Name of Institution: Francis Marion University

Name of Program (include concentrations, options, and tracks): Healthcare Administration (HCA)
(Tracks: Clinical and General)

Program Designation

☐ Associate's Degree   ☐ Master's Degree

☒ Bachelor's Degree: 4 Year   ☐ Specialist

☐ Bachelor's Degree: 5 Year   ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and
                                   DMA)

☐ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?
☒ Yes

☐ No

Proposed Date of Implementation: August 24, 2015   CIP Code: 510701

Delivery Site(s): Main Campus and Online

Delivery Mode

☒ Traditional/face-to-face*   ☐ Distance Education
*select if less than 50% online   ☐ 100% online

                                       ☐ Blended (more than 50% online)

                                       ☐ Other distance education

Program Contact Information (name, title, telephone number, and email address):
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HCA Program Coordinator
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Institutional Approvals and Dates of Approval:
Department of Nursing   February 12, 2015
Academic Affairs Committee   February, 26, 2015
Faculty Senate   March 10, 2015
General Faculty   April 7, 2015
Provost Approval   April 8, 2015
President Approval   April 9, 2015
FMU Board of Trustees   June 25, 2015

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters):

During Spring 2014 representatives of Florence-Darlington Technical College (FDTC) approached Francis Marion University (FMU) concerning the possibility of developing an upper division educational program for specific healthcare associate-degree students and graduates. The City of Florence is the regional center for healthcare in the Pee Dee region of South Carolina, and many associate-degree healthcare professionals located in the region are eager to earn baccalaureate degrees and advance their careers. A collaborative needs assessment completed by FDTC and FMU demonstrated that a significant number of associate-degreed healthcare professionals were seeking or would like to seek bachelor's degrees to prepare them for administrative and managerial positions, or for graduate education. FDTC and FMU have partnered on other programs, and FMU has a history of providing excellent baccalaureate and master's healthcare education, such as BSN, RN to BSN, and MSN degrees. Beginning in Fall 2016, Francis Marion will add a Master's in Physician Assistant Studies to its offerings. FMU is building a Health Sciences Building in downtown Florence–located in relatively close proximity to the FDTC downtown Health Sciences campus–which will further facilitate educational partnerships and cooperation.

The collaborative discussions between FMU and FDTC resulted in a proposed new interdisciplinary major, a Bachelor of Science in Healthcare Administration (HCA), which will be administered by the FMU Department of Nursing. The 120 hour HCA degree has two entry points, which are presented in this proposal as two tracks: a Clinical Track and a General Track. Students in both tracks will complete the same 30 semester hour major and complete a minimum 120 semester hour degree program. The Clinical Track is for healthcare professionals with an associate degree in the disciplines of Respiratory Care, Radiologic Technology, and Medical Laboratory Technology. Practitioners with a Respiratory Care, Radiologic Technology, or Medical Laboratory associate degree will be allowed to transfer a block of 60 semester hours into the HCA program and then must complete the general education and major requirements. This baccalaureate degree will enhance their knowledge and skills and their career prospects. The General Track is for traditional college students without associate degrees. They will complete the same HCA major requirements and general education requirements as the Clinical Track, but will also complete a minor or two collaterals in related areas of study approved by their advisor. With two large regional medical centers located in Florence, along with a thriving healthcare industry serving Northeastern South Carolina, it was determined that the General HCA Track was needed for students entering FMU without associate degrees but seeking employment in healthcare organizations. This General Track provides the traditional student with an education in healthcare administration and allows them to enhance their program by taking courses in a related minor or two collaterals.

MISSION STATEMENT

The Bachelor of Science Healthcare Administration (HCA) major is offered by the Department of Nursing in collaboration with the Department of Political Science, Department of Psychology, Department of Sociology, and the School of Business. The Healthcare Administration major prepares graduates as leaders in healthcare organizations and for career advancement, life-long learning, and graduate education.

