

NOTICE OF MEETINGS

Board meeting to be held at the
Claiborne Building
Thomas Jefferson Rooms A&B 1-136
1201 N. Third Street, 1st Floor
Baton Rouge, Louisiana



BOARD of REGENTS
STATE OF 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 12, 2024

Event	Time	Location
Joint Board of Regents/Board of Elementary and Secondary Education (BESE) Meeting hosted by BESE	9:00 a.m.	Louisiana Purchase Room 1-100 Claiborne Building 1201 North Third Street, 1st Floor Baton Rouge, Louisiana
Committee Meetings Audit Finance Legislative Facilities and Property Academic and Student Affairs Planning, Research and Performance	10:15 a.m. 10:30 a.m. 10:40 a.m. 11:10 a.m. 11:20 a.m. 11:40 a.m.	Thomas Jefferson Rooms A&B 1-136 Claiborne Building 1201 North Third Street, 1st Floor Baton Rouge, Louisiana
Board of Regents' Meeting **	12:45 p.m.	Thomas Jefferson Rooms A&B 1-136 Claiborne Building 1201 North Third Street, 1st Floor Baton Rouge, Louisiana

ADA Accessibility Requests: If you have a disability and require a reasonable accommodation to fully participate in this meeting, please contact Karlita Anderson five (5) business days before the meeting date via email at Karlita.Anderson@la.gov or by telephone at (225) 219-7660 to discuss your accessibility needs.

INDIVIDUAL COMMITTEE AGENDAS MAY BE FOUND ON THE INTERNET AT – www.laregents.edu

**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. Ronnie Morris, President,
Board of Elementary and Secondary Education, Presiding**

**Wednesday, June 12, 2024
Claiborne Building
Room 1-100, The Louisiana Purchase Room
1201 North Third Street, Baton Rouge, Louisiana 70802**

9:00 a.m.

AGENDA

1. Opening
 - 1.1. Call to Order
 - 1.2. Roll Call
2. Approval of the Minutes
 - 2.1. December 13, 2023
3. Items for Consideration
 - 3.1. Consideration of an update report regarding Broadband Development and Connectivity
 - 3.2. Consideration of Extension Academy renewal Orleans Parish
 - 3.3. Consideration of an update regarding teacher recruitment and retention

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

December 13, 2023

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 13, 2023. The meeting was called to order by Regent Collis Temple III, 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

Collis Temple III, Chair
Gary Solomon, Jr., Vice Chair
Robert Levy, Secretary
David Aubrey
Christian Creed
Blake David
Randy Ewing
Stephanie Finley
Samuel Gil
Darren Mire
Wilbert Pryor
Terrie Sterling
Felix Weill
Judy Williams-Brown

Absent

Phillip May, Jr.
T. Jay Seale III

Board of Elementary and Secondary Education

Present

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

Absent

Ashley Ellis

PUBLIC COMMENTS

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

APPROVAL OF BOR/BESE MINUTES OF JUNE 14, 2023

There was an edit to attendance noted in the minutes of June 14, 2023, noted by Regent Creed. These edits were made to the minutes.

On motion of Mr. Preston Castille, seconded by Regent Blake David, the Board of Regents and the Board of Elementary and Secondary Education voted unanimously to approve the minutes, as amended, of the joint meeting of the Board of Regents and the Board of Elementary and Secondary Education held on June 14, 2023.

2023 KEVIN P. REILLY, SR. LOUISIANA EDUCATION QUALITY TRUST FUND (LEQTF) REPORT

Chair Temple welcomed Chief Investment Officer John Broussard and State Treasurer John Schroder to the meeting.

Treasurer Schroder made his opening remarks to the Board and talked briefly about his years of service.

Mr. Broussard then began his presentation by providing an overview of the history and timeline of the trust fund and how the two related support funds are known by different agencies: LEQSF by the Treasury, 8(g) by BESE, and BORSF by the Board of Regents. He then provided a breakdown of the distribution of the fund, shared a graph that showed the LEQTF performance versus benchmarks, and noted that the overall return of the LEQTF was 4.86%. He outlined the major sources of income and provided details of the allocations to the fund. He stated that the financial support of LEQTF has had an impact. He noted the original investment was \$540 million and the market value on June 30th was \$1.569 Billion. He followed up that the total paid to BESE and BOR has been \$1.907 Billion, with a total benefit to the state from the original investment of \$2.936 Billion. He outlined the portfolio asset allocation and equity asset allocation as of June 30, 2023. He then presented the LEQTF Performance versus the Internal Benchmark Performance followed by a graph showing the history of the LEQTF royalty payments. He noted that, based on the five-year moving average line shown in the graph, since 2008-2009 the fund has seen a downward slide in royalty payments, with a slight recovery in 2021-2022. This recovery has not gotten us back up to where we were in fiscal years 2015-2019.

Chair Temple asked if there was any way to get a better return on the fixed income. Mr. Broussard noted that we are coming out of a time in which interest rates were historically low, and the interest rate is now up. He noted that, unfortunately for the portfolio, the fund is not just invested in money markets, but rather is heavily invested in treasury bonds, agency bonds, and corporate bonds. As a result it takes several years for the portfolio to mature and for it to be reinvested at higher rates.

He added that, despite a large sell-off in the middle of the year, the equity markets have rebounded and Treasury will probably realize more capital gains in this fiscal year than in the previous fiscal year. He also stated that he anticipates a better year for 2023-2024 than 2022-2023 because the markets are doing better.

Mr. Ronnie Morris asked if Treasury provides a forecast for budgeting purposes going forward and also noted that Mr. Broussard said that the royalties revert to the state, asking when that occurs and possible impacts. Mr. Broussard noted that Treasury provides forecasts to BESE and BOR at least once a year and often twice a year, but certainly during the annual budget process. Regarding the question about royalties reverting to the state general fund, Mr. Broussard offered historical context of the constitutional amendment's design, noting its provision that funds revert back to the state general fund once the corpus of the LEQTF passes \$2 billion and emphasizing that this applies to the trust fund and not the support fund. He noted that current market value is \$1.56 Billion, so he estimated that the fund is at least a decade away from hitting this threshold. Dr. Boffy asked if, when the threshold is reached, support for BOR and BESE will go away. Mr. Broussard responded that support will continue but the royalty portion of earnings will be redirected. Dr. Boffy asked for affirmation that once this cap is reached, dollars from the interest on the trust fund will still be available to support education. Mr. Broussard affirmed that Dr. Boffy's statement was correct. Mr. Broussard indicated that a way to make the fund more beneficial is to remove the language about the trust fund's market value cap and replace with a cost value, explaining the benefit of this shift.

FOR INFORMATION PURPOSES ONLY: PRESENTATION BY THE DESCENDANTS TRUTH AND RECONCILIATION FOUNDATION

Chair Temple asked Mr. Preston Castille to introduce the presentation of the Descendants Truth and Reconciliation Foundation. Mr. Castille introduced and welcomed Fr. Timothy Kesicki, SJ, Past President, Jesuit Conference of the US and Canada, and Monique Trusclair Maddox, Chair and CEO, Descendants Truth and Reconciliation Foundation.

Fr. Kesicki provided a historical background on Jesuits in the United States and their involvement in the sale of enslaved people to mitigate financial debt at Georgetown University. He noted that they documented the names of everyone sold and, later, archivists identified them. He spoke about his learning of the history of the Descendants and the work to learn more. The Descents Truth and Reconciliation Foundation grew out of the conditions outlined in the original 1838 sale, with the following goals: provide scholarships and invest in education of those descendants, invest in programs that take care of elderly and infirm descendants, and invest in more truth-telling and teaching of the history.

He then transitioned to Ms. Monique Trusclair Maddox, who provided a brief description of her history and shared about what it means to be a living descendant. She noted that this Foundation, which is based in Baton Rouge, has created something that has not been done. It is planning to distribute its first scholarships in January 2024, in partnership with Thurgood Marshall College Fund. She added that the Thurgood Marshall College Fund will be able to facilitate distribution of those funds to descendants all over the country and that funds are not restricted to students

attending Georgetown University, but can be used for students enrolling at any postsecondary institution. She noted that the fund initiative is only one of the pillars of the Foundation. She noted that the Foundation has a \$1 Billion vision that started with the Jesuits committing the first \$100 million; the Foundation is almost halfway to its goal, though it is only two years into this commitment. She noted that the Foundation will uplift the lives of these families through this partnership.

Chair Temple asked how the Foundation identifies who is eligible for this scholarship. Ms. Maddox explained the methods used to determine eligibility and to verify descendants.

Ms. Holloway asked what the schools of choice are for individuals receiving scholarship. Ms. Maddox responded that eligible students are welcome to attend any institution they choose. She noted that Georgetown University has afforded these descendants legacy status for admission, but this status does not come with funding.

Ms. Orange Jones asked Ms. Maddox to identify her biggest hope for this Foundation; Ms. Maddox responded with her hope and noted the other pillars that they hope to address, along with education. Fr. Kesicki added that he hopes that they are not the only institution, university, or religious order to study their history, as such studies could be transformative.

Regent Mire asked what the Order is doing to educate the priests around the world on these issues. Fr. Kesicki responded that the entire Jesuit order needs to address this history. He noted that the Jesuit schools' network is working on a curricular piece to educate on this history.

Dr. Boffy thanked Mr. Castille, Fr. Kesicki and Ms. Maddox. She commended them on their work and noted that she was interested in the story on how Fr. Kesicki and Ms. Maddox came together and how they made important choices to invest in the future, recognize the historical truth, and tie it to reconciliation, and how this story is being captured. Ms. Maddox spoke about their story and sharing it with others. Fr. Kesicki added that not all descendants and Jesuits agree with the Foundation and there is a lot of work to be done. He noted that it is important to tell the story and to do the work that is required. Dr. Boffy stated that she appreciates the concept of bringing healing forward. Ms. Maddox responded that the Foundation is dedicating about 50% of their dollars and grants toward truth, racial healing and transformation practices nationally.

Regent Solomon asked how, when Fr. Kesicki is no longer a part of this work, the Jesuit Conference and Catholic church, writ large, will remain connected to the work. He also asked how is Fr. Kesicki supported with the authority to ensure that work being done will continue beyond his involvement. Fr. Kesicki responded that the descendants met with the Superior General of the Society of Jesus in 2020. The current conference president is continuing the work, which requires daily attention, and younger Jesuits recognize the need to respond as well to the work that needs to be done. He expressed his belief that, over time, more Jesuits will come to understand that this is the best way forward.

Regent Seale asked Fr. Kesicki to explain the meaning behind the word "fructify" and Fr. Kesicki explained the history and meaning of the word.

Regent Sterling noted that the transparency and reconciliation of the work that they are doing are powerful and transformative because the nation, and the world, have struggled to come to grips with this dark stain. She noted the eloquence, deliberateness and intentionality that they are bringing to the work will help to elevate a conversation that we continue to find difficult. She asked what others can do to help. Ms. Maddox noted that descendants are being connected to serve on Foundation committees, institutions are already donating to the fund, and, as more people learn their part in this history, more people will join.

Ms. Orange Jones asked how they are engaging in the hard work of not just changing minds, but changing hearts, and what they are learning that could be instructive for all. Fr. Kesicki responded that they often say they are a micro solution to a macro problem. He added that because the path forward is moral and moral leadership plays a significant role in this country, people will see this as a moral opportunity rather than running away from shame and fear. Ms. Maddox noted that it was difficult to look at the details of the history and that it took a lot of time to work together, but added that the burden was harder to carry because people cannot continue to live in hurt or anger.

Commissioner Reed thanked Ms. Maddox and Fr. Kesicki for their presentation and sharing this information. Chair Temple noted that he would like to have a way to get updates and possibly make this a biannual presentation during the Joint meeting.

LOUISIANA PROSPERS MASTER PLAN YEAR 4 UPDATE

Commissioner Reed thanked Ken Bradford, Chief of Staff for LDOE, who joined the Joint BESE/BOR meeting representing Dr. Cade Brumley, State Superintendent, as he was not able to attend.

Chair Temple then welcomed Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, who provided a brief update on the goal of 60% of working-age adults holding a postsecondary degree/credential by 2030. He noted that Louisiana's current attainment rate is 49.5%. He outlined the progress to the 2030 goal, showing a timeline of the increase in attainment with the ultimate aim of 85,000 students earning credentials annually by 2030. He highlighted the work being done to pair education offerings with employment/employer needs. He then summarized the three overall strategies to achieve the goal: increase college going, improve college success, and to recognize all credentials of value. He then detailed work that is being done to address these:

- Count All Credentials of Value
 - Reverse Transfer
 - Universal Transfer Pathways
 - More Credentials

- Improve Student Success
 - Work-Based Learning
 - Scaling Up Math/English Reform
 - Meauxmentum Summit

- Increase College Going
 - Dual Enrollment
 - Promoting College Admissions
 - M.J. Foster Promise (Adult Financial Aid)

REPORT REGARDING LOUISIANA DUAL ENROLLMENT

Dr. Denley then transitioned to Ms. Mellynn Baker, Assistant Commissioner for Strategic Planning and Student Success, to talk about the work being done in dual enrollment. She noted that the 2023 Dual Enrollment Annual Report will be published in early 2024 but provided a preview of this report with some highlights:

- More than 32,000 Louisiana high school students taking dual enrollment
- A 13% increase in students taking dual enrollment since 2021-2022
- An 18% increase in dual enrollment students identifying as African American, Hispanic, or multi-racial since 2021-2022.

She noted the BOR-BESE Joint Goal for Early College Credit (adopted in December 2019) that, beginning with the graduating class of 2029, every student should graduate high school with college credit (academic and/or career-technical), a postsecondary credential of value, or both. From the most recent available data, she noted that in 59% of the graduating public high school class of 2022 graduated with a college credit or industry credential and the majority of those did so through dual enrollment. She noted that others are getting an early start on college by passing an AP or CLEP exam or by completing an industry-based credential.

She thanked the Dual Enrollment Task Force for its work and then outlined some of its key initiatives including policy updates, continued focus on rigor, ladualenrollment.com, and the teacher credential program. She noted that the Board of Regents requested \$35 million to support access to dual enrollment for high school students and proposed a uniform pricing structure. She stated that the Task Force looks forward to continuing the work to blur the lines between high school, college, and the workforce, building education and economic success of students and families in Louisiana.

Regent Ewing asked about the percentage of students who got jobs in Louisiana. Dr. Denley noted that BOR is starting to access this information and has partnered with an organization called Lightcast, which is allowing higher education to see that picture. He also noted that BOR gets data from the Louisiana Workforce Commission and mentioned a new data structure being created, LA FIRST, which will be able to provide a more definitive picture. Discussion was had on participation in the workforce and its connection with increased credential attainment.

Regent Gil told his story of how dual enrollment benefited him. He noted that it is a good litmus test for students deciding where they want to go to school.

Mr. Morris asked how “credential” is defined and Dr. Denley provided a definition. Commissioner Reed further explained the importance of this definition and how it connects to the workforce. Mr.

Morris asked where in dual enrollment student interest has been strongest, and particularly about the Jumpstart pathway. Ms. Baker noted that on the career side of dual enrollment, health professions and welding have the highest enrollment. Ms. Jessica Vallelungo, Director of Quality Diplomas at LDOE, has seen increased demand emerging for the Fast Forward program and for dual enrollment they are seeing participation in programs that require intense facilities such as welding, process technology and computer science. Mr. Morris noted that he appreciated the comments related to financing and asked for confirmation that the Board of Regents will be asking the legislature for \$35 million in funding and a uniform pricing structure. Commissioner Reed confirmed, then spoke more about the rationale for the legislative request.

Ms. Doris Voitier noted that the dual enrolment process has a lot of facets. She added that Louisiana is trying to develop a program for all students and that the transfer pathways and Fast Forward provide broader access because students can take courses that can lead to a credential and opportunities to go on to a four-year university. She stated that we must make sure that we are developing pathways that will allow them to do both. She further discussed the importance of having this program work for all students and increasing access to dual enrollment by certifying teachers to teach these courses. She emphasized the importance of remembering special needs students and students who are struggling and to make sure there are meaningful pathways for their lives after high school. She added that the funding piece is critical and talked about the increasing cost of courses, specifically the fees. She stated that without the requested funding equity gaps will widen instead of closing.

Dr. Davis mentioned the Workforce Innovation Opportunities Act, noting that those Boards have placed emphasis around youth employability skills and people with significant barriers to employment as well as vocational rehabilitation services. She suggested that if those groups are not already partnering on the credential goal, they should be engaged. She congratulated the Board of Regents for its work on policies to remove artificial barriers to dual enrollment access and other opportunities. She expressed hope that, in the afternoon, BESE will vote to implement a policy to further address these issues: a policy for high school students who have earned all of their Carnegie credits and many of whom have industry-based credentials but are being denied their high school diploma because they cannot pass one of the standardized tests. She added that it has a particular emphasis on an appeals process for these students around employability, so they can choose to pursue industry-based credentials or earn TOPS Tech, as well as earn a Silver on the Work Keys.

Regent Aubrey recognized the progress in dual enrollment based on numbers of participants. He noted that there may be some challenges in the consistency in funding and applicability of policy. With many of the institutions, particularly the four-year institutions, he asked how institutions are allocating faculty and staff who can teach dual enrollment courses, which generally provide less income for the institution. He noted that, based on information provided to him from 2022 to 2023 preliminary enrollment numbers, seven community colleges' dual enrollment participation rates went down. He cited lack of funding as a possible reason. He added that he hoped that the funding piece could be standardized and that the importance of participation in dual enrollment to the four-year institutions could be highlighted.

Ms. Voitier noted that part of the issue could be K-12 memoranda of understanding with many colleges and universities, primarily community colleges, to provide a reduced rate. She noted that

the LCTC System decided in 2023 to charge full tuition for these courses, despite charging tuition at reduced cost previously. She asked that the specific on the percentage limit on institutional aid be examined from a broader financial perspective to see if something could be done to partner more effectively on dual enrollment funding.

CONSIDERATION OF THE COLLEGE AND CAREER READINESS DEFINITION

Chair Temple welcomed Dr. Jim Henderson, President of the University of Louisiana System and Chairman of the College and Career Readiness Commission, to give his presentation on the proposed definition of “College and Career Readiness”. Regent Temple thanked Mr. Morris for being the champion of this definition for the past two years.

Dr. Henderson spoke about the importance of learning more regarding the Descendants Foundation item, presented earlier in the meeting. He then discussed workforce and employment, providing a historical analysis. He noted the importance of preparing people for the work today and the work in the future and gave examples. He stated that the College and Career Readiness definition creates a context for all of the work around workforce preparation: it outlines the multiple pathways for students that provide readiness for college in the traditional sense and readiness for work in a nontraditional sense. He noted that it includes the base core competencies that will ensure readiness for work today as well as in the future and added it will be an integral part of policy development, program development and program delivery for the future. He encouraged the Boards to approve the definition and help to develop the metrics associated with evaluating its implementation.

Regent Ewing asked if the definition encompasses artificial intelligence. Dr. Henderson noted that this is an unprecedented time of change and used AI as an example of the importance of everyone continuing to be learners throughout their careers. He stated that this definition is about developing learners, who will be the future of Louisiana. Discussion continued related to the importance of a workforce that adapts to changing job demands.

Regent Pryor asked for the explanation of the necessity of paragraphs two and three. Dr. Henderson provided the explanation.

On motion of Regent Samuel Gil, seconded by Regent Robert Levy, the Joint Meeting of the Board of Regents and the Board of Elementary and Secondary Education approved the submitted definition.

CLOSING REMARKS

Mr. Ken Bradford, LDOE, provided closing remarks on behalf of Dr. Cade Brumley. He noted the growth of dual enrollment and apprenticeships, discussing the emphasis on “reimagining the high school experience”, which can be seen in all of the opportunities discussed during the meeting. He then talked about his experience at the Louisiana Department of Education and the importance of joint work done by the BESE and BOR. He closed by looking forward to continued growth.

Dr. Boffy thanked BESE and BOR for working together. She recognized that this was the last

meeting for eight of the members and talked about their work in education. She wished all the departing members well and noted that Mr. Ronnie Morris, Ms. Sandy Holloway and Mr. Preston Castille will remain on the BESE Board.

Commissioner Reed provided closing remarks, recognizing the substantive work and meetings that have occurred between BESE and BOR. She added her gratitude for witnessing the remarkable work being done and for the members for their service. She stated that this is meaningful work that matters.

OTHER BUSINESS

There was no other business to come before the Joint BESE/BOR meeting.

ADJOURNMENT

On motion of Ms. Sandy Holloway, seconded by Ms. Kira Orange Jones, the Joint Meeting of the Board of Regents and the Board of Elementary and Secondary Education adjourned at 11:20 a.m.

Joint BESE/Board of Regents Meeting Guest List

Wednesday, December 13, 2023

NAME	AFFILIATION
Rosaria Guastella	Delgado Community College
JM Wolfe	LSU A&M
Jeannine O'Rourke	UL System
Camila Valenzuela	Capital Area STEM, Cain Center
SuJuan Boutte	LOSFA/BOR
Carrie Cortez	Fletcher College
Susan Guerrero	Fletcher
Jackie Bach	LSU A&M
Roy Haggerty	LSU A&M

DRAFT

New Orleans Extension Academy Program 2024-2027 Plan

Category	Plan
Participating Schools	Abramson Sci Academy, Booker T. Washington, Delores Taylor Arthur School, Edna Karr, Eleanor McMain, Frederick Douglass, George Washington Carver, International High School, John F. Kennedy, L.B. Landry, Livingston Collegiate Academy, Lycee Francais, Martin Luther King Jr., McDonogh 35, Morris Jeff, New Orleans Center for Creative Arts, New Orleans Military and Maritime Academy, New Harmony, Rooted School, Sarah T. Reed, Sci High, Sophie B. Wright, The Net Campuses, Walter L. Cohen, and Warren Easton
Higher Education Institution Partner(s)	Chamberlain University, Delgado Community College, Nunez Community College, Southern New Hampshire University, University of Louisiana at Lafayette, University of New Orleans
Industry & Economic Development Partners	GNO, Inc., South East Louisiana Building & Construction Trades Council, Local 60 – Ironworkers, Local 60 – Plumbers and Steamfitters, Local 623/58 – Ironworkers, Louisiana Restaurant Association, New Orleans Electrical Joint Apprenticeship & Training Committee
Industry Aligned Employer Partners	365 Connect, Accruent, The Blood Center, Boh Bros., Cint, Cochon, Entergy, Gallo Mechanical, iSeatz, JL Contractors, Landis Construction, LCMC, Levelset, Ochsner Health, Port of Louisiana, Ritz-Carlton Hotel, RNGD, Roosevelt Hotel, SABA, Skanska, Southern Companies, SSE Steel Fabrication, St. Margaret’s, Wakin Bakin, Windsor Court
Nonprofit Support Partners	Aspen Opportunity Youth Forum, The 18th Ward, Cafe Reconcile, Grow Dat, Junior Achievement of Greater New Orleans, New Orleans Children & Youth Planning Board, New Orleans Youth Alliance, Palmisano Foundation, United Way of Southeastern LA, Up2Us, YouthForce NOLA
Grants and/or Philanthropic Support	Previous Grants: Aspen Institute Pathways to Careers, Bloomberg Philanthropies, Capital One Foundation, Catalyze Accelerate, Charter School Growth Fund, Charles and Elizabeth Goodyear Foundation, Conrad N Hilton Foundation, Delta Regional Authority, SNAP Education and Training, United Way of Southeastern LA
Projected Annual Student Enrollments	2024-25: 85 2025-26: 125 2026-27: 160
Culminating Credentials,	Credentials: Adobe Video Design Certified Professional; Autodesk Certified User; Business Operations Certificate; Certified Clinical Medical Assistant; Certified

<p>Degrees, and Apprenticeships</p>	<p>Pharmacy Technician; Fundamentals of HTML, CSS, and Javascript, Advanced Javascript; NCCER Carpentry Levels 1 and II; NCCER Electrical Levels 1 and II; NCCER HVAC Levels 1 and II; NCCER Welding Levels 1 and II</p> <p>Degrees: Associate’s Degree in General Studies with a Concentration in Business</p> <p>Apprenticeships: Carpentry (Carpenters Local #1846), Electrical (IBEW Local #130), HVAC (International Association of Heat & Frost Insulators & Allied Workers - Local 53 JAC) & (Iron Workers Regional Local #846), Licensed Practical Nurse (Ochsner), Laborers (Laborers Southeast Training Fund), Louisiana Restaurant Association (Restaurant Youth Registered Apprenticeship), Pharmacy Technician (Ochsner)</p>
<p>Transitional Support Partners</p>	<p>CA Next, Children’s Bureau of New Orleans, City of New Orleans Office of Workforce Development, College Beyond, Generation Hope, KIPP Forward, New Orleans Youth Alliance, State of LA Department of Children’s and Family Services (DCFS)</p>



2401 Westbend Parkway
New Orleans, LA 70114
504-304-5624
superintendent@nolapublicschools.com
nolapublicschools.com

Dr. Avis Williams
Superintendent, NOLA Public Schools

April 10, 2024

Dr. Cade Brumley
Superintendent, Louisiana Department of Education
Louisiana Department of Education
1201 North 3rd Street
Baton Rouge, LA 70802

Superintendent Brumley,

The Orleans Parish School Board (OPSB), in partnership with Collegiate Academies, the New Orleans Career Center, and YouthForce NOLA, requests a three-year continuation of the New Orleans Extension Academy program. Since OPSB launched the first Extension Academy program in Louisiana in 2019, 151 students have completed the program at either the Collegiate Academies site (Next Level Nola) or New Orleans Career Center site. At these sites, students participate in advanced technical training, accumulate college credits towards an Associate's Degree, and develop plans to transition into additional postsecondary training and work in high-wage career pathways.

