

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

September 3, 2020

Item E.1. **Grambling State University's** request for approval of a Memorandum of Understanding (MOU) with the Charles A. Tindley Accelerated Schools.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval to enter into a Memorandum of Understanding (MOU) with the Charles A. Tindley Accelerated Schools (CATAS), located in Indianapolis, Indiana. In 2004, the Charles A. Tindley Accelerated School launched to provide a top-quality, accelerated academic experience to urban youth in a college-preparatory environment. Over time, the Tindley experience expanded to include two-elementary schools, Tindley Summit Academy and Tindley Genesis Academy, in order to serve children from kindergarten through 12th grade. The purpose of the MOU is to establish an educational partnership between GSU and CATAS to provide Dual Enrollment (DE) opportunities to CATAS students.

The proposed MOU identifies general education courses that will be offered; requirements that CATAS teachers must meet in order to teach a DE course; cost of enrollment; and other specifics regarding textbooks, the learning management system, and collaboration efforts. Upon signature, the proposed MOU will be in force for one (1) year and is renewable on the consent of the signatory parties. A termination clause allows for either party to provide written service of notice to the other party 90 days prior to the date of termination.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University's request for approval to enter into a Memorandum of Understanding (MOU) with the Charles A. Tindley Accelerated Schools.*



Office of the President

August 5, 2020

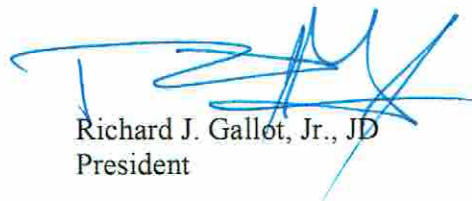
**MEMORANDUM TO THE BOARD OF SUPERVISORS OF THE
UNIVERSITY OF LOUISIANA SYSTEM**

**SUBJECT: REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING
BETWEEN GRAMBLING STATE UNIVERSITY AND CHARLES A. TINDLEY
ACCELERATED SCHOOL (CATAS)**

Grambling State University (GSU) respectfully requests approval of a Memorandum of Understanding between GSU and the Charles A. Tindley Accelerated School (CATAS). This agreement will provide dual enrollment opportunities for students residing in Indianapolis, Indiana and allow CATAS students to earn high school and college credits for select general education courses.

Your favorable consideration of this request is greatly appreciated.

Sincerely,



Richard J. Gallot, Jr., JD
President

RJG:lml

Attachment



Memorandum of Understanding

between

Grambling State University



TINDLEY
ACCELERATED SCHOOLS

and

Tindley Accelerated Schools

Grambling State University and Charles A. Tindley Accelerated School (CATAS) do hereby and hereon agree to the following terms and conditions.

Purpose

This Memorandum of Understanding (MOU) summarizes an educational partnership agreement between Grambling State University (GSU) and Charles A. Tindley Accelerated School to provide Dual Enrollment opportunities for students residing in Indianapolis, Indiana.

The Dual Enrollment program allows high school students to enroll in courses that will result in both high school and college credit being earned for a course.

This agreement has a goal of increasing the dual enrollment opportunities available to students enrolled at CATAS, thereby supporting their preparedness for success in a four year university setting.

Grambling State University

- Grambling State University (GSU) agrees to offer general education courses that have been agreed upon by GSU and Charles A. Tindley Accelerated School. These courses may include English 101, English 102, World Literature, History 101 and History 102.
- Grambling State University will use Charles A. Tindley Accelerated School Teachers to teach the course only when the teacher has earned a masters and at least 18 graduate credit hours in the discipline. This will be done by awarding adjunct status to the teacher. Grambling State University faculty will work closely with the Charles A. Tindley Accelerated School Teacher in the delivery of the course content. Grambling State University will pair the CATAS teacher with a GSU faculty member. The GSU faculty member will have regular interactions with the CATAS teacher. CATAS will pay the salary of instructors who teach the courses in this agreement.

- When the Charles A. Tindley Accelerated School Teacher does not have 18 graduate hours in the discipline, Grambling State University will make an attempt to provide a Grambling State University Faculty member to teach the course.
- Grambling State University will maintain the college transcript for each Charles A. Tindley Accelerated School Student who completes a dual enrollment course.
- Grambling State University will make every effort to identify ways to maintain the cost of textbooks to a minimum amount. University approved textbooks, syllabi, and course outlines shall apply to the courses, and all students in the courses, when offered under the provisions of this agreement. All textbooks and supplemental materials required for classes, as determined by the Course Articulation Agreement, will be the responsibility of CATAS.
- Grambling State University will work with CATAS to develop a plan for dual enrollment students to attend the annual high school day held in the fall or spring semester of each year. This would be an opportunity for CATAS students to tour the campus and experience campus-life at GSU.
- Grambling State University will provide CATAS staff with access to CANVAS when appropriate.
- Grambling State University will accept all transfer credits earned by a student matriculating to the institution that were earned at another regionally accredited institution. The academic department will evaluate to determine which credit hours are applicable to the academic degree program.

Charles A. Tindley Accelerated School High Schools Responsibilities

- Charles A. Tindley Accelerated School will determine if the student meets the criteria for Dual Enrollment outlined in the Dual Enrollment Framework.
- Charles A. Tindley Accelerated School will collaborate with Grambling State University to identify courses in which the high school student will earn dual enrollment course credits.
- Prepare high school students for successful career and educational futures through a full integration of high schools, high demand/post-college career preparation, improved access to college and its benefits, improved academic performance and self-concept, and increase high school and college/university completion rates.

Cost of Courses

- It will cost the student **\$150** per course when the course is taught by CATAS Faculty.
- If students request to enroll in additional online courses, it will cost **\$75** per credit hour.

Marketing

- Both parties will announce partnership and have the ability to use logos for purposes of marketing and branding.

Renewal and Termination of Agreement

This MOU may be amended by mutual written agreement of both parties. The MOU will be in force for one (1) year following signing and is renewable based on the consent of the signatory parties. The University and Charles A. Tindley Accelerated School reserve the right to terminate this MOU upon service of written notice to the other party 90 days prior to the date of termination. In this event, the date of termination will be the day after the end of the school year during which the 90 day period expires.

Terms

- This agreement shall be effective on _____ and shall continue until terminated by either party.

**Richard J. Gallot, Jr., President
Grambling State University**

Date

**Brian Metcalf, CEO
Charles A. Tindley Accelerated School**

Date

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

September 3, 2020

- Item E.2.** Grambling State University's request for approval to enter into a Call Me MISTER License Agreement with Clemson University Research Foundation.

EXECUTIVE SUMMARY

Grambling State University (GSU) requests approval to enter into a Call Me MISTER License Agreement with Clemson University Research Foundation (Clemson). The intent of the Agreement is to establish a Call Me MISTER (acronym for Mentors Instructing Students Toward Effective Role Models) program on the GSU campus. This educational program was designed by Clemson to increase the pool of available teachers from a broader, more diverse background. Grambling would like to establish this program in order to increase the number of male teachers from underrepresented groups.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Grambling State University's request for approval to enter into a Call Me MISTER License Agreement with Clemson University Research Foundation.*



Office of the President

August 6, 2020

**MEMORANDUM TO THE BOARD OF SUPERVISORS OF THE
UNIVERSITY OF LOUISIANA SYSTEM**

**SUBJECT: REQUEST FOR APPROVAL TO ENTER INTO A CALL ME MISTER®
LICENSE AGREEMENT WITH CLEMSON UNIVERSITY RESEARCH FOUNDATION**

Grambling State University (GSU) is requesting approval to enter into a Call Me MISTER® License Agreement with Clemson University Research Foundation for the purpose of establishing a Call Me MISTER® (acronym for Mentors Instructing Students Toward Effective Role Models) program on the GSU campus. This educational program is designed to increase the pool of available male teachers from underrepresented groups.

Your favorable consideration of this request is greatly appreciated.

Sincerely,

Richard J. Gallot, Jr., JD
President

RJG:lml

Attachments

**“CALL ME MISTER”
LICENSE AGREEMENT**

This License Agreement (this "*Agreement*") is made and entered into as of the date of the last signature of an authorized officer or representative of the Parties affixed hereto below (the "*Effective Date*") by and between Clemson University Research Foundation, a non-profit corporation organized and existing under the laws of the State of South Carolina having business offices at 391 College Ave., Suite 401, Clemson, SC 29631 ("*CURF*") and Grambling State University, a comprehensive, historically-black, post-secondary public institution with business offices at 403 Main Street, Grambling, Louisiana 71245 ("*LICENSEE*") (together CURF and LICENSEE shall hereinafter be additionally referred to as the "*Parties*" and each a "*Party*").

RECITALS

WHEREAS, Clemson University ("*CLEMSON*") has developed an educational program designed to increase the pool of available teachers from a broader more diverse background known as the CALL ME MISTER® program and has certain intellectual property rights embodied therein (collectively, "*CALL ME MISTER*"), and

WHEREAS, Clemson has granted to CURF a license to CALL ME MISTER that includes the right to sublicense CALL ME MISTER to other educational institutions, and

WHEREAS, LICENSEE desires to license CALL ME MISTER for the purpose of establishing a CALL ME MISTER® program on its campus, and

WHEREAS, CURF is willing to grant to LICENSEE a license of CALL ME MISTER, subject to the terms and conditions herein, so that LICENSEE may establish a CALL ME MISTER® program dedicated to the purposes and intent of the CALL ME MISTER® program.

NOW, THEREFORE, in consideration of the mutual promises herein exchanged and of the terms and conditions hereof, the sufficiency of which each Party recognizes, acknowledges, and accepts, CURF and LICENSEE agree as follows.

1. DEFINITIONS

- 1.1 "*PERMITTED USES*" means the manner, in which the LICENSED RIGHTS may be practiced or used by LICENSEE as expressly permitted by and under this Agreement, and for the purposes of this Agreement; PERMITTED USES are the ability to copy, duplicate, display, distribute and perform Call Me Mister, and to solicit funds, including gifts, contracts, and the like, for the support of students enrolled with LICENSEE in an established CALL ME MISTER® program, for establishing CALL ME MISTER® programs with teacher education programs as further limited herein below, for recognizing graduates of established CALL ME

MISTER® programs, and for otherwise promoting the goals and purposes of the CALL ME MISTER® program as established by CLEMSON.

1.2 “**LICENSED RIGHTS**” means the intellectual property rights expressly granted by CURF to LICENSEE in and to CALL ME MISTER and the related materials of the CALL ME MISTER® program, as described herein, for the PERMITTED USES.

1.3 “**NEW INTELLECTUAL PROPERTY**” means any material developed, created, or originally produced after the execution of this Agreement by CURF, CLEMSON or LICENSEE that is suitable for inclusion and use as instructional material in the CALL ME MISTER® program as determined by CLEMSON.

2. REPRESENTATIONS

2.1 CURF represents that it is fully authorized and has the right and power to grant the sublicense granted herein and that there are no other agreements with any other party in conflict herewith, and CURF is fully authorized to sublicense the LICENSED RIGHTS to LICENSEE, subject to the terms and conditions hereof.

2.2 LICENSEE warrants that it is established under the laws of the State of Louisiana, and that it may lawfully enter into this agreement with CURF.

3. LICENSE

3.1 **Grant Of License Rights** Subject to the terms and conditions hereof, during the term of this Agreement, CURF hereby grants to LICENSEE a non-exclusive license to CALL ME MISTER for the PERMITTED USES, including:

3.1.1 the two registered, U.S. Trademarks related to the CALL ME MISTER® program (hereinafter the “**Marks**”), specifically the trademark with USPTO Registration No. 2,581,837 and the trademark with USPTO Registration No. 2,694,008 (**Appendix B**); and

3.1.2 co-curricular materials and other instructional and informational materials related to the CALL ME MISTER® program, the copyright to which CURF has the right to grant such license.

