

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 28, 2020

Item F.9. **University of Louisiana at Monroe's** request for approval to offer the following Graduate Certificates: Interprofessional Leadership, Senior Healthcare Management, and Healthcare Advocacy.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests approval to offer the following Graduate Certificates: Interprofessional Leadership, Senior Healthcare Management, and Healthcare Advocacy. Graduate Certificates (GC) provide a shortened, condensed and focused course of study that supplements an existing Bachelor's, Master's, or Doctoral degree. They frequently lead to licensure or certification, provide needed job-related expertise, or are focused on a timely area of discussion in a discipline, and they usually are offered by or through the Graduate School. The GC is a graduate-level academic offering addressing a particular topical area. The number of required courses varies, but the typical range is 12-18 credits.

The purpose of the proposed **GC in Interprofessional Leadership** is to provide graduate education to a variety of professionals to develop an evidence-based understanding of how to lead interprofessional healthcare teams for highly reliable performance. The curriculum, composed of 15 credit hours, includes the following courses: Interprofessional Leadership in Healthcare, Research Methods and Statistics for Health Professionals, Effective Interprofessional Teams, Healthcare Strategic Planning, and Evidence-Based Practice in Healthcare. The proposed GC will be delivered via 100% distance learning technologies. Current ULM part-time adjunct faculty and full-time faculty (paid overtime) will be used to teach the online courses.

The proposed **GC in Senior Healthcare Management** is a 15-hour 100% online certificate focused on delivery, administration, and management of senior healthcare services in clinical, corporate, small business-based and public healthcare sectors, and the long-term care industry. The proposed GC will enable professionals, paraprofessionals, volunteers, and anyone interested in the Geriatrics field, with a baccalaureate degree, to enhance and supplement their professional credentials through graduate education if they choose not to enroll in ULM's graduate program in Gerontology (the only one offered in the state). The primary purpose of the proposed GC is to create a senior healthcare workforce with advanced skills and training that would be able to address the healthcare needs of a rapidly increasing older population. Such a credential will allow entry-level managers to boost their qualifications for mid-level managerial positions. Additionally, the proposed GC will enable students to prepare for advanced certification in Geriatric Care Management and provide them with basic skills to manage or launch a small business in care management and case management.

Healthcare advocacy is an emerging career field that interfaces with multiple health-related professions. Advocates facilitate communication between clients and healthcare providers, helping patients and their families to understand and navigate the complex healthcare system as they cope with illness. The proposed **GC in Healthcare Advocacy** will allow completers to give patients and their families guidance and support in managing treatment within the healthcare system. The 15 credit hour curriculum, offered online in 8-week terms, is aligned with the Patient Advocate Certification Board and includes the following courses: Cultural Diversity, Contemporary Issues in Healthcare Law and Policy, Health Communications, Interpersonal and Conflict Communication, and Communicating Illness, Grief, and Loss. Courses will be delivered by current faculty in the ULM Health Studies and Communication programs; no additional instructors will be needed.

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 to offer the following Graduate Certificates: Interprofessional Leadership, Senior Healthcare Management, and Healthcare Advocacy.*



Office of the President

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

February 4, 2020

F 9

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

Dear Dr. Henderson:

The University of Louisiana Monroe (ULM) respectfully requests that the University of Louisiana System Board of Supervisors approve the attached proposals for development of three graduate certificates. The certificates are in the following areas: Interprofessional Leadership, Senior Healthcare Management, and Healthcare Advocacy. The development of the certificates was driven by workforce demands and feedback from healthcare related employers.

Offering these in-demand certificates will meet regional healthcare workforce needs in an aging society, and will positively impact the university's mission as well as the health needs of the community.

After approval, I ask that you forward this proposal to the Louisiana Board of Regents for their consideration.

Sincerely,

Nick J. Bruno, Ph.D.
President

Enclosure

#TAKEFLIGHT

ULM is a member of the University of Louisiana System • AA/EOE

PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM
(CAS, PAC, PBC, GC, PMC, PPC)

Date:

Campus: University of Louisiana-Monroe

Program: CIP, Certificate Designation, Title

CIP: 51.07.01 – Health Systems/Health Services Administration
Interprofessional Leadership

Institutional Contact Person & Contact Info (if clarification is needed)

Dr. Jessica Dolecheck, PhD, Associate Professor and Program Director for Health Studies at University of Louisiana-Monroe, Sugar Hall Room 156A, 700 University Avenue, Monroe, LA 71209-0321. Email: dolecheck@ulm.edu
Phone 318.342.5583

1. Certificate Description

Describe the program concept: purpose and objectives; proposed curriculum; mode of delivery (on-site/hybrid/on-line). Indicate which courses are new; describe plan for rolling out new courses.

The 100% online Graduate Certificate in Interprofessional Leadership will prepare working professionals in clinical, corporate and public healthcare sectors for interprofessional leadership examining issues such as leadership and change, health systems management and research and evidence-based models that support interprofessional practice. Today, healthcare systems are embracing the importance of interprofessional practice and education, due in part to the [Institute of Medicine \(IOM, 2002, 2005, 2013, 2014\)](#), [World Health Organizations \(WHO, 2010\)](#) and [National Academy of Medicine, 2018](#) setting standards for healthcare organizations to uphold patient-centered and evidence-based models of care. Over the course of a few years, the impetus of these models led health care organizations to emphasize new ways of working in healthcare occupations which focus on interprofessional leadership. Interprofessional leadership is defined as the delivery of optimal and desired health outcomes by applying relationship-building values and the principles of team dynamics to perform effectively in different team roles. ([Core Competencies for Interprofessional Collaborative Practice: 2016 Update](#)). This interprofessional model is driving healthcare workers to practice interdisciplinary work, essential soft skills such as communication and empathy, and to understand how to best put the skills together to form an efficient team (Brandt, 2017; IOM, 2002; IOM, 2005; WHO, 2010). As early as 2010, the [Framework for Action on Interprofessional Education and Collaborative Practice](#) described interprofessional collaboration as an innovative way of meeting complex healthcare needs of the future. Adequate and effective leadership is essential to addressing the healthcare challenges of the 21st Century.

The concept of this graduate certificate program at ULM, which would be unique in the state, is to provide specific training to a variety of providers regarding effective and efficient strategies to support interprofessional leadership. The purpose of this program is to provide graduate education to a variety of professionals to develop an evidence-based understanding of how to lead interprofessional healthcare teams for highly reliable performance. The objectives of the graduate certificate include 1) practice effective interprofessional leadership in healthcare environments, 2) create strategic plans for innovation within the organization, 3) practice an evidence-based leadership model that supports interprofessional actions and approaches and 4) utilize data management and statistical analysis for quality healthcare improvement. This graduate certificate meets the core competencies of interprofessional collaborative practice ([Core Competencies IPE, 2014](#)).

The proposed Graduate Certificate in Interprofessional Leadership consists of 15 credit hours (five courses) offered completely online and is designed to be completed in as little as two semesters. The course offerings include: 1) HLST 5001 Interprofessional Leadership in Healthcare (3cr), 2) HLST 5XXX Research Methods and Statistics for Health Professionals (3cr), 3) HLST 5XXX Effective Interprofessional Teams (3cr), 4) HLST 5XXX Healthcare Strategic Planning (3cr), and 5) HLST 5002 Evidence-based Practice in Healthcare (3cr). (See attached course descriptions)

Admission Requirements: All applicants must meet the ULM Graduate Admission requirements as stated in the graduate school policy.

Mode of Delivery: 100% on-line (web based) for a total of 15 semester credit hours. Three courses in the concentration include HLST 5XXX Research Methods and Statistics, HLST 5XXX Effective Interprofessional Teams and HLST 5XXX Healthcare Strategic Planning are new at ULM. The other two courses, HLST 5001 Interprofessional

Leadership and HLST 5002 Evidence-based Practice currently exist at ULM but will need major course revisions.

Plan for rolling out courses: Fall 2020 — 1st 8 weeks: HLST 5001 Interprofessional Leadership (3cr), HLST 5XXX Research Methods and Statistics (3cr), Fall 2020 – 2nd 8 weeks: HLST 5XXX Effective Interprofessional Teams (3cr), HLST 5XXX Healthcare Strategic Planning (3cr) will be offered so students may be enrolled full-time and or take them part time until completion of the 15 SCHs which could be completed in the Spring 2021 – 1st 8 weeks: HLST 5002 Evidence-based Practice in Healthcare. (See proposed curriculum)

2. Need

Outline how this program is deemed 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). Identify similar programs in the state and explain why the proposed certificate is needed.

- I. Deemed Essential for Wellbeing of State, Region or Academy
 - A. The [Louisiana Workforce Commission lists Medical and Health Services Managers](#) as a 5-star job with a statewide demand of 120 openings per year through 2024.
 - B. Louisiana continues to shift toward serving people in the community creating a need for healthcare workers to be able to practice Interprofessional collaboration ([Kaiser Family Foundation, The Louisiana Healthcare Landscape, 2018](#)).
 - C. The healthcare system in the state of Louisiana continues to suffer from high costs and lower than expected quality requiring interprofessional practice ([2018 Louisiana Health Report Card](#)).
 - D. Interprofessional leadership and practice optimizes personal and team performance and will yield improved patient satisfaction and hospital outcomes in the region and state.
 - E. ULM can establish partnerships with various institutes such as community colleges, regional healthcare agencies, community-based organizations and other local industries that support flexible, relevant educational pathways producing a highly skilled workforce.
- II. How Does the Graduate Certificate in Interprofessional Leadership Contribute to Economic Development/Evolving Needs?
 - A. The College of Health Sciences is well positioned to offer this graduate certificate due to currently offering online degrees; that several required courses for the certificate already exist at ULM; and, highly qualified, expert faculty are available to teach these courses.
 - B. The graduate certificate will increase educational attainment by adding approximately 25–30 individuals over a 3 to 5-year period with specialized graduate healthcare education.
 - C. [Compete LA](#) is a program supported by the University of Louisiana System that provides pathways and assistance for adult learners to return to college to complete degree requirements. This program offers adult learners various degree options in healthcare with Health Studies being one of those options. The Compete LA program can boost educational attainment for adult learners in Louisiana, help advance their careers and meet healthcare workforce demands by using this certificate program as an additional educational pathway.
 - D. The [Commission on the Future of Graduate Education in the US \(2010\)](#) indicates that in the 21st century, the largest growth area for master's degree holders will be in the healthcare field. It is projected that the number of jobs requiring a master's degree and advanced education will increase by about 22 percent. This graduate certificate will provide an innovative career pathway option for adult learners.
 - E. The Joint Commission Accredited Organizations and interested healthcare professionals advocate for healthcare organizations to support interprofessional leadership that contributes to improvements in safety, organizational, cultural and patient outcomes. ([2017 The Joint Commission](#)).
- III. Identify Similar Programs in the State and Explain Why the Proposed Certificate is Needed.
 - A. No similar graduate certificate program exists in the State according to the Inventory of Degree and Certificate Programs on the Board of Regents' website.
 - B. The proposed graduate certificate is to distinguish students who complete specialized education and training to support managing healthcare teams effectively, leading them with confidence and developing an evidence-based approach that supports highly reliable performance in the healthcare environment.
 - C. The shortage of high-level skilled workers in the healthcare industry has continued to grow over

the years. This certificate program will meet those demands by producing workers with high-level competencies needed across a range of employment sections that require skills of leadership, communication, systematic planning and evidence-based practice.

3. Students

Describe student interest. Project enrollment and productivity for the first 5 years; justify projections.

ULM is uniquely positioned for student interest/demand for the proposed program with one of the largest College of Health Sciences in the state, with an average of 60 percent of incoming freshman declaring majors in the health sciences. Current internal survey data from 150 undergraduate students taking Health Studies courses, revealed that 70 percent of those students are interested in the proposed graduate education opportunities with 62 percent wanting additional information. Additional internal survey data from 100 undergraduate junior and senior students at ULM indicated that 43% had a strong interest and 37% had a moderate interest in the Interprofessional Leadership certificate and 55% indicated that they would be interested in combining graduate level certificates to then obtain a master's degree in Health Studies. Further data from the internal survey showed a wide mix of student majors interested in this certificate such as Nursing, Gerontology, Marketing, Kinesiology, Psychology, Speech-Language Pathology and other. In addition, 28 qualitative responses from these junior and senior ULM students showed very positive responses to this offering. External survey data from healthcare employers revealed a strong interest in the Interprofessional Leadership certificate for their practice area and indicated that their organization would provide some level of support for their employee to pursue graduate education in the form of tuition and fees. Furthermore, external data from these healthcare leaders indicated that their current employees in positions such as compliance and privacy, health information technology, human resources, and fiscal management would benefit greatly from this graduate certificate. Finally, an informal inquiry was completed with 30 healthcare employers in the region who hire ULM students and health studies alumni; their feedback indicates strong support of advanced education of this nature.

Moreover, an online graduate certificate program would appeal to many students both regionally and nationally. Individuals not in a position to geographically relocate to complete a graduate degree will be covered by this certificate program. In addition, students from clinical and non-clinical disciplines can participate in this program broadening the potential enrollment pool. This online graduate certificate program, with a strong IPE component, will be a very attractive option for a variety of students thus impacting growth trajectory quickly.

Projected enrollment: Year 1=8 students; Year 2=15 students; Year 3=25 students; Year 4=30 students; Year 5=40 students. These projections are based on historic enrollment trends in other graduate and undergraduate programs within the ULM School of Allied including Kinesiology, Speech-Language Pathology, Health Studies and the Health Professional Education concentration. While first year projections are conservative, we anticipate rapid growth over subsequent years due to marketing and advertising of this innovative, attractive education option at ULM.

Justify Projections: It is projected that within the next 10 to 20 years, there will be a significant need in a variety of health-related careers. Healthcare work environments are necessitating higher-order communication and analytical skills for new hires and existing workers ([American Hospital Association, 2017](#); [Scaling Stackable Credentials, 2014](#)). Regional health professional community leaders and ULM students have expressed a strong interest in specialized, fast-tracked graduate education linked to employment opportunities, advancement in careers and educational pathways that effectively lead to graduate degrees. As the Interprofessional Leadership online graduate certificate program is introduced, students within and outside of Louisiana will seek additional training and education which will impact our projected enrollment significantly from years 2 – 5.

