

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**April 22, 2021**

- Item F.10.**     **University of Louisiana at Lafayette’s** request for approval to award an Honorary Doctorate of Nursing Practice to Mr. James Devin Moncus at the Spring 2021 Commencement Exercises.

**EXECUTIVE SUMMARY**

The University of Louisiana at Lafayette (UL Lafayette) requests approval to award an Honorary Doctorate of Nursing Practice to Mr. James Devin Moncus at the spring commencement ceremonies to be held on May 14, 2021. Through his public service and philanthropic efforts, Mr. Moncus’ widespread contributions to education, healthcare, community improvement projects, and the arts are unparalleled in the Acadiana community.

Mr. Moncus is a self-made businessman and founded Devin International, an oilfield equipment company. He has always maintained a strong sense of philanthropy and willingness to lend a hand to those in need. In 2008, Mr. Moncus carried out his vision for giving back to the Acadiana community through the establishment of the James Devin Moncus Family Foundation. Since its inception, the Foundation has donated almost \$10 million with a focus on supporting organizations that address “big picture” problems, taking a proactive approach to solving them.

Mr. Moncus embodies the spirit of a true community visionary and has received prominent recognitions and awards. In 2017, he was honored as a “Louisiana Legend” by the Friends of Louisiana Broadcasting, and celebrated during an event hosted by Governor John Bel Edwards for being one of Louisiana’s best and brightest who has brought honor to the state. Mr. Moncus’ significant contributions across the Lafayette community have resulted in funding support and naming of several prominent establishments – the James Moncus Medical Building at Our Lady of Lourdes Hospital, Our Lady of Lourdes JD Moncus Cancer Center, James Devin Moncus Family Theatre at the Acadiana Center for the Arts, and Moncus Park. Additionally, Mr. Moncus has funded Board of Regents Support Fund Endowed Superior Graduate Student Scholarships in Nursing and Biology which directly benefit UL Lafayette graduate students.

Mr. Moncus has set a standard for public service that aligns beautifully with the highest ideals of the University, and that will stand for decades to come. In light of his commitment and his many achievements, the University of Louisiana at Lafayette would like to award an Honorary Doctor of Nursing Practice to Mr. James Devin Moncus.

## **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 Lafayette's request to award an Honorary Doctor of Nursing Practice to Mr. James Devin Moncus at the Spring 2021 Commencement Exercises.*



April 1, 2021

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

Dear Dr. Henderson:

I am requesting approval to award an Honorary Doctor of Nursing Practice (DNP) degree to Mr. James Devin Moncus at the University of Louisiana at Lafayette's spring commencement ceremonies to be held on May 14, 2021. A document related to this recommendation is attached.

Please place this item on the agenda for consideration at the April 2021 meeting of the Board of Supervisors.

Sincerely,

A handwritten signature in blue ink, appearing to read "E. Savoie", with a large loop and a long horizontal stroke.

E. Joseph Savoie  
President

svc  
Attachment



College of Nursing and Allied Health Professions  
Office of the Dean

P.O. Box 43604 • Lafayette, LA 70504-3604  
Office: (337) 482-6808  
Fax: (337) 482-5649

Université des Acadiens

RECEIVED

MAR 19 2021

Vice President  
for Academic Affairs

RECEIVED

MAR 19 2021

Office of the President

March 8, 2021

Dr. Jaimie Hebert  
Provost and VPAA  
UL Lafayette

Dear Dr. Hebert,

I recommend that Mr. James Devin Moncus be awarded an honorary Doctor of Nursing Practice (DNP) degree during the Spring 2021 commencement ceremony. Through his public service and philanthropic efforts, James Moncus's widespread contributions to education, healthcare, community improvement projects, and the arts are unparalleled in our community.

Mr. Moncus is a self-made businessman and founded Devin International, an oilfield equipment company. He has always maintained a strong sense of philanthropy and willingness to lend a hand to those in need. In 2008, Mr. Moncus carried out his vision for giving back to the Acadiana community through the establishment of the James Devin Moncus Family Foundation. Since its inception, the Foundation has donated nearly \$10 million with a focus on supporting organizations that address "big picture" problems, taking a proactive approach to solving them.

Mr. Moncus embodies the spirit of a true community visionary and has received prominent distinguishments and awards. In 2017, he was honored as a "Louisiana Legend" by the Friends of Louisiana Broadcasting, and celebrated during an event hosted by Governor John Bel Edwards for being one of Louisiana's best and brightest who has brought honor to the state. His significant contributions across the Lafayette community have resulted in funding support and naming of several prominent establishments--the James Moncus Medical Building at Our Lady of Lourdes Hospital, Our Lady of Lourdes JD Moncus Cancer Center, James Devin Moncus Family Theatre at the Acadiana Center for the Arts, and Moncus Park. Additionally, Mr. Moncus has funded Board of Regents Support Fund Endowed Superior Graduate Student Scholarships in Nursing and Biology which directly benefit graduate students at our university. He has set a standard for public service that is compatible with the highest ideals of the University, and that will stand for decades to come.

In light of this commitment and his many achievements, I propose that the University honor James Devin Moncus with a degree of Doctor of Nursing Practice degree at its Spring 2021 commencement.

Sincerely,

Dr. Melinda Oberleitner  
Dean, College of Nursing and Allied Health Professions

APPROVED:

JOSEPH SAVOIE, President

3/22/2021



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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**April 22, 2021**

**Item F.11.**     **University of Louisiana at Lafayette's** request for approval to offer an Undergraduate Certificate (UC) in Geographic Information Systems.

**EXECUTIVE SUMMARY**

The University of Louisiana at Lafayette (UL Lafayette) requests approval to offer an Undergraduate Certificate (UC) in Geographic Information Systems (GIS). The proposed UC will be delivered on-site, with the goal of offering it online in the future. The proposed curriculum is based upon six (6) existing and regularly offered GEOG and ENVS courses and will teach students about mapping technologies in order to prepare them for a future career in this field. The proposed UC will allow for students to learn the theory and methodologies behind mapping technologies and spatial thinking. Students will also gain the necessary skills to use GIS for basic database management and analysis and data visualization of vector data, raster data, topologies and remote sensing. Upon completion of the proposed UC, students will be well positioned to pursue a career in GIS and become GISP certified. Students who do not pursue a GIS-focused career will be able to find ways to incorporate this type of analysis into their careers. It is a technical skill that is valuable to many different sectors.

The proposed UC will be offered to current students and to returning adults who have already earned some college credit or a degree. A program of this nature will be of interest to students conducting research in Environmental Science, Geography, Sociology, Political Science, Biology, Computer Science and more. In addition, as evidenced by professionals who have taken UL Lafayette GIS coursework, the proposed UC will also benefit professionals who want to gain GIS skills for their current careers. Because of the University's existing programs in geosciences and geology, the proposed UC in GIS will require no new faculty, facilities equipment, library or other resources. As a result, there are no expected additional costs for program implementation and sustainability.

**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 Lafayette's request to offer an Undergraduate Certificate in Geographic Information Systems.*



April 1, 2021

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

Dear Dr. Henderson:

This is a request for approval of a proposal to develop a new academic certificate program, the Undergraduate Certificate in Geographic Information Systems.

Please place this item on the agenda for consideration at the April 2021 meeting of the Board of Supervisors.

Sincerely,

A handwritten signature in blue ink, appearing to read "E. Savoie", with a large loop at the end.

E. Joseph Savoie  
President

svc  
Attachment

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

**Date:**

Campus: University of Louisiana at Lafayette	Program: <u>CIP, Certificate Designation, Title</u> 45.0702, Undergraduate Certificate in Geographic Information Systems
Institutional Contact Person & Contact Info (if clarification is needed) Dr. Brittany Cook, Assistant Professor in Geography <a href="mailto:brittany.cook@louisiana.edu">brittany.cook@louisiana.edu</a>	

**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. \*\***

The University of Louisiana at Lafayette proposes to establish an undergraduate certificate (UC) in Geographic Information Systems. This program will be delivered on-site, with the goal of offering it online in the future. The proposed curriculum is based upon 6 existing and regularly offered GEOG and ENVS courses and will teach students about mapping technologies in order to prepare them for a future career in GIS and GISP certification. The certificate will require 6 courses (from GEOG 380, ENVS 455, ENVS 464, ENVS 473, GEOG 390, ENVS 487, ENVS 494, GEOG 407G, and ENVS 472). Students will learn the theory and methodologies behind mapping technologies and spatial thinking. Students will also gain the necessary skills to use GIS for basic database management and analysis and data visualization of vector data, raster data, topologies, and remote sensing. Students will learn to independently develop a research question, find data, and analyze spatial relationships. Students will gain experience working with professionals in the field. Upon completion, students will be well positioned to pursue a career in GIS and become GISP certified. Students who do not pursue a GIS-focused career will be able to find ways to incorporate this type of analysis into their careers.

The following 18-credit curriculum is designed to allow Geography minors and Environmental Science majors/minors to easily complete the certificate based on existing program requirements. Students in other programs could strategically choose 16 hours of elective credit coursework allowed in their degree program and three credits of capstone or independent study focusing on GIS in their degree program.

**STEP ONE – Introductory course (3-6 credits):**

GEOG 380 - Principles of Geographic Information Systems for the Liberal Arts<sup>1</sup> – 3 credits

AND/OR

ENVS 455G - Geographic Information Science I – 3 credits

**STEP TWO – Advanced Skills (6 credits):**

ENVS 464G - Geographic Information Science II - 3 credits

AND

ENVS 473G - Remote Sensing In GIS - 3 credits

OR

GEOG 390 – Principles of Remote Sensing – 3 credits

**STEP THREE – Applications in GIS (3-6 credits):**

ENVS 487G - Advanced GIS Analysis and Applications - 3 credits

AND/OR

Other electives with significant use of GIS in the class<sup>2</sup>

<sup>1</sup> Course name currently: GEOG 380: Principles of Geographic Information Systems. Name change pending approval for the 2021-2022 Catalog.

**STEP FOUR – Research/Practicum/Internship (3 credits) -**

**GEOG 407G - Directed Individual Study III -3 credits**

or

**ENVS 472G – Internship – 3 credits**

or

**ENVS 494G - Capstone Seminar - 3 credits**

Or

Other capstone/research/internship course in another discipline if the main tool is GIS

**COURSE DESCRIPTIONS:**

**GEOG 380 - Principles of Geographic Information Systems**

Introduction to the analysis of spatial data using geographic information systems, a tool for integrating and analyzing spatial data to visualize relationships, seek explanations, and develop solutions to pressing problems. Focus will be on the foundations and theory of GIS.

**ENVS 455G - Geographic Information Science I**

GIS theory and methodology, practical GIS software skills and basic scientific computing skills, map development and basic photo interpretation.

Prereq: Literacy in Micro-Computers

**ENVS 464G - Geographic Information Science II**

Emphasis on practical GIS applications, advanced GIS software skills map development and modeling.

Prereq: ENVS 455G OR GEOG 380 OR GEOG 440

**ENVS 473G - Remote Sensing in GIS**

GIS remote sensing and analysis based on aerial photography and satellite imagery, applying this technology for analyzing spatial issues.

Prereq: ENVS 455G or GEOL 330

**GEOG 390 – Principles of Remote Sensing – 3 credits**

Introductory course in the acquisition, mensuration, interpretation, and mapping of aerial photographs and satellite images for environmental monitoring and inventorying.

**ENVS 487G - Advanced GIS Analysis and Applications**

Advanced course in GIS and Remote Sensing applications. GIS is used as a tool for analyzing spatial-related issues, in a variety of sciences, fields of study and disciplines.

Prereq: ENVS 464G and ENVS 473G

**GEOG 407G - Directed Individual Study III**

Rstr: Permission of advisor and instructor required

\*must involve GIS for the certificate\*

**ENVS 472G - Internship**

Supervised work-study in the field of environmental science.

\*must involve GIS for the certificate\*

**ENVS 494G - Capstone Seminar**

Practical application of GIS and remote sensing technology to address a spatial problem more effectively within the student's chosen field of study.

**2. Need**

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<sup>2</sup> This elective can be taken before completing Steps One and Two.

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.

The UC in Geographic Information Systems would be offered to current students and to returning adults who have already earned some college credit or a degree. Certificates will require 18 student credit hours focusing on the technical and theoretical aspects of GIS and Remote Sensing technologies. This certificate would appeal to students conducting research in Environmental Science, Geography, Sociology, Political Science, Biology, Computer Science, and more. Furthermore, as evidenced by professionals who have taken our existing GIS coursework, the Undergraduate Certificate would also benefit professionals who want to gain GIS skills for their current careers.

