



BOARD of REGENTS  
STATE OF LOUISIANA

# Notice of Meetings

## Louisiana Board of Regents

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[www.laregents.edu](http://www.laregents.edu)

**Wednesday, September 25, 2024**

Event	Time	Location
<b>Board Development</b>	9:00 AM	Iowa Room
<b>Oath of Office</b>	10:00 AM	Louisiana Purchase Room 1-110 Claiborne Building, 1st Floor 1201 N. Third St. Baton Rouge, LA 70802
<b>Committee Meetings**</b>		
Audit	10:00 AM	Louisiana Purchase Room 1-110 Claiborne Building, 1st Floor
Finance	10:15 AM	
Facilities and Property	10:25 AM	
Academic and Student Affairs	10:40 AM	
Statewide Programs	11:00 AM	
Planning, Research and Performance	11:30 AM	
Personnel	11:40 AM	
<b>Board of Regents Meeting**</b>	1:00 PM	Louisiana Purchase Room 1-110 Claiborne Building, 1st Floor

### 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@laregents.edu](mailto:Karlita.Anderson@laregents.edu) or by telephone at (225) 219-7660 to discuss your accessibility needs.

**INDIVIDUAL COMMITTEE AGENDAS MAY BE FOUND AT [WWW.LAREGENTS.EDU](http://WWW.LAREGENTS.EDU).**

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

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



BOARD of REGENTS  
STATE OF LOUISIANA

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

**Gary N. Solomon Jr.**  
*Chair*  
2nd Congressional District

**T. Jay Seale III**  
*Vice Chair*  
1st Congressional District

**Darren G. Mire**  
*Secretary*  
2nd Congressional District

**David J. Aubrey**  
At-Large

**Misti S. Cordell**  
At-Large

**Christian C. Creed**  
5th Congressional District

**Blake R. David**  
3rd Congressional District

**Stephanie A. Finley**  
3rd Congressional District

**Robert W. Levy**  
5th Congressional District

**Phillip R. May Jr.**  
1st Congressional District

**Kennedy M. Orr**  
Student Member

**Wilbert D. Pryor**  
4th Congressional District

**Terrie P. Sterling**  
At-Large

**Collis B. Temple III**  
6th Congressional District

**Felix R. Weill**  
6th Congressional District

**Judy A. Williams-Brown**  
4th Congressional District

# Agenda

## Board of Regents Meeting\*

Wednesday, September 25, 2024  
10:00 AM

Claiborne Building, 1st Floor ▪ Louisiana Purchase Room 1–100  
1201 N. Third St. ▪ Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Public Comments
- IV. Approval of Minutes from August 28, 2024
- V. Reports and Recommendations of Standing Committees
  - A. Audit
  - B. Finance
  - C. Facilities and Properties
  - D. Academic and Student Affairs
  - E. Statewide Programs
  - F. Planning, Research, and Performance
  - G. Personnel
- VI. Chair's Comments
- VII. Meauxmentum Moment – Master Plan
- VIII. Reports and Recommendations by the Commissioner of Higher Education
- IX. Other Business
- X. Adjournment

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

DRAFT  
MINUTES  
BOARD OF REGENTS

August 28, 2024

The Board of Regents met at 10:30 a.m. on Wednesday, August 28, 2024, in the Louisiana Purchase Room 1–100, Claiborne Building, 1201 N. Third Street, 1<sup>st</sup> Floor, Baton Rouge, Louisiana. Chair Gary Solomon, Jr. called the meeting to order.

ROLL CALL

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

Present for the meeting were:

Gary Solomon, Jr., Chair  
David Aubrey  
Misti Cordell  
Christian Creed  
Blake David  
Stephanie Finley  
Robert Levy  
Phillip May  
Kennedy Orr, Student Member  
Wilbert Pryor  
Felix Weill  
Judy Williams-Brown

Mgt. Board Representatives present were:

Stevie Smith, LCTC System  
Collis Temple, Jr., LSU System  
Dr. Leon Tarver, SU System  
Dr. John Noble, UL System

Absent from the meeting were:

T. Jay Seale III, Vice Chair  
Darren Mire, Secretary  
Terrie Sterling  
Collis Temple III

PUBLIC COMMENTS

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

APPROVAL OF THE MINUTES OF THE JUNE 12, 2024 MEETING

**On motion of Regent May, seconded by Regent Cordell, the Board voted unanimously to approve the minutes of the June 12, 2024 meeting.**

## CHAIR'S COMMENTS

Chair Solomon made the following comments:

- He noted that the summer has been busy for the Board and that Kennedy Orr had been welcomed as the new student member at the June meeting. Chair Solomon invited Regent Orr to present the traditional Student Board Member report.
  - Regent Orr mentioned that, following her summer in the Washington, D.C. area, she is excited to begin a new academic year as well as her tenure on the Board. She reported that Southern University A&M is working to get students to complete FAFSA forms and to register to vote. She hopes to extend these efforts to other Louisiana universities as well.
- Chair Solomon commented that Regent Orr was recognized as one of nine 2024 White House HBCU Scholars from Louisiana. Chandler Vidrine, a former BoR Student Member and graduate of Southern University A&M, was also recognized. These scholars will be invited to the 2024 HBCU Week National Annual Conference to be held in September in Philadelphia.
- He mentioned important steps taken this summer to meet labor demands of Louisiana, specifically in the field of nursing. In July, Commissioner Reed spoke at the groundbreaking for Nicholls State's Thibodaux Regional Health System School of Nursing Building. This new building will allow Nicholls to accommodate nearly double the number of nursing candidates in its undergraduate program. Former Regents' Chair Marty Chabert and his family donated funds to name a scholarship in his wife's name; the Elodie Brown Chabert Scholarship will be awarded to a full-time student enrolled in the nursing program at Nicholls.
- He mentioned that Commissioner Reed attended a ribbon-cutting ceremony at the new Workforce and Allied Health and Nursing building at Fletcher. With this new facility, Fletcher is addressing the region's labor market demands by more than tripling Allied Health and Nursing capacity.
- In addition, he noted that Commissioner Reed and Regents Aubrey, Cordell, and Williams-Brown attended the opening of the Grambling State University Digital Library and Learning Commons on August 22, 2024. This state-of-the-art facility is the first digital library at any HBCU and the first of its kind in Louisiana.
- In June, Regent Pryor joined Commissioner Reed at the Shreveport-Bossier Business Alliances Higher Education Summit. This event was part of Commissioner Reed's three-day tour through the northern part of the state.
- The Chair complimented the Board on members' willingness to be present throughout the state.

## MASTER PLAN UPDATE – MEAUXMENTUM MOMENT

Chair Solomon asked Dr. Tristan Denley to share this month's Meauxmentum Moment. Dr. Denley reminded the Board that math and English are at the heart of student success in all programs, across K–12 and higher education. The importance of these subjects has led to efforts

to improve math and English education, especially for students who come to Louisiana's institutions of higher learning less prepared than they would like. In the past, students needing extra help were enrolled in a remedial class, a standalone class meant to help them build the skills they needed. Historically, only about 50% of students enrolled in remedial math classes scored a passing grade; of those who passed the remedial math class, approximately 40% went on to take and pass the for-credit class needed to graduate. Dr. Denley pointed out that in this approach only about 11% of students enrolled in the remedial math classes went on to pass the for-credit math course needed for graduation. In English, the rate of those students enrolled in remedial classes who went on to pass the required courses was 12%. To improve these results, Dr. Denley described a new approach, scaling corequisites, in which students are enrolled in the class needed to graduate, while concurrently, receiving support to help them in challenging areas. Last fall, corequisite courses were scaled across all higher education institutions in Louisiana. This approach allowed Louisiana's students to improve from 11% to 52% of students passing the course required to complete the credential. This year institutions will fully scale corequisite English.

Chair Solomon asked Dr. Denley if he has heard objections to the corequisite plan or preferences to retain the remedial course plan. Dr. Denley said that while the progress is beginning to speak for itself, there are still nay-sayers. Dr. Denley shared data showing progress among all student populations, but noted that change is not always embraced. Dr. Denley is now looking at the students who were still unsuccessful, despite the corequisite program. Dr. Denley mentioned a few foundations, including the Gates Foundation, that have provided resources to support faculty professional development across the state. Two hundred faculty members participated, agreeing to learn a new pedagogy to explore how to motivate students to succeed. Thirteen participants were selected to be Louisiana's Mindset Meauxtivators. The Board recognized members of this group who attended the meeting. Dr. Denley then introduced Dr. Julie Sullivan from River Parishes Community College (RPCC) and Dr. Thomas Reynolds from Northwestern State University, who made comments affirming the success of the program. They are two of the Mindset Meauxtivators who will champion the corequisite approach on their own campus and beyond. Regent Creed asked what, if any, motivation is given to students taking corequisite courses. Dr. Sullivan responded from her perspective as a teacher of corequisite

math. She found that her corequisite math class last semester, after she had finished the Mindset Meauxtivators training, was the best one she had ever taught because students were actively engaged as she incorporated the techniques she learned in her training. Commissioner Reed congratulated the Mindset Meauxtivators on their amazing work. She reiterated how powerful it is when someone affirms your worth and is willing to work with you to help you succeed.

## 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 Aubrey, seconded by Regent David, the Board voted unanimously to approve all Committee recommendations from the August 28, 2024 Committee meetings.**

## **FACILITIES AND PROPERTY**

### CONSENT AGENDA

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

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

1. **LSU-AG: Red River Research Station Hay Barn Replacement, Bossier City, LA** – Louisiana State University Agricultural Center, FEMA Proceeds/Operational Funds \$170,220
2. **LSU-AG: Windrush Gardens Electrical Improvements, Baton Rouge, LA** – Louisiana State University Agricultural Center, Private Donations \$215,000
3. **LSU-A: Lot Seven Resurfacing, Alexandria, LA** – Louisiana State University - Alexandria, Auxiliary Revenues \$520,000
4. **LSU A&M: Chemical Engineering Building Shop 164 Renovations, Baton Rouge, LA** – Louisiana State University and A&M College, Operational Funds \$994,000

5. **LSU A&M: Digital Media Center 2<sup>nd</sup> and 3<sup>rd</sup> Floor Renovations, Baton Rouge, LA** – Louisiana State University and A&M College, Entertainment Development Fund Grant (Louisiana Economic Development) \$193,300
6. **LSU A&M: French House Honors College Site Improvements Phase Two, Baton Rouge, LA** – Louisiana State University and A&M College, LSU Foundation Funds \$400,000
7. **LSU A&M: Innovation Park Lot Improvements, Baton Rouge, LA** – Louisiana State University and A&M College, Operational Funds \$235,000
8. **LSU A&M: Student Union Theater Lighting Replacement, Baton Rouge, LA** – Louisiana State University and A&M College, Auxiliary Revenues \$220,000
9. **LSU-S: Regrading of Baseball Outfield, Shreveport, LA** – Louisiana State University - Shreveport, Auxiliary Revenues \$224,141
10. **ULL: 907 St. Landry Land/Building Acquisition, Lafayette, LA** – University of Louisiana - Lafayette, Land Acquisition Funds (Act 65 of 2023 Regular Session) \$220,000

**On motion of Regent Levy, seconded by Regent Aubrey, the Facilities and Property Committee voted unanimously to recommend approval of the items on the Consent Agenda, including the small capital projects reports.**

**IEB SCOPE CHANGE REQUEST: UNIVERSITY OF LOUISIANA – LAFAYETTE (ULL) LEARNING LABORATORY SCHOOL**

The University of Louisiana System, on behalf of ULL, submitted a request to petition the Interim Emergency Board (IEB) for a project scope change for the Learning Laboratory School capital outlay project. ULL obtained the initial state capital outlay appropriation for this project during the 2023 Regular Legislative Session. The initial approval was for design and construction of the school at the former Federal Estuarine Habitats Coastal Fisheries Center, located at 646 Cajundome Boulevard. The plan was to renovate the existing building to house lower-grade students while constructing new buildings and expanding others for upper-level students. Once design began, the architects determined the existing buildings were much better suited for high school students due to existing laboratories and the layout of the facilities. Lower-level students would be better served by the construction of a new facility

dedicated for that purpose which would also be more cost-effective for the delivery of the project.