3.2 Terms And Conditions

3.2.1 LICENSEE acknowledges the rights of CURF and CLEMSON in the Marks and agrees that it will do nothing inconsistent with such rights and that all use of the Marks by LICENSEE shall inure to the benefit of and be on behalf of CURF and CLEMSON. LICENSEE agrees that nothing in this Agreement shall give LICENSEE any right, title or interest in the Marks other than the right to use the Marks in accordance with this Agreement.

- 3.2.2 LICENSEE agrees that the nature and quality of all services rendered by LICENSEE in connection with the Marks, all goods sold by LICENSEE under the Marks, and all related advertising, promotional and other related uses of the Marks by LICENSEE, shall conform to standards set by CURF.
- 3.2.3 LICENSEE agrees to cooperate with CURF in facilitating CURF's control of such nature and quality, to permit reasonable inspection of LICENSEE's operation, and to supply CURF with specimens of all uses of the Marks upon request by CURF. LICENSEE shall comply with all applicable laws and regulations and obtain all appropriate government approvals pertaining to the sale, distribution and advertising of goods and services covered by this Agreement.
- 3.2.4 LICENSEE agrees to use the Marks only in the form and manner and with appropriate legends as prescribed from time to time by CURF, and not to use any other trademark or service mark in combination with any of the Marks without prior written approval of CURF.
- 3.2.5 LICENSEE agrees to comply with the spirit and intent of the CALL ME MISTER[®] program as described by CURF and specified in Appendix A attached hereto and incorporated herein.
- 3.2.6 LICENSEE shall submit to CURF the reports required and outlined in Appendix C attached hereto and incorporated herein.
- 3.2.7 LICENSEE shall provide to CURF at least one copy of any NEW INTELLECTUAL PROPERTY that LICENSEE develops, creates or produces for the CALL ME MISTER[®] program. LICENSEE agrees that in the event that LICENSEE creates, authors, or invents NEW INTELLECTUAL PROPERTY, LICENSEE shall assign, transfer, and convey such NEW INTELLECTUAL PROPERTY to CLEMSON to be integrated into CALL ME MISTER at the discretion and immediately upon the request of CLEMSON. LICENSEE shall not use any such NEW INTELLECTUAL PROPERTY in connection with the CALL ME MISTER[®] program, without express and advance written consent of CURF.
- 3.2.8 In order to avoid conflicting or duplicate efforts, LICENSEE shall notify CURF in writing prior to the submission of any donor solicitation or grant proposal in which LICENSEE intends to leverage or utilize the LICENSED RIGHTS granted herein to secure funding beyond that which is allowable under PERMITTED USES.

4. FINANCIAL OBLIGATIONS

- 4.1 LICENSEE shall pay a one-time non-refundable license fee of \$3,500.00 within thirty (30) days of the EFFECTIVE DATE of this AGREEMENT.

- 4.2 No later than thirty (30) days prior to the expiration date of this AGREEMENT, LICENSEE shall submit to CURF a fully executed Addendum to Contract regarding its intention to renew the AGREEMENT.**
- 4.3 LICENSEE shall pay an annual renewal fee of \$500.00 due on the anniversary of the EFFECTIVE DATE of this AGREEMENT.
- 4.4 Neither CURF nor CLEMSON has an obligation to provide technical assistance to LICENSEE to establish or implement LICENSEE's CALL ME MISTER® program. In the event that LICENSEE requires technical assistance with respect to the activities conducted by LICENSEE pursuant to this Agreement, obtaining such technical assistance shall be the responsibility of LICENSEE and at the expense of LICENSEE.
- 4.5 All payments shall be made by check to:

Clemson University Research Foundation
PO Box 946
Clemson, SC 29633-0946
Attn: IP Administrator

Payments may also be made by wire transfer rather than by mail. If payment is made by wire transfer, Licensee shall pay all applicable wire transfer fees which must be added to the wire transfer payment. Upon request by Licensee, CURF shall provide the appropriate wire transfer account information to Licensee. After Licensee has made the wire transfer, Licensee must notify CURF by email that the wire transfer has been successfully made.

5. PROGRAM OBLIGATIONS

- 5.1 LICENSEE shall establish and recognize a program in teacher education identified as the CALL ME MISTER® program.
- 5.2 LICENSEE shall dedicate reasonable faculty and related resources to the unique activities of the CALL ME MISTER® program.
- 5.3 LICENSEE shall strictly use CALL ME MISTER® copyrighted materials provided or approved by CURF for designated CALL ME MISTER® program activities; LICENSEE shall enjoy the right to copy without charge such materials for such uses.
- 5.4 CALL ME MISTER® scholars shall be appropriately recognized at graduation.
- 5.5 LICENSEE shall cooperate with CLEMSON in developing financial support for the CALL ME MISTER® program and for enrolled students.

- 5.6 In cooperation with CLEMSON, LICENSEE shall actively encourage faculty/staff to participate in regional and national CALL ME MISTER[®] seminars and related programs.
- 5.7 LICENSEE shall track employment of CALL ME MISTER[®] program graduates and shall offer assistance in placing graduates in positions recognizing and supporting the goals and objectives of the CALL ME MISTER[®] program.
- 5.8 LICENSEE shall provide any information requested by CURF or CLEMSON for its assessment, evaluation and/or research regarding the outcomes and effectiveness of the CALL ME MISTER[®] program.
- 5.9 LICENSEE acknowledges and agrees that all information and data provided to CURF pursuant to this Agreement may be provided to and used by CLEMSON in connection with the CALL ME MISTER[®] program and its other educational, scientific, and charitable activities.
- 5.10 Student Selection Requirements** CURF shall require LICENSEE to adhere to the following guidelines regarding admitting students to a CALL ME MISTER[®] program.
- 5.10.1 Each student candidate must first apply to and be accepted by the LICENSEE as a member of its student body according to LICENSEE'S established criteria.
- 5.10.2 Each student candidate will write a short essay in response to the question: "Why I want to Teach?"
- 5.10.3 Each student candidate will write a short essay in response to the question: "How do you believe the CALL ME MISTER[®] Program will benefit you as a student?"
- 5.10.4 Each student candidate shall submit a signed statement certifying that they are from an underserved, underprivileged, or economically disadvantaged background or area.
- 5.10.5 Each student candidate shall submit two (2) letters of recommendation to the CALL ME MISTER[®] program director of LICENSEE, one letter addressing academic potential and the other a personal reference addressing commitment to service, education, and the goals and objectives of the CALL ME MISTER[®] concept.
- 5.10.6 Each student candidate shall participate in a personal interview with the CALL ME MISTER[®] program director of LICENSEE.

6. CONFIDENTIALITY

6.1. General

6.1.1 As used in this Agreement, the term “*Confidential Information*” shall include all information related to CALL ME MISTER that is disclosed by:

- (a) CLEMSON to CURF or LICENSEE and that is designated in writing by CLEMSON that such information is confidential;
- (b) LICENSEE to CURF or CLEMSON and that is designated in writing by the SUBLICNESEE that such information is confidential; or
- (c) CURF to CLEMSON where the information was received by CURF from a SUBLICNESEE that was designated by the SUBLICNESEE as confidential.

6.1.2 Notwithstanding the foregoing, any data or information that (i) is or becomes generally available to the public, other than as a result of a disclosure by the receiving Party; (ii) becomes available to receiving Party on a non-confidential basis from a source not prohibited from disclosing such information; (iii) receiving Party develops independently of any disclosure by one of the other parties listed in Section 6.1.1; (iv) was in receiving Party’s possession or known to receiving Party prior to disclosure by the disclosing Party, as demonstrated by reliable evidence; (v) is disclosed pursuant to any judicial or government request, requirement, or order, provided that receiving Party takes reasonable steps to provide the disclosing Party with the ability to contest such request, requirement, or order, or (vi) is de-identified of all PII (as defined in Section 6.4 below) shall not be considered “*Confidential Information*.”

6.2. **Disclosure** The receiving Party shall keep secret and treat with confidentiality each item of Confidential Information and, except to the extent required by applicable law, including, but not limited to, the Family Education and Privacy Rights Act (“*FERPA*”), 20 U.S.C. § 1232 (g), et seq., shall not disclose any Confidential Information to any person or entity whatsoever or use any Confidential Information for any purpose whatsoever other than in connection with the performance of its obligations under this Agreement and the on-going development and maintenance of CALL ME MISTER in order to improve and enhance the program’s effectiveness, instruction, and outcomes. The receiving Party shall limit dissemination of Confidential Information to its officers, directors, agents, employees, and representatives, who need to know such Confidential Information for the purposes described in this Agreement and who are informed of the confidential nature of the Confidential Information.

6.3. Legal Process If the receiving Party receives a request to disclose all or any part of the Confidential Information under the terms of the subpoena, legal process, civil investigative demand, or other order issued by a court of competent jurisdiction or by a government agency ("*Legal Process*"), the receiving Party shall: (i) promptly notify the disclosing Party of the existence, terms, and circumstances surrounding the request; (ii) cooperate with the disclosing Party in its efforts to obtain an order prohibiting or limiting the disclosure or reasonable assurance that confidential treatment will be accorded to that portion of the Confidential Information disclosed; and (iii) if disclosure of the Confidential Information as ultimately required, furnish only such portion of the Confidential Information as the Party is ordered to disclose. The Party seeking to oppose or limit the Legal Process shall bear all costs of such efforts, including reasonable attorneys' fees.

6.4. Personal Identifiable Information Confidential Information may include personally identifiable information in an education record as defined under FERPA ("*PII*"). The Parties agree to treat the handling of and confidentiality of PII in accordance with FERPA. The exceptions numbered (i) through (v) provided in Section 6.1.2 shall not apply to PII. This Article 6 is not intended to and shall not prevent CLEMSON or CURF from providing general reports regarding the outcomes of the CALL ME MISTER program, or disclosing case studies about or information regarding any CALL ME MISTER student or alumnus that has agreed to such disclosure.

7. INITIAL TERM AND TERMINATION

7.1 The initial term of this AGREEMENT shall be a period of one (1) year immediately following the EFFECTIVE DATE hereof. By mutual written agreement, the term of this AGREEMENT may be extended annually for a period for one (1) year, so long as such extension is agreed upon by each Party not less than thirty (30) days prior to the expiration of the initial term or any extension thereof.

7.2 Either Party may terminate this Agreement without cause upon sixty (60) days written notice to the other Party.

7.3 CURF may terminate this Agreement immediately for cause, which includes any material breach of this Agreement and/ or failure to comply with the spirit and intent of the CALL ME MISTER® program as described by CURF and specified in Appendix A attached hereto and incorporated herein.

7.4 In the event of termination for any reason, the license rights granted hereunder to LICENSEE are immediately terminated. The following provisions shall survive termination: Sections 6.4, 7.4, 8, 9 and 11.

8. LIABILITY

Neither of the Parties shall assume any liabilities to each other. As to liability to each other or death to persons, or damages to property, the Parties do not waive any defense as a result of entering into this Agreement. This provision shall not be construed to limit Party's rights, claims or defenses, which arise as a matter of law pursuant to a provision of this Agreement.

9. AMENDMENTS

This Agreement represents the complete agreement between the Parties, superseding any other prior or contemporaneous written or oral agreements. Any changes, corrections or additions to this Agreement shall be in writing in the form of a supplemental agreement signed by all necessary Parties and setting forth therein the proposed change, correction, or addition. Notwithstanding the foregoing, CURF may unilaterally amend Appendices B by providing sixty days written notice to LICENSEE with copies of such amended Appendices B; however, any such amendment shall not materially reduce any LICENSED RIGHTS granted under this Agreement as of the Effective Date.

