

# ONE-STEP ACADEMIC PROGRAM PROPOSAL

**Institution:** Georgia Southwestern State University

**Date Completed at the Institution:**

**Name of Proposed Program/Inscription:**

**Degree:** Bachelor of Science

**Major:** Long Term Management

**CIP Code:** 51.0718

**Anticipated Implementation Date:** Fall 2018

**Delivery Mode (check the most appropriate delivery mode in the box below):**

On-campus, face-to-face only	
Off-campus location, face-to-face only (specify the location):	
Online Only	✓
Combination of on-campus and online (specify whether 50% or more is offered online for SACS-COC )	
Combination of off-campus and online (specify whether 50% or more is offered online for SACS-COC)	
Hybrid, combination delivery, but less than 50% of the total program is online based on SACS-COC	
Contractual Location (specify the location):	

**School/Division/College:** School of Nursing

**Department:** Long Term Care

**Departmental Contact:** Dr. Sandra D Daniel, Dean, School of Nursing

**Approval by President or Vice President for Academic Affairs:**

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**Approval by Vice President for Finance/Business (or designee) and contact information:**

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**Approval by Vice President for Facilities (if different from VP- Finance or designee) and contact information:**

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- 1) **Rationale:** Provide the rationale for proposing the new academic program.  
We propose a new academic program – the Long Term Care Management degree – an interdisciplinary degree with oversight provided by the GSW School of Nursing. The population at large has a growing number of children diagnosed with disabilities and a Baby Boomer generation who are now aging into older adults with significant healthcare needs.

Managing this long term care through community support and programs as well as services in the residential setting is the goal of the Long Term Care Management degree. To prepare a graduate to conduct this work, an interdisciplinary approach to student educational preparation is essential. Courses originate within the academic disciplines of nursing, psychology/sociology, and business with contributions from the Rosalynn Carter Institute for Caregiving. Graduates will be prepared to address issues of high importance and meaning to individuals with chronic disabilities and illness including hospice, palliative care, health promotion, family issues, caregiving support programs, business management, health funding, navigating the health care system, healthcare informatics, and cultural approaches to care. Practice issues of long term care, services of long term care and an internship will further prepare the graduate to find a job in aging services, disability services or home health services. Additionally, the graduate may apply and take the national licensure exam for nursing home administration or residential care (NAB). The proposed curriculum is broader than existing Healthcare Administration or Healthcare Management degrees which are heavily invested in marketing and management courses, but lack the breadth to encompass caregiving community support, family values, health promotion and navigation of the health care system. The proposed Long Term Care Management graduate (prepared with an interdisciplinary degree) will have more employment opportunities than a graduate prepared with only a business degree.

- 2) **Mission Fit and Disciplinary Trends:** Description of the program's fit with the institutional mission and nationally accepted trends in the discipline (explain in narrative form). If the program is outside of the scope of the institutional mission and sector, provide the compelling rationale for submission.

Supporting the mission and vision of the university, this degree is consistent as it expands the range of undergraduate programs; increases access to a diverse population of students beyond Southwest Georgia through its online platform of delivery. Its creation and interdisciplinary curriculum design is based upon community collaboration and engagement. It will directly support economic development of the state as it is on the forefront of building a workforce in an expanding long term care health sector. As an additional and alternative health career option for students, it supports the University's commitment to growth through enrollment, retention, and degree preparation. An analysis of the new degree program with the strategic plan found congruency as shown in Table 1.

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*Table 1: Crosswalk between Strategic Plan Themes, Objectives, and Long Term Care Management Degree Program*

Strategic Plan: Themes	Objectives	Proposed Degree's Consistency with Themes and Objectives.
<p><b>Theme 1.Expanding high-impact teaching and learning experiences:</b></p> <p>1.1.Providing opportunities for experiential learning and community engagement</p> <p>1.2 Support innovative curriculum that furthers academic excellence;</p> <p>1.3 Incorporate retention and progression efforts as a seamless integration to the learning environment and campus culture</p>	<p>1.1.2 Support innovative curriculum that furthers academic excellence:</p> <p>1.1.3 Expose students to faculty expertise and scholarship</p> <p>1.2.1 Leverage advanced communication and information technology to improve access to information, enhance the learning experiences, and foster innovation in teaching/learning both inside and outside the classroom;</p> <p>1.3.1 Improve curricular and student support infrastructure to enhance student access, student success, and educational quality</p> <p>1.3.3 Increase student retention, persistence, and timely graduation to support student success.</p>	<p>Required 6 academic credit hour internship in long term care management provides students with experiences with experts in the field of caregiving management.</p> <p>Students exposed to Rosalynn Carter Institute of Caregiving expert resources.</p> <p>Interdisciplinary degree prepares students with depth and breadth of knowledge needed to work in complex long term care environments.</p> <p>Curriculum supports the option for graduates to become nationally certified (i.e. National Association of Administrator Boards).</p> <p>Online platform of delivery enhances degree access.</p> <p>Provides a new or alternative degree option available to students desiring a health care career</p>
<p><b>Theme 2: Transforming Campus Connections</b></p> <p>2.2 Support a world-class student experiences that strengthens the campus</p>	<p>2.2.4 Provide experiences centered on student success, development, and engagement that develops leaders and prepares</p>	<p>Online degree program will reach a diverse student population, thus providing students with greater knowledge and experiences</p>