Mr. Herring noted that the current legislative appropriation does not allow Facility Planning and Control (FP&C) to move forward with the design of the proposed revised plan. ULL is requesting IEB approval to modify the current scope of work to provide for the construction of new facilities for lower-grade students, including all necessary ancillary and support structures, exterior education spaces, and playground equipment in the rear of the site, as well as approval of the renovations to the existing building for upper-level students. FP&C supports the request to modify the scope of work.

**On motion of Supervisor Smith, seconded by Supervisor Tarver, the Facilities and Property Committee voted unanimously to recommend approval of the request submitted by the University of Louisiana System, on behalf of the University of Louisiana – Lafayette, to petition the Interim Emergency Board for the modification of the scope of work related to the construction and renovation of the Learning Laboratory School capital outlay project.**

#### ACT 959 PROJECT: DELGADO COMMUNITY COLLEGE ROOFING REPLACEMENTS

Mr. Herring told the Board that Act 959 of 2003 permits institutions to initiate certain capital projects not exceeding \$10M that are funded with self-generated/auxiliary revenues, grants, donations, or local/federal funds. The Louisiana Community and Technical College System, on behalf of Delgado Community College (DCC), submitted a request for the purpose of replacing five roofing systems on DCC's Westbank (2), City Park (1), and West Jefferson campuses (2).

DCC was recently awarded a grant by FEMA through the Hazard Mitigation Grant Program (HMGP) with an overall budget of \$8,574,600. This total includes a matching component provided by the institution of \$857,460. The project includes the complete replacement of the five roofing systems, including all flashing and accessories down to the parapet structure and roof slab. The new roofs will be designed to meet all current codes with wind resistance required by the American Society of Civil Engineers 7–14 for a Risk Category III event and will limit the possibility of water intrusion into each building. The project also



includes the replacement of all existing windows and doors with new energy-efficient items.

The following roofing systems will be replaced through the HMGP grant:

- City Park Campus Building 10
- West Bank Campus Buildings 1 and 2
- West Jefferson Campus Buildings A and B

**On motion of Regent Aubrey, seconded by Supervisor Smith, the Facilities and Property Committee voted unanimously to recommend approval of the Act 959 project request submitted by the Louisiana Community and Technical College System, on behalf of the Delgado Community College, for the purpose of replacing five roofing systems across the Westbank, City Park, and West Jefferson campuses.**

OTHER BUSINESS: ACT 751 (HOUSE BILL 940) UPDATE

Mr. Herring provided the Board with an update on the status of Act 751, the College and University Deferred Maintenance and Capital Improvement Program, since the June 2024 Board of Regents meeting. He indicated that the cooperative endeavor agreements between the Office of Facility Planning and Control (FP&C) and each system's management board had been fully executed. Mr. Herring also noted that the list of projects to be initiated in fiscal year 2025 was submitted to FP&C by each system, and the LCTCS, LSU, and SUS lists were approved. The ULS project list required modifications, but was expected to be approved in the days after the Regents meeting. Lastly, he noted that each system would be initiating projects in the coming weeks.

Regent Aubrey asked if deferred maintenance program funding must be appropriated by the legislature each year. Mr. Herring confirmed that program funding is dependent on an annual appropriation.

**This item was for informational purposes only.**

## ACADEMIC AND STUDENT AFFAIRS

### CONSENT AGENDA

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

**On motion of Regent Finley, seconded by Regent Williams-Brown, the Committee received and recommended Board of Regents approval of the items on the Consent Agenda.**

### ACADEMIC PROGRAMS

Dr. Denley then presented for approval the Bachelor of Applied Science in Organizational Leadership at the University of Louisiana at Monroe and the Bachelor of Business Administration in Risk Management and Insurance at Southern University and A&M College.

Regent Aubrey asked for clarification of the Bachelor of Applied Science in Organizational Leadership at the University of Louisiana at Monroe, inquiring about the need for a new four-year degree program, rather than a concentration within the existing General Studies degree. Provost Mark Arant of the University of Louisiana at Monroe advised that the new degree program would allow for a seamless transfer of general education courses and for all transfer courses to apply toward degree requirements while allowing students to continue to complete program courses and avoid additional tuition costs.

**On motion of Supervisor Tarver, seconded by Regent Williams-Brown, the Committee recommended approval of the academic programs as presented.**

### 2024 GOVERNOR'S MILITARY AND VETERAN-FRIENDLY CAMPUS REPORT

Dr. Denley presented the 2024 Governor's Military and Veteran-Friendly Campus Report. He informed the Committee of the new Tier of Distinction designations, which recognize higher levels of excellence demonstrated by military and veteran-friendly campuses. He also provided the criteria necessary for each tier. Dr. Denley then recognized the campuses

that have earned a Tier of Distinction designation with the only gold designation awarded to Bossier Parish Community College (BPCC). Dr. Wendi Palermo, LCTCS, read a statement from BPCC Chancellor Dr. Rick Bateman related to Bossier Parish Community College's Gold-designated Veteran-Friendly Program.

Dr. Denley then invited Secretary Charlton Meginley and Dr. Jerome Buller with the Louisiana Department of Veterans Affairs (LDVA) to speak about the goals of the Department. Secretary Meginley advised that the LDVA wants to grow and expand use of the GI Bill by veterans to pay for their college education. He stressed that it is important for Louisiana veterans to know that they can get a quality education at institutions in the state. He added that LDVA is also looking at redesignating Military and Veteran-Friendly Campuses to Purple Star Campuses, which is a designation being adopted nationally. Dr. Buller added that the redesignation of Governor's Military and Veteran-Friendly Campuses to Purple Star Program Campuses is already taking place in Florida, Ohio, and Texas. Mr. Torrence Joseph, Education Programs Consultant for LDVA, expressed the desire of the agency to create credit agreements with institutions for veterans as well as expand the use of the ACE (American Council on Education) Military Guide to convert military service into college credit.

Supervisor Temple asked how long this program to focus on education for veterans had been in place. Secretary Meginley replied that he began with the new gubernatorial administration, though the work had been taking place for some time prior. Chair Solomon noted that the law to designate Military and Veteran-Friendly Campuses was enacted in 2017.

**On motion of Regent Aubrey, seconded by Regent Finley, the Committee recommended approval to forward the 29 institutions to the Governor with an endorsement as having met the requirements for continued designation as a Governor's Military and Veteran-Friendly Campus and their inaugural Tier of Distinction designations.**

#### OTHER BUSINESS

Dr. Denley provided an update on the academic plans that will be presented to the Committee in September.

Regent Aubrey asked if the plans take into consideration any reductions in enrollment. Dr. Denley responded that plans do require all the necessary information, but also serve as a vision that may not take place as planned when circumstances, including budgets, change. Regent Aubrey added that Regents needs to consider low-completer programs and efficiency. Commissioner Reed added that the academic plans do include termination of low-completer programs each year. Regent Cordell asked if Board members will be provided data on graduation rates and whether graduates stay in Louisiana. Dr. Denley responded that data on graduation rates would be provided in September, but graduate retention data will not be fully available until LAFirst, Louisiana's new longitudinal data system, is fully operational.

## **RESEARCH AND SPONSORED INITIATIVES**

### DIVISION OF ENDOWED CHAIR INTO ENDOWED PROFESSORSHIPS: UNIVERSITY OF NEW ORLEANS

Ms. Carrie Robison, Deputy Commissioner for Research and Sponsored Initiatives, informed the Committee that the Edward G. Schlieder Endowed Chair in Urban Waste Management and Research is a \$1 million endowed chair held by the University of New Orleans, matched by the BoRSF in FY 1993–94. The Chair has been vacant since 2019, and UNO requests approval to divide the Schlieder Chair into four Endowed Professorships. She confirmed that UNO has certified that the original donor approved this conversion and that UL System approval was granted at its June 13, 2024, meeting.

**On motion of Regent Pryor, seconded by Regent May, the Research and Sponsored Initiatives Committee voted unanimously to recommend approval of the division of the Edward G. Schlieder Endowed Chair in Urban Waste Management and Research into four (4) endowed professorships, each with a \$250,000 corpus, as follows: (1) Edward G. Schlieder Educational Foundation Engineering Endowed Professorship I; (2) Edward G. Schlieder Educational Foundation Engineering Endowed Professorship II; (3) Edward G. Schlieder Educational Foundation Engineering Endowed Professorship III; and (4) Edward G. Schlieder Educational Foundation Engineering Endowed Professorship IV.**

## ENDOWMENT PROGRAM POLICY CHANGES: STAFF RECOMMENDATIONS

Ms. Robison provided an overview of BoRSF endowment matching programs and the policies that govern them. She highlighted the multiyear process for developing staff recommendations for policy changes to ensure the effectiveness and efficiency of these programs in achieving their individual purposes, as well as the Support Fund's constitutionally established goals of improving the quality of postsecondary education and contributing to Louisiana's economic development.

Ms. Robison described the process undertaken by staff to gather stakeholder feedback on the proposed policy changes based on recommendations prepared by NACUBO, as well as staff and campus recommendations. Staff hosted listening sessions to gather initial feedback on the NACUBO report recommendations, and collected written stakeholder responses. Based on responses, staff developed preliminary recommended revisions to both program and investment policies, then shared drafts with stakeholders for additional feedback which informed the final recommendations for Board consideration.