PROGRAM DESCRIPTION

The Healthcare Administration major emphasizes the development of knowledge and skill in healthcare management, leadership, education, research, and practice. The required courses, along with the

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required general education curriculum, will prepare graduates to advance to leadership roles within healthcare organizations or within their own specific allied health discipline. This program places high value on management, leadership, teaching, research, education, and advanced practice. The clinical capstone course is designed to apply upper-level skills by requiring students to develop a leadership project for implementation specific to the student's healthcare interest or allied health discipline. The program emphasizes life-long learning appropriate to the changing nature of the healthcare system and prepares graduates for a number of career paths, including but not limited to management, leadership, teaching, research, advanced practice, and graduate school.

The program is applicable to all undergraduate students interested in healthcare careers as well as allied health professionals who hold an associate's degree (Respiratory Care, Radiologic Technology, Medical Laboratory Technology, or a certified or licensed healthcare discipline deemed applicable by the Admissions, Progression, and Graduation Committee of the Department of Nursing). Courses in the 30 semester hour major will be offered online for both the Clinical (Associate Degree) Track and the General Track. The program is interdisciplinary in scope including a public administration course from Political Science, two courses (Finance and Leadership) from the School of Business, a health Psychology class and a medical Sociology course. The core of the program is 15 semester hours of coursework taught by the Department of Nursing in areas of healthcare policy, research, healthcare roles and population-based issues. The program reflects FMU's commitment to addressing the fact that rural counties with their racial and economic diversity remain grossly underserved.

Major

Clinical Track (available only to students having completed an applicable associate's degree in Respiratory Care, Radiologic Technology, Medical Laboratory Technology, or a certified or licensed healthcare discipline deemed applicable by the Admissions, Progression, and Graduation Committee of the Department of Nursing):

A major in Healthcare Administration, Clinical Track, requires the following:

1. Sixty semester hours of transfer credit (towards FMU general education requirements and as general electives) from an associate's degree in the allied health professions of Respiratory Care, Radiologic Technology, Medical Laboratory Technology, or a certified or licensed healthcare discipline deemed applicable by the Admissions, Progression, and Graduation Committee of the Department of Nursing.

2. Interprofessional Healthcare (IPHC) IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC 375, IPHC 445, IPHC 448, IPHC 451, IPHC 456, and IPHC 457. All courses in the major are offered online.

3. The minimum number of semester hours (transfer credits, major, general electives, **all** Francis Marion University general education requirements) is 120.

General Track:

A major in Healthcare Administration, General Track requires the following:

1. IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC 375, IPHC 445, IPHC 448, IPHC 451, IPHC 456, and IPHC 457. All courses in the major are offered online.

2. Minor/collateral requirements (two options)
a) An 18-hour minor approved by the faculty advisor (either Biology or Chemistry is recommended) OR
b) Two 12-hour collaterals approved by the faculty advisor (Biology and Chemistry are recommended)

3. The minimum number of semester hours (major, **all** general education requirements, a minor or two collaterals, general electives) is 120.

HEALTHCARE ADMINISTRATION COURSES

IPHC 215 Introduction to Public Administration (3) (Prerequisite POL 101 or POL 103) (IPHC 215 is same as POL 215) Study of the nature of public administration in the United States with attention to policies of organization and management and to fiscal, personnel, planning, and public relations practices. Credit cannot be received for both IPHC 215 and POL 215.

IPHC 301 Professional Role and Practice (3:2-3) This course explores the past, present, and future of professional healthcare roles. Emphasis is placed on critical thinking and lifelong learning, professional values and philosophies, and socialization and role development of the healthcare professional, as well as the legal and ethical aspects of practice. This course will allow the students to develop career goals and a professional portfolio and to establish a focus for a student of a healthcare profession. This course provides the student with three hours of precepted clinical time each week with an expert in their specified healthcare discipline.