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<p>community through the development of responsible, civically-engaged students with strong essential skills and leadership skills</p>	<p>graduates to succeed in a diverse national and global society</p>	<p>to effectively deliver care in a global society.</p>
<p><b>Theme 3: Cultivating Community Engagement</b> with Intentionality          3.2. Build an engaged community of alumni networks, friends, partners, and influencers who work to advance the university's reputation.</p> <p>3.3 Expand recognition for the University's role in community engagement and economic development.</p> <p>3.4 Strengthen and expand awareness of GSW on a regional, national, and international scale</p>	<p>3.2.1 Expand our influence and effectiveness through strong partnerships with culturally competent health service institutions, corporations, and government and nongovernmental agencies dedicated to long term care.</p> <p>3.2.3 Further opportunities for leaders in industry and non-profit agencies to serve to provide their expertise through service on advisory boards, mentoring, and leadership programs.</p> <p>3.3.3 Contribute to the region's economic impact, reputation, and competitiveness in a global marketplace for talent, capital, and ideas through University-based initiatives and engagement with faculty, staff, and students.</p> <p>3.3.4 Increase faculty, staff, and students' contributions towards economic vitality, educational outcomes, and quality of life at the local, state, and international levels.</p> <p>3.4.1 Emerge as a destination of choice for faculty, staff, and students.</p>	<p>Engage community of interest (leaders in long term care industry) to serve on advisory board and provide internship opportunities for students, ensure the curriculum is current reflecting needs of the industry.</p> <p>The degree program will result in graduates who will be able to assume leadership roles in a growing sector of long term care.</p> <p>New degree program, the only one in the USG system, will result in a marketing niche for the University.</p> <p>International students from China, Japan, and South Korea may be a marketing opportunity as these nations struggle with aging populations and lack of solutions for long term care.</p>
<p><b>Theme 4: Promoting Financial Stewardship</b>          4.1 Increase revenue to ensure long-term financial sustainability of the University.</p>	<p>4.1.1 Create and execute a comprehensive Strategic Enrollment Plan that takes into account the University's mission and identity as a nurturing institution, while also</p>	<p>Increased enrollment in new degree program will strengthen financial sustainability of the University.</p>

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	diversifying the University's enrollment bases.	
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- 3) **Description and Objectives:** Program description and objectives (explain in narrative form).

The Long Term Care Management interdisciplinary degree prepares the graduate to work in environments targeting the older adult as well as disabled children such as 1) community aging agencies; 2) nursing home or assisted living residential care; 3) non-profit organizations serving the disabled or aging adult and 4) hospitals and 5) home health organizations. This educational program is available for students with a flexible core accepted from science and non-science backgrounds. Students will have an internship experience in addition to major courses from nursing, business and psychology/sociology.

### Program Objectives:

- Prepare a graduate to address the needs of individuals living with chronic illness and/or a disability in the community or residential institutional setting.
- Educate students utilizing an interdisciplinary approach that establishes a broad base of knowledge to apply in the workforce.

- 4) **Need:** Description of the justification of need for the program. (Explain in narrative form why the program is required to expand curricular academic offerings at the institution, the data to provide graduates for the workforce, and/or the data in response to specific agency and/or corporation requests in the local or regional area.)

A better prepared workforce is needed to address a broader scope of needs and services for our nation's aging and/or disabled populations.

Parents of children with disabilities worry about what programs and services will be available and who can help manage the care over the long term. Over the past two years, 1 in every 68 children were diagnosed with autism spectrum disorder. One in every six children have a developmental disability. During the last 12 years, the prevalence of development disabilities in children has increased by 17.1% (CDC, 2016).

Predictions estimate that by 2040, there will be about 82.3 million older persons in the United States, over twice their number in 2000. Worldwide estimates are that 21.1 percent of adults will be age 60 years and older by 2050 (United Nations, 2013). Consequences of longer longevity is the increased incidence of chronic illnesses and disabilities. Currently, more than five million Americans are living with Alzheimer's disease (Alzheimer's Association, 2016) and 1.4 million individuals are dealing with Lewy Body Dementia (Aging Care, 2016). Other chronic illnesses such as cardiovascular disease and cancer strike huge numbers of older adults. Today, the average senior adult spends two or more of their final years disabled enough to require assistance because of chronic illness.

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Current academic offerings at GSW need to be expanded to include the Long Term Care Management degree. Only an interdisciplinary approach to training can prepare the graduate to meet the wide range of needs experienced by individuals with chronic illness and/or disability who are living in the community or residential institutions.

- 5) **Demand:** Description of how the program demonstrates demand. (Explain in narrative form the data that supports demand for the program from existing and potential students and requests from regional industries.)

A survey was circulated via email (with a link to survey monkey analytical service) to South Georgia area home health agencies, hospitals, aging agencies, and nursing/assisted living residential institutions. Of those surveyed, 81% indicated a need for individuals with long term care management education. This type of degree would fit into the current positions of 100% of those surveyed including positions in nursing, management, residential institutions, and care coordination. 48% of respondents indicated that a new position would likely be created if they had an individual with a degree in long term care management. Stated expected salary ranges for individuals with this type of degree were: 40% (\$50K); 25% (\$45K-50K); 15% (43K – 45K); and 20% (\$25K – 35 K).

- 6) **Duplication:** Description of how the program does not present duplication of existing academic offerings in the geographic area and within the system as a whole. If similar programs exist, indicate why these existing programs are not sufficient to address need and demand in the state/institution's service region and how the proposed program is demonstrably different.