Since the program launched, students have earned more than 70 industry-based credentials and accumulated more than 900 college credits. Students have also participated in over 8,500 hours of career exploration and readiness training, learned soft skills, begun registered apprenticeships, and earned TWIC cards. For example, one student earned her Associate's Degree in one year while enrolled with Next Level Nola. In the spring of 2024, she will complete her Bachelor's Degree and plans to join the workforce in business services.

The New Orleans Extension Academy program is committed to continuous improvement. Over the next three years, the New Orleans Career Center will further align Extension Academy with adult technical training in order to continue to prepare participants to enter the workforce. As a result, participants will spend more time and receive additional support in their technical training pathway, resulting in more advanced industry-based credentials and apprenticeship participation. Collegiate Academies has achieved high credential and credit hour attainment in recent years by increasing intensive soft skills training early in the program and embedding advanced reading and writing support throughout. Over the next three years they will continue to facilitate high levels of achievement by layering mental health supports into their programming.

Sincerely,

A handwritten signature in blue ink, appearing to read "Dr. Williams", with a horizontal line extending from the end of the signature.

Dr. Avis Williams
Superintendent
NOLA Public Schools

Board of Regents/BESE Joint Meeting

Office of Teaching and Learning
Division of Educator Talent and Workforce Development



June 12, 2024

Out of Field Authority to Teach Support

Increase Total Percentage of Certified Teachers



Out of Field Praxis Support

- LDOE is making funding available to reduce barriers for certified teachers teaching out of their field. LDOE will be covering:
 - Praxis exam costs
 - Certification costs (if exams completed by **August 16**)
- Currently, 66 Educators have requested vouchers for over 90 Praxis Content Exams.
- Applications are still open, and educators should complete the survey by **July 19**.

Please contact LouisianaLeaders@la.gov



Resident Teacher Apprenticeship Model

Incentivize the Residency



Teacher Registered Apprenticeship Program

- On May 20, 2024, the Louisiana Workforce Commission approved an LDOE-sponsored Teacher Registered Apprenticeship Program.
- Registered Apprenticeship is an industry-driven, high-quality career pathway where:
 - school systems can develop and prepare their future workforce and
 - individuals can obtain paid work experience, receive progressive wage increases, and engage in rigorous and relevant classroom training.
- The LDOE T-RAP is a competency based approach built using the current Louisiana Teacher Preparation Competencies.

Please contact kevin.nanney@la.gov



Teacher Registered Apprenticeship Program

- Southeastern has been approved as the related instruction provider, and Tangipahoa Parish School Board is the approved Employer.
- The LDOE will serve as the sponsor and technical support for future school systems and preparation providers interested in establishing and expanding future T-RAP.
- Additionally, through this partnership and program recognition, potential funding sources can be identified to help make this Grow Your Own program successful and financially sustainable.

Please contact kevin.nanney@la.gov



Gary N. Solomon, Jr.
Chair

T. Jay Seale III
Vice Chair

Darren G. Mire
Secretary

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



BOARD of REGENTS
STATE OF LOUISIANA

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

David J. Aubrey
Misti S. Cordell
Christian C. Creed
Blake R. David
Stephanie A. Finley
Robert W. Levy
Phillip R. May, Jr.
Wilbert D. Pryor
Terrie P. Sterling
Collis B. Temple III
Felix R. Weill
Judy A. Williams-Brown
Samuel T. Gil, Student Member

AGENDA
BOARD OF REGENTS*
Wednesday, June 12, 2024
12:45 p.m.

Claiborne Building, 1st 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 24, 2024
- V. Chair's Comments
- VI. Update to Bylaws: Establishment of Artificial Intelligence Committee
- VII. Meauxmentum Moment – Louisiana Community and Technical College System
- VIII. LA First Presentation
- IX. Reports and Recommendations of Standing Committees
 - A. Audit
 - B. Finance
 - C. Legislative
 - D. Facilities and Property
 - E. Academic and Student Affairs
 - F. Planning, Research and Performance
- X. Reports and Recommendations by the Commissioner of Higher Education
- XI. Other Business
- XII. 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 24, 2024

The Board of Regents met at 11:07 a.m. on Wednesday, April 24, 2024, in the Louisiana Purchase Room 1-100, Claiborne Building, 1201 N. Third Street, Baton Rouge, Louisiana. Chair Gary Solomon, Jr. called the meeting to order.

OATHS OF OFFICE

Member to Serve on the Executive Committee

Ms. Brianna Golden, Policy Advisor for Strategic Planning and Student Success, swore in Regent Phillip May as a member of the 2024 Executive Committee.

ROLL CALL

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

Present for the meeting were:

Gary Solomon, Jr., Chair
T. Jay Seale III, Vice Chair
Darren Mire, Secretary
David Aubrey
Misti Cordell
Christian Creed
Blake David
Stephanie Finley
Samuel Gil, Student Member
Phillip May, Jr.
Wilbert Pryor
Terrie Sterling
Judy Williams-Brown

Mgt. Board Representatives present were:

Mary Werner, LSU System*
Stephen Smith, LCTC System*
Dr. Leon Tarver, SU System*

Absent from the meeting were:

Robert Levy
Collis Temple III
Felix Weill

Appendix A:

Guest List

* Present for Committees, absent for BoR Meeting

PUBLIC COMMENTS

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

APPROVAL OF THE MINUTES OF THE MARCH 27, 2024 MEETING

On motion of Regent Aubrey, seconded by Regent Seale, the Board voted unanimously to approve the minutes of the March 27, 2024 meeting.

CHAIR'S COMMENTS

Chair Solomon made the following comments:

- He noted that April is a busy month for high education, with LAICU, SU, UL, LCTCS and LSU celebrating days at the Capitol. During these days, the featured system or institution has an opportunity to showcase accomplishments. Chair Solomon noted that this day, April 24, is LSU day at the Capitol and that Regents have been invited to participate in the activities.
- He recognized that Regent Samuel Gil, student member, will be graduating from McNeese in May. Commissioner Reed presented a stole for Regent Gil to wear at graduation as well as a gift to commemorate his time on the Board. Regent Gil thanked the Regents and the staff for the opportunities he had while serving on the Board of Regents. He announced that he will be continuing his postsecondary education at the University of Texas at Austin, pursuing a Master's in Public Affairs. His goal is eventually to pursue a Juris Doctorate or PhD in Higher Education Policy.
- He noted that, as a follow-up to the letter that Regents received from Governor Landry concerning national anthem policies, he contacted chairs of each postsecondary system board since the Board of Regents does not set athletic policies. Each chair indicated that they would be undertaking a review of policies and that more information will be provided as it becomes available.

ARTIFICIAL INTELLIGENCE INITIATIVES UPDATE

Chair Solomon stated that during the March meeting Regent Seale asked for a presentation on the state of artificial intelligence in higher education. Since that meeting, Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, has been named as a Louisiana representative on the SREB-AI Taskforce. Dr. Denley and Regent Seale attended the LSU-hosted John Breaux Symposium on AI in Mass Communication on April 16.

Dr. Denley then provided the first artificial intelligence initiatives update, presenting a summary of reports from the four higher education systems on the use of generative AI on their campuses. His summary included mention of using AI to provide customer service and to carry out some tasks (e.g., creating letter drafts, summarizing articles, conducting literature reviews, and creating quiz questions). He stated that each system is exploring ethical issues around AI and added that AI and machine learning techniques are being incorporated into existing computer science courses, as an instructional tool in other areas, and in research. LSU A&M is part of the “Teaching with AI” collaborative in the SEC. In addition to attending the Breaux Symposium, Dr. Denley attended the Annual Conference of Louisiana Colleges and Universities, whose keynote speaker, Ben Armstrong from MIT, reviewed current uses of AI in colleges and universities. The conference raised various practical and philosophical questions about the place of AI in our society.

Chair Solomon asked Regent Seale to share thoughts about his investigation of AI and its place in higher education. Regent Seale noted that a speaker at one of the conferences he attended spoke about AI having the capacity to triple the GDP of countries using it but also to triple the number of unemployed workers. He added that such staggering consequences will require the Board to account for providing opportunities to include AI in higher education. Regent Seale further suggested that the Board form a special committee chaired by Dr. Denley, which will report at each Board meeting. Chair Solomon asked Commissioner Reed to facilitate the establishment of the committee.

MASTER PLAN UPDATE – MEAUXMENTUM MOMENT

Dr. William Wainwright, President of Southeastern University, recognized the work of Dr. John Crain, his predecessor, in leading Southeastern Louisiana University as it emerged from the pandemic. He credited strategic enrollment management planning for three continuous semesters of enrollment increases. Southeastern's engagement at the Meauxmentum Summit led to a quality enhancement plan for the university.

Dr. Wainwright introduced Dr. Mary Ballard, Director of the Center for Faculty Excellence at Southeastern, and Dr. Tena Golding, Provost and Vice President for Academic Affairs. Dr. Golding detailed how the Meauxmentum Summit helped shape plans for improving enrollment at Southeastern. She presented examples of how Southeastern's Strategic Enrollment Management Plan (QEP) aligns with the Meauxmentum framework, particularly the Pathways thread related to transfer students.

Dr. Golding introduced Dr. Ballard, chair of the QEP, who provided a timeline of milestones in the development of this program. This was followed by a deep dive into the literature about what transfer students need to be successful, QEP established goals, desired outcomes, and strategies.

Regent Seale noted Southeastern has had tremendous success in recruiting students with Latin American backgrounds and he asked Dr. Wainwright to speak to the involvement of Dr. Aristides Baraya in this success. Dr. Wainwright mentioned that Dr. Baraya, a professor in the College of Business, and Dr. Tará Lopez, Dean of the College of Business, have established a partnership with universities in Panama and other areas of Central America. In addition to programs on campus, Dr. Baraya is leading the way with outreach to Hispanic students in the communities surrounding the university.

Chair Solomon asked Dr. Wainwright about buy-in on campus for the transfer student programs. Dr. Wainwright credited his experience leading Northshore Technical Community College in helping him get to know the Southeastern faculty even before the appointment to his current position. He praised the faculty for their commitment to reaching out to more transfer students.

REPORTS AND RECOMMENDATIONS OF STANDING COMMITTEES

Chair Solomon 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.

On motion of Regent Sterling, seconded by Regent Creed, the Board voted unanimously to approve all Committee recommendations from the April 24, 2024 Committee meetings.

LEGISLATIVE

LEGISLATIVE STUDY REPORTS UPDATE

a. 2023 Health Works Commission Annual Report

Dr. Susannah Craig, Deputy Commissioner for Strategic Planning and Student Success, began the presentation by providing an overview of the Health Works Commission (HWC) and summarizing the two subgroups that live within this Commission: the Nursing Supply and Demand Council and the Simulation Medical Training and Education Council of Louisiana. She also provided an overview of the data from the Nursing Supply and Demand report, which forms a part of the 2023 HWC Annual Report. The data included snapshots of the current landscape of Advanced Practice Registered Nurses (APRN), Registered Nurses (RN), Licensed Practical Nurses (LPN), and Nurse Aides (NA).

Dr. Craig outlined the action items within the 2023 HWC recommendations and the authority to complete those action items. She also provided an overview on the status of House Bill 329, which would move the Healthcare Employment Reinvestment Opportunity (H.E.R.O.) Fund to the Louisiana Department of Health (LDH). She noted that BoR would maintain oversight of the Health Works Commission, the Nursing Supply and Demand Council, and the Simulation Council.

Regent Sterling stated the importance of adding transparency related to the HWC recommendation for matching denied nursing students to institutions with vacancies. She also noted the need to find a way to address nursing faculty salaries. Regent Creed made several inquiries about the stipend program. Dr. Craig responded that she would follow up with additional information. Regent Sterling asked about the rationale behind moving the H.E.R.O. Fund to LDH. Commissioner Reed provided her general understanding of the bill but indicated that she had not directly talked to the bill's author on this matter.

During the Academic and Student Affairs committee meeting, Regent Pryor asked to return to the HWC Report to ask a question about a Regional Healthcare Innovation Partnership Program that was listed in the report. He inquired as to why LSU Health Shreveport and Ochsner Lafayette General would be working together though they are not geographically near each other. Dr. Craig responded that LSU Health Shreveport is working collaboratively with Ochsner Lafayette General because the Lafayette area does not have an existing Doctor of Physical Therapy program. She stated that she would follow up with specific information related to this program. Regent Sterling noted that this addresses previous Board discussion on collaborating across institutions. Supervisor Werner stated that Ochsner Lafayette has been a tremendous partner with LSU Eunice in its allied health and nursing programs.

2024 LEGISLATIVE PRIORITIES

Ms. Brianna Golden, Policy Advisor for Strategic Planning and Student Success, provided an overview of the 2024 Legislative Priorities and other legislative items.

2024 BoR Legislative Priorities

- **Tuition and Fee Authority – HB 862, Rep. Hughes:** Provides public postsecondary management boards limited authority to establish tuition and mandatory fees.
- **Master Agreements – HB 884, Rep. Hughes:** Authorizes public postsecondary management boards to enter into master agreements for consulting services and social services on behalf of their institutions.
- **Deferred Maintenance – HB 940, Rep. Turner:** Authorizes the issuance of bonds to finance deferred maintenance projects included in the College and University Deferred Maintenance and Capital Improvement Program.
- **Workforce Solutions – SB 293, Sen. Edmonds:** Authorizes the Louisiana Workforce Commission (LWC) to coordinate the delivery of business workforce solutions in coordination with the various workforce and educational agencies of the state.
- **Career and Technical Education – SB 352, Sen. Mizell/HB 551, Rep. Brass:** Directs the Dual Enrollment Task Force to recommend options for expanding career and technical education and virtual instruction programs to increase the participation of dual enrollment course offerings in school districts across the state and expands Task Force membership.
- **Professional Service Contracts – HB 410, Rep. Brass:** Increases the threshold for postsecondary institutions and consortiums submitting projects to one of the three professional services selection boards (architect, engineering, and landscape) from \$500,000 to \$1M to mirror the authority granted to institutions and consortiums to manage projects with a budget of up to \$1M or less.
- **Power-Based Violence – SB 353, Sen. Barrow:** Revises current power-based violence laws to shift reporting dates for campus training.

FINANCE

APPROPRIATIONS BILLS UPDATE

Mr. Matthew LaBruyere, Deputy Commissioner for Finance and Administration, began his presentation by stating that at this time, House Bills 1 (General Appropriations Bill) and 782 (Supplemental Appropriations Bill) passed favorably out of House Appropriations Committee on April 23rd and were scheduled for House Floor discussion and passage on Thursday, April 25th. Mr. LaBruyere explained that HB1 is the legislative adoption of the Governor's Executive Budget, which appropriates funds for Fiscal Year 2024–2025 and that HB782, the supplemental appropriations bill, appropriates additional funds for the current fiscal year, Fiscal Year 2023–2024. Mr. LaBruyere indicated that the information presented on House Bills 1 (General Appropriations Bill) and 782 (Supplemental Appropriations Bill) required no action.

OTHER BUSINESS

Vice Chair Mire asked if there was any other business to come before the committee and Mr. LaBruyere mentioned a few items of interest. First, he noted that the University of Louisiana System provided a response letter, included in the Board packet, to a previous Board of Regents' request. Second, Mr. LaBruyere provided an update of the work that Regents staff and the system chief financial officers are doing to improve the financial health reports with quarterly reports and revenue projections based on enrollment. Finally, Mr. LaBruyere informed the committee that he and Commissioner Reed testified at the Joint Legislative Committee on the Budget meeting on Friday, April 19th regarding the expected FY26 revenue shortfall and how that could impact higher education.

FACILITIES AND PROPERTY

CONSENT AGENDA

Mr. Chris Herring, Associate Commissioner for Facilities Planning and Emergency Management, reported on the Consent Agenda Report containing the small capital projects approved by staff since the previous meeting:

A. Small Capital Projects

1. **LSU-A: Circle Driveway Arrival Plaza, Alexandria, LA** – Louisiana State University - Alexandria, Auxiliary Revenues \$201,250
2. **LSU A&M: Hatcher Hall Ramp Enclosure, Baton Rouge, LA** – Louisiana State University and A&M College, Operational Funds \$230,000
3. **LSU A&M: University Laboratory School Elementary Air Handler Replacement, Baton Rouge, LA** – Louisiana State University and A&M College, Auxiliary Revenues \$200,000
4. **LSU HSCNO: Medical Education Building First Floor Environmental Health and Safety Suite Relocation, New Orleans, LA** – Louisiana State University Health Sciences Center – New Orleans, Operational Funds \$350,000
5. **LSU HSCS: Executive Suite Renovations, Shreveport, LA** – Louisiana State University Health Sciences Center - Shreveport, Operational Funds \$240,000
6. **LSU-S: Baseball Outfield Regrading, Shreveport, LA** – Louisiana State University - Shreveport, Auxiliary Revenues \$180,888

B. Third-Party Projects

1. **La Tech: Aspire Plaza Improvements, Ruston, LA** – Louisiana Tech University, Private Donations \$125,000
2. **ULM: Softball Complex Improvements, Monroe, LA** – University of Louisiana at Monroe, Ouachita Parish Policy Jury Grant \$237,950

Approved the items on the Consent Agenda, including the small capital and third-party projects reports.

IV. Third-Party Project – Louisiana Tech University New Parking Facility

The ULS submitted a third-party project, on behalf of Louisiana Tech, for the purpose of constructing a new parking facility on campus. Louisiana Tech will enter into grounds and facilities leases with Innovative Student Facilities, Inc., a private 501(c)(3) non-profit corporation whose purpose is to promote, assist, and benefit the institution and who will be responsible for the project. The new parking facility will be multi-level with approximately three hundred spaces located off the West Mississippi lot. Students voted in April of 2023 to pay a fee of \$20 per full-time student per quarter to fund the cost of the parking structure. **The total cost of this project is estimated to be \$10M.**

Louisiana Tech, through Innovative Student Facilities, Inc., intends to use proceeds of a loan from the Louisiana Local Government Environmental Facilities and Community Development Authority (LCDA) to the corporation to finance the project, represented through one or more series of revenue bonds. Annual debt service will be secured and payable from lease payments paid by the ULS, on behalf of Louisiana Tech, to Innovative Student Facilities, Inc. The lease will remain in place until the debt service has been satisfied. Upon termination of the lease, the site will revert to Louisiana Tech. The debt will be secured by the fee approved by students in April 2023.

Approved the third-party project submitted by the University of Louisiana System, on behalf of Louisiana Tech University, for the purpose of constructing a new parking facility.

V. Act 959 Project Budget Increases: Southern University and A&M College

The Southern University System submitted a request to increase the project budgets for three previously approved Act 959 projects at Southern University and A&M College (SUBR). Act 959 projects may exceed the amount approved by BoR by up to 20% without having to request approval of any subsequent increase. However, all three of the SUBR projects are seeking approval to exceed the 20% threshold. These projects were originally approved under the provisions of Act 959 during the August 24, 2022, BoR meeting. Specifically, the request involves the following projects:

- Global Innovation and Welcome Center – Current approved budget \$5M; requested increase of \$3.4M for a total budget of \$8.4M
- Outdoor Classroom/Amphitheatre – Current approved budget \$2M; requested increase of \$500,000 for a total budget of \$2.5M
- Public Safety Building – Current approved budget \$2M; requested increase of \$695,000 for a total budget of \$2.695M

The Public Safety building and Global Innovation and Welcome Center projects have publicly bid, and all bids exceeded the funds available for construction. The Outdoor Classroom/Amphitheatre project is scheduled to bid on April 24, 2024. All three projects are funded with a combination of federal Higher Education Emergency Relief Funds (HEERF) and Title III monies allocated to Historically Black Colleges and Universities. Projects using Title III funding must comply with the provisions of the Build America, Buy America Act (BABAA). The additional costs of complying with the BABAA as well as continued supply chain issues and escalating construction costs have contributed to the unexpected increase in construction estimates.

Approved the Act 959 project budget increases submitted by the Southern University System, on behalf of Southern University and A&M College, for the Global Innovation and Welcome Center, Outdoor Classroom/Amphitheatre, and Public Safety building projects.

OTHER BUSINESS

Mr. Herring provided the Board with an update on progress of the capital outlay bill (House Bill 2) since the March 2024 meeting. He informed members that the bill passed in the House and now moves to the Senate for further consideration.

Regent Pryor inquired as to the status of the Grambling State University Library project. Mr. Herring informed him that the east, west, and south sides of the facility were complete, and the goal is to have the north side of the building complete in the fall of 2024.

ACADEMIC AND STUDENT AFFAIRS

CONSENT AGENDA

Dr. Tristan Denley presented the Consent Agenda, consisting of routine items including Staff approvals.

Approved the items on the Consent Agenda.

a. Routine Staff Approvals

- 1. Louisiana Tech: Request to change the designation of the doctoral program in business from DBA to PhD to better reflect the program's curriculum and purpose.**
- 2. McNeese: Request to change the name of the Department of Radiologic and Medical Laboratory Sciences to the Department of Health Professions to more accurately represent the degree programs offered within the department.**

ACADEMIC PROGRAMS

Dr. Denley then presented for approval the Master of Science in Applied Behavior Analysis and the Master of Science in Clinical Rehabilitation Counseling at Louisiana State University Shreveport, the Master of Science in Interior Design at Louisiana State University and

A&M College, the Master of Social Work in Social Work at Northwestern State University, the Master of Social Work in Social Work at Southeastern Louisiana University, and the Doctor of Engineering and Technology Management in Engineering Technology Management at Louisiana Tech University.

Regent Aubrey expressed concern that duplicative programs within systems, particularly the programs in Social Work, are being added. He suggested strongly that Regents staff encourage institutions to collaborate on academic programs to ensure that they are sustainable, particularly at times of budgetary stress.

Conditionally approved the proposed Master of Science in Applied Behavior Analysis (CIP 42.2814) at Louisiana State University Shreveport with a progress report due October 1, 2025.

Conditionally approved the proposed MS in Clinical Rehabilitation Counseling (CIP 51.2310) at Louisiana State University Shreveport with a progress report due in October 1, 2025.

Conditionally approved the proposed Master of Science in Interior Design (CIP 04.0501) at Louisiana State University A&M, with a progress report due October 1, 2025.

Conditionally approved the proposed Master of Social Work (CIP 44.0701) at Northwestern State University of Louisiana, with a progress report due October 1, 2025.

Conditionally approved the proposed Master of Social Work (CIP 44.0701) at Southeastern Louisiana University, with a progress report due October 1, 2025.

Conditionally approved the proposed Doctor of Engineering and Technology Management (CIP 15.1501) at Louisiana Tech University, with a progress report due October 1, 2025.

PROPOSED TOPS TECH ACADEMIC PROGRAMS ELIGIBILITY LIST FOR ACADEMIC YEARS 2024–25, 2025–26, AND 2026–27

Dr. Denley presented the proposed list of academic programs eligible for the TOPS Tech award in academic years 2024–25, 2025–26, and 2026–27.

Approved the revised TOPS Tech Eligibility Program list, including the Universal Transfer Pathways for TOPS Tech for 2024-2027, which includes academic years 2024–25, 2025–26, and 2026–27, and authorize Regents’ staff to transmit the BOR-approved Program List to the WIC and LOSFA in accordance with the law.

RESEARCH AND SPONSORED INITIATIVES

CYBERSECURITY EDUCATION MANAGEMENT COUNCIL AND LOUISIANA CYBERSECURITY TALENT INITIATIVE FUND

Ms. Carrie Robison, Deputy Commissioner for Sponsored Programs, presented information on the background of both CEMC and the CTIF, then outlined the process and timeline for distributing funds available in FY 2023–24. She informed the Committee that seven (7) applications had been selected through the process set forth in the Request for Applications and recommended for funding by the CEMC.

Approved the recommendation that funding be provided from the Cybersecurity Talent Initiative Fund for the seven (7) applications selected by the Cybersecurity Education Management Council (CEMC) at its April 9th meeting.

FY 2023–24 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 2023–24. She noted that the current Revenue Estimating Conference projection is insufficient to fund all projects recommended, but that due to earnings significantly higher than revenue estimates in previous years, sufficient funds

are available in the Support Fund to accommodate the budget as approved. She then specified the following nine (9) recommendations for FY 2023–24 across all BoRSF subprograms, to be funded with earnings distributed during the fiscal year along with up to \$3,062,644 in unspent earnings from previous years. Unspent earnings will offset reductions in Departmental Enhancement. By these recommendations, the Board was asked to authorize 195 awards, with contingencies, as follows:

I. Endowed Chairs for Eminent Scholars

Board action completes the endowments for proposals ranked 1–6 in the Consultants’ Report (i.e., proposals 007EC, 002EC, 008EC, 001EC, 004EC, and 005EC).

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

Board action approves the following:

- A. Departmental Enhancement: Disbursement of the \$3,309,029 estimated to be available in Departmental Enhancement for FY 2023–24 to fund the first year of twenty-four (24) new proposals, ranked 1–24, at the funding levels, and with the funding stipulations recommended by consultants.
- B. BoR/SREB Doctoral Support Initiative: Funding for five (5) proposals, ranked 1–5, submitted in the FY 2023–24 cycle to the BoR/SREB Doctoral Support Initiative for the durations and at the levels recommended.
- C. Endowed Professorships: A total of \$1,980,000 from the Support Fund is approved to match new and prior-year requests at nineteen (19) campuses.
- D. Endowed Two-Year Student Workforce Scholarships: A total of \$1,000,000 from the Support Fund is approved to match twenty-six (26) applications at the levels recommended.

