22</b>			15.87%	37.06%	18.29%			

Increase  
Decrease

#### GO GRANT

	2020-21			2021-22				
	Students Awarded	Dollars Spent	Average Award	Students Awarded	Dollars Spent	Average Award	Annual Allocation	Remaining Dollars
SUBR	530	\$1,354,500	\$2,555.66	786	\$1,859,250	\$2,365.46	\$1,863,160	\$3,910
SUNO	280	\$300,460	\$1,073.07	348	\$412,250	\$1,184.63	\$413,293	\$1,043
SUSLA	209	\$233,358	\$1,116.55	230	\$320,992	\$1,395.62	\$320,992	\$0
<b>TOTAL</b>	<b>1,019</b>	<b>\$1,888,318</b>	<b>\$1,853.11</b>	<b>1,364</b>	<b>\$2,592,492</b>	<b>\$1,900.65</b>	<b>\$2,597,445</b>	<b>\$4,953</b>
<b>Change from 20-21 to 21-22</b>			33.86%	37.29%	2.57%			

Increase  
Decrease

#### GO GRANT

	2020-21			2021-22				
	Students Awarded	Dollars Spent	Average Award	Students Awarded	Dollars Spent	Average Award	Annual Allocation	Remaining Dollars
Grambling	659	\$1,019,082	\$1,546.41	728	\$1,356,581	\$1,863.44	\$1,401,781	\$45,200
La Tech	1,046	\$1,216,805	\$1,163.29	1,398	\$1,674,443	\$1,197.74	\$1,674,443	\$0
McNeese	1,077	\$1,626,649	\$1,510.35	1,361	\$2,237,509	\$1,644.02	\$2,237,509	\$0
Nicholls	1,527	\$1,182,025	\$774.08	1,559	\$1,625,914	\$1,042.92	\$1,625,914	\$0
Northwestern	2,245	\$1,704,187	\$759.10	2,800	\$2,345,629	\$837.72	\$2,346,229	\$600
Southeaster	2,122	\$3,171,763	\$1,494.70	2,738	\$4,387,312	\$1,602.38	\$4,388,312	\$1,000
UL-Lafayette	1,364	\$2,611,153	\$1,914.34	1,493	\$3,586,477	\$2,402.19	\$3,591,727	\$5,250
UL-Monroe	826	\$1,798,602	\$2,177.48	1,095	\$2,465,036	\$2,251.17	\$2,474,036	\$9,000
UNO	921	\$1,267,576	\$1,376.30	1,250	\$1,743,592	\$1,394.87	\$1,743,592	\$0
<b>TOTAL</b>	<b>11,787</b>	<b>\$15,597,842</b>	<b>\$1,323.31</b>	<b>14,422</b>	<b>\$21,422,493</b>	<b>\$1,485.40</b>	<b>\$21,483,543</b>	<b>\$61,050</b>
<b>Change from 20-21 to 21-22</b>			22.36%	37.34%	12.25%			

Increase  
Decrease

## GO GRANT

	2020-21			2021-22				
	Students Awarded	Dollars Spent	Average Award	Students Awarded	Dollars Spent	Average Award	Annual Allocation	Remaining Dollars
BPCC	408	\$278,484	\$682.56	307	\$383,064	\$1,247.77	\$383,064	\$0
BRCC	602	\$664,679	\$1,104.12	830	\$900,500	\$1,084.94	\$914,289	\$13,789
CLTCC	45	\$76,500	\$1,700.00	55	\$96,657	\$1,757.40	\$105,229	\$8,572
Delgado CC	4,716	\$2,722,223	\$577.23	5,469	\$3,827,285	\$699.81	\$3,827,728	\$443
Nunez CC	84	\$93,319	\$1,110.94	129	\$127,509	\$988.44	\$128,364	\$855
Fletcher TCC	255	\$114,340	\$448.39	352	\$157,279	\$446.82	\$157,279	\$0
LDCC	396	\$291,184	\$735.31	368	\$399,784	\$1,086.37	\$400,534	\$750
NLTCC	141	\$89,269	\$633.11	248	\$122,793	\$495.13	\$64,392	-\$58,401
Northshore TC	86	\$46,812	\$544.33	65	\$64,392	\$990.65	\$122,793	\$58,401
River Parishes CC	114	\$86,273	\$756.78	152	\$118,672	\$780.74	\$118,672	\$0
SLCC	417	\$481,648	\$1,155.03	583	\$664,243	\$1,139.35	\$664,243	\$0
Sowela TCC	224	\$259,579	\$1,158.83	189	\$357,060	\$1,889.21	\$357,060	\$0
<b>TOTAL</b>	<b>7,488</b>	<b>\$5,204,310</b>	<b>\$695.02</b>	<b>8,747</b>	<b>\$7,219,238</b>	<b>\$825.34</b>	<b>\$7,243,647</b>	<b>\$24,409</b>
<b>Change from 20-21 to 21-22</b>				16.81%	38.72%	18.75%		