There are no other online graduate certificate programs in the State of Louisiana that offer a graduate certificate in Interprofessional Leadership, so enrollment is projected to grow quickly. All students who meet the minimum cumulative GPA of 2.5 will be admitted in conjunction with ULM graduate admission guidelines. Students will be accepted two times per year. Summer course offerings are possible for Summer 1 and Summer 2 depending upon enrollment.

4. Accreditation

Describe plan for achieving program accreditation.

No organization which accredits graduate certificates in IP leadership exists.

5. Faculty, Administration, & Other Resources

How will instructional needs be met: will additional faculty, facilities, equipment, or library resources be required? What department will deliver and oversee the proposed program?

The Health Studies Department will deliver and oversee the proposed graduate certificate program. Current part-time adjunct faculty and full-time faculty (paid overload) will be used to teach the online courses. These faculty currently exist at ULM in a variety of health professions such as Health Studies, Nursing, Kinesiology, and Occupational Therapy. Facilities will not be required since the courses will be delivered online. No additional equipment will be required. Additional library resources will not be required since ULM has a very comprehensive library to address current literature and evidence-based practices.

6. Cost

Summarize additional costs to offer the program. On separate budget sheet, estimate costs and revenues for the projected program for the first five years, indicating need for additional appropriations (if any).

Additional costs: Faculty teaching a 3-credit hour course is currently paid \$2000.00. Either adjunct instructors and/or current full-time faculty (overload) will be hired to develop and teach the courses. Per course cost = \$2000 x 33% Fringe Benefits = \$2660. Summer pay per course = \$3502. ULM currently has part-time and full-time faculty with the expertise to teach and develop these courses.

- First year: 3 new course development & 2 major course revisions (5) x \$2660 = \$13,300
- Second year (fall/spring): Teaching 7 HLST courses x \$2660 = \$18,620
- Second year (summer): Teaching 3 HLST courses x \$3502 = \$10,506
- Third year (fall/spring): Teaching 7 HLST courses x \$2660 = \$18,620
- Third year (summer): Teaching 3 HLST courses x \$3502 = \$10,506
- Fourth year (fall/spring): Teaching 7 HLST courses x \$2660 = \$18,620
- Fourth year (summer): Teaching 3 HLST courses x \$3502 = \$10,506

Sources of Revenue: Revenue for year 2 results is based on a first cohort of 8 students paying tuition and ULM Semester Fees. Fall fees first half term for 6 credit hours (\$3338.90) + fall fees second half term for 6 credit hours (\$3338.90) = \$6,677.80. Spring fees first half term for 3 credit hours (\$1617.81) and spring fees second half term for 6 credit hours (\$3338.90) = \$4,956.70. Summer I/II fees – 6 credit hours summer I (\$3031.24) and 3 credit hours summer II (\$1522.47) = \$4553.71. Fall tuition fees + Spring tuition fees + summer fees = \$6677.80 + \$4956.70 + \$4553.71 = total tuition in a year = \$16,188.21 X 8 students = \$129,505.68. Revenue from year 3 with a cohort of 15 students paying same tuition fees (\$242,823.15). Revenue from year 4 cohort of 25 students paying same tuition fees (\$404,705.25).

CERTIFICATIONS:

Primary Administrator for Proposed Certificate

Date

Provost/Chief Academic Officer

Date

Management Board/System Office

Date Approved

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: University of Louisiana-Monroe

Date: June 4, 2019

Certificate Program, Unit: Graduate Certificate in Interprofessional Leadership

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST 2020-21		SECOND 2021-22		THIRD 2022-23		FOURTH 2023-24	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$ 13,300	1.0	\$ 29,126	1.0	\$ 29,126	1.0	\$ 29,126	1.0
Graduate Assistants	0	0	0	0	0	0	0	0
Support Personnel	0	0	0	0	0	0	0	0
Fellowships and Scholarships	0	0	0	0	0	0	0	0
SUB-TOTAL	\$ 13,300	1.0	\$ 29,126	1.0	\$ 29,126	1.0	\$ 29,126	1.0
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$ 0		0		0		0	
Equipment	0		0		0		0	
Travel	0		0		0		0	
Supplies	0		0		0		0	
Other (specify)	0		0		0		0	
SUB-TOTAL	\$ 13,300		\$ 29,126		\$ 29,126		\$ 29,126	
TOTAL EXPENSES	\$ 13,300		\$ 29,126		\$ 29,126		\$ 29,126	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$0		0		0		0	
*Federal Grants/Contracts	0		0		0		0	
*State Grants/Contracts	0		0		0		0	
*Private Grants/Contracts	0		0		0		0	
Expected Enrollment	0		8: year 2		15: year 3		25: year 4	
Tuition	\$		\$ 129,505.68		\$ 242,823.15		\$ 404,705.25	
Fees	\$		\$		\$		\$	
*Other (specify)	0		0		0		0	
TOTAL REVENUES	0		\$ 129,505.68		\$ 242,823.15		\$ 404,705.25	

* Describe/explain expected sources of funds in proposal text

Graduate Certificate Interprofessional Leadership Course Descriptions

HLST 5001 – Interprofessional Leadership in Healthcare (3cr) (Major Course Modification)

This course will offer students a comprehensive, relevant perspective on interprofessional leadership and management. Students will explore interprofessional concepts and stress application to healthcare settings. The student will gain knowledge in principles of teamwork pertinent that impact healthcare quality and safety improvement.

HLST 5XXX – Research Methods and Statistics for Health Professionals (3cr) (New Course)

This foundation course introduces research design, methods and skills essential to translate evidence into interprofessional practice, leadership and policy. Students will critique the scientific and practical merit of research studies including elements of design, sample selection, bias, data collection procedures, metrics, and interpretation of findings. The course provides a foundation for using evidence to develop, implement and evaluate the capstone project during the student's capstone administrative project at the worksite.

HLST 5XXX – Effective Interprofessional Teams (New Course)

This courses introduces core concepts and principles of leadership, teamwork, change management, creativity and innovation. Using results from standardized assessment inventories, students participate in tailored activities to strengthen their self-knowledge and skill acquisition for interprofessional leadership development and professional advancement. Students engage in an interprofessional project at their worksite.

HLST 5XXX – Healthcare Strategic Planning (New Course)

This course emphasizes the integration of leadership thinking and behavior with strategic planning. Students have the opportunity to review work projects and how communications, perceptions, behaviors, culture, and current events impact the outcome of projects and initiatives. Relationships between organizational dynamics, culture, history, and leadership are explored through the lens of strategic change initiatives. Specific strategies are considered and students begin to explore new ways of looking at leadership and their own behaviors in order to successfully implement strategies.

HLST 5002 – Evidence-based Practice in Healthcare (Major Course Modification)

This course addresses the role of research in allied health professional practice including conduct of research, research sources utilization and dissemination, and principles & models of EBP. Emphasizing critical appraisal of healthcare research and research from other scientific disciplines as evidence, knowledge development activities address translation of research in practice, the evaluation of practice, and activities aimed at improving the reliability of healthcare practice and outcomes for individuals and populations.

Proposed Graduate Certificate Curriculum:**Fall Semester 2020 (1st 8 week)****First Roll-Out**

HLST 5001 Interprofessional Leadership in Healthcare	3
HLST 5XXX Research Methods and Statistics for Health Professionals	3
Subtotal	6

Fall Semester 2020 (2nd 8 week)

HLST 5XXX Effective Interprofessional Teams	3
HLST 5XXX Healthcare Strategic Planning	3
Subtotal	6

Spring Semester 2021 (1st 8 week)

HLST 5002 Evidence-based Practice in Healthcare	3
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Subtotal	3
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Total : First Cohort Completes Certificate	15
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Spring Semester 2021 (2nd 8 week)**Second Roll-Out**

HLST 5001 Interprofessional Leadership in Healthcare	3
HLST 5XXX Research Methods and Statistics for Health Professionals	3
Subtotal	6

Summer I Semester 2021

HLST 5XXX Effective Interprofessional Teams	3
HLST 5XXX Healthcare Strategic Planning	3
Subtotal	6

Summer II Semester 2021

HLST 5002 Evidence-based Practice in Healthcare	3
Subtotal	3

Total: Second Cohort completes Certificate	15
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May 28, 2019

To Whom It May Concern:

As healthcare in our country continues to evolve, it is good to know that University of Louisiana – Monroe will be fueling the next generation of leaders for that business model. Having been involved and benefited from the Health Studies program since the beginning, I continue to be impressed by the interns that I have worked with and then hired.

I look forward to supporting the ULM Health Studies' Graduate Certificate Program in Interprofessional Leadership. With the governmental focus on Accountable Care Organizations and Integrated Care, I know the students who "sharpen the saw" with interprofessional management will indeed contribute to the advancement of healthcare for the patients. As in any discipline, on the job training might work; yet, a formal education has the highest probability of positive impact.

Here at Practice Management Solutions, LLC we operate four line of business:

- 1) Counseling for mental healthcare with Counselors with PhD and Masters, Psychologists, and MDs as well as NP and RDN.
- 2) Autism for behavioral treatment with LBA with PhD and Masters as well as RLTs.
- 3) Therapy for physical, occupational, and speech development with PTs, OTs, & STs along with their respective Assistants.
- 4) Medical clinic for pediatrics with NP along with the supervising physician.

So, we would encourage students to pursue this Interprofessional Leadership graduate certificate program. Of course, any interns that have worked here along with this Interprofessional Leadership graduate certificate would be an ideal hire.

Chase Soong, MBA, CPA, CGMA

COO

Practice Management Solutions, LLC

www.familyolutionscounseling.org

www.familyolutionspediatrics.com

1105 Hudson Lane, Monroe, LA 71201
(P) 318-322-6500; (F) 318-322-5118



May 28, 2019

To Whom it May Concern,

I have had the pleasure of partnering with the College of Health Sciences, School of Allied Health for the past 3 years. This department has graciously worked to provide Life Skills Training to biological parents at the Family Resource Center for Northeast Louisiana and is currently partnering with me to teach parenting skills to foster parents through the Louisiana Baptist Children's Home. The leadership consistently goes above and beyond to provide in-depth and creative ways to teach our families at the highest possible level.

I also partner with the College of Health Sciences to supervise an intern through the Health Studies Department. This is a wonderful opportunity for Louisiana Baptist Children's Home because of the professionalism and responsibility that is consistently modeled and is required for their students. Their in-depth knowledge of the needs of our community is exemplary and a great resource to the children and families I serve.

I am truly excited about the prospect of expansion through the College of Health Science and the School of Allied Health. The existing programs in these departments have had great, positive impacts in our community and any additional programs they might head are sure to enhance these services and relationships even further. A program teaching Interprofessional Educational concepts will be greatly beneficial for our students and every field they will enter into in the future. A focus on management, interpersonal effectiveness, critical thinking, professionalism and ethics will greatly increase the overall success in any profession, but is exceptionally beneficial for working within the many facets of the health community and the organizations they support.

I look forward to having these additional programs available to our students and the resources they will provide to strengthen our community.

Sincerely,

A handwritten signature in black ink that reads "Margie Nielsen".

Margie Nielsen
Director of Foster Care and Adoption Ministries
Louisiana Baptist Children's Home

Dr. Perry Hancock, President & CEO • Post Office Box 4196 • Monroe, Louisiana 71111 • 518.343.2244 • www.lbch.org

Providing love, care and hope in Christ for children and families in need

PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM
(CAS, PAC, UC, PBC, GC, PMC, PPC)

Date: April 30, 2019

Campus: University of Louisiana Monroe (ULM) 700 University Avenue Monroe, LA 71201	Program: <u>CIP, Certificate Designation, Title</u> CIP: 30.1101 (Gerontology) Certificate Designation: Graduate Certificate (GC) Title: Senior Healthcare Management
Institutional Contact Person & Contact Info (if clarification is needed) Contact Person: Dr. Anita Sharma, Gerontology Program Director Contact Info: E-mail: asharma@ulm.edu Phone: 318-503-4618	

1. Certificate Description

Describe the program concept: purpose and objectives; proposed curriculum; mode of delivery (on-site/hybrid/on-line). Indicate which courses are new; describe plan for rolling out new courses.

**** Attach catalog descriptions for the required and elective courses, including prerequisites and LCCN, when applicable. ****

PROGRAM CONCEPT

Senior Healthcare Management Certificate (SHMC)

PROGRAM DESCRIPTION:

The proposed certificate is a 15-hour 100% online graduate certificate focused on delivery, administration, and management of senior healthcare services in clinical, corporate, small business-based and public healthcare sectors, and the long-term care (LTC) industry. Applicants will need to meet the ULM Graduate School requirements for graduate admissions. The certificate will consist of five courses to be offered in an 8-week online format. Students will be able to complete the certificate in as little as nine months if they enroll in consecutive Fall, Spring, and Summer semesters.

PURPOSE AND OBJECTIVES:

The University of Louisiana-Monroe (ULM) offers the only graduate program in Gerontology in Louisiana. Often, due to financial or family constraints, individuals interested in Gerontology are not able to enroll in the two-year graduate program. This graduate certificate will enable professionals, paraprofessionals, volunteers, and anyone interested in the Geriatrics field, who have a Bachelor's degree in any discipline, to enhance and supplement their professional credentials through graduate education if they choose not to enroll in a full-fledged two-year Master's degree program. On the other hand, if students enroll in this certificate and, later, choose to pursue a Master's degree in Gerontology, the 15 hours of coursework completed for this GC will be eligible to be credited towards an MA in Gerontology. The five courses included in this GC plug into MA in Gerontology. It will be a win-win situation for students who choose to enroll in this GC.

This certificate in Senior Healthcare Management will provide advanced skills and knowledge in Geriatric Services delivery, administration, and management. It will address knowledge and skills critical for resource management and geriatric care coordination.

The primary purpose of this certificate program is to create a senior healthcare workforce with advanced

skills and training that would be able to address the healthcare needs of a rapidly increasing older population.