III. Targeted Research & Development

Board action approves disbursement of \$2,486,668 estimated to be available in FY 2023–24 to fund the first year of new RCS, ITRS, PoC/P, and ATLAS projects as follows:

- A. Research Competitiveness Subprogram: \$1,349,933
- B. Industrial Ties Research Subprogram: \$736,735
 - 1. Industrial Ties: \$576,750
 - 2. Proof-of-Concept/Prototyping Initiative: \$159,985
- C. Awards to Louisiana Artists and Scholars: \$400,000

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-two (32) RCS proposals, six (6) ITRS proposals, four (4) PoC/P proposals, and ten (10) ATLAS proposals. Should the amount of money ultimately available to fund first-year activities in all R&D projects be less than the \$2,486,668 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 \$1,080,000 from the Support Fund to match twelve (12) applications, ranked 1–11, submitted in FY 2023–24 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 2023–24 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.

Approved the FY 2023–24 BoRSF funding recommendations, with contingencies, as presented.

BORSF MATCHING FOR STATEWIDE FEDERAL INITIATIVE: LOUISIANA BIOMEDICAL RESEARCH NETWORK

Ms. Robison presented information the Louisiana Biomedical Research Network, which has requested a cash match from the BoRSF for its renewal request to the National Institutes of

Health. She reviewed the structure and purpose of the LBRN as well as previous matching provided by the Support Fund, indicating that the project team had requested the same level of match (i.e., \$1,148,000) as provided to previous renewals.

Approved commitment a cash match of \$1,148,000 from previously unspent monies in the Board of Regents Support Fund for the Louisiana State University NIH Institutional Development Award (IDeA) continuation proposal entitled “Louisiana Biomedical Research Network”. The amount of cash match shall not exceed \$1,148,000 for the five-year duration of the award. Matching funds are to be provided only if NIH IDeA funding is received.

STATEWIDE PROGRAMS

CONSENT AGENDA

A. Approval of Final Rulemaking – Reinstates COVID-19 as an objective circumstance for which a student may request an exception.

Dr. Sujuan Boutté explained that at its September 30, 2023 meeting, the Board of Regents authorized publication of a Notice of Intent to reinstate COVID-19 as an objective circumstance for which a student may request an exception during the 2023–2024 academic year provided certain conditions are met. The LOSFA Advisory Board recommends that the Board of Regents authorize publication of the final rule.

B. TOPS Exceptions – TOPS provision that requires students to remain continuously enrolled and to earn the annual credit hours required during the academic year.

Dr. Boutté informed the Regents that eight requests for TOPS exceptions were reviewed and approved by the LOSFA Advisory Board at its April 17, 2024 meeting . Dr. Boutté explained that students who complete their undergraduate degree in less than eight semesters have remaining eligibility left that can be used toward a graduate or professional program. These students have

one year from the anniversary date of undergraduate graduation to enroll in a graduate or professional program. One of the students requesting an exception was unable to enroll in a graduate program by this deadline because the program had not yet received candidacy status. Without the exception, the student would be responsible for the TOPS amount at the university, and will owe the amount that the university credited them for TOPS. The LOSFA Advisory Board has recommended that the Board of Regents grant LOSFA the authority to approve TOPS exceptions for all students in this situation based on campus information. In addition, the LOSFA Advisory Board reports that the remaining students have presented facts and circumstances that justify the granting of an exception as an exceptional circumstance and the LOSFA Advisory Board recommends Board of Regents approval.

C. TOPS Home Study Exceptions – TOPS provision that requires a student to begin a home study program no later than the conclusion of the tenth grade.

Dr. Boutté informed the Regents that one request for an exception to the deadline to begin a home study program was reviewed and approved by the LOSFA Advisory Board at its April 17, 2024 meeting. The student has presented facts and documentation that the student believes justify the granting of an exception as an exceptional circumstance, and the LOSFA Advisory Board recommends Board of Regents approval.

Approved the Consent Agenda items *in globo*, including the authority to approve TOPS exceptions for students who were unable to begin postgraduate studies on time due to the lack of candidacy status of the program until after the deadline had passed.

PLANNING, RESEARCH AND PERFORMANCE

CONSENT AGENDA

Dr. Susannah Craig presented the Consent Agenda, which included three renewal applications from licensure of academic degree-granting institutions as well as three initial applications, one change of ownership application, and seventeen renewal applications from the Proprietary Schools Advisory Commission.

Approved the items listed under the Consent Agenda.

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

1. Renewal Applications

- a. Alliant International University**
- b. Rocky Vista University**
- c. The Chicago School**

B. Proprietary Schools Advisory Commission

1. Initial Applications

- a. Royal Angels Anointed Hands – Greensburg, LA**
- b. Persistent Medical Education – Breaux Bridge, LA**
- c. Premier Diagnostic Institute – Metairie, LA**

2. Change of Ownership Application

- a. Phlebotomy Training Specialists – Baton Rouge, LA**

3. Renewal Applications

- a. Baton Rouge School of Court Reporting – License #2083**
- b. Beso Beauty, Metairie, LA – License #2264**
- c. Carter’s Career Center, Monroe, LA – License #2286**
- d. Coastal College - Hammond – License #791**
- e. Hospitality Opportunity & Service Training (HOST) Program, Baton Rouge, LA – License #2312**
- f. ITI Technical College, Baton Rouge, LA – License #2007**
- g. LifeShare Phlebotomy School, Shreveport, LA – License #2313**
- h. Louisiana Dental Assistant School, Zachary, LA – License #2073**
- i. Louisiana Dental Institute, Monroe, LA – License #2287**
- j. Moore Career College, Baton Rouge, LA – License #2298**
- k. Next Level Educational Services, LaPlace, LA – License #2331**

- l. Rosebud Training Academy, Baker, LA – License #2369**
- m. The H.E.A.R.T. Academy, Baton Rouge, LA – License #2348**
- n. Tulsa Welding School – Jacksonville Campus – License #2123**
- o. United Dental Institute - Baton Rouge – License #2328**
- p. United Dental Institute - Lafayette – License #2329**
- q. United Dental Institute - New Orleans – License #2330**

REPORTS AND RECOMMENDATIONS BY THE COMMISSIONER OF HIGHER EDUCATION

Commissioner Kim Hunter Reed presented several items to the Board:

- She noted the work of the Board staff at the Capitol and the collective work of higher education across the state to champion the power of education and workforce development.
- She shared highlights of the LUMCON Open House in Cocodrie, Louisiana, which she attended with Dr. Chris Yandle. This was the first open house at LUMCON since 2019. Scientists, educators, and families came together to learn more about coastal and marine work in the state.
- She announced that seven items submitted to the Public Relations Association of Louisiana’s (PRAL) Red Stick Awards competition were chosen for recognition. Regents garnered awards for Best Publication, Best Newsletter, and Best Special Events, among others. Dr. Chris Yandle was named Communicator of the Year by this same group.
- She recognized Regents’ Administrative Professionals as part of Administrative Professionals Day.

OTHER BUSINESS

Chair Solomon conveyed a message from Regent Aubrey to Commissioner Reed, the Board, and the staff, thanking them for the many expressions of sympathy upon the passing of his mother. Chair Solomon asked if there was any other business and no items were brought forward.

ADJOURNMENT

There being no further business to come before the Board, on motion of Regent David, seconded by Regent Mire, the meeting was adjourned at 11:53 a.m.

Appendix A
Board Meeting Guest List
Wednesday, April 24, 2024

NAME	AFFILIATION
Susan Campbell	NSU
Neeru Deep	NSU
Coleen Cicale	Southeastern
Katherine Wickstrom	LSU-Shreveport
Matt Kern	Jones Walker LLP
Lauren V. Tarver	Jones Walker LLP
Jackie Bach	LSU A&M
Sujuan Boutté	LOSFA/BoR
Jeannine O'Rourke	UL System
Brian Roberts	LUMCON/BoR
Helen Taylor	LSU-Shreveport
William Tulak	LCTCS
Robert Rene	SU System
Laura Barby Alello	ORB
Will Wainwright	Southeastern

Gary N. Solomon, Jr.
Chair

T. Jay Seale III
Vice Chair

Darren G. Mire
Secretary

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



BOARD of REGENTS
STATE OF LOUISIANA

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

David J. Aubrey
Misti S. Cordell
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Judy A. Williams-Brown
Samuel T. Gil, Student Member

AGENDA*

June 12, 2024

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

Revision of the Bylaws for the Internal Operation and the Transaction of Business for the Board of Regents

A. Revision of the *Bylaws for the Internal Operation and the Transaction of Business for the Board of Regents*

Special Committees (*Article 5.3* on page 8 of Bylaws)

1. Add Artificial Intelligence Committee as a Special Committee

B. Membership of Artificial Intelligence Committee

1. Revision of the *Bylaws for the Internal Operation and the Transaction of Business for the Board of Regents*

While technology has long played a pivotal role in every aspect of higher education, recent developments in generative artificial intelligence (AI) have raised a wide variety of new issues and possibilities. Due to the profound and pervasive influence that AI will likely have on education, employment, and every aspect of modern life, the Board of Regents will create an ongoing Special Committee focused on this topic. The Committee will be responsible for:

- a) Providing regular updates to keep the Board apprised of developments in this field that affect instruction, research, and higher education operations; and
- b) Recommending policy to coordinate the role of artificial intelligence across the state's higher education sector.

Therefore, Article 5.3 of the Bylaws should be amended to add “Artificial Intelligence” as a Special Committee, whose membership shall be appointed by the Chair.

C. Membership of Artificial Intelligence Committee

The initial membership of the committee will be as follows:

- Regent Seale (Chair)
- Regent Aubrey
- Regent Cordell
- Regent David
- Regent May
- Regent Sterling
- Regent Orr

BYLAWS
FOR THE INTERNAL OPERATION AND THE
TRANSACTION OF BUSINESS FOR THE BOARD OF REGENTS
FOR THE STATE OF LOUISIANA

ARTICLE I
CREATION AND MEMBERS

1.1 Creation and Functions. The Board of Regents is created as a body corporate under the 1974 Louisiana Constitution (Const. Article VIII, Section 5 A) and under La. R.S. 17:3121 A. It shall plan, coordinate, and have budgetary responsibility for all public postsecondary education and shall have other powers, duties, and responsibilities as provided in the Constitution or by law (Const. Article VIII, Section 5 A).

1.2 Board Members. The Board of Regents shall be composed as provided by law (Const. Article VIII, Section 5 B, C; Section 8 B; R.S. 17:3121 B)).

1.3 Ethics. All members of the Board are appointed public officials of the State of Louisiana. As such, they are subject to the laws of the State as defined by the 1974 Louisiana State Constitution and the laws of the State, specifically the Louisiana State Code of Ethics.

ARTICLE II
DOMICILE

2.1 Domicile. The domicile of the Board of Regents, a body corporate, shall be in the City of Baton Rouge, East Baton Rouge Parish, Louisiana (R.S. 17:3123 A).

ARTICLE III

MEETINGS

3.1 Regular Meetings. The Regents shall meet on or before the second Monday in January of each year, and at other times as fixed by the Board, or upon call of the Chairman (R.S. 17:3123 E). The Regents shall meet twice yearly on mutually agreed upon dates with the State Board of Elementary and Secondary Education (Const. Article VIII, Section 5 D).

3.2 Special and Emergency Meetings.

- a. Special Meetings may be called at any time by the Chairman in consultation with the Commissioner of Higher Education, or upon written request signed by the majority of members specifying the purpose of the desired meeting. Written or electronic notification along with the purpose of the meeting shall be sent to each member in a timely manner.
- b. Emergency Meetings may be called at any time by the Chairman in consultation with the Commissioner of Higher Education. Written or electronic notification along with the purpose of the meeting shall be sent to each member in a timely manner that is reasonable under the circumstances.

3.3 Orientation for New Board Members and Board Member Professional Development. The Board shall provide for the orientation and continued professional development for members of the Board of Regents. Training will focus on assisting members to become more informed and active participants in shaping postsecondary education in the State (BPP 3.3 [a]). No formal business will be conducted during these sessions.

3.4 Location of Meetings. The Board of Regents may hold meetings at any location in the state.

3.5 Notice of Meetings. Written or printed notice stating the dates, times, places and proposed agenda of Board and/or committee meetings shall be executed in accordance with State law (R.S. 42:19 et seq). The Board will require that Notice be transmitted as soon as feasible (BPP 3.5 [a]).

3.6 Quorum. Eight members of the Board shall constitute a quorum and no action may be taken without a favorable vote of a majority of the members of the Board (R.S. 17:3123 C).

3.7 Proxies. Any manner of proxy voting or secret balloting shall be prohibited (R.S. 42:14 B).

3.8 Rules of Order. When not in conflict with any of the provisions of these Bylaws or any policies of the Board, meetings shall be conducted in accordance with *Robert's Rules of Order*.

3.9 Order of Business. The order of business of the Board shall be as follows:

- a. Call to Order.
- b. Roll Call.
- c. Public Comments (BPP 3.9.c [a]).
- d. Correction and approval of the minutes of the preceding Regular Meeting and all Special and Emergency Meetings.
- e. Reports and recommendations of standing committees.
- f. Reports and recommendations of special committees.
- g. Reports and recommendations of the Commissioner of Higher Education.
- h. Resolutions for Board action.
- i. Other business.
- j. Adjournment.

If the meeting is a special meeting or a joint meeting with the State Board of Elementary and Secondary Education, then the Order of Business on the Agenda shall be set forth in the call.

3.10 Agenda. When feasible, at least ten days prior to each regular meeting, the Commissioner of Higher Education shall prepare and forward to the Chairman a tentative agenda for the meeting. The Commissioner shall place on the agenda any item requested in writing by at least four (4) members of the Board. The approved Agenda shall be posted on the website in accordance with Bylaws 3.5.

In accordance with R.S. 42:19 A, any item may be acted on even though not listed on the published agenda with unanimous approval of the members present. Any such item shall be identified in a motion with reasonable specificity, including the purpose for the addition to the

agenda, and entered into the minutes of the meeting. Prior to any vote on the motion to take up an item not on the agenda by the Board, there shall be an opportunity for public comment on any such motion in accordance with R.S. 42:14 D.

3.11 Minutes. As a public body, the Board of Regents will keep written minutes of its open meetings (R.S. 42:20 A). The minutes of all meetings shall include official actions of the Board. In all cases when the action is not by a unanimous vote, the yeas, nays, and abstentions of the individual members shall be recorded. As a public body, the Board of Regents will comply with State public records laws (R.S. 44:1 et seq) (BPP 3.11 [a]).

Copies of said minutes shall be transmitted to each member of the Board prior to the next scheduled meeting. The minutes shall be considered as tentative until approved by the Board at its next regular meeting. Following approval by the Board, the minutes shall be posted on the website.

ARTICLE IV

OFFICERS

4.1 Officers. The members of the Board shall elect a Chairman and Vice Chairman (R.S. 17:3123 B) and Secretary. These officers shall be elected by the Board at its meeting in December of each year and shall serve for a period of one year. Nominations are made in accordance with Bylaws policy BPP 4.1 (a). A nominee must be a Regent member whose service is not contingent upon reappointment for the year for which he or she is elected to serve as an officer.

Vacancies occurring in an office shall be filled by election by the Board for the remainder of the unexpired term of said office. An officer of the Board shall not succeed himself more than one time unless he has been elected to fill less than one-half of an unexpired term or in extraordinary circumstances as described below.

The Board may allow an officer to succeed himself more than one time if the State has suffered an extraordinary event and the Board believes that it is in the best interest of postsecondary education to have one or more of its officers remain in office. The candidate who

will be succeeding himself more than one time must be elected by a favorable vote of two-thirds of the members of the Board.

4.2 Chairman of the Board. It shall be the duty of the Chairman of the Board to preside over all meetings of the Board; to appoint, subject to approval of the Board, the members and officers of all standing and special committees, except those management board members serving on standing committees; and to expand any standing committee in accordance with the provisions of the Bylaws. The Chairman shall perform any duties assigned to him in these Bylaws.

The Chairman and the Commissioner of Higher Education are designated spokespersons and representatives for the Board.

4.3 Vice Chairman of the Board. In the absence of the Chairman, the Vice Chairman shall preside over the meetings of the Board and perform any other duties as requested by the Chairman or by a vote of the Board.

4.4 Secretary of the Board. It shall be the responsibility of the Secretary to see to the filing, indexing and preservation of all minutes, papers, and documents pertaining to the business and proceedings of the Board and its committees, and shall be the custodian of the seal of the Board.

A Coordinator of Board Services shall be appointed by the Board upon recommendation of the Commissioner of Higher Education. Such Coordinator of Board Services, under the supervision and control of the Secretary of the Board, shall retain the actual custody of the Board's seal and records. The Coordinator shall be the custodian of public records (R.S. 44:1 et seq).

ARTICLE V

COMMITTEES

5.1 Executive Committee. The Executive Committee shall consider such matters as are referred to it by the Board. It shall execute such orders and resolutions as shall be assigned to it at any meeting of the Board. It shall also take such action as is necessary when an

emergency requiring immediate action arises during an interim between Board meetings. All acts of the Executive Committee shall be submitted to the board for ratification at its next scheduled meeting except in matters where the Board shall have delegated to the Executive Committee full power to act.

Each member of the Executive Committee may serve as an ex-officio member of each standing committee.

5.1.1 Membership. The Executive Committee shall be composed of the Chairman, the Vice Chairman, the Secretary and four (4) members elected by the Board from its membership.

5.1.2 Officers. The Chairman of the Board will be the Chairman of the Executive Committee, and the Vice Chairman of the Board will be the Vice Chairman of the Committee. The Vice Chairman will preside in the Chairman's absence.

5.1.3 Quorum. A majority of the members of the Executive Committee shall constitute a quorum for the transaction of business. A favorable vote of a majority shall be necessary to take affirmative action. A quorum, once obtained, shall not thereafter be lost during the meeting. The absence of a quorum negates further action by the Committee but does not require adjournment of the meeting.

5.2 Standing Committees. The standing committees of the Board, including those in statute, shall be as follows:

- a. Finance.*
- b. Academic and Student Affairs.*
- c. Legislative.*
- d. Facilities and Property.*
- e. Planning and Research* and Performance.
- f. Personnel.
- g. Sponsored Programs.
- h. Nominating Committee. (BBP 4.1 [a])
- i. Statewide Programs.
- j. Audit Committee

* Committee required by R.S. 17:3399.5 A, B.

5.2.1 Membership. All standing committees shall consist of no less than five voting members unless and until otherwise decided by the vote of a majority of the membership of the Board.

Each standing committee designated by law in subsection A of R.S. 17:3399.5 (i.e., Finance, Academic and Student Affairs, Legislative, and Facilities and Property) shall include as a member, a member of each of the postsecondary education management boards as designated by each board. If the management board member on any Regents' committee is unable to attend any meeting, an alternate management board member previously designated by that board may attend and vote on his behalf.

If a Regents' Board member on a standing committee is absent from any meeting, a member of the Executive Committee may serve as an alternate and shall thereafter be entitled to vote, regardless of the arrival of additional standing committee members.

Upon written notice, the Chairman of the Board may expand a standing committee to include the entire Board to meet as a Committee of the Whole, for a specified time. At meetings thereof, the officers of said committee shall continue to serve in their respective capacities.

5.2.2 Officers. The Chairman, Vice Chairman, and members of all standing committees shall be appointed by the Board Chairman following the first January meeting of each year. The Chairman shall present these appointments for ratification by the Board at a duly scheduled Board meeting in January. Committee appointees shall serve at the pleasure of the Chairman of the Board.

The Chairman of each committee will call and preside over necessary meetings. The Chairman will conduct meetings according to the provisions of Bylaws Article IV, Section 4.10.

5.2.3 Quorum. A majority in number of the specified appointed members to each committee shall constitute a quorum. A favorable vote of a majority shall be necessary to take affirmative action. A quorum, once obtained, shall not thereafter be lost during the meeting. The absence of a quorum negates further action by the Committee but does not require adjournment of the meeting.

5.3 Special Committees. As the need arises, the Board or the Chairman of the Board may create special committees for temporary periods with such functions, powers and authority as may be determined. The term of a special committee shall be prescribed at the time of its appointment but shall not exceed the term of the Chairman. Unless otherwise provided in the action creating such a committee, the Chairman of the Board shall designate the number of its members and the Chairman and Vice Chairman thereof. The Chairman may also appoint ad hoc committees for special assignments for specified periods of existence not to exceed the completion of the assigned task.

5.3.1 Special Committees. The special committees of the Board, shall contain the following:

a. Artificial Intelligence

5.3.2 Officers. The committees shall each have a Chairman, who shall be the presiding officer, and a Vice Chairman to preside in the Chairman's absence. Both shall be appointed by the Chairman of the Board, subject to the Board's approval.

5.3.3 Quorum. A majority in number of the specified appointed members to each committee shall constitute a quorum. A favorable vote of a majority shall be necessary to take affirmative action. A quorum, once obtained, shall not thereafter be lost during the meeting. The absence of a quorum negates further action by the Committee but does not require adjournment of the meeting.

ARTICLE VI

STAFF

6.1 Commissioner of Higher Education. The Board shall employ a Chief Administrative Officer whose title shall be Commissioner of Higher Education for the State of Louisiana. The duties and responsibilities of the Commissioner of Higher Education shall be prescribed by the Board (BPP 6.1 [a]). The Commissioner of Higher Education shall be

appointed in accordance with state law (R.S. 17:3123.1) and his performance and competence shall be evaluated annually by the Board.

6.2 Other Staff. The Board, through the Commissioner of Higher Education, will hire additional employees as it may deem necessary for the performance of its functions and in accordance with policies and procedures in the *Board Internal Operations Policies and Procedures Manual*. Internal policies pertaining to Board approval for hiring and firing of certain level employees and retirees cannot be amended without Board approval.

ARTICLE VII OPERATING BUDGET

7.1 Budget. The Board shall annually adopt an internal operating budget covering the period from July 1 to June 30 of each fiscal year.

7.2 Obligations. Once the budget is adopted and funds have been appropriated, the obligations therein reflected may be incurred by the Board.

ARTICLE VIII ADOPTION OF BYLAWS, PUBLICATIONS AND AMENDMENTS

8.1 Adoption of Bylaws. The original rules for the Board of Regents were presented to and adopted by the Board of Regents in the State of Louisiana on the 9th day of January 1975.

8.2 Amendments. New bylaws may be adopted and may be amended or repealed by a majority vote at any meeting of the board, but no such action shall be taken unless notice of such proposed adoption, amendment, or repeal shall have been given at a previous meeting or notice in writing of the proposed change shall have been served upon each member of the Board at least thirty (30) days in advance of the final vote upon such change. However, the requirements of the 30-day notice may be waived at any time by a vote of two-thirds (2/3) of the entire membership of the Board.

All amendments or additions to the Bylaws shall become effective on the 10th day after

Board adoption unless otherwise stated.

8.3 Repealing Clause. All rules, regulations, orders or resolutions heretofore enacted by the Board which are in conflict with these Bylaws, are hereby repealed.

8.4 Publications. All publications of the Board of Regents will be handled and transmitted in accordance with State law (R.S. 44:1 et seq).

Adopted: January 9, 1975

Amended: February 27, 1975

Amended: February 23, 1978

Amended: March 27, 1986

Amended: November 14, 1989

Amended: May 27, 1993

Amended: January 29, 1998

Amended: March 19, 1998

Amended: September 24, 1998

Amended: April 24, 2003

Amended: May 27, 2004

Amended: January 5, 2006

Adopted: March 23, 2011

Adopted: September 25, 2014 (Revised BPP 6.1 (a))

Adopted: June 22, 2016

[Once the Board adopts these proposed amendments, add “Adopted: September 26, 2017”
(Revised Section 5.2 of Bylaws)]

Gary N. Solomon, Jr.
Chair

T. Jay Seale III
Vice Chair

Darren G. Mire
Secretary

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



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AGENDA
AUDIT COMMITTEE
Wednesday, June 12, 2024

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

- I. Call to Order
- II. Roll Call
- III. Internal Audit Update
 - A. FY 2024 Completed Audits:
 - 1. Regents Expenditure Process Audit Results Overview
 - 2. LaSTEM – Preliminary Results
- IV. Other Business
- V. Adjournment

Committee Members: T. Jay Seale III, Chair, Judy A. Williams-Brown, Vice Chair, Christian C. Creed, Blake R. David, Stephanie A. Finley, and Felix R. Weill Staff: Kim Hunter Reed, Commissioner of Higher Education

Louisiana Board of Regents (Regents)

*Expenditure Process Internal Audit –
Regents, LOSFA, LUMCON*

May 31, 2024

assurance - consulting - tax - technology - pncpa.com

Postlethwaite & Netterville, A Professional Accounting Corporation

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Objective & Scope

An internal audit was conducted to assess the Board of Regents' (Regents), including LOSFA and LUMCON, processes, policies and procedures related to expenditures and expenditure approvals. This assessment was included in the annual internal audit plan in response to a letter issued by the Louisiana Legislative Auditor (LLA) to the Regents' Commissioner in September 2023 which communicated the risk of material misstatement through management override of controls.