Increase  
Decrease

## GO GRANT

	2020-21			2021-22				
	Students Awarded	Dollars Spent	Average Award	Students Awarded	Dollars Spent	Average Award	Annual Allocation	Remaining Dollars
Centenary	23	\$48,800	\$2,121.74	29	\$69,189	\$2,385.83	\$69,189	\$0
Dillard	187	\$329,806	\$1,763.67	196	\$452,159	\$2,306.93	\$453,659	\$1,500
Franciscan Miss of Our Lady	269	\$396,177	\$1,472.78	280	\$519,750	\$1,856.25	\$544,954	\$25,204
La College	110	\$256,353	\$2,330.48	147	\$352,622	\$2,398.79	\$352,622	\$0
Loyola	153	\$308,768	\$2,018.09	177	\$424,720	\$2,399.55	\$424,720	\$0
Tulane	149	\$367,877	\$2,468.97	315	\$501,628	\$1,592.47	\$506,027	\$4,399
Univ of Holy Cross	41	\$67,725	\$1,651.83	55	\$92,657	\$1,684.67	\$93,157	\$500
Xavier	293	\$730,329	\$2,492.59	358	\$1,003,091	\$2,801.93	\$1,004,591	\$1,500
<b>TOTAL</b>	<b>1,225</b>	<b>\$2,505,835</b>	<b>\$2,045.58</b>	<b>1,557</b>	<b>\$3,415,816</b>	<b>\$2,193.84</b>	<b>\$3,448,919</b>	<b>\$33,103</b>
<b>Change from 20-21 to 21-22</b>				27.10%	36.31%	7.25%		

Increase  
Decrease

Postsecondary institutions distribute GO Grant dollars based upon a packaging policy developed in accordance with Administrative Rules. Each institution shall determine the award amounts for eligible students at that institution based on the guidelines of minimum award of \$300 and maximum award of \$3,000. Some schools have chosen to increase grant amounts in order to more robustly assist students while others have chosen to decrease grant amounts to serve more students. Increases in the amount of each grant generally result in a decrease of number of students served and vice versa. Postsecondary institutions are currently finalizing bills for awards for the spring semester of 2022. This chart does not represent final awards or dollars for the academic year. **Data as of 5-9-22**

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## **BOARD OF REGENTS**

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### **AGENDA** **PLANNING, RESEARCH and PERFORMANCE COMMITTEE**

**Wednesday, June 15, 2022**  
**12:40 p.m.**

**Claiborne Building, 1<sup>st</sup> Floor**  
**Thomas Jefferson Room A&B 1-136**  
**1201 North Third Street**  
**Baton Rouge, Louisiana**

**I. Call to Order**

**II. Roll Call**

**III. Consent Agenda**

**A. R.S. 17:1808 (Licensure)**

- 1. Initial Application**
  - a. Oral Roberts University
- 2. Renewal Application**
  - a. Central Texas College
  - b. Infinity College
  - c. National University
  - d. Reach University (Oxford Teachers College)
  - e. Relay Graduate School of Education

**B. Proprietary Schools Advisory Commission**

- 1. Initial Applications**
  - a. Advanced Truck Driving School & Safety Services - New Iberia, LA
  - b. Brow Canvas Academy - Mandeville, LA
  - c. Ripple Learning LLC, DBA Hands on HVAC School - Shreveport, LA
  - d. Louisiana Green Corps. - New Orleans, LA

**2. Renewal Applications**

- a. Academy of Acadiana, New Iberia, LA – License #2086**
- b. At-Home Professions, Fort Collins, CO – License #1015**
- c. Baton Rouge Dental Assistant Academy, Baton Rouge, LA – License #2191**
- d. CDL Mentors, LLC, Lake Charles, LA – License #2299**
- e. Charity Health Training Institute, LLC, Lafayette, LA – License #2316**
- f. Coastal College - Lafayette, Opelousas, LA – License #1002**
- g. Coastal College - Monroe, Calhoun, LA – License #957**
- h. Delta College of Arts & Technology, Lafayette, LA – License #2075**

- i. Elise Phlebotomy Training Center, Harvey, LA – License #2317
- j. Goodwill Technical College, New Orleans, LA – License #2210
- k. Lenora School of Phlebotomy, Slidell, LA – License #911
- l. Louisiana Culinary Institute, LLC, Baton Rouge, LA – License #2045
- m. Saint Christopher College, Carencro, LA – License #2269
- n. Southwest Dental Academy, Lafayette, LA – License #2318
- o. Tulsa Welding School & Technology Center, Houston, TX – License #2212
- p. Unitech Training Academy, Houma, LA – License #2087
- q. Unitech Training Academy, Lafayette, LA – License #988

3. Approval of Initial Rulemaking - Allows for changes to Proprietary Schools forms for increased efficiency and agility, as well as alignment with the upcoming online platform implementation.

