



LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

**Changing Lives,
Creating Futures**

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TO: Dr. Monty Sullivan
LCTCS President

THROUGH: Dr. Wendi Palermo ^{WP}
Chief Education and Training Officer

FROM: William Tulak ^{WT}
Director of Institutional Effectiveness

DATE: March 19, 2024

SUBJECT: Program Requests at Northshore Technical Community College

APPROVED
 4-10-2024
LCTCS BOARD OF SUPERVISORS

FOR BOARD ACTION

Recommendation: Staff recommends the Board approve the following program requests listed below.

Program Additions

1. Associate of Applied Science (AAS) in Patient Navigator (CIP 51.2208) – **4 STARS**
 - a. Technical Diploma (TD) in Patient Navigator Associate (CIP 51.2208) – **4 STARS**
2. Technical Diploma (TD) in Advanced Manufacturing Technology (CIP 48.0501) – **4 STARS**
3. Certificate of Technical Studies (CTS) in Occupational Health & Safety (CIP 51.2206) – **4 STARS**
4. Career and Technical Certificate (CTC) in Supply Chain Management & Logistics (CIP 52.0203) with IBCs in MSSC Certified Logistics Associate (CLA) and Certified Logistics Technician (CLT) – **5 STARS**

Programs to be Delivered 100% via Distance Education Technology

1. Associate of Arts (AALT) in Louisiana Transfer (CIP 24.0199) - **TRANSFER**
2. Associate of Science (ASLT) in Louisiana Transfer (CIP 24.0199) - **TRANSFER**
3. Associate of General Studies (AGS) (CIP 24.0102) - **TRANSFER**
4. Certificate of General Studies (CGS) (CIP 24.0102) - **TRANSFER**
5. Associate of Applied Science (AAS) in Technical Studies (CIP 47.9999) - **NA**
6. Technical Diploma (TD) in Business Office Technology (CIP 52.0401) – **3 STARS**
7. Certificate of Technical Studies in Paralegal Studies (CIP 22.0302) – **4 STARS**

Background: Northshore Technical Community College (NTCC) is requesting approval for an AAS in Patient Navigator. Patient navigators guide patients through the health care system. The patient navigator will improve patient care while minimizing costs. The TD in Advanced Manufacturing Technology is modeled after NLTCC's

program. The program is a multidisciplinary program combining mechanical and electronics skills with information technology and industrial control to develop, run and maintain advanced automation systems. The CTC in Occupational Health & Safety will prepare students in all areas of industrial safety. The CTS in Supply Chain Management & Logistics will focus on collection, storage, and distribution of raw materials and products by air, rail, roadways, and waterways in the modern supply chain using the technology of Industry 4.0.

Fiscal Impact: The administrative structure and allocation of departmental funds will be unchanged, unless otherwise noted.

History of Prior Actions: There is a history of revising and creating new programs to meet student and workforce needs.

Benefits to the System: These requests will allow NTCC to better meet student and workforce needs.



Approved for Recommendation to the Board
Dr. Monty Sullivan

4-10-24

Date



Academic Degree Program Proposal Form

A.A. Policy 2.04: Academic Planning and Degree Program Proposals

Institution Name: Louisiana Community and Technical Colleges		Designation (flagship, statewide, regional, HBCU, 2-year) Regional		
College/School/Division: Northshore Technical Community College		Academic Department: Health Sciences and Nursing		
Degree Designation ^a : 2 Exit Points = Tech Dip (TD) & AAS	Proposed Degree Name: AAS – Patient Navigator	CIP Code: 51.2208	Credit Hrs ^b : 70	Contact Hrs ^c : 1170
Planned Implementation Semester/Term & Year: Fall Semester 2024 / AY 24-25		Was this program listed in the most recent Three-year Academic Plan? [<input checked="" type="checkbox"/>] Yes [<input type="checkbox"/>] No		

A. Overview

1. Provide a brief description & reason for the development of the proposed program, identifying its purpose & primary objectives.

Patient Navigation is a patient-centric healthcare service delivery model. It is a patient-centric concept that concentrates on the movement of patients along the continuum of medical care... beginning in the community and continuing on throughout testing, diagnosis, and survivorship to the end of life. – Colorado School of Public Health.

Patient / Health Navigators are utilized in multiple settings to close health care gaps, allow institutions maximum reimbursement, improve healthcare access for all patients, and assist patients/families in mitigating barriers to healthcare or community services, and additional health issues or hospitalizations. Seven Patient Navigation Standardized Competencies have been developed by the Patient Education and Research Institute (PCERI). The essential content areas of training are omitted in licensed and registered nurses' curricula include: social determinants of health, access to care, and HEDIS (Healthcare Effectiveness Data and Information Sets) and CMS (Center for Medicare and Medicaid Services) measures expected to assist patients in recovery, overcoming barriers to prevention and wellness, as well as ensure the most current evidence-based practice in population health and patient navigation.

PCERI has one goal: Provide a competency-based national certification process that uses accepted navigation standards and ensures that patient navigators have the requisite skills to effectively perform that role – National Navigation Roundtable. PCERI has created two national levels of certification for this program: CPNA – Certified Patient Navigator Assistant (entry level); CPPN – Certified Professional Patient Navigator (Advanced level/Team Leader/Manager). The Patient Navigator program would be the first of its kind in Louisiana and nationally with the 2-exit point approach, two (2) levels of certification, hybrid delivery, and opportunity for specialty concentration. This program will focus on educating students in nursing knowledge but not require clinical bedside skill education. The clinical experience will be strictly navigation experience. The only current program in Louisiana that has been utilized by the Medicaid and FQHC (Federally Qualified Health Clinics) is the Community Health Worker (CHW) program, which is a non-credit, short term (avg 8 weeks) program with very limited content delivered to lay persons with no healthcare background. This CHW role is not well or widely used in Louisiana. In light of the critical shortage of Licensed Practical Nurses and Registered Nurses in the State of Louisiana and in the nation, it is important for those with active nursing licenses to remain at the bedside delivering clinical care as trained and educated. Nurses are leaving the bedside, after a very limited time gaining clinical experience, for patient/health navigation roles. These inexperienced nurses have not gained the required experience to perform the expected patient navigation competencies effectively in the role. This lack of experience and training of the novice nurse will affect patient outcomes and continue to negatively impact the critical nursing shortage. In the published findings of the National Navigator Roundtable, the paper underscores the importance of patient navigation as a health care occupation and as a set of activities and skills worthy of recognition by governmental agencies, health systems, and health care payers. This conclusion warrants a well thought-out, stackable, educational pathway for this job role.

2. Describe specialized accreditation requirements associated with the program if applicable (refer to Board of Regents [A.A. Policy 2.13: Program Accreditation](#)). If not required, describe whether the institution will seek any voluntary accreditation or certification for the program.

There will be two (2) levels of National Certifications that have been created by Patient Centered Education and Research Institute for Patient/Health Navigation – CPNA (Certified Patient Navigator Assistant) & CPPN (Certified Professional Patient Navigator). This certification is the appropriate national entity to deliver certification exams.

3. Specify **SACSCOC** or other accreditation organization requirements. Mark all that apply.

Substantive change requiring notification only

Substantive change requiring approval prior to implementation

Level Change

None

4. Has the program been designed to align with any Board of Regents or other statewide initiatives? Check all applicable

MJ Foster Promise Program

Cyber-security Initiatives

Louisiana Transfer Pathways

Other: ***Transfer to the Bachelor of Science in Health Systems Management or Health Sciences at Southeastern Louisiana University, as well as the Advanced Certification in Population Health Management.***

5. If this proposal is for a Master's or Doctoral program, provide a list below (name, institution, email address, brief summary of qualifications) for at least three external review candidates. Reviewers should be active or retired full time faculty members from an accredited institution; have experience developing and/or administering a program like the proposed program; and should not have direct affiliation with a Louisiana institution.

N/A

A. The Master Plan and Institutional Role, Scope, and Mission

6. How does the program align with your institutional role, scope, and mission? If the program does not align, provide a compelling rationale for the institution to offer the program.

This program highly aligns with the Healthcare Expansion Initiatives at the state and national level and the Louisiana Community and Technical College System (LCTCS) initiative to correct the crisis shortage of Nurses and Healthcare workers. This new job role will be a high-wage/high-demand job once established and will assist in leaving licensed & registered nurses at the bedside and performing clinical care that they were trained to do hands-on. Patient/Health Navigator students will be trained effectively based on the National Navigator Roundtable findings to meet the seven evidence-based competency domains to effectively train students for entry or advanced level Patient/Health Navigator roles. As a community college in southeast Louisiana, the number of overeducated nurses and undereducated lay workers being utilized in the role of Patient/Health Navigator is problematic. Neither are formally educated for this role and the intricacies/challenges of Population Health, Social Determinants of Care, Behavior Modification, and elimination of Barriers to Wellness.

7. How does the program align with your institution's strategic plan and academic program portfolio?

Health Sciences and Nursing Division initiatives align well with our organization's strategic plan in the following ways:

Alignment with Goal 1 of the Strategic Plan – Student Achievement and Support - G1.05 to Increase the total number of students transferring to a four-year university. The opportunity for the Patient/Health Navigator to start at the Technical Diploma as the first exit point with an entry-level certification. The student can continue (or return) at Northshore Technical Community College (NTCC) to complete the Associate of Applied Science in Patient Navigation and advanced certification for team leaders/managers of entry-level personnel. The student can then articulate to a Bachelor of Science in Health Systems Management at Southeastern Louisiana University and/or get an advanced Certification in Population Health. Articulation of the 21-credit hour certificate would be only 9 additional Credit hours to achieve that certification.

Alignment with Goal 3 of the Strategic Plan – Responsive Expansion -- G3.01 Increase overall student enrollment in both credit-bearing and non-credit programs. A new healthcare program meets this initiative, and the plan is to enroll in a 30-seat cohort every fall once the program is approved. **G3.02 Expand public relations and marketing initiatives within our service areas.** This program has been researched, planned, and supported by Northshore Healthscape Coalition in collaboration with LSU Health Sciences Center, School of Public Health and School of Medicine, as well as the Chief Medical Quality Officer for LSU Healthcare Services Division. In addition, the Patient Centered Education and Research Institute (PCERI) were consulted, and national certifications were developed. PCERI would like to hold a SUMMIT to introduce this new job role/education pathway to the public at our Lacombe Campus to introduce this job role/educational program to the state and nation. This would certainly align well is expanding public relations and marketing on a much larger scale. **G3.04 Expand credit and non-credit programming available within the college.** Healthcare expansion is at the forefront of the LCTCS Strategic plan to assist the state during this crisis shortage. We have been extremely responsive to the needs of our Healthcare Industry Partners. By standing up new programming that will add to the Healthcare Workforce without just moving nurses from one role to another, we can positively impact our immediate communities and state of Louisiana at large.

Alignment with Goal 4 of the Strategic Plan – Synergy – G4.01 Leverage Community resources, partnerships, relations. We are very connected and collaborative with our community partners to ensure we are all working together to be as responsive as possible to meet the needs of our communities. We have Memorandum of Understanding (MOUs) with multiple industry partners and many sit on our occupational advisory committees and shared governance councils so that we are certain to have their input and that our alignment is strong with each decision, strategy, and program. Health Sciences and Nursing Division has created a Shared Governance model with four primary councils, one of which is a Curriculum Council that includes industry partner and student input from current health sciences programs, in addition to new programming needs and planning. **G4.02 Create Effective Systems for Internal Communication within the College & G4.03 Execute Initiatives which Further Enhance Transparency, Equity, and Shared Governance across the College.** The Shared Governance model assists in streamlining our internal communication of all programs and this program will have administrative, faculty, and student input and representation from the Patient Navigator Program that will assist with the internal communications that will create transparency and collaborative expected outcomes and goals to make this program successful and impactful in the community.

8. How does the program align with the priorities outlined in the Board of Regents Master Plan for Higher Education? Provide brief descriptions for each. Additional details will be required later in the proposal.

- Accessibility (mode of delivery, alternate course scheduling)

By working with PCERI (Patient Centered Education & Research Institute) in planning for two competency-based National Certifications for this new job role in Health Sciences aligns quite well with the Board of Regents' (BOR) Master Plan for Higher Education. There will be a pathway for a Technical Diploma with one (1) National Industry-based Certification, with the ability to return to complete the associate degree and a second Certification for Advanced Practice. A combination of general education courses and job-specific content, as well as a combination of online, in-person, and hands on externships will be utilized to ensure competency-based knowledge and skills.

- Affordability (use of OER, transfer agreements, prior learning assessment, employer funded)

In the spirit of affordability for the community college populations, OER and low-cost resources will be utilized. Multiple articulations are possible to and from other current and future Health Science programs. Transfer opportunities have been identified and preliminary work has already been done for articulation to two (2) different Bachelor of Science level degrees. In addition, an Advanced Certification (full 21 hours) for Population Health Management can be achieved in only nine (9) credit hours following receipt of the Associate of Applied Science degree.

- Partnerships (with industry, community-based organizations, other institutions)

Five (5) major hospital systems have committed to creating five (5) positions each for the job role of Patient Navigator to employ these graduates (see letters of support). These industry partners are open to considering sponsorship of students in order to assist with the shortage of licensed nurses by utilizing this job role instead. We are continuing to meet with and work with non-traditional industry types to ensure content works to allow this job type to assist in Community-Based Federally Qualified Health Clinics, Intensive Outpatient Programs (Psychiatric Day Programs), insurance entities, etc.

- Work-based learning (paid or experiential internships, apprenticeships, etc.)

Experiential internships and apprenticeship models will be utilized in this curriculum, which ensures competencies, real-world application of knowledge and exposure to different settings, while allowing industry/clinical partners an opportunity to observe and recruit students into their workforce upon completion.

- Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner.

In many of our rural communities, we have underserved populations of students and their preparation for meeting admission criteria in a program with licensing may not be sufficient. Since this curriculum will be a non-licensed/no hands-on care coordination, admission scores are not required, which allows students in underserved populations, where many nursing licensure programs do not, entry into a healthcare profession in a higher-wage job role without requiring nursing licensure. In addition, this is a job role that allows students with a love of science and nursing knowledge but not the blood and guts of hands-on care, to work in this field with contribution. Lastly, this program came about when we were trying to find a solution for students that wanted a career in nursing but had physical disabilities that prohibited them from accessing nursing education. There is currently no mechanism for students that without absolute physical capabilities to train and be educated in nursing knowledge and get a high-wage job for those knowledge, skills, and abilities. This is a perfect solution for accessibility to higher education in a nursing-knowledge related role for those without the physical capabilities of training as a bedside nurse. This innovative approach to adding a new job type to the nursing and health sciences industry will positively impact the nursing shortage and our local communities by not taking licensed nurses from the bedside to do this type of navigator work. It is worth mentioning again that this will be the first of its kind with the approach of two exit points, hybrid delivery, stackable credentials including entry and advanced certification and AAS degree, as well as experiential education to meet the needs of patient navigation in multiple settings, in the state and nation. This program will cover interpersonal relations, communication, judgment, and ethical problem-solving, as well as critical thinking, as required by the Master Plan. This new program meets the BORs Master Plan to educate, innovate, and collaborate.

B. Need

9. How does the program align with relevant local, regional, and/or state workforce strategies and future societal educational needs?