The target populations for this certificate includes the following:

1. Individuals working in the long-term care industry;
2. Individuals working in corporate and public healthcare sectors;
3. Individuals working in clinical and small business settings;
4. Individuals whose career goals focus on launching a business in geriatric care management and case management;
5. Individuals seeking managerial and administrative careers in the healthcare industry;
6. Individuals working in community-based non-profit organizations that provide services to older adults

Following are the measureable objectives of this graduate certificate:

- (1) Develop advanced skills in the governance, management, regulations, staffing, human resources, and Financing of Various types of senior care facilities (community-based and long-term care)
- (2) Examine and implement the continuum and components of care environments and services offered to older adults and their families
- (3) Develop and utilize knowledge and skills critical for resource management and geriatric care coordination.
- (4) Examine and assess factors impacting health and quality of care, medical ethics, and environmental health
- (5) Identify the legal and ethical issues relating to long-term care, quality, services and management
- (6) Identify and address critical political, economic, social, and technological issues for an organization
- (7) Critically evaluate the issues surrounding the health care industry and health care financing in the US
- (8) Evaluate, compare and contrast the differing incentives of market participants, patients, physicians, hospitals, and third-party payers as well as market outcomes

This proposed certificate, SHMC, will allow entry-level managers to boost their qualifications for mid-level managerial positions. Students without previous managerial or administrative experience will be able to use this certificate to seek entry-level management and administrative positions in health care and long-term care industry with a special focus on geriatrics.

Additionally, SHMC will enable students to prepare for advanced certification in Geriatric Care management and provide them with basic skills to manage or launch a small business in care management and case management.

PROPOSED CURRICULUM:

The proposed certificate is a 15-hour 100% online certificate that will consist of Gerontology, Business, and Health Economics coursework. All of the following five courses required of the proposed GC are already offered, and currently taught, by ULM.

GERO 5040	Geriatric Care and Case Management	(3 Cr. Hr.)
GERO 5065	Community-based & Long-term Care	(3 Cr. Hr.)
GERO 5088	Long-term Care Administration II	(3 Cr. Hr.)
ECON 5006	Health Economics	(3 Cr. Hr.)
BUSN 5011	Business and its Environment	(3 Cr. Hr.)

Total Hours: 15 hours

Mode of Delivery: 100% on-line

Scheduling Format: 8-week session for each course

2. Need

Outline how this program is deemed 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). Identify similar programs in the state and explain why the proposed certificate is needed.

HOW IS THE PROPOSED CERTIFICATE DEEMED ESSENTIAL AND RELEVANT:

According to the US Census Bureau reports (2018), the number of older adults will double in the next 10 years with the aging of baby-boomers. The aging of baby boomers means that within just a couple of decades, older people are projected to outnumber children for the first time in U.S. history according to Jonathan Vespa, a demographer with the U.S. Census Bureau (2018). According to demographers, "By 2035, there will be 78.0 million people 65 years and older compared to 76.7 million (previously 76.4 million) under the age of 18" (US Census Bureau reports, 2018).

Today's seniors will live longer in old age than any generation in history. According to the Population Reference Bureau report, "[Aging in the United States](#)," average U.S. life expectancy increased from 68 years in 1950 to 79 years in 2013, in large part due to the reduction in mortality at older ages. This demographic change has increased the already high rates of chronic diseases and functional disabilities among older adults. In the next 15 years, one in five seniors will need personal care after they reach age 85. Currently, about 14% of all older adults live alone, but nearly half of women over 75 live by themselves. These numbers will change in the next 10 years with a projected increase in the number of older adults who will be living alone.

In Louisiana, more than 1.5 million (about 32 percent) are over age 50. More than 850,000 (nearly 19 percent) are over age 60, and more than 400,000 (9 percent) are over age 70. More than 100,000 (2.4 percent) are over age 80. The proportion of Louisiana's population that is over 60 is growing while the proportion that is under 60 is shrinking. The U.S. Census Bureau estimates that nearly 25 percent of Louisiana's population will be over age 60 by the year 2030, an increase of more than 25 percent from 2012 (US Census Bureau Report, 2018).

Unfortunately, as the number of older adults will increase in the US, the number of professionals working with them will decrease. It is estimated that the Geriatric Workforce will become half of the current workforce due to attrition (National Institute of Aging, 2017). Unless a new workforce is trained to work with the older adults, our senior citizens will not be able to receive quality care, as they get older. Strategies to attract and maintain a geriatric workforce are imperative to avert a mounting crisis in the geriatric care in the long-term care industry, healthcare industry, and other settings.

A practical skills-based certification program can help develop a well-qualified geriatric workforce in a short timeframe. The proposed 15-hour graduate certificate will be a unique opportunity to prepare a workforce that will be able to address the healthcare needs and well-being of older adults in a wide variety of settings ranging from non-profit and small-business organizations to large corporations. The Louisiana Workforce Commission lists Health Services Managers as a "high demand" job.

The proposed certificate is focusing on the anticipated needs of an increasing older population based on insightful and evidence-supported facts that indicate that unless we start preparing a geriatric workforce immediately, we will face a dearth of professional workers willing to work with older adults. This far-sighted and forward-thinking certificate program will help bridge the gap between the anticipated

demand and supply of a geriatric workforce. It will help in the investment of more services and entrepreneurial ventures to serve the needs of an exponentially expanding older population in the next 10 years.

FINDINGS OF A NEEDS SURVEY CONDUCTED FOR THE PURPOSES OF CREATING THIS CERTIFICATE PROGRAM:

In June 2019, a total of 18 healthcare and long-term care facilities, located in Northeast Louisiana's 10 parish-region (parishes included in NELEA), were contacted to complete a survey to assess the need for creating this Graduate Certificate program. With repeated contacts, 16 out of 18 facilities responded to the survey. Findings indicated that 72.7% employers believed that a certificate in Senior Healthcare Management would be beneficial for their employees, which in turn, would benefit their organization. The survey also indicated that 81.8% of the employers were willing to support their employees in obtaining this certification through tuition and fees support and mentored support.

A survey to assess student-interest in the proposed GC was also conducted in June 2019. A total of 185 undergraduate students at ULM were contacted electronically out of which 108 students responded to the survey. Findings indicated that 76% students were interested in obtaining the proposed certificate. They felt that the certificate in Senior Healthcare Management would help their career and employment options. The surveyed students belonged to three colleges: College of Business and Social Science, College of Health Sciences, and Art, Education, and Sciences.

SIMILAR PROGRAMS IN THE STATE:

The University of Louisiana-Monroe (ULM) is the only university that offers Gerontology graduate education in Louisiana. The proposed certificate (SHMC) is a graduate certificate. A curriculum research of other universities in Louisiana indicated that no similar graduate certificates exist in the state of Louisiana. A research of the Inventory of Degree and Certificate Programs on the Board of Regents' website also indicated that, currently, no similar graduate certificate programs are offered in Louisiana. However, the Louisiana State University offers an undergraduate degree in long-term care administration and Louisiana Tech University offers a minor in Gerontology. Additionally, LSU offers a specialization in Gerontology in their Master of Social Work (MSW) program. These programs could serve as a potential pipeline to attract students to the proposed GC at ULM.

CONTRIBUTION TO ECONOMIC DEVELOPMENT:

The proposed certificate will contribute towards developing a geriatric workforce to work with our local, regional, and statewide geriatric population. It will meet an essential workforce need in our state. Additionally, it will contribute towards generating revenues for the University of Louisiana-Monroe through graduate enrollment. Graduate online courses generate more revenue than undergraduate courses and face-to-face courses. The enrollment rate for this proposed certificate (SHMC) is projected to increase by 166% in the second year, 233% in the third year, and 333% in the fourth year.

According to the Commission on the Future of Graduate Education in the US (2010)

A recently released study conducted for the Association of American Colleges and Universities found that workers face increasingly complex demands that require higher levels of knowledge (AACU, 2018). Results from another survey, The American Workforce, indicated the growing need for employees with a higher level of skills and credentials (Springboard Project, 2010). In response to this survey, employers said their

greatest need will be for workers with technical skills, higher degrees, and well-developed "soft skills," such as professionalism, work ethic, and time management.

These results suggest the need for higher education and industry to work closely together to ensure that graduates are well prepared for the demands of the workforce. That is, as indicated in a report by The Conference Board, "The education and business communities must agree that applied skills integrated with core academic subjects are the "design specs" for creating an educational system that will prepare our high school and college graduates to succeed in the modern workplace and community life. These skills are in demand for all students, regardless of their future plans ..." (The Conference Board, Partnership for 21st Century Skills, Corporate Voices for Working Families & The Society for Human Resources Management, 2010). The increasing wage discrepancy between recipients of college, graduate, and professional degrees and non-degree holders is one indication that the economy is demanding more knowledge workers (Council of Graduate Schools, Graduate education in 2020: What does the future hold, 2012).

According to the Commission on the Future of Graduate Education in the US (2010), in a knowledge-based economy, centered in the service industry and driven by technology, graduate degree holders may play an important role through the development and implementation of new knowledge and innovation and the transfer of the knowledge to new generations through teaching. Recent market trends indicate that there is an increased "opportunity impact" of pursuing college and graduate degrees (Council of Graduate Schools, 2017).

3. Students

Describe student interest. Project enrollment and productivity for the first 5 years; justify projections.

STUDENT INTEREST:

In June 2019, a survey of 185 ULM undergraduate students was conducted out of which 108 students completed the survey. Findings indicated that 76% students were interested in obtaining the proposed certificate. They felt that the certificate in Senior Healthcare Management would help their career and employment options. Additionally, 48% requested more information about this certificate program. The surveyed students belonged to three colleges: College of Business and Social Science, College of Health Sciences, and Art, Education, and Sciences.

Another survey of 180 undergraduate students, minoring in Gerontology at ULM, was conducted during Fall 2018, Spring 2019, and summer 2019. Out of 180 students, 115 students completed the survey (after repeated contacts). Findings indicated that 87% of them were interested in working in the field of Gerontology. Out of these, 64% indicated that they would be interested in obtaining a graduate certificate in Gerontology. This certificate program will address the need expressed by these students to find a job in Gerontology-focused organizations.

PROJECTED ENROLLMENT:

Considering the fact that the proposed certificate is a graduate certificate, projected enrollment is based on a conservative estimate. Graduate education attracts students who are willing to invest more of themselves in their education and careers. It requires more commitment than an undergraduate education. Consequently, graduate enrollment is usually lower than undergraduate enrollment.

The first year will require marketing efforts to spread the word about this new certificate program. Since no other university offers graduate education in Gerontology, it will be easy to market this program.

Employers will see the benefits of this certificate program as the number of older adults seeking services will increase. The projected enrollment will increase in the next five years as the number of older adults will increase. It is estimated that in the next 10 years, the number of individuals over the age of 60 will double. Accordingly, more individuals will seek education and training in Gerontology and Geriatrics. Through appropriate advising and mentoring, students enrolled in this program will be able to graduate within nine months making this program value-laden and productive for students as well as for employers willing to pay the tuition fee for their employees.

First year projected enrollment: 3 students
Second year projected enrollment: 5 students
Third year projected enrollment: 7 students
Fourth year projected enrollment: 10 students
Fifth year projected enrollment: 15 students

4. Accreditation

Describe plan for achieving program accreditation.

The University of Louisiana-Monroe and the ULM Gerontology Program are SACSCOC-accredited. There is no discipline-specific accreditation required for this certificate program.

5. Faculty, Administration, & Other Resources

How will instructional needs be met: will additional faculty, facilities, equipment, or library resources be required? What department will deliver and oversee the proposed program?

The Gerontology Program, housed in the College of Business and Social Sciences, will deliver and oversee the proposed program. No additional faculty, facilities, equipment or other resources will be required because the courses included in this certificate program are currently offered and taught during the Fall, Spring, and summer semesters.

6. Cost

Summarize additional costs to offer the program. On separate budget sheet, estimate costs and revenues for the projected program for the first five years, indicating need for additional appropriations (if any).

No additional costs are anticipated unless the enrollment in the program is much higher than estimated. No new courses will be developed for this certificate program. For current enrollment estimates, no new faculty will be hired specifically for this certificate program. If more than anticipated students will enroll in this program in the next 5 years, then the revenue generated by this certificate program will support additional sections and additional adjunct faculty.

Sources of Revenue:

The GC will generate revenue through student tuition. The tuition for online courses per credit hour at ULM is \$500.00. To complete the 15-hr GC, each student will pay \$7,500. Based on this computation, following is the projected revenue based on projected enrollment:

Year One: \$500/hr. X 15 hrs X 3 students = \$22,500
Year Two: \$500/hr. X 15 hrs X 5 students = \$37,500
Year Three: \$500/hr. X 15 hrs X 7 students = \$52,500
Year Four: \$500/hr. X 15 hrs X 10 students = \$75,000

CERTIFICATIONS:
R. B. Berry
 Primary Administrator for Proposed Certificate

Date

2-10-2020

Ant-R
 Provost/Chief Academic Officer

Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATEInstitution: University of Louisiana Monroe (ULM)Date: June 14, 2019
 Certificate Program, Unit: Senior Health Care Management Certificate, Gerontology Program,
College of Business and Social Sciences

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

Definition of FTE at ULM: Each course taught is assumed to be 0.125 FTE. In the third and fourth years of this certificate program, with an increase in enrollment, four additional sections will be taught resulting in 0.5 FTE per year.

EXPENDITURES

	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
	AMOUNT	FT E	Amount	FT E	AMOUNT	FT E	AMOUNT	FT E
Faculty	\$0	0	\$0	0	\$10,000	0.5	\$10,000	0.5
Graduate Assistants	\$0		\$0		\$0		\$0	
Support Personnel	\$0		\$0		\$0		\$0	
Fellowships and Scholarships	\$0		\$0		\$0		\$0	
SUB-TOTAL EXPENSES	\$0		\$0		\$10,000		\$10,000	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$0		\$0		\$0		\$0	
Equipment	\$0		\$0		\$0		\$0	
Travel	\$0		\$0		\$0		\$0	
Supplies	\$0		\$0		\$0		\$0	
SUB-TOTAL	\$0		\$0		\$0		\$0	

GRAND TOTAL EXPENSES	\$		\$		\$10,000		\$10,000	
REVENUES								
Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations	\$0		\$0		\$0		\$0	
Federal Grants/Contracts	\$0		\$0		\$0		\$0	
State Grants/Contracts	\$0		\$0		\$0		\$0	
Private Grants/Contracts	\$0		\$0		\$0		\$0	
Tuition	\$22,500 \$500/hr. X 15 hrs X 3 students		\$37,500 \$500/hr. X 15 hrs X 5 students	166 %	\$52,500 \$500/hr. X 15 hrs X 7 students	233 %	\$75,000 \$500/hr. X 15 hrs X 10 students	333 %
Fees								
Other (specify)								
TOTAL	\$22,500		\$37,500		\$52,500		\$75,000	

CATALOG DESCRIPTIONS FOR THE REQUIRED COURSES

GERO 5040 - Geriatric Care and Case Management (3 Cr.)