This new degree program, long term care management, is unique in that it focuses on long term care and will take a broad base approach in its interdisciplinary conceptual focus and curriculum design. It includes courses offered in the academic areas of nursing, caregiving, psychology, sociology, and business administration. We plan to prepare graduates who are knowledgeable in palliative care, hospice, gerontology, family issues, caregiving support programs, counseling, health promotion, business management, health funding, health systems navigation, and culturally competent. The aim is to prepare graduates to participate in planning care, identifying community resources, and who will serve as caregiving managers in long term care agencies, health coaches/navigators, and assistant administrators in long term care environments.

This degree program is responsive to the rapidly growing industry in long term care by preparing a workforce with a broad knowledge base and skills set who will be able to assume leadership roles in this service sector. By 2014, there will be approximately 82.3 million older persons in the U.S. which is more than doubled the population in 2000. Approximately 20% of our nation's population will be over 65 years of age within the next 15 years. Today, the average senior adult spends two or more of their final years disabled enough to require assistance because of chronic illness.

This program does not duplicate other undergraduate programs offered in this region. While health care administration and management degree programs are offered by four

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institutions, none are specific to long term care management and none are identified as offered totally online. A listing of degree programs offering related degrees is found in *Table 2*.

*Table 2: Health Management Degree Programs*

Institution	Academic Program	FY15	FY 14	FY 13	FY 12	FY 11
Middle Georgia College	Health Care Administration/Mgt	59	56	27	39	33
Gordon College	Health Care Administration/Mgt	13	51	0	0	0
Valdosta State University	Health Care Administration/Mgt	1	0	0	0	0
Albany State University	Health Care Management	0	0	0	0	0
Clayton State University	Hospital & Health Care Admin	108	131	115	113	105

7) **Collaboration:** Is the program in collaboration with another USG Institution, TCSG institution, private college or university, or other entity? Yes \_\_\_\_\_ or No X (place an X beside one)

If yes, list the institution below and include a letter of support from the collaborating institution's leadership (i.e., President or Vice President for Academic Affairs) for the proposed academic program in the appendix.

8) **Forecast:** If this program was not listed on your academic forecast for the 2016 – 2017 academic year, provide an explanation concerning why it was not forecasted, but is submitted at this time.

This program has been in the planning stages and listed in the academic forecast for 2016-2017.

9) **Admission Criteria:** List the admission criteria for the academic program.

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- a) Include all required minimal scores on standardized tests.
- Student must be accepted by the University:
    - <https://gsw.edu/admissions/applytogsw/requirements>
  - We will admit to this program students who meet admission criteria to the University. For those transferring into the major, they would be required to be in academic good standing.
- b) Include the required grade point average requirement.
- Students must earn a minimum grade of C in : Area A, Area F, and all major courses.
- Curriculum (See the form below this series of questions and please complete.)

- a) List the entire course of study required to complete the academic program. Include the course prefixes, course numbers, course titles, and credit hour requirement for each course. Indicate the word “new” beside new courses.

Provide a sample program of study that includes the course prefixes, course numbers, and course titles and credit hour requirement for each course. Indicate the word “new” beside new courses.

- b) List and reference all course prerequisites for required and elective courses within the program. Include the course prefixes, numbers, titles, and credit hour requirements.
- c) State the total number of credit hours required to complete the program, but do not include orientation, freshman year experience, physical education, or health and wellness courses per the Academic and Student Affairs Handbook, Section 2.3.1.

### Program of Study Form

*(Modify appropriately for undergraduate versus graduate programs.)*

Courses <i>(list acronym, number, and title)</i>	Semester	Hours
<b>Area A 1: Communication Skills (6 hours)</b>		
ENGL 1101: Composition 1101	1	3
ENGL 1102: Composition 1102	2	3
<b>Area A 2: Quantitative Skills (3 hours)</b>		
MATH 1101, 1111, 1113, or 1120	1	3
<b>Area B: Institutional Options (4-5 hrs)</b>		
LIBR 1101(1), CIS 1000(3), THEA 1110 (3), SOSC 1101(3), WGSS 2001 (3), COMM 1110 (3), POLS 2401 (3), INTL 2000 (1-3), ENGL 2200 (3), Foreign Lang (2000 level) (3)	2 3	1-2 3
<b>Area C: Humanities, Fine Arts, and Ethics (6 hours)</b>		
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3	3
ARTC 1100, MUSC 1100, or THEA 1100	1	3
<b>Area D: Natural Sciences, Mathematics, and Technology (10 hours minimum)</b>		
Lab Sciences-List A	2	4
Lab if CHEM or BIOL		
NonLab/Lab Science-List A or B	3	3-4
Lab (if CHEM or BIOL)		
Course from List A, B, or C	4	3