Healthcare is a major economic driver on the Northshore, in terms of both jobs and productivity, contributing more than \$1.5 billion to the three-parish GDP. The industry represents 22,000 jobs in the area, and demand continues with 5,000 unique postings for jobs in the past 12 months. Projections indicate that jobs in this sector will increase by 11% by 2026. As population grows across the Northshore, local healthcare leaders have expanded services to improve access to care closer to home. As a result, patients generally do not have to travel long distances for the care that they or their families need. Northshore healthcare institutions need a talented and skilled workforce qualified to provide these enhanced services, so educating and training the next generation of talent is paramount. In February 2021, St. Tammany Corporation launched the St. Tammany Healthcare Leadership Roundtable, another proactive step for economic development to engage a key economic driver in our economy—the healthcare industry—in a robust, collaborative, and solutions-focused facilitated dialogue. These quarterly virtual roundtable meetings are an opportunity to discuss strategic priorities for collaboration, workforce development and talent retention. As the engagement evolved, there was a clear desire among partners to pursue a healthcare infrastructure assessment, prioritize workforce development and talent solutions by leveraging St. Tammany Corporation’s existing Workforce Roundtable, and formalize this collaborative effort. In February 2022, St. Tammany Corporation presented the concept of a three-year healthcare sector pilot program, “Northshore Healthscape: A Collaborative Enhancing the Pulse of our Regional Healthcare Economy”. Recognizing the opportunities, challenges, and needs of our healthcare ecosystem, the priority areas of work for the pilot program are capacity building, workforce and talent, ecosystem development, and strategic implementation. Key deliverables in the pilot program’s first year include a healthcare infrastructure assessment conducted by Vision First Advisors, tangible efforts to address immediate and short-term workforce and talent needs, the development of a Northshore healthcare collective branding campaign and the production of an industry impact report. Specific benchmarks will be determined for each of these priority areas of work, and the success of the pilot program’s first year will be measured by those agreed upon benchmarks. St. Tammany Corporation will serve as the coordinator and project manager for this comprehensive sector strategy implementation. Participants in the broader initiative also include key stakeholders throughout the healthcare industry on the Northshore, with dynamic engagement from our workforce and education partners to enhance workforce retention and development initiatives. As executive representatives of the following entities, we confirm our commitment to Northshore Healthscape and our participation in this initiative through both our financial and human contributions. The three-year pilot program and our participation will be evaluated annually.

To read the full press release on the Northshore Healthscape launch, click here: [22-0504-Northshore-Healthscape-Press-Release.pdf\(sttammany.org\)](https://www.sttammany.org/22-0504-Northshore-Healthscape-Press-Release.pdf)

10. Summarize faculty engagement with alumni, community representatives, employers, Regional Economic Development Organizations (REDO) or other external stakeholders and explain how those conversations shaped the design and curriculum of this proposed degree. – **See attached letters of support.**

As can be seen by the Healthscape organization and multiple letters of support, community and stakeholder input has been received surrounding this new Technical Diploma/Associate of Applied Science degree and multi-certification program. Many entities have been part of the ongoing conversation surrounding the need for non-nursing-licensed personnel to be trained to do Patient /Health Navigation with the crisis nursing shortage, as well as social determinants and health access issues in our local communities that could be addressed by this new job type/ role. These internal and external partners have been integral in the conceptualization, planning, and creation of two national certifications for Patient/Health Navigation. By working with the industry experts at the Patient-Centered Education and Research Institute (PCERI) and field experts following a national roundtable on Patient Navigation and the core competencies needed (see attached white paper), we feel that we have had all the proper stakeholders at the table to shape the design of this program. This design works well for the typical community college student with multiple exit points, add-ons, and transfer pathways to further their education, certifications, and degrees. It has been determined that the Occupational Advisory Council for this Program will include the following representatives: Internal NTCC Personnel: Program Director, AP HSN, Director of Nursing, Patient Navigator Faculty & Staff, Director of Career Services, Student (present and Alumni) Representation, and foundation director. External Stakeholders: Industry Partner HR/Workforce Director and Clinical Director Representation, Critical Access Facility Representative, Louisiana Hospital and Nursing Home Association Representative, Insurance Provider representative, HSDE Counselor/Representative, Church Leaders, Economic Development/Chamber Representative for each parish, FQHC Representatives, and local University partners (SLU, LSU, etc.). External Stakeholders: Industry Partner HR/Workforce Director and Clinical Director Representation, Critical Access Facility Representative, Louisiana Hospital and Nursing Home Association Representative, Insurance Provider representative, HSDE Counselor/Representative, Church Leaders, Economic Development/Chamber Representative for each parish, FQHC Representatives, and local University partners (SLU, LSU, etc.). The proposed curriculum outline and course content was developed by a group of stakeholders over a period of more than one year and included the national entity (PCERI) that has developed two national certifications for this job role – entry level and supervisory/specialty advanced level.

11. What is the program's service area (local, regional, state, national)? If outside of the institution's traditional service area, provide a rationale.

NTCC serves a five-parish region known as the Northshore. These five parishes include Livingston, Tangipahoa, St. Helena, Washington, and St. Tammany. In addition, as the only program of its kind that will have two exit points and two national certifications, with articulation opportunities to local universities for a pathway to advanced certification in population health management or Bachelor of Science, this program will be offered in a hybrid style so that it can easily be program-shared and can literally serve the state. The development of two national certifications in partnership with the Patient-Centered Education and Research Institute (PCERI) will allow us to serve the state and nation with this program until it can be properly replicated across Louisiana and other states.

12. Provide evidence of demand for the program in this service area (e.g. prospective student interest survey data, community needs, letters of support from community groups or employers).

In multiple working meetings with Healthscape and other industry partners in our region, these organizations have pledged support of this program and to post jobs for graduates of this program to be hired. In a survey of our current Health Sciences and Nursing student population 30-40% of them stated they would have been interested in this program and are interested in furthering their education as a patient navigator as an alternative to a Practical or Registered Nurse programs if they have been unable to achieve the test scores for acceptance into those Nursing Programs. Potential students that do not meet the Test of Essential Academic Skills (TEAS) baseline for entry into the RN-ASN program or a Bachelor of Science in Nursing program will be offered this as an alternative to keep them in the Health Sciences field. We see a need for a nursing-like program for those with physical disabilities that inhibit them from training for bedside nursing. Students in our current Registered Nursing (RN) and Practical Nursing (PN) programs that do not achieve academic success in the clinical arena, may articulate to this program level in order not to lose them from a health science career path. In addition, we will seek retired nurses that have been out of the field for an extended period but wish to return to assist their communities during this healthcare worker shortage. These non-active nurses can be articulated to through this program to contribute without having to renew their nursing licenses or work a minimum number of hours to maintain it.

13. What is the employment outlook for occupations related to the program?

You may find this information using the following information sources among others:

- a. EMSI’s Program Overview Report (check with your Office of Academic Affairs for access)
- b. [Louisiana Workforce Commission](#)
- c. [US Department of Labor Projections Managing Partnership](#)
- d. [The NCES CIP to SOC crosswalk](#).

The employment outlook for this program is excellent. Due to the shortage of health care workers in general and specifically nurses, this program is very timely. We have had five major hospital systems, and three smaller critical access hospitals commit to posting five or more Patient/Health Navigator positions prior to the graduation of the first TD student as the program is approved and moves forward. There are already multiple jobs posted that these graduates could perform once the job role awareness spreads. PCERI knows the need and has committed to assisting with the sustainability of this program and will hold a SUMMIT the summer of 2024 to introduce this program, job type, and career path to all. This program will likely change the data regarding this type of work after this job role catches on. Of the CIP/SOCs below, one is a 3-star rating, and a 5-star rating. We feel this program will fall between the 2 ratings below and have determined the 11-9111/51.2208 fits best for this stackable TD/AAS with two national certifications. Working with the area Human Resources Officers from our industry partners, we have determined that this level of training and skill will likely yield a salary between \$45,000 and \$60,000 annually following graduation from this program, depending on credential of TD or AAS. We have provided the data below for the two current CIP/SOC combinations that are closest for comparison.

- ▶ **Current state of Patient Navigation determined by the National Navigator Roundtable:**
 - ▶ 35 training programs identified ranging from 8 hours to 160 hours of training
 - ▶ Cost of these programs ranging from free to \$1500 – mostly short-term, self-paced continuing ed for licensed practitioners in other health-related fields (e.g. RNs, LPNs, Social Workers)
 - ▶ Type of training varied from online self-paced to face-to-face classes
 - ▶ 25 of 35 programs provided general Navigation training; 8 Cancer; 1 behavioral health; 1 unknown
 - ▶ 10 of the 35 were both Community Health Workers (CHW) and non-licensed individuals; 12 CHW only; 11 non-licensed; 1 peer navigator; 1 adult volunteers >55 years of age
 - ▶ Only 10 of the 35 claimed to base their training on competencies
 - ▶ None of these were in the state of Louisiana
- ▶ **Why is a more defined formal program needed for patient/health navigator training?**
 - ▶ **TOP PRIORITY:**
 - ▶ STOP stealing actively licensed RNs and LPNs from hands-on/bedside care
 - ▶ An opportunity for students with physical limitations to work in this field
 - ▶ More opportunities for non-nurses to enter a meaningful job in the field without having to learn hand on clinical care
 - ▶ Provide cost-effective education and ultimately cost-effective patient care in navigation
 - ▶ Address social determinants of care and access for improved patient outcomes within the communities
 - ▶ Close social determinants of health gap for these students/graduates and the population they will serve
 - ▶ Meet current health care measures in the inpatient and/or outpatient areas
 - ▶ Train on a consistent set of required competencies that ensure that knowledge and skills acquired are relevant and specific

***** PLEASE See job info available for these types of programs below. It is evident that something between these is needed if we are to positively impact our communities during this crisis healthcare worker shortage.**

If data for the program’s service area is not available, then use state- or national-level data and indicate below.

Service Area Data State Data National Data

Related Occupation	LWC Star Rating	Current Employment [2022]	Projected Employment [2024]	# Change	% Change	Average Annual Openings	Average Salary [2022]
Community Health Worker (21-1094; 51.1504)	3-star	475	487	12	2.5%	111	\$42,968
		Current Employment [2020]	Projected Employment [2030]	# Change	% Change	Average Annual Openings	
		581	646	65	11.2%	69	
Medical and Health Services Managers (11-9111; 51.2208)	5-star	6,198	6,628	430	6.9%	1,403	\$96,900
Current Employment [2020]		Projected Employment [2030]	# Change	% Change	Average Annual Opening		
5,176		6,350	1,174	22.7%	554		

14. List other institutions within the service area that offer the same or similar programs and include the number of graduates from within the last year. This information is available through IPEDS, EMSI's Program Overview Report and BOR (Board of Regents) Searchable CRIN.

Institution	Program (degree and title)	No. Graduates in past year
NONE – New program	None of its kind in the State of Louisiana	0

15. Based on the data provided in questions 13 and 14, discuss how this program will help address a need or gap in the labor market, or provide education to further the public good.

With the massive crisis shortage of healthcare workers of all kinds, but especially bedside nurses, this program will add specially trained healthcare workers in the field of patient/health navigation and case management. These jobs have routinely utilized Licensed Registered Nurses (RN) and Licensed Practical Nurses (PN) whose education exceeds the needs of this job role. For instance, in the RN programs students are taught critical care, Emergency Room (ER), Operating Room and titration of critical drips in IV therapy. In the PN program, students are taught many clinical bedside skills that are not needed for patient/health navigation. The depth of pharmacology, pathophysiology, and high-tech bedside skills, along with the highest level of critical thinking taught in nursing curricula are not needed in these job roles. More specific education tailored at ensuring organizations can achieve maximum reimbursement from measures achieved by having highly trained/highly skilled patient/health navigators will ensure sustainability and high-demand/high-wage jobs for the future. With telehealth utilization continuing to rise along with social determinants to health and access to health care issues, this role is likely to expand and grow very quickly in multiple settings. By having a curriculum that addresses this specifically, it can be updated and changed quickly and easily to meet the needs of a changing healthcare arena.

16. What impact will the proposed program have on similar or related programs at your institution?

This new healthcare job role that is needed and can easily be utilized in multiple job roles and care settings will positively impact the healthcare shortage in the community directly. We do not anticipate any negative impacts on our current and future healthcare worker programs since they all have a specific call to answer in the field. We do anticipate additional positive impact by having students from other allied health programs with experience in the field return to advance their education and upskill to a high-demand/high-wage job type. It also creates articulation pathways between all our allied health programs to the Patient Navigator program and/or to the university level to advance their degree through our partnership with Southeastern Louisiana University, strengthening the healthcare worker availability in the region and our local communities for longevity. By having this non-bedside alternative job role, we can capture physically disabled; those with an aversion to blood and hands-on care; and older/retired individuals ready to re-enter the healthcare job force.

17. Using data from the US Department of Labor O*-Net and/or EMSI's Program Overview Report identify at least three technical skills and three Knowledge, Skills, and Abilities (KSAs) as identified in O*-Net/EMSI associated with the related occupations.

Occupation	Occupation-specific skills & KSAs
Technical Skill Requirement	Medical software, such as electronic health records (EHRs): EPIC, AMWELL, CERNER, etc.
	Word processing software, such as Google Docs & Microsoft applications (e.g., MS Word, MS Excel)
	Customer relationship management software, such as CareOne Care Ensure or Microsoft Dynamics (https://dynamics.microsoft.com/en-us/crm/what-is-crm/)
Knowledge Skill Requirement	Customer and Personal Service - Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
	Active Learning - Understanding the implications of new information for both current and future problem-solving and decision-making.
Abilities Requirement	Inductive Reasoning - The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

B. Curriculum

18. List at least three programmatic student learning outcomes (what students will know and be able to do). Describe how and when outcomes will be assessed.

1. **Describe communication strategies for building effective and therapeutic relationships with patients and families. Outcomes will be assessed using SLO's and an employer survey at the end of the coursework of the TD following Semester 3.**
2. **Identify the social determinants of health and health disparities and the impact on an individual's health. Outcomes will be assessed using SLO's and an employer survey at the end of the coursework of the TD following Semester 3.**
3. **Assess barriers to care and engage patients and caregivers in identifying potential solutions to financial, social, environmental, health challenges. Outcomes will be assessed using SLO's and an employer survey at the end of the coursework of the TD following Semester 3.**

19. The National Association of Colleges and Employers (NACE) provides the [list of career ready competencies](#) included in the table below. How do the student learning outcomes for the proposed program align with these career competencies? You may also list your institution's alternate career-based competencies if applicable.

Career Ready Competencies (NACE)	Student Learning Outcomes
Critical Thinking/Problem Solving	<ul style="list-style-type: none"> Organize and prioritize resources to optimize access to care across the care continuum for patients, including vulnerable patients.
Oral/Written Communications	<ul style="list-style-type: none"> List three ways summaries can be used in the practice of motivational interviewing. Demonstrate the use of summaries in the practice of motivational interviewing.
Teamwork/Collaboration	<ul style="list-style-type: none"> Describe the importance of building collaborative relationships with other healthcare team members to reduce the patient care barriers.
Digital Technology	<ul style="list-style-type: none"> Describe the use of diagnostic testing for prevention of chronic diseases. Describe the use of diagnostic testing various chronic diseases.
Leadership	<ul style="list-style-type: none"> Identify evidenced-based strategies for employee retention. Identify and demonstrate the use of coaching skills/competencies on employee satisfaction and retention.
Professionalism/Work Ethic	<ul style="list-style-type: none"> Exhibit emotional intelligence needed to positively impact the patient's access to care and community services and desired outcomes.
Career Management	<ul style="list-style-type: none"> Identify quality improvement measures to strengthen the role of patient navigator to improve patient outcomes.
Equity and Global/Intercultural Fluency	<ul style="list-style-type: none"> Describe why chronic diseases affect groups or certain populations differently. Demonstrate a sensitivity and responsiveness to a diverse patient population including but not limited to gender, age, culture, race, religion, abilities, and sexual orientation.
Other (list others)	

20. List the specific technical skills and KSAs identified in question 17 and show how they relate to the program's student learning outcomes. Insert additional rows as needed.