IPHC 314 Health Psychology/Behavioral Medicine (3) (Prerequisite: PSY 206 or permission of Psychology department) (IPHC 314 is same as PSY 314) Introduction to the affective, behavioral, and cognitive aspects of health and illness. Topics include such issues as lifestyle change, stress management, and chronic pain, as well as a survey of specific physical diseases which are known to involve a dominant psychological component. Credit cannot be received for both IPHC 314 and PSY 314.

IPHC 334 Research in Practice (3) (IPHC 334 is same as NRN 334) Examines the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published research with consideration of the utilization of research findings to develop evidence-based practice. Ethical considerations in research are addressed. Credit cannot be received for both IPHC 334 and NRN 334.

IPHC 375 Sociology of Health and Medicine (3) (Prerequisite: SOC 201 or permission of Sociology department) (IPHC 375 is same as SOC 375) Trends and group differences in health and illness; theoretical perspectives on health; the sick role; seeking and using health services; patient-practitioner relationships; caregiving issues; social organization of healthcare systems; international and cultural differences; medicalization of chronic conditions; current issues and problems. Credit cannot be received for both IPHC 375 and SOC 375.

IPHC 445 Population-Focused Care (3) Designed to develop the student's knowledge and skills in applying health promotion and disease prevention frameworks, and public health concepts, epidemiology, and environmental health issues with populations in the community. Content and clinical experiences are based on healthy people. Emphasis is placed on public health as a health partner; community assessment strategies; community partnerships; the design, implementation and evaluation of interventions for health promotion and /or disease prevention; social justice; and health policy implications.

IPHC 448 Healthcare Policy Development (3) (IPHC 448 is same as NRN 448) This course offers the student the opportunity to discuss healthcare policy and explore political system operations. Disparity in care and social inequity for vulnerable populations such as the uninsured, elderly, physically or cognitively disabled, and terminally ill are discussed. Current healthcare issues such as quality of care are analyzed. Funding of the US healthcare system, both private and public, is evaluated. Comparisons are made to other industrialized nations' healthcare systems. Value systems are analyzed as they impact healthcare reform. Emphasis is placed on the professional's role as a change agent in the political arena and healthcare system. Credit cannot be received for both IPHC 448 and NRN 448.

IPHC 451 Healthcare Finance (3) **(**Prerequisite: Admission to HCA program) (IPHC 451 is same as FIN 451) This course will introduce and prepare students to manage the finances of a healthcare organization. Students will be exposed to financial statements and their analysis, time value of money and its use in decision making, and capital budgeting and its use in the ongoing financial process of the organization. The course will also cover topics designed to determine the viability of projects. This course does not count toward the Bachelor of Business Administration (BBA) degree. Credit cannot be received for both IPHC 451 and FIN 451.

IPHC 456 Leadership in the Healthcare Environment (3) (Prerequisite: Admission to the School of Business or HCA program) (IPHC 456 is same as MGT 456) This course is designed to prepare students to assume leadership roles in a dynamic healthcare environment. It exposes students to the roles of leadership, organizational structure, and both organizational and industry-wide culture. Through assignments, self-assessments, and interactive/collaborative experiences, students gain insight into their own leadership and negotiating skills. Credit cannot be received for both IPHC 456 and MGT 456.

IPHC 457 Professional Capstone Course (3:1-6) This course provides the student with the opportunity to choose a specific area of in-depth study in their field. The student will be responsible for identifying an area in their specific discipline or career that needs in-depth appraisal and investigation. The expectations will be for students to develop a feasible plan of change, provide sound scientific rationale, and disseminate their findings in written and oral presentations.

FMU's mission is to make available excellent education programs for the people of the region and the state. The University offers bachelor's degrees in a wide range of liberal arts disciplines, as well as in the health sciences, education, and business. The University also offers professional degrees at the baccalaureate, master's, and specialist levels. The University responds to the needs of its region and the state through its academic programs.