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<b>Area E: Social Sciences (12 hours)</b>		
POLS 1101 American Government	4	3
HIST 1111 or 1112 World Civ I or II	1	3
HIST 2111 or 2112 US Hist I or II	3	3
Select 3 hours from courses listed below:		
HIST 1111, 1112, ECON 2105	2	3
<b>Area F (18 hours):</b>		
MATH 2204 Elementary Statistics	5	3
PSYC 1101 Introduction to Psychology	1	3
PSYC 2103 Human Growth and Development	4	3
SOCI 1101: Introduction to Sociology	3	3
<i>Select 6 hours from courses listed below:</i>		
ACCT 2101, ACCT 2102, BIOL 2030, BIOL 2040, BIOL 2050, BUSA 2106, ECON 2105, ECON 2106	3/5	6
<b>Major Area Courses – Common Curriculum (39 hours)</b>		
PSYC 2001: Introduction to Caregiving	4	3
PSYC 3350 Health Psychology	5	3
Prerequisite: PSYC 2001		
PSYC 3308: Psychosocial Aspects of Aging	5	3
Prerequisites: PSYC 1101 or PSYC 1101H or SOCI 1101 or SOCI 1101H or PSY 101 or SOC 201		
SOCI 4230 Sociology of Health and Medicine	7	3
Prerequisites: SOCI 1101		
<b>LIBR 3202 Information Literacy for the Health Care Professional (new)</b>	6	3
Prerequisites: None		3
MGNT 3600: Principles of Management	6	3
Prerequisites: None		3
MGKT 3800: Principles of Marketing	7	3
Prerequisites: None		3
BUSA 2010: Microcomputer Apps in Business	4	3
Prerequisites: None		3
NURS 2002: The Caregiving Journey	5	3
Prerequisites: None		3
NURS 2003: Best Practices in Supporting Caregiving	7	3
Prerequisites: None		3
NURS 3001: Special Populations Requiring Care	6	3
Prerequisites: None		3
NURS 3004: Cross Cultural/National Issues	6	3
Prerequisites: None		3
NURS 3006: Advanced Practice Issues in Caregiving	8	3
Prerequisites: None		

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<b>Concentration (21 hours)</b>		
MGNT 3670 : Human Resource Management Prerequisites: ACCT 2101 Minimum Grade: C or ACT 205 Minimum Grade: C or ACCT 2101H Minimum Grade: C	7	3
PSYC 4395: Theory/Research of Caregiving Prerequisites: PSYC 1101 or PSYC 1101H and PSYC 2000	8	3
<b>LTCM 3001: Principles of Long Term Care (new)</b> Prerequisites: NURS 2002	7	3
<b>LTCM 3002: Ethical and Practice Issues in Long Term Care (new)</b> Prerequisites: NURS 2002	7	3
<b>LTCM 4001: Long Term Care Management Capstone and Internship (new)</b> Prerequisites: NURS 2002; LTCM 3001	8	9
<b>Electives</b> None		
<b>Total Semester Credit Hours</b>		120
<b>List below health and physical education, basic health, orientation, etc. per Board Policy 3.8.1</b>		1
PEDS 1010: Lifetime Fitness		2
PEDS 2000 CPR/First Aid		1
PEDS (Activity)		2

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- d) If this is a doctoral program, provide the names of four external reviewers of aspirational or comparative peer programs complete with name, title, institution, e-mail address, and telephone number. External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

N/A

- e) If internships, assistantships, or field experiences are required to complete the academic program, provide information documenting internship or field experience availability and how students will be assigned, supervised, and evaluated.

A nine credit hour capstone and internship course is required during the final semester of degree completion. The Clinical Service Coordinator, employed by the School of Nursing will assume this responsibility with collaboration with the LTCM program coordinator. The student will be required to arrange a meeting with the CSC prior to the completion of the semester which precedes the final semester of study to discuss options for the experience. The CSC will initiate and complete the arrangement of the experience which will require a completed Memorandum of Understanding between the University and the agency.

The students will complete their internship objectives in long term care facilities approved by the faculty member teaching the course. . Examples of facilities in which this may be completed include skilled care facilities, respite care facilities, facilities providing long term care in the home, area agencies on aging and hospice agencies.

The faculty teaching the final course requiring the internship will provide the student with required documents to include goals, expectations, and contact information of the faculty member. The faculty member will include input from the internship preceptor as a component of the evaluation of the student during that semester.

- f. Within the appendix, append the course catalog descriptions for new courses. Include the course prefixes, course numbers, course titles, and credit hour requirements.

The appendix includes the course prefix, name, number, and course catalog descriptions of all new courses in the curriculum.

- 11) **Waiver to Degree-Credit Hour** (if applicable): State whether semester credit-hours exceed maximum limits for the academic program and provide a rationale.

N/A

- 12) **Student Learning Outcomes:** Student Learning outcomes and other associated outcomes of the proposed program (provide a narrative explanation).

- Seek high quality outcomes for services provided in long term care;
- Serve as conduits of information and referral to community programs of support for families and individuals needing long term care;
- Utilize critical thinking to manage the environment of care;
- Employ emerging technology & information management tools;

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- Analyze support systems of care for individuals requiring long term care.

13) **Assessment and Quality:** Describe institutional assessments throughout the program to ensure academic quality, viability, and productivity as this relates to post-approval enrollment monitoring, degree productivity, and comprehensive program review.

*Academic program quality* will be measured by student learning outcomes enumerated in the previous section. This data is collected annually and reported as trended results every three years. Institutional assessments to include viability and productivity as it relates to enrollment monitoring, degree productivity and comprehensive review (CPR) will include:

***Program Retention and Progression*** (data to be collected annually and data analyzed every years.

Measures:

- New majors by term (student list by major)
- Progression: Hours earned: measured at 30, 60, 90 hours
- Withdrawals from University
- Transfers to other majors

***Graduation Rates:***

Measures:

- Degrees confirmed per academic year
- Six year graduation rate
- Graduation rates will be assessed beginning four years after implementation of the degree track.