Technical Skills and KSAs	Student Learning Outcome (s)
Medical software, such as electronic health records (EHRs)	Describe and demonstrate basic skills needed to utilize electronic health records for care coordination. (PNAV 2200; PNAV 2500) Accurately and appropriately demonstrate documentation of information regarding the delivery of patient care for medical, legal, and quality of care purposes. (PNAV 1110; PNAV 1310; PNAV 2100; PNAV 2310)
Word processing software, such as Google Docs and Microsoft applications (e.g., MS Word)	Describe and demonstrate verbal and written communication strategies for building effective client and professional relations. (PNAV 1000). Exhibit the ability to assess and utilize evidence-based information in the development of patient navigation plans (written assignment). (PNAV 2500).
Customer relationship management software, such as CareOne Care Ensure or Microsoft Dynamics (https://dynamics.microsoft.com/en-us/crm/what-is-crm/)	Identify the use and significance of customer satisfaction data to the role of the PNAV and to patient outcomes. (PNAV 1110; PNAV 2500)
<u>Customer and Personal Service</u> Knowledge of principles and processes for providing customers and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.	Facilitate a smooth transition of patients across the care continuum, including screening, diagnosis, active treatment, lifestyle prevention measures, survivorship and/or end-of-life care. (PNAV 2100; PNAV 2310).
<u>Active Learning</u> Understanding the implications of new information for both current and future problem-solving and decision-making.	Assess the impact of health communication in assisting individuals and families in making desired behavioral changes. (PNAV 1400; PNAV 1410; PNAV 2500)
<u>Inductive Reasoning</u> The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events)	Maintain and use patient records to report timely patient interactions, barrier resolution, and other evaluation metrics to the healthcare team and funding agencies.

21. The American Association of Colleges & Universities identifies a list of high impact educational teaching and learning practices (HIPs) listed below (see <https://www.aacu.org/trending-topics/high-impact>). Briefly describe how the program will utilize those HIPs that are applicable, including whether it is optional or required.

AACU HIPs	
First Year Experience	N/A
Undergraduate Research	N/A
Common Intellectual Experiences	N/A
Diversity/Global Learning	<p>The PNAV students will be introduced to diversity, equity, and inclusion concepts in the first semester of the program (PNAV 1100 Introduction to Patient Navigation). In context of healthcare needs and general health, the students will evaluate the role of diversity, sociocultural, socioeconomic, and lifestyle factors. Throughout the program, the students will be required to consider these factors for course assignments as they relate to assisting individuals and families in navigating the healthcare system. Below are two sample learning outcomes –</p> <ul style="list-style-type: none"> • Identify the impact of social determinants on health disparities and inequities in access to quality care. • Create nutritional, health and wellness plans that are sensitive to cultural beliefs and practices.
Learning Communities	N/A
ePortfolios	N/A
Writing Intensive Courses	N/A
Service-Learning, Community-based Learning	<p>PNAV Advanced Principles of Patient/Health Navigation—Students select a community organization that services individuals with challenges related to one or more social determinants of health. The students will serve in the organization a designated number of hours. Guided reflection activities will be provided. The students will also complete a case study and community assessment.</p>
Collaborative Assignments & Projects	<p>Team-based assignments will be incorporated into courses throughout the curriculum through required assignments in the following courses:</p> <ul style="list-style-type: none"> • PNAV 1000 Introduction to Communication, Team-Based Care & Cultural Competencies—motivational interviewing • PNAV 1400 Chronic Disease Prevention and Management I—selected disease topic • PNAV 1410 Chronic Disease Prevention and Management II—selected disease topic
Internships	<p>The PNAV student will complete at least five (5) required internships throughout the full 2-year program, including:</p> <ul style="list-style-type: none"> • PNAV 1300 Patient/Health Navigator Clinical Experience I • PNAV 1310 Patient/Health Navigator Clinical Experience II • PNAV 2300 Specialty Concentration I • PNAV 2310 Specialty Concentration II • PNAV 2400 Patient/Health Navigator Leadership & Management <p>The students will be placed with various healthcare facilities (e.g., acute care, FQHCs, outpatient, public health, etc.) that utilize the patient navigator/representative/advocate role, including exposure to various areas or departments that may impact the work of the PNAV (e.g., admissions, EHR, billing, case management, nursing, etc.). Guided assignments will be provided for each clinical experience, including post-experience reflections.</p>
Capstone Courses and Projects	<p>During the completion of one of the student’s specialty concentration courses at the end of the program, the students will complete a course project to design a formal or guided process for navigation of the selected patient population, including at least two case studies.</p>

22. Attach a map of the curriculum by semester for a full-time student enrolled in at least 15 units per semester. This may be structured like a program of study in the general catalog or in a curriculum guide.
- Include course prefixes, numbers, titles, and credit hour requirements. Identify courses that meet general education requirements.
 - Include alternate tracks and requirements by concentration if applicable. Identify courses that are applicable to the alternative tracks.
 - List all major course requirements. Indicate the word “new” beside new courses.
 - Indicate work-based learning experiences (such as internships, clinicals etc.) if applicable.
 - Provide a summary of how the curriculum meets the learning outcome goals described in questions 18-21.

❖ **See Attached Curriculum Outline and Course Descriptions**

23. Check all proposed program modes of delivery that apply:

On campus (<50% online) ^[OB]

Hybrid (51-99% online)

100% online

24. Describe how students will have the opportunity to receive credit for prior learning in the program’s curriculum. (see [Board of Regents Policy AA 2.23](#))

The following student types will be advised into and from this program:

- Students attempting the RN-ASN program, but unable to get the needed TEAS test score to meet admission criteria – similar pre-requisite and general education courses in both programs.
- Students that have an interest in nursing knowledge but are unable to be a bedside nurse trained in a clinical environment that requires physical capabilities or a desire to be a hands-on clinical.
- Students that have passed an LPN or RN program but are unable to pass the NCLEX exam to practice.
- Students that were previously enrolled in a nursing curriculum, but life interruptions that will not allow student to continue in that program.
- Retired nurses out of the field who do not want to renew their active licenses.
- Students who are looking for remote work in the healthcare field from the start of their career.
- Allied Health Students from programs such as Medical Assisting, HIM, on-the-job trained navigators, or care coordinators (non-licensed), or other health-related IBCs.

Based on the above information CPL will look different, depending on from which path the student will be entering this program: One-for-one course review and articulation from the matrix will occur for all students depending upon prior college or work experience and any credentials earned. Based on prior credentials and work experience some non-standardized institutional exams currently utilized in the accelerated PN program will be utilized to give CPL, based on the current policy.

25. Describe how [Open Education Resources \(OER\)](#) have been incorporated into the program’s instructional materials. Identify other measures the institution will take to ensure course material affordability.

We will utilize all available Open Educational Resources (OER) for student savings and affordability. Although this is a new program for Health Sciences, there are multiple programs related to patient navigation such as allied health and nursing that have multiple OERs that can be utilized across programs. We are continuing to research OERs available and commit to utilizing these whenever possible. The NTCC Librarian is researching these ongoing. Nurse films on demand will also be utilized where appropriate for this program.

26. What, if any, special preparation will students need for admission to the program? This may include pre-requisite courses or degrees, program-specific selective admission criteria or eligibility, or work experience

There are no other admission requirements for this program. All other General Education courses are woven throughout the curriculum. The reason for this organization is to allow students to enter rich content surrounding their major early in programming to keep interest and ensure they have chosen their correct pathway early on for success. After a visit with Dr. Monty Sullivan to NTCC, we modified the curriculum to include this approach and make this type of healthcare program more accessible to future students.

27. Identify the partners you are working with to create an educational and career pipeline for this program. Mark all that apply.

- | | |
|---|--|
| <input checked="" type="checkbox"/> High school CTAE | <input checked="" type="checkbox"/> Employers |
| <input checked="" type="checkbox"/> High school STEM | <input checked="" type="checkbox"/> Community organizations |
| <input type="checkbox"/> Career academies | <input checked="" type="checkbox"/> Professional associations |
| <input checked="" type="checkbox"/> 2-year college | <input checked="" type="checkbox"/> Other Programs at your Institution |
| <input checked="" type="checkbox"/> 4-year college/university | <input type="checkbox"/> Other Partner |

List specific partners for each category checked above.

Career and Technical Education (CTE) coordinators for St. Tammany, Washington, Tangipahoa, Livingston, and St. Helena Parish School Districts. Internal and High School STEM Coordinators for NTCC and from local area schools and STEM organizations. Case Management Association. Offices of Medicaid and Medicare. Louisiana Hospital Association. Louisiana Nursing Home Association. LSU Health Sciences Center. Southeastern Louisiana University Health Sciences and Nursing Division. Dr. John Coulk at Lalli Kemp/LSU Clinic System. Hood Memorial, North Oaks Health System, St. Tammany Parish Health System, Ochsner – all facilities, Franciscans Mission of our Lady (FMOL), CommCare, St. Tammany Corporation, Tangipahoa Economic Development Foundation, Tangipahoa Chamber, St. Tammany Chamber, Louisiana State Board of Practical Nurse Examiners (LSBPNE), Louisiana State Board of Nursing (LSBN), and many more, etc.

28. Describe how the education pipeline for the program will function. Include any stackable or transferable credentialing that is involved.

Students can begin in this program or articulate from any allied health program within or external to NTCC: Students ineligible for the Nursing (Practical or Registered Nursing Programs), retired Nurses or other healthcare workers. Community Health workers, etc. The stackable and transferrable credentials are as follows: Technical Diploma (TD) with Certified Patient Navigator Associate (CPNA certification) after 12 months of study, inclusive of clinical externship/internship experience. Associate of Applied Science (AAS) with Certified Professional Patient Navigator (CPPN certification) after completion of TD and continued study for 2 additional semesters and work experience as a CPNA. From the Associate of Applied Science degree, a graduate can transfer to the following programs at Southeastern Louisiana University:

- Certificate in Population Health Management with 9 additional Credit Hours (21 credit hours total for certification without the articulation from the Patient Navigator Program).
- Bachelor of Science in Health System Management or Bachelor of Science in Health Sciences.

29. Describe how the institution will support graduates in meeting career goals such as securing employment, further education, and industry certification.

In working with Healthscape, the St. Tammany Corporation, area hospital CEOs, etc., we have already received commitments for Patient/Health Navigator job roles to be implemented at all major hospital systems on the Northshore. In addition, our Director of Career Services and Foundation Director have been involved in the planning stages of this and will assist in participating in the summit to introduce Patient/Health Navigation as a viable and sustainable career path. The Patient-Centered Education and Research Institute and worked with us to create two National Certification levels for this job role and have been integral in identifying the Core Competencies of Patient/Health Navigation as we have been developing this curriculum. Although there some Patient Navigator referenced programs nationally, none are designed like this one with stackable, identifiable, and progressive credentials and articulation from and to other healthcare programs, schools, universities, etc., with nationally recognized certifications evidencing the core competencies needed to adequately perform the role of Patient/Health Navigator.

30. Describe how the success of program graduates will be tracked and assessed? Success may include employment, enrollment in another degree program, or certification/licensure passage.

As in all Healthcare and Nursing Programs, we monitor and track licensure/certification achieved, employment, advanced education articulation and enrollment. We currently monitor this and are in constant contact with industry partners to ensure the success of the graduates.

C. Students

31. Describe the institution’s process for determining prospective and current student interest in the program. This may include enrollment in existing courses, minors, or concentrations, student surveys, admissions inquiries.

Currently the Health Sciences and Nursing (HSN) Division advises all students interested in any health sciences programming, which allows our advisors and success coaches to individualize their advising for each student's situation. We are already discussing this possible potential pathway with all students that we are currently advising to help them to be eligible for more than one health science option. We will keep a log of interested students that we will inform of program approval once achieved. We will utilize our current systems for community feedback, advertising, and marketing. We will utilize surveys and polls on social media, as well as on our internal NTCC app. We have priced mailouts to retired nurses or other healthcare workers and have notified the professional organizations that this new job type may impact. This program will be included in our communications to high school CTE coordinators and with the combination of General Education courses, which could be a great start for high school CTS students upon graduation from high school.

32. Provide current institutional and department/college overall retention and graduation rates.

Fall to Spring Retention*

Division of Health Sciences

Cohort	Returner	Non-Returner	Cohort Total	% Retained	College-Wide
Fall 2020 to Spring 2021	44	20	64	69%	74%
Fall 2021 to Spring 2022	36	30	66	55%	78%
Fall 2022 to Spring 2023	48	24	72	67%	77%

Graduation Rates, 150%*

Division of Health Sciences

Cohort	Graduate	Non-Graduate	Cohort Total	% Completed	College-Wide
Fall 2019	22	69	91	24%	29%
Fall 2018	22	41	63	35%	28%
Fall 2017	17	43	60	28%	25%

*First-time, full-time, degree seeking students only

Source: IPEDS Graduation Rate 150% Survey

33. Provide an enrollment projection for the next four academic years.

	Year 1	Year 2	Year 3	Year 4
Academic Year (Summer, Fall, Spring)	2024-25	2025-26	2026-27	2027-28
Base enrollment*	30	52	6	60
Lost to Attrition (should be negative)	-8	-8	-8	-8
New to the institution	20	20	15	15
Shifted from existing programs within your institution	2	2	4	6
Total Enrollment	22	44	54	54
Graduates	22 w/TD	22 w/AAS	22 w/AAS	22 w/AAS
Carry forward base enrollment for next year	22	46	45	45

*Total enrollment becomes the base enrollment for the following year

34. If projected retention/graduation rates are significantly different than for the institution overall, please explain.

Health Sciences and Nursing retention rates are generally between 40-60%. With a 40-50% attrition rate nationally, we anticipate less attrition with this program due to the less advanced knowledge required in the pharm and pathophysiology content. In addition, the area that often is problematic for nursing and other allied health positions is the clinical skill component. Although this program will have a clinical experience component, there are no hands-on bedside skills to achieve. This should result in more favorable retention and attrition rates for this program.

35. Discuss the marketing and recruitment plan for the program. Include how the program will be marketed to adult learners and underrepresented and special populations of students.

In the Health Science & Nursing Division (HSN), we already use the following means for recruitment into current HSN programming: radio, billboards, interviews, social media, summit for new job type (summer '24), press releases to local media programming, divisional newsletter, print ads in magazines that go to all households, etc. We will also hold informational sessions at all campuses. We will put announcements out to all local chambers and Healthscape. We will do an info session for our adult education population within NTCC and surrounding LCTCS colleges. There will be a programmatic page dedicated to Patient / Health Navigation on the website and in our course catalog. We will utilize informational videos on the programmatic page to assist interested students in getting started. We will continue to provide advisors and success coaches within the HSN Division to ensure individualized mapping of career/education counseling utilizing the HSN advising worksheet tool specific to this program.