List the program objectives. (2000 characters)

The baccalaureate program in healthcare administration prepares the graduate to:
1. Utilize the **liberal education** courses as the cornerstone for study and practice as a professional.
2. Incorporate the knowledge and skills in **leadership, quality improvement, and patient safety** in the provision of high quality healthcare.
3. Develop knowledge as to **safe, effective, and compassionate care** for all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves patient outcomes.
4. Incorporate **information management**, patient care technologies, and communication devices in providing safe and effective patient care.
5. Incorporate information on **healthcare policies**, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.
6. Demonstrate effective **inter-professional communication and collaboration** through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.
7. Integrate **knowledge and skill** derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
8. Demonstrate and utilize **principles of legal ethical core values** of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan.
9. Utilize the **roles of provider of care, manager/coordinator of care**, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

In Spring of 2014 approximately 25% of FMU undergraduate students were enrolled in health science majors (Nursing, Pre-professional, etc.). These statistics reflect both the University's commitment to expand health science programs and students' awareness of the number of rewarding careers in the health science industry. Given FMU's commitment to addressing regional workforce and community needs and the growth in the healthcare industry, these numbers are likely to increase.

United States Census Bureau data indicate that in South Carolina during the fifteen year period from 1997 until 2007 jobs in Healthcare and Social Assistance increased by 29%. In the same time period the number of Healthcare and Social assistance establishments in South Carolina increased by 23%. The 2009 Higher Education Study Committee report "Leveraging Higher Education for a Stronger South Carolina" cites Healthcare and Social Assistance as an industry sector that is expected to grow by at least 15% in the seven years between 2009 and 2016. The recommendations of the report are aimed at providing workforce training for high growth sectors such as healthcare.

Recent Census statistics from 2013 find that in Florence County, South Carolina 23% of all employees work in Healthcare and Social Assistance. Those employees earned 31% of payroll dollars during 2013.

Over a three year period including academic year 2010-2011, 2011-2012, and 2012-2013 FDTC graduated 115 students in the areas of Respiratory Care, Radiologic Technology, and Medical Laboratory Technology, which is an average of 38 graduates per year.

In the Summer of 2014, FMU in cooperation with the Director of Allied Health Professions at FDTC conducted a survey of 79 FDTC students active in the various programs. The survey yielded the following percentages of those responding:

- Would you be interested in a BS in Healthcare if it required only 2 more years beyond your AS degree?   Yes - 82%
- Would you be interested in a BS degree in Healthcare offered by FMU?   Yes - 93%
- If interested, when would you like to start the BS degree   2014 - 7%
      2015 - 55%
      2016 - 27%
      2017 - 7%
      2018 - 4%
- Have you ever "looked-into" a Bachelor of Science in Healthcare   Yes - 57%

The need for baccalaureate-prepared healthcare professionals is increasing related to the expansion of healthcare facilities into complex models of care. Healthcare organizations are serving patients, families, and groups in a variety of settings that range from acute care to outpatient and homecare. The science of healthcare is increasingly becoming more complex and diverse, warranting additional education. Interprofessional collaboration is further calling for healthcare team members to be more equally educated in order to better contribute to safe and efficient patient care.

Originally the idea of a Bachelor in Science program was triggered by the discipline of Respiratory Therapy (RT), which is currently discussing the need for more Certified Respiratory Therapists (CRT) to be educated at the baccalaureate level in order to move into more autonomous positions, including management, quality improvement and education. Discussions conducted by the RT professional organization and the certification body predict an educational paradigm shift from an associate degree entry level to a baccalaureate degree entry level in the future (Kacmarck, Barnes, and Durbin, 2012; National Board for Respiratory care, 2010). Several different factors already exist to promote baccalaureate education for career advancement and expansion. RT certified and educated at the baccalaureate level is needed for management, teaching, and quality improvement projects. Discussions quickly realized that RT is only one of several associate-degreed healthcare professionals that materialized in the second half of the 20th Century to care for the ever-increasing specializations of healthcare diagnostics and therapeutics.