Outcome Benchmark: maintain a 3 year rolling average of 10 graduates by the end of the sixth year.

***Comprehensive Program Review:***

Comprehensive Program Review (CPR) of Academic Programs provides a common base for internal review and evaluation of all Georgia Southwestern State University (GSW) academic programs. The Faculty, Academic Unit Heads, and the Vice President for Academic Affairs participate in the CPR and incorporate CPR findings in their recommendations for short- and long-range institutional planning. As a collaborative venture between academic units and the Office of Academic Affairs, Comprehensive Program Review serves four primary purposes:

- elicit informed judgments about how well an academic unit is performing given its collective resources.
- To make projections about emerging opportunities and the ways a unit may best take advantage of those opportunities.
- To assess how well a unit is implementing its strategic plan.
- To ensure that the unit has a strategic plan and is implementing its plan.

In addition, the CPR process assists academic units in maintaining high academic quality and stimulates change that enhances the unit's performance. When done well, the process is both an honest evaluation of current circumstances and a candid dialogue about future possibilities and mutual commitments. The discussion and thought invested in the process leads to actions designed to increase the value of the unit's contributions to

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undergraduate and graduate education, to the disciplines and professions through the generation of new knowledge, and to society through application of knowledge and outreach.

**Frequency:** Per USG and University policy, this degree program will undergo the CPR every 7 years.

14) **Accreditation:** Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate NA).

N/A

15) **Enrollment Projections:** Provide projected enrollments for the program specifically during the initial years of implementation.

a) Will enrollments be cohort-based? Yes \_\_\_ or No X (Place an X beside one)

b) Explain the rationale used to determine enrollment projections.

Enrollment projections have been calculated based upon the following estimated institutional degree transfers. This was estimated conservatively by examining trended data on prenursing or nursing students who have been unable to progress into or within the nursing program and who desire a health related degree at GSW. We expect a steady increase in student majors from this cohort over a four year period of program implementation.

Due to the fact that the degree is a new degree to the institution, new majors have also been estimated at a conservatively steady growth. Marketing will occur widely through the Office of Admissions, Rosalynn Carter Institute, and School of Nursing.

	First FY	Second FY	Third FY	Fourth FY
<b>I. ENROLLMENT PROJECTIONS</b>				
<b>Student Majors</b>				
Shifted from other programs	5	7	8	10
New to the institution	5	5	7	10
<b>Total Majors</b>	10	12	15	20
<b>Course Sections Satisfying Program Requirements</b>				
Previously existing	10	20	29	37
New	0	0	1	3

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<b>Total Program Course Sections</b>	10	20	30	40
<b>Credit Hours Generated by Those Courses</b>				
Existing enrollments	150	210	240	300
New enrollments	150	150	210	300
<b>Total Credit Hours</b>	300	360	450	600

### 16) Faculty

- a) Provide the total number of faculty members that will support this program: 20
- b) Provide an inventory of faculty members directly involved with the administration and instruction of the program. Annotate in parentheses the person who holds the role of department chair. For each faculty member listed, provide the information below in tabular form. Indicate whether any positions listed are projected new hires and currently vacant. (Multiple rows can be added to the table.) *Note: The table below is similar to the SACS-COC faculty roster form.*

<b>Faculty Name</b>	<b>Rank</b>	<b>Courses Taught (including term, course number &amp; title, credit hours (D, UN, UT, G))</b>	<b>Academic Degrees &amp; Coursework (relevant to courses taught, including institution &amp; major; list specific graduate coursework, if needed)</b>	<b>Current Workload</b>	<b>Other Qualifications &amp; Comments (related to courses taught)</b>
Dr. Joy Humphrey	Assistant Professor	Su/spring NURS 3850: Gerontological Nursing (3 cr) UN	DNP, Adult Health	12 hours per semester	Expertise in gerontology
Dr. Leisa Easom Professor (Program Chair)	Professor	Sp: NURS 3006 Best Practices in Caregiving (3 cr) UN	PhD Medical College of Georgia, Nursing	3 credits per academic year	Director of Rosalynn Carter Institute of Caregiving; Certificate in Gerontology; Certificate in palliative/end of life care; Master Training certification in RCI Resources Enhancing Alzheimer's Caregiver Health (REACH);
Laura Bauer	National Program Director, Operation Family Caregiver	Fa/Sprin/Su NURS 2002 NURS 2003 NURS 3001,	MPA, Columbus State University, Public Administration; B.S. Columbus State University, Psychology		Certificate in Gerontology

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Dr. Sandra Daniel	Professor FT	NURS 4400: Community Health Nursing, NURS :	PhD Medical College of Georgia, Nursing	3 credit hours per academic term	Community and public health educational and experiential qualifications
Dr. Charles Huffman	Professor	Fall: PSYC 1101: Introduction to Psychology (3 cr) UN	PhD, University of Southern Mississippi, Psychology	9 credits per semester	
Dr. Ellen Cotter	Professor	Fall, Spring PSYC 2103: Human Growth and Development (3 cr), UN  Fall, Even Years, SOCI 3308 Psychosocial Aspects of Aging (3 cr) UN  Spring, Odd Years PSYC 4395, Theories and Research in Caregiving (3 cr), UN	PhD University of Alabama at Birmingham, Developmental Psychology	12 credits per semester	
Dr. Marianna Baykina	Assistant Professor	Fall, Spring PSYC 1101, Introduction to Psychology (3 cr) UN	PhD Texas Tech University, Psychology	12 credits per semester	
Dr. Joseph Comeau	Assistant Professor	Fall, Spring SOCI 1101 Introduction to Sociology (3 cr) UN	PhD University of North Texas, Sociology	12 credits per semester	
Dr. Gary Fisk	Professor	Fall, Spring PSYC 1101, Introduction to Psychology Fall, Spring (3 cr), UN  PSYC 2103, Human Growth and Development (3 cr), UN	PhD University of Alabama at Birmingham, Psychology	12 credits per semester	