D. RESOURCES

F1. Finance

36. Attach the completed Regents budget template **--- See Attached Budget Worksheet**

37. How has student affordability been considered in the design of the program? Are there any additional financial costs that students will have to take on as part of this program? (e.g. special fees, software licenses, equipment, travel, etc.) If so, what strategies have you adopted to offset the cost burden?

As in all Health Sciences & Nursing programs, we carefully consider our community college population and understand the need to be cost-conscious for our students. We have considered the affordability and need for these students to be able to get out as quickly as possible with gainful employment and, therefore, created two exit points with the first being a technical diploma and an associate degree. We also considered costs in the articulation plans within and outside of NTCC by ensuring ease of articulation to and from other Health Science and Nursing programs within NTCC and advanced certifications and degrees available at our local universities. We are using as many Open Educational Resources (OER) as possible to assist these students, especially since this is a new degree program that does not have specified textbooks available currently. No special software will be required, and travel will only be to the clinical experience sites that are in closest proximity while still meeting the course objectives. We plan to utilize Health Care Expansion dollars for equipment or software that will benefit the program, without burdening the individual student. We hope to utilize short lab coats only for the clinical experience setting to save students money on uniform costs.

38. How will the institution cover increased indirect costs associated with the proposed program? Consider costs such as student advising, student support services, tutoring, career services, additional library materials, and replacing or upgrading technology or other infrastructure.

The Health Sciences & Nursing Division has grown rapidly and expansively in the past five years. We are utilizing all available grant dollars from the system, state, and federal entities. The HSN Division has already expanded its advising, tutoring and career services throughout the past five years, in response to the pandemic and crisis shortages in all healthcare jobs. This program will benefit from those additions as part of this expanded HSN Division. Although space is a premium, NTCC has acquired land for three new campus/buildings, much of which will be dedicated to HSN programming. In this program, however, the only required space is a classroom space. The hands-on/experiential learning will take place in clinical facilities or other entities. Telehealth equipment is already available in our current learning spaces.

39. If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.

Healthcare expansion funding and self-generating funds are the plan to mitigate any costs for this program without impacting other existing programs. If anything, the faculty may be shared with the existing Practical and Registered Nursing programs, reducing costs for all across the HSN Division. In addition, we will be able to capture students that are exiting other programming to continue to retain revenues that would otherwise be lost. No new costs outside of faculty are required to support this new program.

F2. Instruction and Student Support

40. Faculty

a. Describe the needs for new/additional faculty for the program including program leadership? Identify any anticipated challenges in hiring adequate faculty for the program.

This program will require a Program Director. We have already identified a candidate that we have utilized to consult on the program planning. This Program Director will need a master's degree in nursing or health systems management or public health. Instructors for this program will also need to be master's degree prepared with the same type of background (nursing or population/public health). Ideally, the Program Director will have at least one (1) year of experience in coordinating or directing a program. This program and the Program Director will report to the Director of Nursing and Dean of Health Sciences and Nursing. We have utilized multiple methods of recruitment and advertising and have enjoyed very few vacancies in the HSN Division. We have been remarkably successful in sharing HSN faculty across programming whenever possible.

b. How will current faculty be re-directed to this program from existing programs?

Once this program is approved, we will announce its start to all existing HSN full-time and adjunct faculty. Those that qualify to teach in this program, along with or instead of their regular assignment, will be given the opportunity to apply to teach in the Patient Navigator Program. We plan to utilize guest lecturers from other HSN programming as content is applicable, which will enhance the program's rich content by utilizing subject matter expertise from existing programming.

c. Attach your SACSCOC Faculty Roster for the proposed program. (Please indicate anticipated positions that will need to be filled in the future) --- **See Attached Roster**

1. One Full Time Program Director Position:

Dr. Kim Brannigan - RN-MSN, MBA, PhD – Spring 2024 (as adjunct) in anticipation of beginning first classes and completion of curriculum content writing in the Patient Navigator curriculum and then into the classroom in Fall 2024.

2. One additional Adjunct/Part-Time Faculty Member – Master of Science prepared faculty in population health or other related concentration (e.g. subject matter experts in the fields of

3. One additional Adjunct/Part-Time Faculty Member – Master of Science prepared faculty in population health or other related concentration (e.g. subject matter experts in the fields of Health Information/Coding/Billing/Patient Access & Registration/Population Health/Nutrition/Pharmacology/Pathophysiology, etc.).

4. One Additional Full Time Faculty Member – RN-MSN or master's degree in public/population health, or other related concentration – Fall 2025 in anticipation of two full cohorts.

41. Describe additional staff needed for this program (e.g., advising, professional development, program administration, academic coaching, etc.).

An Administrative Assistant will be shared with the PN and RN programs, which is common at the Lacombe Campus. In addition, student workers will be requested each semester for clerical support. Faculty will be trained for advising within and between all HSN programming, as is currently done on each NTCC campus. In addition to the Program Director, only one full-time faculty and one adjunct faculty need is anticipated.

n

F3. Facilities

42. Where will the program be offered? Mark all that apply.

Main Campus Satellite campus (specify campus here) _____ 100% Online

This program will be a hybrid program and will begin at the Lacombe Campus with additional classes and clinical taught at the St. Tammany Academic Center(STAC), which is not an off-campus site due to being below 50% of program. As the program grows, locations may be added for student convenience; however, currently the plan is to house this program at the Lacombe Campus. The hybrid nature of the program creates easy expansion to other campuses and program sharing with other LCTCS institutions.

43. What types of facilities are needed for the program? Fill out the chart below as applicable. Add lines under "other" as needed.

Space	New Space	Use Existing Space (as is)	Use Existing Space (Renovated)	Sem/Yr. of Occupancy
Dry Labs (STEM related) NURSING LABS	N/A	Two Lacombe or STAC nursing labs for demo/sim - very limited need. Will coordinate with division leads at each campus when/if needed.	N/A	Spring 2025
Wet Labs (STEM related)	N/A	N/A	N/A	N/A
Dedicated Offices	N/A	Two STAC and Lacombe group faculty areas for faculty offices – if possible, a Program Director office will be utilized at the STAC location.	N/A	One Fall 2024 One Spring 2025
Fine Arts Spaces	N/A	N/A	N/A	N/A
Classrooms	N/A	One traditional classroom One traditional classroom (requiring 2 classrooms scheduled for 2 cohorts per academic year)	N/A	Fall 2024 Spring 2025
Meeting Rooms	N/A	Campus Conference Rooms	N/A	Fall 2024
Student Study Space	N/A	Library Commons	N/A	Fall 2024
Shared Space with other campus units	N/A	Computer labs	N/A	Fall 2024
Other (Specify)	N/A	N/A	N/A	N/A

44. Describe needs and costs for new or renovated facilities required for the program. Capital Costs for Needed Facilities and Space.

Facility/Space Name	Gross Square Footage	Start Up Costs	Ongoing Costs	Est. Occupancy Date	Funding Source
New Construction					
NONE	\$0	\$0	\$0	\$0	\$0
Renovations and Infrastructure*					
NONE	\$0	\$0	\$0	\$0	\$0
Purchases: Land, Buildings etc.					
NONE	\$0	\$0	\$0	\$0	\$0
Lease space					
NONE	\$0	\$0	\$0	\$0	\$0
TOTAL Cost	\$0	\$0	\$0	\$0	\$0

*Include the name of the building or location being impacted and what will need to be done. Infrastructure includes new systems such as: mechanical/electrical/plumbing, site utilizes, parking/drainage, IT networks, resiliency infrastructure, etc.

45. Discuss the impact of construction or renovation on existing campus activities and how disruptions will be mitigated. Explain how existing programs benefit from new facilities and/or space(s) and changes to existing space.

No construction or renovation is needed for this program. Traditional Classroom space, computer labs, nursing labs, etc. already exist on all campuses and locations. No additional costs or impact to mitigate.

46. Will any existing programs be negatively impacted (e.g. lose classroom or office space) by proposed facility changes? If so, discuss how the impacts of these changes will be mitigated.

No other programs will be negatively affected or impacted by this program. Classroom space is a valuable commodity on all campuses but creative scheduling and collaboration with the Campus Deans will make this possible. This program will act more like a traditional degree rather than health sciences programs in the way of resources, space, and personnel. Since this program will be hybrid, much less space will be needed than with other potential new health sciences programming that could be pursued at this time.

47. Are there facility needs related to accreditation? Are there any accreditation standards or guidelines that will impact facilities/space needs now or in the future? If so, please describe the projected impact.

No, this program does not have a programmatic accreditor nor a separate state or federal regulatory body. The subject matter expert organization of PCERI has been included in the planning of this program curriculum and two national certifications have been developed by this entity that will be utilized in completion of both the Technical Diploma and the Associate of Applied Science exit points in this program.

F4. Technology and Equipment

48. Identify any major equipment or technology integral to program implementation and sustainability. List equipment or assets over \$5,000 (cumulative per asset) needed to start-up and run the program.

Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
Smart Board with Podium and Laptop	\$0 classrooms already equipped	\$0 upgrades to software or newer technology only – cannot estimate this at this time	Fall 2024
Total Technology and Equipment Costs	0	0	

E. RISKS AND ASSUMPTIONS

49. In the table below, list any risks to the program's implementation over the next four years. For each risk, identify the impact (low, medium, high), probability of occurrence (low, medium, high), and the institution's mitigation strategy for each risk. Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).

Risk	Impact	Probability	Risk Mitigation Strategy
Lack of applicants	<u>Low</u>	Low	<p>1. Utilize articulations from other internal and external programs and use as an alternative pathway for students lacking entry level criteria for other HSN programs.</p> <p>2. Industry-sponsored students to ensure viable cohorts if applications are down at any given time. This allows upskill training for other HSN positions that may not be appropriate to articulate to a PN or RN licensed worker, while maintaining employment with their sponsoring organization, assisting with securing successful student outcomes.</p>
Lack available faculty	Medium	Medium	<p>Continue advertising, cross-training, and faculty development activities that have served us so well in all our HSN programs. These approaches have allowed us a much lower faculty vacancy rate than other colleges and universities in this region and across the state. Cross-utilization of faculty across programs creates job satisfaction, additional qualified faculty availability, and decreased turnover rate. Request Faculty-Share model with Industry partners, as per our solutions during Covid.</p>
Lack of funding for this expanded HSN programming and faculty salaries	Low	Low	<p>Engage in grant opportunities (currently applying for HSRA grant that will pay for parts of this program's delivery). Utilize Healthcare Expansion dollars to assist in launch of this new two exit point/certification TD/AAS program. Partner with universities that may have additional grant opportunities for articulation to and from this program as we have done for accelerated nursing programs with our university partners. Request Faculty-Share model with Industry partners, as per our solutions during Covid – many of these partners absorbed the cost of that faculty as part of their role in their jobs and as our partnerships determined were necessary to assist our communities with the healthcare worker shortage.</p>
Lack of Space to house the program	Medium	Medium	<p>Will offer this program delivery in a hybrid format to ensure adequate space available for a minimum of two cohorts at any one time. The goal is to start the program every fall to produce at least 30-60 graduates per year. Additional off-campus sites through healthcare industry partners will be considered as the program grows in enrollment. Having a hybrid mode of delivery option will minimize impact on current facilities. In addition, we conduct weekly General Education and HSN call to ensure proper planning for all the needed General Education courses for availability for this program and all HSN programs.</p>



Patient-Centered Education & Research Institute

9714 Southern Breeze Lane

Louisville, KY 40299

<https://patient-institute.org>

270-283-2775



October 30, 2023

Christi Marceaux
Northshore Technical Community College
111 Pride Drive
Hammond, Louisiana 70401

Dear Ms. Marceaux:

I am writing in support of Northshore Technical and Community College's plan to implement a patient/health navigation (PN) program. I believe that this program will provide the region with a healthcare education that will accomplish several important tasks:

1. Provide patient navigation professional training in a cost-effective manner that benefits the individual, healthcare facilities, and their communities.
2. Support effective, evidence-based patient-centered practices in a community while reducing overall healthcare costs.
3. Improve care outcomes as a result of having a patient navigator assigned to assist patients.
4. Encourage patient responsibility for their treatment plans by improving their health literacy and assisting with adherence practices

In establishing its program, the college has followed guidance from the Patient-Centered Education and Research Institute, a nonprofit patient navigation certification agency, and standards from the National Patient Navigation Roundtable. (Valvadare, P.A. et al, 2019). Northshore's curriculum directly addresses the education needed to make a difference in the region's healthcare

We strongly support implementation of this patient navigation instructional program.

Sincerely,

A handwritten signature in black ink that reads "Brian E. Daly".

Brian E. Daly, EdD
Executive Director

Valverde, P.A., Burhansstipanov, L., Patierno, S., Gentry, S., Andrea Dwyer, A.; Wysocki, K; Patterson, A.K., Krebs, L., Sellers, J., and Johnston, D., *Findings From the National Navigation Roundtable: A Call for Competency-Based Patient Navigation Training*. Cancer, 2019.

President/Chief Executive Officer
Joan M. Coffman, FACHE



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Dear Academic Program and Curriculum Review Committee,

Northshore Technical Community College (NTCC) is proposing a new Associate of Applied Science degree to implement a Patient/Health Navigator program. St. Tammany Health System supports the creation and implementation of this new degree program.

Projections indicate that healthcare sector jobs on the Northshore will increase by 11% by 2027, demonstrating the need for an expansion of training services in our region. Our organization is actively engaged in Northshore Healthscape: A Collaborative Enhancing the Pulse of our Regional Healthcare Economy, and the Patient Navigator program at NTCC will directly complement these efforts. St. Tammany Health System believes that this program will provide the region with a healthcare education that will accomplish several important tasks:

- Provide patient navigation professional training in a cost-effective manner that benefits the individual, healthcare facilities, and their communities.
- Support effective, evidence-based patient-centered practices in a community while reducing overall healthcare costs.
- Improve care outcomes as a result of having a patient navigator assigned to assist patients.
- Encourage patient responsibility for their treatment plans by improving their health literacy and assisting with adherence practices.

In establishing this program, NTCC has followed guidance from the Patient-Centered Education and Research Institute, a nonprofit patient navigation certification agency, and standards from the National Patient Navigation Roundtable. NTCC has also worked closely with colleagues at LSU Health Sciences Center School of Public Health and School of Medicine in the development of the curriculum and has identified additional complementary education and training opportunities at Southeastern Louisiana University. NTCC's curriculum directly addresses the education needed to make a difference in the region's healthcare. St. Tammany Health System is willing to create new Patient/Health Navigator positions within our organization prior to the first cohort of students completing this educational program to ensure the mission of the program is indeed able to meet the needs of the community.

St. Tammany Health System fully supports Northshore Technical Community College's program application to create and implement the new Associate of Applied Science degree for the Patient/Health Navigator program. NTCC has been and continues to be a loyal, innovative healthcare partner and this program is just another example of their commitment to clinical and academic excellence in our region. Together, we can positively impact the workforce and talent pipeline for the entire regional healthcare community.

Gratefully,

Joan M. Coffman
President & CEO
St. Tammany Health System

1202 South Tyler Street
Covington, LA 70433

985.898.4402 main
StTammany.health



Health Care Services Division
Lallie Kemp Regional Medical Center

Louisiana Board of Regents
1201 North 3rd St Suite 6-200
Baton Rouge, LA 70802

To Members of the Louisiana Board of Regents,

Since 1938 Lallie Kemp Regional Medical Center (LKRMC) in Independence, Louisiana has provided inpatient, emergency, surgical, and outpatient clinic and ancillary services for the local population and surrounding areas of Tangipahoa, Livingston, and St. Tammany Parishes. We work daily to address the social determinants of health and medical needs of our patient population while driving efficiency in our clinical and administrative work processes. As a Critical Access Hospital in a rural area we face dual challenges of providing accessible, comprehensive health care to patients while addressing unique staffing and operational needs.