Overview of Procedures

- Obtained and analyzed internal policies and procedures
- Interviewed key personnel involved in the expenditures processes, including the Finance and Accounting Personnel for each program (Regents, LOSFA, LUMCON)
- Obtained listing of expenditures for the prior fiscal year (July 1, 2022 – June 30, 2023) and performed analysis to determine the completeness and accuracy of the listing against the general ledger report
- Selected a sample of fifteen expenditure transactions and six correcting entries from the population using a risk-based approach considering items including, but not limited to, total dollar value and transaction type
- Performed detailed transaction testing and overall process assessment
 - Testing included expenditure and correcting transactions for Regents, LOSFA and LUMCON

Observations Summary

Based on the procedures performed, two (2) observations were identified that were assessed to be **low** risk to the organization. Additional details including associated risk, root cause, recommendations, and management response are included in the Results section of this report.

- ❖ Two (2) observations were assigned a risk rating of low, as explained below:

Summary of Observations

Risk Rating: Low

Area: Accounting Policies and Procedures

- 1) While the Board of Regents Accounting Policies and Procedures included expenditures processes, such as individuals involved, requisitions, disbursements, and reconciliations; the elements of the policy related to expenditure approvals were either incomplete or not clearly defined. Additionally, documentation retention requirements were not formalized in the policy and there were inconsistencies in practices among the departments.

Area: Transaction Testing: (LUMCON)

- 2) Purchase requisition form was not completed and approved prior to the purchase for one out of 15 expenditures tested.

Results

Area	Observation	Risk	Root Cause	Recommendation	Responsible Party & Management Response
Risk Rating: Low					
<p>Board of Regents Accounting Policies and Procedures</p>	<p>Upon review of the Board of Regents Accounting Policies and Procedures, it was identified that the elements of the policy related to expenditure approvals were either incomplete or not clearly defined.</p> <p>Additionally, standardized documentation retention requirements were not formalized in the policy. Per discussions and walkthroughs with Accounting personnel, it was determined that the expenditure storage and documentation practices were inconsistent across departments and agencies within the organization.</p>	<ul style="list-style-type: none"> - Incomplete policies and procedures increases the risk of non-compliance with internal and state/federal requirements. - Critical tasks may not be completed in alignment with expectations if policies and procedures are not defined, performed, and enforced in a consistent manner. - Lack of standardized documentation retention procedures increases the risk of inefficiencies across departments and potential loss of critical information. 	<ul style="list-style-type: none"> - Due to organizational changes and ongoing development of a comprehensive policy across all agencies, including Regents, LOFSA, and LUMCON, the policy does not fully encompass all aspects of the expenditures process. 	<p>Management should update their internal policy to ensure all elements related to expenditure processes and approvals are complete and clearly defined. Where appropriate management should consider adding references to other existing policies, which address the elements of the expenditure approval process.</p> <p>Additionally, management should establish and formalize standardized documentation retention requirements for expenditure related documentation.</p> <p>Once updated, Management should consider establishing a process to review and update policies and procedures when significant changes occur and on an annual basis. Further, Management should consider providing training on policies and procedures upon implementation of changes and on a periodic basis.</p>	<p>The Board of Regents will update existing policy and procedures manuals in order to more clearly define the expenditure and approval processes. The update will standardize documentation requirements and approval processes, with specific notations developed based on specific needs of programs (BOR, LOSFA, LUMCON). The Board of Regents has an existing document retention schedule that has been approved by the Secretary of State’s office, which we will include as a component of the policy manual update.</p> <p>The Board of Regents will develop a schedule to review financial and administrative policies and update the agency fiscal procedural manual. The Board of Regents recognizes that training provides better efficiencies, so will schedule an annual meeting with all agency fiscal personnel to review and discuss policy updates.</p> <p>The above plan is expected to be implemented by mid to late FY 2025.</p>

Results

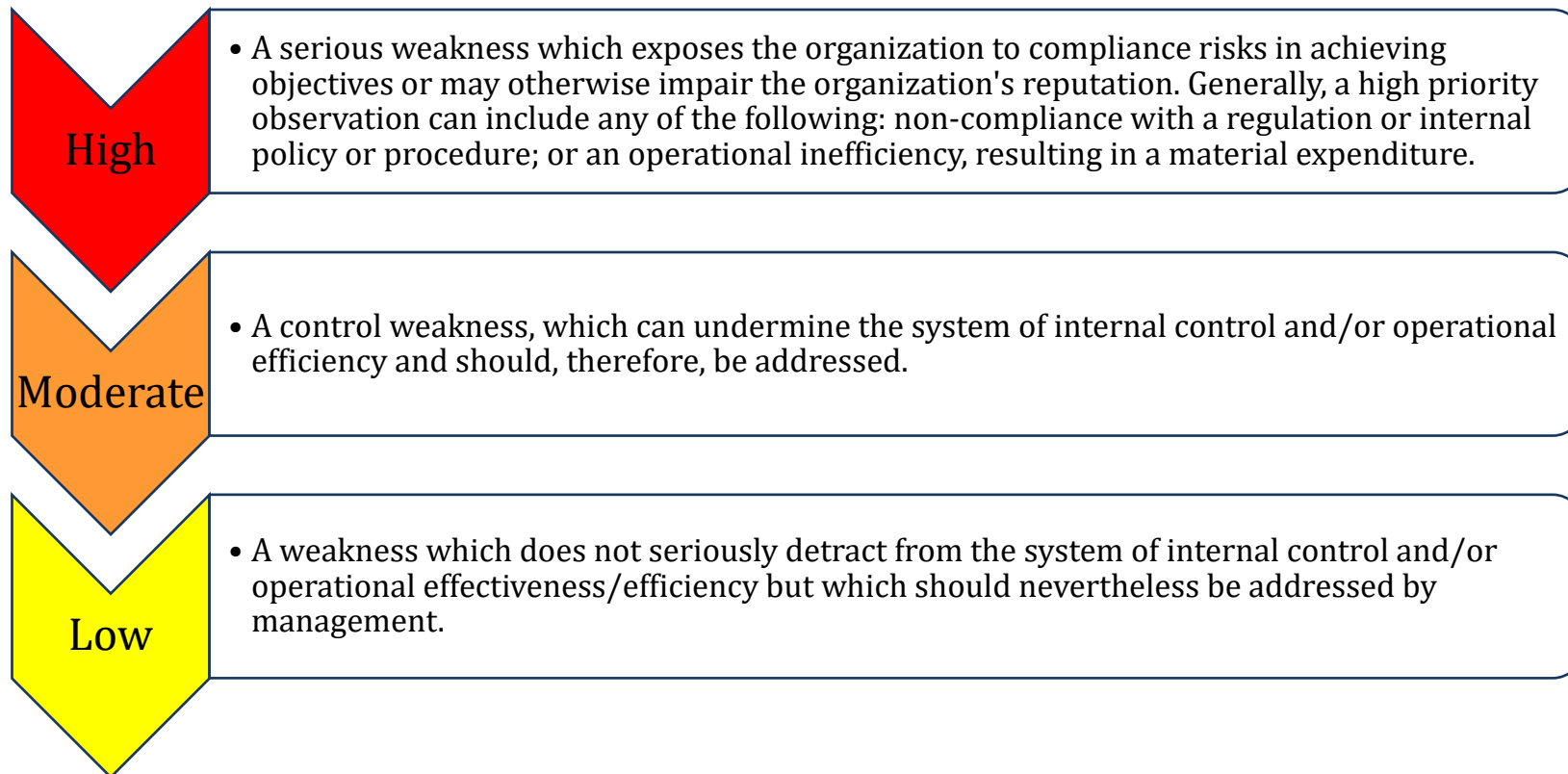
Area	Observation	Risk	Root Cause	Recommendation	Responsible Party & Management Response					
Risk Rating: Low										
Transaction Testing (LUMCON)	For one out of fifteen expenditure samples tested, the purchase requisition form was completed and approved after the purchase date. Therefore, there was a lack of timeliness among the purchase order approval, invoice date, and LaGov general ledger posting. Per discussion with LUMCON accounting personnel, due to turnover of personnel responsible for authorizing these purchases, the transaction was not identified until the vendor submitted a Past Due Notice requesting payment.	<ul style="list-style-type: none"> - Lack of timely approval increases the potential for unauthorized, inappropriate and potentially fraudulent transactions to occur and not be detected timely. Additionally, the organization is exposed to reputation risk, by not paying vendors timely. 	<ul style="list-style-type: none"> - Requirement of obtaining and documenting appropriate prior authorization of purchases, per Accounting Policy, was not consistently implemented and enforced. 	Management should communicate with department personnel to ensure they are aware of the current policies and procedures regarding requesting and approving purchases and processing invoices for payment. Management should enforce the policy requirement that approvals are obtained prior to purchase.	<p>The Board of Regents already requires that all transactions be approved before a purchase or order is made. We will develop a standard protocol for requesting and approving purchases prior to final purchase and invoice payment.</p> <p>The above plan is expected to be implemented by mid to late FY 2025.</p>					
	<table border="1"> <thead> <tr> <th>Program</th> <th>Transaction Count</th> <th>Observation Detail Table Reference</th> </tr> </thead> <tbody> <tr> <td>LUMCON</td> <td>1</td> <td>Appendix A</td> </tr> </tbody> </table>	Program	Transaction Count	Observation Detail Table Reference	LUMCON	1	Appendix A			
Program	Transaction Count	Observation Detail Table Reference								
LUMCON	1	Appendix A								

Appendix A: Transaction Testing Observations Detail

Program	G/L Account	Document Number	Vendor	Purchase Date	Invoice Date	GL Posting Date	Purchase Amount	Report Observation
LUMCON	5410013	1901029908	CANNATA'S SUPERMARKET INC	12/14/2022	8/20/2022	12/20/2022	\$4,876.45	Requisition form was completed and approved after the invoice date.

Appendix B: Risk Rating Definitions

Risk ratings are assigned as follows:



Appendix C: Assumptions and Limiting Conditions

Our procedures were not designed to detect fraud, to constitute a financial statement audit, review, compilation, or to provide assurance on the internal controls or information provided. Accordingly, we will not express an opinion or conclusion, nor provide any other form of assurance on the completeness and accuracy of the information. Additionally, the projection of any conclusions, based on our findings, to past or future periods is subject to the risk that changes may have occurred during the passage of time that may alter the validity of such conclusions. Furthermore, the projection of any conclusions, based on our findings, to the whole population is subject to the risk that the samples selected may not accurately reflect the population as a whole.

This engagement was conducted in accordance with the *American Institute of Certified Public Accountants' Statement on Standards for Consulting Services (SSCS)* and the *International Standards for the Professional Practice of Internal Auditing (Standards)*.

Appendix D: Transmittal Letter

May 31, 2024

Regent Jay Seale
Audit Committee Chair
Louisiana Board of Regents
1201 N. Third Street, Suite 6-200
Baton Rouge, LA 70802

Dear Regent Seale:

As presented in this enclosed report, Postlethwaite & Netterville, APAC (P&N) has completed our internal audit of the Board of Regents' expenditures process. On the pages above, this report provides: 1) the procedures performed, 2) a summary of the observations identified during our engagement, 3) recommended actions for you to consider.

These recommendations are only for your consideration and are not intended to be implemented without management's thorough understanding and acceptance.

P&N appreciates the cooperation and assistance provided by your personnel during this engagement. We sincerely appreciate this opportunity to be of service to you. Please do not hesitate to contact us if you have any questions related to this report or any other matters.

Sincerely,

Postlethwaite & Netterville, APAC

POSTLETHWAITE & NETTERVILLE, APAC





P&N

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Samuel T. Gil, Student Member

AGENDA
FINANCE COMMITTEE
Wednesday, June 12, 2024
11:00 a.m.

Claiborne Building, 1st 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 2024–25 Operating Budget Distribution
- IV. Other Business
- V. Adjournment

Committee Members: Blake R. David, Chair, Darren G. Mire, Vice Chair, Phillip R. May, Jr., T. Jay Seale III, Collis B. Temple III, LCTC System Representative, LSU System Representative, SU System Representative, and UL System Representative
Staff: Matthew LaBruyere, Deputy Commissioner for Finance and Administration

AGENDA ITEM III.

Review and Approval of the FY 2024–2025 Operating Budget Distribution

At its March 2024 meeting, the Board of Regents approved a preliminary distribution of the higher education operating budget as proposed in the Governor’s Executive Budget. The Executive Budget recommended \$1.28B State General Fund for higher education entities, which represented a decrease for higher education of \$104M, including one-time (non-recurring) State General Fund allocations **(\$68.5M)**, mandated costs reductions of **(\$15.1M)** because of retirement cost savings, a Taylor Opportunity Program for Students (TOPS) decrease due to participation declines **(\$0.6M)** and an offsetting means of finance swap between State General Funds **(\$23.8M)** and the TOPS Fund (\$23.8M). The decreases were offset by increases of \$3.4M for LSU First benefits program and \$0.6M for Louisiana Universities Marine Consortium (LUMCON) to match federal funds for the National Estuarine Research Reserve (NERR) program.

During the legislative process, the Legislature increased the recommendation by adding \$33.4M in State General Funds. The House concurred with the Senate amendments on June 2nd and the bill was enrolled and sent to the Governor for signature. The enrolled version of HB1 appropriates to higher education \$1.31B in State General Funds for FY25, representing a decrease of **\$70.7M**. In addition, the Legislature passed HB782 (Supplemental Bill), which was sent to the Governor for signature. This bill appropriates an additional \$12.8M in the current fiscal year (FY24) to higher education entities.

The FY25 budget maintains \$10.5M in MJ Foster Scholars adult financial aid funding and \$70.5M in GO Grants, the state’s need-based aid program, and fully funds TOPS.

HB1 Enrolled Changes	
Amount	Description
\$1,387,178,812	FY24 State General Fund Base
\$20,500,000	LSU System - Various system enhancements
\$10,000,000	SU System - Various system enhancements
\$7,495,000	UL System - Various system enhancements
\$3,354,014	LSU First health plan
\$1,400,000	Patriot Scholars Increase
\$600,000	LUMCON NEER Federal match
\$50,000	GO-Youth ChanellNGe Assistance Program
(\$12,581,047)	Mandated Costs adjustments
(\$33,017,418)	TOPS swap for TOPS Fund and participation decreases
(\$68,451,325)	FY24 Non-recurring adjustments
\$1,316,528,036	FY25 State General Fund Base in HB1
(\$70,650,776)	FY25 Higher Education State General Fund Decrease

HB872 Enrolled (Supplemental Bill) FY24 Changes	
Amount	Description
\$1,387,178,812	FY24 State General Fund Base
\$9,000,000	UL System for institutions in the system
\$6,050,427	Higher Education cybersecurity software
\$3,000,000	Pennington Faculty Recruitment
\$3,000,000	LSU System for institutions in the system
\$2,000,000	LSU Ag Center
\$1,775,000	UL System various initiatives
\$1,220,000	Patriot Scholars
\$1,000,000	SU System for institutions in the system
\$1,000,000	LCTC System for institutions in the system
\$800,000	LSU System various initiatives
\$590,000	SU System various initiatives
\$212,500	LCTC System various initiatives
\$200,000	BOR Ready for Industry
(\$17,081,831)	SGF decrease based on TOPS student participation
\$1,399,944,908	FY24 State General Fund Base in HB872
\$12,766,096	FY24 Higher Education State General Fund Increase

With the State General Fund increases from HB1 Enrolled, the FY2024–2025 operating budget distribution by system for all means of finance (State General Fund, Interagency Transfers, Self-Generated Revenue, Statutory Dedications, and Federal) is below:

FY 2024-2025 Operating Budget Distribution						
Entity	State General Fund	Interagency Transfer	Self-Generated Revenue	Statutory Dedications	Federal	Total
BOR Total	\$299,889,543	\$14,752,107	\$16,030,299	\$164,097,086	\$34,232,149	\$529,001,184
LCTC SYS Total	\$155,291,612	\$0	\$169,815,083	\$16,030,143	\$0	\$341,136,838
LSU SYS Total	\$492,838,441	\$8,485,184	\$786,152,963	\$24,140,874	\$13,018,275	\$1,324,635,737
SU SYS Total	\$68,472,475	\$4,476,791	\$115,831,100	\$12,454,156	\$13,654,209	\$214,888,731
UL SYS Total	\$300,035,965	\$259,923	\$672,482,759	\$25,515,858	\$0	\$998,294,505
Grand Total	\$1,316,528,036	\$27,974,005	\$1,760,312,204	\$242,238,117	\$60,904,633	\$3,407,956,995

STAFF RECOMMENDATION

Senior Staff recommends that the Committee approve the funding recommendations for Higher Education for FY 2024–2025. Additionally, staff is requesting permission to make adjustments among institutions within the systems as permitted by law.

Gary N. Solomon, Jr.
Chair

T. Jay Seale III
Vice Chair

Darren G. Mire
Secretary

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



BOARD of REGENTS
STATE OF LOUISIANA

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

David J. Aubrey
Misti S. Cordell
Christian C. Creed
Blake R. David
Robert W. Levy
Stephanie A. Finley
Phillip R. May, Jr.
Wilbert D. Pryor
Terrie P. Sterling
Collis B. Temple III
Felix R. Weill
Judy A. Williams-Brown
Kennedy R. Orr, Student Member

AGENDA

LEGISLATIVE COMMITTEE

Wednesday, June 12, 2024
11:15 a.m.

Thomas Jefferson Rooms A&B 1-136,
Claiborne Building
1201 North Third Street
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Legislative Update
- IV. Approval of High-Cost Tuition Programs (Related to HB 862)
- V. Amendments to the Uniform Policy on Power-Based Violence (Related to Act 482)
- VI. Adjournment

Committee Members: Collis B. Temple, III, Chair, David J. Aubrey, Vice Chair, Philip R. May, Jr., Darren G. Mire, Wilbert D. Pryor, Terrie P. Sterling, Kennedy M. Orr (Student Member), LCTC System Representative, LSU System Representative, SU System Representative, UL System Representative

Staff: Brianna Golden, Policy Advisor for Strategic Planning and Student Success

Agenda Item III

An update will be provided on legislation impacting higher education for information only.

Agenda Item IV

HB 862 of the 2024 Regular Legislative Session, seeks to allow management boards to establish differential tuition for certain undergraduate programs, including certificates, diplomas and other credentials of value that are determined by the Board of Regents to be high-cost programs, in addition to all professional, graduate, and specialized programs. Management board authority is limited to increase fees and differential tuition to no more than 10% over a two-year period.

Additionally, HB862 allows management boards the option to lower tuition and fees or not implement any increases.

The list consists of various academic program categories together with illustrative example program topics, as well as Comprehensive Transition Post-Secondary Programs that serve students with intellectual and developmental disabilities. This list of program categories will be designated as high-cost programs for this purpose, subject to BoR approval.

STAFF RECOMMENDATION

Senior staff recommends approval of the high-cost programs list contingent to be used by the management boards subject to the Governor's signature of the bill.

Agenda Item V

EXECUTIVE SUMMARY

AMENDMENTS TO THE UNIFORM POLICY ON POWER-BASED VIOLENCE

The Board of Regents created a Uniform Policy on Power-Based Violence as required by Acts 439 and 472 of the 2021 Regular Legislative Session. Reinforcing Regent's commitment to maintaining safe campus cultures, this new policy was adopted in a special Board meeting on August 10, 2021.

Since its implementation, all public postsecondary systems and their respective institutions have adopted policies aligned to the Board of Regents Uniform Policy on Power-Based Violence, undergone training provided by Regents, and remained statutorily compliant with administrative up-the-chain reporting and data publication requirements.

Updates to the policy are related to align with two date changes made through Act 482:

- ***Power-Based Violence Training Report Submission***, which requires each public postsecondary management board to send an annual training report to Regents by **January 30th**, to include the number of employees and confidential advisors for each institution, and the number and percentage of those who have completed the required annual training. (see changes reflected on p. 12 of BoR's Uniform Policy on Power-Based Violence)
- ***Regents Annual Legislative Report Submission***, which requires Regents to submit an annual report to the legislature by **February 28th**. (see changes reflected on p. 12 of BoR's Uniform Policy on Power-Based Violence)

STAFF RECOMMENDATION

Senior staff recommends approval of the changes to the Uniform Policy on Power-Based Violence.



High-Cost Undergraduate Program Categories

This is a list of high-cost academic disciplines, with examples of the programs in each category. The list was created in collaboration with all four management boards. Criteria for high-cost determination include small class sizes, laboratory and equipment requirements, faculty salaries, and specific programmatic accreditation requirements.

UNDERGRADUATE DEGREE AND CERTIFICATE HIGH-COST PROGRAM CATEGORIES

- **Agriculture**
 - Animal Sciences
 - Agricultural business
 - Veterinary Science
- **Business and Actuarial Sciences**
- **Comprehensive Transition Postsecondary Programs**
- **Engineering and Design**
 - Architecture/Design
 - Engineering Programs
- **Health**
 - Lab Technology
 - Radiation Technology
 - Cardiopulmonary Science
 - Nursing
 - Speech Pathology and Audiology
- **Honors**
- **Visual and Performing Arts**
 - Fine Arts
 - Dance
 - Music
 - Theater
- **Precision and Construction Trades**
 - Welding
 - Machining
 - Electrical
 - Culinary
- **Security and Protective Services**
 - Fire Science
 - Forensic Science
- **Sciences**
 - Cybersecurity
 - Information Systems
 - Lab-based Sciences
- **Technology**
 - Engineering Technology Programs
 - Construction Management
 - Advanced Manufacturing
 - Digital Media Arts
 - Robotics
 - Wind Technology
 - Aviation Technology
- **Transportation**
 - Commercial Driving
 - Aviation

Institutions and management boards will have the ability to demonstrate that additional programs meet the high-cost category and present those programs for Board consideration.

Board of Regents Uniform Policy on Power-Based Violence and Sexual Misconduct

UPDATED JUNE 3, 2024



BOARD of REGENTS
STATE OF LOUISIANA

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I. INTRODUCTION

The Louisiana Board of Regents (BOR) is committed to the highest quality and most impactful educational experiences for all students attending public postsecondary institutions (Institutions) in the state. These experiences are key to Louisiana's prosperity and growth, and rely on campus environments that are safe, inclusive, and protective for the entire postsecondary education community. Leadership at all levels must collaborate on policy development and take all necessary steps to prevent discrimination, harassment, misconduct, and psychological and physical violence. Ultimately, we must fully commit to building and sustaining a strong culture of respect across campuses, systems, and the state.

This Uniform Policy on Power-Based Violence, promulgated pursuant to Act 472 of the 2021 Regular Legislative Session of the Louisiana Legislature, sets forth processes and procedures to guide public postsecondary education stakeholders in maintaining safety and protection for students and employees. Power-based violence is defined as any form of interpersonal violence intended to control or intimidate another person through the assertion of power over the person. It includes but is more expansive than sexual misconduct and Title IX misconduct (See definition in [Appendix A](#)). Act 472 directs the Board of Regents to establish uniform policies and best practices to implement measures to address the reporting of power-based violence on Institutions' campuses, the prevention of such violence, communication between Institutions regarding incidents of power-based violence, and the provision of medical and mental health care for these alleged victims.

Each Institution's Management Board shall institute policies incorporating the policies and best practices prescribed by BOR regarding the prevention and reporting of incidents of power-based violence committed by or against students of an Institution. This Policy shall be effective as of August 10, 2021. Each institution (or a Management Board for each of its member institutions) shall begin establishing policies and procedures in full compliance with this Policy and shall implement those policies no later than October 15, 2021. Each Management Board must review the policies of each of its member institutions for compliance with this Policy and applicable laws and regulations. Upon verification of such compliance, the Management Board shall forward the institutional policies no later than December 15, 2021 to the BOR.

Upon the effective date of this Policy, all institutions shall immediately begin complying with this Policy as well as the institutional policy, once adopted, under the supervision and control of their Management Boards. All policies and processes shall be posted on institutional websites as required in this Policy. Each Management Board shall ensure that its member institutions' policies comply with applicable federal and state laws and regulations and must be amended to reflect any changes to federal and state laws and regulations.

II. POLICY STATEMENT

The Louisiana Board of Regents (BOR) prohibits discrimination on the basis of sex in any Louisiana public postsecondary institution. This policy applies to all Louisiana public postsecondary institutions in accordance with federal and state law, including Act 472 of the 2021 Legislative Session of the Louisiana Legislature (Act 472), Title IX of the Education

Amendments of 1972 (Title IX) and Title VII of the Civil Rights Act of 1964 (Title VII), the Violence Against Women Act (VAWA), The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), and other applicable laws.

The comprehensive scope of this Policy includes procedures to address both power-based violence (which includes sexual misconduct) and Title IX conduct (see Title IX Formal Grievance Procedures). All Institutions shall implement policies, procedures, practices, and educational programs to prevent, respond to, and redress incidents involving acts of power-based violence including sexual misconduct and Title IX conduct (See definition in Appendix A). This Policy is designed to help Institutions create and maintain safe learning, working and living environments for all individuals who participate in the institutions' activities and programs, including online instruction. It reflects BOR's strong commitment to promoting an environment that is free from power-based violence which includes sexual misconduct and Title IX conduct.

Institutions may develop supplementary procedures to further support the implementation of this Policy. However, this Policy establishes various mandatory obligations with which all institutional policies must comply.

The BOR will review, evaluate, and make any revisions or amendments to applicable power-based violence policies on an ongoing and as-needed basis.

Inquiries about the application of this policy should be directed to the relevant Institution's Title IX Coordinator, whose contact information is available on each Institution's Title IX website. Institutions shall provide additional information about Title IX on their respective Title IX websites and provide additional information about the U.S. Department of Education's Office for Civil Rights.