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Dr. Judy Orton Grissett	Assistant Professor	Fall, Spring PSYC 1101, Introduction to Psychology (3 cr) UN  Fall, Spring PSYC 2103 Human Growth and Development (3 cr) UN  Fall, Spring PSYC 3350, Health Psychology (3 cr) UN	PhD Georgia State University, Psychology	12 credits per semester	
Dr. Jamie MacLennan	Associate Professor	Fall, Spring SOC 1101 Introduction to Sociology (3 cr) UN  SOC 4230, Sociology of Health and Medicine (3 cr) UN	PhD Rutgers University, Sociology	12 credits per semester	
Dr. Laverne Worthy	Professor	Fall, Spring PSYC 1101, Introduction to Psychology (3 cr) UN	PhD Auburn University, Psychology	12 credits per semester	
Ru Story Huffman	Professor	Spring, LIBR3202 Information Literacy for the Healthcare Provider (3 cr) UN	MLS Emporia State University, Library Science	3 credits per semester	Dean of Library
Joseph Warther	Sr Lecturer FT	Fall/Spring ACCT 2101 (3 cr) UN	MAac, Univ of Akron	12 credits/sem	CPA, CMA
Susan Robinson	Sr Lecturer FT	Fall/Spring ACCT 2101(3 cr) UN	MAac, Univ of Georgia	12 credits/sem	CPA
William NeSmith	Instructor PT	Fall/Sprng BUSA 2106 (3 cr) UN	JD	3 hrs/sem	Practicing Attorney
Philip Szmedra	Professor FT	Fall/Spring ECON 2105, 2106 (3 cr)UN	PhD Economics, University of Georgia	12 hrs/sem	
Robert Bennett FT	Professor	Fall/Spring MGNT 3600 (3 cr) UN	PhD Management, University of South Alabama	12 Hours/sem	

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Suzanne Conner FT	Assistant Professor	Fall/Spring MKTG 3800(3 cr) UN	PhD Marketing, New Mexico State University	12 Hours/sem	
Yangil Park FT	Associate Professor	Fall/Spring BUSA 2016 (3 cr) UN	PhD Management Information Systems University of Mississippi	12 Hours/sem	
Mark Grimes FT	Assistant Professor	Fall/Spring MGNT 3670 (3 cr) UN	DBA Management, Nova Southeastern University	12 Hours/sem	SPHR

*F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Non-transferable, Undergraduate Transferable, Graduate*

- c) Explain how faculty workloads will be impacted by the proposed new program.  
The faculty workloads will accommodate the major courses which are currently taught at GSW without reassignments.

Faculty workloads will be impacted in the core courses for this degree.

There are four new courses in the proposed new degree program. Workloads will be impacted for existing faculty who will be teaching in this program. The new courses and plan for supporting these courses include:

1. LIBR 3202: Information Literacy for Health Care (3 credits)
  - o This course will be taught by a qualified faculty member who is Dean of the Library. This faculty will receive overload pay at the standard compensation rate approved by the University.
2. LTCM courses: (three courses totaling 12 hours in the major).
  - a. Two courses, each at 3 credits, will be taught during semester 7 of the proposed curriculum; One course ((9 credits) will be taught during the final semester of the curriculum.
  - b. These courses will require additional responsibilities of Dr. Leisa Easom, Executive Director of the Rosalynn Carter Institute, who will serve as curriculum coordinator of the LTCM courses.
    - i. Dr. Leisa Easom will teach a minimum of 1 LTCM course during the final year of program study and will be compensated at the university rate for part time faculty (budget sheet).
    - ii. Additional faculty members will be needed to support LTCM courses during semester 7 (0.25 FTE) and 8 (.25 FTE) to teach. These will be selected from qualified faculty from the School of Nursing through reassignments or overload pay as most appropriate. Part time faculty will be hired to support the reassigned workloads.
3. Other major courses will not require additional faculty. As enrollment growth occurs, additional course sections will be added as needed with part time faculty teaching these courses.
4. The School of Nursing will be responsible for advising students in the degree program.
5. The School of Nursing will undertake the responsibility for coordinating and scheduling the internship experience to include:
  - a. MOU agreements will be completed and maintained in the School of Nursing by

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

- the Administrative Secretary.
- b. The Clinical Services Coordinator will assume any responsibility for assuring any agency required documents are obtained and filed (i.e. CPR, tuberculosis testing)
  - c. The School of Nursing Clinical Service Coordinator will work collaboratively with the student, faculty member teaching the course (NUS 4001), and affiliating agency to ensure all documents are collected and distributed.
  - d. No increase in workload distribution is expected during the first four years of implementation due to the enrollment projections. These individuals currently undertake the responsibilities listed a-c.
- d) Explain whether additional faculty will be needed to establish and implement the program. Describe the institutional plan for recruiting additional faculty members in terms of required qualifications, financial preparations, timetable for adding faculty, and whether resources were shifted from other academic units, programs, or derived from other sources.