Patient Navigation has expanded from origins in cancer care in the 1990s to successful management of other chronic conditions by providing “personalized guidance to patients as they move through the healthcare system” (American Medical Association). The implementation of patient navigation programs promotes cost-effective care for patients in medically underserved areas who may have transportation, health literacy and financial challenges. Communication with patients about appointments and activities to ensure their visit with the medical provider is clinically productive and complete is one of the many facets of patient navigation that benefit both consumers and providers of health care services.

Lallie Kemp Regional Medical Center serves as a clinical training site for numerous educational programs including Southeastern Louisiana University (SLU) and Northshore Technical Community College (NTCC). We look forward to providing the same learning opportunities for the Patient Navigator Certification and Associate Degree Programs currently being proposed by NTCC. We envision participation by LKRMC in the training, hiring, and expanding use of Patient Navigators at our facility. We will provide feedback of evidence-based care improvement utilizing patient-navigation to the NTCC program as it is implemented and expanded.

The staff of Lallie Kemp Regional Medical Center is excited to participate in what may become the model for Patient Navigator programs nationally and for the benefits it will bring to our dedicated team in staffing, operations, and clinical care.

Sincerely,

Lisa G. Bruhl, BSW, NFA, FABC
Chief Executive Officer
LSU Health
Lallie Kemp Medical Center
lbruhl@lsuhsc.edu
Office: 985-878-1360



Dear Academic Program and Curriculum Review Committee,

Northshore Technical Community College (NTCC) is proposing a new Associate of Applied Science degree to implement a Patient/Health Navigator program. Ochsner Health supports the creation and implementation of this new degree program.

Projections indicate that healthcare sector jobs on the Northshore will increase by 11% by 2027, demonstrating the need for an expansion of training services in our region. Our organization is actively engaged in Northshore Healthscape: A Collaborative Enhancing the Pulse of our Regional Healthcare Economy, and the Patient Navigator program at NTCC will directly complement these efforts. Ochsner believes that this program will provide the region with a healthcare education that will accomplish several important tasks:

- Provide patient navigation professional training in a cost-effective manner that benefits the individual, healthcare facilities, and their communities.
- Support effective, evidence-based patient-centered practices in a community while reducing overall healthcare costs.
- Improve care outcomes as a result of having a patient navigator assigned to assist patients.
- Encourage patient responsibility for their treatment plans by improving their health literacy and assisting with adherence practices.

In establishing this program, NTCC has followed guidance from the Patient-Centered Education and Research Institute, a nonprofit patient navigation certification agency, and standards from the National Patient Navigation Roundtable. NTCC has also worked closely with colleagues at LSU Health Sciences Center School of Public Health and School of Medicine in the development of the curriculum and has identified additional complementary education and training opportunities at Southeastern Louisiana University. NTCC's curriculum directly addresses the education needed to make a difference in the region's healthcare. Ochsner is willing to create new Patient/Health Navigator positions within our organization prior to the first cohort of students completing this educational program to ensure the mission of the program is indeed able to meet the needs of the community.

Ochsner Health fully supports Northshore Technical Community College's program application to create and implement the new Associate of Applied Science degree for the Patient/Health Navigator program. Together, we can positively impact the workforce and talent pipeline for the entire regional healthcare community.

Sincerely,

A handwritten signature in blue ink, appearing to read "T. Riddell".

Timothy Riddell, MD
Chief Executive Officer
Ochsner Health- Northshore & Mississippi Gulf Coast Region



December 11, 2023

Dear Academic Program and Curriculum Review Committee,

Northshore Technical Community College (NTCC) is proposing a new Associate of Applied Science degree to implement a Patient/Health Navigator program. North Oaks Health System supports the creation and implementation of this new degree program.

Projections indicate that healthcare sector jobs on the Northshore will increase by 11% by 2027, demonstrating the need for an expansion of training services in our region. Our organization is actively engaged in Northshore Healthscape: A Collaborative Enhancing the Pulse of our Regional Healthcare Economy, and the Patient Navigator program at NTCC will directly complement these efforts. North Oaks believes that this program will provide the region with a healthcare education that will accomplish several important tasks:

- Provide patient navigation professional training in a cost-effective manner that benefits the individual, healthcare facilities, and their communities.
- Support effective, evidence-based patient-centered practices in a community while reducing overall healthcare costs.
- Improve care outcomes as a result of having a patient navigator assigned to assist patients.
- Encourage patient responsibility for their treatment plans by improving their health literacy and assisting with adherence practices.

In establishing this program, NTCC has followed guidance from the Patient-Centered Education and Research Institute, a nonprofit patient navigation certification agency, and standards from the National Patient Navigation Roundtable. NTCC has also worked closely with colleagues at LSU Health Sciences Center School of Public Health and School of Medicine in the development of the curriculum and has identified additional complementary education and training opportunities at Southeastern Louisiana University. NTCC's curriculum directly addresses the education needed to make a difference in the region's healthcare. North Oaks is willing to create new Patient/Health Navigator positions within our organization prior to the first cohort of students completing this educational program to ensure the mission of the program is indeed able to meet the needs of the community.

North Oaks fully supports Northshore Technical Community College's program application to create and implement the new Associate of Applied Science degree for the Patient/Health Navigator program. Together, we can positively impact the workforce and talent pipeline for the entire regional healthcare community.

Sincerely,

A handwritten signature in black ink, appearing to read "Michele Kidd Sutton".

Michele Kidd Sutton, FACHE
President / CEO
North Oaks Health System



December 11, 2023

Dear Academic Program and Curriculum Review Committee,
Northshore Technical Community College (NTCC) is proposing a new Associate of Applied Science degree to implement a Patient/Health Navigator program. Slidell Memorial Hospital supports the creation and implementation of this new degree program.

Projections indicate that healthcare sector jobs on the Northshore will increase by 11% by 2027, demonstrating the need for an expansion of training services in our region. Our organization is actively engaged in Northshore Healthscape: A Collaborative Enhancing the Pulse of our Regional Healthcare Economy, and the Patient Navigator program at NTCC will directly complement these efforts. Slidell Memorial Hospital believes that this program will provide the region with a healthcare education that will accomplish several important tasks:

- Provide patient navigation professional training in a cost-effective manner that benefits the individual, healthcare facilities, and their communities.
- Support effective, evidence-based patient-centered practices in a community while reducing overall healthcare costs.
- Improve care outcomes as a result of having a patient navigator assigned to assist patients.
- Encourage patient responsibility for their treatment plans by improving their health literacy and assisting with adherence practices.

In establishing this program, NTCC has followed guidance from the Patient-Centered Education and Research Institute, a nonprofit patient navigation certification agency, and standards from the National Patient Navigation Roundtable. NTCC has also worked closely with colleagues at LSU Health Sciences Center School of Public Health and School of Medicine in the development of the curriculum and has identified additional complementary education and training opportunities at Southeastern Louisiana University. NTCC's curriculum directly addresses the education needed to make a difference in the region's healthcare. Slidell Memorial Hospital is willing to create new Patient/Health Navigator positions within our organization prior to the first cohort of students completing this educational program to ensure the mission of the program is indeed able to meet the needs of the community. Slidell Memorial Hospital fully supports Northshore Technical Community College's program application to create and implement the new Associate of Applied Science degree for the Patient/Health Navigator program. Together, we can positively impact the workforce and talent pipeline for the entire regional healthcare community.

Sincerely,

Sandy Badinger

CEO

Slidell Memorial Hospital

1001 Gause Boulevard
Slidell, LA 70458-2987
985.643.2200
www.slidellmemorial.org



Dear Academic Program and Curriculum Review Committee,

Northshore Technical Community College (NTCC) is proposing a new Associate of Applied Science degree to implement a Patient/Health Navigator program. FMOLHS's Northshore Market supports the creation and implementation of this new degree program.

Projections indicate that healthcare sector jobs on the Northshore will increase by 11% by 2027, demonstrating the need for an expansion of training services in our region. Our organization is actively engaged in Northshore Healthscape: A Collaborative Enhancing the Pulse of our Regional Healthcare Economy, and the Patient Navigator program at NTCC will directly complement these efforts. Our Lady of the Angel's Hospital in Bogalusa as well as it's other facilities in St. Tammany Parish believes that this program will provide the region with a healthcare education that will accomplish several important tasks:

- Provide patient navigation professional training in a cost-effective manner that benefits the individual, healthcare facilities, and their communities.
- Support effective, evidence-based patient-centered practices in a community while reducing overall healthcare costs.
- Improve care outcomes as a result of having a patient navigator assigned to assist patients.
- Encourage patient responsibility for their treatment plans by improving their health literacy and assisting with adherence practices.

In establishing this program, NTCC has followed guidance from the Patient-Centered Education and Research Institute, a nonprofit patient navigation certification agency, and standards from the National Patient Navigation Roundtable. NTCC has also worked closely with colleagues at LSU Health Sciences Center School of Public Health and School of Medicine in the development of the curriculum and has identified additional complementary education and training opportunities at Southeastern Louisiana University. NTCC's curriculum directly addresses the education needed to make a difference in the region's healthcare. The Northshore Market facilities are willing to create new Patient/Health Navigator positions within our organization prior to the first cohort of students completing this educational program to ensure the mission of the program is indeed able to meet the needs of the community.

FMOLHS's Northshore Market fully supports Northshore Technical Community College's program application to create and implement the new Associate of Applied Science degree for the Patient/Health Navigator program. Together, we can positively impact the workforce and talent pipeline for the entire regional healthcare community.

Sincerely,

A handwritten signature in blue ink that reads "Paolo Zambito".

Paolo Zambito, President
FMOLHS Northshore Market
Our Lady of the Angels Hospital

Curriculum and Exit Points

New	PNAV 1000 - Intro to Communication, Team Based Care & Cultural Competencies	2
New	PNAV 1100 - Intro to Patient/Health Navigation	3
New	PNAV 1200 - Nutritional Concepts and Diet Therapy for Patient / Health Navigators	3
New	PNAV 1110 - Principles of Patient / Health Navigation I	3
New	PNAV 1300 - Patient /Health Navigator Clinical Experience I	1
New	PNAV 1400 Chronic Disease Prevention and Management I	3
New	PNAV 1500- Basic Pharmacology for Patient /Navigators	3
New	PNAV 1410 - Chronic Disease Prevention and Management II	3
New	PNAV 1310 - Patient / Health Navigator Clinical Experience II	6
GE Core	Math Elective	3
GE Core	BIOL 1100 General Biology I	3
	HSOM 1020 - Medically Terminology	3
	BIOL 1015 General Biology Lab	1
	BIOL 2200 A&P I	3
	BIOL 2215 A&P I Lab	1
	BIOL 2300 A&P 2	3
	BIOL 2315 A&P 2 Lab	1
	TD Patient Navigator Associate	45
New	PNAV 2100 - Advanced Principles of Patient / Health Navigation	2
New	PNAV 2000 - Ethical, Cultural, Legal & Professional Issues	1
New	PNAV 2200 - Digital Tele Health (Health Informatics)	1
New	Patient Navigator Elective* (Introduction)	3
New	PNAV 2400 - Patient / Health Navigator Leadership & Management	2
New	PNAV 2500 - Accessing and analyzing health information (Data Management)	2
New	Patient Navigator Elective** (Advanced)	3
New	PNAV 2600 - Population Health / Prevention & Community Health	2
GE Core	ENGL 1015 English Comp I	3
GE Core	Humanities Elective	3
GE Core	Social Science Elective	3
	AAS Patient Navigator	70
	*Patient Navigator Electives (Introduction)	
	PNAV 2301 Mental Health & Substance Abuse	
	PNAV 2302 Oncology	
	PNAV 2303 Chronic Disease in Adults/Gerontology	
	PNAV 2304 High Risk Maternal/Child	
	**Patient Navigator Electives (Advanced)	
	PNAV 2311 Mental Health & Substance Abuse	
	PNAV 2312 Oncology	
	PNAV 2313 Chronic Disease in Adults/Gerontology	
	PNAV 2314 High Risk Maternal/Child	

Course Descriptions

PNAV 1000 - Intro to Communication, Team Based Care & Cultural Competencies

This course will provide a comprehensive understanding of the fundamental principles and introduce the study of effective communication, team-based care, and cultural competencies and how each impacts the delivery of quality healthcare amongst all provider roles and professional settings. Emphasis will be placed on applying communication theories and principles toward becoming a more competent interpersonal communicator. Participants will explore the essential skills and knowledge necessary to foster effective communication, collaborate in interdisciplinary teams, and navigate diverse cultural contexts in order to enhance patient care and promote positive outcomes. Students will develop effective verbal and non-verbal communication skills, understand the importance of active listening and empathetic communication, and learn to communicate clearly and concisely in various healthcare scenarios. Students will demonstrate therapeutic communication techniques. An introduction to Motivational Interviewing and behavior modification and importance of patient centered communication will be explored. The course will include an introduction to team-based care and explore the concept of interdisciplinary teamwork in healthcare to gain an understanding of the roles and responsibilities of different healthcare professionals. Students will learn to develop strategies for effective collaboration and communication within healthcare teams. This course will also introduce students to cultural competencies to increase awareness and sensitivity to cultural diversity in healthcare and explore the impact of cultural factors on healthcare delivery and patient outcomes. Students will be educated to develop skills to navigate cultural differences and promote culturally competent care. Students will be encouraged to self-reflect on their personal communication styles, cultural biases, and teamwork dynamics. Creating and maintaining a culturally competent workforce will be addressed. Understanding others' worldview will be practiced.

Pre-requisite(s): None

Co-requisite(s): PNAV 1100; PNAV 1200.

Credit hours: 2 (hybrid)

PNAV 1100 - Intro to Patient/Health Navigation

This introductory course provides a basic overview of health systems, exploring the fundamental components and structures that contribute to the delivery of healthcare services. Students will gain a foundational understanding of the key elements shaping health systems with a focus on the interplay between various stakeholders, policies, and healthcare delivery models. This course will include health system basics, definition and components of health systems, primary, secondary, and tertiary levels of healthcare, as well as public health and preventive measures. The role of government in healthcare, healthcare financing and insurance models, as well as regulatory frameworks and quality assurance will be covered. An overview of healthcare delivery models and healthcare delivery systems (e.g., fee-for-service, managed care, universal healthcare), as well as emerging trends in telehealth and digital health will be reviewed. The roles and responsibilities of healthcare professionals and workforce challenges and solutions will be covered, as well as interdisciplinary collaboration, health information technology, electronic health records and data management will be introduced. This course will introduce the concepts of community health and social determinants of health, as well as the impact of social and economic factors on health and patient outcomes. Community-based healthcare initiatives, addressing health disparities, and emerging issues in health systems will be explored, along with healthcare innovations and technology advances, and an introduction to ethical considerations in patient / health navigations.

Pre-requisite(s): None

Co-requisite(s): PNAV 1000; PNAV 1200.