10. INDEPENDENT CONTRACTOR

In performing the services required by this Agreement, each Party will act as an independent contractor and not as an employee or agent of the other Party. The relationship of the Parties to this Agreement shall not be construed to constitute a partnership, joint venture or any relationship, other than that of independent contractor.

11. GENERAL PROVISIONS

11.1 Notices required by this Agreement shall be made by United States Registered Mail, with proof of delivery and shall be deemed to be effective on the first working day following the date of delivery. Notices shall be made as follows:

If to LICENSEE:
Rick Gallot, President
Grambling State University
403 Main Street
Grambling, Louisiana 71245

COPY to:
Dr. George Noflin
Jeanes Hall
Room 107
Grambling, LA 71245
Phone: 318-805-6225
nofling@gram.edu

If to CURF:

Executive Director
Clemson University Research Foundation
P.O. Box 946
Clemson, SC 29633

- 11.2** In the event of litigation for any dispute or disagreement that arises between the Parties with respect to the interpretation of any provision of this Agreement, or with respect to the performance by either Party hereunder, or with respect to any dispute, claim or controversy arising under or in connection with this Agreement or out of the breach hereof, jurisdiction shall be in the State of South Carolina with venue in Pickens County, South Carolina.
- 11.3** LICENSEE agrees to notify CURF of any potentially unauthorized use of the LICENSED RIGHTS by others promptly as it comes to LICENSEE's attention. CURF shall have the sole right and discretion to bring infringement or unfair competition proceedings involving the LICENSED RIGHTS.
- 11.4** This is the complete and final Agreement between the Parties regarding license rights granted by CURF to LICENSEE for the CALL ME MISTER® program.
- 11.5** LICENSEE shall not assign LICENSEE's rights or obligations under this Agreement without CURF's prior written consent.
- 11.6** The waiver by either Party of a breach or other violation of any provision of this Agreement shall not operate as, or be construed to be, a waiver of any subsequent breach of the same or other provision of this Agreement.
- 11.7** If for any reason any provision or part of a provision of this Agreement is held invalid, illegal, or unenforceable under current law, including but not limited to any conflict with FERPA, such provision or part of a provision shall be deemed to be severable from the other provisions of this Agreement, all of which shall remain in full force and effect and be binding upon the Parties hereto. The Parties shall negotiate in good faith to replace any provision or part of a provision that is held invalid, illegal, or unenforceable with a new provision that comes as close as reasonably and legally possible to the intention of the invalidated provision or part of a provision while conforming the Agreement to applicable law.

Signature Page to Follow

This Agreement shall be effective as of the Effective Date and may be executed in several counterparts, each of which shall be an original, but all of which together shall constitute one and the same Agreement.

CLEMSON UNIVERSITY
RESEARCH FOUNDATION

GRAMBLING STATE
UNIVERSITY

By: _____

By: _____

Print Name: _____

Print Name: Rick Gallot

Its: _____

Its: President

Date: _____

Date: _____

Appendix A – Mission Statement of Call Me Mister

Mission:

The mission of the Call Me MISTER (acronym for Mentors Instructing Students Toward Effective Role Models) National Initiative is to increase the pool of available teachers from a broader more diverse background particularly among the State's lowest performing elementary schools. Student participants are largely selected from among under-served, socio-economically disadvantaged and educationally at-risk communities. To maximize opportunity and greater access, students will have the option of first attending one of our two-year partner colleges before transferring to a four-year institution to complete their program of study in teacher education and baccalaureate degree. In some cases, the program may allow enrollment in a Master of Teaching degree program leading to initial certification. It is expected that a MISTER who completes his program of study and becomes certified to teach will assume a teaching position and teach one year for each year they received financial support from the Call Me MISTER program.

Appendix B – Trademarks and Tradenames



Appendix C—Reporting Requirements

C.01 No later than August 1st of each year, LICENSEE shall submit to CURF a written annual progress report including, but not limited to, a description of its implementation of the Call Me MISTER program during the preceding twelve (12) month period ending June 1, and plans for the forthcoming year. Each annual report shall include current contact information, updated annually, for LICENSEE's Call Me Mister program.

C.02 No later than August 1st of each year, LICENSEE shall submit to CURF a completed Student Matrix/National Partner Data report describing student metric data related to LICENSEE's Call Me Mister program.

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

September 3, 2020

Item E.3. **Southeastern Louisiana University's** request for approval to offer a Master of Science (M.S.) in Population Health Management.

EXECUTIVE SUMMARY

Southeastern Louisiana University (SLU) requests approval to offer a Master of Science in Population Health Management. The Letter of Intent was approved by the Board of Supervisors for the University of Louisiana System in December 2018 with subsequent approval granted by the Louisiana Board of Regents in August 2019. In accordance with *Regents' Academic Affairs Policy 2.05*, the graduate-level program proposal was reviewed by an external consultant. Dr. Charles Chima, Program Director and Assistant Professor of Population Health Science, University of Mississippi Medical Center, provided an extensive review of the proposed program concept and shared feedback that would strengthen the program offering. In response, the campus accordingly adjusted the final proposal.

The proposed graduate program will offer students the opportunity to study the public health system, community prevention and wellness, healthcare systems, and develop translational research skills to promote the health of populations in a variety of settings. The degree is targeted towards public health officials, clinicians and managers actively engaged in the transformation of hospital and health systems to value-based, population-focused care delivery by examining health outcomes, patterns of health determinants, and developing policies and interventions. The 34 credit hour program, with the core providing an innovative combination of public health and healthcare management courses, will be offered 100% online with the curriculum culminating in an experiential capstone project to put into practice what is learned in the program.

New job opportunities are being created to meet the growing need of healthcare's redesign efforts following the implementation of the *Affordable Care Act of 2010*. Employment of healthcare occupations is projected to grow 18% from 2016 to 2026, much faster than the average for all occupations, adding about 2.4 million new jobs nationwide. It is anticipated that new jobs will evolve – with new positions, titles and skill sets – that are only now being realized. As such, clinicians and managers must have new skills and expertise to effectively implement the defined goals of population health: utilization of innovative information technology and behavioral management strategies to improve patient outcomes, enhance patient experience, while simultaneously reducing healthcare costs. The program proposed by Southeastern, which would be the first of its kind in Louisiana, will produce graduates with the knowledge and expertise necessary to meet the rapidly evolving needs and challenges of the healthcare industry.

The proposed program aligns with Southeastern's current Bachelor of Science (BS) in Health Education and Promotion, BS in Health Systems Management, and other health sciences degrees (e.g. Nursing, General Studies, Social Work, Dietetic internship) providing a pathway to

graduate education. The University anticipates an initial cohort of 10 students with that number growing to 35 by YR5. Faculty expertise in Health Information Management, Health Policy, Health Systems Management, Epidemiology, Public Health, Health Education and Health Management will provide instructional support for the proposed program. However, two (2) new faculty lines (1: YR1 and 1: YR3) will be required for program implementation and sustainability. The cost of the proposed program will be offset by tuition which will be a contract rate of \$500 per credit hour. Faculty will continue to apply for external and internal grants to support the acquisition of teaching equipment, funding for travel to professional conferences, and research endeavors.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Southeastern Louisiana University's request to offer a Master of Science (M.S.) in Population Health Management.*

August 5, 2020

Dr. James B. Henderson
President, University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Re: Proposal for a Master of Science in Population Health Management

Dear Dr. Henderson:

Southeastern Louisiana University requests that its proposal to develop a new academic program leading to a Master of Science in Population Health Management be placed on the agenda for the August meeting of the University of Louisiana System Board of Supervisors. On August 28, 2019 the Board of Supervisors approved the Letter of Intent to develop the proposal now submitted.

Population health has grown rapidly as a framework that includes and integrates the activities of the health care sector interested in health outcomes among groups of persons. Put simply, population health integrates clinical medicine and public health to address the three pillars of the Triple Aim, a framework for 1) health system optimization, 2) improved clinical outcomes and 3) lowered healthcare costs. The proposed MS in Population Health Management, therefore, blends public health and clinical outcomes among groups.

The degree program is targeted towards public health officials, clinicians and managers actively engaged in the transformation of hospital and health systems to value-based, population-focused care delivery by examining health outcomes, patterns of health determinants, and developing policies and interventions. If this proposal is approved, Southeastern would be the only university in Louisiana to offer a M.S. in Population Health Management.

Your consideration of this request is appreciated.

Sincerely,



John L. Crain
President

Attachment

Louisiana Board of Regents

AA 2.05: REQUEST FOR AUTHORITY TO OFFER A NEW DEGREE PROGRAM*

-- Including incremental credentials building up to the Degree --

* Prior to final action by the Board of Regents, no institution may initiate or publicize a new program. *

Date: August 5, 2020

Institution: Southeastern Louisiana University (SLU)	Requested CIP, Designation, Subject/Title: Master of Science, Population Health Management (SLU); CIP: 51.2212
Contact Person & Contact Info: Dr. Tena L. Golding, Provost and Vice President for Academic Affairs provost@southeastern.edu Phone: (985) 549-2316 Fax: (985) 549-2304 SLU 10798 Hammond, LA 70402	
Date BoR approved the Letter of Intent: August 28, 2019	
Date Governing Board approved this Proposal:	
Planned Semester/Term & Year to Begin Offering Program: Fall 2021	
Program Delivery Site (s): Southeastern Louisiana University, Hammond Campus	

1. Program Description

Describe the program concept: (a) purpose and objectives; and (b) list learning outcomes for the proposed program, i.e., what students are expected to know and be able to do upon completion of the program. Be as specific as possible.

Southeastern proposes a unique program for a Masters of Science in Population Health Management. Population health has grown rapidly as a framework that includes and integrates the activities of the health care sector interested in health outcomes among groups of persons. Put simply, population health integrates clinical medicine and public health to address the three pillars of the Triple Aim, a framework for 1) health system optimization, 2) improved clinical outcomes and 3) lowered healthcare costs. The proposed MS in Population Health Management, therefore, blends public health and clinical outcomes among groups.

Growing number of jobs are being created to specifically address the Triple Aim. Typically, these jobs have evolved as the health care organizations adjust to government and regulatory influences for reimbursement of services. Professionals in population health manage groups of patients who are discharged home from hospitals, and who have high cost, complex chronic conditions. Effectively managing patients with complex chronic diseases, limited access to services or a tendency to end up in the hospital over and over again requires providers to significantly alter their traditional fee-for-service workflows and rely on a new set of team-based, collaborative skills.

The purpose of Masters of Science in Population Health Management is to prepare students to be advanced practitioners in the emerging field of Population Health Management. Graduates of this program will be able to: 1) Analyze community and individual factors that influence health 2) Develop innovative approaches and interventions to improve health outcomes 3) Develop effective practice that reduces healthcare costs.

The proposed program would offer students who have completed a Bachelor's degree in an area outside of Population Health Management the opportunity to complete coursework in the areas public health system, community prevention and wellness, health care system, and develop translational research skills to promote the health of populations in a variety of

settings as well as completing an experiential capstone project. Additionally, graduates will be eligible to sit for professional certifications at the completion of the program (e.g. Project Management Professional; ACE Health Coach).

The degree program is targeted towards public health officials, clinicians and managers actively engaged in the transformation of hospital and health systems to value-based, population-focused care delivery by examining health outcomes, patterns of health determinants, and developing policies and interventions.

Core courses will include an innovative combination of public health and health care management courses. As such, graduates with an MS in Population Health Management will have new skills and expertise to effectively implement the defined goals of population health; utilization of innovative information technology, and behavioral management strategies to improve patient outcomes, enhance patient experiences in hospitals, clinics and community settings, while simultaneously reducing health care costs. They will master skills areas such as practice redesign, new incentive payment models, team-based models of care, electronic health records, quality improvement, working with accountable care organizations, implementing health management approaches and maximizing community assets.