This Policy is not intended to infringe upon or restrict rights guaranteed by the United States Constitution, including the right to free speech under the First Amendment or the due process clauses of the Fifth and Fourteenth Amendments.

III. NONDISCRIMINATION

Each Institution must publish a notice of nondiscrimination in their power-based violence policies. The notice must be distributed to all students, employees, applicants for admission and employment, and other relevant individuals. The notice must be prominently displayed on the Institution's website and included in publications of general distribution that provide information to students and employees.

Title IX is a federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity. Title IX prohibits use of federal money to support sex discrimination in education programs and provides individuals protection against such practices.

In compliance with federal law and USDOE federal guidance, including the provisions of Title VII of the Civil Rights Act of 1964 (Title VII), Title IX of the Education Amendments of 1972 (Title IX), Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, the Age Discrimination in Employment Act of 1967 (ADEA), Executive Order 11246, Executive Order 13988, the Vietnam Era Veterans Readjustment Assistance Act of 1974 as amended by the Jobs for Veterans Act, the Uniformed Services Employment and Reemployment Rights Act, as amended, and the Genetic Information Nondiscrimination Act of 2008, an Institution shall not discriminate against individuals on the basis of their race, sex, sexual orientation, gender identity, gender expression, religion, color, national or ethnic origin, age, disability, military service, covered veteran's status, or genetic information in its administration of education policies, programs, or activities; admissions policies; scholarship and loan programs; athletic or other Institution-administered programs; or employment.

As part of their commitment to maintaining a community free of discrimination, and in compliance with Title IX's mandate, Institutions should address allegations of power-based violence, including sexual harassment and sexual assault, in a timely and effective manner. Further, Institutions will provide resources as needed for affected persons (Reporters, Complainants, Respondents and third parties within an Institution's community), and will not tolerate retaliation against any person who reports or participates in the investigation of alleged power-based violence or sex/gender discrimination.

IV. SCOPE

A. SCOPE

This Uniform Policy (Policy) serves as BOR's overarching policy against power-based violence in all of its forms. It outlines procedures mandated by state law and identifies best practices that address both Title IX Conduct and power-based violence which includes sexual misconduct.

This Policy is intended to inform and guide the development of institutional policy to address individuals who have been affected by power-based violence, whether as a Complainant, a Respondent, or a witness, and to provide fair and equitable procedures for all parties. It is applicable to all Institutions with respect to conduct that occurs both on and off campus.

Power-based violence, which is addressed in this overarching Policy, is a broader term that covers gender/sex-based misconduct beyond the Title IX Regulations' "sexual harassment" definition. Power-based violence prohibited by this Policy includes conduct defined in Act 472 (See defined terms in [Appendix A](#)).

The accompanying Title IX Formal Grievance Procedure covers a narrower sub-set of conduct (i.e., Title IX Conduct) that must be addressed under a defined formal grievance process as required by the U.S. Department of Education under new Title IX Regulations, effective August 14, 2020. When power-based violence meets the criteria specified in the Title IX Regulations, it must be addressed under the Title IX Formal Grievance Procedure, and not this overarching Power-Based Violence Policy, to the extent the processes differ between the two policies. (See 34 C.F.R. §106.44-.45.)

“Sexual harassment” is defined in the Title IX Regulations (§106.30) as conduct on the basis of sex that satisfies one or more of the following:

1. An Institution’s faculty or staff member/employee conditioning the provision of an aid, benefit, or service on an individual’s participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to education programs or activities; or
3. Sexual assault, dating violence, domestic violence, or stalking (See defined terms in [Appendix A](#)).

The Title IX Grievance Procedure applies to an Institution’s education program activity, which is defined by the Title IX Regulations to include locations, events, or circumstances in which an Institution exercises substantial control over both the Respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the Institution. Under the Title IX Regulations, the Title IX Grievance Procedure does not apply to any education program or activity that does not occur in the United States (§106.44(a)).

However, power-based violence that is not covered by the Title IX Grievance Procedure, such as off-campus power-based violence alleged to have an on-campus effect or occurring during a study abroad program, may be addressed under this broader Policy.

Combined, BOR’s and Louisiana’s public postsecondary education systems and their Institutions’ policies and procedures are intended to ensure that all students impacted by an incident or Formal Complaint of power-based violence receive appropriate support and fair treatment, and that allegations of power-based violence are handled in a prompt, thorough and equitable manner.

B. OVERVIEW OF POLICY AND SELECTED DEFINITIONS

Institutions will address all reports of power-based violence (“Reports”) received by the Title IX Coordinator. Each Institution is authorized under this Power-Based Violence Policy and its accompanying Title IX Formal Grievance Procedure to take certain actions to address or remedy power-based violence after receiving a Report, during an investigation, and after an investigation, even if the matter does not proceed to adjudication.

Anyone can report an incident of power-based violence to an Institution under the procedure described in [Section VII](#) of this Policy. For example, a “Reporter” can be any individual who reports to an Institution that they are a victim or survivor of power-based violence or that they have been affected by sex/gender discrimination or power-based violence (sometimes referred to as a “First-Party Reporter”) or that they have knowledge of power-based violence happening to or affecting someone else (sometimes referred to as a “Third-Party Reporter”).

A Report (verbal or written) will become a “Formal Complaint” if a First-Party Reporter files a written and signed document with the Title IX Coordinator describing an incident of power-based violence and indicating that they want the Institution to take further steps, such as conducting a full investigation and possibly holding an adjudication to resolve the alleged issue. An Institution can also convert a Report to a Formal Complaint if the Institution determines that, in order to meet its Title IX obligations to provide a safe and nondiscriminatory environment for the broader institutional community, it must take further steps to address and resolve the matter. *In such cases, the Complainant must be allowed to submit on paper (hard copy), in electronic form, or in person, whereby the individual can file a Formal Complaint by meeting with the Title IX Coordinator (or Deputy Coordinator) to provide a verbal description of the sexual misconduct which the Title IX Office will use to draft a written document that the individual will review, verify, and sign to constitute a Formal Complaint.*

A “Complainant” refers to an individual who is alleged to have been subjected to an incident of power-based violence (i.e., a First-Party Reporter or a victim or person who has otherwise been affected by power-based violence or, under the Title IX Formal Grievance Procedure governing sexual harassment, an individual who is alleged to be the victim of conduct that could constitute sexual harassment). A Complainant has certain rights under this Policy, as discussed below.

A “Respondent” refers to an individual who has been accused of conduct that could constitute power-based violence prohibited under this Policy (or, under the Title IX Formal Grievance Procedure governing sexual harassment, an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment). A student Respondent has certain rights under this Policy, as discussed below, and under the Title IX Formal Grievance Procedure when that Procedure is applicable.

A “Third Party” refers to any other participant in the process, including a witness to the incident or an individual who makes a Report on behalf of someone else.

As used throughout this Policy, references to the “Title IX Coordinator” shall include any Deputy Title IX Coordinator and any other person expressly designated by the Title IX Coordinator to act on their behalf.

Additional definitions are contained in [Appendix A](#).

V. SAFETY EDUCATION

A healthy and prevention-minded campus culture allows students to learn to the best of their abilities on a safe and nurturing campus. Robust education and training programs for both students and employees are the cornerstone of these efforts and essential to building a culture in which sexual misconduct is rare and both Complainants and Respondents are well supported. Prevention depends on clear and well-communicated guidelines, underpinned by regular education on understanding of sexual misconduct and power-based violence, positive versus harassing behaviors, tools for reporting harassment and adjudicating disputes, and sanctions for violations.

Based on management board policy, the administration of each Institution, in consultation with campus or local law enforcement agencies, shall develop and distribute information to students regarding power-based violence, campus safety, and internet and cell phone safety and online content that is a potential threat to school safety.

The information shall include the following:

1. Instruction on how to identify and prevent power-based violence and how to detect potential threats to school safety exhibited online, including on any social media platform;
2. How to report incidents of power-based violence, crimes on campus, violations of the student code of conduct, and possible threats to campus safety; and
3. Where to find reports regarding campus safety.

The information shall be distributed as part of new student orientation and shall be posted on an easily accessible page of each Institution's website.

The reporting process for possible threats to the campus shall, at a minimum, include:

- I. A standardized form to be used by students, faculty, and other personnel to report potential threats. The form shall request, at a minimum, the following information:
 - a. Name of Institution, person, or group being threatened;
 - b. Name of student, individual, or group threatening violence;
 - c. Date and time the threat was made; and
 - d. Method by which the threat was made, including the social media outlet or website where the threat was posted, a screenshot or recording of the threat, if available, and any printed evidence of the threat.
- II. A process for allowing anonymous reporting and for safeguarding the identity of a person who reports an incident of power-based violence or a safety threat.

Each Institution shall adopt a policy to implement the provisions of this Section. That policy must require that for every report of an incident of power-based violence or a safety threat received the actions taken by the Institution and the campus law enforcement agency or security officers be documented. The policies shall also provide for guidelines on referring the reports to the appropriate law enforcement agencies.

VI. RETALIATION PROHIBITION

Retaliation is expressly prohibited under this Policy. Retaliation includes, but is not limited to, intimidation, harassment, threats, or other adverse action or speech against the person who reported the misconduct, the parties, and their witnesses.

The BOR, system management boards, and Louisiana's postsecondary Institutions expressly prohibit retaliation against anyone who: 1) in good faith reports what they believe is power-based violence, 2) cooperates with an investigation or proceeding under this Policy, or 3) opposes conduct that they believe to violate this Policy. However, an individual who reports an incident of power-based violence or participates in an investigation or proceeding and has perpetrated or assisted in the perpetration of committing the power-based violence reported, is still subjected to an investigation for a potential violation of this policy and may be subject to disciplinary action

Institutions will not only take steps to prevent retaliation but will also take strong corrective action if it occurs. Anyone who believes they have been retaliated against should immediately report it to the Title IX Coordinator, who will treat it as a Report. Any individual found to have retaliated against another individual will be in violation of this Policy and will be subject to disciplinary action. Employees who are mandatory reporters (i.e., Responsible Employees) under this Policy are required to report retaliation.

Anyone who knowingly makes a false accusation of unlawful discrimination, harassment, or retaliation of any form will be subject to an investigation for a potential violation of this Policy and may be subject to disciplinary action, up to and potentially including termination for employees and expulsion for students.

VII. REPORTING POWER-BASED VIOLENCE

An Institution's policy should provide that *anyone* can report an incident of power-based violence (to include Sexual Misconduct and Title IX Conduct).

A Report can be made by any individual who has:

1. Experienced or been affected by power-based violence (i.e., First-Party Reporter);
or
2. Knowledge of or witnessed power-based violence happening to or affecting someone else (i.e., Third-Party Reporter).

Institutions should strongly encourage all individuals to report incidents of power-based violence even if the individual does not intend to pursue a Formal Complaint. In addition, the Institution should take prompt action to provide Supportive Measures for the safety and well-being of any affected person as well as the campus community.

A. REPORTING INCIDENTS OF POWER-BASED VIOLENCE

To make a Report, a reporting individual should report the incident to the **Title IX Coordinator or Deputy Coordinator**. Institutions are required to make available contact information for the Title IX Coordinator and any Deputy Coordinator(s), as well as methods for reporting power-based violence. Reporting methods may vary by Institution but shall include, at a minimum, in-person reporting, reporting by mail, and reporting via email.

The alleged victim shall have a right to obtain a copy of any Report made that pertains to the alleged victim.

After making a Report, an individual may choose to file or request a Formal Complaint and pursue resolution (under this policy or the Title IX Formal Grievance Procedure, as applicable) or, if applicable, an Informal Resolution involving the Respondent; may choose to be involved or not be involved in an Institution's investigation and any related proceedings; or may choose to end involvement in the process.

a. ONLINE REPORTING

Institutions shall provide an online reporting system to collect anonymous disclosures of incidents of power-based violence and crimes, and track patterns of power-based violence and crimes on campus. (See additional information about confidential and anonymous reporting in Section D.) The online system shall also include information regarding how to report an incident of power-based violence or crime to a Responsible Employee and law enforcement and how to contact a Confidential Advisor.

B. MANDATORY REPORTING FOR EMPLOYEES

An employee who receives a direct statement regarding or witnesses an incident of power-based violence committed by or against a student is a Responsible Employee (unless they are designated specifically as a Confidential Advisor). A Responsible Employee shall promptly report the incident to the Institution's Title IX Coordinator. (See [Appendix A](#) for definition of Responsible Employee.)

A Responsible Employee must report the following to the Title IX Coordinator:

1. The identity of the alleged victim;
2. The identity of the alleged perpetrator;
3. The type of power-based violence or retaliation alleged to have been committed;
4. Any other information about witnesses, location, date, and time that the incident occurred; and
5. Any other relevant information.

However, according to state law a Responsible Employee is not required to make a report if information involving power-based violence was received in the following circumstances:

1. During a public forum or awareness event in which an individual discloses an incident of power-based violence as part of educating others;
2. Disclosure made in the course of academic work consistent with the assignment; or
3. Disclosure made indirectly, such as in the course of overhearing a conversation.

If an individual chooses to make an initial report to an employee other than the Title IX Coordinator, that employee must refer the information to the Title IX Coordinator because the Title IX Office bears responsibility for responding to reports of power-based violence. Once the information is received by the Title IX Coordinator, it should constitute a Report.

BOR recommends as a best practice that, if an employee believes an individual may intend to share any information regarding an instance of power-based violence, the employee should seek to confirm that the reporting party understands the employee's obligations as a mandatory reporter. If the reporting party would prefer to speak with a confidential resource, the employee should direct the reporting party to a confidential resource. Institutions must provide a list of confidential resources in their policies.

C. CONFIDENTIAL AND ANONYMOUS REPORTING

In accordance with state law, unless waived in writing by the alleged victim, the identity of an alleged victim of an incident reported under R.S. 17:3399.13 is confidential and not subject to disclosure except to:

1. A person employed by or under contract with the Institution to which the report is made, if the disclosure is necessary to conduct the investigation of the report or any related hearings;
2. A law enforcement officer as necessary to conduct a criminal investigation of the report;
3. A person alleged to have perpetrated the incident, to the extent required by law; or
4. A potential witness to the incident as necessary to conduct an investigation of the report.

Note: Consistent with FERPA's prohibition on re-disclosure of confidential information, any person who receives another person's confidential information solely as a result of participation in any investigation or proceeding under this Policy is prohibited from using or disclosing such confidential information outside of such forums without express consent or for any improper purpose. This provision only applies to other people's confidential information, as a party is never restricted from discussing their own experience. This provision does not apply to any information learned outside of an investigation or proceeding under this Policy.

An alleged victim shall be advised of the right to seek a Confidential Advisor. See additional information pertaining to [Confidential Advisors](#).

D. ADMINISTRATIVE REPORTING

In accordance with state law, an Institution's Title IX Coordinator, Chancellor, System President, and System Management Board are required to submit summarized reports on power-based violence incidents and to publish those reports on their respective websites.

- a. **Title IX Coordinator:** Not later than **October Tenth (10)** and **April Tenth (10)** of each year, the Title IX Coordinator of an Institution shall submit to the Chancellor of the Institution a written report on the reports received in accordance with the information required in [Appendix B](#).

The Title IX Coordinator of an Institution shall immediately report to the Chancellor of the Institution of an incident reported to the Coordinator if the Coordinator has cause to believe as a result of the incident that the safety of any person is in imminent danger.

- b. **Chancellor:** The Chancellor of each Institution shall submit a report to the Institution's Management Board and System President within **fourteen (14) days** of receiving the report from the Title IX Coordinator in accordance with the information required in [Appendix B](#). The report shall be posted on the Institution's website.
- c. **System President:** The System President shall submit a system-wide summary report within **fourteen (14) days** of receiving the reports from the Chancellors to the System Management Board in accordance with the information required in [Appendix B](#). The report shall be published on the website of the system.
- d. **System Management Board:** The System Management Board shall send an annual system-wide summary report to BOR by **December Thirty-First (31)** in accordance with the information required in [Appendix B](#). BOR shall post the report on its website. **In addition, each management board shall send an annual training report to BOR by January Thirtieth (30).** The report shall include the number of employees and confidential advisors for each institution, and the number and percentage of those who have completed the required annual training. **The training report shall be published on the website of each system.**
- e. **Board of Regents:** BOR shall annually submit a report to the Governor, the president of the Senate, the speaker of the House of Representatives, and the Senate and House Education Committees **by February Twenty-Eighth (28)** which shall include the statewide information. The report shall also include any recommendations for legislation. The report shall be published on BOR's website.

E. EMPLOYEE'S FAILURE TO REPORT OR FALSE REPORTING

A Responsible Employee who is determined by the Institution's disciplinary procedures to have knowingly failed to make a Report or, with the intent to harm or deceive, made a Report that is knowingly false **shall be terminated**.

F. STUDENT'S FALSE REPORTING

As a Best Practice BOR recommends; Any student who knowingly and in bad faith makes a false accusation of power-based violence or retaliation of any form will be subject to an investigation for a potential violation of this Policy and may be subject to disciplinary action.

G. IMMUNITIES AND AMNESTY

An individual acting in good faith who reports or assists in the investigation of a report of an incident of power-based violence, or who testifies or otherwise participates in a disciplinary process or judicial proceeding arising from a report of such an incident may not be subjected to any disciplinary action by the Institution in which the individual is enrolled or employed for any violation of the Institution's code of conduct reasonably related to the incident for which suspension or expulsion from the institution is not a possible punishment.

Immunity shall not apply to an individual who perpetrates or assists in the perpetration of power-based violence.

Each Institution shall provide an amnesty policy for any student who reports, in good faith, power-based violence to the Institution. Such student shall not be sanctioned by the Institution for a nonviolent student conduct violation, such as underage drinking, that is revealed in the course of making such a report.

VIII. TRANSCRIPT WITHHOLDING, NOTATION & COMMUNICATION

In accordance with state law, public postsecondary Institutions shall implement uniform transcript notation and communication policies to effectuate communication regarding the transfer of a student who is the subject of a power-based violence Formal Complaint or who has been found responsible for an incident of power-based violence pursuant to an Institution's investigative and adjudication process. The following Section(s), which include procedures relative to the withholding or notation of transcripts during the investigative and adjudication processes, were developed by BOR in consultation with the System Management Boards.

At a minimum, for any student who is the subject of a power-based violence Formal Complaint and who attempts to transfer to another institution, the Institution from which the student seeks to transfer ("Sending Institution") shall either (1) withhold the transcript of the student or (2) place a notation on the student's transcript. If the Sending Institution does not know whether the student seeks to transfer to another Institution, the student's transcript shall either be withheld or notated.

The Sending Institution shall notify the student that their transcript has been withheld or notated, and of the appeals process to have the hold or notation removed. Either the transcript is withheld or the notation remains on the transferring student's transcript until the Institution makes a determination that the transferring student is not responsible for power-based violence or the transferring student prevails in a request to appeal the withholding of a transcript or notation pursuant to Part c of this Section, whichever occurs first.

A. WITHHOLDING STUDENT TRANSCRIPTS

If the Sending Institution chooses to withhold upon the filing of a Formal Complaint, the Institution shall place an administrative hold on the transcript of a student who is the subject of the Formal Complaint. For any student who is the subject of a power-based violence Formal Complaint that also constitutes sexual harassment under Title IX, the Institution should commence an investigation and place a notation on the student's transcript, rather than withholding the transcript.

When a student transcript is withheld, the institution to which the student seeks to transfer ("Receiving Institution") must make a timely inquiry directed to the Sending Institution regarding the purpose of the transcript hold. Upon such an inquiry, the Sending Institution must timely disclose appropriate and factual information, consistent with the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g.

B. NOTATION

If the Sending Institution chooses to notate upon the filing of a Formal Complaint, the Institution *may* place a notation on the transcript of a student attempting to transfer to another institution. For any student who is the subject of a power-based violence Formal Complaint that also constitutes sexual harassment under Title IX, the Sending Institution should commence an investigation and place a notation on the student's transcript, rather than withholding the transcript.

For a transferring student who is the subject of a pending investigation, the notation on the transcript shall read: "**ADMINISTRATIVE MATTER PENDING**" or other notation sufficient to place the Receiving Institution on notice and trigger an inquiry regarding the notation directed to the Sending Institution.

For a transferring student for whom a final decision has been rendered, and the student has been found to be responsible for power-based violence, the notation on the transcript shall read: "**STUDENT FOUND RESPONSIBLE IN VIOLATION OF CODE OF CONDUCT**" or other notation sufficient to place the Receiving Institution on notice and trigger an inquiry regarding the notation directed to the Sending Institution.

When a student transcript is notated as described above, the Receiving Institution must make a timely inquiry directed to the Sending Institution regarding the purpose of the transcript notation. Upon such an inquiry, the Sending Institution must timely disclose appropriate and factual information, consistent with the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g.

For a transferring student found to be responsible for power-based violence, the Sending Institution will determine how long the notation will remain on the student's transcript.

If a student is not found responsible, the Sending Institution must remove the notation and must send an updated version of the student's transcript to the Receiving Institution (if known).

C. TRANSCRIPT WITHHOLDING AND NOTATION APPEALS

A student whose transcript has been withheld or notated as described above may request a release of the hold or an expungement of the notation for good cause shown. Cause may include, but is not limited to, when (1) a student who transferred while under investigation was found not responsible or (2) a student was initially found responsible and later evidence showed that the student was in fact not responsible. In the second instance, an Institution must send an updated version of the student's transcript.

Such request shall be submitted in writing to the appropriate decision makers, to be designated by the Institution. The Institution shall notify the requesting student of its decision no later than seven (7) business days from the date that the appeal request is made.

D. APPLICABILITY

State law requires that all Louisiana public postsecondary institutions implement this Transcript, Withholding, Notation, and Communication policy; all Louisiana non-public postsecondary institutions are encouraged to implement this policy. Nothing in this Policy shall prohibit or prevent a Sending Institution from withholding or notating the transcript of a student who is the subject of a power-based violence Formal Complaint, or who has been found responsible for power-based violence, when such student seeks to transfer to a non-public postsecondary or out-of-state institution. The BOR recognizes an obligation to ensure investigation and adjudication of all complaints of power-based violence, regardless of the type or location of the postsecondary institution where they occur. Accordingly, the BOR strongly encourages all institutions to adopt practices that fully meet this obligation.

IX. VICTIMS' RIGHTS POLICY

State law requires institutions to adopt a victims' rights policy, which, at a minimum, shall provide for a process by which a victim may petition and be granted the right to have a perpetrator of an incident of power-based violence against the victim barred from attending a class in which the victim is enrolled.

Institutions are to develop a policy to address victims' rights as required by this law.

X. IDENTIFIED BEST PRACTICES BY BOR

In addition to compliance with federal and state laws and regulations, BOR has prescribed and identified a set of best practices, in accordance with Act 472, which Institutions should implement to address the resolving of power-based violence.

Once the Title IX Coordinator learns of any Report of alleged power-based violence or sex/gender discrimination, they should implement [Supportive Measures](#) as needed and initiate an investigation into the alleged incident.

The form of the investigation may vary depending on whether the alleged conduct falls within the scope of power-based violence/sexual misconduct or Title IX Conduct. If the alleged power-based violence satisfies the USDOE's definition of Title IX sexual harassment (i.e., Title IX Conduct), the Title IX Coordinator should ensure investigation and adjudication of the allegation pursuant to the Title IX Formal Grievance Procedure. However, if the alleged conduct does not satisfy the USDOE's definition of Title IX Sexual Harassment, the Title IX Coordinator will refer to the part of this Policy that addresses BOR's best practices, outlined in the Sections below.

Following an investigation, the Title IX Coordinator has authority to resolve a Report, including the implementation of any Supportive Measures, and should close the case if the Report does not constitute or become a Formal Complaint.

A. INITIAL STEPS & DETERMINATION OF APPROPRIATE PROCEDURES

After an Institution's Title IX Office has received a Report of alleged power-based violence, the Title IX Office should perform an initial assessment consistent with the information below prior to moving forward with an investigation (if one is required/requested) to determine whether the reported conduct meets the USDOE's jurisdictional and definitional requirements to be categorized as Title IX conduct. If that initial assessment reveals that the alleged conduct does meet the definition of sexual harassment as contained within the USDOE's Title IX Regulations, the investigation should proceed pursuant to the Title IX Formal Grievance Procedure. If the alleged conduct does not meet the USDOE's definition of sexual harassment, the investigation should proceed pursuant to this Policy.

B. INITIAL CONTACT WITH POTENTIAL COMPLAINANT

After receiving a Report of power-based violence, an Institution's Title IX Office should notify the individual who is the alleged victim in the Report of the option to have an Advisor accompany them to any meeting or interview related to the power-based violence process.

In initial contact with a potential Complainant, the Title IX Office should also:

- a. Give the potential Complainant a copy of the relevant policies;
- b. Explain the process for filing a Formal Complaint with the Title IX Office;
- c. Provide the potential Complainant with information regarding the rights/responsibilities as a party in this matter;
- d. Explain the process for investigating and resolving a power-based violence Formal Complaint (including the available appeal procedures);
- e. Explain the procedural differences based on Title IX vs power-based violence conduct;
- f. Instruct the potential Complainant not to destroy any potentially relevant documentation in any format;
- g. Inform the individual of the availability of Supportive Measures with or without the filing of a Formal Complaint;
- h. Discuss the potential Complainant's expressed preference for manner of resolution and any barriers to proceeding (e.g., confidentiality concerns);
- i. Explain the prohibition against retaliation; and
- j. Communicate necessary details of the report to the campus police department for entry into the Institution's daily crime log.