Credit Hours: 3 (Hybrid)

PNAV 1110 - Principles of Patient / Health Navigation I

The course is designed to provide students with a foundational understanding of health navigation, a crucial aspect of healthcare management and patient advocacy. The course explores the fundamental principles, skills, and knowledge required for effectively guiding individuals through the complex healthcare system. Key Topics Covered: Introduction to health navigation, patient advocacy, specific medical terminology, immunizations, screenings, early detection methods, health promotion and education strategies for individuals and communities, documentation, the healthcare system, effective communication and interpersonal skills, evolution in healthcare navigation, and current trends and challenges in healthcare and patient / health navigation. Healthcare systems and policies, patient rights, and understanding medical records and health professionals documentation will be covered. This course is designed to assist students in understanding the role of the patient / health navigator in the multiple healthcare settings. Students will develop the necessary competencies to serve as effective health navigators, helping individuals navigate the complexities of the healthcare system and achieve optimal health outcomes by integrating theoretical concepts with practical skills through case studies, role-playing, and real-world scenarios.

Pre-Requisite(s): PNAV 1000; PNAV 1110; PNAV 1200.

Co-Requisite(s): PNAV 1300; PNAV 1400; PNAV 1500

Credit Hours: 3 (Hybrid)

PNAV 1300 - Patient /Health Navigator Clinical Experience I

This course will provide the clinical experience for entry-level patient navigators. Students will attend clinical experience in which they will shadow various employees in different settings at a facility with a community industry partner. The students will experience the following areas during their clinical experience: Patient Access and Registration in an inpatient, emergency room, and outpatient setting; Discharge Planning in the inpatient setting; Population health navigation in the outpatient setting; Insurance-based navigation. Students will observe assessments of social determinants of health, income-based needs, and specific health screenings. Students will be given a project to present to the class that explores a patient / health navigation topic in-depth during this clinical experience (eg. HEDIS measures, heart health screening tools, etc.).

Pre-Requisite(s): PNAV 1000; PNAV 1200.

Co-Requisite(s): PNAV 1300; PNAV 1400; PNAV 1500; PNAV 1110

Credit Hours: 1 (Clinical experience)

PNAV 1400 Chronic Disease Prevention and Management I

This course is designed to provide students with an overview of the principles, strategies, and interventions related to the prevention and management of chronic diseases. Chronic diseases, such as cardiovascular diseases, diabetes, and respiratory conditions, pose significant challenges to global health, requiring multifaceted approaches for effective prevention and management. Throughout this course, students will explore the pathophysiology of chronic diseases, risk factors, and the social determinants of health that contribute to their prevalence. Emphasis will be placed on evidence-based practices for preventing the onset of chronic diseases, as well as strategies for managing and mitigating their impact on individuals and communities. The definition, classification, global burden, epidemiology, and trends in prevalence of major chronic conditions will be covered. Students will learn the risk factors, and determinants of these chronic diseases and explore behavioral, environmental, genetic, and socio-economic factors contributing to chronic diseases. Students will gain understanding of the social determinants of health and their impact on disease development, as well as lifestyle modifications, health promotion, and public health initiatives aimed at preventing the onset of the disease. This course will cover community-based interventions and policy approaches to promote healthy behaviors screening programs and early detection methods for those chronic diseases, and strategies for identifying and managing pre-existing risk factors to prevent disease progression. The student will learn evidence-based approaches to the clinical management of chronic diseases, including: patient-centered care, pharmacological interventions, and interdisciplinary healthcare collaboration. The student will learn techniques for effective patient education and behavior change, while learning to promote self-management and empowerment in individuals with chronic conditions. By the end of Chronic Disease Prevention and Management I, students will have gained a solid foundation in the complexities of these stated chronic diseases, equipping them with the knowledge and skills necessary for implementing effective prevention and management strategies in diverse healthcare settings. This course covers half of the Chronic Disease Prevention and Management content. Students will need to take PNAV 1410 to complete the full content of Chronic Disease Prevention and Management.

Pre-Requisite(s): PNAV 1000; PNAV 1200.

Co-Requisite(s): PNAV 1300; PNAV 1500; PNAV 1110;

Credit Hours: 3 (face-to-face)

PNAV 1500 - Basic Pharmacology for Patient / Health Navigators

This course is designed to provide patient and health navigators with a basic understanding of pharmacology, equipping them with the knowledge necessary to support patients in managing their medications effectively. The course covers essential basic concepts in pharmacology, drug classifications, and their impact on various health conditions. Participants will develop the skills needed to communicate medication information to patients, address common concerns, and assist in fostering medication adherence. Students will learn the major drug classifications and therapeutic uses, identification of common medications for various health conditions, and the differentiation between prescription and over-the-counter drugs. Students will learn techniques for effective communication with patients about medications, approaches for addressing patient concerns, fears, and misconceptions related to medication, as well as strategies for promoting medication adherence and understanding the importance of follow-up. Students will learn to recognize and assist patients in understanding and managing common side effects and adverse reactions, and awareness of drug allergies and interactions. The influence of cultural beliefs and practices on medication adherence will be covered, along with strategies for providing culturally sensitive medication information. Students will learn basic math for meds for basic dosage and calculations for in-home medication administration for assisting patients with ordered medication changes. This course combines theoretical knowledge with practical applications, empowering patient and health navigators to play a vital role in supporting patients in their medication journeys. Upon completion, participants will be better equipped to navigate the complexities of pharmacology, foster patient understanding, and contribute to improved health outcomes.

Pre-Requisite(s): PNAV 1000; PNAV 1110; PNAV 1200.

Co-Requisite(s): PNAV 1300; PNAV 1400;

Credit Hours: 3 (face-to-face)

PNAV 1410 - Chronic Disease Prevention and Management II

This course is designed to provide students with an overview of the principles, strategies, and interventions related to the prevention and management of chronic diseases. Chronic diseases, such as conditions that pose significant challenges to global health, requiring multifaceted approaches for effective prevention and management. Throughout this course, students will explore the pathophysiology of chronic diseases, risk factors, and the social determinants of health that contribute to their prevalence. Emphasis will be placed on evidence-based practices for preventing the onset of chronic diseases, as well as strategies for managing and mitigating their impact on individuals and communities. The definition, classification, global burden, epidemiology, and trends in prevalence of major chronic conditions will be covered. Students will learn the risk factors, and determinants of these chronic diseases and explore behavioral, environmental, genetic, and socio-economic factors contributing to chronic diseases. Students will gain understanding of the social determinants of health and their impact on the disease development, as well as lifestyle modifications, health promotion, and public health initiatives aimed at preventing the onset of the disease. This course will cover community-based interventions and policy approaches to promote healthy behaviors screening programs and early detection methods for those chronic diseases, and strategies for identifying and managing pre-existing risk factors to prevent disease progression. The student will learn evidence-based approaches to the clinical management of chronic diseases, including: patient-centered care, pharmacological interventions, and interdisciplinary healthcare collaboration. The student will learn techniques for effective patient education and behavior change, while learning to promote self-management and empowerment in individuals with chronic conditions. By the end of Chronic Disease Prevention and Management I, students will have gained a solid foundation in the complexities of these stated chronic diseases, equipping them with the knowledge and skills necessary for implementing effective prevention and management strategies in diverse healthcare settings. This course covers the second half of the Chronic Disease Prevention and Management content. Students will need to take PNAV 1400 prior to 1410 to complete the full content of Chronic Disease Prevention and Management.

Pre-Requisite(s): PNAV 1000; PNAV 1100; PNAV 1110; PNAV 1200; PNAV 1300; PNAV 1400; PNAV 1500.

Co-Requisite(s): PNAV 1310

Credit Hours: 3 (face-to-face)

PNAV 1310 - Patient / Health Navigator Clinical Experience II

This course will provide the clinical experiences for entry-level patient navigators. Students will attend clinical experience in which they will shadow various healthcare personell in patient navigator roles in the inpatient, outpatient, and insurance settings. The students will experience the following areas during their clinical experience: Discharge planning, Insurance Navigators, and Clinic Population Health departments by specialty (must experience a minimum of 2 different clinic specialties).

Pre-Requisite(s): PNAV 1000; PNAV 1110; PNAV 1200; PNAV 1300; PNAV 1400; PNAV 1500;

Co-Requisite(s): PNAV 1410

Credit Hours: 1 (Clinical experience)

PNAV 2100 - Advanced Principles of Patient / Health Navigation

The course is designed to provide students with an advanced and comprehensive understanding of health navigation, a crucial aspect of healthcare management and patient advocacy. The course explores the advanced principles, skills, and knowledge required for effectively guiding individuals through the complex healthcare system. Key Topics Covered: advanced motivational interviewing techniques, advanced health navigation principles, advanced patient advocacy, advanced medical terminology, advanced documentation, comprehensive information on the healthcare system, advanced communication and interpersonal skills, trends and evolutions in healthcare navigation, current advanced challenges in healthcare and patient / health navigation, healthcare systems, governmental policies, patient rights & ethics. Advanced concepts and solutions to social determinants of health and access to care will be covered. This course is designed to assist students in understanding the more advanced and specialized role of the patient / health navigator in multiple healthcare settings. This course will also include basic data collection and management concepts for navigators. The course integrates theoretical concepts with practical skills through case studies, role-playing, and real-world scenarios. Students will develop the necessary competencies to serve as effective health navigators, helping individuals navigate the complexities of the healthcare system and achieve optimal health outcomes.

Pre-Requisite(s): PNAV 1000; PNAV 1110; PNAV 1200; PNAV 1300; PNAV 1400; PNAV 1500; PNAV 1410.

Co-Requisite(s): PNAV 2000, PNAV 2200; PNAV 2300.

Credit Hours: 2 (face-to-face)

PNAV 2000 - Ethical, Cultural, Legal & Professional Issues

Patient navigators play a crucial role in the healthcare system, assisting patients in navigating complex healthcare processes and ensuring they receive appropriate care. However, like any healthcare profession, patient navigators must navigate various ethical, cultural, legal, and professional considerations. Here are some key issues and concepts in each of these areas that will be explored: ethical issues - patient autonomy, respecting and promoting patients' rights, confidentiality and privacy, & conflict of interest; cultural issues - cultural competence, language differences, health beliefs; legal issues - HIPAA compliance, scope of practice, informed consent; and professional issues - continuing education, professional boundaries, collaboration; social determinants of health - addressing social determinants, and advocacy. Regular supervision, adherence to established codes of conduct, and ongoing education for patient navigators will be covered in this course.

Pre-Requisite(s): PNAV 1000; PNAV 1110; PNAV 1200; PNAV 1300; PNAV 1400; PNAV 1500; PNAV 1410.

Co-Requisite(s): PNAV 2100, PNAV 2200; PNAV 2300.

Credit Hours: 1 (Hybrid)

PNAV 2200 - Digital Tele Health (Health Informatics)

This course is designed to equip patient navigators with the essential knowledge and skills needed to navigate the dynamic landscape of digital telehealth and health informatics. As the healthcare industry increasingly integrates technology to enhance patient care and streamline healthcare delivery, patient navigators play a crucial role in ensuring seamless communication and support for patients. This course will include an introduction to Telehealth and its impact on healthcare delivery, various telehealth modalities (virtual visits, remote monitoring, teleconsultations, etc.), basic health informatics and its role in managing health information, electronic health records, and digital tools for patient navigation. Legal and ethical aspects of telehealth and health informatics, privacy regulations, data security, and patient confidentiality in the digital healthcare space will be taught. This course will explore cultural competence in telehealth and how to develop cultural competence in the context of digital healthcare delivery in a diverse and multicultural patient population. This course will cover patient empowerment and engagement for active patient participation in healthcare through digital tools with strategies for promoting patient engagement and adherence to telehealth interventions. The student will learn to identify common challenges and barriers in adoption of telehealth and how to problem-solve and develop strategies to address obstacles. This course will also briefly explore current trends and innovations in digital health.

Pre-Requisite(s): PNAV 1000; PNAV 1110; PNAV 1200; PNAV 1300; PNAV 1400; PNAV 1500; PNAV 1410.

Co-Requisite(s): PNAV 2000; PNAV 2100; PNAV 2300.

Credit Hours: 1 (Hybrid)

PNAV 2301, 2302, 2303, or 2304 Intro to Specialty Concentration (MH/Substance Abuse (2301); Oncology (2302); Chronic Disease in Adults/Gerontology (2303) ; High Risk Maternal/Child (2304))

This comprehensive course serves as an essential introduction to the specialty concentration of Patient Navigation within the fields of Mental Health and Substance Abuse, Oncology, Chronic Disease in Adults / gerontology, or High-Risk Maternal/child. Designed for individuals aspiring to navigate patients through the complex landscape of one of these concentrations. This course provides a foundational understanding of key concepts, skills, ethical and legal considerations. Students will leave this course with an understanding of the fundamentals of the chosen specialty concentration, including common conditions, symptoms, and prevalence. Students will be guided to examine the interconnected nature of patient issues and an understanding of the impact of co-occurring disorders. Students will learn patient-centered support techniques and will develop effective communication skills for engaging with patients and their families, emphasizing empathy and cultural competence particular to the specialty concentration. The student will learn strategies for promoting patient self-advocacy and shared decision-making in their specialty contexts. Students will learn to assist patients to navigate the complex healthcare system, including insurance, treatment options, and available support services for the specific specialty concentration. Students will understand the role of patient navigators in facilitating access to appropriate care and resources specific to the specialty concentration. Students will examine the ethical principles guiding patient navigation within the specialty concentration appropriate settings, understand legal considerations, confidentiality, and the importance of advocating for patients' rights. Students will learn the importance of interdisciplinary collaboration in addressing challenges, and develop skills for effective teamwork and communication with healthcare professionals, social workers, and community organizations. Students will gain insights into crisis intervention strategies for emergencies, and understand the signs of health risks and learn how to provide appropriate support and referral. In this course, students will learn to enhance cultural competence to navigate diverse populations with sensitivity, and explore the impact of cultural factors on the specialty concentration treatment and develop strategies for inclusive patient navigation. This course combines theoretical knowledge with practical skills, preparing participants to become effective patient navigators in the challenging and critical field chosen by the student for one of the following: Mental Health and Substance Abuse, Oncology, Chronic Diseases of Adults and Geriatric patients, or High Risk Maternal/child care. Through case studies, interactive discussions, and hands-on activities, participants will gain the expertise needed to support individuals on their journey to their specialty concentration.

Pre-Requisite(s): PNAV 1000; PNAV 1110; PNAV 1200; PNAV 1300; PNAV 1400; PNAV 1500; PNAV 1410.

Co-Requisite(s): PNAV 2000; PNAV 2100; PNAV 2200.

Credit Hours: 3 (Hybrid)

PNAV 2400 - Patient / Health Navigator Leadership & Management

This comprehensive course in Patient/Health Navigator Leadership & Management is designed to equip healthcare professionals with the necessary skills and knowledge to excel in the critical role of guiding and supporting patients through the complex healthcare system. Navigators play a pivotal role in enhancing patient experience, improving health outcomes, and promoting effective communication between patients and healthcare providers. This course will assist students in the development of leadership skills and abilities essential for patient and health navigation, including effective communication, problem-solving, and decision-making in a healthcare context. Students will learn patient-centered care principles to enhance the quality of healthcare services, with an emphasis on empathy, cultural competence, ethical considerations in patient interactions, and health literacy. This course will assist students in to gain a deep understanding of the healthcare system, including insurance processes, healthcare policies, and access to resources. This course is designed to assist students to develop strategies for efficient navigation within complex healthcare structures and the different roles of the healthcare team member. These students will learn principles of quality improvement and skills necessary in assessing and optimizing the effectiveness of patient navigation programs. This course will assist the student in developing skills in providing emotional support to patients facing health crises and crisis intervention techniques and strategies to address the emotional aspects of healthcare navigation. This course will also cover basic leadership and management principles & concepts. Students completing this course will be prepared to lead or supervise other patient navigators or a team of navigators.