Map out the proposed curriculum, including course credits and contact hours (if applicable). Identify any incremental credentials and/or concentrations within the degree. Indicate which courses will be new. Describe plan for developing and offering new courses as well as any special program requirements (e.g., internships, comprehensive exam, thesis, etc.).

If this proposal is approved, Southeastern would be the only university in Louisiana to offer a M.S. in Population Health Management. Southeastern has several advantages that would allow us to offer this new degree with efficiency and excellence. First, the M.S. in Population Health Management aligns with the current B.S. in Health Education and Promotion, and B.S. in Health Systems Management, providing a pathway to graduate education. Second, a M.S. in Population Health Management builds on the current faculty expertise in behavioral health, public health, health information management, and health systems management. Last, Southeastern's College of Nursing and Health Sciences has strong community partnerships to support internship experiences in New Orleans, the Northshore and Baton Rouge. To date, we have 790 active affiliation agreements.

Since the program is 100% online, graduate students will also be able to seek capstone experiences where they live, closely supervised and mentored by faculty at Southeastern. A cohort will be admitted in January and August of each year. The cohort will be required to convene on campus or remote live stream for a 3-day immersive orientation experience prior to the beginning the program. This cohort-based structure will foster collaboration with other clinicians and health care providers, from across the country enriching the experiences and insights of team-based activities and projects. The curriculum culminates in an experiential capstone project to put into practice what is learned in the program. The program is designed for full-time enrollment; however, can be completed on a part-time basis in 2 years.

Mode of delivery: The proposed program would be 100% online and offer synchronous and asynchronous formats to meet objectives. To address working adults' learning needs, course activities requiring synchronous formats, such as group activities or faculty conferences, will be restricted to times mutually agreed upon to facilitate project/course

objectives. Faculty may record lectures and demonstrations utilizing state of the art video conferencing resources such as Polycom and the advanced Polycom Centro, and Panopto software to leverage interactive learning systems to enhance learning experiences. Students local to the university would have the opportunity to meet with faculty during on-campus office hours as needed, and videoconferencing or telephone conferencing will be used for virtual office hours.

Describe plan for developing and rolling out new courses.

Faculty will continue to work with Southeastern's Population Health Advisory Board in the continued development of the new courses. It is anticipated that all course proposals will be submitted to the University's Curriculum Council (UCC) no later than March 16, 2020. If course proposals require revision, the revisions will be submitted to the UCC no later than April 13, 2020. Courses approved by the UCC at their last meeting of the academic year will be eligible for enrollment beginning in the Fall 2020 semester.

Courses described in this proposal will be more comprehensively developed before implementation. Generic syllabi were submitted for review and upon proposal approval, the Population Health Advisory Board will continue to meet with faculty to further complete course syllabi and prepare course proposals for the University's Curriculum Council. The Population Health Advisory Board will also assist in developing graduate rubrics and determining best practice for assessing comprehensive knowledge through a variety of assessments such as projects, papers, assignments, and exams.

Degree Requirements

34 credit hours including the required capstone course

Required Core (21 credit hours)

- POPH: Essentials of Population Health Science (3)
- POPH: Introduction to Biostatistics (3)
- POPH: Epidemiology and Data Analytics (3)
- POPH: Wellness, Disease Prevention and Management (3)
- POPH: Healthcare Systems Management and Project Management (3)
- POPH: Health Informatics (3)

POPH: Health Leadership, Economics, and Policy (3)

Research (4 credit hours)

- POPH: Research Science and Translation (2)
- POPH: Research Science and Dissemination (2)

Culminating Experience (3 credit hour)

POPH: Capstone (3)

Electives (6 credit hours)

- POPH: Healthcare Financial Strategy
- POPH: Healthcare Marketing and Consumerism
- POPH: Social Determinants of Health (3)
- POPH: Program Planning and Evaluation for Population Health (3)
- POPH: Global Health (3)

POPH: Behavior Health Change: Health Coaching I (3)
 POPH: Behavior Health Change: Health Coaching II (3)
 HS 611: Environmental Health (3)
 HS 635 Worksite Health Promotion (3)

Spring Cohort

Spring Population Health (3)	Interim Elective (3)	Summer Biostatistics and Health Analytics (3)	Interim Elective (3)	Fall Health Leadership, Economics, and Policy (3)
Wellness, Disease Prevention and Management (3)		Epidemiology and Health Determinants (3)		Research and Dissemination (2)
Health Informatics (3)		Health Care Systems and Project Management (3)		Capstone (3)
Research Science and Translation (2)				

Fall Cohort

Fall	Winter Interim	Spring	Interim	Summer
Health Leadership, Economics, and Policy (3)	Elective (3)	Biostatistics and Health Analytics (3)	Elective (3)	Research Science and Dissemination (2)
Health Care Systems and Project Management (3)		Epidemiology and Health Determinants (3)		Capstone (3)
Health Informatics (3)		Wellness, Disease Prevention and Management (3)		
Research Science and Translation (2)		Population Health (3)		

Courses:

Essentials of Population Health Science (3 credit hours)

This course addresses population health outcomes for a group of individuals. Population Health provides a population perspective on the multi-level (socio-ecologic) determinants of

health, disease and injury; the programs, policies and services that protect and promote health and prevent disease, key concepts related to maintaining the health and wellness of populations. Examines the importance of determinants of health; including medical care, public health, genetics, personal behaviors and lifestyle, and a broad range of social, environmental, health equity and economic factors.

Biostatistics and Healthcare Analytics (3 credit hours)

Covers biostatistical methods necessary to interpret data for Evidence-Based Practice (EBP) in Population Health. Topics include critical appraisal of evidence, variation and variables, levels of data measurement, descriptive statistics and data display, probability, statistical and clinical significance, confidence intervals, statistical power analysis, hypothesis testing, and inferential statistics. Emphasis will be placed on the application of biostatistics to collect and translate health data to plan actionable interventions and programs that improve the delivery of healthcare and patient health outcomes.

Epidemiology and Health Determinants (3 credit hours)

Covers the principles and methods of epidemiology. Includes research designs and methods used to study and describe disease occurrence. Develops skills in obtaining, evaluating and interpreting research findings and other population data sources. This course will examine social determinants of health, health disparities, and the linkages between social epidemiology and health.

Wellness, Disease Prevention and Management (3 credit hours)

This course examines the concepts and strategies of wellness, care management, analyses strategies aimed at primary and secondary prevention, and evaluates models and efforts to expand care management accountability into the community.

Health Care Systems and Project Management (3 credit hours)

This course provides an overview of the evolution, structure and current issues in the health care system. It examines the management of health care as a product, and the changing relationships between patients, physicians, hospitals, insurers, employers, communities, and government. The course will also address implementation of services within systems using projects and project teams. Core concepts and skills for managing services and projects effectively; making sure they are completed on time, within budget, and meeting performance objectives, will be addressed.

Health Informatics (3 credit hours)

Introduces students to concepts, methods, and issues related to the application of health information technology (HIT) to population health. Emphasizes the population health potential of comprehensive electronic health records (EHRs), personal health records (PHRs), mobile health and telemedicine devices; and consumer focused internet-based tools. Covers the uses of HIT to define and identify populations and sub-populations of interest, describe the health status and needs of populations, improve the health of populations, and evaluate services provided to populations.

Health Leadership, Economics, and Policy (3 credit hours)

Focuses on the health organization, financing, economics, delivery of healthcare and leadership skills to manage healthcare systems. Discusses private and public sectors and examines government regulation and market competition and payer plans; trends in healthcare spending, quality of care, and access to care. Students will demonstrate the ability to use predictive economic modeling to anticipate how patient/consumer behavior, business, and government policy and regulation affect healthcare and health outcomes.

Research Science and Translation (2 credit hours)

This course will introduce the major components in research methods including: levels of measurement, qualitative and quantitative study designs, selection of study populations, hypothesis formulation, sampling, measurement instrumentations, formulation of research questions, and study interpretation issues such as determination of causality and the effectiveness of clinical and community interventions.

Research Science and Dissemination (2 credit hours)

This course focuses on application and case studies of research methods as well as interpreting and translating research findings into community practice. Students will learn how to develop and submit a manuscript for publication.

Capstone Project (3 credit hours)

A capstone project will comprise a minimum of 120 hours applying culminating program competencies meant to provide students the opportunity to build upon population health, population health management, and value-based care delivery models to demonstrate and hone knowledge and skills, through project planning and development, they have gained in the program.

Electives

Healthcare Financial Strategy (3 credit hours)

This course introduces key concepts and principles of strategy as it relates to financial considerations in the healthcare industry. Topics to be addressed include financial management and strategy to plan, create, implement and monitor strategic initiatives within healthcare organizations; healthcare reimbursement systems, general accounting, financial analysis, strategic planning, risk based contracting, and regulatory issues.

Healthcare Marketing and Consumerism (3 credit hours)

This course examines health consumerism as a movement that advocates patients' involvement in their own healthcare decisions as well as the impact in marketing practices for organizations.

Social Determinants of Health (3 credit hours)

Through a combination of readings, critical analysis and reflection, and in-class exercises students will examine social determinants, health disparities, and interventions to promote health. Students will explore the ways health and illness are influenced by social and economic determinants including race, ethnicity, gender, income, and sexual orientation.

Program Planning and Evaluation for Population Health (3 credit hours)

Describe and apply assessment and planning processes to determine priorities for population health interventions. Provide overview of planning and development of population health interventions from a systems perspective, with attention to evidence-based, theoretical, ethical approaches. Students will learn skills to evaluate effectiveness of population health and chronic care transition programs

Global Health (3 credit hours)

This foundation course introduces the study of global health and its theories, perspectives, methods, and evidence. The course offers a basic overview of the methods for measuring population health, analytic tools for decision-making, and the evidence base for the effectiveness, risks, and efficiency of interventions, programs, and policies.

Behavior Health Change: Health Coaching I (3 credit hours)

This course will provide health coaching skills for public health professionals with emphasis on the practical application of brief intervention and motivational interviewing skills to promote healthy lifestyle changes.

Behavior Health Change: Health Coaching II (3 credit hours)

This course will provide skill building and application of health coaching skills with emphasis on advanced application of brief intervention and motivational interviewing skills to promote healthy lifestyle changes.

HS 611: Environmental Health (3 credit hours)

This course will survey local, state, national and international environmental health issues. Emphasis will be placed on environmental stewardship including health advocacy.

HS 635: Worksite Health Promotion (3 credit hours)

An analysis of strategies for planning, implementation, and evaluation of health promotion programs in worksite settings. Topics include: successful worksite models, assessing corporate culture, screening approaches, and legal issues.

Much like the implementation of other new degree programs, initially, the M.S. degree program in Population Health Management will be managed through the dean’s office College of Nursing and Health Sciences. Once all courses are fully developed and launched, the program will migrate to the Department of Health and Human Sciences.

Identify any embedded Industry-Based Certifications (IBCs). Describe process for student to earn/receive the IBC.

While not listed on the Louisiana Workforce Commission Industry-based Certification list, it is possible to get professional certifications for health coaching (ACE Certification) and project planning (Project Planning Professional) once this degree is completed and work experience verified. Graduate students will be advised of various potential certifications a student may be eligible to pursue prior to or after graduation. Because students choose various electives, the advisor, in consultation with the graduate student, will develop a tailored curriculum plan to correspond with those certifications the student is interested in pursuing.

Program Delivery (Courses): To what extent must a student come to the campus to complete this program, including orientation or any face-to-face meetings?