Upon further investigation, it became evident that there is a need for students (both traditional and associate degree graduates) to be educated at a baccalaureate level for administrative and logistics positions in healthcare systems. The employment opportunities for students to organize, manage, and innovate healthcare organizations and systems are evident as outlined by employment data previously cited. This degree will provide students with the opportunity to manage healthcare departments, track healthcare data, implement change, and contribute to safe patient care outcomes.

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

☒Yes

☐No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

Employment Opportunities

Occupation	Expected Number of Jobs	Employment Projection	Data Source
Medical and Health Care Managers	2012 315,500 (U.S.)	2022 388,800 (U.S.)	http://www.bls.gov/ooh/ management/ medical-and-health-services-managers.htm#tab6

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

The US Department of Labor Statistics, Bureau of Labor Statistics projects that employment of medical and health services managers will grow 23 percent in the decade from 2012 to 2022. This compares to a projected growth of 11% for all occupations and a 7% growth for management occupations in general over the same decade (U.S. Bureau of Labor Statistics, Employment Projections program). Medical and health services managers held about 315,000 jobs nationwide and the number is projected to grow by 73,300 jobs to 388,800 by 2022. In 2012 these jobs would be broken down by sector as follows: Hospitals (state, local and private) 39%, Ambulatory Health Care Services 26%, Nursing and Residential Care Facilities 11% and Government 8%.

In 2012 Bureau of Labor Statistics data indicated that the median salary for medical and health service managers in the United States was $88,580. Data indicate that the lowest 10 percent earned less than $53,940 and the top 10 percent more than $150,560.

The *US Department of Labor and Statistics* predicts the following job outlook for 2012-2022 for specific associate degree entry healthcare professionals. Growth in any healthcare profession will warrant higher education of some members of the profession to organize, teach, and investigate patient care outcomes. Table A.1. demonstrates predicted growth in several of these healthcare professions.

Table A. 1. *US Department of Labor Statistics* on selective healthcare profession growth.

Occupation	Predicated growth in numbers needed	2012 Median Pay
Diagnostic medical sonographers and cardiovascular technologists and technicians, including vascular technologists	39%	$60,350 per year
Nuclear Medical Technicians	20%	$70,180 per year
Radiologic and MRI Technologists	21%	$55,910 per year
Respiratory Therapists	19%	$55,870 per year

US Department of Labor and Statistics, http://www.bls.gov/ooh/healthcare/home.htm

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

☒Yes

☐No

If yes, explain. (500 characters)

Six courses within the HCA major will be cross listed with coursework in other disciplines (Business 1, Nursing 2, Political Science 1, Psychology 1, and Sociology 1) and those six courses fulfill requirements for majors within those disciplines. HCA majors will increase the student population within these six courses and require that sections of these courses are taught online. Department Chairs or School Deans have committed to online sections.

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Health Science, Health Services Administration Concentration	Clemson University	Preparation for careers in the healthcare industry.	The proposed FMU program is a major and has a track for associate degree graduates.
Health Administration (B.S. Completion)	Coastal Carolina University	Preparation for careers in the healthcare industry.	The proposed FMU program has two tracks, one for traditional undergraduates as a major and the other track is designed for associate degree graduates in Respiratory Care, Radiologic Technician and Medical Laboratory Technician. The FMU program while including Business courses, takes a more interdisciplinary approach in addressing healthcare policy and practice.
Health Care Management Certificate Program	Lander University	Preparation for careers in the healthcare industry.	The proposed FMU program is a major and has a track for associate degree graduates.
Bachelor of Science in Business Administration, Healthcare Option, Minor in Healthcare	Winthrop University	Preparation for careers in the healthcare industry.	The proposed FMU program is a major and has a track for associate degree graduates.