Pre-Requisite(s): PNAV 1000; PNAV 1110; PNAV 1200; PNAV 1300; PNAV 1400; PNAV 1500; PNAV 1410.

Co-Requisite(s): PNAV 2000; PNAV 2100; PNAV 2200; PNAV 2300.

Credit Hours: 2 (Hybrid)

PNAV 2500 - Accessing and analyzing health information (Data Management)

This course provides a comprehensive exploration of the principles and practices involved in accessing and analyzing health information through effective data management strategies. As the healthcare industry continues to evolve, the ability to harness and interpret health-related data is becoming increasingly vital for informed decision-making, resource optimization, and improving patient outcomes. This course will cover an introduction to health data management, including an overview of health information systems, the importance of data management in healthcare and regulatory considerations. Data Collection and acquisition, including data collection methods and tools, and data accuracy & integrity. This course will provide an introduction to healthcare databases, Structured Query Language (SQL) for healthcare data retrieval, database security and privacy considerations, health data standards and interoperability. Students will be exposed to tools and software for data visualization in healthcare, as well as ethical issues in data analysis. An exploration of the use of artificial intelligence applications in health data and predictive modeling for population health issues will be reviewed. By the end of this course, students will have gained a basic understanding of accessing, managing, and analyzing health information. Practical exercises, case studies, and real-world applications will be used to enhance students' skills in utilizing data for informed decision-making in the healthcare domain. This course is designed for individuals pursuing careers in advanced health navigation and supervision of health navigation teams.

Pre-Requisite(s): PNAV 1000; PNAV 1110; PNAV 1200; PNAV 1300; PNAV 1400; PNAV 1500; PNAV 1410.

Co-Requisite(s): PNAV 2000; PNAV 2100; PNAV 2200; PNAV 2300; PNAV 2400

Credit Hours: 2 (Hybrid)

PNAV 2600 - Population Health / Prevention & Community Health

This course provides a comprehensive exploration of Population Health, Prevention, and Community Health within the context of a Patient Navigator program. Students will gain a deep understanding of the various factors influencing the health of populations, focusing on preventive measures and community-based interventions. The course is designed to equip patient navigators with the knowledge and skills necessary to address broader health determinants and promote well-being at the community level. Students will learn the following Population Health Fundamentals: definition and principles of population health; basic epidemiological concepts and their application, social determinants of health and their impact on populations. Students will learn preventive health strategies including an overview of preventive care and its importance in healthcare, Immunizations, screenings, and early detection methods, and health promotion and education strategies for individuals and communities. This course will include techniques for community health assessment such as health needs of diverse populations, community assets and resources, community health surveys and needs assessments. Basic cultural competence and health equity will be covered in order for students to gain understanding on cultural influences on health behaviors and strategies for addressing disparities and promoting health equity at the community level. Students will explore advanced navigation skills for community-based interventions including designing and implementing community health programs, collaborating with community stakeholder organizations, and evaluating the effectiveness of community-based interventions. An overview of public health policy that impacts populations and advocacy strategies to promote community health and prevention will be included. By the end of this course students will demonstrate the ability to integrate population health concepts into patient navigation with ethical considerations in population health and patient navigations. Throughout the course, students will engage in case studies, discussions, and practical exercises to apply theoretical knowledge to real-world scenarios. The goal is to prepare patient navigators to play a pivotal role in promoting health and preventing diseases within the broader community.

Pre-Requisite(s): PNAV 1000; PNAV 1110; PNAV 1200; PNAV 1300; PNAV 1400; PNAV 1500; PNAV 1410; PNAV 2000; PNAV 2100; PNAV 2200; PNAV 2300.

Co-Requisite(s): PNAV 2310; PNAV 2400; PNAV 2500.

Credit Hours: 2 (Hybrid)

PNAV 2311, 2312, 2313, or 2314 Advanced Navigation for Specialty Concentration (MH/Substance Abuse (2311); Oncology (2312); Chronic Disease in Adults/Gerontology (2313); High Risk Maternal/Child (2314))

This comprehensive course serves as an essential continuation of the specialty concentration of Patient Navigation within the fields of Mental Health and Substance Abuse, Oncology, Chronic Disease in Adults / gerontology, or High-Risk Maternal/child, as chosen in PNAV 2300. Designed for individuals aspiring to navigate patients through the complex landscape of one of these concentrations. This course provides an advanced understanding of Patient Navigation concepts, skills, ethical and legal considerations, and specifics of job role. Students will leave this course with an advanced understanding of the common conditions, symptoms, and prevalence within the specialty concentration. Students will attend an internship as part of this hybrid course for effective experiential learning. This course combines theoretical knowledge with practical skills, preparing participants to become effective patient navigators in the challenging and critical fields chosen by the student: Mental Health and Substance Abuse, Oncology, Chronic Diseases of Adults and Geriatric patients, and High Risk Maternal/child care. Through clinical experience with guided preceptors, students will learn the in-depth role of the patient navigator within the chosen specialty concentration / setting.

Pre-Requisite(s): PNAV 1000; PNAV 1110; PNAV 1200; PNAV 1300; PNAV 1400; PNAV 1500; PNAV 1410; PNAV 2000; PNAV 2100; PNAV 2200; PNAV 2300.

Co-Requisite(s): PNAV 2400; PNAV 2500. PNAV 2600.

Credit Hours: 3 (Hybrid)

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: Northshore Technical Community College Date: 2/6/2024

Degree Program, Unit: Patient Navigator

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

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$ 170,000.	2.0	\$ 210,000.	2.5	\$280,000.	3.0	\$280,000.	3.0
Graduate Assistants								
Support Personnel	\$23,000.	0.5	\$23,000.	0.5	\$23,000.	0.5	\$23,000.	0.5
Fellowships and Scholarships								
SUB-TOTAL	\$193,000.	2.5	\$233,000.	2.5	\$303,000.	3.0	\$303,000.	3.0
	AMOUNT	AMOUNT	AMOUNT	AMOUNT				
Facilities								
Equipment	\$10,000.		\$8,000.		\$5,000.		\$2,500.	
Travel	\$5,000.		\$7,500.		\$10,000.		\$10,000.	
Supplies	\$2,500.		\$2,000.		\$1,500.		\$1,500.	
Other (specify)								
SUB-TOTAL	\$17,500		\$17,500.		\$16,500.		\$14,000	
TOTAL EXPENSES	\$210,500.		\$250,500.		\$319,500.		\$323,500.	
REVENUES								
Revenue Anticipated From:	AMOUNT	AMOUNT	AMOUNT	AMOUNT				
*State Appropriations	\$	\$	\$	\$				
*Federal Grants/Contracts								
*State Grants/Contracts								
*Private Grants/Contracts								
Expected Enrollment	30 students at 45 credit hours for TD at \$7,046.40 each	Year 2 → 30 new TD students for 45 credit hours at \$7,046.40 each (\$211,392) AND 22 TD completers from prior year that continue to AAS at 25 credit hours to total \$4,203.04 each (92,466.88)	Year 3 → 40 new TD students for 45 credit hours at \$7,046.40 each (\$281,856) AND 22 TD completers from prior year that continue to AAS at 25 credit hours to total \$4,203.04 each (92,466.88)	Year 4 → 30 new TD students for 45 credit hours at \$7,046.40 each (\$211,856) AND 22 TD completers from prior year that continue to AAS at 25 credit hours to total \$4,203.04 each (92,466.88)				
Tuition & Fees	\$211,392.	\$304,399.	\$374,323.	\$374,323.				
*Other (specify): IBC's toward unduplicated and / or duplicated completers & if Health Care Expansion State Grant dollars if available with group of completers. In addition, we plan to apply for Rapid Response Health Care Grant funds for some of the start up funding needed, as well as attempt to place the Program Director salary in Perkins Basic for 3 years, if program approved, to assist with start up costs for this high-demand, critical shortage program.								
TOTAL REVENUES	\$211,392.	\$304,399.	\$374,323.	\$374,323.				

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

Northshore Technical Community College ASN Faculty Roster Form Appendix E
Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: Northshore Technical Community College
 Name of Primary Department, Academic Program, or Discipline: Patient / Health Navigator
 Academic Term(s) Included: Fall 2024, Spring 2025, Summer 2025, Fall 2025, Spring 2026, Summer 2026 Date Form Completed: 2/14/2024

1	2	3	4
NAME (F, P)	COURSES TAUGHT	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
	Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses to be taught, not historical teaching assignments	Relevant to Courses Taught, Including Institution & Major. List specific graduate coursework, if needed	Related to Courses Taught
Lacombe Site Full Time Program Director / Instructor – Brannagan, Kim (F)	<u>Fall 2024</u> PNAV 1100 - Intro to Patient/Health Navigation - 3 cr. (UT) <u>Spring 2025</u> PNAV 1110 - Principles of Patient / Health Navigation I - 3 cr. (UT) PNAV 1300 - Patient /Health Navigator Clinical Experience I - 3 cr. (UT) <u>Fall 2025</u> PNAV 2000 Ethical, Cultural, Legal & Professional Issues - 1 cr. (UT) PNAV 2200 Digital Tele Health (Health Informatics) - 1 cr. (UT) PNAV 2300a Intro to Specialty Concentration - MH/Substance Abuse - 3 cr. (UT) <u>Spring 2026</u> PNAV 2600 Population Health / Prevention & Community Health PNAV - 2 cr. (UT) PNAV 2500 Accessing and analyzing health information (Data Management) - 2 cr. (UT) <u>Summer 2026</u> PNAV 1410 – Chronic Disease Prevention and Management II - 3 cr. (UT)	PhD, Nursing – Southern University & A&M College 5/2006 MSN, - Specialty Community (Population)/Public Health Nursing – LSU 12/2002	

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

Northshore Technical Community College ASN Faculty Roster Form Appendix E

1 NAME (F, P) Lacombe Site	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses to be taught, not historical teaching assignments	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major. List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
TBA – Full time Instructor (F)	<p>Dependent on Education and Background of actual hired faculty, but if eligible, would teach:</p> <p>Fall 2024 PNAV 1000 - Intro to Communication, Team Based Care & Cultural Competencies - 2 cr. (UT) PNAV 1200 - Nutritional Concepts & Diet Therapy for Patient/Health Navigators - 3 cr. (UT) Spring 2025 PNAV 1400 Chronic Disease Prevention and Management I - 3 cr. (UT) PNAV 1500 Basic Pharmacology for Patient /Navigators - 3 cr. (UT) Summer 2025 (if wants additional adjunct contract or can go to the PT adjunct Instructor) PNAV 1410 Chronic Disease Prevention and Management II - 3 cr. (UT) PNAV 1310 Patient / Health Navigator Clinical Experience II PNAV - 6 cr. (UT) Fall 2025 PNAV 2300b Advanced Specialty Concentration (Oncology) - 3 cr. (UT) PNAV 1000 Intro to Communication, Team Based Care & Cultural Competencies - 2 cr. (UT) PNAV 1200 Nutritional Concepts and Diet Therapy for Patient/Health Navigators - 3 cr. (UT) PNAV 2100 Advanced Principles of Patient / Health Navigation – 2 cr. (UT) Spring 2026 PNAV 1400 Chronic Disease Prevention and Management I - 3 cr. (UT) PNAV 1500 Basic Pharmacology for Patient /Navigators - 3 cr. (UT) PNAV 2310b Advanced Specialty Concentration (Oncology) - 3 cr. (UT) PNAV 2310a Advanced Specialty Concentration (Mental Health/Substance Abuse) - 3 cr. (UT)</p>	<p>Master's in one of the following:</p> <ul style="list-style-type: none"> • Population / Public Health • Nursing (Concentration relevant to curriculum) • Social Work • Health Systems Management • Health Administration 	<p>Certifications in patient navigation preferred. Curriculum and teaching or supervision / management or outpatient clinic experience preferred.</p>
TBA – Adjunct Instructor (P) that will move into Full time in year 3 when cohort size increases (F)	<p>Dependent on Education and Background of actual hired faculty, but if eligible, would teach:</p> <p>Fall 2025 PNAV 2300d High Risk Maternal/Child - 3 cr. (UT) PNAV 2300c Chronic Diseases of Adults and geriatrics - 3 cr. (UT) Spring 2026 PNAV 2310d Advanced Specialty Concentration (High Risk Maternal/Child) - 3 cr. (UT) PNAV 2310c Advanced Specialty Concentration (Chronic Diseases of Adults/Geriatrics) - 3 cr. (UT) Summer 2026 PNAV 1310 Patient / Health Navigator Clinical Experience II PNAV - 6 cr. (UT) PNAV 1410 Chronic Disease Prevention and Management II</p>	<p>Master's in one of the following:</p> <ul style="list-style-type: none"> • Population / Public Health • Nursing (Concentration relevant to curriculum) • Social Work • Health Systems Management • Health Administration 	<p>Certifications in patient navigation preferred. Curriculum and teaching or supervision / management or outpatient clinic experience preferred.</p>

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

MEMORANDUM

TO: Wendi Palermo, PhD, RN
Executive Director of Academics & Workforce

THROUGH: Jim Carlson
Chancellor

FROM: Daniel Roberts
Provost & Vice Chancellor of Academic & Student Affairs

DATE: February 19, 2024

SUBJECT: Additions of Technical Diploma in Advanced Manufacturing, Certificate of Technical Studies in Occupational Health & Safety, and Career & Technical Certificate in Supply Chain Management & Logistics.

For the LCTCS Board Meeting in March 2024, Northshore Technical Community College is requesting to add the following exit points:

Technical Diploma in Advanced Manufacturing Technology CIP 48.0501 4 Star – NTCC is seeking to copy the TD in Advanced Manufacturing Technology exit point from Northwest Louisiana Technical Community College – with revisions to the curriculum.

This program is a multidisciplinary program combining mechanical and electronics skills with information technology and industrial control to develop, run and maintain advanced automation (intelligent) systems. Embedded certifications in the AATS in Advanced Manufacturing include NC3 Robotics, Mechatronics, Programmable Logic Controllers and Precision Measuring Instruments among others. This exit point is a collaborative effort between NTCC and Greater New Orleans Development Foundation (GNDOF) which has been awarded a three-year DOL grant. The grant aims to build upon the existing non-credit workforce GNO Mechatronics Apprenticeship Program (GNOMAP) to develop associate degree/technical diploma and certificate programs at NTCC for students, dislocated workers and incumbent workers seeking to work in fields of advanced manufacturing, industrial safety or supply chain management and logistics. Additionally, the consortium aims to develop an Apprentice2Associates Pathway for the GNOMAP graduates. While enrollment will be open to all students regardless of background, specific emphasis will be placed on recruiting underrepresented populations in the Advanced Manufacturing and Logistics (AML) industry. GNDOF predicts that projected growth through 2027 in the Northshore region for all AML jobs is between 8-12%. Therefore, completers should expect to see numerous career opportunities.