An investigation of geriatric care management techniques in different healthcare and social program settings. Details are given on the social significance of human resources and skill building for conducting assessment, care, and case management for senior clients for achievement of goals. The course will prepare students for certification in geriatric care and case management.

Prerequisites: Permission of Department Head.

GERO 5065 - Community-Based and Long-Term Care (3 Cr.)

A review of the various types of community based care with attention to the types of environments and services offered, the process of entry into care systems, physical and socio-emotional care, relations between residents and staff members, and social relationships inside and outside of care facilities. Health and quality of care, medical ethics, environmental health, and the delivery of services are addressed.

GERO 5088 - Long-Term Care Administration II (3 Cr.)

In-depth examination of Federal, state, and local regulatory agencies, their mandated policies and procedures, and enforcement. Prerequisites: GERO 5087 or Permission of Department Head.

BUSN 5011 - Business and its Environment (3 Cr.)

The philosophy and role of business and managers in their social, governmental, and economic environments. Consideration is given to social and ethical responsibilities to employees, customers, the general public, and others; relations between business and government; public regulation and social control of business; and relations between business and labor.

ECON 5006 - Health Economics (3 Cr.)

Analysis of the health care industry and markets. Incentives of market participants; patients, physicians, hospitals, and third-party payers as well as market outcomes are discussed.

PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM

(CAS, PAC, UC, PBC, GC, PMC, PPC)

Date: 06/17/2019

Campus:	Program: CIP, Certificate Designation, Title
University of Louisiana Monroe	CIP: 51.9999 Health Professions & Related Clinical Sciences, Other
	Certificate Designation: Graduate Certificate (GC)
	Title: Healthcare Advocacy
Institutional Contact Person & Contact Info (if clarification is needed)	
Dr. Chris Michaelides, Associate Dean, College of Arts, Education, and Sciences; Walker Hall Room 1-64, 700 University Avenue, Monroe, LA 71209. Email: cmichaelides@ulm.edu ; Phone: (318) 342-1243.	

1. Certificate Description

Describe the program concept: purpose and objectives; proposed curriculum; mode of delivery (on-site/hybrid/on-line). Indicate which courses are new; describe plan for rolling out new courses.

**** Attach catalog descriptions for the required and elective courses, including prerequisites and LCCN, when applicable.****

Healthcare advocacy is an emerging career field that interfaces with multiple health-related professions. Advocates facilitate communication between clients and healthcare providers, helping patients and their families to understand and navigate the complex healthcare system as they cope with illness. They must be familiar with healthcare policies and regulations; in their interactions with clients they must demonstrate compassion as well as sensitivity to cultural, religious, and gender-based perspectives; and they must be prepared to employ conflict management, communication, and coordinating skills when representing the interests and choices of their clients in collaboration with healthcare providers. Until very recently, programs in Patient or Healthcare Advocacy could provide only tentative preparation for work in this developing field since there were no fixed professional standards. This changed in 2015 with the establishment of the Patient Advocate Certification Board (PACB) and the publication in 2017 of its licensure standards, *Competencies and Best Practices Required for a Board Certified Patient Advocate* (<https://pacboard.org/documents/PACB-Competencies-final-10.10.17.pdf>).

The concept of the program, which would be unique in the state of Louisiana, is to offer an interdisciplinary curriculum that develops an array of competencies providing the foundation for PACB certification as a Patient Advocate. Its purpose is to deliver graduate-level instruction that will allow completers to give patients and their families guidance and support in managing treatment within the healthcare system. The objectives of the program are aligned with professional competencies articulated by PACB: (1) acquire and apply knowledge of healthcare regulations and legal documents; (2) direct clients to appropriate legal expertise; (3) adhere to ethical standards of the profession and apply principles of biomedical ethics in protecting patients' rights and choices; (4) recognize clients' cultural practices, including religious beliefs, and incorporate these in conversations with clients and healthcare providers; (5) use communication and conflict management skills to mediate between clients and healthcare providers/professionals; and (6) offer compassion and supportive listening in all interactions with clients to promote their active participation, self-determination, and resilience throughout the treatment process.

The proposed curriculum includes the following courses for a Graduate Certificate in Healthcare Advocacy: HLST 4009 Cultural Diversity (3 cr. to be developed on the graduate level), HPRE 5007 Contemporary Issues in Healthcare Law and Policy (3 cr.), COMM 4026 Health Communication (3 cr.), COMM 5050 Interpersonal and Conflict Communication (3 cr.), and COMM 5003* Communicating Illness, Grief, and Loss (3 cr. new course, approval pending).

In addition, the Healthcare Advocacy certificate program could be combined with one of two other proposed certificate programs, *Senior Healthcare Management* and *Interprofessional Leadership*, together

with a capstone course to complete a Master's degree in Health Studies.

Mode of delivery: all courses will be offered online in 8-week terms. COMM 5003 is a newly developed course that will be submitted for approval in fall, 2019; HLST 4009 is an existing course that will be revised to accommodate graduate as well as undergraduate students.

Plan for rolling out courses: Beginning with Academic Year 2020-2021, offer HPRE 5007 and COMM 4026 in the fall, HLST 4009 and COMM 5050 in the spring, and COMM 5003 in the summer. This schedule will allow students to complete the certificate within one year.

2. Need

Outline how this program is deemed 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). Identify similar programs in the state and explain why the proposed certificate is needed.

Relevance

As the U.S. healthcare system has evolved and the size of aging populations has continued to grow, the need for health professionals who represent the interests of patients and their families has become increasingly acute nationwide. Accordingly, what began several decades ago as a small number of independent service providers has now become a rapidly growing professional community with well-defined best practices and licensure standards.

Top Masters in Healthcare Administration states: "Due to the growing complexity of the U.S. healthcare system, it is no surprise that there are many new jobs available for professionals to advocate on behalf of patients. (...) As the large baby boomer population continues to age and spike a rising demand for medical services in their old age, it is predicted that patient advocates will quickly become more popular than ever before." (<https://www.topmastersinhealthcare.com/job-profiles/patient-advocate>)

The *New York Times* reported: "As patients...struggle to cope with the dizzying demands of a trillion-dollar health care system that generates most of its revenues from older people, they are increasingly turning to patient advocates for help." (<https://www.nytimes.com/2016/08/20/business/patient-advocates-help-navigate-health-care.html>)

Economic development and evolving needs within the state

Although neither the U.S. Bureau of Labor nor the Louisiana Workforce Commission provides data on Patient or Healthcare Advocacy per se, information on related healthcare professions points to a strong demand for this career field. According to the LAWC, employment in the Health Care and Social Assistance industry is projected to grow 11.7% statewide and 13.2% in the northeast region by 2026. Within this industry sector, the LAWC's report indicates that demand for Social Assistance will increase 14.4% statewide and 21.1% in the northeast (http://www.laworks.net/LaborMarketInfo/LMI_OccIndustryProj.asp?years=20162026). It is reasonable to conclude that Healthcare Advocacy will see growth proportional to these industry sectors, to which it is closely tied through its interactions.

Similar programs

No post-secondary institution in the state offers a program that specifically addresses this area. Degrees in healthcare administration or management focus on training for middle management and executive positions in healthcare facilities (LSU's Healthcare/Industrial Engineering Certificate; ULL's BS in Health Information Management, MBA Concentration in Healthcare Administration, and Graduate Certificate in Healthcare Administration; LSUS's MS in Health Administration; UNO's BS and MS in Healthcare Management). A number of programs focus on information technology and systems management (ULL's

BS in Health Services Administration and Concentration in Health Informatics; SELU's BS in Health Systems Management), while others offer preparation in the field of public health education and marketing (the BS in Public Health at LSU Health-New Orleans, School of Public Health; the BS in Community Health at LSUS). ULM's Certificate in Healthcare Advocacy would therefore be unique in its focus on the needs and interests of patients and their families as they navigate the healthcare system.

3. Students

Describe student interest. Project enrollment and productivity for the first 5 years; justify projections:

An online survey of ULM students conducted on June 3 reveals considerable interest in the Healthcare Advocacy certificate. The survey described the three proposed certificate programs and asked students to indicate whether they had strong, moderate, or no interest in each program and in completing two of them together with a capstone course to earn a Master's degree in Health Sciences. They were also asked which of the certificate programs would most likely benefit their career plans and prospects for employment. Of the 109 students who responded, 48% indicated *strong interest* and 35% *moderate interest* in the Healthcare Advocacy certificate, which was the highest level of interest shown among the three programs (43% had strong interest and 37% had moderate interest in Interprofessional Leadership; 28% had strong interest and 48% had moderate interest in Senior Healthcare Management). Moreover, 44.44% of respondents chose Healthcare Advocacy as the certificate option that would most likely benefit their careers. Finally, results show that the possibility of combining certificates to earn a Master's degree in Health Studies would clearly add to the attractiveness of all three certificate programs: when asked if they would be interested in obtaining this degree by completing two certificates, 55% responded *yes*, 24% responded *maybe*, and only 21% responded *no*.

Enrollment in the programs from which the proposed Healthcare Advocacy certificate would draw has either shown growth or remained consistent. In the Communication BA program there were 105 majors in Fall 2014 and 160 majors in Fall 2018. Moreover, of the four concentrations in that program, Communication Advocacy has consistently attracted the largest number of students. Enrollment in the MA in Communication degree increased from 9 to 14 students from 2014 to 2018. The Healthcare Management/Marketing option within the BS in Health Studies degree remained steady at 68 majors during the same period, while the online HMM option had 67 majors in Fall 2018.

Enrollment projections are based on strong interest indicated in the student survey, sustained healthy enrollment in related programs, and the uniqueness of the Healthcare Advocacy certificate: Year 1 = 10 students; Year 2 = 20 students; Year 3 = 30 students; Year 4 = 40 students; year 5 = 50 students.

4. Accreditation

Describe plan for achieving program accreditation.

No organization accredits Healthcare Advocacy programs at this time.

5. Faculty, Administration, & Other Resources

How will instructional needs be met: will additional faculty, facilities, equipment, or library resources be required? What department will deliver and oversee the proposed program?

Courses will be delivered by current faculty in the ULM Health Studies and Communication programs; no additional instructors will be needed. Facilities will not be required since courses will be offered online. No additional equipment is required, and ULM's comprehensive library will provide access to current literature and evidence-based practices without the need for additional resources.

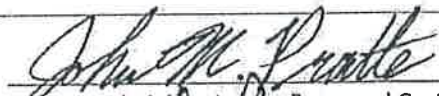
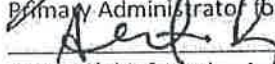
6. Cost

Summarize additional costs to offer the program. On separate budget sheet, estimate costs and revenues for the projected program for the first five years, indicating need for additional appropriations (if any).

Additional costs include initial one-time stipends to develop Communication courses for online delivery and HLST 4009 for the graduate level at a rate of \$1,000 per course, totaling \$4,000 for four courses. The salary cost per course is \$3,502 + 33% for benefits, amounting to \$4,685; the total salary cost for five courses would be \$23,290.

Tuition and fees for graduate courses would be the sole source of revenue for the program. According to the current fee schedule, 6 SCHs in the fall or spring = \$3,338.90 for each term; 3 SCHs in the summer term = \$1,525.47. Total revenue generated per student would be \$8,203.27.

CERTIFICATIONS:


 Primary Administrator for Proposed Certificate

 Provost/Chief Academic Officer

 Management Board/System Office

11/27/2020
 Date
 11/27/2020
 Date

 Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: University of Louisiana Monroe

Date: 06/17/2019

Certificate Program, Unit: Healthcare Advocacy

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

EXPENDITURES								
	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$27,290	1.0	\$23,290	1.0	\$23,290	1.0	\$23,290	1.0
Graduate Assistants								
Support Personnel								
Fellowships and Scholarships								
SUB-TOTAL EXPENSES	\$27,290	1.0	\$23,290	1.0	\$23,290	1.0	\$23,290	1.0
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$		\$		\$		\$	
Equipment								
Travel								
Supplies								

SUB-TOTAL	\$27,290		\$23,290		\$23,290		\$23,290	
GRAND TOTAL EXPENSES	\$27,290		\$23,290		\$23,290		\$23,290	
REVENUES								
Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations	\$0		\$0		\$0		\$0	
Federal Grants/Contracts	0		0		0		0	
State Grants/Contracts	0		0		0		0	
Private Grants/Contracts	0		0		0		0	
Tuition	\$82,032.70		\$164,065.40		\$246,981		\$328,130.80	
Fees	0		0		0		0	
Other (specify)	0		0		0		0	
TOTAL	\$82,032.70		\$164,065.40		\$246,981		\$328,130.80	

**Certificate in Healthcare Advocacy
Course Descriptions**

HPRE 5007 - Contemporary Issues in Healthcare Law and Policy (3 cr.)

The purpose of this course is to provide practical knowledge to identify legal issues faced in healthcare and to understand the legal ramifications of strategic decisions made by healthcare executives and practitioners. Emerging health policy issues will be examined. Lecture.

COMM 4026 - Health Communication (3 cr.)

The study of communication perspectives and skills helpful in providing integrated, coordinated services between various allied health professions.

Prerequisite(s): Junior standing.

HLST 4009 - Cultural Diversity (3 cr.)

This course is designed to bring awareness of the dimensions and complexities involved in caring for people from diverse cultural backgrounds. The course will examine differences existing within North America by probing healthcare system and consumers and examples of traditional health beliefs and practices among selected populations.

Prerequisite(s): PSYC 2001 or SOCL 1001

COMM 5050 - Interpersonal & Conflict Communication (3 cr.)