Findings from the assessment of faculty resources indicate no additional full time faculty will be needed until FY 4 of new degree implementation pending projected enrollment growth.

Any additional course assignments for existing faculty will be determined based upon enrollment. The standard university rate for overload pay OR workload reassignment will be followed as appropriate.

As enrollment growth occurs beyond the projected growth which supports the need for additional qualified faculty, we plan to fill these needs with qualified full or part time faculty. It is anticipated that an additional nursing faculty member will gain experience and certification in caregiving over the next four years which will enable the School of Nursing to provide additional qualified faculty resources as program growth occurs.

**Part time faculty** will be recruited on a semester by semester based upon their educational preparation, certification, and experience. Faculty would be required to hold a minimum of a master's degree in a health, management, or related field and have experience in long term care.

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## 17) Fiscal and Estimated Budget

- a) Describe the resources that will be used specifically for the program.
- b) Budget Instructions: Complete the form further below and **provide a narrative to address each of the following:**
- c) For Expenditures:
  - i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).
  - ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program, or portion of full-time faculty workload and salary allocated to the program).
- d) For Revenue:
  - i. If using existing funds, provide a specific and detailed plan indicating the following three items: source of existing funds being reallocated; how the existing resources will be reallocated to specific costs for the new program; and the impact the redirection will have on units that lose funding.
  - ii. Explain how the new tuition amounts are calculated.
  - iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).
  - iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.
  - v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.
- e) When Grand Total Revenue is not equal to Grand Total Costs:
  - i. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?
  - ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

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<b>I. EXPENDITURES</b>	First FY Dollars	Second FY Dollars	Third FY Dollars	Fourth FY Dollars
<b>Personnel – reassigned or existing positions</b>				
Faculty (see 15.a.ii)	0	0	0	0
Part-time Faculty (see 15 a.ii)	0	2,750	8,350	8,350
Graduate Assistants (see 15 a.ii)	0	0	0	0
Administrators(see 15 a.ii)	12,000	12,000	12,000	12,000
Support Staff (see 15 a.ii)	3,900	3,900	3,900	17,900
Fringe Benefits	0	0	0	0
Other Personnel Costs	0	0	0	0
<b>Total Existing Personnel Costs</b>	<b>15,900</b>	<b>18,650</b>	<b>24,250</b>	<b>38,250</b>

Administrative Reassignment compensation shared by School of Nursing and Rosalynn Carter Institute

Support Staff reassignment (Faculty Advisor @ 10% )

Part Time Faculty: Calculated at \$2,750/3 credit hour courses

New Personnel: Year 3: One Part time support staff (secretarial): \$14,000

Year 4:

<b>EXPENDITURES (Continued)</b>				
<b>Personnel – new positions (see 15 a.i)</b>				
Faculty	0	0	0	0
Part-time Faculty	0	0	0	5,500
Graduate Assistants	0	0	0	0
Administrators	0	0	0	0
Support Staff	0	0	14,000	0
Fringe Benefits	0	0	0	18,000
Other personnel costs	0	0	0	0
<b>Total New Personnel Costs</b>	<b>0</b>	<b>0</b>	<b>14,000</b>	<b>23,500</b>
<b>Start-up Costs (one-time expenses) (see 15 a.i)</b>				
Library/learning resources	2,000	0	0	0
Equipment	0	0	2,000	2,000
Other: Recruitment	5,000	0	0	0
Physical Facilities: construction or renovation (see section on Facilities)	0	0	0	0
<b>Total One-time Costs</b>	<b>7,000</b>	<b>0</b>	<b>2,000</b>	<b>2,000</b>

## ONE-STEP ACADEMIC PROGRAM PROPOSAL

<b>Operating Costs (recurring costs – base budget) (see 15 a.i)</b>				
Supplies/Expenses	0	0	0	0
Travel	1,000	1,000	1,500	1,000
Equipment	0	0	0	0
Library/learning resources	0	2,000	2,000	2,000
Other: Continuing Ed for faculty	2,000	3,000	3,000	3,000
<b>Total Recurring Costs</b>	<b>3,000</b>	<b>6,000</b>	<b>6500</b>	<b>6,000</b>
<b>GRAND TOTAL COSTS</b>	<b>25,900</b>	<b>24,650</b>	<b>46,750</b>	<b>69,750</b>
<b>III. REVENUE SOURCES</b>				
<b>Source of Funds</b>				

Reallocation of existing funds (see 15 b.i)	24,290	34,005	38,863	48,579
New student workload				
New Tuition (see 15 b.ii)	24,290	24,290	34,005	48,579
Federal funds	0	0	0	0
Other grants (see 15 b.iv)	0	0	0	0
Student fees (see 15 b.iii) Exclude mandatory fees (i.e., activity, health, athletic, etc.).	0	0	0	0
Other (see 15 b.v)	0	0	0	0
New state allocation requested for budget hearing	0	0	0	0
<b>GRAND TOTAL REVENUES</b>	<b>48,580</b>	<b>58,295</b>	<b>72,868</b>	<b>97,158</b>
<b>Nature of Revenues</b>				
Recurring/Permanent Funds				
One-time funds	0	0	0	0
<b>Projected Surplus/Deficit</b> (Grand Total Revenue – Grand Total Costs) (see 15 c.i. & c.ii).	<b>12,680</b>	<b>33,645</b>	<b>26,118</b>	<b>27,408</b>

Revenue calculated as follows:

Standard base tuition rate: \$161.93/credit hour

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## 18) Facilities/Space Utilization for New Academic Program Information

Facilities Information — Please Complete the table below.