C. SUPPORTIVE MEASURES

If the Title IX Coordinator receives notice of alleged power-based violence, whether through online reporting or other reporting methods, the Title IX Coordinator or designee should contact the Complainant to discuss the availability of Supportive Measures with or without the filing of a Complaint (or Formal Complaint under the Title IX Grievance Procedure) and consider the Complainant's wishes with respect to Supportive Measures. Supportive Measures should also be made available to the Respondent.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent regardless of whether a Complaint (or Formal Complaint) has been filed. Such measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, and increased security and monitoring of certain areas of the campus, and other similar measures.

Supportive Measures should be designed to restore or preserve access to the Institution's education program or activity, including measures designed to protect the safety of all parties and the Institution's educational environment.

D. FILING A FORMAL COMPLAINT

If a potential Complainant wishes to pursue an incident of power-based violence beyond simply reporting it, they may file a Formal Complaint. The filing of a Formal Complaint means that the individual is asking an Institution to take further steps, such as a full investigation and possibly an adjudication to resolve the alleged issue. Any Complainant (i.e., an alleged victim or survivor or someone who has otherwise been directly affected by power-based violence) may file a Formal Complaint, and the Institution will treat it as such.

An individual who is alleged to have been subjected to an incident of power-based violence (i.e., a victim or a person who has been directly affected by power-based violence) and subsequently files a Formal Complaint will be referred to as a Complainant.

Any Third-Party Reporter (i.e., someone who has knowledge of or witnessed power-based violence) may request for an Institution to treat their Report as a Formal Complaint, but that request would not make the Third-Party Reporter into a Complainant.

Similarly, the fact that the Title IX Coordinator converts a Report to a Formal Complaint does not make the Title IX Coordinator a Complainant. However, the Title IX Coordinator reserves the right to initiate a Formal Complaint in order to meet an Institution's Title IX obligations to provide a safe and nondiscriminatory environment and if the Institution determines that it must take additional steps to protect the campus community. Depending on the conduct alleged and the location of the incident, a Formal Complaint and subsequent investigation will be governed by either this Policy or the Title IX Formal Grievance Procedure.

a. HOW TO FILE A FORMAL COMPLAINT

Individuals seeking to file a Formal Complaint may do so with the Title IX Coordinator. Formal Complaints should be in writing, signed and include all information the individual believes to be relevant (e.g., time, location, and nature of incident, names of individuals involved, witnesses to the incident, names of other persons affected by the incident, etc.).

Individuals seeking to file a Report should be allowed to submit on paper (hard copy), in electronic form, or in person, whereby the individual can file a Formal Complaint by meeting with the Title IX Coordinator (or Deputy Coordinator) to provide a verbal description of the power-based violence which the Title IX Office will use to draft a written document that the individual will review, verify, and sign to constitute a Formal Complaint.

Note: If the Complaint filed satisfies the requirements of a Title IX Formal Complaint as defined by 34 CFR §106.30, the Title IX Office ***should proceed under the Title IX Formal Grievance Procedure.***

b. WITHDRAWAL OF FORMAL COMPLAINT

Institutions should allow for a Complainant to withdraw their Formal Complaint. If a Formal Complaint is withdrawn, the Title IX Office should assess the information provided and proceed accordingly. Withdrawal of the Formal Complaint should ordinarily end the Formal Complaint and resolution process. However, the Title IX Office should reserve the right to proceed with the Formal Complaint, even after the Complainant withdraws it, in order to protect the interests and safety of the Institution's community. In such cases, the Complainant shall be notified immediately of the Institution's decision to proceed.

E. POWER-BASED VIOLENCE GRIEVANCE PROCEDURE

This Section describes the investigation and resolution process for cases in which the Respondent is a student and in which the conduct alleged does not fall within the scope of the Title IX Conduct.

Note: Institutions should also include policies that address procedures for cases involving employees.

Institutions should investigate all Reports of power-based violence reported to the Title IX Coordinator regardless of whether the Report becomes a Formal Complaint. The investigation and adjudication procedures (if needed) will be prompt, fair, and impartial.

a. NOTICE TO RESPONDENT

The person alleged to have committed power-based violence is called the Respondent. The Respondent should be notified in writing that a Formal Complaint alleging power-based violence has been filed against them. The Respondent should be advised that they may have an Adviser accompany them to any meeting or interview related to the investigation and resolution process.

Within seven (7) business days of receiving notice of the Formal Complaint, the Respondent should arrange to meet with the Title IX Office. The Title IX Office is required to provide the same information that was presented to the Complainant during their initial contact (See [Section B](#)).

After reviewing the Formal Complaint and meeting with the Title IX Office and appropriate decision makers, the Respondent may choose to end the resolution process by accepting responsibility for the conduct alleged in the Formal Complaint. If the Respondent accepts responsibility for the conduct alleged in the Formal Complaint, the appropriate decision makers should determine the appropriate sanction for the Respondent. If the Respondent disputes the allegations in the Formal Complaint, the matter will proceed to an investigation.

F. INVESTIGATION PROCESS

The Title IX Office should designate Investigators specifically trained in power-based violence investigations to conduct a prompt, thorough, and fair investigation. Assigned Investigators should not be the Title IX Coordinator or the Decision Makers.

The process should begin with intake meetings conducted by the Title IX Coordinator. The investigation phase should include interviewing the Complainant or Reporter, the Respondent, and any witnesses; reviewing law enforcement investigation documents if applicable; reviewing relevant student or employment files; and gathering and examining other relevant documents and evidence.

As a part of the investigation, the Institution should provide an opportunity for all parties to present written statements, identify witnesses, and submit other evidence.

Both Complainants and Respondents should be advised of the utilization of Advisors throughout the investigation process. Parties should be advised that Advisors are not permitted to participate directly in Resolution Hearings or Informal Resolution Conferences, except to the extent an Advisor's participation is required during Title IX grievance hearings; they may be present solely to advise or support the party and are prohibited from speaking directly to the Investigator, the power-based violence Adjudicator, other parties, or witnesses.

G. FINDINGS & INVESTIGATIVE REPORT

At the conclusion of the investigation, Investigators should prepare a report (the "Investigative Report") summarizing and analyzing the relevant facts determined through the investigation, with reference to any supporting documentation or statements. The report should be delivered to the Title IX Coordinator, who should analyze the report to ensure that the investigation was prompt, impartial, thorough, and consistent with this Policy. Before the Investigative Report is finalized, the Complainant and Respondent should be given the opportunity to review one another's statements and may also be provided with a written summary of other information collected during the investigation if the information is requested and the Title IX Office deems it appropriate to disclose.

A Complainant or Respondent should submit any comments about their own statement, or on any investigation summary that might be provided, to the Investigators within five (5) calendar days after the statement or summary was provided. Following the receipt of any comments submitted, or after the five-day comment period has lapsed without comment, the Investigators should address any identified factual inaccuracies or misunderstandings, as appropriate.

The final Investigative Report should provide a summary of the Investigators' impressions, including context for the evidence collected, but should not make a final determination as to whether a violation of the Power-Based Violence Policy occurred, reserving that decision (and any sanctions) for the appropriate decision maker(s). The parties should be provided with a copy of the final Investigative Report simultaneously.

H. RESOLUTION

a. INFORMAL RESOLUTION

For Formal Complaints with a student Respondent, at the discretion of the Title IX Coordinator, the parties should be advised of their option to pursue an Informal Resolution as an alternative to a Formal Resolution. An Informal Resolution should involve a remedies-based, non-judicial process designed to eliminate or address potential power-based violence. This process should aim to assure fairness, to facilitate communication, and to maintain an equitable balance of power between the parties. Institutions should not compel face-to-face confrontation between the parties or participation in any particular form of Informal Resolution.

The Title IX Coordinator should make an initial decision about whether a case qualifies for an Informal Resolution. If both parties then agree to pursue that path, the Institution will halt any investigation or scheduled Resolution Hearing so that the parties can explore the possibility of Informal Resolution. Participation in an Informal Resolution is voluntary, and either party can request to end the Informal Resolution process at any time and commence or resume the investigation process. If the parties agree to a resolution during an Informal Resolution process, the Title IX Coordinator should oversee its implementation, the Formal Complaint should be deemed withdrawn, and the matter should be terminated. An appeal of the process and its result should not be permitted. The resolution should be considered binding, and its breach would give rise to a new Formal Complaint.

b. FORMAL RESOLUTION

Institutions must provide for a process to resolve Formal Complaints. That process should be delineated in their policy. Institutions should avoid the “single investigator” or “sole investigator” model and ensure that the Title IX Coordinator and investigator(s) do not serve as the decision-maker(s) for a Formal Complaint.

I. SANCTIONS

Institutions should describe the range of sanctions for employees and students.

J. GRIEVANCE PROCEDURE APPEALS

Institutions' policies should provide an appeal process that is equally available to the parties and includes the procedures and permissible basis for the Complainant and Respondent to appeal.

Appeals should only be raised on one or more of the following grounds, for example:

- a. a procedural irregularity that affected the outcome of the matter;
- b. to consider new facts or information that were not known or knowable to the appealing party before or during the time of the resolution and that are sufficient to alter the decision;
- c. the Title IX Coordinator, Investigator, or Adjudicator(s) had a conflict of interest or bias that affected the outcome of the matter;
- d. the decision reached was not supported by a preponderance of evidence; or
- e. the sanctions were disproportionate to the findings.

As to all appeals the Institution should, at a minimum:

1. Notify the other party in writing when the appeal is filed and implement appeal procedures equally for both parties;
2. Ensure the decision maker(s) for the appeal **is/are not** the same individual(s) who reached the determination regarding responsibility or dismissal, the Investigator(s) or the Title IX Coordinator;
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of or challenging the outcome;
4. Issue a written decision describing the result of the appeal and the rationale for the result; and
5. Provide a written decision simultaneously to both parties.

XI. TRAINING

A. RESPONSIBLE EMPLOYEES

Each Institution shall require annual training for each of its (i) Responsible Employees; (ii) individuals who are involved in implementing the Institution's student grievance procedures, including each individual responsible for resolving Formal Complaints of reported power-based violence or power-based violence policy violations; (iii) Title IX Coordinator(s); and (iv) employees who have responsibility for interviewing any alleged victims of power-based violence. Each Institution shall ensure that the individuals and employees receive the training described in this Subsection no later than the beginning of the 2022-2023 academic year.

No later than January 1, 2022, BOR, in coordination with the attorney general and in consultation with state or local victim services organizations, shall develop the annual training program required in this Section. BOR shall annually review the annual training program and revise it as needed.

B. CONFIDENTIAL ADVISORS

Each Institution shall designate individuals who shall serve as Confidential Advisors, such as health care staff, clergy, staff of a women's center, or other such categories. Such designation shall not preclude the Institution from partnering with national, state, or local victim services organizations to serve as Confidential Advisors or in other confidential roles.

Prior to designating a person as a Confidential Advisor, the person shall complete a training program that includes information on power-based violence (including "sexual harassment" under Title IX, as well as other types of power-based violence falling outside Title IX's jurisdictional requirements), trauma-informed interactions, Title IX requirements, state law on power-based violence, and resources for victims. The Confidential Advisor shall also complete annual training relative to power-based violence and Title IX. The initial and annual training shall be developed by the Attorney General in collaboration with BOR and shall be provided through online materials.

Each Institution's website shall provide the contact information for obtaining a Confidential Advisor.

The Confidential Advisor to an alleged victim of power-based violence shall inform the alleged victim of the following:

1. The rights of the alleged victim under federal and state law and the policies of the Institution;
2. The alleged victim's reporting options, including the option to notify the Institution, the option to notify local law enforcement, and any other reporting options;
3. If reasonably known, the potential consequences of those reporting options;
4. The process of investigation and disciplinary proceedings of the Institution;
5. The process of investigation and adjudication of the criminal justice system;
6. The limited jurisdiction, scope, and available sanctions of the institutional student disciplinary proceeding, and that it should not be considered a substitute for the criminal justice process;
7. Potential reasonable accommodations that the Institution may provide to an alleged victim; and
8. The name and location of the nearest medical facility where an alleged victim may have a rape kit administered by an individual trained in sexual assault forensic medical examination and evidence collection, and information on transportation options and available reimbursement for a visit to such a facility.

The Confidential Advisor may, as appropriate, serve as a liaison between an alleged victim and the Institution or local law enforcement, when directed to do so in writing by an alleged victim who has been fully and accurately informed about what procedures shall occur if information is shared, and assist an alleged victim in contacting and reporting to a Responsible Employee or local law enforcement.

The Confidential Advisor shall:

1. be authorized by the Institution to liaise with appropriate staff at the Institution to arrange reasonable accommodations through the Institution to allow the alleged victim to change living arrangements or class schedules, obtain accessibility services, or arrange other accommodations;
2. Be authorized to accompany the alleged victim, when requested to do so by the alleged victim, to interviews and other proceedings of a campus investigation and institutional disciplinary proceedings;
3. Advise the alleged victim of, and provide written information regarding, both the alleged victim's rights and the Institution's responsibilities regarding orders of protection, no-contact orders, restraining orders, or similar lawful orders issued by a court of competent jurisdiction or by the Institution;
4. Not be obligated to report crimes to the Institution or law enforcement in a way that identifies an alleged victim or an accused individual, unless otherwise required to do so by law; and
5. To the extent authorized under law, provide confidential services to students. Any requests for accommodations made by a Confidential Advisor, as provided in this Section, shall not trigger an investigation by the Institution.

The Institution shall appoint an adequate number of Confidential Advisors. The BOR shall determine the adequate number of Confidential Advisors for an Institution based upon its size., no later than January 1, 2022, and on January 1st annually thereafter.

Each Institution that enrolls fewer than five thousand students may partner with another Institution in their system or region to provide the services described in this Section. However, this provision shall not absolve the Institution of its obligations under this Section.

XII. DATA PUBLICATION(S)

A. POWER-BASED VIOLENCE CLIMATE SURVEY

Beginning in the 2022-2023 academic year, each Institution shall administer an anonymous Power-Based Violence Climate Survey (Survey) to its students once every three (3) years. If an Institution administers other surveys with regard to campus safety, this Survey may be included as a separate component of any such survey, provided that the power-based violence component is clearly identified as such.

Participation in this Survey shall be voluntary. No student shall be required or coerced to participate in the Survey, nor shall any student face retribution or negative consequences of any kind for declining to participate.

Subject to the foregoing paragraph, each Institution shall make every effort to maximize student participation in the Survey.

BOR shall:

1. Develop the survey in consultation with the System Management Boards and in accordance with national best practices;
2. Work with System Management Boards in researching and selecting the best method of developing and administering the survey;
3. Consult with victims' advocacy groups and student leaders who represent a variety of student organizations and affiliations, including student government associations, academic associations, faith-based groups, cultural groups, and fraternities and sororities, when meeting the requirements of this Section;
4. Submit a written report on survey results to the House Committee on Education, Senate Committee on Education, and the Governor not later than forty-five (45) days prior to the convening of the next Regular Session of the Legislature following the administration of the survey. The report shall summarize results from each public postsecondary education Institution and the state as a whole; and
5. Publish the survey results on BOR's website and in any other location or venue BOR considers necessary or appropriate.

Institutions must:

1. Administer a survey during the 2022-2023 academic year and every third year thereafter;
2. Report Survey results to the System Management Board and BOR; and
3. Publish the Survey results in a prominent, easily accessible location on the Institution's website.

B. CAMPUS SECURITY REPORT

In accordance with Act 447 of the 2021 Regular Legislative Session of the Louisiana Legislature, each Institution must publish on its website a semiannual security report to contain updated campus security policies and campus crime statistics.

The reports shall be updated and posted by **April Tenth (10)** and **October Tenth (10)** of each academic year. The report must include, at a minimum, all information relative to such policies and statistics specified in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. §1092 (Clery Act).

BOR recommends as a best practice to include information related to statistics of incidents of power-based violence.

The report shall be posted in a prominent location that is readily accessible from the main landing page of the Institution's website. If an individual campus does not have its own website, this information shall be posted on the main website of the Institution, with the campus clearly indicated.

BOR shall review Institutions' websites for compliance with this Section. BOR shall notify the House Committee on Education, the Senate Committee on Education, and the State Bond Commission upon an Institution's failure to comply with this Section.

In addition, the State Bond Commission shall not authorize the Institution to incur any debt that is subject to the Commission's approval for a period of two years following notification of the Institution's failure to comply with this Section.

In accordance with state law, any person may commence a suit in the district court for the parish in which an action in violation of this Section occurred for the issuance of a writ of mandamus or injunctive or declaratory relief to require compliance with the provisions of this Section, together with reasonable attorney fees and costs.

XIII. MEMORANDA OF UNDERSTANDING

On or before **January 1, 2022**, each Institution and law enforcement and criminal justice agency located within the parish of the campus of the Institution, including the campus police department, if any, the local district attorney's office, and any law enforcement agency with criminal jurisdiction over the campus, shall enter into and maintain a written memorandum of understanding (MOU) to clearly delineate responsibilities and share information in accordance with applicable federal and state confidentiality laws, including but not limited to trends about power-based violence committed by or against students of the Institution. This MOU must be signed by all parties to the MOU.

The head of any law enforcement or criminal justice agency located within the parish of the campus of the institution shall execute an MOU proposed by an institution within the law enforcement agency's criminal jurisdiction within thirty days of receipt of the proposal.

Each MOU shall include the following:

1. Delineation and sharing protocols of investigative responsibilities;
2. Protocols for investigations, including standards for notification and communication and measures to promote evidence preservation;
3. Agreed-upon training and requirements for the parties to the MOU on issues related to power-based violence for the purposes of sharing information and coordinating training to the extent possible;
4. A method of sharing general information about power-based violence occurring within the jurisdiction of the parties to the MOU in order to improve campus safety; and
5. A requirement that the local law enforcement agency include information on its police report regarding the status of the alleged victim as a student at an Institution.

Each executed MOU shall be reviewed annually by each Institution's Chancellor, Title IX Coordinator, and the executive officer of the criminal justice agency, and shall be revised as considered necessary.

Nothing in this Section or any MOU shall be construed as prohibiting an alleged victim or Responsible Employee from making a Formal Complaint to both the Institution and a law enforcement agency).

XIV. CAMPUS POWER-BASED VIOLENCE POLICIES

The Board of Regents shall establish uniform policies and best practices to implement measures to address the reporting of power-based violence on Institutions' campuses, the prevention of such violence, communication between Institutions regarding incidents of power-based violence, and the provision of medical and mental health care for these alleged victims.

Each Institution's Management Board shall institute policies incorporating the policies and best practices prescribed by BOR regarding the prevention and reporting of incidents of power-based violence committed by or against students of an Institution.

The policies, at a minimum, shall require each Institution to provide for the following:

1. **Confidential Advisors** (See Section about [Confidential Advisors](#))
2. **Website** (See Section about [Website Compliance](#))
3. **Online Reporting** (See Section about [Online Reporting](#))
4. **Amnesty Policy** (See Section about [Immunities and Amnesty](#))
5. **Training** (See Section about [Training](#))
6. **Inter-campus Transfer Policy** (See Section about [Transcript Notation](#))
7. **Victims' Rights Policy** (See Section about [Victims' Rights Policy](#))

XV. WEBSITE COMPLIANCE

In addition to publishing the specified reports outlined in this Policy, Institutions must list on their websites:

- a. Contact information for obtaining a Confidential Advisor;
- b. Reporting options for alleged victims of power-based violence;
- c. The process of investigation and disciplinary proceedings of the Institution;
- d. The process of investigation and adjudication of the criminal justice system;
- e. Potential reasonable accommodations that the Institution may provide to an alleged victim;
- f. The telephone number and website address for a local, state, or national hotline providing information to victims of power-based violence, which shall be updated at least on an annual basis;
- g. The name and location of the nearest medical facility where an individual may have a rape kit administered by an individual trained in sexual assault forensic medical examination and evidence collection, and information on transportation options and available reimbursement for a visit to such facility;
- h. Each current memorandum of understanding between the Institution and local law enforcement and criminal justice agency located within the parish of the campus (12:15-13:5); and
- i. Data publications as specified in [Section XII](#) of this Policy.

Gary N. Solomon, Jr.
Chair

T. Jay Seale III
Vice Chair

Darren G. Mire
Secretary

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



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Blake R. David
Robert W. Levy
Stephanie A. Finley
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Collis B. Temple III
Felix R. Weill
Judy A. Williams-Brown
Samuel T. Gil, Student Member

AGENDA
FACILITIES AND PROPERTY COMMITTEE

Wednesday, June 12, 2024
11:40 a.m.

Claiborne Building, 1st 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. Small Capital Projects Report
 1. LSU-A: Baseball/Softball Lighting
 2. LSU-A: Circle Driveway Arrival Plaza
 3. LSU A&M: East/West Laville and Broussard Halls Interior Painting
 4. LSU A&M: Innovation Park Building 3000 First Floor Renovation
 5. LSU A&M: SVM Cafeteria Renovations
 6. LSU A&M: Student Union UPS Locker Renovation
 7. LSU A&M: Tiger Stadium South Stadium Sanitary Sewer Upgrade
 8. LSU A&M: U-High New Multi-Use Practice Field
 9. LSU-S: Pilots Pointe Apartments Gas Line Installation for Tankless Water Heaters
 10. SLCC: Student Center Renovations
- IV. Act 959 Project (Budget Increase):
 1. ULL: New Iberia Research Center Building 29 Renovation
- V. House Bill 2 Update
- VI. Other Business

VII. Adjournment

Committee Members: Phillip R. May, Chair; Felix R. Weill, Vice Chair; David J. Aubrey; Robert W. Levy; Darren G. Mire; T. Jay Seale, III; Collis B. Temple, III; 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.

Consent Agenda

A. 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 internally approve small capital projects ranging from \$175,000 to \$1,000,000 and report these approvals to the Board during a subsequent meeting.

All projects were approved by their respective systems or management boards and submitted for consideration. Staff approved the following small capital projects since the previous report:

1. Louisiana State University – Alexandria (LSUA): Baseball/Softball Lighting – Alexandria, LA

Many of the lights on LSUA's baseball and softball fields need to be replaced so that teams can safely play night games. This project will replace all existing lights with LED lighting on both fields. **The total project cost of \$183,700 will be funded with auxiliary revenues.**

2. Louisiana State University – Alexandria: Circle Driveway Arrival Plaza (Budget Increase) – Alexandria, LA

This project continues improvements to the entrance of LSUA following the opening of the new circle driveway welcoming people onto campus with construction of a new tower in the center of the circle. The new tower will include signage containing the LSUA name and values the institution represents (resilience, integrity, service, and excellence). The project was originally approved with a budget of \$201,250. Due to the bids, including alternates, coming in higher than anticipated, **the total project will now cost \$441,000 (an increase of \$239,750). The project will be funded with auxiliary revenues.**

3. Louisiana State University and A&M College (LSU): East/West Lavelle and Broussard Halls Interior Painting – Baton Rouge, LA

The student rooms within LSU's East/West Lavelle and Broussard Halls are showing their age and require a fresh paint update. The project scope involves preparation, patching, painting, and plastering the walls, ceiling, doors, and millwork for both Broussard and East/West Lavelle Halls. The project will update approximately 409 student rooms. **The total project cost of \$180,130 will be funded with auxiliary revenues.**

4. Louisiana State University and A&M College: Innovation Park Building 3000 First Floor Renovations – Baton Rouge, LA

The first floor within LSU's Innovation Park Building 3000 is in disrepair and requires renovation to optimally facilitate operations. The project scope includes selective demolition, environmental abatement, installation of new finishes, new integrated interior assembly systems, interior glass walls, folding partitions, LED lighting, HVAC, power distribution, data pathways, and cabling. **The project renovates approximately 2,800 square feet (SF) of space at a cost of \$205.36/SF, for a total project cost of \$575,000. The project will be funded with auxiliary revenues.**

5. Louisiana State University and A&M College: School of Veterinary Medicine (SVM) Cafeteria Renovations – Baton Rouge, LA

LSU's SVM intends to upgrade the cafeteria to enlarge the dining area and provide an enhanced dining experience for students. The project scope includes demolition work to reconfigure four existing rooms and asbestos abatement work. Additionally, the work involves limited mechanical/electrical/plumbing (MEP) improvements along with the installation of new flooring, walls, ceiling tiles, light fixtures, and doors. **The project renovates approximately 2,100 SF of space at a cost of \$174.05/SF, for a total project cost of \$365,500. The project will be funded with operational funds.**

6. Louisiana State University and A&M College: Student Union United Parcel Service (UPS) Locker Renovation – Baton Rouge, LA

LSU's Auxiliary Services plan to replace some of the existing mailboxes within the Student Union with new electronic back-loaded lockers. The project scope involves removal of existing mailboxes and walls as necessary in rooms 101 and 103 to accommodate the new electronic lockers. There will also be some mechanical/electrical/plumbing (MEP) work required. **The project renovates approximately 2,100 SF of space at a cost of \$190.48/SF, for a total project cost of \$400,000. The project will be funded with auxiliary revenues.**

7. Louisiana State University and A&M College: Tiger Stadium South Stadium Sanitary Sewer Upgrade – Baton Rouge, LA

The current sanitary sewer main is not adequate for the current load on the south stadium side of Tiger Stadium. This project will replace the four-inch sanitary sewer piping with eight-inch piping. **The total project cost is \$200,000 and will be funded with auxiliary revenues.**

8. Louisiana State University and A&M College: University High New Multi-Purpose Practice Field – Baton Rouge, LA

This project will provide additional multi-purpose space for athletics, physical education, and band practice. The project scope involves adding a new synthetic turf surface to an existing site adjacent to Veterans Drive. **The total project cost is \$225,000 and will be funded through a grant from Louisiana's Elementary and Secondary School Emergency Relief Fund (ESSER III).**

9. Louisiana State University – Shreveport (LSUS): Pilots Pointe Apartments Gas Line Installation for Tankless Water Heaters – Shreveport, LA

This project involves the laying and installation of new gas lines to serve the LSUS apartments and the installation of new tankless water heaters. The project will add gas lines to each of the nine apartment buildings and install thirty-six tankless water heaters (four per building). **The total project cost of \$300,000 will be funded with auxiliary revenues.**

10. South Louisiana Community College (SLCC): Student Center Renovation – Lafayette, LA

This project will renovate space within SLCC’s Student Center to create space for a student services “one-stop shop.” The renovated space will contain offices for financial aid, admissions, advising, the registrar, Title IX, and counseling services. The project scope includes the relocation of walls and reconfiguration of MEP systems. **The project renovates approximately 6,400 SF of space at a cost of \$129.69/SF, for a total project cost of \$830,000. The project will be funded with a combination of auxiliary and building use fee revenues.**

STAFF RECOMMENDATION

Senior Staff recommends approval of the consent agenda, including the small capital projects reports, as presented.