This program will complement the University's current SACS-COC Quality Enhancement Plan, Advance Student Research Experience. GIS is a powerful research and analysis tool that is easy to learn and has endless applications for private and public enterprises. GIS has engaged students in research experiences with faculty. In the Liberal Arts, students have done historical research on New Orleans neighborhoods and mapped Hurricane Harvey impacts across Louisiana. In ENVS courses, students have conducted historical land change analysis of Avery Island and examined the hydrology and geology of the Wax Lake Outlet and Atchafalaya River deltas. Formalizing the GIS coursework into an interdisciplinary Undergraduate Certificate will expand these opportunities to more students at the University and increase student research across the multiple colleges.

GIS is a technical skill employed in many different sectors. Students with GIS experience can enter positions as a GIS Technician, Analyst, or Specialist in addition to Cartographer, Imagery Analyst, and Surveyor. Students with GIS and Computer Science or programming backgrounds can also go into GIS Development and Web and Database Design. GIS can also complement students in other fields as a powerful tool for business, marketing, and real estate analysis, urban and regional planning, natural resource management, international intelligence analysis, public health, transportation, and any many other fields. According to the NACE 2020 Job Outlook Report, 65.7% of employers want their employees to have technical skills.

Because of this diversity of fields, it is difficult to pinpoint exact metrics on GIS-related job demand in Louisiana because it is often listed under *Computer Occupations, all other*.<sup>3</sup> However, fields such as Environmental Science that often use GIS as a tool are estimated to have an 11% 10-year growth in Louisiana with six-figure salaries.<sup>4</sup> Nationally, many fields directly related to GIS are growing. According to the American Association of Geographers the following fields are common opportunities for geographers<sup>5</sup>:

- Geospatial Information Scientists and Technologists:

Employment: 413,000

Projected Growth: Faster than average, 7-10%

Median Wages: \$88,550

- Geophysical Data Technicians:

Employment: 16,300

Projected Growth: Faster than average, 7-10%

Median Wages: \$51,130

- Geographic Information Systems Technicians:

<sup>3</sup> <https://www.onetonline.org/link/summary/19-2099.01>

<https://www.onetonline.org/link/details/15-1199.04>

<sup>4</sup> [http://www.laworks.net/LaborMarketInfo/LMI\\_OccProjEducation.asp?years=20162026](http://www.laworks.net/LaborMarketInfo/LMI_OccProjEducation.asp?years=20162026)

<sup>5</sup> From [www.aag.org/careers](http://www.aag.org/careers). \*Source: Bureau of Labor Statistics. Employment figures are for 2018; projected growth is for the period 2018-2028; median wages are for 2019\*



Employment: 412,800

Projected Growth: Faster than average, 7-10%

Median Wages: \$88,550

• Cartographers and Photogrammetrists:

Employment: 11,800

Projected Growth: Much faster than average, 11% or higher

Median Wages: \$65,470

• Remote Sensing Technicians:

Employment: 72,400

Projected Growth: Faster than average, 7-10%

Median Wages: \$50,550

While some Texas schools offer undergraduate certificates in GIS, most Louisiana programs have either a minor (which would require a full bachelor's degree) and/or a graduate certificate (which would follow earning a bachelor's degree). The University of New Orleans has a 12-credit grad certificate and LSU (15 credits) and Louisiana Tech (19-20 credits) have GIS minors. LSU also offers a graduate certificate. Nunez Community College offers a Technical Diploma in Coastal Studies and GIS. Tulane University offers a GIS certificate (13 credits) to undergraduates, but they must be Tulane students. In Texas, Lamar (5 courses, 3 required courses and 2 electives) and the University of Texas - San Antonio have on-campus certificates. Some schools such as Arizona State University (20 credits) have online undergraduate certificates. In summary, across the country schools are offering undergraduate certificates in GIS that range from 13-20 credits, however, none exist in Louisiana public universities.

### 3. Students

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

Existing GIS coursework at ULL works with approximately 40 students each year, with additional students collaborating with GIS faculty on projects. However, students have noted that they were not previously aware of the GIS opportunities across campus. Therefore, there is a demand for GIS as a tool, and offering a formal, interdisciplinary certificate would increase awareness, access, and enrollment across campus.

**Students who have taken GIS coursework at ULL have gone on to run their own consulting companies, bring GIS solutions to their jobs, gain employment in fields such as city planning and local government.**

### 4. Accreditation

Describe plan for achieving program accreditation.

The University of Louisiana at Lafayette is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

There is no accreditation body for GIS certificate programs. However, the curriculum will support students who want to take the professional certification exam in GIS (GISP). Courses can count towards the GISP's Educational Achievement Component.



**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?

Because of the University's existing programs in geosciences and geology, the GIS certificate program will require no new faculty, facilities, equipment, library or other resources. Existing faculty and staff from Geography, Environmental Science, and the Regional Application Center will deliver the courses. ENVS 455G, 464G, 473G, 487G, 494G are all required courses of the Digital Geography Concentration in Environmental Science and are offered regularly. GEOG 380 is also offered regularly. Therefore, enough of the courses are offered regularly to sustain this certificate program. Professor Durga Poudel will oversee the certificate administration.

**6. Cost**

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

There are no expected additional costs as the certificate is based on existing coursework and instructors. If enrollment grows, then another adjunct or faculty member may be hired.

CERTIFICATIONS: Durga Poudel 2/5/2021  
 Primary Administrator for Proposed Certificate Date  
Jaini Helms 2-9-2021  
 Provost/Chief Academic Officer Date  
 \_\_\_\_\_ Date  
 Management Board/System Office

**SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE**

Institution: University of Louisiana at Lafayette Date: 02/05/2021

Certificate Program, Unit: Undergraduate Certificate in Geographic Information Systems  
 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	\$ 0		\$ 0		\$ 0		\$ 0	
Graduate Assistants	0		0		0		0	
Support Personnel	0		0		0		0	
Fellowships and Scholarships	0		0		0		0	
<b>SUB-TOTAL EXPENSES</b>	<b>\$ 0</b>		<b>\$ 0</b>		<b>\$ 0</b>		<b>\$ 0</b>	
	<b>AMOUNT</b>		<b>AMOUNT</b>		<b>AMOUNT</b>		<b>AMOUNT</b>	

Facilities	\$ 0	\$ 0	\$ 0	\$ 0
Equipment	0	0	0	0
Travel	0	0	0	0
Supplies	0	0	0	0
<b>SUB-TOTAL</b>	\$ 0	\$ 0	\$ 0	\$ 0
<b>GRAND TOTAL EXPENSES</b>	\$0	\$0	\$0	\$0

**REVENUES \***

Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations	\$		\$		\$		\$	
Federal Grants/Contracts								
State Grants/Contracts								
Private Grants/Contracts								
Tuition								
Fees								
Other (specify)								
<b>TOTAL</b>	\$		\$		\$		\$	

\* While we expect this certificate to increase enrollment in these existing courses, there is no reliable data at this time to accurately determine projected enrollment. Over the first two years of the program, we will monitor enrollment and reassess at the end of the two years.

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**April 22, 2021**

**Item F.12.** University of Louisiana at Lafayette's request for approval to offer a Graduate Certificate (GC) in Population Health, Public Health Education and Promotion.

**EXECUTIVE SUMMARY**

The University of Louisiana at Lafayette (UL Lafayette) requests approval to offer a Graduate Certificate (GC) in Population Health, Public Health Education and Promotion. The main purpose of the proposed GC is to meet the current and future healthcare needs of the local, state, and national workforce and population as it relates to improving population health. A GC in Population Health will provide an understanding of health analytics, quality improvement, community partnerships, and healthcare delivery methods. It will also encourage learners to solve healthcare problems by using data to implement quality initiatives based on proven theories and practices.

The proposed curriculum requires completion of four courses equaling 12 credit hours. Content will be delivered in an online, accelerated format and is proposed to be completed in six months. Students will be admitted once per year as a cohort and will progress through the program in three sequential accelerated sessions. Course sequencing is as follows: US Healthcare Organizations and Delivery Methods, Essentials of Population Health, Epidemiology and Evidence of Outcomes Research and Principles of Healthcare Quality and Safety. The proposed GC is designed for working healthcare professionals such as clinicians, healthcare administrators, health information managers, quality improvement experts, health IT specialists and analysts, public health professionals and risk managers who recognize the disparities that exist in healthcare today and who wish to work to eliminate those disparities. New graduates from the disciplines of nursing, allied health, informatics, and business who want to secure a unique niche within the healthcare field will also find the proposed GC attractive. The University anticipates an initial enrollment of 15 students in YR1 with that number increasing to 25 by YR4.

As previously mentioned, the focus of the proposed GC is to meet the needs of the state in relation to health workforce expansion and healthcare needs. As the state's inhabitants age and health disparities continue, programs focused on specific populations will be essential to managing and improving the health of these groups. The proposed GC will provide additional education and training to individuals interested in improving the healthcare of the most vulnerable people in our state. And, such a program offering can be implemented at little to no cost to UL Lafayette since instruction will be provided by existing faculty.

**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 Lafayette's request to offer a Graduate Certificate in Population Health, Public Health Education and Promotion.*



April 1, 2021

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

Dear Dr. Henderson:

This is a request for approval of a proposal to develop a new academic certificate program, the Graduate Certificate in Population Health, Public Health Education and Promotion.

Please place this item on the agenda for consideration at the April 2021 meeting of the Board of Supervisors.

Sincerely,

A handwritten signature in blue ink, appearing to read "E. Savoie", with a large, stylized flourish.

E. Joseph Savoie  
President

svc  
Attachment



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

Date:

Campus: University of Louisiana at Lafayette	Program: <u>CIP, Certificate Designation, Title</u> Graduate Certificate in Population Health Public Health Education and Promotion 51.2207
Institutional Contact Person & Contact Info (if clarification is needed) Dr. Anita Hazelwood Allied Health Department Head College of Nursing and Allied Health Professions Email: <a href="mailto:anita.hazelwood@louisiana.edu">anita.hazelwood@louisiana.edu</a> Phone: 337-482-6633	

**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. \*\***

**Purpose and Objectives:**

UL Lafayette proposes the development of a graduate certificate program in Population Health, the first in the state. The main purpose of the proposed program is to meet the current and future healthcare needs of the local, state, and national workforce and population as they relate to improving population health.

A certificate program in Population Health will provide an understanding of health analytics, quality improvement, community partnerships and healthcare delivery methods.

In the United States, as well as globally, the lack of quality healthcare available to the most vulnerable of populations is a rising concern. This has become more evident as the Covid-19 pandemic has demonstrated a lack of quality healthcare services in rural areas and for those minority individuals in the lowest socio-economic groups. With an increased focus on population health, there is a concomitant shift in promoting value of care provided over volume of patients served as well as an increased recognition that individuals of all races, genders, and backgrounds should have equal access to quality healthcare services.

Population health refers to the health outcomes of a group of individuals and includes the distribution of these outcomes within a group. These groups are often geographic populations such as nations or communities, but can also be other groups such as employees, ethnic groups, disabled persons, prisoners, or any other defined group. Population health encompasses health outcomes and patterns of determinants of health as well as policies and strategies to link these two.

Population health research is particularly interested in the determinants of health outcomes and investigating why the distribution of health determinants is different among population groups. Population health uses patient-centered approaches to understand the needs of different population groups, with a focus on investigating health disparities.

Population health management identifies mutually beneficial solutions that work for everyone by bringing diverse stakeholders together under one umbrella to overcome common challenges in health care. This approach improves health and healthcare in ways that are beneficial for both patients and health care providers.

This certificate program will encourage learners to solve healthcare problems by using data to implement quality initiatives based on proven theories and practices. This program is designed for working healthcare professionals such as clinicians, healthcare administrators, health information managers, quality improvement experts, health IT specialists and analysts, public health professionals, and risk managers who recognize the disparities that exist in healthcare today and who wish to work to eliminate those disparities. This certificate would also be attractive to new graduates from the disciplines of nursing, allied health, informatics, and business who want to secure a unique niche within the healthcare field.



**Proposed Curriculum & Mode of Delivery:**

The graduate certificate will be comprised of four courses equaling 12 credit hours. Content will be delivered in an online, accelerated, format and is proposed to be completed in six months. Courses in this certificate program are not currently offered. Students will be admitted once per year as a cohort and will progress through the program in three sequential accelerated sessions. Additional start dates may be added if enrollment figures support additional cohorts.

Course work will be delivered in two eight-week sessions and one three-week session.

**Spring B (8 weeks/6 Credit Hours Didactic)**

Course: HSA xxx: US Healthcare Organizations and Delivery Methods. 3 credits. Focuses on the organization, financing, and delivery of healthcare in the U.S.