IV. Proprietary School Adjudicatory Hearing Results

V. Other Business

VI. Adjournment

Committee Members: Terrie P. Sterling, Chair; Judy A. Williams-Brown, Vice Chair; Stephanie A. Finley; Robert W. Levy; Charles R. McDonald; Sonia A. Pérez; Wilbert D. Pryor; Felix R. Weill  
Staff: Susannah Craig, Deputy Commissioner for Strategic Planning and Student Success

**AGENDA ITEM III.A.1.a.**  
**Oral Roberts University**  
**Tulsa, Oklahoma**

**BACKGROUND**

Oral Roberts University (ORU) is a private institution with its main campus located in Tulsa, Oklahoma with an additional location at Church of the King in Mandeville, Louisiana. This institution is accredited by the Higher Learning Commission

**ACADEMIC PROGRAM**

ORU offers 30 academic programs that lead to bachelor's and master's degrees as well as certificates. These programs include subject areas of religious studies, business, healthcare, sports administration, communication studies, liberal studies, information technology, leadership studies, psychology, political science, and education. This institution currently has eighty-four students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	4
Bachelor's	80
Associate	0
Certificate	0
Other	0
Total	84

**FACULTY**

Oral Roberts University has 90 part-time faculty members with either a master's or a doctorate degree supporting Louisiana operations.

**FACILITIES**

ORU offers online and classroom instruction to Louisiana residents.

**STAFF RECOMMENDATION**

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

## **AGENDA ITEM III.A.2.a.**

**Central Texas College**

**Killeen, Texas**

### **BACKGROUND**

Central Texas College (CTC) is a public institution with its main campus located in Killeen, Texas with an additional location at Fort Polk, Louisiana. This institution is accredited by the Southern Association of Colleges and Schools, Commission on Colleges.

### **ACADEMIC PROGRAM**

CTC offers 30 academic programs including associate of applied science programs, associate of arts programs, an associate of science program, and certificates. These programs include subject areas of general studies, social science, applied management, business, social services, chemical dependency, criminal justice, legal studies, cyber defense, cyber and homeland security, hospitality services, information technology, and computer science. This institution currently has two hundred and seventeen students in its Louisiana Unduplicated Headcount Enrollment.

<b>Degree Level</b>	<b>Louisiana Unduplicated Headcount Enrollment</b>
Doctorate	0
Master's	0
Bachelor's	0
Associate	206
Certificate	10
Other (undeclared student)	1
Total	217

### **FACULTY**

CTC has 1 full-time faculty member and 7 part-time faculty members with master's degrees supporting Louisiana operations.

### **FACILITIES**

CTC offers online instruction, classroom lectures, and classroom laboratory instruction to Louisiana students.

### **STAFF RECOMMENDATION**

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

**AGENDA ITEM III.A.2.b.**  
**Infinity College**  
**Lafayette, Louisiana**

**BACKGROUND**

Infinity College (IC) is a private institution with its main campus located in Lafayette, Louisiana. This institution is accredited by the Council on Occupational Education.

**ACADEMIC PROGRAM**

IC offers two academic programs that include an Associate of Applied Science in Healthcare Management and an Associate of Applied Science in Information Technology. This institution is also a licensed proprietary school in Louisiana. This institution currently has thirty students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	0
Bachelor's	0
Associate	30
Certificate	0
Other (undeclared student)	0
Total	30

**FACULTY**

Infinity College has six full-time faculty members and 27 part-time faculty members with various degree levels supporting Louisiana operations.

**FACILITIES**

IC offers online and classroom instruction to Louisiana residents.

**STAFF RECOMMENDATION**

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

**AGENDA ITEM III.A.2.c.**  
**National University**  
**San Diego, California**

**BACKGROUND**

National University (NU) is a private institution with its main campus located in San Diego, California. This institution is accredited by the Western Association of School and Colleges, Senior College and University Commission as well as the Commission on Collegiate Nursing Education.