Analyses of relational development, maintenance, change and conflict in contexts shaped by professional, community, familial and friendship relationships.

COMM 5003 – Communicating Illness, Grief, and Loss (3 cr. – approval pending)

Learning how to talk about illness, death, and loss.

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 28, 2020

Item F.10. **University of New Orleans' request for approval of the University's new strategic plan, *Impact UNO*.**

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval of the University's new strategic plan, *Impact UNO*. In addition to reaffirming the Mission, Scope, and Vision, the plan identifies the University's Core Values (Excellence, Innovation & Discovery, Diversity, Equity & Inclusion, and Student Success) and primary goals for the next ten (10) years. *Impact UNO* was developed over the last eight (8) months with broad campus input from faculty, staff, and students. It will be revisited annually by working groups focused on each goal and will be integrated into the University's annual institutional effectiveness and assessment protocol.

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 New Orleans' request for approval of the University's new strategic plan, Impact UNO.



THE UNIVERSITY of
NEW ORLEANS
OFFICE OF THE PRESIDENT

January 31, 2020

Dr. James B. Henderson
President
The University of Louisiana System
1201 North Third Street
Baton Rouge, LA 70802

Re: University of New Orleans

Dear Dr. Henderson,

I request University of Louisiana System Board of Supervisors approval and support of the University's new strategic plan, *Impact UNO*. In addition to reaffirming our Mission, Scope, and Vision, the plan identifies the University's Core Values and primary goals for the next 10 years. The plan was developed over the last 8 months with broad campus input from faculty, staff, and students. It will be revisited annually by working groups focused on each goal and will be integrated into our annual institutional effectiveness and assessment protocol.

Thank you for your consideration.

Sincerely,

John W. Nicklow
President

Impact UNO

The University of New Orleans Strategic Plan

About the Plan

Throughout its history, the University of New Orleans has been an institution of all-time dreamers and full-time doers. In scholarship and research, discovery and creativity, and service and community engagement, the University acts as a conduit—connecting people to opportunity, and a catalyst that sparks ideas into action. Individually, we bring different perspectives, but collectively we share a strategic vision to serve as one of the region's foremost assets. That vision and our full potential will be realized through *Impact UNO*. This living document is the product of campus-wide collaboration and reflection. While it will evolve as the institution achieves milestones and new priorities emerge, it will continue to serve as a blueprint for future coordination and collaboration in the shaping of an even more vital University of New Orleans.

Mission

The University of New Orleans is a comprehensive urban research university committed to providing educational excellence to a diverse undergraduate and graduate student body. The University is one of the region's foremost public resources, offering a variety of world-class, research-based programs, advancing shared knowledge and adding to the region's industry, culture and economy. The University of New Orleans, as a global community asset, serves national and international students and enhances the quality of life in New Orleans, the state, the nation, and the world, by participating in a broad array of research, service learning, cultural and academic activities.

Scope

The University of New Orleans, as an urban research university, offers a number of challenging and in-demand programs, many of which are uniquely linked to the rich and vibrant city of New Orleans. The University of New Orleans grants baccalaureate, master's and doctoral degrees in academic colleges, including but not limited to: Business administration, education and human development, engineering, liberal arts, and sciences, as well as interdisciplinary studies.

Vision

The University of New Orleans will be recognized as one of the preeminent urban research institutions in the nation, noted for its commitment to excellence in teaching and in student success; its location in a culturally vibrant city; its innovative and relevant undergraduate, graduate, professional and research programs; and its role as a primary engine of social, economic, intellectual and cultural development in the New Orleans region and beyond.

Our Core Values

We are a community that provides educational experiences with intellectual rigor, professional experiences with integrity, and cultural experiences with authenticity.

We are a community that prioritizes academic and co-curricular opportunities that encourage students' holistic development as engaged learners, purposeful leaders, and responsible global citizens.



We are a community that engages in original research and creative activities that enhance the intellectual, cultural, artistic, and social development of our students, our community, and our world.

We are a community that consistently provides a welcoming environment to people of diverse backgrounds including, but not limited to, race, ethnicity, nationality, age and generation, gender and gender identity, sexual orientation, religious and spiritual beliefs, disability and ability, socioeconomic status, ideas and perspectives.

Goal 1 - Ensure Academic Excellence and Student Accessibility and Success

- I. Create an inviting academic environment and positive student experience through innovative approaches to enhanced learning and teaching that prepare students for today's workplace and advanced education and training
 - a. Reduce DFW rates and improve degree completion rates by strategically increasing use of adaptive and social learning in gateway courses and by assessing and improving academic advisement, tutoring services, counseling and disability services, and career services to meet students' needs
 - b. Develop and implement an internal certification program and training for faculty offering online courses to ensure consistent quality and provision of adequate web services in support of online students
 - c. Ensure students are able to access information they need, including multi-year plans (4-,5- and 6-year plans), degree requirements and transfer pathways, on the University website
 - d. Evaluate and ensure that an adequate number of introductory courses are available to students, including the potential addition of introductory courses in the colleges and majors
 - e. Complete a university Master Plan and use as a guide for assessing and monitoring the need for short- and long-term renovation of learning spaces
 - f. Reconsider student learning outcomes and evaluate the general education curriculum
 - g. Increase experiential learning opportunities, including the number of programs that require an experiential component, resulting in stronger community relations and student achievement
 - h. Assess and improve the effectiveness of instruction through professional development opportunities for faculty and staff and increase the number of certified online courses
 - i. Revise the schedule of course offerings, paying close attention to offering required courses at times and formats that fit schedules of working students
 - j. On a seven-year rotation, review all programs and curricula for currency and relevance, keeping in mind best practices at peer institutions, and pursue recommended changes, additions, or deletions

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- | | |
|---|--|
| II. Enhance existing graduate programs and develop new high-demand, industry and community supported, crosscutting programs that address global issues | <ul style="list-style-type: none">a. Strategically increase the number of master's and doctoral students in existing programs by implementing the strategic recruitment planb. Assess the need for new and existing programs, and correspondingly introduce novel, impactful, intra- and interdisciplinary graduate programsc. Ensure competitive financial support for PhD studentsd. Improve campus-wide understanding of national program ranking criteria and strategically elevate the reputation of graduate programs via this ranking |
| <hr/> | |
| III. Attract and retain a high-quality, diverse faculty and staff to support a diverse student body in high-demand academic areas and to foster excellence in interdisciplinary education and experiential learning | <ul style="list-style-type: none">a. Right-size the number of high-quality and historically underrepresented faculty and staff and take steps to improve retention of existing faculty and staffb. Increase training and mentoring opportunities and support systems for faculty and staffc. Leverage existing and emerging competencies to grow distinctive areas of faculty expertise through cluster hiring with a focus on diversity and equity |
| <hr/> | |
| IV. Widen access to provide post-secondary educational opportunities for all, recognizing that students from all backgrounds can be academically successful and that a sense of belongingness and purpose is critical for student success | <ul style="list-style-type: none">a. Strategically foster educational access, diversity and equity that reflects the diversity of New Orleans and Louisiana in all segments of the Institutionb. Increase the opportunities to engage in social, athletic, and academic events in an effort to engage more students and community membersc. Reduce enrollment barriers and increase outreach and engagement to prospective students, particularly adult learners, stop outs and graduate students, in order to increase access opportunitiesd. Redesign the campus orientation program so that all incoming students experience a strong transition to the University, campus life, their future lived environment, and their academic majore. Increase the number of academic programs participating in the open house program and better emphasize a combination of curricular and co-curricular activitiesf. Improve the transfer orientation and transfer advisement programs, as well as the number of articulated transfer pathways, that support transfer students in their transition |
-

Goal 2 – Positively impact New Orleans and our world through research, scholarly, and creative endeavors

- I. Achieve growth in research and scholarship, including collaborative, interdisciplinary and international efforts, that address problems too difficult to solve without collaboration, especially within Institutional priority areas
 - a. Evolve the Interdisciplinary Grant program to be more focused on high-impact projects relevant to university expertise and develop mechanisms for additional support of those projects
 - b. Increase the level of proposal development support available to the university research community and subsequently increase funds raised through external grants and contracts
 - c. Improve the regional and national visibility of scholarly outcomes and intellectual talent through strategic communications
-
- II. Strengthen campus research infrastructure to support research, scholarly, and creative endeavors that provide high-impact outcomes
 - a. Grow the number and quality of undergraduate and graduate students engaged in research, scholarly, or creative work by increasing opportunities and creating incentives for student participation
 - b. Grow the number and quality of faculty members engaged in research, scholarly, or creative work through incentive measures and by increasing targeted research support
 - c. Assess and modernize research facilities and equipment
 - a. Integrate diversity, equity, and inclusion topics into all Office of Research materials, outreach, workshops, and presentations
 - b. Demonstrate that all internal grant and support programs are equitable and emphasize the value of inclusivity across the campus community

Goal 3 - Maximize Engagement through Strategic Partnerships

- | | |
|--|--|
| I. Develop a thorough understanding of existing external partnerships with alumni, businesses, educational institutions, and other key organizations | <ul style="list-style-type: none">a. Conduct a campus-wide inventory of current partnerships, including organization name, contact points, and purpose, as well as aggregate numbers of partnerships by type and sectorb. Assess the quality and impact of existing partnerships through a survey of partnersc. Identify key best practices or common issues in partnership development, including strengths, weaknesses, duplication, potential synergies, and future opportunities |
| <hr/> | |
| II. Strengthen and increase the number of external partnerships, particularly with those organizations and sectors for which we have limited existing relationships | <ul style="list-style-type: none">a. Establish a target, including number and type, for new partnerships in each sectorb. Prioritize each new opportunity and create a plan to achieve an articulated benefitc. Leverage key personnel in innovative ways to create new partnerships, especially with businesses, government agencies, and nonprofit groups |
| <hr/> | |
| III. Internally communicate the value of engaging in external partnerships | <ul style="list-style-type: none">a. Increase meaningful student, faculty and staff participation in external partnershipsb. Operationalize the existing Alumni Association strategic plan and measure progress, particularly related to increased alumni engagementc. Implement a comprehensive campaign and increase funds raised through philanthropic efforts |

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 28, 2020

- Item F.11.** **University of New Orleans' request for approval to enter into a Memorandum of Understanding with New Orleans Center for Creative Arts (NOCCA).**

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval to enter into a Memorandum of Understanding (MOU) with New Orleans Center for Creative Arts (NOCCA), a pre-professional arts training center for high school students in Louisiana. The educational partnership agreement between UNO and NOCCA will achieve the following: (1) provide an articulated credit program whereby NOCCA students may earn credit for UNO classes; (2) improve the transfer and advising process for the benefit of students attending both institutions; (3) develop an expanded course articulation crosswalk between institutions; (4) identify personnel in each institution who will coordinate and serve as advisors for NOCCA students entering UNO; and (5) improve collegiality and communication among the institutions' discipline faculty and administrators.

The proposed MOU clearly identifies expectations and responsibilities of both parties. Upon execution, the agreement shall continue until terminated by either party giving one-year written notice to the other party in order to protect enrolled students. If approved, the MOU would apply to first-time freshmen and transfer students whose initial admission to UNO is for the Fall 2020 semester or after.

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 New Orleans' request to enter into a Memorandum of Understanding with New Orleans Center for Creative Arts (NOCCA).



THE UNIVERSITY of
NEW ORLEANS
OFFICE OF THE PRESIDENT

January 13, 2020

Dr. Jim Henderson
President
The University of Louisiana System
1201 North Third Street
Baton Rouge, LA 70802

Re: MOU between UNO and New Orleans Center for Creative Arts (NOCCA)

Dear Dr. Henderson,

I am requesting approval of the attached Memorandum of Understanding between the University of New Orleans and New Orleans Center for Creative Arts (NOCCA). The agreement will provide undergraduate educational opportunities for students who may attend both institutions. Additionally, this agreement ensure that each institution serves the needs of the students by providing them with appropriate and accurate transfer and advising information.

Thank you for your consideration.

Sincerely,

John W. Nicklow
President

**MEMORANDUM OF UNDERSTANDING
BETWEEN
NEW ORLEANS CENTER FOR CREATIVE ARTS (NOCCA)
AND THE UNIVERSITY OF NEW ORLEANS
Effective – 2019-2020 Academic Year**

PURPOSE

This Memorandum of Understanding (MOU) summarizes an educational partnership agreement between the New Orleans Center for Creative Arts (NOCCA), and the University of New Orleans (UNO), to provide undergraduate educational opportunities for students who may attend both institutions. This agreement ensures that each institution serves the needs of students by providing them with appropriate and accurate transfer and advising information.

GOALS

The goals of this agreement are to:

- Provide an articulated credit program whereby NOCCA students may earn credits for UNO classes,
- Improve the transfer and advising process for the benefit of students attending both institutions,
- Develop an Expanded Course Articulation Crosswalk between the institutions,
- Identify personnel in each institution who will coordinate and serve as advisors for NOCCA students entering UNO,
- Improve collegiality and communication among the institutions' discipline faculty and administrators.

To achieve these goals, NOCCA and UNO hereby enter into the following agreement.

A. PROVISIONS FOR STUDENTS

- NOCCA students may earn a maximum of 30 credit hours that will be applicable to their degree program at UNO. The course matrix, found in Appendix A, provides the specific articulations between NOCCA courses and UNO courses. NOCCA students who believe that they have the background appropriate for advanced standing in courses not included in this matrix will be provided the opportunity to attain advanced standing through the normal UNO process following admission to the program.
- NOCCA students must meet the admission requirements in effect for beginning freshmen (or transfer students, if applicable) at the time of application in order to be admitted to UNO and receive articulated credit as outlined in this agreement.
- NOCCA students must follow normal application procedures prior to admission to the University of New Orleans. As part of this process, students must submit an official transcript from the New Orleans Center for Creative Arts. Students must indicate on their application that they want credit for articulated NOCCA courses. Application materials are available online at <https://www.uno.edu/admissions/apply>.
- NOCCA students must interview/audition/present their portfolio confirming mastery in order to receive credit for select courses.