She then summarized the recommendations, which cover several aspects of the endowment work and include provisions that affect campus-level participation as well as BoRSF staff management and stakeholder engagement. Revised policies will change matching provisions to accommodate the current faculty recruitment and retention markets, establish a waiver process, clarify allowable expenditures, create requirements for staff outreach, update investment policies, and allow for a working group to discuss caps on investment types.

**On motion of Regent May, seconded by Regent Cordell, the Committee voted unanimously to recommend approval of the BoRSF endowment program and investment policy changes as presented. Except for national search waiver provisions, to be effective immediately, the effective date of these policy changes shall be July 1, 2025.**

## STATEWIDE PROGRAMS

### CONSENT AGENDA

A. Approval of Rulemaking – M.J. Foster Promise Program Rulemaking to Implement Act 633 and Act 102 of the 2024 Regular Session of the Louisiana Legislature.

Dr. Sujuan Boutté explained that this rulemaking implements Act 633 and Act 102 of the 2024 Regular Session of the Louisiana Legislature. Act 633 gradually reduces the age requirement for M.J. Foster Promise Program recipients, and Act 102 allows for an increase in maximum appropriations but does not require it. Act 102 also provides that the Louisiana Workforce Investment Council shall convene the Advisory Council, instead of the Board of Regents and the term “one-year” shall be defined. The LOSFA Advisory Board recommends that the Board of Regents authorize the Executive Director of LOSFA to publish a Notice of Intent to make these rules permanent.

B. Approval of Rulemaking – TOPS Rulemaking to Implement Act 211 of the 2024 Regular Session of the Louisiana Legislature which amends Sections 301, 704, 804, and 1203 and deletes Chapter 13 of the Scholarship and Grants Rules.

Dr. Boutté explained that this rulemaking implements Act 211 of the 2024 Regular Session of the Louisiana Legislature. Act 211 adds a requirement that students must earn one Carnegie unit of credit in Computer Science to meet the TOPS Tech, Opportunity, Performance, and Honors core curricula. The Act provides that this credit will be obtained as a math elective or a science elective for either core. Students pursuing the TOPS Tech core may also earn this credit as one of the nine credits in Jump Start course sequences. Students pursuing the TOPS Opportunity, Performance, and Honors core can earn this credit as an alternative to foreign language. The LOSFA Advisory Board recommends that the Board of Regents authorize the Executive Director of LOSFA to publish a Notice of Intent to make these rules permanent.

C. TOPS Home Study Exceptions – TOPS statutory 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 four requests for an exception to the deadline to begin a home study program were reviewed and approved by the LOSFA Advisory Board at its meeting

of August 7, 2024. The students have presented facts and documentation that the students believe justify the granting of an exception as an exceptional circumstance, and the LOSFA Advisory Board recommends Board of Regents approval.

D. TOPS and M.J. Foster Exceptions - TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year and to the M.J. Foster requirement that a student maintain continuous enrollment in school.

Dr. Boutté informed the Regents that twenty requests for exception to the TOPS requirements were reviewed and approved by the LOSFA Advisory Board at its meeting on June 25, 2024 and August 7, 2024. One request for exception to the M.J. Foster continuous enrollment requirement was reviewed and approved by the LOSFA Advisory Board at its meeting on August 7, 2024. The students have presented facts and circumstances that they believe justify the granting of an exception as an exceptional circumstance, and the LOSFA Advisory Board recommends Board of Regents approval.

**On motion of Regent Creed, seconded by Regent Orr, the Statewide Programs Committee voted unanimously to approve the Consent Agenda items in globo.**

#### OTHER BUSINESS

Dr. Boutté updated the Board of Regents on the FAFSA completion efforts for the 2024–2025 academic year. Dr. Boutte reported several factors impacted the number of FAFSA completions this cycle, including the delay in releasing the FAFSA and problems with implementation of the new FAFSA, as well as the removal of completion as a high school graduation requirement. Dr. Boutté advised that Louisiana currently ranks third in completion efforts with 4,500 fewer completed FASFA applications than this time last year.

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

#### CONSENT AGENDA

Dr. Susannah Craig presented the Consent Agenda, which included five renewal applications from licensure of academic degree-granting institutions as well as one change of

ownership application, one initial application, one associate's degree application, and twenty-two renewal applications from the Proprietary Schools Advisory Commission.

**On motion of Regent Aubrey, seconded by Regent May, the Planning, Research and Performance Committee unanimously recommended that the Board of Regents approve the items listed under the Consent Agenda.**

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

1. Renewal Applications
  - a. Central Texas College
  - b. Embry-Riddle Aeronautical University
  - c. Infinity College
  - d. Upper Iowa University
  - e. Walden University

B. Proprietary Schools Advisory Commission

1. Change of Ownership Applications
  - a. The Captain School – New Orleans, LA
2. Initial Application
  - b. Louisiana Truck Driving Training – Tickfaw, LA
3. Associate of Occupational Studies Degree Application
  - c. Academy of Interactive Entertainment – Lafayette, LA  
*AOS - Filmmaking*
4. Renewal Applications
  - a. Ben D. Johnson Educational Center – Natchitoches – License #2300
  - b. Brow Canvas Academy – Mandeville – License #2354
  - c. CDL Mentors of Baton Rouge Truck Driving School – Baton Rouge – License #2319
  - d. Cooper's Defensive Driving – New Orleans – License #2375
  - e. Delta College of Arts & Technology – Baton Rouge – License #857
  - f. Diesel Driving Academy – Baton Rouge – License #717
  - g. Global Trucking Academy – Marksville – License #2245
  - h. Hands on HVAC School – Shreveport – License #2355
  - i. Holmes Healthcare Training Center – New Orleans – License #2301
  - j. Integrated Education Solutions – Violet – License #2292
  - k. Lincoln College of Technology – Nashville, TN – License #2051
  - l. Louisiana Green Corps – New Orleans – License #2369
  - m. Louisiana Institute of Massage Therapy – Lafayette – License #2180
  - n. McCann School of Business -- Monroe – License #2294



- o. Med-Advance Training – Baton Rouge – License #2272
- p. Operation Spark – New Orleans – License #2247
- q. Ouachita Truck Driving Academy – Sterlington – License #2050
- r. Petra College – Hammond – License #2215
- s. Precision Welding Testing & Training – Geismar – License #2293
- t. Remington College – Lafayette – License #2152
- u. Remington College – Shreveport – License #2153
- v. Safe Road Truck Driving School – New Orleans – License #2333

## REPORTS AND RECOMMENDATIONS BY THE COMMISSIONER OF HIGHER EDUCATION

Commissioner of Higher Education Kim Hunter Reed presented several items to the Board:

- She provided an update on the annual service project designed to help foster youth begin college on the right foot. The project provides backpacks or duffel bags filled with supplies needed for students entering college. She noted that BoR staff, and Entergy Louisiana made this possible, and recognized Emily Skaikay for coordinating this effort, which allowed forty-two personalized backpacks and duffels to be distributed to DCFS staff for foster youth across the state beginning college as incoming freshmen in the fall semester.
- Regents was one of four higher education entities to receive a \$25,000 grant from the National Association of Higher Education Systems (NASH). These funds go toward ensuring student have access to the best cyber resources. Dr. Denley is leading the Cyber Academy work, as part of a group faculty tasked with curating cyber courses and resources.
- She attended the launch of the Aspen Institute’s Climate Action Plan in the Washington, D.C. area. Governor’s Fellow Vanessa Valadez Luevano attended with the Commissioner, the projects’ co-chair, to learn how higher education can lead in creating green jobs, sustainability and energy transition.
- She noted that at the recent SHEEO Policy Conference, Regents and LOSFA staff were selected to make six presentations on Louisiana’s impactful work across many areas of higher education. Dr. Reed also spoke about workforce/higher education alignment at the conference.
- She, along with Regent Cordell, attended Governor Landry’s press conference to announce \$1.35 billion in funding to support the GUMBO 2.0 Broadband Program, to be distributed throughout the state to help erase the digital divide.

## OTHER BUSINESS

There was no other business to come before the Board.

## ADJOURNMENT

There being no further business to come before the Board, on motion of Regent Finley, seconded by Regent David, the meeting was adjourned at 1:34 p.m.

Appendix A  
Board Meeting Guest List  
Wednesday, August 28, 2024

<b>NAME</b>	<b>AFFILIATION</b>
Robert René	Southern University System
Thomas Reynolds	Northwestern State University
Jackie Bach	Louisiana State University A&M
Danielle Vauclin	Fletcher Technical Community College
Lindsay Henderson	Fletcher Technical Community College
Sherman Pittman	Southern University
Torrence Joseph	LDVA
Cleo Wallace	LDVA
Dr. Greg & Mrs. Lyons	Louisiana Baptist University
Dr. Jeff & Mrs. Price	Louisiana Baptist University
Luria Young	Southern University - BR
Carolyn Tarver	BoR
Janet Newhall	BoR
Margaret Finch	LSU A&M
Brian Roberts	BoR/LUMCON
Sujuan Boutté	BoR/LUMCON
Jeannine O'Rourke	UL System
Melinda Cassel	LSU Shreveport
Julie Sullivan	RPCC
Julia Ledet	LSU A&M
Blake Farman	LA Tech



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**Judy A. Williams-Brown**  
4th Congressional District

# Agenda

## Audit Committee

Wednesday, September 25, 2024  
10:00 AM

Claiborne Building, 1st Floor ▪ Louisiana Purchase Room 1–100  
1201 N. Third St. ▪ Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. EisnerAmper Internal Audit Presentation
  - A. Internal Audit Charter Renewal
  - B. Internal Audit Independence Review
  - C. Internal Audit Risk Assessment Update and FY25  
Proposed Plan for Approval
- IV. Approval of Internal Audit Contract for FY25
- V. Other Business
- VI. 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: Dr. Kim Hunter Reed, Commissioner for Higher Education



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# Agenda

## Finance

Wednesday, September 25, 2024  
10:15 AM

Claiborne Building, 1st Floor ▪ Louisiana Purchase Room 1–100  
1201 N. Third St. ▪ Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Review and Acceptance of FY 2024–2025 Operating Budgets
- IV. Other Business
- V. Adjournment

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

## **AGENDA ITEM III.**

### **Review and Acceptance of FY 2024–2025 Operating Budgets**

The September Board of Regents’ budget hearings will provide an opportunity for the Board to receive budget presentations from each of the management boards regarding their campus and system budgets as well as from Board of Regents, which includes the programs of LOSFA and LUMCON. These hearings will focus on the FY 2024–2025 Operating Budgets. The budget hearings will allow for questions and discussion on immediate and long-term budget adjustments. Below is the schedule for the budget hearings:

**Schedule of Budget Hearings for Tuesday, September 24, 2024**  
**Board Conference Room, Claiborne Building, 6<sup>th</sup> Floor**  
**Baton Rouge, Louisiana**

9:00 a.m.	Introduction
9:05 a.m.	Statewide Budget Outlook
9:45 a.m.	Board of Regents
9:55 a.m.	Break
10:00 a.m.	Louisiana Universities Marine Consortium (LUMCON)
10:30 a.m.	Louisiana Office of Student Financial Assistance (LOSFA)
11:00 a.m.	Break
11:05 a.m.	University of Louisiana System
12:05 p.m.	Lunch Break
12:45 p.m.	Southern University System
1:45 p.m.	Break
2:00 p.m.	Louisiana State University System
3:00 p.m.	Louisiana Community and Technical College System

Following the hearings, the Board of Regents will meet on Wednesday, September 25 to review and consider acceptance of the FY 2024–2025 operating budgets. BoR staff will present statewide summary information for the Board’s consideration. This month’s actions will complete the final step in the FY 2024–2025 budget cycle. Next month, staff will update and prepare a preliminary full formula funding request for FY 2025–2026.