**ACADEMIC PROGRAM**

NU offers 81 academic programs that lead to associate, bachelor's, master's, and doctorate degrees as well as undergraduate, graduate, and postgraduate certificates. These programs include subject areas of science, business, communication studies, education, English, general studies, legal studies and criminal justice, digital media, humanities, social sciences, public administration, public health, computer science and technology, healthcare, engineering and construction, and cyber and homeland security. This institution currently has eighty-five students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	2
Master's	29
Bachelor's	44
Associate	9
Certificate	1
Other	0
Total	85

**FACULTY**

National University has 242 full-time faculty members and 2,326 part-time faculty with various levels of degrees supporting Louisiana operations.

**FACILITIES**

NU offers online instruction to Louisiana residents.

**STAFF RECOMMENDATION**

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

## **AGENDA ITEM III.A.2.d.**

**Reach University**  
**Oakland, California**

### **BACKGROUND**

Reach University is a private institution with its main campus located in Oakland, California and offers two programs through their Oxford Teachers College (OTC). This institution is accredited by the Western Association of Schools and Colleges Senior College and University Commission.

### **ACADEMIC PROGRAM**

Oxford Teachers College at Reach University offers a Bachelor's Degree in Global Education with Teaching Certificate and a Bachelor's Degree in Liberal Studies. This institution currently has two hundred and thirty-five students in its Louisiana Unduplicated Headcount Enrollment.

<b>Degree Level</b>	<b>Louisiana Unduplicated Headcount Enrollment</b>
Doctorate	0
Master's	0
Bachelor's	235
Associate	0
Certificate	0
Other	0
Total	235

### **FACULTY**

Oxford Teachers College at Reach University has three full-time faculty members and 30 part-time faculty members with either a master's or a doctorate degree supporting Louisiana operations.

### **FACILITIES**

OTC at Reach University offers online instruction and independent study to Louisiana residents.

### **STAFF RECOMMENDATION**

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

**AGENDA ITEM III.A.2.e.**  
**Relay Graduate School of Education**  
**New York, New York**

**BACKGROUND**

Relay Graduate School of Education (Relay GSE) is a private institution with its main campus located in New York, NY with an additional location in New Orleans, LA as well as Baton Rouge, LA. This institution is accredited by the Middle States Commission on Higher Education as well as the Council for the Accreditation of Educator Preparation.

**ACADEMIC PROGRAM**

Relay GSE offers a Master of Arts in Teaching with multiple majors including Early Childhood Education, Elementary Education, Secondary Math, Secondary Science, Secondary English Language Arts, and Secondary Social Studies. They also offer a Practitioner Teacher Program (Alternative Certification Program) in Early Childhood Education (PK-3), Elementary Education (Grades 1-5), Middle School Education (Grades 4-8, with multiple majors), Secondary Education (Grades 6-12, with multiple majors) and an add-on certification in Special Education Mild/Moderate Elementary, Middle School and Secondary. This institution currently has ninety-four students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	75
Bachelor's	0
Associate	0
Certificate	19
Other	0
Total	94

**FACULTY**

Relay Graduate School of Education has seven full-time faculty members and 10 part-time faculty members with either a master's or a doctorate degree supporting Louisiana operations.

**FACILITIES**

Relay GSE offers online instruction, classroom lecture, and blended instruction (online and in-person) option to Louisiana residents.

**STAFF RECOMMENDATION**

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

*Collis B. Temple, III*  
Chair

*Gary N. Solomon, Jr.*  
Vice Chair

*Sonia A. Pérez*  
Secretary

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



*Blake R. David*  
*Randy L. Ewing*  
*Stephanie A. Finley*  
*Robert W. Levy*  
*Phillip R. May, Jr.*  
*Charles R. McDonald*  
*Darren G. Mire*  
*Wilbert D. Pryor*  
*T. Jay Seale, III*  
*Terrie P. Sterling*  
*Felix R. Weill*  
*Judy A. Williams-Brown*  
*Cameron T. Jackson, Student*

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**Minutes**  
**Board of Regents' Proprietary Schools Advisory Commission**  
**May 10, 2022**

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met Tuesday, May 10, 2022, in Room 153 in the Claiborne Building. Chair James Fontenot called the meeting to order at 10:15 a.m. The roll was then called, and a quorum was established. There were no public comments to be read.

**Commission Members Present**

Chris Broadwater  
Sherrie Despino  
James Fontenot, Chair  
Jada Lewis  
Randy Plaisance

**Staff Members Present**

Courtney Britton  
Chandra Cheatham  
Dr. Susannah Craig  
Brianna Golden  
Mighan Johnson  
Antonio Williams

**Commission Members Absent**

Melanie Amrhein, Vice Chair  
James Dorris  
Carmen Million

**Guests Present**

(See Appendix)

The first item of business was the approval of minutes from the Commission's meeting of March 8, 2022.