Course objectives:

Upon completion of the course the student will be able to:

- a. Contrast the private and public sectors of the healthcare delivery system
- b. Examine the effects of market competition and government regulation.
- c. Examine the mechanisms for provider payment
- d. Explore the major issues currently facing health care providers, health care agencies and the pharmaceutical industry
- e. Discuss small-and-large scale reforms to the US healthcare delivery system and evaluate the anticipated effects on healthcare spending, quality of care and access to care
- f. Understand the challenges related to financing of health services

Course: HSA xxx: Essentials of Population Health. 3 credits. Introduction to the impact of multiple determinants on the health outcomes of populations.

Course objectives:

Upon completion of the course the student will be able to:

- a. Define characteristics of populations by geography, diagnosis, age, gender, culture, race and ethnicity
- b. Discuss avenues by which health care systems, public health agencies, community-based organizations, and retail health organizations can work together to improve health in local, state, national and global communities
- c. View health conditions from a population health and population health management perspective
- d. Develop evidence-based intervention practices to manage health conditions of vulnerable groups
- e. Understand how clinical and non-clinical evidence is used to measure health-related outcomes, analyze patterns, communicate results and identify best practices to manage the health of defined clinical populations

**Summer Intersession (3 weeks/3 Credit Hours Didactic)**

Course: HSA xxx: Epidemiology and Evidence of Outcomes Research. 3 credits. Introduce students to the principles and methods of epidemiology in human populations

Course objectives:

Upon completion of the course the student will be able to:

- a. Identify quantitative and qualitative data and information (e.g., vital statistics, transportation patterns, unemployment rates, health equity impact assessments) used to assess the health of a community
- b. Describe key features and applications of descriptive and analytic epidemiology

- c. Describe the processes, uses, and evaluation of public health surveillance
- d. Calculate and interpret measures of disease occurrence, association between exposures and disease, and public health impact
- e. Calculate and interpret mean, median, mode, ranges, variance, standard deviation, and confidence interval as they relate to analysis in population health
- f. Interpret and critique results from various epidemiologic case studies

**Summer Full-term (8 weeks/3 Credit Hours Didactic)**

Course: HSA xxx: Principles of Healthcare Quality and Safety. 3 credits. Provides detailed overview of the factors which impact the quality of care delivered and influences on safety of healthcare provided.

Course objectives:

Upon completion of the course the student will be able to:

- a. Describe quality improvement concepts and techniques
- b. Explore quality measurement, assessment, and improvement frameworks as they apply to clinical, safety, and patient satisfaction outcomes
- c. Comprehend the planning, implementation, and evaluation of quality improvement programs

**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.

**Well-being of the state:**

The focus of our program is to meet the needs of the state in relation to health workforce expansion and healthcare needs. The United Health Foundation recently released the 30<sup>th</sup> edition of America's Health Rankings Annual Report which examines 35 measures in the following five categories of health: behavior, community and environment, policy, clinical care, and outcomes. Unfortunately, Louisiana ranked 49 out of 50 in this report. Three of the major challenges cited for the State relate to the high prevalence of obesity, the high percentage of children in poverty, and the high cardiovascular death rate in our state.

Another survey conducted by Sharecare, a digital health company, in conjunction with the Boston University School of Public Health ranked Louisiana as 44<sup>th</sup> in healthcare outcomes in the country in 2019. To determine the healthiest and unhealthiest states, analysts measured well-being through Sharecare and Boston University's well-being index by measuring individual risk factors in five health domains: purpose, social, financial, community and physical. Analysts then combined the original well-being index with a new social determinants of health index, which measures risk factors across five interrelated domains: healthcare access, food access, resource access, housing and transportation, and economic security. Population health programs can address many of the needs identified by the well-being index.

As the state's inhabitants age and health disparities continue, programs focused on specific populations will be essential to managing and improving the health of these groups. This program will provide additional education and training to individuals interested in improving the healthcare of the most vulnerable people in our state.

**Employment Projections/Supply and Demand:**

Employment of medical and health services managers (this term is used by the BLS but could include several varieties of health services personnel such as health coaches, population health analysts, care coordinators, etc.) is projected to grow 32 percent from 2019 to 2029, much faster than the average for all occupations. As the large baby-boom population ages, it is anticipated that there will be increased demand for healthcare services. In addition to rising employment demand, the need to replace retiring

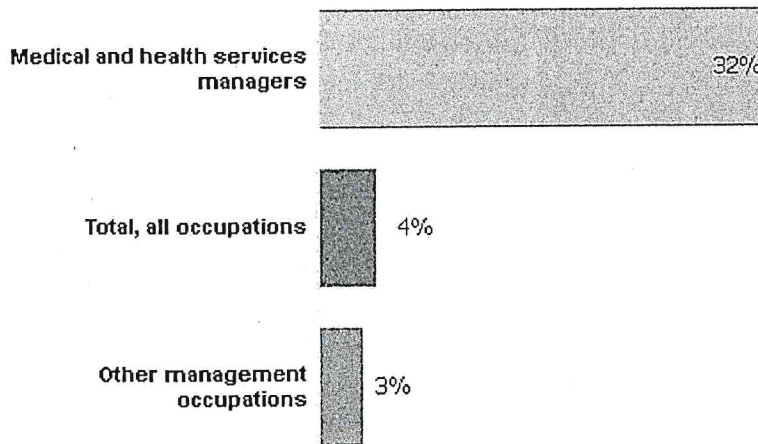
healthcare professionals over the next decade will present additional workforce needs.

### Quick Facts: Medical and Health Services Managers

<u>2019 Median Pay</u>	\$100,980 per year \$48.55 per hour
<u>Typical Entry-Level Education</u>	Bachelor's degree
<u>Work Experience in a Related Occupation</u>	Less than 5 years
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2019</u>	422,300
<u>Job Outlook, 2019-29</u>	32% (Much faster than average)
<u>Employment Change, 2019-29</u>	133,200

### Medical and Health Services Managers

Percent change in employment, projected 2019-29



Note: All Occupations includes all occupations in the U.S. Economy.  
Source: U.S. Bureau of Labor Statistics, Employment Projections program

### Relevance:

Epidemiological, political, cultural, and financial trends drive the need for and the interest in population health management. Current epidemiologic trends include the global burden of health risks due to chronic illness and the age wave, the so-called silver tsunami that is anticipated to overburden health care systems. Another global challenge is the prevalence of unhealthy lifestyle behaviors. Sometimes called the 5-5-75, five lifestyle behaviors—physical inactivity, poor nutrition, smoking, alcohol, medicine nonadherence—and the five chronic conditions—diabetes, heart disease, lung disease, cancer, and mental illness—impact 75 percent of deaths worldwide. This certificate program will prepare healthcare professionals to address these global trends.

The courses in the curriculum are specifically designed to arm students with the necessary knowledge and skills to understand the nature of the U.S. healthcare delivery system and to determine the most efficient ways for implementing needed health programs. Content will incorporate diverse perspectives in developing programs and services that affect the health of the community and will assure that students serve as advocates for the inclusion of individuals and populations being addressed in policies, programs, and services. A focus on the various components of population health with a broad examination of leading population management initiatives will assist graduates in the development, implementation, and evaluation of projects designed to address health concerns of specific population



groups. Students will examine factors affecting the health of a community and determine qualitative and quantitative methods for assessing those factors within a designated community. A major component of any healthcare initiative is the quality of the program as well as an evaluation of the safety and risk involved to the participants. Students will develop strategies for assuring continuous quality improvements in any program.

This program will further the mission of the University in several ways. The University of Louisiana at Lafayette is the largest member of the University of Louisiana System committed to the mission of offering a "...exceptional education...develop leaders...who advance knowledge... and improve the human condition."

A new certificate program in population health will support the university's mission to improve the human condition by educating students and enhancing their ability to achieve the goal of improving health outcomes of individuals who are often marginalized and the most vulnerable in our society: the elderly, those living in poverty with lack of access to health care and health care resources, and people living with debilitating chronic health conditions.

Additionally, the program aligns with UL Lafayette's values of:

- equity (striving for fair treatment and justice) by providing care to patients with limited healthcare options,
- intellectual curiosity (pursuing knowledge and appreciating its inherent value) by providing opportunities for advanced education for the workforce,
- collaboration (understanding our connection with others and working to realize synergies through teamwork and collaboration) through the establishment of relationships with healthcare entities to provide programs to meet the needs of the state's vulnerable populations, and
- sustainability (making decisions and allocating resources to meet the needs of the present, while preserving resources for the future) via meeting the increased demand for healthcare services to the most-needy inhabitants in the state.

**Competing Programs:**

Currently, there are no competing certificate programs focused on population health in Louisiana. While there are public health programs in the state, there are no certificate programs which can be completed in a relatively short period of time. Courses in this certificate program could be foundational courses in a future master's program in population health.

**3. Students**

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

All students must meet requirements for admission to the Graduate School at UL Lafayette. To be considered for admission, applicants must possess a bachelor's degree in a related discipline from an accredited U.S. institution or the equivalent from a foreign institution and have a minimum undergraduate grade point average (GPA) of 2.5 on a 4.0 scale on all work attempted or not less than 3.0 on the last 60 semester hours. Applicants must have a minimum cumulative GPA of 3.0 on graduate work attempted.

The certificate program in population health is designed to suit the educational needs of professionals from diverse backgrounds, including:

- Social and behavioral scientists interested in health outcomes research.
- Providers seeking additional training in the structure and delivery of health care in an evolving system.
- Hospital administrators and office managers seeking to expand current roles and responsibilities in clinical settings.

Students will be recruited locally, throughout the state and nationwide. It is expected that students who have a bachelor's degree in a healthcare-related field will be particularly interested in this program. Initial projected enrollment is 15 students. The initial projected enrollment is based on anticipated student demand for the program as demonstrated by the information found in the Bureau of

Labor Statistics.

Table of Projected Enrollment:

Year	1	2	3	4
Enrollment	15	18	21	25

**4. Accreditation**

Describe plan for achieving program accreditation.

This program does not require accreditation.

**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?

Program delivery will be supported by the existing academic faculty with documented skills and competence in the content area. The program will be absorbed by current faculty workload. The additional teaching load will be divided between the two qualified faculty members.

The Allied Health Department within the College of Nursing and Allied Health Professions has in place a highly-structured framework for the management of teaching loads based on research, service, and other activities. The faculty members who will teach in this program hold terminal degrees and demonstrate success in research, teaching, and service as part of their annual performance evaluation. Both maintain Graduate Faculty membership. Both faculty members are certified online teachers and experienced in teaching online courses.

**Facilities and Equipment:**

No new facilities or equipment are required as the existing allied health program will leverage its resources to support this certificate program. The Allied Health Department has two dedicated computer labs with a total of 50 computers with high speed network capabilities should students require access to technology. Office 365 is available to all UL students and the Learning Management System offers 24/7 user support for student. The IT Service Desk is available to help students resolve various issues they may encounter with University systems including email access, Moodle support and ULID account and password assistance. The Office of Distance Learning offers numerous resources related to online learning (guides, tutorials, fact sheets) for students. The Office of Distance Learning also offers resources to faculty teaching in online programs. Instructional design staff is available to faculty to assist in building effective and user-friendly online courses. Both faculty members are certified online instructors.

**Library Resources:**

Current library holdings are sufficient for the needs of the students. The staff at Dupre Library are experienced in working with online students and offer a variety of resources and databases for student use. The following are available to online and on-campus learners:

- a. Research and reference assistance
- b. Access to all library online holdings including journals, eBooks and reference collections
- c. Access to journal articles through Interlibrary Loan
- d. Access to materials available from other Louisiana institutions.

The Reference Online Center (ROC Lab) is adjacent to the Reference Desk for those students desiring to use library resources on campus. This lab provides 24 computers for research: searching of reference online databases, the Library Catalog, and U.S. Government Information resources. Word processing and specialized software are also available. Student Technology Enhancement Program (STEP) fees provide printing capability for University students.

**6. Cost**

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

An attractive asset of this certificate is the lack of direct additional expense to the University. The course load will be covered by existing faculty. Neither additional equipment nor supplies will be required to launch the graduate certificate. As such, additional appropriations are not anticipated for the first four years of this program.

Year	1	2	3	4
Enrollment	15	18	21	25
Revenue*	\$86,400	\$103,680	\$120,960	\$144,000
Expense	-	-	-	-

\*For revenue projection purposes students are projected to enroll in 12 hours per year, at the established online rate of \$480 per credit hour.