### **STAFF RECOMMENDATION**

**Senior Staff recommends that the Board accept the Fiscal Year 2024–2025 Operating Budgets.**



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# Agenda

## Facilities and Property

Wednesday, September 25, 2024  
10:25 AM

Claiborne Building, 1st Floor ▪ Louisiana Purchase Room 1–100  
1201 N. Third St. ▪ Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. Small Capital Projects Report
    1. LSU AG: Rice Research Station Generator Installation
    2. LSU A&M: Miller Hall Exterior Envelope Repairs
- IV. Act 959 Projects
  - A. SOWELA Flight Training School and Maritime Training Center
- V. Other Business
  - A. Hurricane Francine Update
- VI. Adjournment

Committee Members: Phillip R. May Jr., 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 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 Agricultural Center (LSU AgCenter): Rice Research Station Generator Installation – Bossier City, LA**

In 2019 LSU AgCenter's Rice Research Station installed a generator to power the administration building and provide capacity for the station to be used as an emergency operations location for the AgCenter. This project continues the effort to install additional generators for five buildings at the research station. The generators will allow the greenhouses to continue operations without damaging seed development being used for research. The project scope involves installation of new generators and the modification of associated electrical service for buildings 50, 51, 52, 53, and 93. **The total project cost of \$300,000 will be funded with Rice Research Board funds.**

#### **2. Louisiana State University and A&M College (LSU): Miller Hall Exterior Envelope Repairs – Baton Rouge, LA**

This project will make repairs to the exterior envelope of LSU's Miller Hall to remediate moisture intrusion. The project scope includes waterproofing, caulking, and other associated work to remediate the existing moisture issues. **The total project cost of \$208,000 will be funded with auxiliary revenues.**

#### **STAFF RECOMMENDATION**

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



## AGENDA ITEM IV.

### **Act 959 Project: SOWELA Flight Training School and Maritime Training Center**

Act 959 of 2003 permits institutions to initiate certain capital projects not exceeding \$10M that are funded with self-generated/auxiliary revenues, grants, donations, or local/federal funds. The Louisiana Community and Technical College System, on behalf of SOWELA Technical Community College (SOWELA) submitted two requests for the purpose of constructing a Flight Training School and Maritime Training Center.

The first request involves construction of a new Flight Training School located on the main campus in Lake Charles. The new flight school will provide aspiring pilots with comprehensive training programs, both private and commercial, and will incorporate a state-of-the-art flight simulator, hangar facility, and meeting space to create a world-class flight training experience. The project scope includes construction of a new 12,390 square foot (SF) metal hangar with 4,160 SF of conditioned space, a small parking lot, sidewalks, a covered canopy, fencing, and exterior lighting. There will also be 13,637 SF in new paving to connect to the existing taxiway. **The total project cost of \$5.5M will be funded through a grant from the U.S. Economic Development Administration (\$3.5M) and a bond referendum from the City of Lake Charles (\$2M).**

The second project involves construction of a new Maritime Training Center located on a parcel of land located on the Calcasieu River in Lake Charles which has been pledged for use by the SOWELA Technical Community College at the Port of Lake Charles. The maritime center will provide training through industry-based certifications and customized programs focusing on maritime safety, security, regulatory compliance, hazardous material handling, and technical systems. The project scope involves renovation of an existing 34,500 SF warehouse located at the Port of Lake Charles to include approximately 10,000 SF of occupied and conditioned space with classrooms, marine vessel simulation labs, offices, and support spaces. Two enclosed multi-purpose lab spaces consisting of 9,700 SF each and one open-walled 2,850 SF lab will also be included in the renovation. **The total project cost of \$5M will be funded through a Community Development Block Grant Program (CDBG) Disaster Recovery grant through the City of Lake Charles.**

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the two Act 959 project requests submitted by the Louisiana Community and Technical College System, on behalf of the SOWELA Technical Community College, for the purpose of constructing a new Flight Training School and Maritime Training Center.**



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# Agenda

## Academic and Student Affairs

Wednesday, September 25, 2024  
10:40 AM

Claiborne Building, 1st Floor ▪ Louisiana Purchase Room 1–100  
1201 N. Third St. ▪ Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. Routine Staff Approvals
  - B. 2024–2025 Course Articulation Matrix
  - C. State Authorization Reciprocity Agreement (SARA) State Renewal
- IV. 2024 Statewide Strategic Academic Planning
- V. Act 790 Differential Tuition for High-Cost Programs
- 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; Kennedy M. Orr  
Staff: Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation

**AGENDA ITEM III.A.**

**Routine Academic Requests & Staff Approvals**

<b>Institution</b>	<b>Request</b>
Addition of the Pearson Test of English (PTE) to the BoR-approved English Proficiency exam list for international admission	
LSU A&M	Request to offer the following programs 100% online: <ul style="list-style-type: none"><li>• GC Strategic Communication (CIP 09.0909)</li><li>• MEd Counseling (CIP 13.1101)</li><li>• BS Kinesiology (CIP 31.0505)</li></ul> <b>Approved</b>
SUNO	Request to offer the following programs 100% online: <ul style="list-style-type: none"><li>• AA &amp; BS Addictive Behaviors Counseling &amp; Prevention (CIP 51.1501)</li></ul> <b>Approved</b>
SUSLA	Request to offer the following programs 100% online: <ul style="list-style-type: none"><li>• AAS Polysomnographic Technology (CIP 51.0917)</li></ul> <b>Approved</b>
Nicholls	Request to offer the following programs 100% online: <ul style="list-style-type: none"><li>• BS Criminal Justice (CIP 43.0104)</li><li>• BS Safety Management (CIP 15.0701)</li></ul> <b>Approved</b>
Southeastern	Request to offer the following programs 100% online: <ul style="list-style-type: none"><li>• BS Health Systems Management (CIP 51.0701)</li></ul> <b>Approved</b>
UNO	Request to offer the following programs 100% online: <ul style="list-style-type: none"><li>• MS Tax Accounting (CIP 52.1601)</li><li>• MEd Curriculum &amp; Instruction (13.0301)</li><li>• MEd Educational Leadership (CIP 13.0401)</li></ul> <b>Approved</b>

## AGENDA ITEM III.B.

### AY 2024–2025 STATEWIDE COURSE ARTICULATION MATRIX AND LOUISIANA COMMON COURSE CATALOG

#### STAFF SUMMARY

The Board of Regents developed the Master Course Articulation Matrix (Matrix) in 2003 as a resource for students who plan to transfer to public postsecondary institutions in Louisiana and to aid those institutions in awarding appropriate course credits to transfer students. The Matrix is a comprehensive list of course equivalencies among public and private postsecondary institutions, primarily in the general education core subject areas.

In response to Act 356 (2009), which required the implementation of a statewide common course numbering system “to facilitate program planning and the transfer of students and course credits between and among institutions,” the *Louisiana Common Course Catalog* (LCCC) was developed. The LCCC includes a statewide rubric, common course numbers, and basic descriptions of common content for each course on the Matrix. The common course descriptions, developed and reviewed by faculty from throughout the state, ensure that a student who transfers with a course from one institution will succeed in a subsequent course at another. The yearly review process for the matrix and the common course catalog are concurrent and approved for each academic year.

Act 308 (2022) substantively clarified and expanded Act 356 (2009) regarding transfer and credit articulation among public postsecondary institutions. This legislation specifically addressed the articulation and transfer of general education coursework to ensure that students who complete the general education core at one institution can universally transfer those courses to all statewide public postsecondary institutions. Additionally, this legislation required the Board of Regents to develop universal transfer pathways for high-demand baccalaureate programs at four-year public postsecondary institutions.

BoR staff worked in concert with the Statewide Articulation Transfer Council (SATC) to implement the requirements of Act 308 (2022). In January 2023, Regents approved Academic Affairs Policy 2.25 Universal Transfer Pathways to support the implementation of the legislation. The policy grounds this work by affirming that “all transfer pathways shall be established by a committee of faculty that includes one representative from every institution in the state that will offer either the first half or second half of the pathway and approved by each institution according to the standard curriculum review and approval process.”

BoR first determined the top twenty-four baccalaureate programs with the highest student enrollment and began work to develop the pathways in those fields. The top fields include biology, business, engineering, computer science, cybersecurity, nursing, and select humanities and social science courses. BoR staff then engaged with faculty representatives from those departments to define the exact courses needed for the pathways and how they would articulate across public postsecondary institutions. In many cases, new courses were created to meet the targeted nature of the degrees. As of this writing, BoR is on course to add an additional sixteen pathways next year.

BoR staff have worked with all public postsecondary institutions to secure equivalents for courses on the “Universal Transfer Pathways” (UTPs) and add them to the Matrix and the LCCC.

## **STAFF ANALYSIS**

This year's version of the Matrix includes numerous course rubrics and number changes. Currently, nineteen new UTP courses will be added to the Matrix and the LCC Catalog for AY 24–25.

Regents' staff will continue to work with Chief Articulation Officers (CARTO) and faculty representatives from each institution to refine the Matrix throughout the year.

Legislative mandates required by Act 308 (2022) will be ongoing as Regents' staff and SATC work with campus CARTOs, designated articulation, and transfer officers to further align course articulations as exact equivalents rather than transferring by title to ensure the full functioning of the Universal Transfer Pathways.

The Matrix and the Louisiana Common Course Catalog are available upon request or may be accessed on the Regents website in the Academic Affairs, Articulation, and Transfer section upon final approval from the Regents.

The Matrix and LCCC serve as valuable and indispensable resources for students, advisors, and faculty across the state. The Matrix is one of the foundational elements for several BoR projects and initiatives, including co-requisite modalities, dual enrollment, and academic and career technical transfer initiatives. With the expansion brought on by Act 308 (2022) and the establishment of the UTPs, Regents looks forward to further refinement and expansion of this instrument.