- Students must receive a grade of A, B, or S for NOCCA coursework and possess a *Certificate of Artistry or Certificate of Performance or Achievement* in their focus area in order to receive credit from UNO. Lab credit will not be awarded without corresponding lecture credit. A full-year course requires a grade of A, B, or S in both semesters for credit to be awarded.
- Students will be awarded credit based on the course equivalencies and related requirements listed in this agreement (Appendix A). Course credit will be earned only and indicated with a "CR" on the UNO transcript. Thus, this course work will not be included in the cumulative grade point average calculations.
- Upon admission to UNO, students must have their NOCCA transcript evaluated by the UNO Office of Admissions. This should take place before the student registers to eliminate any problems with course credit.
- Degree and program requirements for NOCCA students who attend UNO and are granted course work under this agreement will be determined in the same manner as if their initial enrollment had been at UNO.
- NOCCA students pursuing the undergraduate degree at UNO must complete at least 25% of the semester credit hours required for the degree through instruction offered by UNO. One third of the credit hours required in the major, minor, or concentration must also be completed at UNO and can be included in the 25% degree requirement.
- Articulation of NOCCA credit is optional. A NOCCA graduate must inform UNO that s/he does wish to have their credit articulated.
- The President or Director of Colleges and Advancement of NOCCA may recommend students for dual enrollment in UNO classes.
- This agreement applies to first-time freshmen and transfer students whose initial admission to UNO is for the Fall 2020 semester or after. This agreement does not apply to former NOCCA students whose initial admission to UNO occurred prior to Fall 2020.

B. PROVISIONS FOR INSTITUTIONS

- Faculty employed by NOCCA must meet stated professional credential requirements set forth by the Southern Association of Colleges and Schools Commission on Colleges which governs the acceptability of coursework taught and accepted for articulated credit by colleges and universities.
- NOCCA must submit a course portfolio, to include, but not limited to examinations and other course documents, for review by UNO annually or upon request.
- NOCCA will provide an opportunity for UNO faculty to observe course instruction.
- The institutions will engage in joint marketing efforts to promote the articulation partnership. Promotional efforts will include but are not limited to - links on respective Web sites for placement of articulation agreements, information in the University Catalog, and transfer information in other school/college publications.
- NOCCA will submit a list of graduates and mailing addresses upon request to UNO in an effort to encourage graduates to further their education with UNO.
- The institutions will encourage meetings between the UNO and NOCCA discipline faculty and administrators. The Provost/VP for Academic Affairs or designee at NOCCA will direct these meetings

- The institutions will discuss mutually beneficial collaborations among faculty and will seek opportunities for such collaborations to develop.

C. TERMS

This agreement shall be effective on _____ and shall continue until terminated by either party giving one-year written notice to the other party in order to protect students enrolled in the dual enrolment program.

Any changes to this MOU must be in writing and delivered by certified mail or by personal delivery to the person to be notified.

New Orleans Center for Creative Arts
Dr. Richard Collins
Director of Colleges and Advancement
New Orleans Center for Creative Arts
2800 Chartres Street
New Orleans, LA 70117
rcollins@nocca.com
504-940-2823

University of New Orleans
Dr. Mahyar Amouzegar
Provost and Senior VP for Academic Affairs
University of New Orleans
2000 Lakeshore Drive
New Orleans, LA 70148
Email: mahyar@uno.edu
504-280-6726

In witness whereof, the authorized representatives of the parties have executed this agreement on the _____.

New Orleans Center for Creative Arts
Kyle Wedberg, President/CEO

Date

University of New Orleans
Dr. John Nicklow, President

Date

Appendix A

TRANSFER/ARTICULATION CREDIT EQUIVALENCIES GUIDE

NOCCA COURSE	NOCCA TRANSCRIPT	UNO COURSE
ENGLISH (9)		
Integrated Humanities II	NOCCA Integrated English II	ENGL 1157 (3)
Integrated Humanities III	NOCCA Integrated English III	ENGL 1158 (3)
Integrated Humanities IV	NOCCA Integrated English IV	ENGL Literature (3)
HISTORY (6)		
Integrated Humanities I	NOCCA Integrated History I	HIST 1001 (3)
Integrated Humanities II	NOCCA Integrated History II	HIST 1002 (3)
BIOLOGY (3)		
Integrated Sciences III	NOCCA Integrated Sciences III	BIOS 1053 (3)
VISUAL/PERFORMING ARTS	Students must receive a grade of A, B, or S for NOCCA coursework and possess the <i>Certificate of Artistry</i> or <i>Certificate of Performance or Achievement</i> in focus area.	
Classical Voice (12)	Level III/Level IV Classical Voice	MUS 1105, Theory I (3)
		MUS 1103, Elementary Musicianship (1)
		MUS 1106, Theory II (3)
		MUS 1104, Elementary Musicianship II (1)
		MUS 1111, Music Notation (1)
		MUS 1005, Introduction to Music Literature (3)
Classical Instrumental (12)	Level III/Level IV Classical Instrument	MUS 1105, Theory I (3)
		MUS 1103, Elementary Musicianship (1)
		MUS 1106, Theory II (3)
		MUS 1104, Elementary Musicianship II (1)
		MUS 1111, Music Notation (1)
		MUS 1005, Introduction to Music

		Literature (3)
Jazz (12)	Level III/Level IV Jazz	MUS 1105, Theory I (3)
		MUS 1103, Elementary Musicianship (1)
		MUS 1106, Theory II (3)
		MUS 1104, Elementary Musicianship II (1)
		MUS 1111, Music Notation (1)
		MUS 1005, Introduction to Music Literature (3)
Visual Arts (12)	Level III/Level IV Art	FA 1001, Core Studio I (Surface/Color/Practice) (3)
		FA 1002, Core Studio II (Objects/Materials/Environment) (3)
		FA 2001, Core Studio III (Process/Ideas/Communication)(3)
		FA 2002, Core Studio IV (Time/Motion/Narrative) (3)
Theatre Design (12)	Level III/Level IV Theatre Design	FTA 1005, Introduction to Theatre Arts (3)
		FTA 1100, Methods and Materials of Stagecraft (3)
		FTA 2100, Introduction to Lighting Design (3)
		FTA 2160, Costume Crafts and Techniques (3)
Theatre (12)	Level III/Level IV Drama	FTA 1005, Introduction to Theatre Arts (3)
		FTA 1300, Acting I (3)
		FTA 2301, The Actor's Body: Introduction to Voice and Movement for the Actor (3)
		FTA 2320, Script Analysis (3)
Musical Theatre (12)	Level III/Level IV Musical Theatre	FTA 1005, Introduction to Theatre Arts (3)
		FTA 1300, Acting I (3)
		FTA 2301, The Actor's Body: Introduction to Voice and Movement for the Actor (3)

		FTA 2320, Script Analysis (3)
Film (12)	Level III/Level IV Media Arts	FTA 1620, Introduction to Film Arts (3)
		FTA 2250, Introduction to Screenwriting (3)
		FTA 2320, Script Analysis (3)
		FTA 2510, Beginning Film Production (3)

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 28, 2020

- Item F.12.** **University of New Orleans' request for approval to enter into a Memorandum of Understanding with Orange County School of the Arts (OCSA).**

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval to enter into a Memorandum of Understanding (MOU) with Orange County School of the Arts (OCSA), a 7th-12th grade public charter school located in downtown Santa Ana, California. The purpose of the proposed MOU is to provide undergraduate educational opportunities for students who may attend both institutions. Such an agreement ensures that each institution serves the needs of students by providing them with appropriate and accurate transfer and advising information. Specifically, the proposed MOU provides an expanded course articulation crosswalk for OCSA students interested in UNO's film arts program. In addition, provisions for students and institutions are outlined in the proposed MOU as are terms of said agreement. If approved, the MOU would apply to first-time freshmen and transfer students whose initial admission to UNO is for the Fall 2020 semester or after.

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 New Orleans' request to enter into a Memorandum of Understanding with Orange County School of the Arts (OCSA).



F 12

THE UNIVERSITY of
NEW ORLEANS
OFFICE OF THE PRESIDENT

January 13, 2020

Dr. Jim Henderson
President
The University of Louisiana System
1201 North Third Street
Baton Rouge, LA 70802

Re: MOU between UNO and Orange County School of the Arts (OCSA)

Dear Dr. Henderson,

I am requesting approval of the attached Memorandum of Understanding between the University of New Orleans and Orange County School of the Arts (OCSA). The agreement will provide undergraduate educational opportunities for students who may attend both institutions. Additionally, this agreement ensure that each institution serves the needs of the students by providing them with appropriate and accurate transfer and advising information.

Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read 'JW Nicklow'.

John W. Nicklow
President

**MEMORANDUM OF UNDERSTANDING
BETWEEN
ORANGE COUNTY SCHOOL OF THE ARTS
AND THE UNIVERSITY OF NEW ORLEANS**

PURPOSE

This Memorandum of Understanding (MOU) summarizes an educational partnership agreement between the Orange County School of the Arts (OCSA), and the University of New Orleans (UNO), to provide undergraduate educational opportunities for students who may attend both institutions. This agreement ensures that each institution serves the needs of students by providing them with appropriate and accurate transfer and advising information.

GOALS

The goals of this agreement are to:

- Provide an articulated credit program whereby OCSA students may earn credits for UNO classes,
- Improve the transfer and advising process for the benefit of students attending both institutions,
- Develop an Expanded Course Articulation Crosswalk between the institutions,
- Identify personnel in each institution who will coordinate and serve as advisors for OCSA students entering UNO,
- Improve collegiality and communication among the institutions' discipline faculty and administrators.

To achieve these goals, OCSA and UNO hereby enter into the following agreement.

A. PROVISIONS FOR STUDENTS

- OCSA students may earn a maximum of 30 credit hours that will be applicable to their degree program at UNO. The course matrix for the film program, found in Appendix A, provides the specific articulations between OCSA courses and UNO courses. A course matrix for other programs may be established at a later time with the consent of both parties. OCSA students who believe that they have the background appropriate for advanced standing in courses not included in this matrix will be provided the opportunity to attain advanced standing through the standing UNO process following admission to the program.
- OCSA students must meet the admission requirements in effect for beginning freshmen (or transfer students, if applicable) at the time of application in order to be admitted to UNO and receive articulated credit as outlined in this agreement.
- OCSA students must follow the established application procedures prior to admission to the University of New Orleans. As part of this process, students must submit an official transcript from the Orange County School of the Arts. Students must indicate on their application that they want credit for articulated OCSA courses. Application materials are available online at <https://www.uno.edu/admissions/apply>.
- OCSA students must interview/audition/present their portfolio confirming mastery in order to receive credit for select courses.

- Students must receive a grade of A, B, or S for OCSA coursework in order to receive credit from UNO. Lab credit will not be awarded without corresponding lecture credit. A full-year course requires a grade of A, B, or S in both semesters for credit to be awarded.
- Students will be awarded credit based on the course equivalencies and related requirements listed in this agreement (Appendix A). Course credit will be earned only and indicated with a "CR" on the UNO transcript. Thus, this course work will not be included in the cumulative grade point average calculations.
- Upon admission to UNO, students must have their OCSA transcript evaluated by the UNO Office of Admissions. This should take place before the student registers to eliminate any problems with course credit.
- Degree and program requirements for OCSA students who attend UNO and are granted course work under this agreement will be determined in the same manner as if their initial enrollment had been at UNO.
- OCSA students pursuing the undergraduate degree at UNO must complete at least 25% of the semester credit hours required for the degree through instruction offered by UNO. One third of the credit hours required in the major, minor, or concentration must also be completed at UNO and can be included in the 25% degree requirement.
- Articulation of OCSA credit is optional. An OCSA graduate must inform UNO that s/he does wish to have their credit articulated.
- The President of UNO or the Dean of Student Services at OCSA may recommend students for dual enrollment in UNO classes.
- This agreement applies to first-time freshmen and transfer students whose initial admission to UNO is for the Fall 2020 semester or after. This agreement does not apply to former OCSA students whose initial admission to UNO occurred prior to Fall 2020.

B. PROVISIONS FOR INSTITUTIONS

- Faculty employed by OCSA must meet stated professional credential requirements set forth by the Southern Association of Colleges and Schools Commission on Colleges which governs the acceptability of coursework taught and accepted for articulated credit by colleges and universities.
- OCSA must submit a course portfolio, to include, but not limited to examinations and other course documents, for review by UNO annually or upon request.
- OCSA will provide an opportunity for UNO faculty to observe course instruction.
- The institutions will engage in joint marketing efforts to promote the articulation partnership. Promotional efforts will include but are not limited to - links on respective Web sites for placement of articulation agreements, information in the University Catalog, and transfer information in other school/college publications.
- OCSA will submit a list of graduates and mailing addresses upon request to UNO in an effort to encourage graduates to further their education with UNO.
- The institutions will encourage meetings between the UNO and OCSA discipline faculty and administrators. The UNO Provost/SVP for Academic Affairs or a designee at OCSA will direct these meetings
- The institutions will discuss mutually beneficial collaborations among faculty and will seek opportunities for such collaborations to develop.

C. TERMS

This agreement shall be effective on _____ and shall continue until terminated by either party giving one-year written notice to the other party in order to protect students enrolled in the dual enrolment program.


Any changes to this MOU must be in writing and delivered by certified mail or by personal delivery to the person to be notified.

Orange County School of the Arts
Becca Freeland
Dean of Student Services
Orange County School of the Arts
1010 North Main Street
Santa Ana, CA 92701
Email: becca.freeland@ocsarts.net
714-560-0900

University of New Orleans
Dr. Mahyar Amouzegar
Provost and Senior VP for Academic Affairs
University of New Orleans
2000 Lakeshore Drive
New Orleans, LA 70148
Email: mahyar@uno.edu
504-280-6726


In witness whereof, the authorized representatives of the parties have executed this agreement on the _____.