**CERTIFICATIONS:**

*Arita Hazelwood*  
Primary Administrator for Proposed Certificate

*Jaimie Helbert*  
Provost/Chief Academic Officer

\_\_\_\_\_  
Management Board/System Office

1-26-2021  
Date

1/27/2021  
Date

\_\_\_\_\_  
Date



**SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE**

Institution: University of Louisiana at Lafayette

Date: January 1, 2020

Certificate Program, Unit: Graduate Certificate in Population Health, Public Health Education and Promotion

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	\$N/A		\$N/A		\$ N/A		\$N/A	
Graduate Assistants	N/A		N/A		N/A		N/A	
Support Personnel	N/A		N/A		N/A		N/A	
Fellowships and Scholarships	N/A		N/A		N/A		N/A	
<b>SUB-TOTAL EXPENSES</b>	<b>\$N/A</b>		<b>\$N/A</b>		<b>\$N/A</b>		<b>\$N/A</b>	
EXPENDITURES								
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$N/A		\$N/A		\$N/A		\$N/A	
Equipment	N/A		N/A		N/A		N/A	
Travel	N/A		N/A		N/A		N/A	
Supplies	N/A		N/A		N/A		N/A	
<b>SUB-TOTAL</b>	<b>\$N/A</b>		<b>\$N/A</b>		<b>\$N/A</b>		<b>\$N/A</b>	
<b>GRAND TOTAL EXPENSES</b>	<b>\$N/A</b>		<b>\$N/A</b>		<b>\$N/A</b>		<b>\$N/A</b>	
REVENUES								
Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations	\$0		\$0		\$0		\$0	
Federal Grants/Contracts	N/A		N/A		N/A		N/A	
State Grants/Contracts	N/A		N/A		N/A		N/A	
Private Grants/Contracts	N/A		N/A		N/A		N/A	
Expected Enrollment	15		18		21		25	
Tuition	\$86,400		\$103,680		\$120,960		\$144,000	
Fees	N/A		N/A		N/A		N/A	
Other (specify)	N/A		N/A		N/A		N/A	
<b>TOTAL</b>	<b>\$86,400</b>		<b>\$103,680</b>		<b>\$120,960</b>		<b>\$144,000</b>	

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**April 22, 2021**

**Item F.13.** University of Louisiana at Monroe's request for approval of a Memorandum of Understanding (MOU) with Bossier Parish Community College (BPCC).

**EXECUTIVE SUMMARY**

The University of Louisiana at Monroe (ULM) requests approval to enter into a Memorandum of Understanding (MOU) with Bossier Parish Community College (BPCC). The proposed MOU outlines a partnership agreement between ULM and BPCC that will provide an undergraduate educational opportunity for students. This agreement ensures that each institution serves the needs of students by providing appropriate and accurate transfer and advising information. Specifically, the proposed MOU addresses both course and program transfer and articulation for BPCC's Associate of Applied Science in Occupational Therapy Assistant (AAS-OTA) to ULM's Bachelor of Science in Health Studies – Healthcare Management/Marketing (HSMM) track; Distance Learning Bachelor of Science in Health Studies – HSMM track; and the Bachelor of Science in Health Studies – Pre-Professional (HSPP) track. The proposed MOU clearly delineates courses to be taken at BPCC and those to be completed at ULM for the degree programs noted as well as admission requirements.

**RECOMMENDATION**

It is recommended that the following resolution be adopted:

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



**Office of the President**

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

**F.13.**

April 12, 2021

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

Dear Dr. Henderson:

I respectfully request approval of the Memorandum of Understanding between Bossier Parish Community College and University of Louisiana Monroe at the April 22<sup>nd</sup>, 2021, Board of Supervisors meeting.

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

Sincerely,

Ronald L. Berry, D.B.A.  
President

**#TAKEFLIGHT**

**MEMORANDUM of UNDERSTANDING  
BETWEEN  
BOSSIER PARISH COMMUNITY COLLEGE  
AND  
UNIVERSITY of LOUISIANA MONROE**

**April 12, 2021**

**PURPOSE**

This Memorandum of Understanding (MOU) summarizes an education partnership agreement between Bossier Parish Community College (BPCC) and the University of Louisiana Monroe (ULM) to provide an undergraduate educational opportunity for students. Both institutions 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 approved for the Associate of Applied Science in Occupational Therapy Assistant at BPCC and the 1). Bachelor of Science in Health Studies –the Healthcare Management/Marketing (HSMM) track, 2). Distant Learning Bachelor of Science in Health Studies Healthcare Management/Marketing (DLHS) track and, 3). Bachelor of Science in Health Studies Pre-Professional Track (HSPP) at ULM.

**\*Note: The Bachelor of Science in Health Studies for the HSMM and DLHS degree plans are the same.**

**GOALS**

**The goals of this agreement are to:**

- improve the transfer and advising process for the benefit of students.
- identify faculty members in each program who will coordinate and serve as advisors for students transferring in designated programs.
- improve collegiality and communication among college and university discipline faculty and administrators.
- outline responsibilities of each institution.
- outline transfer student scholarship opportunities.

To facilitate and improve the transfer process for our students, Bossier Parish Community College and The University of Louisiana Monroe hereby enter into the following agreement:

**PROVISIONS OF ARTICUATION AGREEMENT**

1. The institutions will develop a common degree plan for the
  - a. **Bachelor of Science in Health Studies - Healthcare Management/Marketing Concentration HSMM and DLHS.**
  - b. **Bachelor of Science in Health Studies Pre-Professional Concentration (HSPP).**The articulation agreement will clearly delineate courses to be taken at BPCC and those to be completed at ULM for these degree plans. These specified, individualized plans will be an informal contract between the two institutions and the students who choose to participate. These plans will guarantee to the BPCC student that the prescribed courses may be used toward a specific degree plan at ULM (**see Appendix A and B for the designated course transfers**).

2. The institutions will create a dual admissions program for the 2+2 degree programs (2-year associate degree earned at the community college + 2 years of study at the university resulting in a baccalaureate degree). Students admitted into BPCC, who choose this degree plan and who meet all ULM admissions requirements, will receive admission to ULM upon satisfactorily completing an Associate of Applied Science in Occupational Therapy Assistant 2+2 degree plan with a minimum cumulative GPA of 2.0 (on a scale of 4.0). All courses and grades will transfer for GPA purposes; only courses with a grade of C (2.0) or better will be accepted by ULM.
3. The specific degree plan will be developed for each student as an informal contract with the student which will be valid providing the student completes all degree requirements at ULM within six (6) years of the date of the ULM catalog selected. An "Intent to Transfer" form must be completed, signed by the student, and signed by representatives of both institutions to serve as the student's written guarantee of retaining the curriculum in effect on the date signed (see Appendix C).
4. The Associate of Applied Science in Occupational Therapy Assistant articulation agreement will be reviewed annually by the Chief Academic Officer or designee at each institution. The institutions may add new courses and edit course offerings when necessary to improve student transfers between institutions.
5. 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 websites for placement of articulation agreements, information in the institutional catalog, and transfer information in other college/university publications.
6. BPCC will make available a list of graduates and their corresponding degree programs and mailing addresses upon request of the receiving university in an effort to avail and encourage graduates to further their higher education at a 4-year institution.
7. The institutions will strive to correspond annually (i.e., email, video conferencing, etc) with the university and college discipline faculty and administrators. These consultations will be directed by the chief academic officer or designee.
8. BPCC students are eligible for the ULM Scholastic Transfer Award (\$2,000 – 2,400 per year). Students transferring from a community college or a four-year college having earned a 3.0 minimum cumulative collegiate transfer GPA are eligible for this scholarship. **To retain the scholarship**, recipients must: (a) maintain full-time, continuous enrollment (fall and spring semesters); (b) successfully earn a minimum of 30 hours each academic year at ULM, August through July (credits from Advanced Placement, Dual Enrollment, CLEP or credit by exam are not included in earned hours); (c) maintain a 3.0 GPA each semester; and (d) maintain a cumulative 3.0 GPA. Students who enter ULM in January or later must earn at least 15 credits in their first academic semester.
9. BPCC students are eligible for the ULM Phi Theta Kappa Award (\$1,200 per year/\$2,400 total) if they have a 3.5 or higher cumulative collegiate GPA. This award is valid for 4

semesters or graduation, whichever comes first. **To retain the scholarship**, recipients must maintain full-time, continuous enrollment (fall and spring semesters); successfully earn a minimum of 30 hours each academic year at the awarding institution, August through July (credits from Advanced Placement, Dual Enrollment, CLEP or credit by exam are not included in earned hours); maintain a 3.0 GPA each semester; and maintain a cumulative 3.0 GPA. This award may not be combined with any other ULM institutional award.

#### TERMS

This agreement shall be effective on (date that MOU will be signed), 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 person to be notified.

In witness whereof, the authorized representatives of the parties have executed this agreement on (date of MOU signing).

Bossier Parish Community College

University of Louisiana Monroe

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Dr. Rick Bateman Jr.  
Chancellor

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Dr. Ronald Berry  
President



**Contact Information at the University of Louisiana Monroe:**

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Vice President for Academic Affairs  
Academic Affairs  
Library Suite 640  
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(Ph) 318-342-1025

Dr. Donald Simpson  
Dean  
College of Health Sciences  
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Monroe, LA 71201  
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Dr. Jessica Dolecheck  
Program Coordinator  
Health Studies  
College of Health Sciences  
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(Ph) 318-342-5583

Ms. Jessica Griggs  
Interim Director  
ULM Online  
Walker Hall 1-32  
700 University Ave  
Monroe, LA 71209  
(Ph) 318-342-3145

**Contact Information at Bossier Parish Community College:**

Sandra Harvey  
Associate Vice Chancellor for Innovative Learning  
Academic Affairs  
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Bossier City, LA 71111  
(Ph) 318-678-6231

Carolyn Burroughs  
Dean of Science, Nursing, and Allied Health  
Building B, Room 149  
6220 East Texas Street  
Bossier City, LA 71111  
(Ph) 318-678-6082

Kelly Brandon  
Program Director  
Occupational Therapy Assistant  
Building B, Room 306  
6220 East Texas Street  
Bossier City, LA 71111  
(Ph) 318-678-6471

## Appendix A

### Associate of Applied Science in Occupational Therapy Assistant (AAS – OTA)

### Bachelor of Sciences in Health Studies Management/Marketing Degree Plan (BSHS – HSMM/DLHS Track)

<b>COURSE DESCRIPTION</b>	<b>BPCC COURSE #</b>	<b>ULM COURSE #</b>	<b>CREDIT</b>
Composition and Rhetoric I	ENGL 101	ENGL 1001	3
Composition and Rhetoric II	ENGL 102	ENGL 1002	3
Foundations of Professional Writing	ENGL 103	BUSN 3005	3
Humanities Elective	BPCC Humanity	ULM Humanity	3
Humanities Elective	OCTA 221	COMM 2001	3
College Algebra	MATH 102 or Math 101	MATH 1011	3
Introduction to Psychology	PSYC 201	PSYC 2001	3
Human Anatomy and Physiology I	BLGY 230	BIOL 1014	3
Human Anatomy and Physiology II	BLGY 231	BIOL 1015	3
Human Anatomy and Physiology Lab I Functional Anatomy for OTA	BLGY 230L(1CR) OCTA 201 (2CR)	BIOL 2028	3
Medical Terminology Fieldwork Level II -A	BLGY 110 OR OCTA 220 (3CR)	AHSC 2000	3
Health Care Systems and Safety OT Strategies and Interventions for Elderly Fieldwork Level II-A	ALHT 109 (2CR) OCTA 212 (1CR) OCTA 220 (3CR)	HLST 2003 HLST 3005	3 3
Introduction to Occupational Therapy OTA Seminar	OCTA 200 (2cr) OCTA 210 (1CR)	HLST 4006	3
Mental Challenges to Occupation	OCTA 204	HLST 4009	3
Fieldwork Level II-B	OCTA 221 (3CR)	HLST 4003	3
OT Strategies and Intervention to Physical Challenges	OCTA 213	Guided Elective	3
OT Strategies and Interventions to Pediatrics	OCTA 215	Guided Elective	3
Developmental Challenges to Occupation	OCTA 205	Guided Elective	3
<b>Total Hours of Articulation: AAS OTA → BSHS (HSMM and DLHS)</b>			<b>57</b>
<b>Total Hours Left for BSHS – HSMM/DLHS</b>			<b>63</b>
<b>Total Hours for the BSHS Degree</b>			<b>120</b>