AGENDA ITEM IV.

Act 959 Project Budget Increase: University of Louisiana – Lafayette (ULL) New Iberia Research Center (NIRC) Building 29 Renovation

The University of Louisiana System submitted a request to increase the project budget for ULL’s NIRC Building 29 renovation. Act 959 projects may exceed the amount approved by the BoR by up to 20% without having to request approval of any subsequent increase. However, ULL is seeking approval in excess of the 20% threshold. This project was originally approved under the provisions of Act 959 during the January 9, 2023, meeting of the BoR.

The project scope involves renovating approximately 12,000 SF of shell space on the third floor of NIRC’s Building 29 to create a fully functioning research laboratory for nonhuman primate research. The project will allow NIRC to expand their ongoing work with major pharmaceutical companies, generate additional revenues, and continue to support national and international medical developments for humans. The project was originally approved with a budget of \$4.6M funded through a grant from the National Institutes of Health and self-generated revenues derived from operations of the NIRC. Federal National Institutes of Health design requirements have increased the cost of the project. **The revised cost is estimated not to exceed \$6M. However, ULL is requesting approval to fund the project up to, but not exceeding, the \$10M threshold allowed by Act 959 so the project may proceed without further approvals. The current request, and any other increases, will be funded with self-generated revenues derived from NIRC operations.**

STAFF RECOMMENDATION

Senior Staff recommends approval of the request submitted by the University of Louisiana System, on behalf of the University of Louisiana - Lafayette, to increase the budget for the New Iberia

Research Center Building 29 renovation project previously submitted under the provisions of Act 959 of 2003.

AGENDA ITEM V.

House Bill 2 Update

House Bill 2, the state’s capital construction bill, was passed by the Louisiana Legislature on June 2, 2024. The bill was sent to the Governor for signature and contains 102 higher education projects with an appropriation from all funding sources (general obligation bonds, cash, fees and self-generated revenues, and inter-agency transfers). The table below provides a breakdown of new state dollars provided in the bill for FY 25.

System	Projects with New Funding	New Priority 1 (P1) Funding	New Cash	Total
LSU	14	\$128.81M	\$7.375M	\$136.185M
SUS	12	\$25,800,511	\$9.765M	\$35,565,511
ULS	14	\$46,707,213	\$30,187,787	\$76.895M
LCTCS	6	\$24.1M	\$17M	\$41.1M
LUMCON	2	\$7M	\$11.5M	\$18.5M
TOTAL	48	\$232.417M	\$75.827M	\$308.245M

This item is for informational purposes only.

Gary N. Solomon, Jr.
Chair

T. Jay Seale III
Vice Chair

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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Wednesday, June 12, 2024

11:50 a.m.

Claiborne Building, 1st Floor
Thomas Jefferson Rooms A&B 1-136
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. Routine Staff Approvals
- IV. Academic Programs
 - A. AAS Technical Studies – SOWELA Technical Community College
 - B. BS Construction Management – Southern University and A&M
 - C. OTD Occupational Therapy – University of Louisiana Monroe
- V. Revisions to AA Policy 2.15 Definitions of Undergraduate Degrees and Undergraduate/Graduate Certificates
- VI. Other Business
- VII. Adjournment

Committee Members: Terrie P. Sterling, Chair; Christian C. Creed, Vice Chair; David J. Aubrey; Stephanie A. Finley; Wilbert D. Pryor; Judy Williams-Brown; Samuel T. Gil (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

Institution	Request
LSU A&M	Request to offer the BA Political Science (CIP 45.1001) 100% online. Approved.
Southern A&M	Request to change the name of the College of Agricultural, Family and Consumer Sciences and several of its departments and programs to better align with current field terminology and better reflect the focus areas of the College and its programs: <ul style="list-style-type: none">• College of Agricultural, Family and Consumer Sciences to College of Agricultural, Human, and Environmental Sciences• Department of Agriculture Sciences to Department of Agricultural Sciences and Technology• Department of Family and Consumer Sciences to Department of Human Sciences• Department of Urban Forestry and Natural Resources to Department of Urban Forestry, Environment, and Natural Resources Approved.

AGENDA ITEM IV.A

Proposed Associate of Applied Science in Technical Studies SOWELA Technical Community College

Background Information

SOWELA Technical Community College (SOWELA) has requested Board of Regents' approval to offer an Associate of Applied Science (AAS) in Technical Studies. The program proposal was approved by the LCTCS Board of Supervisors and forwarded to the Board of Regents for consideration.

Staff Summary

The proposed AAS in Technical Studies is designed to serve the institution's already established career and technical programs that do not currently lead to an associate degree (carpentry, forest technology, vehicle maintenance and repair technology, welding, etc.). The program will enable students to acquire both occupational skills in a specific technical area and a basic general education without the institution having to create multiple associate degree programs. The degree will improve graduates' competitiveness for available supervisory positions that require technical skills as well as evidence of analytical, communication, and problem-solving skills. It will also expand educational opportunities for graduates as the general education courses will transfer to baccalaureate degree programs should the student wish to pursue further education.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Workforce Demand and Job Opportunities:** According to the "Executive Report" of the Louisiana Workforce Information Review 2020, "The professional, scientific, and technical services industry will experience the fastest job growth in the coming years, with 16.4 percent growth projected through 2026." The focus areas for the proposed AAS are all 3, 4, and 5 star jobs according to the Louisiana Workforce Commission.
 - b. **Curriculum Alignment with Employer Needs:** Each area of focus has its own advisory committee. These committees were consulted about the proposed degree program and were directly involved in curriculum design. Industry is experiencing a leadership vacuum as seasoned employees retire. Industry partners believe the proposed AAS can be a springboard for motivated and capable employees into leadership positions that often remain unfilled as the workforce ages and retires.
 - c. **Same or Similar In-state Programs:** Similar AAS programs have been implemented at Baton Rouge Community College, Central Louisiana Technical Community College, Fletcher Technical Community College, Louisiana Delta Community College, Northshore Technical Community College, and South Louisiana Community College. This program will specifically serve students located in the southwest region of Louisiana and will articulate with technical diploma programs offered by SOWELA.
 - d. **Student Enrollment and Completion:** Students currently enrolled in technical diploma programs will provide a source of students for the proposed program. Enrollment estimates are based on conversations with current students who have expressed interest in transferring to four-year institutions to seek baccalaureate degrees.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	14	16	16	20
TOTAL Estimated Program Graduates	10	12	12	15

2. **Resources:** SOWELA does not anticipate additional costs to offer the program since existing faculty, facilities, and equipment are already in place to support the program. General education courses required for technical students to complete the degree are already offered.

	Current	Needed	Additional Costs
Faculty	Program can be implemented with current general education faculty.	No additional resources are projected.	\$0
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	No additional resources are projected.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources are 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:** SOWELA will deliver the technical portion of the program mainly through hands-on, in-person delivery. The general education portion may be obtained via 100% distance education, in-person, or a combination of both delivery methods. This will allow more flexibility for working-age adults with full-time jobs to enroll in and complete the program.
 - **Affordability:** OER resources have been established throughout the general education curriculum. In fall 2024, SOWELA will implement BibliU, a digital learning platform that reduces the cost of textbooks while ensuring all students have access to the course content they need on the first day of class.
 - **Partnerships:** SOWELA already has an articulation agreement in place with Louisiana Tech University to promote seamless transfer for students wishing to pursue a Bachelor of Science in Forestry. Upon program approval, SOWELA will pursue additional transfer agreements with other four-year institutions. Students completing the AAS may also wish to pursue a BAAS degree at LSUA, where they can transfer up to 60 credits from their associate degree toward the BAAS. The proposed degree program will also provide greater opportunities for students to apply for employment with one of the college's many industry partners.
 - **Work-based learning:** Internship opportunities currently exist within SOWELA's vehicle maintenance and repair technology and welding programs. As SOWELA implements the AAS in Technical Studies, further opportunities for developing work-based learning with our industry partners will be developed.
 - **Other program attributes that contribute to closing the achievement gap with underserved populations:** The marketing approach that SOWELA will use will target underserved communities emphasizing the relative ease with which a working student can participate in a program that will provide the academic exposure necessary to create upward mobility.

Staff Analysis

SOWELA's proposed AAS in Technical Studies will provide students with technical training, for which there is a workforce need, while also enabling them to acquire basic general education competencies that increase employment and educational opportunities. The benefits to the community will be well-rounded employees in technical fields who will have the depth and breadth of knowledge to adapt to the ever-changing workforce.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed AAS in Technical Studies (CIP 47.9999) at SOWELA Technical Community College, with a progress report due October 1, 2025.

AGENDA ITEM IV.B

Proposed Bachelor of Science in Construction Management Southern University and A&M College

Background Information

Southern University and A&M (SUBR) requests Board of Regents approval to offer a Bachelor of Science (BS) in Construction Management. The proposal was approved by the Southern University Board of Supervisors then submitted to Regents for consideration. The proposed program was included in the institution's 2022–2023 Academic Plan.

Staff Summary

The primary goal of the proposed program will be to prepare students with a solid foundation in construction management and to address the need for underrepresented African Americans in this field. The curriculum of the proposed program is expected to meet the accreditation requirements of both the American Council for Construction Education (ACCE) and the Accreditation Board for Engineering and Technology Applied and Natural Science Accreditation Commission (ABET ANSAC). The proposed program will be structured to offer most of the construction management courses through face-to-face instruction during evening and weekends to provide an avenue for nontraditional students who work full-time.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Workforce Demand and Job Opportunities:** The proposed program has been designed to prepare students for a variety of construction management positions in the state. Much of this anticipated need will likely be fueled by the Infrastructure and Investment in Jobs Act (IIJA). Louisiana is slated to receive over \$1.2 billion for transportation infrastructure projects. The Louisiana Workforce Commission lists the construction industry as one of the top 5 growth industries in the state.

Occupation	LWC Star Rating ¹	Current Jobs ²	Projected Jobs 2030 ²	% Change ²	Average Salary ²
Construction Managers	5	1,726	1,852	7%	\$108,548
Project Management Specialists	4	2,063	2,263	10%	\$81,551
Construction and Building Inspectors	4	377	390	3%	\$66,380

¹Source – LWC

²Source – Lightcast

- b. **Curriculum Alignment with Employer Needs:** The student learning outcomes for the proposed program directly align with the career-ready competencies identified by the National Association of Colleges and Employers (NACE). The knowledge, skills, and abilities (KSAs) incorporated into the course content directly align with those identified by the US Department of Labor (e.g., critical thinking, digital technology, quality control, communications, planning).
 - c. **Same or Similar In-State Programs:** Currently, LSU A&M and the University of Louisiana Monroe offer the BS in Construction Management with the University of New Orleans offering a BS in Urban Construction Management. Based on the projected growth of construction management in the state, the

proposed program at SUBR will provide additional access for students and contribute to the workforce pipeline. Moreover, there are no current programs at an HBCU in Louisiana. Establishing a construction management program at SUBR will provide increased access to students who are underrepresented in the field, specifically targeted to increase the number of African American graduates.

- d. **Student Enrollment and Completion:** Based on a student survey conducted by the institution, some current civil engineering students will migrate into this new program. The institution also expects transfer students from community colleges to make up a portion of the construction management enrollment. However, most of the construction management students are anticipated to come from new freshman who will be targeted in the institution’s recruitment efforts.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	15	30	55	85
TOTAL Estimated Program Graduates	0	0	5	10

2. **Resources:** The program will employ two full-time civil engineering faculty members as well as one part-time civil engineering faculty member to begin the program. The funds for these positions are currently included in the Southern University operating budget. The program will adjust their offerings and faculty positions to meet the current needs. Existing resources and infrastructure in the College of Science and Engineering are sufficient to launch the program and support implementation. SUBR will utilize Federal Title III funding to cover the program startup cost for the initial four years of the program. It is anticipated that the program will be self-sustaining within five years.

	Current	Needed	Additional Costs
Faculty	Existing faculty will be utilized to support the program.	No additional faculty will be needed to begin the program.	\$0
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities are adequate to support the program.	No additional resources are needed to begin the program.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources are needed.	\$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’s courses will be offered evenings and Saturdays as much as possible. As the program matures, hybrid and/or online class offerings will be incorporated.
- **Affordability:** The Southern University System and the SUBR Bookstore participate in Follett Access, a partnership that allows students to rent textbooks at a reduced cost with the charge posted directly to the students’ tuition and fees bill. In addition, instructors are encouraged to consider OER materials. The institution is also committed to supporting credit transfer and the assessment of prior learning for credit. The curriculum has been developed to consider the Louisiana Transfer Pathway curriculum in Construction Management which will allow transfer students to complete the program with an additional two years of study.
- **Partnerships:** SUBR will pursue partnerships with local high schools and community colleges to

recruit students. In addition, they will also pursue partnerships with the Associated General Contractors (AGC), National Association of Home Builders (NAHB), Louisiana State Contractors Licensing Board (LSCLB), and local contractors. Partnerships through the College of Science and Engineering are already being developed with contractors Hensel Phelps Construction and McCarthy Building. In addition, the Southern University System Office of Facilities Planning will provide internship opportunities for program students.

- **Work-based Learning**: The proposed Construction Management program includes a method for receiving credit when students complete an internship. Industry-based projects and assignments will also be incorporated into the curriculum to provide hands-on learning. Opportunities will be provided by the System Office of Facilities and Planning and local partners.
- **Other program attributes that contribute to closing the achievement gap with underserved populations**: The proposed program will serve students from underrepresented minority groups in construction management and from academically underserved communities. This will increase workforce capacity in construction growth areas. Scholarship funds will be pursued through grants and industry partnerships to assist students in completing program requirements in a timely manner.

Staff Analysis

The proposed BS in Construction Management will allow Southern University and A&M College to provide students with an additional pathway that will enable expanded employment opportunities in the field of construction management. This will strengthen the construction management workforce in the state of Louisiana and serve students from underrepresented communities. Construction Management related occupations remain in the top tier of need in recent labor market analysis data in Baton Rouge and statewide Regional Labor Market Areas (RLMA).

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Bachelor of Science in Construction Management (CIP 52.2001) at Southern University and A&M College, with a progress report due October 1, 2025.

AGENDA ITEM IV.C.

Proposed Doctorate of Occupational Therapy University of Louisiana Monroe

Background Information

The University of Louisiana Monroe (ULM) has requested Board of Regents' approval to offer a Doctor of Occupational Therapy (OTD). The program was initially approved in 2018, but was never implemented and was ultimately removed from the state's degree inventory. A revised proposal was approved by the University of Louisiana System Board of Supervisors and submitted to the Board of Regents for consideration. The program went through statewide review and external review when approved in 2018, and the proposal had no substantive changes since that time.

Staff Summary

The OTD is designed as an entry-level professional program for students possessing a baccalaureate degree including prerequisite education. Recognizing the unique needs of Louisiana's diverse student population and community, the purpose of the OTD Program at ULM is to educate students who function as competent entry-level occupational therapists in a dynamic society and a rapidly changing health care environment. The new OTD program will be a clinical doctorate consisting of six semesters of course work followed by 24 weeks of level II clinical fieldwork and a 14-week doctoral internship with a focus on scholarship, culminating in a capstone project. The entire program, including clinical fieldwork and capstone project, is 9 semesters. The mode of delivery will be hybrid (primarily face-to-face with online education as appropriate). The Level II Fieldwork and Capstone will occur off-site.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Workforce Demand and Job Opportunities:** The current programs at LSU Shreveport, ULM, and LSU Health Sciences New Orleans are not meeting the demand in the state. With the full implementation of the program in Shreveport, these programs will produce approximately 80–100 graduates per year. In 2023, there were over 800 unique job postings for Occupational Therapists in the state. The addition of the proposed program will allow more Louisiana students to become Occupational Therapists completing their degrees in-state. ULM has provided letters of support for the proposed doctorate from Jennifer Kelly, CEO, Building Futures Pediatric Therapy; Kevin Goldman, CEO, North Louisiana Orthopaedic & Sports Medicine Clinic; and Dr. Ashanti Jones, Associate Program Director, ULM Doctor of Physical Therapy Program.

Occupation	LWC Star Rating ¹	Current Jobs ²	Projected Jobs 2030 ²	% Change ²	Average Salary ²
Occupational Therapists	5	1,594	1,819	14%	\$95,243

¹Source – LWC

²Source – Lightcast

- b. **Curriculum Alignment with Employer Needs:** Several ULM faculty serve on OT committees and boards in the state including the Louisiana Occupational Therapy Advisory Committee, the Board of the Louisiana Occupational Therapy Association, and various health program advisory boards. Conversations with these groups, along with national standards set by ACOTE, have helped shape the planned program's design and curriculum.
 - c. **Same or Similar In-state Programs:** LSU Health Sciences Center Shreveport's OTD, the only other in the state, was approved in 2020 and had 33 students enrolled last year. LSU Health Sciences Center

New Orleans offers a master's degree.

- d. **Student Enrollment and Completion:** The proposed doctoral level program has been reintroduced due to significant continued interest and requests from prospective students and national data indicating a significant increase in applications to OTD programs. While ACOTE does not require the OTD it is in increasing demand in the field. The proposed doctorate includes a pathway for students who have not previously served as occupational therapy assistants, which provides an alternative pathway to the profession from the existing master's degree. Enrollment and graduate numbers are based on the number of applicants to and completers of ULM's master's degree program along with the number of ULM students from its allied health programs who go on to enroll in OTD programs elsewhere.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	30	60	89	89
TOTAL Estimated Program Graduates	0	0	29	29

2. **Resources:** Clinic, office, and laboratory space used for the MOT program will also be used for the OTD program. The master's program is a hybrid and weekend program, whereas the OTD program will primarily be traditional, face-to-face. Therefore, space and equipment can be used for both programs. Renovations to Sugar Hall are already in progress and will support program expansion. ACOTE requires that the OTD program have a dedicated Program Director (PD), Academic Fieldwork Coordinator (AFWC), and Doctoral Capstone Coordinator (DCC). The current PD and AFWC will serve for both the MOT and OTD program. A DCC and four additional faculty will need to be hired. There are currently no anticipated challenges in hiring adequate faculty for the program. By year three, the tuition revenue is projected to be \$1.3M which will cover the costs of program delivery.

	Current	Needed	Additional Costs
Faculty	Five of the seven current faculty will be able to teach in both the master's and doctoral program. The existing program director will oversee both programs.	A DCC and four additional faculty will be hired over three years to support the program. Additional compensation will be provided for PD and AFWC.	Yr. 1: \$243,720 Yr. 2: \$596,064 Yr. 3+: \$720,165
Physical (Facilities, Equipment, Library, & Technology)	Clinic, office, and laboratory space used for the master's degree will also be used for the OTD.	Ongoing renovations to Sugar Hall will increase the occupational therapy program capacity.	\$0
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	Additional capacity for program support personnel will be needed.	Yr. 2+: \$21,000

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:** Program courses and content will be available online when possible outside lab and clinical requirements. The final semester capstone course can be completed at a location of the student's choosing.
 - **Affordability:** Students will be eligible for university foundation scholarships, state and national OT educational scholarships, and professional OT organization-offered scholarships. Many employers also offer tuition reimbursement for agreements to return to work at a student's employer upon graduation with an OT degree.

- **Partnerships**: ULM’s occupational therapy master’s program has long-standing partnerships with community agencies and organizations including, but not limited to, New Day Recovery, Freedom 13 ministries, Green Oaks Detention Center, Renewal Center Homeless Shelter, Monroe Housing Authority, Louisiana Baptist Children’s Home, Foster Care Ministries, HomePlace Transitional Living Center, Emily Williamson Lab School, Our Lady of Fatima Pre-School Program, Jesus the Good Shepherd Pre-School Program, Rays of Sonshine Women’s Addiction Recovery Residence, Stoneybrook Memory Care Home, Savannah Grand of West Monroe, and Ochsner LSU Health – Monroe Medical Center Behavioral Health Unit. ULM also has an on-campus clinic that provides services to individuals in the community who may not be able to receive services due to financial hardships or who no longer qualify for services through traditional fee-for-service settings.
- **Work-based learning**: Students will participate in both Level I and Level II experiential internships/clinicals and in a Capstone experience that are all work-based learning. Students each complete two 12-week Level II fieldwork experiences (taking place in two sequential semesters) and a 14-week Capstone experience in their final semester.
- **Other program attributes that contribute to closing the achievement gap with underserved populations**: The program aims to attract and enroll students from a variety of backgrounds and regions in the state. The curriculum has been developed to support adult learners seeking to advance their careers in the field. A holistic admissions process will be used.

Staff Analysis

ULM’s existing occupational therapy master’s degree will continue to serve students who aim to become occupational therapists but do not seek a doctoral degree while the proposed program will broaden opportunities not only for ULM’s undergraduate students, but also for students from across the state who seek doctoral level study with a focus on practical field application of research. The program will expand opportunities for Louisiana students to complete a doctorate and attract additional occupational therapy students from outside the state to increase Louisiana’s capacity to meet workforce demand and help ensure access to quality healthcare for the state’s citizens.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Doctor of Occupational Therapy (CIP 51.2306) at the University of Louisiana Monroe, with a progress report due October 1, 2025.

AGENDA ITEM V.

Revisions to Academic Affairs Policy 2.15 Definitions of Undergraduate Degrees and Undergraduate/Graduate Certificates

Staff Summary

With the adoption of the Master Plan, Louisiana Prospers, and the accompanying 2030 postsecondary attainment goals, the Board of Regents aims to recognize a broader variety of market-relevant credentials beyond traditional diplomas and degrees. The inclusion of these credentials in Board policy is the next step in solidifying their value in meeting the state's workforce needs and economic goals. Until now, Board policy has been silent about this wider family of credentials and how they might be knit into the Board's overall policy structure.

These proposed changes broaden the scope of AA 2.15 to include "Workforce Training and Validated Skills and Learning" where validated skills and learning serves as an umbrella category for training outside traditional credit-based credentials. The proposed addition to the AA Policy 2.15 is designed to ensure statewide alignment with institutional role and mission. The validated skills and learning category will also be incorporated into the Board's policy structures that define credentials of value, govern credit for prior learning, and establish mechanisms that gather and analyze data.

STAFF RECOMMENDATION

Senior Staff recommends approval of the revisions to Academic Affairs Policy 2.15 including:

- **The addition of Workforce Training and Validated Skills and Learning definitions and requirements and**
- **Renaming the policy as Academic Affairs Policy 2.15 Undergraduate Degrees, Undergraduate and Graduate Certificates, Workforce Training, and Validated Skills and Learning.**

Updated 6/12/2024

Academic Affairs Policy 2.15

Undergraduate Degrees, Undergraduate and Graduate Certificates, Workforce Training, and Validated Skills and Learning

The following definitions for undergraduate degrees and undergraduate/graduate certificates are established to:

- provide for the uniform use of degree terminology;
- promote uniform curricular requirements for similar programs;
- effect the ready transfer of course credits earned throughout the higher education system;
- facilitate the development of appropriate articulation agreements between systems and campuses; and
- ensure statewide alignment with institutional role and mission.

Degrees, Diplomas, Certificates, and Certifications

Workforce Training and Validated Skills and Learning

The Board recognizes that all market-relevant credentials should be valued. An industry-recognized certification is considered a quality postsecondary credential of value if it meets the criteria outlined in the Quality Postsecondary Credential of Value Policy. All programs that lead to credentials of value must be reflected in the Board of Regents CRIN or NCRIN so that appropriate data can be gathered and analyzed.

To ensure economic mobility for learners with validated skills and learning through industry-recognized certifications and/or programs with certification(s) embedded, institutions are encouraged to utilize Policy 2.23 Prior Learning Assessment to award college credit in ways that ensure clarity and opportunities for all learners on the journeys to their educational and career goals.

Whilst all 2-year and 4-year institutions are encouraged to offer industry-recognized certifications as part of their certificate, degree, and diploma curricula, and as part of continuing education for those who hold credentials, stand-alone workforce training shall be offered only by 2-year institutions and agricultural extension services.

Workforce Certification of Validated Skills and Learning

Certifications 1 and 2 are limited to two-year public institutions as standalone, first credentials. Four-year institutions may embed these credentials in their degree curricula and offer them as continuing education for those who hold credentials.