## **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the Academic Year 2024–2025 Statewide Course Articulation Matrix and the Louisiana Common Course Catalog, authorizing BoR staff to expand and update throughout the year.**

## **AGENDA ITEM III.C.**

### **NC-SARA Application for State Membership Renewal 2024**

#### **Executive Summary**

The State Authorization Reciprocity Agreement (SARA) is a national initiative which seeks to establish comparable national standards for the interstate offering of postsecondary distance-education courses and programs. It is intended to make it easier for students to take online courses offered by institutions based in another state by reducing the cost and administrative burden on institutions seeking authorization in various states. SARA is a voluntary agreement among regional compacts (SREB, NEBHE, MHEC, and WICHE) and member states. The SARA application process, through which a state is required to identify its regional compact, ensures that each institution meets the uniform standards established for participation in the interstate reciprocity agreement.

Current membership in SARA now includes 49 states, the District of Columbia, the U.S. Virgin Islands, and Puerto Rico. State membership renewal is required every two years after the initial approval.

Act 13 of the 2014 Regular Session of the Louisiana Legislature authorized the Louisiana Board of Regents to seek SARA membership on behalf of the State of Louisiana. In October 2014, Louisiana's initial application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA), effective December 2014. This year marks Louisiana's fifth renewal with NC-SARA.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the 2024 Renewal Application for Louisiana's Participation in NC-SARA and authorization for staff to submit the 2024 Renewal Application to the Southern Regional Education Board (SREB) for final approval to continue membership in NC-SARA.**

## AGENDA ITEM IV.

### 2024 Statewide Strategic Academic Planning

#### **Background Information**

The Louisiana Constitution of 1974 gives the Board of Regents the responsibility to approve, disapprove, or modify all existing and proposed degree programs and administrative units of Louisiana's public colleges and universities. In October 2021, Regents approved revisions to Academic Affairs Policy 2.04: Academic Planning and Degree Program Proposals (AA 2.04) aimed at improving the efficiency and effectiveness of the program proposal process. These revisions include the creation of an annual strategic academic planning process requiring that all institutions submit a three-year academic plan that provides a list of intended new degree programs at the associate level and above, along with other relevant information on recently approved programs, low completer programs, and planned program terminations.

This process does not replace the campus development of individual degree program proposals. Instead, it is designed to give Regents a comprehensive programmatic review of institutional plans, together with an analysis of how those plans will impact labor market needs across regional labor market areas and across the state.

#### **Staff Summary**

##### **Process**

Policy requires that a three-year academic plan be developed annually by each public institution in the state. This year's plans underwent review and approval at the system level and were then submitted to Regents for assessment. Plans were then circulated to Chief Academic Officers (CAOs) statewide for review and comment. Regents staff met with senior leadership from each of the four systems and several institutions to review and adjust plans as needed. Staff also met with representatives from each of the state's eight Regional Economic Development Organizations, Louisiana Economic Development, and the Louisiana Workforce Commission to discuss the Academic Plans along with regional and statewide workforce needs.

In March, Regents staff hosted a statewide webinar for Chief Academic Officers to review the academic planning process and resources provided to support their planning activities, including their Regents-funded access to Lightcast Labor Analytics and the online interactive statewide curriculum inventory. Institutions were provided with an Academic Plan template requiring an executive summary, a list of planned new programs for the next three years, a review of degree programs with progress reporting requirements, programs with a low number of graduates, and planned program terminations. This year, the plans also included a "Highlights" tab where institutions were asked to provide information on their top performing programs and programs that are excelling at meeting student and employer needs.

##### **Planned New Programs**

The purpose of institutional academic planning is to facilitate the efficient statewide coordination of academic degree program offerings. The annual academic planning process provides the opportunity for collaboration and partnership among institutions, encourages innovation in program design to meet employer and student needs, and minimizes unnecessary program duplication. A list of planned new degree programs for the coming year is included in Attachment A. The plans may be adjusted throughout the year based on shifting institutional resources or priorities, as part of a strategic review of state need and an ongoing assessment of the institution's program inventory value and productivity.

Staff and CAOs statewide reviewed the proposed program list, in consultation with Regional Economic Development Organizations (REDO), Louisiana Economic Development, and Louisiana Workforce

Commission, and supplemented those discussions with Academic Affairs' detailed labor market gap analysis. The gap analysis was based on real-time position postings and current and forecasted employment data provided by Lightcast, a national data market labor company that partners with higher education entities. Regents staff carried out the analysis both at the state and the Regional Labor Market Area (RMLA) level and supplemented that analysis based on conversations with the REDOs. A summary of the labor market gap analysis is enclosed in Attachment D.

The analysis of Lightcast data sheds light not only on statewide needs but also on specific regional foci. The analysis provides insight into needed occupations, together with those areas of skill and knowledge that are currently in demand in certain areas of the state. Suggested revision: Based on that gap analysis, the programs within this year's academic plans will make a positive contribution to the needed educational capacity revealed by this analysis in each region and across the state.

### **Next Steps for Program Approval**

For each of the programs listed in Year 1 of the academic plans, institutions must submit their full proposal documents. These proposal documents will contain detailed information about employment trends as well as how the curriculum will meet the needs of that industry sector in their region. The full proposals will then undergo the standard rigorous statewide review and analysis process before presentation to the Board for final approval.

### **Review of Existing Programs**

As part of the academic planning process, institutions were also asked to consider the value and performance of their full inventory of programs. Institutions provided updates on recently approved programs and others requiring regular progress reports, the current status and future plans for low completer programs, and requested program terminations.

- **Program Progress Reports**

Regular progress reports are required for every new academic degree program until the program can demonstrate sustainability. Staff evaluate programs by analyzing their performance and evaluating factors contributing to that performance. The analysis includes looking at recent enrollment and completions including an assessment of whether program participation has grown, remained stagnant, or declined in the past 3 to 5 years. Institutional Academic Plans include a narrative on program performance, including any issues that are hindering growth and action being taken to ensure program success. When new programs are not succeeding as expected, Regents staff work directly with institutions to determine whether action can be taken to improve program performance or if the program should be terminated. Institutions submitted five years of enrollment and completer numbers when available for those programs that require regular progress reporting. Attachment B is a summary of the status of those programs with progress reporting requirements for this year.

- **Terminations**

Eight institutions submitted requests to terminate a total of twenty-two programs at or above the associate level. Most of these requests resulted from institution review of programs with low enrollment and completion numbers. Other terminations reflect adjustments in institutional offerings to ensure program alignment with student and employer needs and standards in their respective fields. Attachment C is a list of these program termination requests.

- **Low Completer Programs**

Regents sets thresholds for the number of graduates various degree program types are expected to produce to be considered viable. Those programs that do not meet those thresholds, excluding new programs still in the implementation phase, are considered low completer programs. Institutions were required to provide a full list of all low completer programs along with justification for keeping the



programs and plans to increase enrollment and completion to acceptable levels. Existing low completer thresholds are as follows:

<b>Completer Thresholds (3 yr avg)</b>	
Associate, Bachelor's, Ugrad Level Certs.	8 STEM, 10 non-STEM
Master's, Grad Level Certs.	5 STEM, 6 non-STEM
Doctorate, Post-Doc Level Certs.	2 STEM, 2.5 non-STEM

The low completer thresholds have historically been used as the primary determinant of whether a program is needed and used to make decisions about whether programs should continue or be terminated. Staff are currently revisiting program completer thresholds and refining the criteria used to determine whether a program is performing as expected and meeting the needs of students, employers, and the state. Programs identified as problematic will be required to submit plans of action by January 15, 2025, and should demonstrate significant improvement through progress reports due June 1. Programs that do not demonstrate satisfactory growth and improvement will be considered for termination. The overall performance of programs in an institution’s inventory, especially those identified as falling below performance expectations, will inform the review of proposed new programs as they are submitted throughout the year.

**Staff Analysis**

The academic planning process has proven useful in analyzing the statewide and regional perspectives on the development of new academic degree programs. The inclusion of the review of recently approved programs and those programs that are not producing graduates as expected provide the institution, systems, and Regents with a fuller picture that facilitates planning to strengthen the state’s program inventory. The planning process, including the statewide review of the plans, has revealed opportunities for collaboration and partnership between the state’s two- and four-year institutions.

The academic plans submitted this year were created in collaboration with industry partners and are based on workforce demand. Institutions continue to have access to robust workforce data through Lightcast, which allows more in-depth workforce demand analysis during the planning process. This year, staff met with representatives from each of the Regional Economic Development Organizations (REDOs) and will meet with them again in the early spring at the beginning of the 2025 Academic Plan cycle. Regents staff will also work directly with institutions to assess their low performing programs alongside their planned new programs to ensure efficiency in maintaining an inventory of degree programs that meet state needs.

**STAFF RECOMMENDATION**

**Senior Staff recommends the Board take the following actions on the 2024–2025 institutional academic plans:**

- **Receive and accept the year one list of planned new degree programs**
- **Receive and accept the program progress report**
- **Approve the requested program terminations**

**Attachment A – Planned New Programs Year 1 (2024-2025)**

<b>RLMA</b>	<b>Institution</b>	<b>Program</b>	<b>High Need Field</b>
1	Deldago	AA Music Performance and Production* (UTP)	
		AA Cinema and Dramatic Arts	
		AAS Transportation Management**	Transportation
		AAS Healthcare Management	Healthcare
	LSUHSC-NO	PhD Biomedical Sciences**	STEM
		EdS Counseling	Social Service
	Nunez	AAS Information Assurance and Cybersecurity* (UTP)	IT
		AAS Hospitality Management	
	SUNO	BS Cardiopulmonary Science	Healthcare
		BS Public Health	Healthcare
		BS Actuarial Science	Data Science
		BS Elementary Education (1-5)**	Education
	UNO	None	
2	BRCC	AAS Physical Therapy Assistant	Healthcare
		AAS Occupational Therapy Assistant	Healthcare
		AAS Respiratory Therapy Technician	Healthcare
		AAS Echocardiography	Healthcare
	LSU A&M	BA Design Studies	
		PhD Design**	
		BS Cybersecurity**	IT
		MS Computational Molecular Medicine	STEM/Health
	NTCC	AS Patient Navigator	Healthcare
	RPCC	None	
	Southeastern	None	
	SUBR	BBA Entrepreneurship**	Business
		MA Divinity and Leadership	
PsyD Psychology		Social Science	
PhD Materials and Systems Engineering and Applied Science		Engineering	
3	Fletcher	AAS Radiologic Technology	Healthcare
		AAS Aviation Maintenance Technician	Transportation
	Nicholls	BS Marine Transportation	Transportation
		BS Vessel Operations and Technology	Transportation
		BSW Social Work	Social Service
	BS Engineering Technology	Engineering	
4	LSUE	None	
	SoLACC	AS Agriculture Science* (UTP)	STEM
	ULL	BS Cardiopulmonary Science	Healthcare
		BS Medical Technology	Healthcare
		BS Nutrition	Healthcare
PhD Counseling**		Social Service	
5	McNeese	None	
	SOWELA	AAS Technical Studies**	

\*A Universal Transfer Pathway (UTP) is available in this discipline.