Description of the Program

Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-2016	10	120*	15	180	15	90
2016-2017	20	240	20	240	20	120
2017-2018	25	300	25	300	25	150
2018-2019	25	300	25	300	25	150
2019-2020	25	300	25	300	25	150

Projected Enrollment (table title)

*Hours within the major only

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

☒Yes

☐No

If yes, explain. (1000 characters)

> Clinical Track (available only to students having completed an applicable associate's degree in Respiratory Care, Radiologic Technology, Medical Laboratory Technology, or a certified or licensed healthcare discipline deemed applicable by the Admissions, Progression, and Graduation Committee of the Department of Nursing):
>
> ADMISSION REQUIREMENTS (Clinical Track Only)
>
> Applicant's previous overall academic success is the primary factor considered for admission to the program. Admission requirements will be administered by the Department of Nursing. In addition, the Department of Nursing seeks to assure diversity among its applicants and student body. Prior clinical experience and a commitment to healthcare are also valued. To be considered for admission, applicants must have a completed FMU application file including the following:
> 1) a copy of the student's acceptance to the University,
> 2) three professional references (preferably instructors and employers),
> 3) an official transcript verifying an associate's degree in an allied health profession,
> 4) a copy of the applicant's current unencumbered license or certificate.
> Applications are available on-line at http://www.fmarion.edu.
>
> General institutional admission requirements will apply to students in the General Track.

Are there any special articulation agreements for the proposed program?

☒Yes

☐No

If yes, identify. (1000 characters)

Francis Marion developed the Healthcare Administration major at the request of and in consultation with Florence Darlington Technical College (FDTC). FMU has a general bridge program agreement with FDTC. In addition, Francis Marion has signed a letter of intent to develop a general transfer agreement with the South Carolina Technical College System.

The proposed Healthcare Administration program, in the case of the Clinical Track, will permit any associate degreed graduates in the listed specializations to transfer a block of 60 semester hours to Francis Marion.

Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

Curriculum by Year					
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
Year 1					
Fall		**Spring**		**Summer**	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
Year 2					
Fall		**Spring**		**Summer**	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
Year 3					
Fall		**Spring**		**Summer**	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
Year 4					
Fall		**Spring**		**Summer**	

Curriculum by Category*					
Healthcare Administration: Clinical Track					
General Education Requirements (Bachelor of Science) 48 semester hours	Transfer of 60 semester hours for associate of science degree and any general education hours already completed	Healthcare Administration Major 30 semester hours		Minimum Total Semester Hours 120	
Healthcare Administration: General Track					
General Education Requirements (Bachelor of Science) 48 semester hours	Minor 18 semester hours or two Collaterals of 12 semester hours each	Healthcare Administration Major 30 semester hours	Electives 18-24 semester hours	Minimum Total Semester Hours 120	

* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

Total Credit Hours Required   120 semester hours

Course Descriptions for New Courses

Course Name	Description
Interprofessional Healthcare (IPHC) 301 Professional Role and Practice	**IPHC 301 Professional Role and Practice** (3:2-3) This course explores the past, present, and future of professional healthcare roles. Emphasis is placed on critical thinking and lifelong learning, professional values and philosophies, and socialization and role development of the healthcare professional, as well as the legal and ethical aspects of practice. This course will allow the students to develop career goals and a professional portfolio and to establish a focus for a student of a healthcare profession. This course provides the student with three hours of precepted clinical time each week with an expert in their specified healthcare discipline.
IPHC 445 Population-Focused Care	**IPHC 445 Population-Focused Care** (3) Designed to develop the student's knowledge and skills in applying health promotion and disease prevention frameworks, and public health concepts, epidemiology, and environmental health issues with populations in the community. Content and clinical experiences are based on healthy people. Emphasis is placed on public health as a health partner; community assessment strategies; community partnerships; the design, implementation and evaluation of interventions for health promotion and /or disease prevention; social justice; and health policy implications.
IPHC 451 Healthcare Finance	**IPHC 451 Healthcare Finance** (3) **(**Prerequisite: Admission to HCA program) (IPHC 451 is same as FIN 451) This course will introduce and prepare students to manage the finances of a healthcare organization. Students will be exposed to financial statements and their analysis, time value of money and its use in decision making, and capital budgeting and its use in the ongoing financial process of the organization. The course will also cover topics designed to determine the viability of projects. This course does not count toward the Bachelor of Business Administration (BBA) degree. Credit cannot be received for both IPHC 451 and FIN 451.
IPHC 456 Leadership in the Healthcare Environment	**IPHC 456 Leadership in the Healthcare Environment** (3) (Prerequisite: Admission to the School of Business or HCA program) (IPHC 456 is same as MGT 456) This course is designed to prepare students to assume leadership roles in a dynamic healthcare environment. It exposes students to the roles of leadership, organizational structure, and both organizational and industry-wide culture. Through assignments, self-assessments, and interactive/collaborative experiences, students gain insight into their own leadership and negotiating skills. Credit cannot be received for both IPHC 456 and MGT 456.
IPHC 457 Professional Capstone Course	**IPHC 457 Professional Capstone Course** (3:1-6) This course provides the student with the opportunity to choose a specific area of in-depth study in their field. The student will be responsible for identifying an area in their specific discipline or career that needs in-depth appraisal and investigation. The expectations will be for students to develop a feasible plan of change, provide sound scientific rationale, and disseminate their findings in written and oral presentations.