Orange County School of the Arts
Dr. Ralph S. Opacic, Executive Director



University of New Orleans
Dr. John Nicklow, President

Date



Date

Appendix A

TRANSFER/ARTICULATION CREDIT EQUIVALENCIES GUIDE

OCSA COURSE	OCSA TRANSCRIPT	UNO COURSE
ENGLISH (9)	Literature and Composition II	ENGL 1157 (3)
	Literature and Composition III	ENGL 1158 (3)
	Literature Elective	ENGL Literature (3)
HISTORY (3)	World History	HIST 1001 (3)
MATH (3)	Integrated Math III	MATH 1115 (3)
BIOLOGY (3)	Biology of the Living Earth/AP Biology	BIOS 1053 (3)
VISUAL/PERFORMING ARTS	Students must receive a grade of A, B, or S for OCSA coursework	
Film (12)	Film Production II	FTA 1620, Introduction to Film Arts (3)
	Screenwriting	FTA 2250, Introduction to Screenwriting (3)
	Film History	FTA 2320, Script Analysis (3)
	Film Production III	FTA 2510, Beginning Film Production (3)

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 28, 2020

- Item F.13.** **University of New Orleans’ request for approval to enter into a Memorandum of Understanding with Southern New Hampshire University – College for America.**

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval to enter into a Memorandum of Understanding (MOU) with Southern New Hampshire University – College for America (SNHU). The purpose of the MOU is to establish an articulation agreement that will facilitate the transfer of graduates/students from SNHU to UNO. The proposed MOU provides an articulation crosswalk for specific SNHU courses as well as provides relevant information regarding other nuances of the transfer process. The proposed agreement is effective as of the date of the fully executed document and shall continue until terminated. Both parties must approve amendments to the MOU in writing. Either party may terminate the MOU without cause upon 90 days’ written notice to the other party.

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 New Orleans’ request to enter into a Memorandum of Understanding with Southern New Hampshire University – College for America.



THE UNIVERSITY of
NEW ORLEANS
OFFICE OF THE PRESIDENT

January 23, 2020

Dr. Jim Henderson
President
The University of Louisiana System
1201 North Third Street
Baton Rouge, LA 70802

Re: MOU between UNO and Southern New Hampshire University

Dear Dr. Henderson,

I am requesting approval of the attached Memorandum of Understanding between the University of New Orleans and Southern New Hampshire University – College for America. The agreement will facilitate the transfer of graduates/students from Southern New Hampshire University to the University of New Orleans.

Thank you for your consideration.

Sincerely,

John W. Nicklow
President

Articulation Agreement

The University of New Orleans and
Southern New Hampshire University – College for America

I. PURPOSE

The University of New Orleans (“UNO”) and Southern New Hampshire University (“SNHU”), in the spirit of academic cooperation, and in order to facilitate the transfer of graduates/students from SNHU - College for America (“CfA”) to UNO hereby do enter into an academic articulation agreement (“Agreement”). Successful implementation of the Agreement is dependent upon communication of its content to all involved participants and the assumption of responsibility by both institutions for such communications.

II. TRANSFER PATHWAY(S)

1. As UNO and SNHU are regionally accredited, up to 60 credits may be accepted in transfer toward a UNO bachelor degree program. Credits transferred to UNO must be with a C or better grade.
2. Transferability of credits shall be based upon the course tables attached Appendix 1.
3. 50% of the courses included in the major requirements in a UNO program of study must be taken at UNO.

III. TERMS

1. This Agreement is effective as of the date of the fully executed document, and shall continue until terminated. Both parties must approve amendments to the Agreement in writing. Either party may terminate the Agreement without cause upon 90 days written notice to the other party. Notwithstanding the foregoing, either party may terminate the Agreement immediately in the event that participation under the Agreement may give rise to a violation of any requirement of federal or state law or regulation or the requirements of any accrediting agency having jurisdiction.
2. Admission criteria, academic requirements, and other admission requirements will be subject to the applicable UNO catalog at the time of a student’s admission.
3. This Articulation Agreement is based on the current curriculum of both educational institutions. Each institution is responsible for notifying the other of any substantive changes to the curriculum. This agreement shall be reviewed by both institutions annually.
4. SNHU agrees to notify students of transfer opportunities to UNO and to collaborate with UNO on other forms of transfer communication.

5. The parties hereto will have the relationship of independent contractors for all purposes. Each will have complete control over its own performance and the details for accomplishing its own obligations under this MOU. In no event will the agents, representatives or employees of one party be deemed to be agents, representatives or employees of the other.
6. This MOU may be executed by a duly authorized representative of each party, either by electronic or facsimile transmission, each of which will be considered an original.
7. Each party reserves the right to control the use of its name or other identifying characteristic in every respect, including usage of its logos and trademarks. Each party agrees not to use the other party's name or any other identifying characteristics in connection with any advertising or promotion related or pertaining to the work performed under this Agreement, or otherwise, without the prior express written permission of the named party.

IV. CONTACTS FOR COORDINATION

All notices and other communications required hereunder by either party to the other shall be in writing, delivered personally, by certified or registered mail, return receipt requested, or by overnight courier, and shall be deemed to have been duly given when delivered personally or received when using overnight courier or three business days after being deposited in the United States mail, postage prepaid, addressed as follows:

If to Southern New Hampshire University:

Debbie Lloyd, Sr. Director, Academic Alliances
Southern New Hampshire University
College for America
1230 Elm Street
Manchester, NH 01303
d.lloyd1@snhu.edu and 603-851-0854

If to the University of New Orleans:

200 Lakeshore Drive
New Orleans, LA 70148

Or to such other persons or places as either party may from time to time designate by written notice to the other.


(Signature page follows)




DATE: _____

APPROVALS:

Dr. Gregory Fowler, PhD.
President, Global Campus
Southern New Hampshire University


Dr. John Nicklow
President
The University of New Orleans

Dr. Jennifer Batchelor, PhD.
Vice President Academic Programs,
Global Campus
Southern New Hampshire University


Dr. Mahyar Amouzegari
Provost and Senior Vice President
Academic Affairs
The University of New Orleans

Manager of Agreement
Debbie Lloyd
Sr. Director, Academic Alliances
Southern New Hampshire University

Appendix I

CBE 1.0

Course No.	Course Name	Credit Hours	UNO Transfer Course Equivalent	Gen Ed
ATH 111	Intro to Cultural Anthropology	3	ANTH 2052	Yes
COM 126	Intro to Mass Communication	3	FA 1000NE	Yes
COM 128	Language/Practice of Media Art	3	FA 1000NE	Yes
ECO 201	Microeconomics	3	ECON 1203	Yes
ECO 202	Macroeconomics	3	ECON 1204	Yes
ENG 124	Argumentation & Communication	3	ENGL 1001NE	Yes
ENG 220	Business & Communication	3	MANG 2790	No
ENV 101	Environmental Science	3	EES 1002	Yes
FAS 201	Intro to Humanities I	3	HUMS 2000NE	Yes
FIN 250	Personal Financial Planning	3	FIN 1330	No
LIT 201	World Lit I-Found of Culture	3	ENGL 2000NE	Yes
MKT 113	Intro to Marketing	3	MKT 1000NE	No
OL 102	Skills for Business	3	BA 1000NE	No
OL 125	Human Relations in Admin	3	BA 1000NE	No
OL 215	Principles of Management	3	MANG 3401	No
PHL 210	Introduction to Philosophy	3	PHIL 1000	Yes
PHL 212	Introduction to Ethics	3	PHIL 2201	Yes
PSY 108	Introduction to Psychology	3	PSYC 1000	Yes
PSY 224	Res II: Scientific Invest	3	PSYC 2000NE	Yes
SNHU 107	SNHU Exp: Success Strategies Online	1	UNIV 1000NE	No

AA General Studies: Transforming the Customer
Service Concentration – CBE 2.0

Course No.	Course Name	Credit Hours	UNO Transfer Course Equivalent	Credit Hours	Gen Ed course
SNHU 107	Approaching Complex Challenges	3	UNIV 1000NE	1	No
IDS 101	Informed Civic Engagement	3	HUMS 1000NE	3	Yes
ENG 122	English Composition I	3	ENGL 1157	3	Yes
HUM 101	Fundamentals of Ethics & Decision Making	3	PHIL 1000NE	3	Yes
MAT 125	Quantitative Reasoning & Problem Solving	3	MATH 1000NE (or dept rev)	3	Yes
SCS 101	Leadership & Group Dynamics	3	UNIV 1000NE	1	No
HIS 100	Perspectives in History	3	HIS 1000NE	3	Yes
HIS 200	Applied History	3	HIS 2000NE	3	Yes
SCS 201	Global Challenges	3	SOC 2000NE	3	Yes
HUM 200	Applied Humanities	3	HUMS 2000NE	3	Yes
ENG 123	English Composition II	3	ENGL 1158	3	Yes
SCI 200	Applied Natural Sciences	3	SCI 2000NE	3	Yes
SCI 101	Problem Solving for Complex Changes	3	SCI 1000 NE	3	Yes
IDS 201	Recommendations for Complex Challenges	3	HUMS 2000NE	3	Yes
ECO 201	Microeconomics	3	ECON 1203	3	Yes
IT 101	Professional Skills and Development	3	UNIV 1000NE	1	No
ENG 220	Business Communications	3	MANG 2790	3	No
ECO 202	Macroeconomics	3	ECON 1204	3	Yes
MKT 113	Introduction to Marketing	3	MKT 1000NE	3	No
OL 110	Introduction to Business	3	BA 1000	3	No
CUS 210	Sales and Customer Service	3	MKT 2000NE	3	No
CUS 110	Customer Service Fundamentals	3	MKT 1000NE	3	No
CUS 230	Customer Service and Branding	3	MKT 2000NE	3	No

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 28, 2020

Item F.14. **University of New Orleans' request for approval to enter into a Memorandum of Understanding with Nunez Community College.**

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval to enter into a Memorandum of Understanding (MOU) with Nunez Community College (Nunez) in order to establish the *Link Program*. In keeping with the state's master plan for higher education, UNO maintains selective admission requirements, meaning that each semester, there are students who wish to pursue a baccalaureate degree but are denied admission to UNO. In an effort to keep these students on track to reach their educational goals, a partnership with Nunez through the *Link Program* allows students not admissible to UNO to be admitted to Nunez (an open enrollment two-year institution) and to complete college coursework, including developmental coursework in Mathematics and English, on the UNO campus. The *Link Program* will allow students to develop skills in a supportive atmosphere while developing a level of comfort with the university community, helping to ease the transition to UNO on completion of the program. The program will provide students inadmissible to UNO with a path forward that is transparent and seamless.

The proposed MOU outlines specifics relevant to implementation and sustainability of the *Link Program* and identifies responsibilities assigned to UNO and Nunez regarding the partnership. Effective upon its execution, the proposed agreement may be terminated by either party without cause upon ninety days' written notice. Changes to the proposed MOU may be made at any time with a 60-day notice and mutual agreement between the two institutions.

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 New Orleans' request to enter into a Memorandum of Understanding with Nunez Community College.



F 14

THE UNIVERSITY *of*
NEW ORLEANS
OFFICE OF THE PRESIDENT

February 5, 2020

Dr. Jim Henderson
President
The University of Louisiana System
1201 North Third Street
Baton Rouge, LA 70802

Re: MOU between UNO and Nunez Community College

Dear Dr. Henderson,

I am requesting approval of the attached Memorandum of Understanding between the University of New Orleans and Nunez Community College. The agreement will continue to enhance both the efficiency and effectiveness of post-secondary education for southeast Louisiana, particularly the Greater New Orleans Area.

Thank you for your consideration.

Sincerely,

John W. Nicklow
President

DRAFT

Memorandum of Understanding

Nunez Community College and The University of New Orleans *LINK Program*

Purpose

The *Link Program* between Nunez Community College herein called Nunez, and the University of New Orleans, herein called UNO, will continue to enhance both the efficiency and effectiveness of post-secondary education for southeast Louisiana, particularly the Greater New Orleans Area. This partnership provides solutions toward expanding college student access and the preparation of students who begin college unable to meet minimum admission requirements to a university, but intend to transfer into a baccalaureate program at UNO. Outcomes of this partnership will include the successful completion of developmental coursework and a minimum of 24 credit hours of general education coursework required for students to be eligible for transfer to UNO. Additionally, students will have an opportunity to complete a Certificate of General Studies or an Associate of General Studies or Louisiana Transfer degree through Nunez Community College.

The *Link Program* will continue to help ensure access to post-secondary education, enhance ease of transfer credits, and increase efficiency through the sharing of resources between Nunez and UNO.

In keeping with the state's master plan for higher education, UNO maintains selective admissions requirements, meaning that each semester, students who wish to begin work toward a university degree are denied admission to UNO. In an effort to keep these students on track to reach their educational goals, a partnership with Nunez Community College through the LINK program, allows these students to be admitted to Nunez, as an open admissions two-year institution, and complete college coursework, including required developmental coursework in Math and English, while on the campus of UNO. This allows students to develop skills in a supportive atmosphere while developing a level of comfort with the university community, helping to ease the transition to the university on the completion of the program. The institutions will collaborate in transition planning from admission through transfer to ensure that students avoid any unnecessary barriers.

Implementation

The *Link Program* will provide students with a transparent and systematic outline for successfully completing a baccalaureate degree and associate degree. The target student population will include incoming freshmen and transfer students who do not meet UNO's admission requirements. The institutions will partner to facilitate student access through joint admissions, registration, and academic/career counseling throughout the student's enrollment at Nunez in the *LINK Program*.

Nunez will offer developmental and general education courses on the University of New Orleans Lakefront Campus as practical and available.

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All components of the LINK Program MOU are limited to the Instruction of developmental and General Education courses taught by Nunez faculty as part of this agreement.