\*\*This program will be built from an existing concentration or minor.

**Attachment A – Planned New Programs Year 1 (2024-2025)**

<b>RMLA</b>	<b>Institution</b>	<b>Program</b>	<b>High Need Field</b>
6	CLTCC	AAS Aviation Maintenance Technician	Transportation
	LSUA	BS Cybersecurity**	IT
		BS Disaster Science and Emergency Management**	
7	BPCC	BA Biology**	STEM
		AAS Drafting and Design Technology	Engineering
		AAS Technical Studies**	
		AAS Business Analytics**	IT
	GSU	AAS Cosmetology	
		BS Public Health	Health
		MS Cybersecurity	IT
	LA Tech	PhD College Counseling and Student Affairs	Social Service
		MS Cognitive Science	STEM
	LSUHSC-S	None	
	LSUS	BS Healthcare Administration	Healthcare
		BS Data Science	Data Science
		BS Social Work**	Social Service
		BA Legal Studies	
	NLTCC	None	
Northwestern	MSAH Allied Health	Healthcare	
	BFA Creative Writing**		
	BA Anthropology and Sociology**		
	BS Hospitality Administration		
SUSLA	AS Engineering* (UTP)	Engineering	
8	LDCC	None	
	ULM	MS Computer Science	IT
		BS Disaster Management	Social Service
		BS Integrative Sciences	STEM
		MS Biomedical Sciences	STEM/Health

\*A Universal Transfer Pathway (UTP) is available in this discipline.

\*\*This program will be built from an existing concentration or minor.

## Attachment B – Progress Reports

The following degree programs have demonstrated strong enrollment, have met or exceeded minimum completer threshold requirements, and are on track to meet accreditation requirements if applicable. No further reporting is required for these programs.

- AAS Surgical Technology, SOWELA Technical Community College
- AAS Technical Studies, Central Louisiana Technical Community College
- AAS Practical Nursing, Central Louisiana Technical Community College
- AAS Practical Nursing, South Louisiana Community College
- AAS Practical Nursing, SOWELA Technical Community College
- AAS Surgical Technology, Bossier Parish Community College
- AAS Surgical Technology, Delgado Community College
- AAS Technical Studies, Baton Rouge Community College

The following degree programs have demonstrated successful implementation and show satisfactory progress through enrollment and completer growth. The next report for these programs will be due with the 2025 Academic Plans.

- AAS Care and Development of Young Children, L. E. Fletcher Technical Community College
- AAS Cloud Computing, Central Louisiana Technical Community College
- AAS Computing and Information Systems, Baton Rouge Community College
- AAS Cyber Security, Bossier Parish Community College
- AAS Electrical Construction, Nunez Community College
- AAS Engineering Technology, Southern University Shreveport Louisiana
- AAS Fire Science, Bossier Parish Community College
- AAS Heating, Air Conditioning and Refrigeration, Nunez Community College
- AAS Aviation Maintenance Technology, Baton Rouge Community College
- AAS Polysomnographic Technology, Southern University Shreveport, Louisiana
- AAS Instrumentation, Nunez Community College
- AAS Paralegal Studies, Delgado Community College
- AS Health Sciences, LSU at Eunice
- AS Nursing, Northshore Technical Community College
- AS Teaching, Grades 1–5, Louisiana Delta Community College
- AS Teaching, Grades 1–5, Southern University Shreveport, Louisiana
- BA Music, University of Louisiana at Monroe
- BA Theatre, Southeastern Louisiana University
- BA World Languages, Southeastern Louisiana University
- BAAS LSU at Alexandria
- BFA Film and Television, LSU A&M
- BFA Musical Theatre, Northwestern State University
- BFA Production and Design, Northwestern State University
- BM in Music, Southern University A&M
- BS Business Analytics, LSU A&M
- BS Cloud Computing, Grambling State University
- BS Computer Science, LSU at Alexandria
- BS Cybersecurity, Grambling State University
- BS Kinesiology, LSU at Alexandria
- BS Unmanned Aircraft Systems Management, University of Louisiana at Monroe

- BS Mass Communication, LSU in Shreveport
- BS Nursing - BSN, Southern University in New Orleans
- BS Occupational Physiology, LSU in Shreveport
- BS Occupational Therapy Assistant, University of Louisiana at Monroe
- BS Petroleum Engineering Technology, Nicholls State University
- BS Safety Management, Nicholls State University
- BS Urban Construction Management, University of New Orleans
- DNP Advanced Practice Psychiatric Mental Health (PMH) Nursing, McNeese State University
- DPT Physical Therapy, University of Louisiana at Monroe
- MAT Elementary Education Special Education Mild/Moderate Grades 1–5, Southern University in New Orleans
- MAT Elementary Education, Grades 1–5, University of Louisiana at Lafayette
- MAT Secondary Education Special Education Mild/Moderate Grades 6–12, Southern University in New Orleans
- MS Athletic Training, LSU A&M
- MS Athletic Training, Southeastern Louisiana University
- MS Athletic Training, University of Louisiana at Lafayette
- MS Child and Family Studies, LSU A&M
- MS Child Life, Southeastern Louisiana University
- MS Clinical Nutrition and Dietetics Leadership, Nicholls State University
- MS Computer Information Systems, Northwestern State University
- MS Cyber Security & Operations, University of New Orleans
- MS Financial Economics, LSU A&M
- MS Environmental Resource Science, University of Louisiana at Lafayette
- MS Industrial Chemistry, University of Louisiana at Lafayette
- MS Nutritional Sciences, McNeese State University
- MS Population Health Management, Southeastern Louisiana University
- PhD Anthropology, LSU A&M
- PhD Biological Engineering, LSU A&M
- PhD Construction Management, LSU A&M
- PhD Geography, LSU A&M
- PhD Earth and Energy Sciences, University of Louisiana at Lafayette
- PhD Industrial Engineering, LSU A&M
- PhD Justice Studies, University of New Orleans
- PhD Pharmacology, University of Louisiana at Monroe
- PhD Pharmacy, University of Louisiana at Monroe

The following programs have demonstrated some progress since implementation but have not met enrollment and completion expectations in a reasonable time frame. Regents staff will meet with institutions to identify and address program issues. An institutional action plan for program improvement is due January 15, 2025, and a report on progress toward meeting enrollment and completion expectations is due June 1, 2025.

- AAS Chemical Laboratory Technology, SOWELA
- AAS Cloud Computing, Delgado Community College
- AAS Coastal Studies & GIS Technology, Nunez CC
- AAS Culinary Arts, Bossier Parish Community College
- AAS Industrial Maintenance Technology, River Parishes Community College
- AAS Instrumentation and Control, Delgado Community College
- AAS Medical Laboratory Technician, L. E. Fletcher Technical Community College
- AAS Science Laboratory Technology, Delgado Community College
- AAS Systems Administration, Bossier Parish Community College
- AAS Veterinary Technology, Northshore Technical Community College
- AAS Industrial Maintenance Technology, Louisiana Delta Community College
- AAS Machine Tool Technology, SOWELA Technical Community College
- AAS Paramedicine, Louisiana Delta Community College
- AAS Vehicle Maintenance and Repair Technologies, Baton Rouge Community College
- AS Computer Science, Southern University Shreveport, Louisiana
- AS Environmental Science, L. E. Fletcher Technical Community College
- AS Geology, L. E. Fletcher Technical Community College
- AS Engineering Technology, Northwestern State University
- BA Religious Studies, LSU at Alexandria
- BFA Dance, Northwestern State University
- BS Applied Microbiology, Northwestern
- BS Chemistry, LSU at Alexandria
- BS Chemistry, UL Monroe
- BS Elder Care Administration LSU at Alexandria
- BS Mathematics and Physics, Southern University A&M
- MS Coastal and Ecological Engineering, LSU A&M
- MS Criminal Justice, UL Lafayette
- MS Transportation, University of New Orleans
- MS Mathematics and Physics, Southern University A&M

The following programs were approved or implemented within the past two years and are on track for successful implementation but do not yet have significant enrollment or completers. The next progress reports for these programs are due with the 2025 Academic Plans.

- AA American Sign Language Studies, Baton Rouge Community College
- AAS Computer Information Systems, L. E. Fletcher Technical Community College
- AAS Construction Science, River Parishes Community College
- AAS Diagnostic Medical Sonography, Bossier Parish Community College
- AAS Emergency Medical Services Paramedic, Nunez Community College
- AAS Medical Laboratory Technician, Louisiana Delta Community College
- AAS Software Development, Bossier Parish Community College
- AAS Technical Studies, Louisiana Delta Community College

- AS Business Administration, Central Louisiana Technical Community College
- BA African and African American Studies, LSU A&M
- BA Chemistry, LSU A&M
- BS Cardiovascular Technology, LSU Health Sciences Center - Shreveport
- BS Hospitality and Food Industry Leadership, Southern University A&M
- BS in Public Health, LSU Health Sciences Center - New Orleans
- BS Integrated Science and Technology, Southeastern Louisiana University
- BS Nonprofit Administration, LSU in Shreveport
- BSN Nursing (RN to BSN), Louisiana Tech University
- MS Clinical Mental Health Counseling, McNeese State University
- MS Computer Networking and Administration, Southeastern Louisiana University
- MS Medical Sciences, LSU Health Sciences Center - Shreveport
- OTD LSU Health Sciences Center - Shreveport
- PhD Criminology and Justice Administration, Grambling State University
- PhD Nursing, LSU Health Sciences Center - New Orleans
- PhD Rehabilitation Sciences, LSU Health Sciences Center - Shreveport
- PhD Statistics, LSU A&M