## Appendix B

### Associate of Applied Science in Occupational Therapy Assistant (AAS – OTA)

### Bachelor of Sciences in Health Studies - Pre-Professional Degree Plan

### (BSHS – HSPP Track)

<b>COURSE DESCRIPTION</b>	<b>BPCC COURSE #</b>	<b>ULM COURSE #</b>	<b>CREDIT</b>
Composition and Rhetoric I	ENGL 101	ENGL 1001	3
Composition and Rhetoric II	ENGL 102	ENGL 1002	3
College Algebra	MATH 102 or Math 101	MATH 1011	3
Introduction to Psychology	PSYC 201	PSYC 2001	3
Humanities Elective	BPCC Humanity	ULM Humanity	3
Humanities Elective	OCTA 221	COMM 2001	3
Human Anatomy and Physiology I	BLGY 230	BIOL 1014	3
Human Anatomy and Physiology Lab 1	BLGY 230L	BIOL 1016	1
Human Anatomy and Physiology II	BLGY 231	BIOL 1015	3
Functional Anatomy for OTA	OCTA 201 (2CR)	BIOL 2028	3
Physical Challenges to Occupation	OCTA 203 (1CR)		
Developmental Psychology	PSYC 220	PSYC 2078	3
Medical Terminology	BLGY 110 OR	AHSC 2000	3
Fieldwork Level II -A	OCTA 220 (3CR)		
Health Care Systems and Safety	ALHT 109 (2CR)	HLST 2003	3
OT Strategies and Interventions for Elderly	OCTA 212 (1CR)		
Fieldwork Level II-A	OCTA 220 (3CR)	HLST 3005	3
Introduction to Occupational Therapy	OCTA 200 (2CR)	HLST 4006	3
OTA Seminar	OCTA 210 (1CR)	OR	
Fieldwork Level II-B	OCTA 221 (3CR)	HLST 4003	
		OR	
Introduction to Occupational Therapy	OCTA 200 (2CR)	HLST 4005	
OTA Seminar	OCTA 210 (1CR)		
Mental Challenges to Occupation	OCTA 204	HLST 4009	3
OT Strategies and Intervention to Physical Challenges	OCTA 213	Guided Elective	3
<b>Total Hours of Articulation: AAS OTA → BSHS (HSPP)</b>			<b>49</b>
<b>Total Hours Left for BSHS (HSPP)</b>			<b>71</b>
<b>Total Hours for the BSHS Degree</b>			<b>120</b>

## Appendix C

### Intent to Participate in the 2+2 BPCC OTA and ULM HLST Program

Student Information (please print)

Name: \_\_\_\_\_

Last

First

Middle

Other Last Name Used \_\_\_\_\_

Social Security Number: \_\_\_\_\_

Birth Date: \_\_\_\_\_

Birth Place: \_\_\_\_\_

City/State

Month/Day/Year

Ethnicity (optional/please circle American Indian, Asian/Pacific Islander, Black/African American, Hispanic,

White/Non-Hispanic, Non-resident Alien (if you have a copy of your resident alien card, attach copy), Other

U.S. Citizen :( circle) Yes, No

Gender :( circle) Female, Male

Do you qualify as a Louisiana resident? (Circle) Yes, No

Home Phone: \_\_\_\_\_

Mobile Phone: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Permanent Address:

\_\_\_\_\_  
Number and Street

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip Code

\_\_\_\_\_  
Parish/County

#### Program Information

Beginning Semester at Bossier Parish Community College :( circle) Fall, Spring, Summer

Year: \_\_\_\_\_

Planned Semester Applying to University of Louisiana Monroe :( circle) Fall, Winter, Spring, Summer

Year: \_\_\_\_\_

Select the University of Louisiana Monroe program you intend to pursue:

- Health Care Management and Marketing     Healthcare Pre-Professional Track     Health Care Management and Marketing (100% online)

By signing this form, I am entering into an agreement with the University of Louisiana Monroe and Bossier Parish Community College. I understand that I will be pre-admitted to the University of Louisiana Monroe without charge as long as formal admission to the University of Louisiana Monroe occurs within five years of entry into Bossier Parish Community College. The catalog of record will be the University of Louisiana at Monroe catalog at the time of entry into BPCC as long as enrollment at the University of Louisiana Monroe commences within four years. Each participating student will be assigned an academic advisor at the University of Louisiana at Monroe. Participation is predicated upon the successful completion of an applicable Associate's Degree. Further, I certify that all information provided on this form is complete and accurate. I understand that withholding information or giving false information may make me ineligible for admittance and enrollment at the University of Louisiana Monroe or BPCC. I allow the release of my transcripts and grades to both institutions throughout the term of this agreement. If I am a male, U.S. citizen, age 18-25, I also certify that I have registered with the Selective Service.

\_\_\_\_\_  
Applicant's Signature

\_\_\_\_\_  
Date

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**April 22, 2021**

**Item F.14.** University of Louisiana at Monroe's request for approval to terminate the Post-Baccalaureate Certificate (PBC) in Autism Spectrum Disorder.

**EXECUTIVE SUMMARY**

The Post-Baccalaureate Certificate (PBC) in Autism Spectrum Disorder, under the auspices of the Speech-Language Pathology program, was approved by the Louisiana Board of Regents in December 2018. The University of Louisiana at Monroe (ULM) began offering coursework for the PBC in August 2019. Unfortunately, ULM has not been successful in attracting students to the program. Further, faculty members in this area of expertise have recently retired. As a result, ULM would like to terminate the PBC in Autism Spectrum Disorder. Such an action will have no adverse impact on current programs, faculty or administrative structure at ULM. In addition, there is no teach out plan required since no students are currently enrolled in the PBC.

**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 terminate the Post-Baccalaureate Certificate in Autism Spectrum Disorder.*



## Office of the President

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

F.14.

April 13, 2021

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

Dear Dr. Henderson,

I respectfully request approval for ULM to remove the Post Baccalaureate Certificate in Autism Spectrum Disorders from the Board of Regents' "Inventory of Degree and Certificate Programs".

The PBC-ASD was approved by the Louisiana Board of Regents in December 2018 and SACSCOC on April 26, 2019. Unfortunately, ULM was not successful in attracting any students to the program to justify continuation. Further, the faculty member in this area of expertise has recently retired. The termination of the PBC-ASD will not have any impact on current programs, faculty, or administrative structure.

Sincerely,

Ronald L. Berry, D.B.A.  
President

Enc.: BoR AA 2.08 Request Form

# #TAKEFLIGHT

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





## Request to Terminate an Academic Degree Program or Administrative/Research Unit

<b>1. Institution</b> University of Louisiana at Monroe
<b>2. Type of Termination (check one)</b> <input checked="" type="checkbox"/> A. Academic Program (If A, complete <i>all</i> remaining sections) <input type="checkbox"/> B. Administrative Unit (If B, skip sections 3, 4, 5, and 6) <input type="checkbox"/> C. Research Unit – Center or Institute (If C, skip sections 3, 4, 5, and 6)
<b>3. Degree Designation.</b> (BA, MS, PhD, etc.) PBC
<b>4. Title and CIP Code.</b> Autism Spectrum Disorders
<b>5. Semester/year at which no new enrollments will be accepted.</b> Fall 2019
<b>6. Teach-out plan, including semester/year at which reporting of degrees shall cease.</b>  Not applicable as no students ever enrolled in the program.
<b>7. Reason for request.</b> (Ex: low demand, job opportunities, changing focus, program duplication, loss of funding sources, etc.)  <b>Explanation:</b> The PBC in Autism Spectrum Disorders, under the auspices of the Speech-Language Pathology program, was approved by the Louisiana Board of Regents in December 2018. SACSCOC approved the program in April 2019 with an expected start date of August 19, 2019.  ULM was not successful in attracting any students to the program to justify continuation. Further, the faculty member in this area of expertise has recently retired. The termination of this PBC program will not have any impact on current programs, faculty, or administrative structure at the University of Louisiana at Monroe.  <i>* Include statements which address the impact of the termination upon remaining programs/units (if applicable). For example, a request to terminate the Department of Chemistry should also include information about the academic programs in that Department – will they be maintained or terminated as well? If maintained, where will they reside? Will the department maintaining these programs be re-named? How will this further affect the administrative structure at the institution? Append documentation to this form.</i>
<b>8. If collaboration with other institutions is involved, identify partners. Each participating institution must submit a separate request form.</b> Not applicable
<b>9. Program/Unit Contact</b> (name, title, email address, telephone number)  Dr. Linda Bryan, Interim Program Director for Speech-Language Pathology (lbryan@ulm.edu; 318-342-1392)
<b>Campus Head:</b> Dr. Ronald Berry <b>Date:</b> 4/13/2021
<b>Management Board:</b> University of Louisiana System <b>Date:</b>

*For Academic Program Termination: note the SACS/COC requirements (Substantive Change) for notification, teach-out plan/agreement, and request for SACS approval following BOR approval. Send BOR/AcAf a copy of the SACS/COC response to finalize the action.*

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

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**April 22, 2021**

- Item F.15.**    **University of New Orleans'** request for approval to award an Honorary Doctorate of Humane Letters to Dr. Raphael Cassimere, Jr. at the Spring 2021 Commencement Exercises.

**EXECUTIVE SUMMARY**

The University of New Orleans (UNO) requests approval to award an Honorary Doctorate of Humane Letters to Dr. Raphael Cassimere, Jr. during the University's Spring 2021 Commencement Exercises. Dr. Cassimere, a UNO alumnus (Bachelor of Arts in History, 1966 and Master of Arts in History, 1968) and former faculty member in the Department of History, is a native New Orleanian and progressive civil rights activist and scholar. While at UNO, Dr. Cassimere was honored as the College of Liberal Arts Distinguished Alum, named as the Seraphia D. Leyda Distinguished Professor, and awarded the UNO Distinguished Teaching Award. Dr. Cassimere was one of the first African American Students at UNO, enrolling the second year of the University's existence, and he was the first African American faculty member in the Department of History.

It is difficult to overstate Dr. Cassimere's role in modern civil rights activism in New Orleans. As a student at UNO and President of the NAACP Youth Council in New Orleans, he was instrumental in organizing the city's young people to protest racist hiring practices at downtown department stores. Dr. Cassimere helped lead two years of picketing on Canal Street until the stores, one by one, agreed to hire African American employees. In 1982, Dr. Cassimere won the highest honor bestowed by the NAACP, the A.P. Tureaud Medal for Citizenship. Asked what advice he has for those on the frontlines of civil rights activism today he says: "Don't give up on people. People can change."

Dr. Cassimere remains one of the most respected members of his generation in New Orleans and a representative of African Americans' hard-won battles for equal opportunity. Because of his scholarship and citizenship as a champion for the rights of African Americans for such an extended period, the University of New Orleans would like to pay tribute to Dr. Raphael Cassimere, Jr. by bestowing an Honorary Doctorate of Humane Letters.

## **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 award an Honorary Doctorate of Humane Letters to Dr. Raphael Cassimere, Jr. at the Spring 2021 Commencement Exercises.*



F.15.

THE UNIVERSITY *of*  
**NEW ORLEANS**  
**OFFICE OF THE PRESIDENT**

March 29, 2021

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

Dear Dr. Henderson,

The University of New Orleans requests approval to award an Honorary Doctorate of Humane Letters during the University's spring commencement May 2021 to Dr. Raphael Cassimere Jr.

Dr. Cassimere, is a UNO Alumnus and former faculty member in the History Department. He is a native New Orleanian and active civil rights activist and scholar. Dr. Cassimere was one of the first African American students at UNO, enrolling the second year of existence, and he was the first African American faculty member in the department.

Thank you for your consideration of this request. Please do not hesitate to contact me should you have any questions.

Sincerely,

John W. Nicklow  
President



March 25, 2021

MEMO

To: John W. Nicklow, President

*Mahyar Amouzegar*

Through: Mahyar Amouzegar, Provost and Senior Vice President for Academic Affairs

From: Kim Martin Long, Dean

*Kim Long*

RE: Nomination of Dr. Raphael Cassimere

The College of Liberal Arts, Education and Human Development recommends that the University of New Orleans award Raphael Cassimere an Honorary Doctorate of Humane Letters during the University's Spring 2021 commencement ceremony.

Dr. Cassimere, a UNO alumnus and former faculty member in the History Department, is a native New Orleanian and active civil rights activist and scholar. While at UNO, he was honored as the College of Liberal Arts Distinguished Alum, named as the Seraphia D. Leyda distinguished professor, and awarded the UNO Distinguished Teaching Award. Cassimere was one of the first African American students at UNO, enrolling the second year of our existence, and he was the first African American faculty member in the department.