<input type="checkbox"/> On-site (>50% delivered face-to-face)	<input type="checkbox"/> Hybrid (51%-99% online)	<input checked="" type="checkbox"/> Online (100% online)
<input type="checkbox"/> Day courses offered	<input type="checkbox"/> Evening courses offered	<input type="checkbox"/> Weekend courses offered

2. Need

How is this program essential for the wellbeing of the state, region, or academy (e.g., how is it relevant, how does it contribute to economic development or relate to current/evolving needs).

From cover page...NEED/RELEVANCE is the argument for program approval. Address duplication or similarities with existing programs elsewhere, and explain why the proposed program is different and/or necessary.

New job opportunities are being created to meet the growing need of healthcare’s redesign efforts following the implementation of the *Affordable Care Act of 2010*. Employment of healthcare occupations is projected to grow 18 percent from 2016 to 2026, much faster than

the average for all occupations, adding about 2.4 million new jobs. Healthcare occupations are projected to add more jobs than any of the other occupational groups. This projected growth is mainly due to an aging population, leading to greater demand for healthcare services. To address nationally established goals promoted by the *Affordable Care Act*, graduates of the program will analyze social structures that influence health; develop approaches to improve health outcomes, and develop effective practices that reduce health care costs.

It is anticipated that new jobs will evolve – with new positions, titles, and skill sets – that are only now being realized. As such, clinicians and managers are required to obtain new skills and expertise to effectively implement the defined goals of population health: utilization of innovative information technology and behavioral management strategies to improve patient outcomes, enhance patient experience, while simultaneously reducing health care costs. There is immense need for healthcare workers with knowledge and skill in population and value-based care delivery models. The anticipated student pipeline for this degree will come from those with health sciences or related undergraduate/graduate degrees. Those with experience in health care systems will be the best suited persons prepared to transform health and healthcare in Louisiana and beyond. The program plans to admit students with experience or interest in clinical and managerial roles, who can immediately apply lessons learned in their work environments.

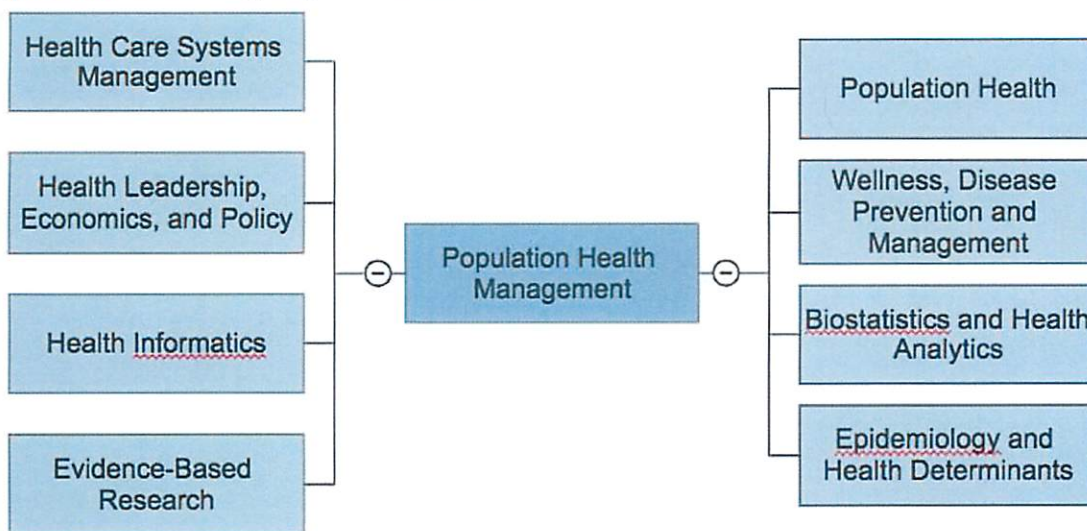
The Louisiana Workforce Commission's Star Report for Medical and Health Services Managers describes the occupation as one that plans, directs, or coordinates medical and health services in hospitals, clinics, managed care organizations, public health agencies, or similar organizations. Accordingly, the report lists the number current job openings is 163; annual wage is \$81,200; lowest 10% wage is \$50,473; highest 10% wage is \$121,206; hourly wage is \$39.04.

Population health has similar concepts, yet differs from public health. Fundamentally, population health is concerned with measuring and optimizing the health of groups, and in so doing embraces the full range of determinants of health, including health care delivery, whereas public health is concerned more generally with influences on health. The work of public health is centered on promoting healthy lifestyles through health education, protecting against environmental hazards, controlling infectious diseases, preparing for and responding to disasters, and promoting healthcare equity, quality, and accessibility.

Population health, on the other hand, has grown rapidly as a framework that incorporates activities within the health care delivery system to improve significant determinants of health outcomes among groups of persons. The concept of better health, better health care, and lower per capita cost has become an emboldening principle for health system improvement around the world. The Institute for Healthcare Improvement (IHI), which pioneered the Triple Aim concept, focuses on redesigning health systems targeting populations. Populations may be discrete such as those receiving care through a health system or insurance company or may be inclusive population segments defined

geographically (e.g. low birth weight babies in LA).

The population health framework can be thought of as an expansion of the public health agenda, such that all the major forces shaping society can see themselves as contributors towards this common goal. The success of this paradigm shift will depend on how well different entities (healthcare providers, payers, public health agencies, policymakers, businesses, and community-based organizations) internalize the framework and collaborate with one another. The goal of the proposed M.S. in Population Health Management is to train B.A. and B.S. interdisciplinary professionals to apply principles of the full continuum of Population Health Management Model. This degree has core courses focusing on population health, informatics and analytics, and health care systems. Six hours of electives provides the graduate student the flexibility to focus on management and finance of systems or the population health of groups of individuals.



LOUISIANA WORKFORCE COMMISSION STAR LEVEL (<http://www.laworks.net/Stars/>)

5 Stars 4 Stars 3 Stars 2 Stars 1 Star

Describe how the program will further the mission of the institution.

The proposed M.S. in Population Health Management degree program meets two criteria established by the Louisiana Board of Regents:

- 1) The program will demonstrably promote economic development in the state.
- 2) The program is deemed indispensable to fulfilling the role, scope, and mission of the college and is deemed indispensable to fulfilling critical educational needs of the state.

Southeastern Louisiana University, with a SREB Four-Year 3 classification, is primarily a teaching institution. Southeastern is responsible for serving residents of the greater metropolitan region, especially those of the Northshore parishes.

The mission of Southeastern Louisiana University is to lead the educational, economic and cultural development of southeast Louisiana. The University's educational programs are based on vital and evolving curricula that address emerging regional, national, and

international priorities. Southeastern provides credit and non-credit educational experiences that emphasize challenging, relevant course content and innovative, effective delivery systems.

The implementation of the Population Health Management program supports the mission and goals of Southeastern. Located in one of the most populated and fastest growing regions of the state, Southeastern has a strategic goal to provide competitive educational opportunities that attract diverse well-prepared students who progress and graduate. The M.S. in Population Health Management program is essential to the mission of Southeastern by 1) contributing to a more diversified healthcare and public health workforce in Louisiana; 2) meeting the needs of the evolving healthcare and public health systems and services in Louisiana; 3) expanding the educational options for students in Louisiana who are interested in pursuing a career in the healthcare and public health profession; and 4) establishing collaborative partnerships that benefit faculty, students, and the University's service region. The proposed program expands upon existing resources to address an emerging healthcare and public health needs in the region; grows the institution's relationships with regional stakeholders; and, provides students with applied, data driven learning opportunities.

Valuable opportunities exist to align health sciences degrees with initiatives to broaden education in population health. Engaging graduate students at the interface of medical care and population health, provides rich opportunities for capstone, evidence-based learning opportunities.

Identify similar programs in the State and explain why the proposed one is needed: present an argument for a new or additional program of this type and how it will be distinct from existing offerings.

Traditionally, those seeking jobs in governmental agencies seek the Master's of Public Health (e.g. Louisiana Department of Health). In reviewing the curricula and various concentrations of MPH programs at Tulane, LSUHSC New Orleans, and LSUHSC Shreveport, there are expected similarities in course work between the MPH and the MS in Population Health Management. Population health management uses public health as one component to help health care practitioners provide high quality and cost-effective care in a rapidly changing health care environment.

While there are various concentrations at these three universities, LSU Health Sciences Center in New Orleans and Tulane University offer MPH with emphasis appears in Community Health or Health System Management. The MS in Population Health Management was designed with unique, distinct graduate outcomes in mind.

An analysis of specific programs that most closely align with Southeastern's proposed MS in Population Health Management. Please note, none of the courses from LSU HSC and Tulane list courses Population Health. Southeastern's MS in Population Health Management reflects emerging trends such as management of health with telehealth and digital medicine

After analysis of these programs the following are offered for consideration:

- 1) The MS in Population Health Management is a 34-hour program focused on training master level practitioners to work within the healthcare delivery systems with emphasis on improving patient outcomes. Our degree shares some coursework with both LSU & Tulane's Master's of Public degrees. Based on a review of both LSU's & Tulane's MPH degree descriptions, our degree is focused on the delivery of services

and interventions within the health care system, a key differentiating characteristic of population health.

- 2) LSU Health Sciences Center and Tulane offer separate options for an MPH with Community Health or Health Systems Management. Our MS in Population Health Management recognizes the “marriage” of these two disciplinary areas and therefore incorporates core courses in both areas.
- 3) While LSU HSC has partnered with a community college to offer a certificate in Health Coaching, Southeastern incorporates health coaching in the BS undergraduate behavioral health course, offers students unique practicum experiences to intern as health coaches and once enrolled at the MS level, graduate students will be able to develop advanced health coaching expertise by the only Motivational Interviewing of Trainers (MINT) educator in the state of Louisiana (Dr. Angela Wood).

If approved, will the program result in the termination or phasing out of existing programs? Explain.

No, the program will not result in the termination or phasing out of existing programs.

If a Graduate program, cite any pertinent studies or national/state trends indicating need for more graduates in the field. Address possibilities for cooperative programs or collaboration with other institution(s).

Fewer than 25 universities offer a MS in Population Health Management, and no university in Louisiana offers a MS in Population Health Management. Statewide health care facilities/companies including Ochsner Health Systems, North Oaks Health System, Watershed Health, St. Thomas Community Health Center, and Franciscan Missionaries of Our Lady Health Systems have offered support of our proposal to have a graduate degree in this area. In addition, the State of Louisiana’s Office of Public Health has also offered support for this proposal. Population Health management staff have agreed to help host our student interns and provide other educational experiences via video conferencing, on-campus guest lectures, and field experiences.

3. Students

Describe evidence of student interest. Project the source of students (e.g., from existing programs, or prospects of students being recruited specifically for this program who might not otherwise be attracted to the institution).

STUDENTS should include a justification for projected enrollments and completers. If the new program is the expansion of an existing, successful concentration or minor, provide the existing curriculum and recent enrollment/completer data.

Employment of healthcare occupations is projected to outpace the growth of all other occupations. With an estimated 2.4 million new jobs to be added by 2026. A review of existing and projected workforce needs, feedback from prospective employers, analysis of enrollment data at Southeastern, and analysis of enrollment trends in undergraduate Health Systems Management, Health Education and Promotion programs and other health sciences degree (e.g. Nursing, General Studies, Kinesiology, Social Work, Dietetic interns) serve as the basis for the projected enrollment in the proposed M.S. in Population Health Management degree program. A specific example is the recent announcement by the Commission on Dietetic Registration that starting January 2024, dietetic interns will need to obtain a combined internship with a Master’s degree. This degree is an example of an appropriate degree for those seeking to sit for registration in the future. Since the program is 100% online, we will be able to recruit nationally.