		Total GSF
<b>a.</b>	<b>Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.</b>	
<b>b.</b>	<b>Indicate if the new program will require new space or use existing space. (Place an "x" beside the appropriate selection.)</b>	
	<b>Type of Space</b>	<b>Comments</b>
i.	Construction of new space is required (x).-→	No construction
ii.	Existing space will require modification (x). →	No modification
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.	None
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe the projected impact.	No
v.	Will this program cause any impact on the campus infrastructure, such as parking, power, HVAC, other? If yes, indicate the nature of the impact, estimated cost, and source of funding.	No
vi.	Indicate whether existing space will be used.X	Existing space
<b>c.</b>	<b>If new space is anticipated, provide information in the spaces below for each category listed:</b>	
i.	Provide the estimated construction cost.	
ii.	Provide the estimated total project budget cost.	
iii.	Specify the proposed funding source.	
iv.	What is the availability of funds?	
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).	
vi.	How will the construction be funded for the new space/facility?	
vii.	Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?	

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<b>d.</b>	<b>If existing space will be used, provide information in the space below.</b>			
	Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if this is part of a multi-campus institution and not physically located on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.			
<b>e.</b>	<b>List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)</b>			
<b>i.</b>	<b>No. of Spaces</b>	<b>Type of Space</b>	<b>Number of Seats</b>	<b>Assignable Square Feet (ASF)</b>
	0	Classrooms	n/a	
	0	Labs (dry)	n/a	
	0	Labs (wet)	n/a	
	1	Meeting/Seminar Rooms		
	5	Offices		
		Other (specify)		
<b>Total Assignable Square Feet (ASF)</b>				
<b>ii.</b>	If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.			
	n/a			
<b>Chief Business Officer or Chief Facilities Officer Name &amp; Title</b>		<b>Phone No.</b>	<b>Email Address</b>	
Cody King, Vice President for Business and Finance		229-931-2090	cody.king@gsw.edu	
		<b>Signature</b>		
<b>Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.</b>				

# **ONE-STEP ACADEMIC PROGRAM PROPOSAL**

## **APPENDIX**

Use this section to include letters of support, curriculum course descriptions, and recent rulings by accrediting bodies attesting to degree level changes for specific disciplines, and other information.

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## Appendix 1: New Course Catalog Description

LIBR3202 Information Literacy for the Healthcare Professional 3-0-3

This course will emphasize Information Literacy theory and its importance for the Healthcare Professional. The knowledge, analytical skills, and competencies gained through successful completion in the course provides Healthcare Professionals with the skills to effectively identify, locate, use, and evaluate information in a professional situation. Pre-requisite: none;

LTCM 3001 Principles of Long Term Care 3-0-3

In this course, the basic principles and key elements of long term care are explored as guides for understanding of the expansion of managed care for long term care populations. Pre-requisite: NURS 2002;

LTCM 3002 Practice Issues of Long Term Care 3-0-3

This course targets current practice issues affecting long term care settings. Institutional focused content includes subject matter on managing resident centered care, quality of life, resident rights, financial reimbursement and the service environment. Community based content includes subject matter on home and community based services, housing needs, quality of life, cost of care, transportation, socialization and self-care. Pre-requisite: NURS 2002

LTCM 4001 Long Term Care Mgmt Capstone and Internship 3-6-9

A seminar approach in the virtual classroom encourages dialogue to assist students to understand the changing long-term care environment and prepare to manage within the future of long-term care. This course is designed to combine classroom theory with practical application. The student is assisted to integrate academic learning with real-world learning by working a total of 90 hours in the semester with an assigned preceptor in an area of long-term care. Pre-requisites: NURS 2002, LTCM 3001

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### Appendix 2: Example of Curriculum Progression Schema for Degree Completion

Year	Fall Semester	Credit	Spring Semester	Credit	Summer Semester
Year 1	ENGL 1101 Psychology 1101 MATH 1101, 1111, 1113, or 1120 ARTC 1100, MUSC 1100, OR THEA 1100 HIST 1111 or 1112  <i>UNIV 1000</i>	3 3 3 3 3	ENGL 1102 Area D: Science/Lab Area B SOCI 1101 Area E guided elective  <i>PEDS (activity)</i>	3 4 1 3 3  1	
Year 2	Area D: Non-lab science ENGL 2111, 2112, 2121, 2122, 2131, or 2132 Area B HIST 2111 or 2112 Area F elective (1 of 2) required options  <i>PEDS 1010</i>	3 3 3 3 3  1	PSYC 2001 POLS 1101 PSYC 2103 BUSA 2010 Area D (A,B, or C)  <i>PEDS 2000</i>	3 3 3 3 3  2	(PSYC 2001) Summer option
Year 3	NURS 2002 Area F elective (2 of 2) MATH 2204 PSYC 3350 PSYC 3308	3 3 3 3 3	NURS 3001 NURS 3004 MGKT 3800 LIBR 3202 MGNT 3600	3 3 3 3 3	(NURS 3001) Summer option
Year 4	MGKT 3670 SOCI 4230 LTCM 3001 LTCM 3002 NURS 2003	3 3 3 3 3	NURS 3006 LTCM 4001 PSYC 4395	3 9 3	