**On motion of Mr. Chris Broadwater, seconded by Ms. Sherrie Despino, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the March 8, 2022, Proprietary Schools Advisory Commission meeting.**

The next agenda item considered by the Commission was the initial license application from Advanced Truck Driving School & Safety Services, LLC. The school, to be located in New Iberia, Louisiana, was represented by the owner, Mr. Rodney Provost. Ms. Mighan Johnson, Board of Regents, reviewed the materials for the Commission members, informing them that the institution was proposing to offer seven programs: Class A CDL Entry-Level Truck

Driver (160 clock hours), Class B CDL Entry-Level Truck Driver (80 clock hours), Class B to Class A CDL Upgrade Truck Driver (120 clock hours), Class B CDL w/Passenger Endorsement Training (64 clock hours), Class B CDL w/School Bus Endorsement Training (64 clock hours), CDL Truck Driver Refresher Training (40 clock hours), Hazardous Materials (HazMat) Training (24 clock hours). The application met all legal and administrative requirements to be approved for an initial license.

Discussion focused on Mr. Provost and his partner's reasons for starting the school, their focus on the safety training, the schools necessary inventory including trucks and how it related to the school's finances, and possible avenues for financial assistance for students. Following the discussion,

**on motion of Ms. Despino, seconded by Mr. Broadwater, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the initial license application for Advanced Truck Driving School & Safety Services, LLC, New Iberia, Louisiana.**

The next item considered by the Commission was the initial license application from Brow Canvas Academy, LLC. The school will be located in Mandeville, Louisiana. The school was represented by its owner, Ms. Amber Littlejohn. Mr. Antonio Williams, Board of Regents, reviewed the materials for the Commission members, informing them that the institution was proposing to offer one program: Microblading Introduction (32 clock hours). The application met all legal and administrative requirements to be approved for an initial license.

Following further discussion regarding Ms. Littlejohn's background and desire to start the school, her curriculum development based on her own professional development experiences, the number of instructors, financial payment methods for students, and the required Louisiana Health Department regulations for the school,

**on motion of Ms. Despino, seconded by Mr. Broadwater, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the initial license application for Brow Canvas Academy, LLC, Gonzales, Louisiana.**

The next item considered by the Commission was the initial license application from Ripple Learning LLC, DBA Hands on HVAC School-Shreveport. The school will be located in Shreveport, Louisiana. The school was represented by CEO, Mr. Jeremiah Sawyer. Ms. Johnson reviewed the materials for the Commission members, informing them that the institution was proposing to offer one program: HVAC Course (100 clock hours). The application met all legal and administrative requirements to be approved for an initial license.

The commission then discussed the reason for starting the school and other competition in the area, the founders' background in other proprietary schools and how they planned to use the same model for this school, their success in

Texas and the need for shorter term credentials opposed to longer programs that have been lengthened to make sure they are eligible for Title IX funding. Following the discussion,

**on motion of Mr. Broadwater, seconded by Ms. Jada Lewis, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the initial license application for Hands on HVAC School-Shreveport, in Shreveport, LA.**

The next item considered by the Commission was the initial license application from Louisiana Green Corps., Inc. The school will be located in New Orleans, Louisiana. The school was represented by Executive Director, Mr. Ryan Mattingly. Ms. Johnson reviewed the materials for the Commission members, informing them that the institution was proposing to offer two programs: Youth Construction and Conservation Corps (440 clock hours) and Green Infrastructure and Conservation Corps (384 clock hours). The application met all legal and administrative requirements to be approved for an initial license.

The commission then discussed the background of the organization and its original funding model for WIOA funds before changes in how the local offices worked, the unique training the organization was able to provide for individuals who receive SNAP benefits, the staffing and overhead needed to meet those SNAP training requirements and the goals of expanding the program to other individuals in the New Orleans area. Following the discussion,

**on motion of Mr. Broadwater, seconded by Ms. Lewis, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the initial license application for Louisiana Green Corps., New Orleans, LA.**

After a short break, the next agenda item was the Adjudicatory Hearing for the formerly licensed proprietary school, Louisiana Driver Training and Vocational Career Center in LaPlace, LA. Mr. Broadwater served as hearing chair, prosecuting attorney was Ms. Uma Subramanian and Ms. Courtney Britton represented the commission and staff. School owner Mr. Michael Dillon was present and brought with him as witness, school staff member, Ms. Chante Robertson Landry.