Based on data that demonstrate an increasing need for mid-level positions in healthcare systems and services networks, we expect a high degree of interest in the M.S. degree program. It is projected Southeastern will award 10-20 degrees annually. This projection is based upon admissions, which can be accommodated with one full-time faculty member and lecturers from the community.

If approved, the proposed program is planned to begin in Fall 2020.

Project enrollment and productivity for the first 5 years, and explain/justify the projections.

Based on the enrollment and completion data of our feeder programs, as well as an increased demand Masters trained Medical and Health Services Managers we anticipate strong interest and enrollment into the MS in Population Health Management degree.

Average enrollment/completer data (2016-2019) for related programs at Southeastern:

Potential feeder programs:

- BS in Athletic Training (131 enrollment/ 10 completers)
- BS in Health Education and Promotion (48 enrollment/ 17 completers)
- BS in Kinesiology (627 enrollment/ 106 completers)
- BS in Biology (832 enrollment/ 80 completers)
- BS in Health Systems Management (108 enrollment/14 completers)
- BS in Communication Science Disorders (154 enrollment/ 30 completers)
- BS in Family Consumer Sciences (193 enrollment/ 50 completers)
- BSN in Nursing (1442 enrollment/ 140 completers)
- BA in Social Work (228 enrollment/ 48 completers)

Other masters programs in the college:

- MS in Health and Kinesiology (42 enrollment/ 14 completers)
- MS in Communication Science and Disorders (61 enrollment/ 26 completers)
- MS in Nursing (114 enrollment/ 43 completers)
- MS in Counseling (83 enrollment/ 25 completers)

**Projected New Enrollment and Graduation Numbers,
Years 1-5**

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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Enrollment	10	20	20	30	35	115
Graduation		10	20	20	30	80

List and describe resources that are available to support student success.

Southeastern Louisiana University offers a wide variety services to support student success. These services include:

University Health Center (UHC) provides treatment for minor illnesses and injuries, physical exams, women's and men's, immunizations and injections. All registered Southeastern Louisiana University students are assessed a membership fee each semester that entitles them to care at the UHC.

University Counseling Center provides free mental health counseling services to students, faculty, and staff. Staffed by licensed mental health professionals as well as master's level interns, the UCC offers individual counseling, group counseling, couples counseling, and family counseling as well as workshops and consultation. The University Counseling Center is accredited by IACS, the International Association of Counseling Services.

Office of Disability Services facilitates the process of academic accommodations for students with disabilities and works in collaboration with other University departments in an attempt to ensure full participation in all activities, programs, and services of the University.

Office of Career Services assists Southeastern students and alumni with their career exploration and job search processes by providing a wide array of valuable career counseling and job search assistance services while meeting the hiring needs of employers.

Tutoring Services are available on the main campus to all currently enrolled Southeastern students. Historically, services are offered in core courses common to most degree programs. Available session times, courses covered and qualified tutors vary by semester. Peer tutors are able to assist students with developing effective learning strategies, becoming active and engaged learners, developing fundamental skills necessary for learning course content, increasing problem solving and critical thinking skills, and improving academic confidence.

Pennington Student Activity Center provides students with the opportunity to participate in variety fitness and wellness activities. These activities include organized fitness classes, use of the university swimming pool, health and physical assessment, and health promotion programming.

Southeastern Louisiana University Office of Veteran Services supports those who have served our country. The Office of Veterans Services serves as an intermediary between the veteran, or their family members, who is seeking or receiving educational benefits and Veterans Benefits Administration (VBA). It is our goal to provide veteran students with the tools and education benefits needed to succeed in college.

Southeastern University Linus A. Sims Memorial Library houses the main collections, periodicals in all formats, media materials, government documents and special collections. The Library houses a specialized collection of nursing and health sciences materials and

provides access to electronic resources. The library provides comprehensive library services to the University's faculty, students, and staff. Southeastern ensures users have access to regular and timely instruction in the use of the Library. Students may obtain library assistance without ever visiting the campus through a variety of distance library services. General services include reference and research assistance, instruction in the use of library resources, interlibrary loan, and document delivery and acquisition. Students can chat online with a reference librarian 24 hours a day, 7 days a week. Sims Memorial Library is a member of LOUIS, the Louisiana Library Network, which combines collective resources to produce a dynamic library consortium. Students and faculty may apply for reciprocal borrowing privileges at Louisiana universities through the Louisiana Academic Library Information Network Consortium (LALINC). Fourteen librarians, all of whom are available to provide support to the students enrolled in the MS in Population Health program, staff the Sims Library at Southeastern. The Serials Librarian, who acts as a liaison to the College, the Reference Librarians, and the Access Service Librarians collaborate to meet the needs of online students. In addition, the Sims Memorial Library Reference Librarians provide face-to-face instruction and online tutorials as requested by nursing faculty and literature review guidance as requested by individual students. Students in the DNP program are provided with on campus orientation to library services. They have access to 142 research databases, many with full-text access to over 100,000, as well as to 368,222 eBooks, and 21,578 print health books. Students can request research consultations in person, phone conference, or via videoconference.

Learning Management System (LMS) used at Southeastern is Moodle, which offers online course delivery and is capable of featuring synchronous and asynchronous activities for faculty and students. For example, this system features mechanisms for asynchronous discussion forums and live chat rooms for use as synchronous electronic classrooms. Also available to our students and faculty is a Polycom system that allows for synchronous videoconferences and classes with video recording capability, which allows for asynchronous viewing. Faculty members can post written information and links to pertinent online references, grade books, and assignment submissions via Moodle LMS. Technical support for this delivery system is available both online and by phone (Online Learning). Students entering the program are oriented to the systems and may access them via the Internet. Student hardware/software requirements include a webcam and microphone to enhance interactivity and are clearly outlined on each course Moodle site.

The Client Services Department of the Office of Technology provides technological support to faculty and students. The Help Desk, operated by Client Services, can be accessed by phone or email Monday through Thursday 7:30 am – 5:00 pm and Friday 7:30-12:30. Online "chat" service is available 6 am to 2 am 7 days a week. The Student Technology Center trains, assists, and serves all Southeastern students with technology to enhance their learning experiences. The student technology fee funds this service. Students have access to web-based email accounts and various Google applications. They can also access Southeastern by computer from off-campus sites, including the Livingston Parish Literacy and Technology Center and the Baton Rouge Center. There are multiple lab options with computers for student use at strategic locations across campus and at off campus locations.

The following website describes each lab and location:

<http://www.selu.edu/admin/sps/labs/>.

Southeastern uses Gmail, a free web-based email service provider. Google suite can facilitate online chats and video chats between students and faculty. Students and faculty can also collaborate on projects using Google suite components. The campus has wireless capability in classrooms and many

of the areas where students study. A *Mobile website application* allows students to access course schedules, financial aid records, and grades on any smartphone device. Students can add and drop classes and conduct other university business from the palm of their hands. The system can be accessed at https://hp2.selu.edu/public_page.php.

International Initiatives Office is responsible for Study Abroad Programs; opportunities for summer course work in foreign countries, and promote international programs and projects.

The Office of Multicultural and International Student Affairs works to create a campus environment that encourages and welcomes student

University Writing Center provides peer tutoring, writing workshops, a computer resource center, and is dedicated to writing needs of students, faculty and the local community.

Southeastern Louisiana University Food Pantry provides non-perishable food items to any currently enrolled Southeastern student in need.

What preparation will be necessary for students to enter the program?

1. Completed Bachelors degree in a health-related field with a minimum of a 3.0 cumulative GPA.

Health related degrees include:

- BS in Athletic Training
- BS in Health Education and promotion
- BS in Kinesiology
- BS in Biology
- BS in Health Systems Management
- BS in Communication Science Disorders
- BS in Family Consumer Sciences
- BSN in Nursing
- BA in Social Work

2. Completion of all prerequisite's courses including:

- Medical Terminology
- Research Methods
- Statistics
- A course in human disease and/or pathophysiology

3. General Records Exam

- Achieving a minimum combined verbal and quantitative score on the Graduate Records Exam (GRE) of 286 for regular admission. Individuals with a combined verbal and quantitative GRE score of 281 to 285 may be considered for provisional admission status.

4. Extensive evidence of experience and expertise could be considered in lieu of a GRE score.

If a Graduate program, indicate & discuss sources of financial support for students in the program.

A variety of financial support options are available for students. Visiting with the Financial Aid office, students will learn about their options for student loans, grants, and scholarship opportunities. Students who live near Southeastern's campus will be eligible to apply for graduate assistantships on campus.

4. Faculty

List present faculty members who will be most directly involved in the proposed program: name, present rank; relevant degree; courses taught; other assignments.

NEW FACULTY

Assistant Professor

POPH: Program Planning and Evaluation
for Population Health

HS 635: Worksite Health Promotion

POPH: Project Management

POPH: Essentials of Population Health

		Science POPH: Capstone
Dr. Ralph Wood Professor,	PhD (Health Education and Promotion), MS (Rehabilitation Counseling), BS (Psychology)	POPH: Behavior Change: Health Coaching 1 POPH: Behavior Change: Health Coaching 2
Dr. Alissa Dickey, PhD, CPHQ Assistant Professor	PhD (Management Information Systems), MBA BS (Health Systems Management)	POPH: Health Informatics POPH Healthcare Systems and Project Management POPH: Biostatistics and Health Analytics
Dr. Millie Naquin, PhD Professor	PhD (Health Education) MEd (Curriculum and Instruction) BS (Health and Physical Education)	POPH: Health Disparities Seminar HS 611: Environmental Health POPH: Global Health
Dr. Myia Graves, PhD, CHES Assistant Professor	PhD.(Health Education), MA (Health Studies), BS (Health Studies)	POPH: Social Determinants of Health POPH: Wellness, Disease Prevention, and Management POPH: Research Science and Translation POPH: Research Science and Dissemination
Dr. Stephanie Harrison, PhD Adjunct/Lecturer Faculty	PhD (Epidemiology MPH (Epidemiology) BA (Environmental Studies)	POPH: Biostatistics and Health Analytics HS 637: Epidemiology and Health Determinants
Dr. Claude Nesser, MD Adjunct Faculty/Lecturer	MD BS (Zoology)	POPH: Wellness, Disease Prevention, and Management
Dr. Hebert Robison, MD Adjunct Faculty/Lecturer	MD	POPH: Biostatistics and Health Analytics POPH: Health Informatics
Dr. Diane Thompson PhD, RN Adjunct Faculty/Lecturer	PhD (Nursing) MS Administration BS, Nursing	POPH: Healthcare Financial Strategy POPH: Healthcare Marketing and Consumerism
Dr. Kathy Phelps, DNS, BS Adjunct Faculty/Lecturer	DNS MSN BSN	POPH: Healthcare Financial Strategy POPH: Healthcare Marketing and Consumerism

Project the number of new faculty members needed to initiate the program for each of the first five years. If it will be absorbed in whole or part by current faculty, explain how this will be done. Explain any special needs.

FACULTY should demonstrate preparation or a plan to offer the program, explaining how the program would be offered, whether/how existing faculty can absorb the new courses and students, and expected sources of additional faculty that would be needed.

One new faculty line will be requested to support the implementation of the program at a salary range of \$60,000-65,000 in year one and another in year 3. Because the program is multidisciplinary, lecturers from a variety of healthcare backgrounds and experiences will be qualified to teach graduate level courses. An operating budget for \$2500 for this program will be requested to support annual office supplies and equipment. Currently, Southeastern employs Ph.D. faculty with expertise in Health Information Management, Health Policy, Health Systems Management, Epidemiology, Public Health, Health Education, and Health Management. Additionally, a large cadre of terminal degree practitioners with experience in practice is available to teach.