## Attachment C – Program Terminations 2024

- Louisiana Delta Community College
  - AS Computer Science
  - AAS Full Stack Cloud Developer
- Louisiana Tech University
  - GC Communication Systems
  - GC Online Teaching and Learning
  - GC Dynamics of Domestic and Family Violence
  - BS Nanosystems Engineering
  - MAT Secondary Education Special Education Mild/Moderate GR 6–12
- McNeese State University
  - UC Diversity and Inclusion
- Nicholls State University
  - MAT Elementary Education GR. 1–5
  - MAT Elementary Education Special Education Mild/Moderate GR 1–5
  - MAT Middle School Education
  - MAT Secondary Education
  - MAT Grade K–12 Physical Education
  - SSP School Psychology
- University of Louisiana at Monroe
  - PBC Occupational Health, Safety, and Toxicology
- University of New Orleans
  - BS Professional Pilot
  - UC Communication and Network Engineering
  - MAT Special Education Early Intervention Birth–5
  - MA Political Science
- Louisiana State University Health Sciences Center – New Orleans
  - DNS Doctor of Nursing Science
- Louisiana State University A&M
  - MS Human Development & Family Sciences
  - BS Learning Experience Design and Innovation



## Attachment D – Louisiana Occupation Areas of Strategic Need 2024

### Louisiana

- Healthcare Diagnosing or Treating Practitioners
  - Registered Nurses
  - Pharmacists
  - Dietitians and Nutritionists
  - Physical Therapists
  - Licensed Practical and Licensed Vocational Nurses
- Computer Occupations
  - Database Architects
  - Computer Network Architects and Database Administrators
- Health Technologists and Technicians
  - Clinical Laboratory Technologists and Technicians
  - Radiologic Technologists and Technicians
  - Magnetic Resonance Imaging Technologists
  - Cardiovascular Technologists and Technicians
  - Medical and Health Services Managers
- Engineers
  - Chemical, Civil, Electrical, Marine, and Mechanical Engineers
- Mathematical Science Occupations
  - Data Scientists
- Engineering Technicians
  - Industrial Engineering Technologists and Technicians
  - Construction Managers
  - Future Energy
- Social Workers
- K–12 Teachers
  - Math and Science Teachers
  - Middle School Teachers
  - Special Education Teachers
- Financial Specialists
  - Securities, Commodities, and Financial Services Sales Agents
  - Personal Financial Advisors
- Repair
  - Computer and Office Machine Repair
  - Precision Instrument and Equipment Repair
  - Telecommunications Equipment Installers and Repairer

### RLMA 1 – New Orleans

- Healthcare Diagnosing or Treating Practitioners
  - Registered Nurses
  - Nurse Practitioners
  - Physical Therapists
  - Pharmacists

- Computer Occupations
  - Database Architects
  - Computer Network Architects
  - Database Administrators
- Health Technologists and Technicians
  - Clinical Laboratory Technologists and Technicians
  - Radiologic Technologists and Technicians
  - Magnetic Resonance Imaging Technologists
  - Cardiovascular Technologists and Technicians
  - Surgical Technologists
- Engineers
  - Chemical, Civil, Electrical, Marine, and Mechanical Engineers
  - Environmental Engineers
- Mathematical Science Occupations
  - Data Scientists
- Financial Specialists
  - Securities, Commodities, and Financial Services Sales Agents
  - Personal Financial Advisors
  - Financial and Investment Analysts
- Engineering Technicians
  - Industrial Engineering Technologists and Technicians
  - Future Energy
  - Construction Managers
- Medical Scientists
- Social Workers
- K–12 Teachers
  - Special Education Teachers
- Repair
  - Computer and Office Machine Repair
  - Precision Instrument and Equipment Repair

## **RLMA 2 - Baton Rouge**

- Healthcare Diagnosing or Treating Practitioners
  - Dietitians and Nutritionists
  - Physical Therapists
- Computer Occupations
  - Database Architects
  - Computer Network Architects
  - Database Administrators
- Health Technologists and Technicians
  - Clinical Laboratory Technologists and Technicians
  - Magnetic Resonance Imaging Technologists
  - Cardiovascular Technologists and Technicians
- Engineers
  - Chemical, Electrical, Industrial, and Mechanical Engineers
- Social Workers
- Financial Specialists
  - Securities, Commodities, and Financial Services Sales Agents

- Personal Financial Advisors
  - Financial and Investment Analysts
- K–12 Teachers
  - Math and Science Teachers
  - Middle School Teachers
  - Special Education Teachers
- Vehicle Mechanics
  - Diesel Engine Specialists
  - Bus and Truck Mechanics
- Repair
  - Computer and Office Machine Repair
  - Precision Instrument and Equipment Repair
  - Medical Equipment Repair

### **RLMA 3 - Houma**

- Healthcare Diagnosing or Treating Practitioners
  - Registered Nurses
- Health Technologists and Technicians
  - Radiologic Technologists and Technicians
  - Magnetic Resonance Imaging Technologists
- Social Workers
- K–12 Teachers
  - Elementary School Teachers

### **RLMA 4 - Lafayette**

- Healthcare Diagnosing or Treating Practitioners
  - Registered Nurses
  - Nurse Practitioners
  - Dietitians
- Computer Occupations
  - Database Administrators and Architects
- Health Technologists and Technicians
  - Medical Records Specialists
  - MRI Technologists
  - Cardiovascular Technologists and Technicians
  - Clinical Lab Tech Technologists and Technicians
- Mathematical Science Occupations
  - Data Scientists
- Engineering Technicians
  - Electrical and Electronic Engineering Technologists and Technicians
  - Logisticians
- K–12 Teachers
  - Math and Science Teachers
  - Middle School Teachers
  - Special Education Teachers
- Social Workers

- Repair
  - Computer and Office Machine Repair
  - Precision Instrument and Equipment Repair

#### **RLMA 5 - Lake Charles**

- Healthcare Diagnosing or Treating Practitioners
  - Registered Nurses
  - Nurse Practitioners
- Health Technologists and Technicians
  - Clinical Laboratory Technologists and Technicians
  - Cardiovascular Technologists and Technicians
- Chemical and Electrical Engineers

#### **RLMA 6 - Alexandria**

- Healthcare Diagnosing or Treating Practitioners
  - Registered Nurses
  - Pharmacists
- Health Technologists and Technicians
  - Sonographers
  - Cardiovascular Technologists and Technicians
- K–12 Teachers
  - Math and Science Teachers
  - Middle School Teachers
  - Special Education Teachers

#### **RLMA 7 - Shreveport**

- Healthcare Diagnosing or Treating Practitioners
  - Registered Nurses
  - Physical Therapists
  - Pharmacists
- Computer Occupations
  - Database Architects
- Health Information Technologists and Technicians
  - MRI Technologists
  - Cardiovascular Technologists and Technicians
- Industrial Production Managers
- Industrial, Civil, and Mechanical Engineers
- Data Scientists
- Engineering Technicians
  - Engineering Technologists and Technicians
  - Electrical and Electronic Engineering Technologists and Technicians
- K-12 Teachers
  - Elementary School Teachers

**RLMA 8 - Monroe**

- Healthcare Diagnosing or Treating Practitioners
  - Registered Nurses
- Health Information Technologists and Technicians
  - MRI Technologists
  - Medical and Health Services Managers
- K-12 Teachers
  - Elementary School Teachers
  - Secondary School Teachers

## AGENDA ITEM V.

### Act 790 Differential Tuition for High-Cost Programs

#### Staff Summary

#### **Board of Regents List of High-Cost Undergraduate Program Categories**

Following is the list of high-cost academic program categories, created in collaboration with all four management boards, including examples of the programs classified in each category.

The criteria used to determine the high-cost status of a program 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 Post-secondary Programs<sup>1</sup>
- Construction and Precision Trades
  - Welding
  - Machining
  - Electrical
  - Culinary
  - Heavy Equipment
  - Line Worker
- 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
- Security and Protective Services
  - Fire Science
  - Forensic Science
- Sciences
  - Cybersecurity
  - Computer Science
  - Information Systems
  - Lab-based Sciences
- Technology
  - Engineering Technology
  - 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 high-cost category criteria and present those programs for Board consideration.

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<sup>1</sup> These programs serve students with intellectual and developmental disabilities.

**STAFF RECOMMENDATION**

**Senior Staff recommends approval of the list of High-Cost Undergraduate Program Categories for differential tuition authority according to Act 790 of the Louisiana Legislature 2024 Regular Session.**



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# Agenda

## Statewide Programs Committee

Wednesday, September 25, 2024  
11:00 AM

Claiborne Building, 1st Floor ▪ Louisiana Purchase Room 1–100  
1201 N. Third St. ▪ Baton Rouge, LA 70802

### Call to Order

### II. Roll Call

### III. Consent Agenda

- A. Approval of Rulemaking – Allows for consideration of financial circumstances as a reason for which students may request an exception to the continuous enrollment, full time, and earned annual hours requirements
- B. TOPS ACT Exception – TOPS statutory provision that requires a student to earn a qualifying score on the ACT no later than the National ACT test date in April of the year of high school graduation
- C. TOPS Home Study Exceptions – TOPS statutory provision that requires a student to begin a home study program no later than the conclusion of the tenth grade
- D. TOPS and M.J. Foster Exceptions - TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year and to the M.J. Foster requirement that a student maintain continuous enrollment in school

### IV. National Recovery Month

### V. Other Business

### VI. Adjournment

Committee Members: Wilbert D. Pryor, Chair; Christian C. Creed, Vice Chair; Misti S. Cordell; Robert W. Levy; Felix R. Weill; Kennedy M. Orr (*Student Member*)  
Staff: Carrie Robison, Deputy Commissioner for Sponsored Programs



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

### **Consent Agenda: Approval of Rulemaking – Financial Circumstances for TOPS Exceptions**

Rulemaking to allow for consideration of financial circumstances as a reason for which students may request an exception to the continuous enrollment, full time, and earned annual hours requirements

#### **Background:**

The Scholarship and Grant Program administrative rules originally provided that circumstances related to a student's ability to pay for school are not sufficient to grant an exception to the requirement that a student must enroll full time, maintain continuous enrollment, and earn 24 hours each academic year because TOPS is a merit-based scholarship program.

In 2019, the Board of Regents approved an amendment to this provision which would allow an exception to the general rule that a student's ability to pay for school is not an exceptional circumstance. This exception requires that a student provide documentation that the family's financial circumstances had changed due to unforeseen circumstances and that the student was required to work in order to supplement the household income.

Since 2019, staff has seen an increase in the number of students requesting an exception based on the financial circumstances of their family that are neither unforeseen nor sudden. Many students have requested an exception because their TOPS award was not paid in a prior semester due to circumstances beyond the student's control and not related to a student's failure to earn the required cumulative grade point average or meet other requirements of the program, resulting in a past-due bill at their school. Because of the past-due bill, students were unable to enroll in a later semester to maintain continuous enrollment. Staff has also seen students whose one remaining parent has died, leaving the student to pay for all their school expenses without family assistance. These students are only able to obtain an exception for one semester based on death of an immediate family member, and their only reason for not enrolling in school is the inability to pay.