The commission considered the evidence to decide if the school was guilty of three charges: 1) One (1) violation of La. R.S. 17:3140.7(D)(15), 2) One (1) violation of La. R.S. 17:3140.15(B)(3), 3) One (1) violation of La. R.S. 17:3140.4(A)(6). Staff presented evidence via Ms. Britton's testimony and twelve staff exhibits. Mr. Dillon and Ms. Landry then presented their own verbal testimony. After reviewing and discussing the evidence as presented,

**the Proprietary Schools Advisory Commission unanimously voted that Louisiana Driver Training and Vocational Career Center did NOT offer an unapproved program;**

**the Proprietary Schools Advisory Commission unanimously voted that Louisiana Driver Training and Vocational Career Center failed to maintain a signed enrollment agreement and recommends a fine of one hundred dollars (\$100.00);**

**the Proprietary Schools Advisory Commission voted in a 3-2 decision that Louisiana Driver Training and Vocational Career Center failed to refund student tuition and recommends two thousand dollars (\$2,000.00) in restitution.**

The next agenda item considered by the Commission was operating license renewals. Over the previous two months, 17 schools submitted complete renewal applications. Ms. Britton noted three schools did not renew their licenses, Blue Cliff – Houma and the final two campuses of Universal Technical Institute, whose programs are covered by the state's NC-SARA agreement.

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

Academy of Acadiana, New Iberia, LA – License #2086  
At-Home Professions, Fort Collins, CO – License #1015  
Baton Rouge Dental Assistant Academy, Baton Rouge, LA – License #2191  
CDL Mentors, LLC, Lake Charles, LA – License #2299  
Charity Health Training Institute, LLC, Lafayette, LA – License #2316  
Coastal College - Lafayette, Opelousas, LA – License #1002  
Coastal College - Monroe, Calhoun, LA – License #957  
Delta College of Arts & Technology, Lafayette, LA – License #2075  
Elise Phlebotomy Training Center, Harvey, LA – License #2317  
Goodwill Technical College, New Orleans, LA – License #2210  
Lenora School of Phlebotomy, Slidell, LA – License #911  
Louisiana Culinary Institute, LLC, Baton Rouge, LA – License #2045  
Saint Christopher College, Carencro, LA – License #2269  
Southwest Dental Academy , Lafayette, LA – License #2318  
Tulsa Welding School & Technology Center, Houston, TX – License #2212  
Unitech Training Academy, Houma, LA – License #2087  
Unitech Training Academy, Lafayette, LA – License #988

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

**Accelerated Dental Assisting Academy - Baton Rouge, LA**

- Amended Program  
*Dental Assisting-80.0 clock hours*

**Accelerated Dental Assisting Academy - Denham Springs, LA**

- Amended Program  
*Dental Assisting-80.0 clock hours*

**Accelerated Dental Assisting Academy - Hammond, LA**

- Amended Program  
*Dental Assisting-80.0 clock hours*

**Accelerated Dental Assisting Academy - Lafayette, LA**

- Amended Program  
*Dental Assisting-80.0 clock hours*

**Accelerated Dental Assisting Academy - Lake Charles, LA**

- Amended Program  
*Dental Assisting-80.0 clock hours*

**Accelerated Dental Assisting Academy - Metairie, LA**

- Amended Program  
*Dental Assisting-80.0 clock hours*

**Accelerated Dental Assisting Academy - Monroe, LA**

- Amended Program  
*Dental Assisting-80.0 clock hours*

**Accelerated Dental Assisting Academy - Slidell, LA**

- Amended Program  
*Dental Assisting-80.0 clock hours*

**Accelerated Dental Assisting Academy - Houma, LA**

- Amended Program  
*Dental Assisting-80.0 clock hours*

**Unitech Training Academy - Lafayette, LA**

- Added Programs:  
*Computer Information Systems (Online)-800.0 clock hours*  
*Computer Networking (Online)-200.0 clock hours*  
*Microsoft 365 (Online)-50.0 clock hours*  
*Microsoft Azure (Online)-200.0 clock hours*  
*Network Security (Online)-200.0 clock hours*

**Goodwill Technical College - New Orleans, LA**

- Added Programs:  
*Medical Assistant: Phlebotomy-315.0 clock hours*  
*Medical Assistant: Administrative Assistant-720.0 clock hours*  
*Medical Assistant-990.0 clock hours*
- Amended Programs:  
*Hospitality-900.0 clock hours*  
*Medical Billing and Coding-990.0 clock hours*

**Delta College of Arts and Technology - Lafayette, LA**

- Amended Program  
*Medical Office and Health Information Technician (Hybrid)-794.0 clock hours*

**Delta College of Arts and Technology - Baton Rouge, LA**

- Amended Program  
*Medical Office and Health Information Technician (Hybrid)-794.0 clock hours*

For the other business items, Ms. Britton announced that staff would be pursuing some additional Rulemaking this summer. The minor changes to proprietary school forms section of the Rules will allow for the Edvera platform to function to its full capabilities. In addition, Mr. Broadwater announced that he would be resigning his post after this meeting, as he is leaving LCTCS in June. Staff and fellow Commission members wished him well. The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, July 12, at 10:00 a.m., in Room 1-155 of the Claiborne Building. There being no further business, the meeting adjourned at 1:29 p.m.