In addition, the MS in Population Health Management will recruit lecturers from local and regional public health programs and health systems to provide our students with a real-world perspective. The College of Nursing and Health Sciences currently has professional relationships with numerous professionals who have expressed interest in teaching and mentoring our students.

To maximize resources and promote interdisciplinary educational experiences, it may be beneficial to develop courses that may be taken by students from multiple programs. Cross-listing courses would afford students the opportunity to meet their curricular objectives, and also learn about other perspectives and applications. The table represents new course titles, potential faculty member who would teach the course, and other graduate programs who may benefit from cross-listing.

Tuition and fees, reallocation of present institutional resources, obtaining new commitments and possibly the allocation of new state funds to support the program in the future, will cover new costs.

Describe involvement of faculty – present and projected – in research, extension, and other activities and the relationship of these activities to teaching load. For proposed new faculty, describe qualifications and/or strengths needed.

Full Time Faculty Available for Course Development and Consultation	Other activities and Teaching Load
Faculty to Be Hired	
A potential full-time employee teaching health systems management, population health, and nursing at a private institution has expressed interest in this position.	<p>The new faculty member will teach three courses per semester, and receives reassigned time (equivalent to two three-credit hour course) each semester to conduct professional activities such as research, writing and administering grants, and developing presentations.</p> <p>Faculty should have a PhD in Healthcare Administration, Health Systems Management, Health Information Management, Nursing or</p>

	closely related field. This faculty member should have professional experience in the management and design of population health programs, worksite health promotion programs, or health coaching.
Dr. Ralph Wood, Asst. Dean, Professor	Dr. Wood typically conducts administrative duties in the CNHS Dean's Office.
Dr. Alissa Dickey, PhD, CPHQ Assistant Professor	Dr. Dickey typically teaches four courses per semester, and receives reassigned time (equivalent to one three-credit hour course) each semester to conduct professional activities such as research, writing and administering grants, and developing presentations.
Dr. Millie Naquin, PhD Professor	Dr. Naquin typically teaches 2 courses per semester, and receives reassigned time (equivalent to three three-credit hour course) each semester to coordinate the graduate MS in Health and Kinesiology and conduct professional activities such as research, writing and administering grants, and developing presentations.
Dr. Myia Graves, PhD, CHES Assistant Professor	Dr. Graves typically teaches three courses per semester and receives reassigned time (equivalent to two three-credit hour course) each semester to conduct professional activities such as research, writing and administering grants, and developing presentations.
Adjunct/ Lecturers	
Dr. Stephanie Harrison, PhD Adjunct Faculty/Lecturer	Expert in Public Health, Health Care Administration, and/or Population Health
Dr. Claude Nesser, MD Adjunct Faculty/Lecturer	Expert in Public Health, Health Care Administration, and/or Population Health
Dr. Hebert Robison, MD Adjunct Faculty/Lecturer	Expert in Public Health, Health Care Administration, and/or Population Health
Dr. Diane Thompson PhD, RN Adjunct Faculty/Lecturer	Expert in Public Health, Health Care Administration, and/or Population Health
Dr. Kathy Phelps, DNS, BS Adjunct Faculty/Lecturer	Expert in Public Health, Health Care Administration, and/or Population Health

5. Library and Other Special Resources

To initiate the program and maintain the program in the first five years what library holdings or resources will be necessary? How do journal, database, monograph, datasets, and other audiovisual materials compare to peer institutions' holdings with similar/related programs?

Health and Human Sciences (and related fields) Book, Video & Streaming Video Expenditures					
	FY16	FY17	FY18	FY19	Totals
Communication Sciences and Disorders	\$1,930.52	\$1,381.72	\$1,498.53	\$817.23	\$5,628.00

**Family and Consumer Sciences
Social Work
Counseling**

**Health
Nursing
HSM**
Total:**

***Prior to FY2018, HSM book, vid**

Health and Human Sciences (and

Communication Sciences and
Disorders
Family and Consumer Sciences

Social Work
Counseling
Health
Nursing

HSM**
Total:

****HSM expenditures for Serials a**

Health and Human Sciences (and

Communication Sciences and
Disorders
Family and Consumer Sciences
Social Work
Counseling
Health
Nursing

HSM**
Total:

	\$6,180.13	\$28,583.3	\$31,435.4	\$30,726.3	\$96,925.31
		9	3	6	

****HSM expenditures for Databases are included with Health**

Health and Human Sciences (and related fields) All Resource Expenditures

	FY16	FY17	FY18	FY19	Total
Communication Sciences and Disorders	\$6,216.56	\$5,854.45	\$6,190.55	\$5,330.70	\$23,592.26
Family and Consumer Sciences	\$13,565.1	\$11,781.9	\$12,110.3	\$12,246.6	\$49,704.06
	6	0	3	7	
Social Work	\$13,576.7	\$13,460.2	\$14,148.1	\$13,800.8	\$54,986.01

Counseling			5	6	\$9,476.55	\$34,644.2	\$52,460.66
Health				1	\$7,676.99	\$6,954.98	\$29,490.15
Nursing					\$102,595.	\$98,945.8	\$365,175.58
HSM**			24	9	\$1,657.54	\$1,049.25	\$2,706.79
Total:	\$113,873.	\$137,414.	\$153,855.	\$172,972.			\$578,115.51
	38	22	35	56			

****HSM expenditures for Serials, Standing Orders, and Databases, plus Books, Videos & Streaming Videos prior to FY2018 are included with Health.**

What additional resources will be needed?

Need information

Are there any open educational resources (OER), including open textbooks, available to use as required course materials for this program? If so, which courses could these materials support, and what is the anticipated savings to students?

Faculty teaching in the MS in Population Health Management program will have access to the LOUIS (The Louisiana Library Network Consortium) "Transform Your Courses" page, which lists several Open Educational Resources (OERs). Southeastern Louisiana University's Sims Memorial Library has specifically promoted The Open Textbook Library (from the Open Textbook Network) and the LOUIS OER Commons microsite to the faculty at Southeastern. LOUIS has also developed a Faculty Portal which contains OER materials (search can be limited to OERs using the Advanced Search), and the LOUIS site also provides a link to MERLOT (an important collection of OER resources), as well as OASIS and SKILLSCOMMONS (both resources for OER materials).

While final textbooks decisions will be made by the faculty teaching the course, a review Open Education Resources revealed that the following courses have OER available:

- POPH: Essentials of Population Health Science (3)
- POPH: Introduction to Biostatistics and Health Analytics (3)
- POPH: Epidemiology and Social Determinants (3)
- POPH: Wellness, Disease Prevention and Management (3)
- POPH: Health Informatics (3)

- POPH: Healthcare Systems and Project Management (3)
- POPH: Social Determinants of Health (3)
- POPH: Program Planning and Evaluation for Population Health (3)
- POPH: Global Health (3)
- POPH: Health Coaching I (3)
- HS 611: Environmental Health (3)
- HS 635 Worksite Health Promotion (3)
- POPH: Healthcare Financial Strategy (3)
- POPH: Healthcare Marketing and Consumerism (3)

The average cost of college textbook is estimated to be \$153.00. If the instructor chose to use an available OER for each these classes, students could save an estimated \$2,280.00 during the completion of this degree program.

6. Facilities and Equipment

Describe *existing* facilities (classrooms, labs, offices, etc.) available for the program and their present utilization.

The proposed program will be 100% online and no classroom space would be necessary on a regular basis. Faculty have dedicated office space, and conference rooms will be available as needed.

Southeastern has the technological facilities and equipment to support projected student enrollment in the MS in Population Health Management Program. The College of Nursing and Health Sciences is a leader at Southeastern in distance education integration.

The University utilizes best practices for online learning guidelines for review and evaluation of quality online instruction. The Learning Management System (LMS) used at Southeastern is Moodle, which offers online course delivery and is capable of featuring synchronous and asynchronous activities for faculty and students. For example, this system features mechanisms for asynchronous discussion forums and live chat rooms for use as synchronous electronic classrooms. Also available to our students and faculty is a Polycom system that allows for synchronous videoconferences and classes with video recording capability, which allows for asynchronous viewing. Faculty members can post written information and links to pertinent online references, grade books, and assignment submissions via Moodle LMS. Technical support for this delivery system is available both online and by phone (Online Learning). Students entering the program are oriented to the systems and may access them via the Internet. Student hardware/software requirements include a webcam and microphone to enhance interactivity and are clearly outlined on each course Moodle site.

Describe the need for new facilities (e.g., special buildings, labs, remodeling, construction, equipment), and estimate the cost, proposed sources of funding, and estimated availability for program delivery.

No new facilities or equipment are needed.

7. Administration

In what administrative entity (department/school/college) will the proposed program be housed? How will the new program affect the present administrative structure of the institution?

The new program would be housed in the College of Nursing and Health Sciences, Department of Health and Human Sciences. The new program will not affect the present administrative structure of Southeastern. The Assistant Dean, Dr. Ralph Wood, will initially serve as the Program Director, to coordinate courses and faculty assignments, especially since in years 1-3, existing and adjunct faculty, will develop and implement new courses and the capstone project. Once the program is established with its first cohort, the Department Head, Dr. Jackie Guendouzi, will manage the program along with other programs in the department.

Describe departmental strengths and/or weaknesses and how the proposed program will affect them.

Southeastern's Department of Health and Human Sciences has successful outcomes (i.e., graduation rates, employment, and licensure pass rates). These program accomplishments are due mainly to sound administrative leadership, close monitoring of curriculum relevance, outstanding faculty instruction, and excellent student recruitment and retention practices. All part-time and full-time graduate faculty have completed training in distance learning methodologies to ensure quality assurance for online education. Continuous training and education promote a cohesive educational program, which is important for online delivery. There is teamwork and stability among the faculty and administration, which propels the department and their programs to achieve excellence, quality, and credibility.

8. Accreditation

Describe plan for achieving *program* accreditation, including: name of accrediting agency, basic requirements for accreditation, how the criteria will be achieved, and projected accreditation date.

Currently, an accreditation process for Population Health Management programs is not available. A new degree prospectus will be submitted to SACSCOC for approval prior to recruiting new students and implementing courses.

If a graduate program, describe the use of consultants in developing the proposal, and include a copy of the consultant's report as an appendix.

9. Related Fields

Indicate subject matter fields at the institution which are related to, or will support, the proposed program; describe the relationship.

RELATED FIELDS summarizes how the proposed program 'fits into' the institution's existing offerings and strengths.

Population Health, Health Information Management, Health Systems Management, and Nursing are the four primary fields of study that will provide support to the proposed program. Department Heads support assignment of faculty teaching cross-listed courses and teaching for faculty who do not teach full loads during the summer session. As the new degree program increases in enrollment, additional faculty lines will be requested from the administration.

10. Cost & Revenue

Summarize additional costs to offer the program, e.g., additional funds for research needed to support the program; additional faculty, administrative support, and/or travel; student support. How will the program affect the allocation of departmental funds?

COSTS & REVENUE (BUDGET) should include new/additional costs referenced in the preceding text to show what new commitments the program would bring to the institution and how they would be covered. Revenue for this program will be generated through contract pricing at \$500/credit hour. This means no additional fees or out-of-state tuition will be charged. A full-time faculty will be hired in year one at a projected cost of \$60,000-\$65,000/academic year. A second full-time faculty member will be hired in year 3. Lecturers will be paid \$4000/3hr course. During the early years of implementation of the program, the program will be supported by hiring lecturers (adjunct positions) to teach 1-9 courses per semester for an estimated total of \$4000-\$36,00 from a combination of qualified existing and external faculty. The annual departmental budget needs \$1000 a year more to support day-to-day operations. Other existing faculty and courses and office administration will be utilized at no additional cost. Because the program will be 100% online, classroom space is not needed. Faculty development will be essential since healthcare is constantly changing. Conferences and consultants will be funded to maintain a rigorous, relevant curriculum (\$8000). Additionally, student and collaborative research will be supported through funds for statistical support (\$5000). Funds for marketing are requested as well (\$1000).