Technical Diploma in Advanced Manufacturing:

Course	Title	Credit
OCSH 1100	Occupational Health & Safety	3
IMTV 1200	Basic Hydraulics	3
AMAM 1200*	Intro to Robotics	3
SPCH 1015 or 1025	Speech or Interpersonal	3
ELEC 1120	Basic Electricity and DC	5
AMAM 1300*	Advanced Manufacturing 1	3
ELEC 1310	Motors	3
AMAM 1400*	Intro to Mechatronics	3
ELEC 1420	Intro to Programmable Logic (PLCs 1)	3
AMAM 2100*	Programmable Logic Controls (PLCs 2)	3
AMAM 2200*	Robotics 2	3
AMAM 2300*	Advanced Manufacturing 2	4
AMAM 2400*	Mechatronics 2	3
INTE 2975	Internship/Job Seeking Skills	3
Total Hours:		45

Certificate of Technical Studies in Occupational Health & Safety CIP 51.2206 4 Star – NTCC is seeking to create a new CTC in Occupational Health & Safety exit point.

This program will prepare students in all areas of industrial safety including industrial hygiene, hazardous materials, personal protective equipment, principles of ergonomics, electrical standards, fire safety, fall protection, and machine guarding. Embedded certifications in these courses include OSHA 10, OSHA 30 and OSHA #511 among others.

Certificate of Technical Studies in Occupational Health & Safety:

Course	Title	Credit
OCSH 1100	Occupational Health & Safety	3
OCSH 1300*	Intro to Regulatory Compliance	3
OCSH 1400*	Hazardous Materials Safety	3
OCSH 1500*	Industrial Hygiene	3
OCSH 2400*	Fire Protection and Prevention	3
OCSH 2500*	Safety Management Training & Development	3
Total Hours:		18

Career & Technical Certificate in Supply Chain Management & Logistics CIP 52.0203 5 Star – NTCC is seeking to create a new CTS in Supply Chain Management & Logistics exit point.

This program will focus on collection, storage, and distribution of raw materials and products by air, rail, roadways, and waterways in the modern supply chain using the technology of Industry 4.0. Embedded certifications include MSSC Certified Logistics Associate (CLA) and Certified Logistics Technician (CLT).

Career & Technical Certificate in Supply Chain Management & Logistics:

Course	Title	Credit
SCML 2000*	Purchasing Management	3
SCML 2100*	Inventory Management	3
SCML 2200*	Warehouse Distribution	3
SCML 2300*	Transportation Management	3
SCML 2400*	Supply Chain Strategy	3
Total Hours:		15

MEMORANDUM

TO: Wendi Palermo, PhD, RN
Executive Director of Academics & Workforce

THROUGH: Jim Carlson
Chancellor

FROM: Daniel Roberts
Provost & Vice Chancellor of Academic & Student Affairs

DATE: March 5, 2024

SUBJECT: Add Distance Education (Hybrid) to Several Programs

For the LCTCS Board Meeting in April 2024, Northshore Technical Community College is requesting to add the following exit points:

Associate of Arts (LA Transfer) CIP 24.0199
Associate of Science (LA Transfer) CIP 24.0199
Associate of General Studies CIP 24.0102
Certificate of General Studies CIP 24.0102
Associate of Applied Science in Technical Studies CIP 47.9999
Technical Diploma in Business Office Technology CIP 52.0401
Certificate of Technical Studies in Paralegal Studies CIP 22.0302

The landscape of education has been rapidly evolving, particularly after COVID-19. Distance education has emerged as a viable and effective alternative to traditional, face-to-face instruction. It offers numerous advantages, including flexibility for students, accessibility to a wider range of learners, and cost-effectiveness for both the College and students.

The demand for flexible learning options has been steadily increasing, and our college has an opportunity to meet this demand by increasing the number distance education programs. By doing so, we can expand our reach, attract a more diverse student body, and enhance our reputation as an innovative and forward-thinking College.

Furthermore, distance education aligns with our college goals of increasing completers and providing accessible educational opportunities to individuals from diverse backgrounds and locations.

**DELIVERY OF DEGREE PROGRAMS THOROUGH
DISTANCE EDUCATION TECHNOLOGY**

**REQUEST FOR AUTHORITY TO OFFER AN EXISTING ACADEMIC PROGRAM
THROUGH DISTANCE LEARNING TECHNOLOGIES**

(Academic Affairs Policy 2.12, revised January 2014)

1. University or College

Northshore Technical Community College

2. Name, Phone and Email Address of contact person for questions regarding this request

Daniel Roberts, PhD, Provost and Vice Chancellor of Academic & Student Affairs

3. Name of Degree Program and CIP Classification

Associate of Arts (Louisiana Transfer) CIP 240199
Associate of Science (Louisiana Transfer) CIP 240199
Associate of General Studies CIP 240102
Certificate of General Studies CIP 240102
Associate of Applied Science in Technical Studies CIP 479999
Technical Diploma in Business Office Technology CIP 520401
Certificate of Technical Studies in Paralegal Studies CIP 220302

4. List the initial date of implementation

06/03/2024

5. Briefly describe the program. If there are any differences (e.g., curriculum, admission, graduation requirements, etc.) between the program to be delivered via distance learning and the program offered through traditional delivery modes, explain and provide a rational for the differences.

Several faculty were credentialed by the College to teach online classes after COVID-19. As result, percentage of online classes within traditional programs increased. The presented programs will exceed 50% of the credit hours delivered online, asynchronous mode of delivery while also maintaining their traditional, face-to-face mode.

6. Briefly describe the extent to which the program will be offered via distance learning.

Faculty teaching online courses must complete the internal certification process to ensure that faculty are prepared to teach online courses. Also, the increased number of courses offered online greatly support a multi-campus college and the Associate of Applied Science degrees in rural areas where access to face-to-face general education courses is limited.

7. Describe distance learning technologies which will be used to offer the proposed program.

NTCC is a member of LCTCS, and all member colleges share the learning management system called Canvas. All resources and tools within Canvas are led by our Director of Online Learning, who provides continuous support for faculty teaching online courses. All faculty and students adhere to the college's Online Learning Policy.

8. Indicate where (city/town and parish) the proposed program will be offered.

Lacombe (St. Tammany), Hammond (Tangipahoa), Walker (Livingston), Greensburg (St. Helena), and Bogalusa (Washington)


9. Describe processes in place to ensure that students have structured access to faculty.

Faculty follow established course template requirements that align with our Online Learning Policy and Learning Management Policy (both policies included with this form). Students have direct access to course syllabus, course materials, faculty communications, student proctoring, and many more resources within Canvas.

If this is the campus' first request for approval to offer 50% or more of a program electronically, upon approval by the Board of Regents the campus must submit notification to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) prior to implementation. Once the SACSCOC provides a letter acknowledging acceptance of this notification to the campus, a copy should be provided to the Board of Regents.



Provost/ Vice Chancellor for Academic Affairs



Date



Campus Head (or Authorized Signature)

System Head (or Authorized Signature)



Title:	Online Learning Policy
Effective Date:	06/01/2015
Last Revision Date:	06/08/2022
Office:	Academic Affairs

Online Learning Policy

Purpose

New technologies in teaching provide for expanded distanced education opportunities for Northshore Technical Community College faculty and students. Online learning is defined as the formal education process in which the majority of instruction occurs when the instructor and student are separated by physical space and/or time and involves electronic communication between the faculty and students. The College makes every effort to preserve, enhance and facilitate the transmission of knowledge and promote student learning in its online learning courses. Specific guidelines concerning the implementation of online courses are outlined in this memorandum.

Scope and Applicability

This policy and procedures memorandum applies to all online courses developed and/or taught by Northshore Technical Community College faculty.

Types of Online Learning

- A. **Traditional Courses:** is a course that requires both instructor and student to be present at the same time and place.
- B. **Online Courses:** is any credit-bearing course in which the majority of instruction is delivered via the Internet.
 - a. **Hybrid Course** is defined by 50% or more but less than 100% of the course is delivered online.
 - b. **Online Courses** is defined by 100% of the course is delivered online.
 - c. **Teleconference Courses** is defined by students enrolled in a course implementing teleconferencing software that occurs synchronously with an actual face-to-face class.

Procedures for Offering Online Courses

- A. Online courses offered for credit or audit will originate from and reside within the appropriate division that has responsibility for traditional sections of courses with similar content (for



Policy & Procedure No. AA-006 Northshore Technical Community College

example, an online biology class will originate from and be supervised by the Division of Academics).

- B. The appropriate Associate Provost will ensure that the content of an online course corresponds to the content described in the master syllabus for the course. The academic quality and content of online courses will be equivalent to the quality of existing academic offerings. The appropriate division will also ensure that the class conforms to Council on Occupational Education standards and all other applicable credentialing and licensing guidelines.
- C. The Academic Affairs Committee and the Vice Chancellor of Academic Affairs and Provost will grant permission to offer online sections of a traditional course. In authorizing such offerings, the Associate Provost must consider the academic propriety of an online course (both in terms of prospective enrollment and creditable student needs) and the instructor's preparedness for teaching online courses.
- D. The Associate Provost will evaluate original material developed by faculty for online courses to ensure that such material is consistent with the master syllabus's goals, outcomes and assessments.
- E. A proposed online section of a course that does not correspond to the content of the master syllabus will be considered a new course and must follow the new course procedures outlined in the Curriculum Review and Development Policy.
- F. Faculty teaching online courses are required to respond to students' inquiries no more than 24 hours within the institution's published operational schedule of the program/course.

Secure Login and Pass Code

A Student enrolled in Northshore Technical Community College distance education courses uses a secure login and pass code. To initially access our Learning Management System (LMS), a student is assigned a unique username and a temporary password. This unique set of login credentials consists of data that the student is likely to know, and which others are unlikely to know. The student is forced to use these credentials to access our LMS and reset his/her password to one that is entirely confidential. Data transmission of login information is secured using standard encryption with Secure Socket Layer (SSL) technology. The usernames and temporary passwords are derived from six unique identifiers: first name, last name, last two digits of the student ID number (SID), the month of birth, the date of birth, and the year of birth.

- The format for the username is "**firstnamelastname**" plus the last two digits of the SID unless there is already an account with another student having the same name, which results in a numerical digit added after the "**firstnamelastname**" username.
- The password is created by the student after he or she verifies their social security number and date of birth. The password must meet the following high security requirements:
 - Must not contain your first or last name.
 - Must not contain your username.



Policy & Procedure No. AA-006 Northshore Technical Community College

- Must be between 12 and 20 characters in length.
- Must contain at least one uppercase letter.
- Must contain at least one number.
- Must contain at least one of the following characters: @*+=+
- Must not be a password that you've already used
- The student can reset their password by clicking on the "Forgot your password?" link on the LMS page and Log On Louisiana (LoLA: students' access to the college's enrollment system) page. They will be asked to provide their social security number and date of birth and verify their name before they will be able to change their password.
- The student will have to change their password every 104 days.
- Personally identifiable information collected by the College may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting that his/her LMS password be reset may be asked to provide a picture ID and student ID number for comparison with data in our records.

Online Proctoring

NTCC requires that all online testing environments utilize a custom browser that locks down the testing environment for each student. NTCC makes the appropriate browser available for online proctoring.

When students use the custom lockdown browser to take an online test via the LMS, they are unable to print, copy, go to other websites, access other applications, or close a test until it is submitted for grading. This feature is used within a proctored classroom environment. Additional features include:

- Assessments are displayed full-screen and cannot be minimized
- Prevents access to other applications including messaging, screen-sharing, virtual machines, and network monitoring applications
- Print, print screen and screen capture functions are disabled
- Copying and pasting anything to or from an assessment is prevented
- Right-click menu options, function keys, keyboard shortcuts and task switching are disabled
- An assessment cannot be exited until the student submits it for grading
- Browser menu and toolbar options are removed, except for back, forward, refresh and stop
- Assessments that are set up for use with the custom browser lockdown cannot be accessed with other browsers
- Supports screen readers and accessibility programs

NTCC requires that all online testing environments utilize a webcam and companion software that monitors the testing environment for each student. NTCC makes the appropriate monitoring software companion available, and students are responsible for their own webcam for online proctoring.

The webcam and companion software offer online students the ability to take an online exam at a location of their choosing with the test environment being recorded for later review by the instructor. This combination of technology serves as an alternative to live proctoring, while still helping to protect the integrity of online testing at NTCC. Additional features include:



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- Webcams and companion software are a fully automated solution that eliminates the need for live proctors. Students can take the exam at any time of the day or night, and instructors can review flagging and assessment data on their own schedule.
- Students use a webcam to record themselves during an exam. A "startup sequence" includes a webcam check and other requirements set by the instructor, such as showing identification or making a short video of the exam environment. Only the instructor can review video recordings or data from the exam session.
- The webcam and companion software automatically flags students for suspicious behavior, such as leaving the computer during the exam, or a different person entering the video frame. This, along with other data, provides useful information to the instructor about the online testing session.

Online Teaching

NTCC requires that all faculty teaching online or hybrid courses receive NTCC online certification or an acceptable equivalent. In order to ensure that faculty are familiar with updates to the learning management system and current strategies with online learning, all faculty must complete NTCC online certification every five years.

Review Process:

X	Reviewing Entity	Review Date	Effective Date
X	Chancellor	06/08/2022	06/01/2015
X	College Leadership Committee	06/08/2022	06/01/2015
X	Academic Affairs Committee	06/06/2022	06/01/2015

Distribution:

Distributed Electronically via College's Internet 06/09/2022
All Employee Email Dated 06/09/2022



Title:	Learning Management Policy
Effective Date:	08/05/2020
Last Revision Date:	N/A
Office:	Academic Affairs

Learning Management Policy

Purpose

The purpose of this policy is to establish basic guidelines for faculty preparing courses and managing learning during the semester whether the course is delivered face-to-face, hybrid, or online. The College maintains learning environments that support student learning outcomes of every course throughout all programs offered by the College. The Learning Management System implemented by the College is a resource required to be used for all methods of delivery. Faculty are responsible for building and maintaining all requirements as outlined in this policy for each method of delivery.

Scope

All courses offered by the College are published into the Learning Management System and include the course syllabus, course attendance, and course grades and should also include a set of potential activities and/or assignments (Instructional Emergency Plan as stated in the Instructional Disruption Emergency Policy) that are stated for the purposes of an unforeseen circumstance that disrupts the instructional time between faculty and students. All hybrid and online courses follow the Online Learning Policy in addition to the requirements listed in this policy.

Learning Management Minimum Course Requirements

Attendance: All student attendance will be recorded in the Learning Management System.

Assigning Grades: All student grades will be recorded in the Learning Management System.

Syllabus: All course syllabi should be published to the appropriate course that includes a syllabus verification or syllabus quiz.

Virtual Lectures or Meetings: Faculty and students will participate online in an environment that minimizes distractions. Virtual environments should be appropriate based on the course and not include participants who are not members of the course.



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Netiquette

This term is used to describe accepted, proper behavior on the Internet. All faculty and students are responsible for their behavior and environments whether the course is face-to-face, hybrid, or online. Remember the following when communicating online (messages, discussion board, etc.):

- Never post profanity, racist, or sexist messages
- Be respectful of fellow students and instructors
- Never insult any person or their message content
- Never plagiarize or publish intellectual property
- Do not use text messaging abbreviations or slang
- Do not type in all CAPS (this is considered online yelling)

Review Process:

X	Reviewing Entity	Review Date	Effective Date
X	Chancellor	08/04/2020	08/05/2020
X	College Leadership Committee	08/04/2020	08/05/2020
X	Academic Affairs Committee	08/04/2020	08/05/2020

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All Employee Email Dated 08/05/2020

Signature: *Wendi Palermo*

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Consent Agenda Item - NTCC

Final Audit Report

2024-04-03

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