**APPENDIX A**  
**GUESTS**

Michael Dillon	Louisiana Truck Driver and Vocational Career Center
Amanda LaGroue	LA Department of Justice
Chante Robertson Landry	Louisiana Truck Driver and Vocational Career Center
Amber Littlejohn	Brow Canvas Academy
Ryan Mattingly	Louisiana Green Corps.
Edward Provost, Jr.	Advanced Truck Driving
Edward Provost, Sr.	Advanced Truck Driving
John Provost, Jr.	Advanced Truck Driving
Rodney Provost	Advanced Truck Driving
Jeremiah Sawyer	Hands on HVAC School-Shreveport
Uma Subramanian	Staff Counsel

### **Agenda Item III.B.3**

#### **Approval of Initial Rulemaking**

Authorize publication of rulemaking to amend Section 2301 of the Proprietary Schools rules to allow for changes to Proprietary Schools forms to increase efficiency and agility, as well as ensure alignment with the upcoming online platform implementation.

#### **Background:**

Administrative Code Title 28 Part III, Section 2301, currently lists every form approved by the Advisory Commission on Proprietary Schools and the individual items contained on each form. If staff and the Commission decide that an additional data element is needed on an existing form or that a new form should be created, the Rulemaking process outlined in the Administrative Code must be followed.

In addition, many Proprietary Schools forms currently require notarization by rule, even when not required by law (R.S. 17:3140). To meet this current requirement, during the application process licensed schools would still have to submit multiple forms with physical notarization, nullifying the hoped-for process improvements gained through the new online license application platform, EDvera.

At its meeting on May 10, 2022, the Advisory Commission on Proprietary Schools charged Board of Regents staff to pursue rule changes to codify current practices and procedures, allowing for the streamlining of the Proprietary School forms section and expedited process improvements.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends that the Board of Regents authorize the publication of a Notice of Intent regarding the Proprietary Schools proposed rules changes.**

**Agenda Item IV.**

**Proprietary School Adjudicatory Hearing Results**

**Executive Summary**

This summary is to inform you that, at its May 10, 2022 meeting, the Advisory Commission on Proprietary Schools (“Commission”) held an adjudicatory hearing and by a formal vote in a public hearing, found that Louisiana Driver Training and Vocational Career Center, Inc. (“LDTVCC”) was in violation of the following provisions of the Louisiana Proprietary School laws, rules, and/or regulations:

1. One (1) violation of La. R.S. 17:3140.15(B)(3), which provides in pertinent part that “[e]ach school shall keep records of: . . . [t]he student’s enrollment agreement.”
2. One (1) violation of La. R.S. 17:3140.4(A)(6), which provides in pertinent part that “[t]he school adheres to the tuition refund schedule established by the board. The refund schedule shall be included in the enrollment contract or agreement and may include an administrative or registration fee for the school that shall not exceed one hundred fifty dollars.” Specifically, LAC 28:III.701(B)(5)(d) which provides in pertinent part that “[f]or programs 300 clock hours or longer, the withdrawal after commencement of classes refund policy shall be: during the second 25 percent of the program, the institution shall refund at least 30 percent of the tuition, less the registration fee, thereafter.”

The Commission found that LDTVCC was NOT in violation of one (1) count of the following the following provision of the Louisiana Proprietary School laws, rules, and/or regulations:

1. Louisiana Revised Statute 17:3140.7(D)(15), which provides in pertinent part that “[t]he commission may recommend to the board that the license of a school be suspended, revoked, cancelled, or restricted for any of the following reasons:...[o]ffering an unapproved program.”

The Commission then voted to recommend the imposition of a fine of **one hundred dollars (\$100.00)** and **two thousand dollars (\$2,000.00)** in restitution. A copy of the fully executed Findings of Fact and Conclusions of Law is enclosed.

This summary is being sent pursuant to La. R.S. 17:3140.9(D), which requires the Commission to transmit its finding and recommendations to the Board of Regents. Additionally enclosed is the record of this proceeding for the Board’s review.