*On the separate budget form, estimate *new* costs and revenues for the projected program for the first four years, indicating need for additional appropriations or investment by the institution.

Outside of revenue from tuition & fees, explain and justify any additional anticipated sources of funds, e.g., grants (in hand, promised, or in competition), institutional funds, etc.

Faculty will continue to apply for external and internal grants to support the acquisition of teaching equipment, funding for travel to professional conferences, and research endeavors. Southeastern offers several opportunities per year to apply for funding, and the Louisiana Board of Regents also offers opportunities for funding.

CERTIFICATIONS:

Ann K. Parrott

Primary Administrator for Proposed Program

8-5-20

Date

Jena L. Solding

Provost/Chief Academic Officer

8-5-2020

Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: Southeastern Louisiana University

Date: 10/18/19

Degree Program, Unit: Health and Human Sciences

FTE = Full Time Equivalent (use the institution's standard definition and provide that definition).

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$ 65,000	1	\$ 66,950	1	\$133,956	2	\$137,974	2
Lecturers (adjunct)	\$ 16,000		\$28,000		\$36,000		\$36,000	
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL	\$81,000		\$ 94,950		\$ 169,956		\$ 173,974	
EXPENDITURES								
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment/Library Resources								
Travel	\$5000		\$5000		\$5000		\$5000	
Supplies	\$10,000		\$10,000		\$10,000		\$10,000	
SUB-TOTAL	\$ 15,000		\$15,000		\$ 15,000		\$ 15,000	
TOTAL EXPENSES	\$ 96,000		\$ 109,950		\$ 184,956		\$ 188,974	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$		\$		\$		\$	
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment								
Tuition	\$75,000		\$300,000		\$330,000		\$330,000	
Fees	Contract price		Contract price		Contract price		Contract price	
*Other (specify)								
TOTAL REVENUES	\$ 75,000		\$300,000		\$330,000		\$ 330,000	

** Describe/explain expected sources of funds in proposal text.*

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

September 3, 2020

Item E.4. **University of Louisiana at Monroe's** request for approval of a Memorandum of Understanding (MOU) with Louisiana Delta Community College.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests approval to enter into a Memorandum of Understanding (MOU) with Louisiana Delta Community College (LDCC). The proposed MOU will establish a *Bridge Program* focused on enhancing the transfer process between the two institutions. Such a program will provide the partnership necessary to facilitate student access through the respective admissions and registration processes, and academic/career counseling throughout a student's enrollment at LDCC in the *Bridge Program*. All components of the *Bridge Program* MOU are limited to the instruction of developmental and General Education courses taught by LDCC faculty and that are transferable to ULM.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Monroe's request for approval of a Memorandum of Understanding (MOU) with Louisiana Delta Community College.*



Office of the President

University Library 632 | 700 University Avenue | Monroe, LA 71209
P 318.342.1010 | F 318.342.1019

August 3, 2020

Dr. James B. Henderson, President
University of Louisiana System
1201 Third Street, 7-300
Baton Rouge, LA 70802

Dear Dr. Henderson:

I am requesting consideration and approval of the MOU between the University of Louisiana Monroe and Louisiana Delta Community College for the August 27, 2020, Board of Supervisors meeting. This MOU is a bridge program which will continue to enhance both the efficiency and effectiveness of post-secondary education for the state of Louisiana. This partnership provides solutions to expanding college student access and preparation of students who will transfer into a baccalaureate program at ULM.

If I may be of further assistance, please let me know.

Sincerely,

Edwin H. Litolff III
Interim President

#TAKEFLIGHT

Memorandum of Understanding

Louisiana Delta Community College and University of Louisiana Monroe

Bridge Program

Purpose

The *Bridge Program* between Louisiana Delta Community College, herein called LDCC, and University of Louisiana Monroe, herein called ULM, will continue to enhance both the efficiency and effectiveness of post-secondary education for the state of Louisiana. This partnership provides solutions to expanding college student access and preparation of students who will transfer into a baccalaureate program at ULM.

Outcomes of this partnership will include successful completion of developmental coursework and other general education coursework required for students to be eligible for transfer to ULM. Additionally, students will have an opportunity to complete an Associate degree through LDCC.

The *Bridge Program* will continue to help ensure access to post-secondary education, enhance ease of transfer credits, and increase efficiency through sharing of resources between LDCC and ULM.

Ensuring access is of particular importance as ULM continues to raise admission standards, thus increasing the likelihood that some prospective students will not achieve admission. Additionally, incomplete or inconsistent access to community college services and constrained financial resources has heightened the need for a partnership approach across the state of Louisiana.

Legislative Justification and Support

The *Bridge Program* also helps ensure that both institutions are being proactive in addressing challenges in the economy and resulting changes in the higher education landscape. In addition, the partnership ensures the participating institutions are responsive to relevant actions of the Louisiana Legislature, as well as encouraging ease of transfer credits between post-secondary institutions and comprehensive community college services throughout the state of Louisiana.

Implementation

The *Bridge Program* will provide students with a transparent and systematic outline for successfully completing a baccalaureate degree and/or an associate degree. Students will be incoming freshmen and transfer students who do not meet ULM's admission requirements. The institutions will partner to facilitate student access through the respective admissions and registration processes, and academic/career counseling throughout the student's enrollment at LDCC in the *Bridge Program*. LDCC will offer developmental and general education courses at both ULM and LDCC.

All components of the *Bridge Program* MOU are limited to the instruction of developmental and General Education courses taught by LDCC faculty and that are transferable to University of Louisiana Monroe.

LDCC's components of the *Bridge Program*:

- LDCC will provide access to appropriate information to facilitate its obligations contained within this agreement. ULM acknowledges and accepts LDCC's mandates under FERPA regulations and all applicable Louisiana laws, which protect the privacy of certain student records.
- A copy of LDCC's Risk Management policy will be provided to ULM and updated as necessary.
- LDCC faculty and staff will adhere to ULM's Building Security and Office Keys policy.
- As a SACSCOC accredited institution, LDCC must ensure continuing compliance with all academic and professional accreditation standards.
- Faculty hired by LDCC will adhere to LDCC Human Resources policies and salary scales.
- Students in the *Bridge Program* will adhere to LDCC's student policies regarding tuition/fees, payment, financial aid, and refunds.
- LDCC will adhere to ULM's policies for fines and fine appeals.
- Faculty, staff and students will adhere to LDCC's academic calendar as well as other dates as established in the LDCC College Catalog.
- All ADA accommodations will be approved and funded by LDCC. ULM's Counseling Center and Human Resources, as applicable, will be notified of such accommodations in order to provide services as practicable and available to LDCC students, faculty and staff.
- LDCC will provide student transcripts to ULM following the end of each semester prior to the start of the next academic semester.
- LDCC students participating in the *Bridge Program* are bound by ULM's Student Code of Conduct found in the ULM Student Handbook at the following link: <https://www.ulm.edu/studenthandbook/index.html>. Student misconduct on ULM's campus or at ULM's off-campus facilities will be addressed jointly by ULM and LDCC.
- LDCC students, faculty and staff participating in the *Bridge Program* must have a valid ULM or LDCC parking decal registered with ULM's University Police Department and adhere to ULM's Parking Rules and Regulations when on ULM's campus. The ULM Parking Policy can be found at the following link: <https://webservices.ulm.edu/policies/download-policy/633>.
- LDCC students choosing to utilize the-ULM Student Activity Center may do so and will be assessed a fee that is consistent with the rate assessed to ULM students.
- LDCC students choosing to live on the ULM Campus may do so as space allows and will be assessed room and meal plan fees consistent with the rate assessed to ULM Students.

ULM's components of the *Bridge Program*:

- ULM will provide access to appropriate information to facilitate its obligations contained within this agreement. LDCC acknowledges and accepts ULM's mandates under FERPA regulations and all applicable Louisiana laws which protect the privacy of certain student records.
- ULM will provide LDCC with classrooms and office space as practicable and available. ULM will provide appropriate faculty and staff classroom and office access as necessary under the conditions of the *Bridge Program*.
- ULM will provide LDCC students participating in the *Bridge Program* ID cards for use while on the ULM Campus, as well as access to the Library and Computer Labs.
- ULM will provide LDCC students participating in the *Bridge Program* access to events and activities held on the ULM Campus that are available to members of the campus community. Events and/or activities requiring a membership (e.g. Activity Center) or a ticket purchase (e.g., athletic, artistic and/or speakers) will be available at the same price as those extended to ULM students. LDCC students may access the ULM Health Clinic operated by Affinity for medical services. Each LDCC student will be responsible for payment for services directly to the clinic. Fees for service will vary according to each student's insurance plan.
- ULM will honor LDCC's parking decal for faculty, staff and students participating in the *Bridge Program* as a legitimate parking decal once registered with ULM's University Police Department.
- Students participating in the *Bridge Program* with outstanding balances at LDCC or ULM will not be allowed to continue in the program.

Program Modification

Changes may be made to this agreement at any time with a 60 day notice and mutual agreement of University of Louisiana Monroe and LDCC. This agreement is effective upon signing and can be terminated only through a written notice to the other party 90 days prior to the date of termination.

Approval

Signatures below demonstrate an understanding and agreement with the above listed provisions and that to the extent permitted by law LDCC will hereby hold harmless, discharge, and release University of Louisiana Monroe from any and all liability, claims, causes of actions, damages or demands of any kind and nature whatsoever that may arise from or in connection with the participation in the *Bridge Program*.

Dr. Edwin Litolff, Interim President
The University of Louisiana Monroe

Chris Broadwater, Interim Chancellor
Louisiana Delta Community College

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

September 3, 2020

Item E.5. University of Louisiana System's request for approval of System Universities' 2020-21 Promotions in Faculty Rank and Recommendations for Tenure.

EXECUTIVE SUMMARY

Annually each UL System campus submits recommendations for promotions in faculty rank and tenure. This year, 107 faculty members were recommended for promotion in rank, with 57 faculty members recommended for tenure.

With respect to promotion in rank, 48 faculty members across the UL System were recommended for promotion to the rank of Professor and 59 to the rank of Associate Professor. Our review suggests that the recommended faculty met all respective guidelines.

A total of 57 faculty members across the System were recommended for tenure and rationales were provided for the 10 faculty members to whom "early" tenure was recommended (i.e., before the six-year probationary term). In these cases, exceptions were considered on the basis of outstanding performance and/or early tenure review was a condition of acceptance of employment. Board policy provides for such exceptions.

RECOMMENDATION

It is recommended that the following resolution be adopted:

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves System Universities' 2020-21 Promotions in Faculty Rank and Recommendations for Tenure.*

UNIVERSITY OF LOUISIANA SYSTEM

Promotions and Tenure
2020-21

Institutions	Promotions				Tenure	
	To Associate		To Professor		No.	Tenure Rate
No.	% at rank	No.	% at rank			
Grambling State University	2	20.8%	5	19.9%	2	46.9%
Louisiana Tech University	4	26.1%	4	20.5%	6	47.6%
McNeese State University	5	18.5%	0	22.2%	4	51.0%
Nicholls State University	3	22.0%	5	14.1%	4	39.4%
Northwestern State University	11	25.0%	3	20.0%	8	50.0%
Southeastern Louisiana University	5	18.0%	5	23.0%	5	39.0%
University of Louisiana at Lafayette	17	21.3%	15	26.2%	20	49.3%
University of Louisiana at Monroe	8	22.9%	8	21.7%	5	47.0%
University of New Orleans	4	25.0%	3	31.0%	3	54.0%
UL System Totals	59		48		57	