As a result of these examples, staff proposes to broaden a student's ability to request an exception when financial circumstances prevent them from enrolling in school. Students will still be required to provide documentation that circumstances beyond their control caused them to fail to meet the TOPS continuation requirements; however, the change will allow staff to consider only the student's income rather than requiring that the family's financial circumstances be the issue. In addition, students will be required to provide a plan for preventing such circumstances from interfering with their ability to attend school in the future.

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

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

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

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

Request for exception to the TOPS statutory provision that requires a student to earn a qualifying score on the ACT no later than the National ACT test date in April of the year of high school graduation

#### **Background:**

The TOPS statute requires that students achieve a qualifying score on the ACT no later than the national ACT test date in April of their year of high school graduation. The law provides for an exception to this requirement if the administering agency determines that the student was prevented from taking the test prior to high school graduation due to circumstances beyond the student's control and which were attributable to the administration of the test. The law allows an extension under these circumstances to September 30 of the year of the student's high school graduation, and it requires a one-semester reduction in the period of the student's eligibility for TOPS.

One request for exception to earn a qualifying score on the ACT no later than the National ACT test date in April of the year of high school graduation was reviewed and approved by the LOSFA Advisory Board at its meeting on September 10, 2024. The student has presented facts and documentation that they believe justify the granting of an exception as an exceptional circumstance.

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

**The LOSFA Advisory Board recommends approval of the request for exception that requires a student to earn a qualifying score on the ACT no later than the National ACT test date in April of the year of high school graduation.**

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

#### **Consent Agenda: TOPS Home Study Exceptions**

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

#### **Background:**

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

Two requests for exception to the deadline to begin a home study program were reviewed and approved by the LOSFA Advisory Board at its meeting on September 10, 2024. The students have presented facts and documentation that they believe justify the granting of an exception as an exceptional circumstance.

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

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

## **Agenda Item III.D.**

### **Consent Agenda: TOPS and M.J. Foster Exceptions**

Requests for exception to the TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year and to the M.J. Foster requirement that a student maintain continuous enrollment in school

#### **Background:**

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

Section 2207.A.5 of the M.J. Foster administrative rules provides that students must maintain continuous enrollment, unless granted an exception for cause in accordance with §2103 of the Scholarship and Grant administrative rules. The same exceptions that apply for TOPS students apply to all programs administered by LOSFA, including M.J. Foster.

Fifteen requests for exception to the TOPS requirements were reviewed and approved by the LOSFA Advisory Board at its meeting on September 10, 2024. Two requests for exception to the M.J. Foster continuous enrollment requirement were reviewed and approved by the LOSFA Advisory Board at its meeting on September 11, 2024. The students have presented facts and circumstances that the students believe justify the granting of an exception as an exceptional circumstance.

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

**The LOSFA Advisory Board recommends approval of the requests for exception to the TOPS regulatory provisions that require students to remain continuously enrolled and to earn the annual credit hours required during the academic year and to the M.J. Foster requirement that a student maintain continuous enrollment in school.**



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# Agenda

## Planning, Research and Performance Committee

Wednesday, September 25, 2024  
11:30 AM

Claiborne Building, 1st Floor ▪ Louisiana Purchase Room 1–100  
1201 N. Third St. ▪ Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. R.S. 17:1808 (Academic Licensure)
  - A. Conditional License Extensions
    - 1. American University of Technology
    - 2. Robert Cavalier University
- 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: Dr. Susannah Craig, Deputy Commissioner for Strategic Planning and Student Success

## **Agenda Item III.A.1.**

### **American University of Technology New Orleans, Louisiana**

#### **BACKGROUND**

Revised Statute 17:1808 requires the Board of Regents to register and license academic degree-granting, postsecondary institutions in Louisiana. Regents' rules and regulations echo the revised statutes with particular emphasis placed on the attainment of appropriate accreditation. During the initial licensure process, American University of Technology (AUTECH) identified the Distance Education Accrediting Commission (DEAC) as its desired accreditation agency.

AUTECH's mission is *"to produce reflective agents of change in informational technology, business, and creative industries that are better positioned to solve social and economic problems in society now and in the future."* The university strives to deliver world-class programs that equip students with practical ideas, functional knowledge, and technical tools necessary for them to become next-generation entrepreneurs, inventors, and leaders through application-focused programs in Information Technology, Digital Media Technology, and Entrepreneurship.

AUTECH's initial application materials were reviewed by staff and by an external consultant. Following this process, staff determined that the university merited a limited period of state licensure to allow it sufficient time to seek DEAC candidacy and accreditation. At its meeting in August 2021, the Board of Regents approved a three-year conditional license for American University of Technology with the following stipulations:

1. Beginning September 1 of the first year of institutional operation and on that date every year thereafter during the term of initial licensure, the University shall report the status of its progress toward preparation and submittal of an application for accreditation candidacy through DEAC. This report shall at a minimum evidence attendance and participation of appropriate University officials at periodic DEAC workshops for pre-applicant institutions and general membership meetings.
2. At the end of this period of initial licensure, the University shall provide evidence of submittal of an application for DEAC candidacy. If accomplished, the Regents will consider another eighteen months of licensure. If not accomplished, the Regents will consider denial of further licensure.
3. Within one year of submittal of an application for DEAC candidacy, the University shall provide evidence of successful DEAC candidacy status. If granted, the Regents will consider extending licensure to allow for final, full accreditation review. If not accomplished, the Regents will consider denial of further licensure.
4. Upon termination of the allotted time for final accreditation review, the University shall report its DEAC membership status. If DEAC accreditation has been granted, the Regents

shall consider issuing a regular 2-year operating license. If not granted, the Regents shall consider denial of further licensure.

In accordance with the first stipulation, AUTECH submitted annual reports in 2022 and 2023 outlining activities related to the establishment and development of the institution, as well as the necessary steps to pursue and gain accreditation with DEAC.

Prior to the scheduled submission of the final report and renewal application, school representatives spoke with staff, stating that there had been a delay in enrolling the first students and as such, they would not be able meet the DEAC requirements for an accreditation application by the September 1, 2024 deadline. Regents' staff discussed the deadline with them and requested an explanation of why the previously reported commitment of submitting the application by September 1 could not be met. The University provided communication that the school had unexpected staffing changes and just completed the new hire of a Chief Academic Officer, who would be working on the accreditation application and compliance.

Staff have since received a completed license application, supplemental materials, license fee and notification that the institution will submit their application for Accreditation on or before November 30, 2024.

#### **STAFF RECOMMENDATION**

**Based on the institution's progress in seeking accreditation and its commitment to file the Application for Accreditation with DEAC this semester, Senior Staff recommends that the Board of Regents extend the conditional operating license for American University of Technology until February 1, 2025. If the application is filed and confirmed by the deadline, American University of Technology will continue to be licensed under the original conditions established in August 2021.**

## **Agenda Item III.A.2.**

### **Robert Cavalier University Gretna, Louisiana**

#### **BACKGROUND**

Revised Statute 17:1808 requires the Board of Regents to register and license academic degree-granting, postsecondary institutions in Louisiana. Regents' rules and regulations echo the revised statutes with particular emphasis placed on the attainment of appropriate accreditation. During the initial licensure process, Robert Cavalier University (RCU) identified the Distance Education Accrediting Commission (DEAC) as its desired accreditation agency.

RCU's mission is *"to provide high quality, accessible and affordable distance education offerings that consider prior learning, while providing the skills and knowledge needed to achieve personal and professional goals."* The university's primary aim is to make quality education affordable and accessible to all those on a quest for knowledge.

RCU's initial application materials were reviewed by staff and by an external consultant. Following this process, staff determined that the university merited a limited period of state licensure to allow it sufficient time to seek DEAC candidacy and accreditation. At its meeting in August 2021, the Board of Regents approved a three-year conditional license for Robert Cavalier University with the following stipulations:

1. Beginning September 1 of the first year of institutional operation and on that date every year thereafter during the term of initial licensure, the University shall report the status of its progress toward preparation and submittal of an application for accreditation candidacy through DEAC. This report shall at a minimum evidence attendance and participation of appropriate University officials at periodic DEAC workshops for pre-applicant institutions and general membership meetings.
2. At the end of this period of initial licensure, the University shall provide evidence of submittal of an application for DEAC candidacy. If accomplished, the Regents will consider another eighteen months of licensure. If not accomplished, the Regents will consider denial of further licensure.
3. Within one year of submittal of an application for DEAC candidacy, the University shall provide evidence of successful DEAC candidacy status. If granted, the Regents will consider extending licensure to allow for final, full accreditation review. If not accomplished, the Regents will consider denial of further licensure.
4. Upon termination of the allotted time for final accreditation review, the University shall report its DEAC membership status. If DEAC accreditation has been granted, the Regents shall consider issuing a regular 2-year operating license. If not granted, the Regents shall consider denial of further licensure.



In accordance with the first stipulation, RCU submitted annual reports in 2022 and 2023 outlining activities related to the establishment and development of the institution, as well as the necessary steps to pursue and gain accreditation with DEAC.

Prior to the scheduled submission of the final report and renewal application, school representatives spoke with staff, stating that there had been a delay in enrolling the first students and as such, they would not be able meet the DEAC requirements for an accreditation application by the September 1, 2024 deadline. Regents' staff discussed the deadline with them and requested an explanation of why the previously reported commitment of submitting the application by September 1 could not be met. The University provided communication that the school had completed all outlined requirements and launched its online MBA program in June of 2023 but that it was unable to enroll students until September of that year. The first student would graduate in August 2024 and therefore, the school would not meet DEAC's eligibility requirement of "12 consecutive months of enrollment" until after the September deadline.

Staff confirmed the requirements with DEAC staff and have since received a completed license application, detailed report, license fee and notification that the institution submitted their application for Accreditation on September 9, 2024.

### **STAFF RECOMMENDATION**

**Based on the institution's progress in seeking accreditation and the fact that the Application for Accreditation with DEAC was submitted this month, Senior Staff recommends that the Board of Regents extend the conditional operating license for Robert Cavalier University until February 1, 2025. If the application is confirmed by the deadline, Robert Cavalier University will continue to be licensed under the original conditions established in August 2021.**



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# Agenda Personnel

Wednesday, September 25, 2024  
11:40 AM

Claiborne Building, 1st Floor ▪ Louisiana Purchase Room 1–100  
1201 N. Third St. ▪ Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Evaluation of the Commissioner of Higher Education\*
- IV. Other Business
- V. Adjournment

\*NOTE: The Personnel Committee of the Board of Regents reserves the right to enter Executive Session, if needed, in accordance with R.S. 42:16 et seq., to discuss personnel matters.

Committee Members: Robert W. Levy, Chair; Terrie P. Sterling, Vice Chair; Blake R. David; Stephanie A. Finley; T. Jay Seale III; Collis B. Temple III; Judy Williams-Brown  
Staff: Matthew LaBruyere, Deputy Commissioner for Finance and Administration