It is hard to overstate Dr Cassimere's role in modern civil rights activism in New Orleans. As a student at UNO and President of the NAACP Youth Council in New Orleans, he was instrumental in organizing the city's young people to protest racist hiring practices at downtown department stores. Dr. Cassimere helped lead two years of picketing on Canal Street until the stores, one by one, agreed to hire African American workers. In 1982, Cassimere won the highest honor bestowed by the NAACP, the A.P. Tureaud medal for citizenship. Asked what advice he has for those on the frontlines of civil rights activism today he says: "Don't give up on people. People can change."

Dr. Cassimere remains one of the most respected members of his generation in New Orleans and a representative of African Americans' hard-won battles for equal opportunity. Because of his scholarship and citizenship as a champion for the rights of African Americans for such an extended period, the College nominates Dr. Cassimere for an honorary doctorate.



*Raphael Cassimere, Jr., **Seraphia D. Leyda Emeritus-University Professor of History** at University of New Orleans [rcassime@uno.edu](mailto:rcassime@uno.edu)*

Education: B.A., History, LSUNO (UNO), 1966  
M.A., History, LSUNO (UNO), 1968  
Ph.D., History, Lehigh University, 1971

Fields of Specialization: *Early American, African-American, U.S. Constitutional, and Louisiana History.*

## 1. PROFESSIONAL EXPERIENCE

**Interviewer**, UNO Midlo Center Oral History Project: *Perspectives on African American Politicians of 1970s and 1980s*, 2016- 2019.

**Manuscript Reviewer, Center for Louisiana Studies, 2003-**

**Manuscript Reviewer, Louisiana History, 2003-**

**Emeritus University Professor, University of New Orleans, 2008- .**

**Director**, Teaching American History Institute, "*The U.S. Constitution*," sponsored by LEH at Loyola University, Summer, 2005.

**Visiting Scholar, Grambling State University, Spring, 2005.**

**Academic Director, Louisiana Purchase Bicentennial Lecture Series, UNO, Fall, 2002.**

**Seraphia D. Leyda University Teaching Professor, University of New Orleans, 1997-2007.**

**Seraphia D. Leyda University Teaching Fellow, University of New Orleans, 1996-98.**

**Lecturer, Amistad Research Center Teacher Institute, Fall, 2000.**

**Adjunct Professor, Tulane University, Spring, 1994.**

**Ralph E. Metcalf Chair, Marquette University, Fall, 1986.**

**Associate Professor, University of New Orleans, 1977-1997.**

**Assistant Professor, University of New Orleans, 1971-1977.**

**Associate, Moravian College, Fall 1969-1970.**

**Visiting Instructor, University of New Orleans, Summer, 1969.**



**Graduate Teaching Assistant, Lehigh University, 1968-69.**

**Graduate Teaching Assistant, University of New Orleans, 1967-68.**

COURSES TAUGHT:

The Last Five Years UNO

African American Culture and History UNO

Survey of U.S. History through the Civil War UNO

Survey of U.S., History from Reconstruction to the Present UNO

Survey of the History of Louisiana from the beginning to the present UNO

Survey of African American history in Louisiana UNO

The Louisiana Purchase Bicentennial Lecture Series UNO

Teaching American History: The U.S. Constitution Loyola University

African American Slavery UNO

Black Movements and Messiahs UNO, Tulane University

U.S. Constitutional History from the beginnings to the Civil War UNO

U.S. Constitutional History from the Civil War to the Present UNO

2. PUBLICATIONS

i. Book

*African Americans in New Orleans Before the Civil War*, Prepared for and funded by Jean Lafitte National Historical Park and Preserve, 1995.

ii. Articles: Refereed/Invited:

*"Our School is Our Glory": Reflections on the Early Years of Joseph S. Clark High School, 1949-1970*, *Journal of African American History*, Vol. 103, No 4, 560-580, Fall, 2018.

"Fighting for Inclusion: Blacks' Continual Struggle for Citizenship Rights," **The New Orleans Prosperity Index: Tricentennial Edition**, 1-11, April, 2018.

"Black New Orleans: Reversing the Blackout," **New Orleans, The First 300 Years**, 49-58, (Gretna, LA, 2017).

"The Role of the Louisiana Supreme Court in the Civil Rights Movement in Louisiana," *Bicentennial Celebration, 1813-2013*, **Louisiana Supreme Court**, 16-18, August, 2014.

"Conversations With Chief Justice Fournet," *De Novo: The Newsletter of the Law Library of the Louisiana Supreme Court*, Vol.10, Issue 2, 3-5, Spring, 2013.

"A brief racial history of Mardi Gras," [thegrio.com/2013/02/12](http://thegrio.com/2013/02/12).

"The Impact of Statehood on the Free People of Color in Louisiana," **LA CREOLE**, Vol. 5, Issue 1, 6-11, October, 2012.

"Petition, Principle, and Protest," **LA CREOLE**, Vol. 2, Issue 1, 17-18, October, 2009.

"The Niagara Movement," **Encyclopedia of Race and Racism**, Vol. 1, xix, 2008.

"Segregation From the Antebellum Era to Plessy v. Ferguson," in **Encyclopedia of African American Experience: From the Colonial Period through the Age of Frederick Douglass**, Vol.3, 74-78, 2006.

"The State of Black Louisiana: The Political Scene at the turn of the 21st Century," in **The African American Experience in Louisiana: From Jim Crow to Civil Rights**, Volume XI, Part C, in the **Louisiana Purchase Bicentennial Series in Louisiana History** (Lafayette, La.: Center for Louisiana Studies, 2002), 590-616.

"Equalizing Teachers Pay in Louisiana," reprinted in **Education in Louisiana**, Volume XVIII in the **Louisiana Purchase Bicentennial Series in Louisiana History** (Lafayette, La.: Center for Louisiana Studies, 1999), 429-440.

"Crisis of Public Higher Education in Louisiana," reprinted in **Education in Louisiana**, Volume XVIII in **The Louisiana Purchase Bicentennial Series in Louisiana History** (Lafayette, La.: Center for Louisiana Studies, 1999), 544-554.

"Plessy Revisited," reprinted in **Education in Louisiana**, Volume XVIII in the **Louisiana Purchase Bicentennial Series in Louisiana History** (Lafayette, La.: Center for Louisiana Studies, 1999), 555-572.

Raphael Cassimere, Jr. and Carryn Cosse-Bell, "*From Equality to Jim Crow*," in **The Plessy Discussion Guide**, (N.O.1996), 5-8.

- "The Fight to Reverse Plessy," in *The Plessy Discussion Guide*, (N.O., 1996), 9-13.
- "Flashback, Plessy: Like As in Plessy v. Ferguson," *The Crisis*, February/March, 1996, 17.
- "Flashback, While Assessing NAACP's Original Agenda," *The Crisis*, January, 1996, 30.
- "A Guide to Using African Americans in New Orleans Before the Civil War," Jean Lafitte National Historical Park and Preserve, 1995.
- "Flashback, National Convention, Then and Now," *The Crisis*, November/December, 1995, 12.
- "History Flashback: NAACP Protest Tradition," *The Crisis*, (August/September, 1995), 35.
- "History Flashback: The Spingarn Medal," *The Crisis*, (July, 1995), 10.
- "History Flashback: The NAACP Goes to Court," *The Crisis*, (May/June, 1995), 12-13.
- "History Flashback: The New Orleans Branch (NAACP)", *The Crisis*, (April, 1995), 14.
- "Frederick Douglass and the Origin of Black History Month," *The Crisis*, (February, 1995), 18-19.
- "Remembering Brown v. Board of Education," *The Crisis*, (May/June, 1994), 10, 18-19.
- "Plessy Revisited: Louisiana's Dual System of Higher Education," *Equity and Excellence*, (Winter, 1988), 12-21.
- Four Biographical sketches in *Louisiana Dictionary of Biography*, 1988.
- "A Historical Note on the Fragmentation of Public Administration in New Orleans," *Louisiana Business Survey*, (October, 1981), 10-11.
- "Race Relations and Polarity Politics in New Orleans," *Perspectives on Ethnicity in New Orleans*, (1981), 56-60.
- Cassimere, Jr., Raphael et als, "History of St. Louis II Cemetery, *New Orleans NAACP*, 1980.
- "Equalizing Teacher Salaries in New Orleans," *Integratededucation*, (July, 1977), 3-8.
- "Blacks in New Orleans," *New Orleans Ethnic Culture*, 1977, 47-50.
- "Crisis of Public Higher Education in Louisiana," *Integratededucation*, (September/October, 1975), 8-13.



ii. Interviewer of UNO Midlo Center Oral History Project: *Perspectives on African American Politicians of the 1970s and 1980s*, (2016-2019):

**Former Assessor Kenneth Carter**

**Former State Representative and City Councilman Johnny Jackson**

**Former Senator & Mayor Sidney J. Barthelemy**

**Former City Councilman James Singleton**

**Former Assessor Sherman Copelin**

**Former City Councilman Lambert Boissiere**

**Attorney Ronald Nabonne**

**Former CORE leader Don Hubbard**

**Former Ambassador Harold Doley**

**Former State Legislator Diana Bajoie**

**Former Representative Irma Muse Dixon**

**Former Representative Theodore "Teddy" Marchand**

**Judge Herbert Cade**

ii. Interview in *The Nation's Longest Struggle: Looking Back on the Modern Civil Rights Movement*, in D.C. Everest Oral History Project, D.C. Everest School System of Wisconsin, 2012.

ii. "Interview by Connie Atkinson, "Dutch Morial, New Orleans's First Black Mayor, 1978-1984, in "*Contemporary New Orleans: An Oral History Project*, UNO Midlo Center for New Orleans Studies

ii. Interviewer of Louise Williams Arnolie in "*UNO Silver Anniversary Oral History Program*," UNO Collection 159, July 2, 1983.

ii. Audio taped interviews with former Louisiana Chief Justice John B. Fournet, 1975-1978.

ii. Interview by Kim Lacy Rogers in "*Civil Rights Oral History Collection*," November 9, 1978

in Tulane University Digital Library.

### 3. Book Reviews

**A Documentary History of Emancipation, 1861-1867; Series 3: Volume I, Land and Labor, 1865.** Edited by Steven Hahn et als. in *Louisiana History*, (November, 2010), 361-363.

**Still Fighting the Civil War** by David Goldfield in *The South Carolina Historical Magazine*, (April, 2004), 149-152.

**Social Control in Slave Plantation Societies** by Gwendolyn M. Hall and **The Slave Community** by John Blassingame in *Wisconsin Magazine of History* (Spring, 1973).

(Review essay) **Africa Remembered** by Philip Curtin and **Atlantic Slave Trade** by Philip Curtin in *Journal of Black Studies*, (December, 1971), 251-55.

### 4. OTHER PUBLICATIONS

(**The First Louisianians: A Unit on Louisiana Studies**," 1993; revised, 1997.

Essay in **UNO Prisms** edited by Jerah Johnson (1983).

### ***HISTORICAL TELEVISION & MOVIE INTERVIEWS***

Panelist, "***The Music of Resistance: a tribute to Llewelyn J. Soniat***," Newcomb College, Tulane University, December 2, 2020.

***New Orleans Oral Resistance Project: Confronting Segregated Spaces***, HNOC, October, 2019.

***New Orleans Oral Resistance Project***, HNOC, October, 2019.

***New Orleans Oral Resistance Project: The Canal Street Boycotts***, HNOC, October, 2019.

Interview with LeBron Joseph, *WGNO News With a Twist*, October 28, 2019.

Interview with Jacques Morial, Documentary on "***Civil Rights Movement and Xavier University's leadership in Changing New Orleans***," March 25, 2019.

Panelist, "***Justice and Beyond: Blacks and the Media***," February 25, 2019

Interview with Dane Moreton, *Andre Cailloux Documentary*, New Orleans, February 7, 2019.

**Interview with Mark Cave, "How Students Built A Movement: In conversation with Raphael Cassimere, Jr., HNOC, January 28 , 2019.**

*"Conversations in Color: Children and Teenagers' Contributions to the Civil Rights Movement,* Amistad Research Center, December 15, 2018.

*"Fighting for Inclusion, The Continuing Struggle of Black Louisianians in the Age of Jim Crow, Whitney Plantation Symposium.," Loyola University, June 15, 2018.*

**Times-Picayune** interview with Jarvis DeBerry, *"Remembering Martin Luther King 50 years after his Death," You Tube,* April, 2018.

*"UNO's First Black Professor,"* interview with Sheba Turk on **The 504,** WUPL, March, 2018.

*"Dr. Raphael Cassimere, Jr. was UNO's first black Professor,"* WGNO, February, 2018.