1. **Certification of Competency (COC):** An institution-issued certification that validates a student has demonstrated a specified level of ability in a set of learning outcomes that will improve employability or job opportunities in accordance with the Quality Postsecondary Credential of Value Policy.
2. **Industry-Based Certification (IBC):** An independent third-party credential that is industry-accepted and results from a process whereby an individual's knowledge and/or skill in a particular area is validated against a set of predetermined standards.

Undergraduate Certificates

As a general guideline, the number of credit hours (SCH) required for a certificate should not exceed one-half of the SCHs required for the subsequent credential. All required general education coursework must meet SACSCOC requirements. All undergraduate and graduate certifications must be reflected on the Board of Regents Curriculum Inventory (CRIN) before implementation.

Certificates #1–6 are limited to two-year institutions.

1. **Career and Technical Certificate (CTC)** - An applied skills program (6-18 SCH) that provides specific, meaningful technical skills relative to employment readiness. The CTC includes a demonstrated alignment with, and a process whereby a student's competencies are verified against, a set of pre-determined standards which lead to and/or prepare an individual to test for an industry-based certification (IBC), state licensure, or state-recognized certification awarded by an independent, third party that is recognized by business and industry and/or the State of Louisiana. At least half of the CTC requirements should be distinctive from other credentials. The CTC is not designed for transfer to an academic degree program. CTCs may be combined to form a Certificate of Technical Studies (CTS) and/or a Technical Diploma (TD).

Approval authority: The approval authority rests with the appropriate management board; however, the establishment of such programs must be immediately reported to the Board of Regents for review (e.g., name, CIP) and verification before being added to the CRIN for implementation.

Example: CTC in Emergency Medical Technician (EMT); CTC in Certified Nurse Assistant (CNA).

2. **Certificate of Technical Studies (CTS)** - An applied, technical program (16-33 SCH) to provide a student with a broad technical competency in a specific area or field. The CTS is not designed for transfer into an academic degree program.

Approval authority: the appropriate management board, immediately reported to the Board of Regents for review and verification before being added to the CRIN for implementation.

Example: CTS in Automotive Engine Technology

3. **Technical Diploma (TD)** - An applied, technical program (45-60 SCH) usually formed by combining multiple CTSs and/or CTCs. TD programs are not designed for transfer to an academic program.

Approval authority: the appropriate management board, immediately reported to the Board of Regents for review and verification before being added to the CRIN for implementation.

Example: TD in Automotive Technology (CTS in Automotive Engine Technology, plus CTCs in Automotive Body Repair, Automotive Detailing, etc.)

4. **Certificate of Applied Science (CAS)** - A more academically-oriented offering (usually 25-45 SCH) created by combining a CTS with a limited general education component (at least 9 SCH). At a minimum, the general education component should be fully transferrable into an undergraduate academic program.

Final approval authority: Board of Regents. Example: CAS in Medical Billing and Coding

5. **Certificate of General Studies (CGS)** - An academically-oriented offering designed to provide students with a broad foundation of fundamental academic skills, primarily for personal growth or as preparation for further collegiate study. The CGS framework allows students an opportunity to tailor their courses to meet admission or pre-requisite requirements of a transfer institution. The 30-hour curriculum consists of eight general education courses (24 SCH) and two elective courses. CGS programs are strictly limited to two-year institutions.

Final approval authority: Board of Regents.

6. **Post-Associate Certificate (PAC)** – An academic or technical offering (12-33 SCH) that is earned

after a student has already completed a recognized associate's degree, usually for additional professional or technical certification.

Final approval authority: Board of Regents. Example: PAC in Radiation Therapy

7. Undergraduate Certificate (UC) – An undergraduate, university offering of at least 18 SCH. At least half must be at the upper level. Prerequisites may be stated *or implied*. The institution's General Catalog must specify any general requirements for eligibility to declare a UC.

(a) A series of courses related to a specific topic or skill, particularly in technology or data fields in high market demand, listed on the CRIN by CIP and Subject Area.

(b) A series of courses published in the institution's General Catalog as a concentration or minor in a major or discipline. This UC will be listed on the CRIN as CIP 24.0199 *Concentration/Minor*, but may be posted on the student transcript by title of the concentration/minor; it requires an annual report from the campus listing the certificate titles awarded in the previous academic year.

Final approval authority: Board of Regents. Example: UC in Software Development

8. Post-Baccalaureate Certificate (PBC) – An undergraduate, academic offering (12-33 SCH) that is earned after a student has already completed a recognized baccalaureate degree. Commonly used as a path for alternate teacher certification. Graduate school admission is usually not required for this undergraduate certificate.

Final approval authority: Board of Regents. Example: PBC in Elementary Education Gr 1-5

Associate Degrees¹

The standard number of credits required for the Associate Degree will be 60, though in some circumstances (e.g., accreditation or certification requirements) they may exceed the 60-credit limit. Exceptions to the standard number of credits must be approved by the respective Management Board. The Board of Regents will periodically review both the number of credit hours required and approved exceptions to the 60-hour standard.

1. Associate of Applied Science (AAS) - An applied degree program, with a limited general education core component, primarily designed to prepare students for immediate employment or career entry. AAS degrees can be formed by combining a TD with 15 SCH of required general education or can be a distinct curriculum. All general education coursework must meet SACSCOC requirements. If technical coursework required of the degree is intended for transfer to a university, this coursework must meet appropriate SACSCOC requirements.

Final approval authority: Board of Regents. Example: AAS in Motor Vehicle Technology

2. Associate of Arts (AA) - An academic degree program with a significant general education core, designed primarily to serve as preparatory education for transfer to a related baccalaureate program. All coursework must meet SACSCOC requirements.

Final approval authority: Board of Regents. Example: AA in Visual and Performing Arts

3. Associate of Science (AS) - An academic degree program with a significant general education core, designed primarily to serve as preparatory education for transfer to a related baccalaureate program. All coursework must meet SACSCOC requirements.

Final approval authority: Board of Regents. Example: AS in Computer Science

¹ *There are select circumstances when AAS, AA, AS, and non-designated associate programs may be considered appropriate for a particular four-year institution. In such cases, exceptions provided in the Board of Regents' 1999 Moratorium on the Approval of New Associate-Level Programs at Four-Year Institutions will apply.*

4. **Associate (A)** - An academic degree program with a significant general education core, designed to prepare students for immediate employment or career entry, but which also may serve as preparatory education for transfer to a related baccalaureate program. The use of this degree designation should be limited to cases wherein other associate degree designations (AAS, AA, or AS) have been determined to be inappropriate. All coursework must meet SACSCOC requirements.

Final approval authority: Board of Regents. Example: Associate of General Studies

5. **Louisiana Transfer Associate (AALT or ASLT)** – an Associate of Arts or Associate of Science degree that follows a prescribed curriculum (providing both structure and flexibility) and assures transfer of the 60 SCH in the degree plus credit for completion of the Board of Regents' required general education block at any public university.

Final approval authority: Board of Regents.

Nexus Degrees

A nexus degree is a degree program that combines specialized academic curricular content in a high demand career field with a significant work-based learning experience. A nexus degree is a stand-alone entry level credential for that high-demand field. A nexus degree may be earned in combination with a traditional bachelor's degree to create a 21st century academic experience. A nexus degree may also be earned by a student who has already earned an undergraduate degree, but who wishes to return to higher education to either redirect their career path or add to their existing credential portfolio in their field. The standard number of credits required for a nexus degree is 60. Institutions with compelling reasons (accreditation or certification requirements) for exceeding the 60 credit-hour standard may request an exception to this standard from the Management Board, according to their respective system's policy. The curriculum should be developed in partnership with the appropriate industry sector.

The nexus degree curriculum consists of 21 hours of specialized subject-based content including required specialized prerequisites plus 27 hours of BOR general education requirements. The remaining 12 hours consists of general electives. A student with a Bachelor's degree or associate degree who has completed the 27 hours of general education requirements may be awarded a nexus degree by completing only the 21 hour specialized content curriculum.

At least 15 of the 21 hours of the specialized subject-based content must be at the upper division level. At least 9 of the 21 hours of the specialized subject-based content must be work-based learning with at least 3 hours at the upper division level. Work-based learning experiences may include an apprenticeship, clinical placement, coop, industry-based certification, internship, or preceptorship.

Nexus degrees may be awarded at all Louisiana public post-secondary institutions. Two-year institutions approved to offer a nexus degree are permitted to teach only the upper division coursework contained in the approved degrees' curricula. Faculty who teach that upper division material must hold the appropriate qualifications to satisfy accreditation requirements.

1. **Nexus Degree (NX)** – An academic degree program with a significant general education core. The nexus contains a specialized curriculum that is focused on a high demand career field together with a required work-based learning experience.

Final approval authority: Board of Regents. Example: NX in Network Cybersecurity

Baccalaureate

The standard number of credits required for baccalaureate degrees is 120. Institutions with compelling reasons (e.g., the academic program is defined as a 5-year baccalaureate program; professional accreditation or certification requirements) for exceeding the 120 credit-hour standard may request an

exception to this standard from the Management Board, according to their respective system's policy. The Board of Regents will periodically review both the number of credit hours required and approved exceptions to the 120-hour standard.

Baccalaureate degrees are limited to four-year institutions.

1. **Bachelor of Applied Science (BAS)** - An applied/academic degree program is designed to prepare students for technical employment and generally not intended as preparation for graduate study. The BAS routinely combines technical/general education courses gained in an AAS program with additional university requirements. All coursework completed in the BAS program must meet SACSCOC requirements for transferability.

Final approval authority: Board of Regents. Example: BAS in Allied Health

2. **Bachelor of Arts (BA)** - An academic degree program with a significant general education core. The BA degree emphasizes breadth and depth of study in a recognized academic discipline, may serve as a career entry degree, and should prepare a student for further graduate study.

Final approval authority: Board of Regents. Example: BA in English

3. **Bachelor of Science (BS)** - An academic degree program with a significant general education core. The BS degree emphasizes breadth and depth of study in a recognized academic discipline, may serve as a career entry degree, and should prepare a student for further graduate study.

Final approval authority: Board of Regents. Example: BS in Mathematics

4. **Bachelor (B)** - An academic degree program with a significant general education core, designed primarily as a first professional degree, but which also may serve as preparatory education for transfer to a related graduate program. The use of this particular degree designation should be limited to cases wherein other baccalaureate degree designations (BAS, BA, or BS) have been determined to be inappropriate.

Final approval authority: Board of Regents. Example: Bachelor of General Studies

Graduate Certificates

Graduate certificates provide a shortened, condensed and focused course of study that supplements an existing Bachelor's, Master's, or Doctoral degree. They frequently lead to licensure or certification, provide needed job-related expertise, or are focused on a timely area of discussion in a discipline, and they usually are offered by or through the Graduate School.

Final approval authority: Board of Regents.

1. **Graduate Certificate (GC)** – a graduate-level academic offering addressing a particular topical area. The number of required courses varies, but the typical range is 12-18 credits.

Example: GC in Communications Systems

2. **Post-Masters Certificate (PMC)** – an academic offering, usually related to additional licensure or certification that is earned after a student has already completed a recognized Master's degree.

Example: PMC in Family Nurse Practitioner

3. **Post-Doctorate Certificate (PDC)** – an academic offering that is earned after a student has already completed a recognized Doctoral degree.

Example: PDC in Medical Physics

4. **Post-Professional Certificate (PPC)** – an academic offering that is designed for additional training or certification after a student has already completed a recognized Professional degree.

Example: PPC in Endodontics

Degree designation abbreviations for any graduate certificates would be only those specified above.

A. Exceptions

Exceptions to degree definitions and standard number of credit hours may be considered on a case-by-case basis, in accordance with System policy, for recommendation to and consideration by the Board of Regents.

B. General Education Requirements

Academic Affairs Policy 2.16 addresses statewide general education requirements for undergraduate degree and certificate programs.

C. Proposals for New Degrees or Certificates

Proposals for certificate and associate degree programs may be submitted at any time by a management board for consideration by the Board of Regents. Proposals for any new academic programs should address the elements outlined in the Guidelines for the Proposal of a New Academic Program (in Academic Affairs Policy 2.04)

Gary N. Solomon, Jr.
Chair

T. Jay Seale III
Vice Chair

Darren G. Mire
Secretary

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



BOARD of REGENTS
STATE OF LOUISIANA

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

David J. Aubrey
Misti S. Cordell
Christian C. Creed
Blake R. David
Robert W. Levy
Stephanie A. Finley
Phillip R. May, Jr.
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Collis B. Temple III
Felix R. Weill
Judy A. Williams-Brown
Samuel T. Gil, Student Member

AGENDA PLANNING, RESEARCH and PERFORMANCE COMMITTEE

Wednesday, June 12, 2024

12:05 p.m.

Claiborne Building, 1st 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. R.S. 17:1808 (Licensure)
 1. Renewal Applications
 - a. National University
 - b. Reach University
 - c. Relay Graduate School of Education
 2. Cessation of Conditional Licenses
 - a. Business, Humanities, Science and Ethics University, USA
 - b. Daience University
 - B. Proprietary Schools Advisory Commission
 1. Change of Ownership Applications
 - a. Unitech Training Academy – Alexandria, LA
 - b. Unitech Training Academy – Baton Rouge, LA
 - c. Unitech Training Academy – Houma, LA
 - d. Unitech Training Academy – Lafayette, LA
 - e. Unitech Training Academy – New Orleans, LA
 - f. Unitech Training Academy – West Monroe, LA
 2. Initial Applications
 - a. MedEra Technical Institute – Hammond, LA
 - b. Inspire Code Consulting – Slidell, LA
 3. Renewal Applications
 - a. AAA Crane & Rigging, Addis, LA – License #2371
 - b. ABCDL Truck Driving Academy, Hammond, LA – License #2373
 - c. Academy of Acadiana, New Iberia, LA – License #2086
 - d. CDL Mentors, Lake Charles, LA – License #2299
 - e. Coastal College, Lafayette, LA – License #1002
 - f. Coastal College, Monroe, LA – License #957
 - g. Coastal Truck Driving School, Lake Charles, LA – License #2372

- 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, Baton Rouge, LA – License #2045
- m. Phlebotomy Career Training Academy, Lafayette, LA – License #2350
- n. River Parishes Institute, Gonzales, LA – License #2351
- o. Saint Christopher College, Carencro, LA – License #2269
- p. Southwest Dental Assisting Academy, Lafayette, LA – License #2318
- q. Sovereign College, Lafayette, LA – License #2316
- r. St. Agatha Career Schools, New Orleans, LA – License #2352
- s. Tender Loving Care Allied Health Training, Gretna, LA – License #2370
- t. Tulsa Welding School & Technology Center, Houston, TX – License #2212
- u. Unitech Training Academy, Houma, LA – License #2087
- v. Zollege Healthcare Career School - Baton Rouge, LA – License #2191

IV. Other Business

V. Adjournment

Committee Members: Judy A. Williams-Brown, Chair, David J. Aubrey, Vice Chair, Blake R. David, Robert W. Levy, Terrie P. Sterling, Misti S. Cordell, Kennedy M. Orr, (*Student Member*)
Staff: Susannah Craig, Deputy Commissioner for Strategic Planning and Student Success

AGENDA ITEM III.A.1.a
National University
San Diego, California

BACKGROUND

National University (NU) is a private institution with its main campus located in San Diego, California. This university 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, communications, education, English, general studies, legal studies and criminal justice, digital media design, humanities, social sciences, public administration, public health, computer science and technology, healthcare, engineering and construction, and cyber and homeland security. The University currently has 307 students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	133
Master's	101
Bachelor's	59
Associate	10
Certificate	4
Other	0
Total	307

FACULTY

National University has 349 full-time faculty members and 2,977 part-time faculty all holding a master's degree or above.

FACILITIES

NU offers 100% 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.1.b.

**Reach University
Oakland, California**

BACKGROUND

Reach University, a private institution with its main campus located in Oakland, California, offers two programs through their Oxford Teachers College (OTC). This university is accredited by the Western Association of Schools and Colleges (WASC) 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. The university currently has 1,063 students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master’s	0
Bachelor’s	1,063
Associate	0
Certificate	0
Other	0
Total	1,063

FACULTY

Oxford Teachers College at Reach University has 6 full-time faculty members and 101 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.1.c.
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. This university is accredited by the Middle States Commission on Higher Education (MSCHE).

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. The university currently has twenty students in its Louisiana Unduplicated Headcount Enrollment.

Degree Level	Louisiana Unduplicated Headcount Enrollment
Doctorate	0
Master's	18
Bachelor's	0
Associate	0
Certificate	2
Other	0
Total	20

FACULTY

Relay Graduate School of Education has two full-time faculty members and two part-time faculty members with either a master's or a doctorate degree.

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).

AGENDA ITEM III.A.2.a
The Business, Humanities, Science and Ethics University, USA
New Orleans, Louisiana

SITUATION OVERVIEW

At the Board of Regents meeting on April 28, 2021, Business, Humanities, Science and Ethics University, USA (BHSEU) was granted a three-year conditional license as a newly domiciled academic degree-granting, postsecondary institution in Louisiana. Under Revised Statute 17:1808, a conditional license requirement is the attainment of appropriate accreditation. BHSEU identified the Distance Education Accrediting Commission (DEAC) as its desired accreditation agency. As such, one of the conditions for continued licensure requires that BHSEU provide evidence of the submittal of an application for DEAC candidacy at the end of the initial licensure period.

BoR staff communicated the upcoming deadline to the school and requested the school provide documentation that they had submitted their DEAC candidacy application as required. However, staff instead received word that the school founder had passed away prior to submitting the application. The consulting company working with the BHSEU communicated with staff that there were never any students enrolled. Staff's efforts to reach out to anyone else at BHSEU show that the phone has been disconnected and the email server is inactive. As it does not appear that there was an active Board or any other current administrative staff, there is no succession plan in place for the university. BHSEU will be unable to apply for DEAC candidacy or receive accreditation. According to Rule, "an institution that does not receive accreditation within a specified time frame will have its conditional license revoked" (Title 28. Part IX. 302. B.).

BHSEU was approved to offer a Master of Business Administration but had not enrolled any students in its program while licensed. As such, no teach-out plan needs to be established with any existing students.

STAFF RECOMMENDATION

Senior Staff recommends revocation of the conditional license for Business, Humanities, Science and Ethics University, USA.

AGENDA ITEM III.A.2.b

Daience University

New Orleans, Louisiana

SITUATION OVERVIEW

At the Board of Regents meeting on December 16, 2022, Daience University (DU) was granted a three-year conditional license as a newly domiciled academic degree-granting, postsecondary institution in Louisiana. Under Revised Statute 17:1808, a conditional license requirement is the attainment of appropriate accreditation. DU identified the Distance Education Accrediting Commission (DEAC) as its desired accreditation agency. As such, one of the conditions for continued licensure requires that DU provide evidence of the submittal of an application for DEAC candidacy at the end of the initial licensure period.

Due to reassessment of strategic priorities after the Covid-19 pandemic, the university was unable to prepare for student enrollment as soon as they had wished and therefore was unable to meet the deadline to submit their DEAC candidacy application within the initial three years allowed for under a conditional license. As such the university submitted a letter withdrawing their conditional license.

DU was approved to offer a Master of Science in Data Science and Cyber Security but had not enrolled any students in either program while licensed. As such, no teach-out plan needed to be established and the conditional license withdrawal was acknowledged by staff on May 24, 2024.

STAFF RECOMMENDATION

Senior Staff recommends approval of the withdrawal by Daience University and that the conditional license be deemed abandoned.

Gary N. Solomon, Jr.
Chair

T. Jay Seale III
Vice Chair

Darren G. Mire
Secretary

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



BOARD of REGENTS
STATE OF LOUISIANA

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

David J. Aubrey
Misti S. Cordell
Christian C. Creed
Blake R. David
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Stephanie A. Finley
Phillip R. May, Jr.
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Collis B. Temple III
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Judy A. Williams-Brown
Samuel T. Gil, Student Member

Minutes

Board of Regents' Proprietary Schools Advisory Commission

May 14, 2024

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met Wednesday, May 14, 2024, in Room 153 in the Claiborne Building. Prior to calling the meeting to order, the newest Commission member, Dr. Chandler LeBoeuf, LCTCS appointee, was introduced and administered the oath of office. Chair James Fontenot called the meeting to order at 10:15 a.m. The roll was then called by Ms. Courtney Britton and a quorum was established. There were no public comments to be read.

Commission Members Present

Melanie Amrhein, Vice Chair
Chris Broadwater
Sherrie Despino
James Fontenot, Chair
Chandler LeBoeuf
Randy Plaisance

Commission Members Absent

Benjamin Baudoin
Carmen Million

Staff Members Present

Courtney Britton
Dr. Susannah Craig
Chandra Cheatham
Antonio Williams

Guests Present

(See Appendix)

The first item of business was the approval of minutes from the Commission's meeting on March 12, 2024.

On motion of Chris Broadwater, seconded by Sherrie Despino, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the March 12, 2024, Proprietary Schools Advisory Commission meeting.

The next agenda item considered by the Commission was the Change of Ownership Applications for Unitech Training Academy. The individual schools are Unitech Training Academy – Alexandria, Unitech Training Academy – Baton Rouge, Unitech Training Academy – Houma, Unitech Training Academy – Lafayette, Unitech Training Academy – New Orleans, and Unitech Training Academy – West Monroe. All campuses offer programs in Dental Assisting,

EKG/Phlebotomy, Massage Therapy, Medical Assistant, Medical Office Assistant, and Pharmacy Technician. The Lafayette campus also offers several online IT and Coding programs. New owner Noah Brandon represented the school. Discussion included history of the school, impact of the schools on the various communities where campuses are located, future vision, and potential short-term programs for working professionals.

On motion of Melanie Amrhein, seconded by Chris Broadwater, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approved the change of ownership for all six (6) of the Unitech Training Academy locations in Louisiana.

The next items considered by the Commission were initial applications for licensure. The first initial license application was from MedEra Technical Institute, located in Hammond, LA and proposing to offer a two-week/80-hour program in Nurse Aide Training. Owner India Brumfield represented the school. Discussion included the feasibility of the accelerated CNA program, the difference between Nurse Aide vs. CNA, refresher courses and the potential revenue option, background of owner and reason for starting a school, program structure and potential challenges, and plan for potential challenges to meet testing plan.

On motion of Chris Broadwater, seconded by Sherrie Despino, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the initial license application for MedEra Technical Institute, Hammond, Louisiana.

The second initial license application was from Inspire Code Consulting, located in Slidell, Louisiana. The school was proposing to offer two online programs: Dual Medical Coding, a 20-week/488-hour program and Certified Professional Medical Auditing, a 12-week/168-hour program. Owner Karen Williams represented the school. Further discussion included information about the schools' need for coding in Allied Health, whether auditors need certification, qualifications for being a coder and to be certified, staff's knowledge of any issues under the school's previous license and success rate of former students.

On motion of Chris Broadwater, seconded by Sherrie Despino, the Proprietary Schools Advisory Commission unanimously voted that the Board of Regents approve the initial license application for Inspire Code Consulting, Slidell, Louisiana.

The next agenda item considered by the Commission was operating license renewals. Over the previous two months, 22 schools submitted complete renewal applications.

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

1. AAA Crane & Rigging - License #2371
2. ABCDL Truck Driving Academy - License #2373
3. Academy of Acadiana – New Iberia – License #2086
4. CDL Mentors – Lake Charles - License #2299
5. Coastal College - Lafayette. - License #1002
6. Coastal College - Monroe - License #957
7. Coastal Truck Driving School of Lake Charles - License #2372
8. Delta College of Arts & Technology – Lafayette - License #2075
9. Elise Phlebotomy Training Center - License #2317
10. Goodwill Technical College - License #2210
11. Lenora School of Phlebotomy - License #911
12. Louisiana Culinary Institute - License #2045
13. Phlebotomy Career Training Academy - License #2350
14. River Parishes Institute - License #2351
15. Saint Christopher College - License #2269
16. Southwest Dental Assisting Academy - License #2318
17. Sovereign College - License #2316
18. St. Agatha Career Schools – License #2352
19. Tender Loving Care Allied Health Training – License #2370
20. Tulsa Welding School & Technology Center – License #2212
21. Unitech Training Academy – Houma – License #2087
22. Zollege Healthcare Career School – Baton Rouge – License #2191

Staff did bring to the Commission’s attention, for the record, that the Houma Unitech campus’s previous license was renewed, as it expired before Change of Ownership applications were submitted and noted that the Lafayette Unitech original license was not being renewed technically because the Change of Ownership application was submitted prior to expiration in its place. There were two schools who chose not to renew their license for this renewal period, and staff are working with both schools to obtain the student records.

- License # 1015 – At-Home Professions – Fort Collins, CO
- License # 2374 – Tech Hub Institute – Shreveport, LA

The next agenda item was other business. Discussion included a brief legislative update on items that would impact proprietary schools if passed, including the removal of the audit preparation requirement for initial applications, changes in the amount of work experience required for instructors, the addition of training on human trafficking in CDL training programs and possible changes in number of training hours required for a licensed massage therapist. Other business also included a discussion of a new method to deliver materials to Commission members prior to meetings.

The next meeting of the Proprietary Schools Advisory Commission is scheduled for July 9, 2023, at 10:00 a.m., in Room 1-153 of the Claiborne Building. There being no further business, the meeting adjourned at 11:00 a.m.

APPENDIX A
GUESTS

Noah Brandon

Unitech Training Academy

India Star Brumfield

MedEra Technical Institute

Amanda LaGroue

LA Department of Justice

Karen Williams

Inspire Code Consulting