**STAFF RECOMMENDATION**

**Senior Staff recommends the Board accept the recommendations of the Commission, including the corrective actions of the restitution order and fine, based on the record of proceedings conducted before the commission.**

## **Proprietary Schools Adjudicatory Hearing Evidence List**

The list of the staff exhibit evidence is below. To review these items you may visit the dropbox link found here: <https://www.dropbox.com/sh/n97k6q588bhguux/AABj-kg457lv7rNDwH1uo48ca?dl=0>

StaffExhibit1 – 2020 Renewal PSC-1

StaffExhibit2 – 2021 Amended PSC-1

StaffExhibit3 – Approved PSC-9s

StaffExhibit4 – PSC-4 Solicitor Permit

StaffExhibit5 – 2020 Approved Student Enrollment Agreement

StaffExhibit6 – Formal Written Student Complaint

StaffExhibit7 – Additional Student Complaint Documentation

StaffExhibit8 – School Response to Complaint

StaffExhibit9 – 2021 Renewal Reminder Letter

StaffExhibit10 – 2021RenewalApplication

StaffExhibit11 – 2021RenewalCorrespondence

StaffExhibit12 – Continued Advertisements

LOUISIANA BOARD OF REGENTS  
ADVISORY COMMISSION ON PRORIETARY SCHOOLS  
ADJUDICATORY HEARING

IN THE MATTER OF  
LOUISIANA DRIVER TRAINING AND  
VOCATIONAL CAREER CENTER, INC.

CASE NO: 2022-5010

**FINDINGS OF FACT AND CONCLUSIONS OF LAW**

The Advisory Commission on Proprietary Schools (“Commission”) held an administrative adjudicatory hearing in this matter on May 10, 2022. A quorum of the Commission was present with Chris Broadwater, commission member, serving as hearing officer. The Commission’s representative was Courtney Britton and its prosecuting attorney was Uma Subramanian. The owner of Louisiana Driver Training and Vocational Career Center, Inc. (“LDTVCC”), Michael Dillon, was present in proper person.

**A. Findings of Fact:**

After receiving the evidence presented, including exhibits and testimony, the Commission made the following three (3) findings of fact:

1. LDTVCC did NOT offer an unapproved program;
2. LDTVCC failed to maintain a signed enrollment agreement; and
3. LDTVCC failed to refund student tuition.

**B. Conclusions of Law:**

Based upon the evidence presented and the aforementioned findings of fact, the Commission concluded that, as a matter of law, LDTVCC is NOT guilty of one (1) violation of the following provision of the Louisiana Proprietary School laws, rules, and/or regulations:

1. Louisiana Revised Statute 17:3140.7(D)(15), which provides in pertinent part that “[t]he commission may recommend to the board that the license of a school be suspended, revoked, cancelled, or restricted for any of the following reasons:...[o]ffering an unapproved program.”

Based upon the evidence presented and the aforementioned findings of fact, the Commission conclude that, as a matter of law, LDTVCC is guilty of violations of the following provisions of the Louisiana Proprietary School laws, rules, and/or regulations:

1. One (1) violation of La. R.S. 17:3140.15(B)(3), which provides in pertinent part that “[e]ach school shall keep records of: . . . [t]he student’s enrollment agreement.”
2. One (1) violation of La. R.S. 17:3140.4(A)(6), which provides in pertinent part that “[t]he school adheres to the tuition refund schedule established by the board. The refund schedule shall be included in the enrollment contract or agreement and may

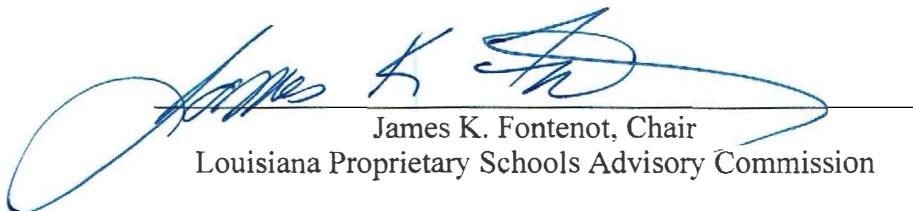
include an administrative or registration fee for the school that shall not exceed one hundred fifty dollars.” Specifically, LAC 28:III.901(B)(5)(d), which provides in pertinent part that “[f]or programs 300 clock hours or longer, the withdrawal after commencement of classes refund policy shall be: during the second 25 percent of the program, the institution shall refund at least 30 percent of the tuition, less the registration fee, thereafter.”

#### C. Recommended Penalties

After making the aforementioned findings of fact and conclusions of law, the Commission recommends to the Board a fine of one hundred dollars (\$100.00) and two thousand dollars (\$2,000.00) in restitution.

The findings of fact, conclusions of law, and recommended penalty were approved by the Commission in an open hearing on May 10, 2022, at Baton Rouge Louisiana

This document signed this 17<sup>th</sup> day of May, 2022, at Baton Rouge, Louisiana.



James K. Fontenot, Chair  
Louisiana Proprietary Schools Advisory Commission