Interview with Mark Cave, *"How Students Built A Movement: In Conversation with Raphael Cassimere,"* HNOC," December 21, 2017

Interviewee, *"New Orleans: The First 300 Years,"* WYES Documentary, November, 2017.

Panelist, *"Film Screening: Soundtrack for a Revolution,* Contemporary Arts Center, January 10, 2016

*"Open Phones with Raphael Cassimere, Jr.,"* CSPAN interview on WW2 Museum Exhibit, "Fighting for the Right to Fight," WWII Museum, November 7, 2015.

**Times-Picayune** interview with Jarvis DeBerry, *"Passing of two Civil Rights Activists: Rudy Lombard and Llewelyn J. Soniat,"* December 19, 2014.

*"Arrival Series Part 1: Colonial New Orleans and the Louisiana Purchase,"* October 31, 2013.

Consultant/Interviewee, LPB Documentary, *Louisiana: 200 Years of Statehood, 2012.*

Consultant/Interviewee, *The Big Fix,* Movie **BP Oil Spill of 2010,** 2011.

Interviewee, WYES-TV Documentary, *New Orleans in the Fifties,* November, 2011.

Consultant/Interviewee, LPB Documentary, **Louisiana: A History,** Episode VI, September, 2009.

Consultant/Interviewee, PBS Documentary, *"Still Waiting to Come Home,"* 2009.

Consultant/Interviewee, *"New Orleans,"* for PBS's **American Experience,** February, 2007.



Lecturer, "*Why Black History?*" *Black History and Politics Lecture Series*, SLU. February, 2007.

Consultant/Interviewee, WYES-TV, *Canal Street: New Orleans Great Wide Way*, 2006.

Consultant/Interviewee, "*Common Routes: St. Domingue - Louisiana*," (**Historic New Orleans Collection**,) March, 2006.

Lecturer, *UNO Public Culture Course*, 2004.

Lecture 3, "*The First Louisianians*," **Louisiana Purchase Lecture Series**, 2004.

Lecture 13, "*The Impact of the Purchase*," **Louisiana Purchase Lecture Series**, 2004.

Coordinator & Moderator, UNO Television Course, *The Louisiana Purchase, 2003-2004*.

Consultant/Interviewee, "*Searching For Robert Smith*," (**History Detectives**, PBS, July, 2003.)

Panelist, HBO Premiere, "*Unchained Memories: Readings From Slave Narratives*," January, 2003.

Consultant/Interviewee, "*1978 Election of Ernest "Dutch" Morial, New Orleans's First Black Mayor*," **UNO Midlo Center**, July, 2003.

Consultant/ Interviewee, *Louisiana Public Broadcast Series on Louisiana History*, 2003.

Consultant/Interviewee, "*The Rise and Fall of Jim Crow*," Episode, 2, "*Fighting Back, 1896-1917*." (**Thirteen WNET New York**. (Shown on PBS, October, 2002.

Interviewee, "*XY Factor, More Sex in the Civil War*," History Channel Documentary, July, 2002.

Panelist, "*Civil Rights Stories: Three Activists Who Changed New Orleans*," **Southern Institute for Education and Research**, September, 2000.

Interviewee, "*The Mighty Mississippi*," **PBS Documentary**, 1998.

Consultant/Interviewee, *Journey For Justice: The A.P. Tureaud Story*, 1996.

Consultant/Interviewee, "*Street Car Stories*," **WYES Documentary**, 1995.

Consultant/Interviewee, "*The Fall of New Orleans*," **Civil War Journal**, PBS Documentary 1994.

Interviewee, "*Together Apart/The Myth of Race*," **Times Picayune Documentary**, 1993.

Interviewee, **CBS Night Watch**, "*Many Schools Still Segregate*," 1991.

Interviewer, "*Interview with Louise Arno*lie," **UNO Silver Anniversary Oral History Program**, July 2, 1983, UNO Collection 159.

#### 5. PARTICIPATION AT PROFESSIONAL MEETINGS:

Panelist, "Significance of Black Public High Schools in New Orleans, February 26, 2021, sponsored by AARP.

Lecturer, "*Ending Legal Segregation*," **Nancy M. Marsiglia Institute of Justice**, Loyola Law School, November 14, 2019

Lecturer, "*Ending Legal Segregation*," **Nancy M. Marsiglia Institute of Justice**, Loyola Law School, April 4, 2019.

Panelist, "*Conversations in Color: Children and Teenagers' Contributions to the Civil Rights Movement*," **Trinity Episcopal Church**, February 6, 2019.

Panelist, "*Conversations in Color: Children and Teenagers' Contributions to the Civil Rights Movement*," **Amistad Research Center**, December, 15, 2018.

Lecturer, "*Ending Legal Segregation*," **Nancy M. Marsiglia Institute of Justice**, Loyola Law School, November 15, 2018.

Conversation with Lamar Gadere, "*Fighting for Inclusion*," **Open Society Foundation Leaders in Government Fellows**, New Orleans, July 30, 2018.

"Fighting for Inclusion: Blacks' Continual Struggle for Citizenship Rights," interviewed by Jarvis DeBerry, A Forum for Progress and Prosperity in New Orleans, **NOLA 300**, June 20, 2018.

Panelist, *Ralliez-Vous! A Tribute to the New Orleans Tribune & L'Union*, The Louisiana Creole Research Association, at Williams Center, **HNOG**, June 16, 2018.

Keynote Speaker, *Whitney Plantation Symposium: "Fighting for Inclusion: The Continuing Struggle of Black Louisianians in the Age of Jim Crow"*, Loyola University, June 15, 2018.

Panelist, "*150 Years: Still Separate and Unequal*," **Plessy Day, 2018**, Xavier University, June 7, 2018.

Panelist, "*New Orleans: The First Three Hundred Years, A Tricentennial Discussion*," **Tennessee Williams Festival**, March 24, 2018.

"*Civil Rights Exhibit: Story of Children/Teens in the Movement*," Xavier University, March, 14, 2018.



Panelist, "*Civil Rights Roundtable*," *Making New Orleans Home: A Tricentennial Symposium*, UNO, March 11, 2018.

Panel Moderator, "*I Remember Birmingham*," *Amistad Center Tricentennial Celebration*, March 9, 2018.

Keynote Speaker, "*The Constitution: Transitioning from Confederation to Republic*," Constitution Day Speaker, UNO Department of History, September, 18, 2017.

Panel Moderator, "**Sold South: Tracing a Jesuit Enslaved Community from Maryland to Louisiana**," 25th Anniversary Celebration of **Ethel and Herman Midlo Center** for New Orleans Studies, at *Historic New Orleans Center*, December 16, 2016.

Panel Moderator, "*Beyond WWII: The Fight for Double Victory*," **The African American Experience in World War II**, Exhibit by World War II Museum, April, 2016.

Panelist, "*Climbing Down from the Ivory Tower: Civic Engagement and the Historical Profession in the 21st Century*," Louisiana Historical Association Annual Meeting, March, 2016.

Panelist, "*The Fight for Double Victory*," WWII Museum Exhibit, **Fighting for the Right to Fight: African American Experiences in World War II**, February, 2016.

Panelist, "Soundtrack for a Revolution," Sponsored by Contemporary Arts Center, January, 2016.

Panelist, "*Free Black New Orleanians: Fighting to be at home in their ancestral homes*," **Memorial Dedication Honoring Louis Charles Roudanez**, sponsored by *LA Creole Research Association*, March 11, 2015.

Keynote Speaker, "*The People and Places of the Civil Rights Movement: Historic St. James AME: A Study in Courage, Commitment and A Cause*," Louisiana Landmarks Society, October, 2014.

"*The NBA and the Trojan Horse: A Strategy for Overturning Legal Segregation*," **Lionel Collins Lecture**, National Bar Association, Atlanta, Georgia, July, 2014.

"*Looking Back and Ahead: the Civil Rights Act of 1964*," Symposium sponsored by the U.S. Court for the Eastern District of Louisiana, June, 2014.

*Hearing Commissioner*, National Commission on Voting Rights: Louisiana Hearing, April, 2014.

"*Petition, Principle, and Protest, Voting Rights and Black Male Suffrage*," LOUISIANA RECONSTRUCTION CONFERENCE, Sponsored by SUNO Center for African And African American Studies, February, 2014.

*"A Haven for All of us: Documenting the World of Dooky Chase Restaurant in the Era Before Desegregation,* Loyola University, October 29, 2013.

Louisiana Endowment for the Humanities Arrival Series: *"Colonial Period to Louisiana Purchase,"* October, 2013.

*"The Impact of the Louisiana Supreme Court on the Early Civil Rights Movement in Louisiana,"* Symposium on Bicentennial of the Louisiana Supreme Court, March, 2013.

Tour Guide, *"New Orleans Black History Tour of St. Louis Cemetery #2,"* AHA 127th Annual Meeting, New Orleans, January, 2013.

*The Impact of the Federal Court on the Early Civil Rights Movement in Louisiana, (Symposium on the Bicentennial of the U.S. District Court for Eastern Louisiana,"* April, 2012.

Panelist, *"How A Neighborhood Shaped the Pre Civil War World," Tremé at 200,* October, 2012.

*"Louisiana Statehood: Impact of the 1812 Constitution on a Cosmopolitan Populace,"* 2011 Louisiana Creole Research Association Conference, October, 2011.

Moderator, *"1811 Louisiana Slave Uprising,"* Tulane University Symposium, *"Black Resistance in an Age of Revolution,"* October, 2011.

Panelist, *"Anatomy of a Revolution," Campus Progress and the Congressional Black Caucus Foundation,* September, 2011.

Moderator, HNOC 16th Annual Symposium, *"Identity, History, Legacy: Free People of Color in Louisiana,"* February, 2011.

Moderator, LEH Panel, *"50th Anniversary of Desegregation of Orleans Public Schools,"* November, 2010.

Keynote Speaker, UNO Founders Club UNO 50th Anniversary Celebration, **"UNO: The Birth of a University; Rebirth of a City,"** October 17, 2008.

*"Why Black History,"* Address at Cabildo, sponsored by UNO History Department, March, 2008.

Respondent, *"Pro and Anti Slavery Voices in Contemporary Press," The Times, 1787-1792,* Center Austria at UNO, February, 2008.

Panelist, *"Post-Katrina New Orleans,"* Southern Historical Association Annual Conference, November, 2006.



Panelist, *"The Role of African Americans in the American Revolution,"* Dillard University Symposium: *"A Night of Independence,"* January, 2003.

Chair, Panel, *"African Americans, Slave and Free, in the Purchase Territory,"* The Louisiana Purchase Bicentennial Conference 2003, January, 2003.

Panelist, *"Slavery in New Orleans, Then and Now,"* Xavier University Symposium, March, 2003.

*"Impact of the Louisiana Purchase on African Americans,"* Bayou Lafourche Heritage Celebration, March, 2003.

*"The Impact of the Purchase - How the Purchase Resonates in Contemporary Louisiana,"* Louisiana Purchase Bicentennial Lecture Series, November, 2002.

Commentator, *"Education and Philanthropy in the New South: Black-Jewish Relations and Historically Black Colleges,"* Dillard University 12th Annual National Conference on Black-Jewish Relations, April, 2001.

Keynote address, *African Americans in Louisiana Higher Education Conference,* March, 2001.

*"Historical Note on Cummings and its Legacy of Separate and Unequal Education,"* Louisiana Historical Association, March 1999.

*"Continual and Varied Resistance to Slavery,"* U.S. Park Services Conference on Slavery, March, 1998.

Historical Consultant and Commentator for *"A Bitter Glory,"* 1997- 98.

Moderator, LEH-New Orleans Public Library symposium on African American Businesses, February, 1995.

Panelist, *"Multi-Culturalism,"* Louisiana Historical Association Annual convention, Lafayette, LA, March, 1993.

*"Historical Background of the Bill of Rights,"* Louisiana Commission on the Bicentennial of the U.S. Constitution, Kenner, La., February 1991.

Panelist, Amistad Center's Conference on *"The American Dilemma Revisited,"* November, 1989.

Paper, *"Race and the Constitution,"* Center for Legal Studies on Intergovernmental Relations, Tulane Law School, February, 1987.

Panelist, *"The Future of the American City,"* Symposium on occasion of second



inauguration of Dutch Morial, Mayor of New Orleans, May, 1982.

Panelist, *"Reinterpreting Slavery,"* Reopening Ceremonies for Amistad Historical Collection, New Orleans, November, 1980.

Panelist, *"The Resources of Amistad Center,"* 66th Annual Convention of the Association for the Study of Afro-American Life and History, New Orleans, October, 1980.

Panelist, *"Rural Blacks in the Twentieth Century,"* Association for the Study of Afro-American Life and History, New York, October, 1979.