Nunez's components of the LINK Program:

- Nunez will provide access to appropriate database systems and sharing of records to facilitate its obligations contained within this agreement. UNO acknowledges and accepts Nunez's mandates under FERPA regulations and all applicable Louisiana laws, which protect the privacy of certain student records.
- Nunez will provide multimedia equipment for dedicated classrooms where multimedia equipment does not exist and will retain ownership of said equipment. Examples of multimedia equipment include, but are not limited to: projectors, digital instruction boards, and computers (hardware and software).
- Nunez will pay UNO a mutually agreed upon fee that will cover the use of computers on UNO's Lakefront campus for students participating in the Link Program.
- For all facilities owned or leased by UNO, Nunez will be responsible for any out-of-pocket expenses, which are defined as any costs incurred by UNO that UNO would not otherwise incur. Any facility modification will be performed by UNO personnel or designated subcontractor and billed to Nunez. A copy of Nunez's Risk Management policy will be provided to UNO and updated as necessary.
- Nunez's faculty and staff will adhere to UNO's Building Security and Office Keys policy.
- Faculty hired by Nunez will adhere to Nunez Human Resources policies and salary scales.
- Faculty hired by Nunez will adhere to Nunez's Academic Policies and deadlines established in the Academic Calendar (i.e. attendance verification, grade postings, etc.).
- Students in the Link Program will adhere to Nunez's student policies regarding tuition/fees, payment, financial aid, and refunds.
- Nunez will charge and collect appropriate UNO ID, course/lab fees, and will submit payment to UNO based on received invoice as outlined in Appendix A.
- All charges, excluding parking fine and library fines, incurred by Nunez, its faculty, staff, and students will be invoiced to Nunez. Payment of such invoices will be made as outlined in Appendix A "Accounting". Any charge not covered in Appendix A will be paid directly to UNO. Students participating in the Link Program with outstanding balances at Nunez or UNO will not be allowed to continue in the program.
- Nunez will adhere to UNO's policies for fines and fine appeals as described in the UNO General Catalog
- Faculty, staff, and students will adhere to Nunez's academic calendar as well as other dates as established in published Academic Calendar.
- All ADA accommodations will be approved and funded by Nunez. UNO's Office of Disability Services and Human Resources, as applicable, will be notified of such accommodations in order to provide services as practicable and available to Nunez students, faculty and staff.
- Nunez will provide student transcripts to UNO following the end of each semester prior to the start of the next academic semester.
- Nunez will collaborate with UNO to award earned credentials to students in the LINK program after transfer to UNO through reverse transfer.
- Nunez students participating in the Link Program will familiarize themselves with UNO's Student Code of Conduct. Student misconduct on UNO's campus will be addressed jointly by UNO and Nunez.

DRAFT

- *Nunez students, faculty and staff participating in the LINK Program will have a valid UNO or Nunez parking decal registered with UNO's Police Department and adhere to UNO's Parking Rules and Regulations when on UNO's campus*
- *Nunez and UNO will collaborate to provide advertisements such as radio, print, social media, and will provide information in handouts and fliers, and letters to students eligible for the Link Program. Each institution will approve items prior to use.*

UNO Components of the LINK Program

- *UNO will provide access to appropriate database systems and sharing of records to facilitate its obligations contained within this agreement. Nunez acknowledges and accepts UNO's mandates under FERPA regulations and all applicable Louisiana laws, which protect the privacy of certain student records.*
- *UNO will collaborate with Nunez to share information about the success of LINK students after transfer and will share information that will allow Nunez to award earned credentials to those students through reverse transfer.*
- *UNO will provide Nunez with dedicated classrooms and office space as practicable and available*
- *UNO will provide computer and library access to Nunez students in the Link Program on the UNO Lakefront Campus and the practicable and for a mutually agreed-upon fee.*
- *For all facilities owned by UNO, Nunez will be responsible for any out-of-pocket expenses, which are defined as any costs incurred by UNO that UNO would not otherwise incur. Any facility modification will be performed by UNO personnel or designated subcontractor and billed to Nunez. UNO will maintain a copy of Nunez's Risk Management policy on file.*
- *General Education courses taught by Nunez as part of this partnership are limited to courses required for either a Certificate of General Studies or Associate of General Studies or Louisiana Transfer Degree for students with the intention of transferring to UNO. Both institutions commit to working collaboratively and sharing curriculum and student data in developing semester course schedules.*
- *UNO will assist in recruiting qualified faculty for Nunez courses related to the LINK program.*
- *UNO will provide appropriate Nunez faculty and staff with office and classroom keys as needed for the LINK program.*
- *UNO will assist with both orientation and transition planning for the Link Program students in planning, production and distribution of materials, and facilitation.*
- *UNO will honor Nunez's parking decal for faculty, staff, and students participating in the Link Program as a legitimate parking decal once registered with UNO Police Department*
- *Students participating in the Link Program with outstanding balances at Nunez or UNO will not be allowed to continue in the program.*
- *UNO's Office of Testing will assist in providing admissions testing such as the Accuplacer exam and providing ADA accommodations for student testing that have been approved and funded by Nunez's ADA representative.*

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Program Modification

Changes may be made to this agreement at any time with a 60-day notice and mutual agreement of The University of New Orleans and Nunez Community College. 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 Nunez Community College will hereby hold harmless, discharge, and release The University of New Orleans 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 Link Program.

Dr. John Nicklow, President, University of New Orleans

Date

Dr. Tina Tinney, Chancellor, Nunez Community College

Date

DRAFT

Appendix A

Fee structure for LINK Program Students

Students enrolled on UNO's Lakefront Campus shall be subject to the following course/campus fees as mutually agreed upon by UNO and Nunez:

- *(Identification card)*
- *(Housing)*
- *(Meal Plan)*
- *(Recreation and Fitness Center)*
- *(Health Center Fee)*

ACCOUNTING:

- *Within thirty (30) days after the first day of each semester, UNO, in partnership with Nunez, will perform a reconciliation of enrolled students for the current semester. UNO will then invoice Nunez for all charges incurred by Nunez students enrolled in the LINK Program at the UNO Lakefront Campus within ten (10) days of such reconciliation.*
- *Within ten (10) days after the last day of each semester, UNO will invoice Nunez for any additional charges as outlined within this agreement.*
- *Within thirty (30) days prior to Nunez's first day of each semester, UNO will provide all amounts for student fees, pending required approval, as outlined within this agreement.*
- *All invoices submitted by UNO shall be paid within thirty (30) days of the invoice date. In the event invoices are not paid within ninety (90) days of the invoice date, interest and penalties shall apply as set forth in La. RS 39:1695 and RS 13:4202. The right of UNO to charge interest for late payment shall not be construed as a waiver of UNO's right to receive payment within thirty (30) days of the Invoice date.*

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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 28, 2020

Item F.15. University of Louisiana at Monroe's request for approval to enter into a Memorandum of Understanding with University of Louisiana System institutions.

EXECUTIVE SUMMARY

The University of Louisiana at Monroe (ULM) requests approval to enter into a Memorandum of Understanding (MOU) with University of Louisiana System (ULS) member institutions. This proposed educational partnership will promote and facilitate a seamless transfer for those students within ULS interested in pursuing the Pharm.D. offered by ULM's College of Pharmacy (COP). In addition, the proposed MOU specifies that all students completing prerequisite coursework through any ULS member institution who meet or exceed the minimum application requirements will receive a guaranteed interview during the ULM COP admission cycle. Approximately 40% of applicants are offered an on-campus interview during any admission cycle so, the proposed MOU will be extremely beneficial to ULS students.

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 to enter into a Memorandum of Understanding with University of Louisiana System institutions.*

MEMORANDUM of UNDERSTANDING
BETWEEN
UNIVERSITY of LOUISIANA SYSTEM
AND
UNIVERSITY of LOUISIANA MONROE

F 15

PURPOSE

This Memorandum of Understanding (MOU) summarizes an education partnership agreement between University of Louisiana System (ULS) member institutions and the University of Louisiana Monroe (ULM) to promote and facilitate the educational opportunities afforded students interested in pursuing a pharmacy education. All entities are committed to seamless transfer so students may successfully complete their academic goals. This agreement ensures that each institution serves the needs of students by providing them with appropriate and accurate transfer and advising information. Specifically, the MOU addresses both course and program transfer and articulation agreements.

GOALS

This agreement stipulates the courses that, when satisfactorily completed by students within the ULS, will meet the Pharm.D. degree's prerequisite requirements and facilitate student enrollment within the ULM College of Pharmacy (COP). This agreement is intended for students not wishing to participate in the College-Provisional Entry Program.

The University of Louisiana at Monroe and ULS member institutions agree to monitor and support the provisions of this agreement to ensure the consistency, quality, and transferability of students interested in pursuing a Pharm.D. degree. The University of Louisiana at Monroe and ULS member institutions agree to coordinate changes in the course content and/or requirements for any courses listed in the agreement for the purpose of ensuring continued comparability between the courses offered on each campus. The University of Louisiana at Monroe and ULS member institutions agree to renegotiate this agreement when changes to the Pharm.D. curriculum occurs or when changes in the graduation requirements for any of the institutions become necessary. This process will be the responsibility of the appropriate deans at all ULS member institutions.

Students pursuing the Pharm.D. degree through the MOU will be bound by the curriculum description (Appendix A) in effect at the time they are officially accepted into the Pharm.D. program.

In order to facilitate and improve the transfer process for our students, the University of Louisiana System member institutions and the University of Louisiana at Monroe hereby enter into the following agreement:

PROVISIONS OF ARTICULATION AGREEMENT

Students attending a ULS member institution who elect to pursue ULM's COP Pharm.D. degree will take any/all of the courses listed in Appendix A through a ULS member institution. Upon application to ULM's COP Pharm D. degree program, the listed courses will be accepted by ULM's COP as meeting the required pre-pharmacy course requirement indicated for that course.

As part of the articulation agreement, ULM COP agrees to give guaranteed interviews during each admission cycle to students within the ULS who select to apply to the Pharm. D. program and meet the minimum application requirements. The minimum application requirements are:

1. Minimum grade of 3.5 at a ULS member institution for all courses listed in the agreement;
2. PCAT \geq 50 and completed within prior 12 months; PCAT scores submitted to ULM's COP through PharmCAS (PharmCAS, at <http://www.pharmcas.org>);
3. Submission of ULM's COP supplemental application and all required applications fees by the date of on-campus interview;
4. Successful completion of an on-campus admissions interview.

The ULM COP admission cycle is a three-stage process that includes initial applicant screening, on-campus interview, and the admission decision. Approximately 40% of applicants will be offered an on-campus interview during any admissions cycle. All students completing prerequisite course work through any ULS member institution who meet or exceed the minimum requirements as identified above will receive a guaranteed interview during the ULM COP admission cycle.

TERMS

This agreement shall be effective on February 28, 2020, and shall continue until terminated by either party giving one-year written notice to the other party in order to protect all students transferring between institutions.

NOTICE

Any changes to this Memorandum of Understanding must be in writing and delivered by certified mail or by personal delivery to the persons to be notified (listed in contact information below).

In witness whereof, the authorized representatives of the parties have executed this agreement on February 28, 2020.

University of Louisiana System

University of Louisiana Monroe

Dr. Jim Henderson
President & CEO

Dr. Nick J. Bruno
President

Mr. Rick Gallot
Grambling State University

Dr. Les Guice
Louisiana Tech University

Dr. Daryl Burckel
McNeese State University

Dr. Jay Clune
Nicholls State University

Dr. Chris Maggio
Northwestern State University

Dr. John Crain
Southeastern Louisiana University

Dr. E. Joseph Savoie
University of Louisiana at Lafayette

Dr. John Nicklow
University of New Orleans

University of Louisiana Contact Information:

Dr. Jim Henderson
President & CEO
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802
(Ph) 225-342-6950

University of Louisiana Monroe Contact Information:

Dr. Glenn Anderson
Dean, College of Pharmacy
1800 Bienville Drive
Monroe, LA 71201
(Ph) 318-342-1600

Dr. Michael Cockerham
Associate Dean, Academic Affairs
College of Pharmacy
1800 Bienville Drive
Monroe, LA 71201
(Ph) 318-342-3171

Dr. Alberto Ruiz
Vice President for Academic Affairs
Office of Academic Affairs
700 University Avenue, Library Suite 640
Monroe, LA 71209
(Ph) 318-342-1025

Ms. Katie Dawson
Director, ULM Online
700 University Avenue, Walker Hall 1-32
Monroe, LA 71209
(Ph) 318-342-3145

Appendix A

PREREQUISITE CURRICULUM – LOUISIANA COMMON COURSE NUMBERS (LCCN) (BOLDED TEXT) TO ULM COLLEGE OF PHARMACY EQUIVALENT COURSE WORK

(List is not comprehensive, Individual course substitutions may be required)

Microbiology (4) Biol 2014 CBIO 2123 Biol 2015 CBIO 2121 OR CBIO 2124	Nat/phy Sci-Gen Phys w/labs (4) Phys 2003 CPHY 2113 Phys 2009 CPHY 2111 OR CPHY 2114
Cell Biology or Physiology (3) Biol 2020 CBIO 2133 OR CBIO 2134 OR CBIO 4143	English Composition (6) Engl 1001 CENL 1013 Engl 1002 CENL 1023
Human Anatomy with Lab/Physiology Lect (7) Biol 3010 CBIO 2213/2223 Biol 2040 CBIO 2211/2221 Biol 2041 OR CBIO 2214/2224	Public Speaking (3) Cmst 2001 CCOM 2013
Biology (Genetics) (3) Biol 3005 CBIO 3523 OR CBIO 3524 OR CBIO 2513	Fine Art Elective (3) Art, Dance, Music, Theatre
Inorganic General Chem w/labs (8) Chem 1007 CCEM 1123 Chem 1009 CCEM 1121 Chem 1008 CCEM 1133 Chem 1010 CCEM 1131 OR CCEM 1124 OR CCEM 1132 OR CCEM 1134	Humanities Electives (3) Literature, Foreign Languages, History, Religion, Philosophy, Speech
Organic Chemistry w/labs (8) Chem 2030 CCEM 2213 Chem 2031 CCEM 2211 Chem 2032 CCEM 2223 Chem 2033 CCEM 2221 OR CCEM 2222	Macroeconomics (any) (3) Econ 2001 CECN 2213 OR CECN 2223 OR CECN 2113
Biochemistry (3) Chem 3050 CBIO 3403	Social Science Elective (3) Sociology, Geography, Economics, Political, Science/Government, Anthropology or Psychology
Math-Calculus I (3) Math 1031 CMAT 2113 OR CMAT 2114 OR CMAT 2115 OR CMAT 2103	To meet the LA Board of Regents core requirements, the following courses will comprise 6 of the 9 hours of Humanities: Public Speaking, Introduction to Pharmacy and Pharmacy Practice Law and Ethics I (both taken during first professional year of pharmacy school).
Statistics (any level) (3) Math 1016 CMAT 1303	Although the total number of course hours listed as required for pharmacy eligibility is 67, there are additional courses that may be required due to their status as prerequisites for the courses listed here. Only pre-pharmacy coursework completed in the 10 years prior to application to the professional school will be accepted.