Chair and panelist, *"Blacks in Higher Education Since 1954"* Association for Study of Afro-American Life and History, Washington, D.C., October, 1977.

*"Equalizing Teacher Salaries in Louisiana"* S.U.N.O. Symposium on Race Relations, November, 1976.

*"Transformation from Servants to Slaves"* New Orleans Area History Seminar, March, 1974.

*"Who Guards the Guardian?"* UNO Political Science Department Symposium, Fall, 1971.

## **6. Professional Organization Membership and Activities:**

### *Membership in Professional Organizations*

American Historical Association  
Friends of Amistad Research Center  
Archives of Louisiana  
Association for the Study of African American Life and History  
Historic New Orleans Collection  
Louisiana Historical Association (LHA)  
LA CREOLE Research Association  
Southern Historical Association (SHA)  
Chair, LHA Committee on African American and Minority Scholarship, 2000-01  
Member, Program Committee, LHA, 2001-02

## **7. Related Activities:**

Member, LHA publications committee, 2020-2023  
Member, Board of Directors, *The Supreme Court of Louisiana Historical Society*, 2018-  
Member, Board of Directors, *Nancy M. Marsiglia Institute of Justice*, 2018-

Member, *Vieux Carré Commission*, 1982-1986 (Commission Chairman, 1983-86).  
Member, *Historical Pharmaceutical Museum Commission*, 1983-1986.  
Member, *Louisiana Black Cultural Commission*, 1984-1988.  
Member, Steering Committee, *French Quarter Festival*, 1984-86.  
Secretary, *Louisiana Election Code Revision Commission*, 1975-1978.  
Member, *Louisiana Advisory Bicentennial Commission, Executive Committee*, 1972.

8. Civil Rights Activities:

President, New Orleans NAACP Youth Council, 1960-1966  
President, Louisiana State Conference NAACP Youth Division, 1962-1965  
Chairman, Region VI NAACP Youth Conference, 1963-1965  
Coordinator Title VII Enforcement, New Orleans Branch NAACP, 1965  
Southwest Regional Youth Director, 1968  
Youth Advisor, Louisiana State Conference NAACP 1967-68  
District Vice President, Louisiana State Conference NAACP, 1970-1982  
Secretary, New Orleans Branch NAACP, 1978-1982  
Chairman, NAACP, Southwest Region (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas), 1967- 68, 1972-73, 1977-78, 1982-83, 1987-88, 1992-93, 1997-98, 2002-2003, 2007-2008, 2012-2013; 2017-2018.  
Parliamentarian: New Orleans Branch NAACP, 1971-; Louisiana State Conference NAACP, 1967-; Southwest Regional Conference NAACP, 1972-  
Member, Board of Directors, *Crisis Publishing Company*, 1992-96.  
Assistant Secretary, *Crisis Publishing Company*, 1995-96.  
Interim Chairman, Board of Directors, *Crisis Publishing Company*, February- July, 1996.  
NAACP Certified Trainer 1985-

9. Community Service:

Member, *Board of Directors, Bureau of Governmental Research*, 1990-96.  
Member, Board of Directors, *Friends of UNO Library*, 1998-2003.  
Member, Visiting Committee, Lehigh University Department of History, 1999-2002.  
Member, Orleans Parish School Superintendent Search Team, 1998-99.  
Secretary, Warren Easton Parent Teacher Organization, 1993-96.

10. Grants, Awards and Honors:

LEH Grant to coordinate preparation of Louisiana Studies unit on Africans and Indians in Colonial Louisiana, 1992-93.

*Jean Lafitte National Historical Park and Preserve* grant to write a history of African Americans in New Orleans Before the Civil War, 1992-96.

**Awards:**

*American Historical Association Member Spotlight*, October, 2016.

*Living Legend Award*, presented by Omicron Delta Kappa -UNO Circle, National Honor Society, April, 2015.

Louisiana Board of Regents: *Raphael Cassimere, Jr. Endowed Professorship in African American History*, February, 2015.

*Certificate of Special Congressional Recognition*, September, 2014.

37th *Benjamin E. Smith Civil Liberties Award*, presented by ACLU, March, 2013.

*Louisiana Creole Research Association Recognition Award*, October, 2011.

*Outstanding Citizen Diplomacy Award*, U.S. States Department of State: Bureau of Educational and Cultural Affairs, Office of International Visitors, June, 2008.

Louisiana NAACP *Lifetime Presidential Award*, 1996.

*Amistad Research Center* *Community Service Award*, 1996.

*Peaceful Liberator Award*, City of New Orleans and New Orleans Museum of Art, 1995.

UNO Liberal Arts College *Alumnus of the Year*, 1994.

Charter Member, (Honorary) *Golden Key Honor Society*, 1990.

UNO Upward Bound's *Outstanding New Orleans Leader Award*, 1987.

*Champion of the "Cause" Award*, New Orleans NAACP, 1985.

(Initial recipient) *UNO-AMOCO Foundation Award for Excellence in Undergraduate Teaching*, 1984.

*A.P. Tureaud Black Citizenship Medal* for Meritorious Service, Louisiana NAACP, 1982.

*Ford Foundation Fellow*, 1970-71 (Lehigh University).

*Henry L. Moses Fellow*, 1969-70 (Lehigh University).

## 11. Other Professional Activities:

Member, steering committee, "*When the Future Was the Past*," Plessy Centennial



## **Conference,1993-1996.**

### **12. Expert Witness:**

*Hall v. Louisiana*, 2014 (U.S. District Court for Middle District of Louisiana).

*Court Report on plaintiff's attempt to modify state's display of the Confederate Flag in public places, March 31, 2013.*

*Dennis Theriot et al. v. Parish of Jefferson, et al.*, 1996-97 (U. S. District Court for Eastern District of Louisiana).

*Chisom v. Roemer*, 1989 (U.S. District Court for Eastern District of Louisiana).

*East Jefferson Coalition for Fair Redistricting v. Parish of Jefferson*, 1988, (U.S. District Court for Eastern District of Louisiana).

*East Jefferson Coalition for Fair Redistricting v. Jefferson Parish School Board*, 1986, (U.S. District Court for Eastern District of Louisiana).

*Citizens for a Better Gretna v. Gretna*, 1985, (U.S. District Court for Eastern District of Louisiana).

*Major v. Treen*, 1983, (U.S. District Court for Eastern District of Louisiana).

### **13. Professional Consultant:**

Consultant and Co-Chair, Citizens Community Committee, "*Fighting for the Right to Fight*," African American Special Exhibit for WW2 Museum, 2014-2016.

Historical Consultant for FAA Environmental Impact Statement on proposed runway expansion, Louis Armstrong International Airport, 2001- 2003.

Consultant for Governor's Task Force on Disparity in State Procurement and author of historical analysis in "*An Analysis of Disparity and Possible Discrimination in the Louisiana Construction Industry and State Procurement System...*," September, 1989- April, 1990.

Consultant for Orleans Parish School Board in *ASSOCIATED BUILDERS & CONTRACTORS OF LOUISIANA, et. al. v. ORLEANS PARISH SCHOOL BOARD*, 1989- (U.S. District Court for the Eastern District of Louisiana).

Consultant, Emergency School Assistance Program(ESAP), Jefferson Parish School System, 1971-72.

#### 14. Major Areas of research Interests:

History of the United States, American Constitutional history, History of Louisiana, African American history, Race Relations & African American Slavery.

#### 15. Ph.D. Dissertation Committees:

Lawrence A. Armour, Sr., (*The Village Metaphor: An Exploration of Leadership in Educational Leadership and Religious Institutions within Urban Communities.*)

December, 1998, Committee member.

#### 16. M.A. Thesis Committees:

Londa Davis,

"*After Reconstruction: Black Politics in New Orleans, 1876-1900.*" December, 1981, chairman.

Donald E. Devore, "*Up From the Nadir: Black New Orleans Between the Wars, 1920-1940.*" December, 1983, committee member.

Thomas Thompson, "*Louisiana's Deslondes Slave Revolt of 1811.*" May, 1990, Chairman.

Donald R. Sanders, "*Jimmy Carter's 1970 Gubernatorial Campaign.*" August, 1990, Committee member.

John Alberts, "*Black Catholic Schools in New Orleans.*" December, 1990, Committee member.

Shannon I. Frystak, ("*We're All Women: The Integration of the League of Women Voters of New Orleans, 1953-63.*" ( May, 1997, Committee member.

Michael T. Gregory, ("*General Benjamin F. Butler's Economic Recovery Program for Occupied New Orleans, May to December 1862.*" ( December, 1997, Committee member.

Lauren Gauthier, (Desegregation and the Aid to Dependent Children Crisis In Louisiana: The Role of the Urban League,( May, 1998, Committee member.

Gwendolyn P. Watts, ("*Against All Odds, McDonogh 35 High School and the Education of African Americans in Twentieth Century New Orleans.*"( May, 1998, Committee member.

"Karen L. Salassi, ("*The Struggle to Establish Booker T. Washington High School as the*

*Second Black Public High School in New Orleans,*" ( August, 1999, Committee member.

Christopher D. Morton, (*"Crescent City Marines: A History of the Organized Marine Corps Reserve in New Orleans 1899-1945,"*( April, 2000, Committee member.

Eric M. Hardy M. Hardy, (*"The New Order Has Arrived: Dutch Morial, Reform, and the Sewerage and Water Board of New Orleans,"*( June, 2004, Committee member.

George Winston III, (*"To Protect and to Serve?( Police Brutality and Attempted Reform in New Orleans During the First Morial Administration,"*( June, 2004, Chair.

Rene D. Bourgoigne, *"The (Combine and the Demise of the Louisiana Lottery, 1868- 1895,"* November, 2004," Committee member.

Kathy Dugas, (*"An Immigrant(s) journey to Wealth and Power: The Story of François-Xavier Martin,"* ( November, 2004, Committee member.

#### **17. Examination Committee for Master of Arts in History Teaching:**

Paris Pickett, 1991, Chair.

Sherrie Sanders, 1991, Chair.

Andrew Marchal, 2002, Committee member.

#### **18. Academic Service**

Intercollegiate:

Member, PK-16+ Social Studies Consortium, Louisiana Blue Ribbon Commission on Educational Reform, 2000-2001.

UNO Volunteer Tutor, Orleans Parish Public Schools, 2001-2005.

#### **19. University Committees:**

Member, Self Study Committee, 1972, 1982, 1987, 1992.

Member, Academic Planning Committee, 1971-73.

Chair, Advisory Committee on Minority Faculty Recruitment & Retention, 1973-1976.

Member, Chancellor Search Committee, 1980.

Member, Committee on Faculty Governance, 1981-82.

Member, Athletic Council, 1981-86; 1992-97.

Vice-Chair, Committee on Student Admissions Requirements, 1986-87.

Member, Committee on Courses and Curricula, 1988-92,

Chair, Committee on Courses and Curricula 1989-90.



Member, Graduate Dean Search Committee, 1993.  
Member, ad hoc Committee on Africana Studies, 1995-96.  
Member, University Speaker's Bureau, 1975-2007.  
Member, Ambassador's Selection Committee, 1990.  
Member, University Grievance Committee, 1991-94; 2005-07.  
Member, Board of Directors, Ethel and Herman Midlo Center, 1991-  
Member, Board of Directors, Friends of UNO Library, 1998-2003.  
Member, Advisory Board, UNO Recreation and Intramural Center, 2001-  
Campus Coordinator, *James Madison Fellowship Program*, 1998-2006.

#### **20. Liberal Arts College Committees:**

Chair, Liberal Arts *Marcus B. Christian Advisory Committee on Scholar in Residence in African American Studies*, 1977-1982.

Chair and member, *Liberal Arts Academic Appeals Committee*, 1976-79; 1980- 1982.

#### **21. History Department Committees:**

Committee on Undergraduate Advising, 1972-1995.

American History Coordinator, 1980-2005.

Chair, Committee on Future of History Department, 2002-2003.

#### **22. Community Service:**

*Keynote Speaker- Keynote Speaker, Dedication of A.P. Tureaud's home, as an historic site, May 19, 2012.*

Commencement, *Joseph S. Clark High School*, May, 2009.

Commencement, *Sarah T. Reed Senior High School*, May, 2005.

Commencement, *Joseph S. Clark Senior High School*, May, 1997.

Commencement, *Alfred Lawless Senior High School*, May, 1989.

Commencement, *Jeanerette High School*, May, 1985.

Honors Convocation, *Delgado Community College*, May, 1983.

Commencement, *Delta Business College*, May, 1981.

Commencement, *Meadows-Draughon Business College*, December, 1979.