Faculty

<td colspan="5" align="center">**Faculty and Administrative Personnel**</td>				
Rank	**Full- or Part-time**	**Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours**	**Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major**	**Other Qualifications and Comments (i.e., explain role and/or changes in assignment)**
Professor of Nursing	Full	Interprofessional Healthcare (IPHC) 457, Professional Capstone Course, Summer, 3 Semester Hours	Ph.D. Widener University, PA Nursing Science	Chair, Department of Nursing Coordinator, Healthcare Administration Major
Assistant Professor of Nursing	Full	IPHC 301, Professional Role and Practice, Fall, 3 Semester Hours	D.N.P. Nursing Practice Duquesne University	
Assistant Professor of Nursing	Full	IPHC/Nursing 334, Research in Practice, Fall, 3 Semester Hours	D.N.P. Nursing Practice Duquesne University	Coordinator RN to BSN Program Masters of Business Administration
		IPHC 445, Population-Focused Care, Spring, 3 Semester Hours		
		IPHC/Nursing 448, Healthcare Policy Development, Spring, 3 Semester Hours		
*Assistant Professor of Nursing	Full	IPHC courses taught in the Department of Nursing	D.N.P.	In the third year, if enrollment warrants, add a new faculty member
Associate Professor of Political Science	Full	IPHC/ Political Science 215, Introduction to Public Administration, Fall, 3 Semester Hours	Ph.D. University of Tennessee, Political Science	
Professor of Psychology	Full	IPHC/Psychology 314, Health Psychology/Behavior Medicine, Fall, 3 Semester	Ph.D. University of South Carolina, Clinical/Community Psychology	Chair, Department of Psychology

		Hours		
Professor of Sociology	Full	IPHC/Sociology 375, Sociology of Health and Medicine, Spring, 3 Semester Hours	Ph.D. University of South Carolina, Sociology	Chair, Department of Sociology
Professor of Financial Management	Full	IPHC/Finance 451, Healthcare Finance, Spring, 3 Semester Hours	Ph.D. University of Mississippi, Finance	WBSC Professor of Financial management, Coordinator of Finance Program
Assistant Professor of Management	Full	IPHC/Management 456, Leadership in the Healthcare Environment, Summer, 3 Semester Hours	Ph.D. University of North Carolina, Charlotte, Information Technology	

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	Staff	Administration
.714*	.10	.10

* 15 semester hours of new courses taught each year as a proportion of a 21 semester hour FMU FTE

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

The current Chair of the FMU Department of Nursing will add Coordinator of the Healthcare Administration major to current duties. Nursing Student Services Coordinator will add duties associated with the new program. Also, faculty will have their current teaching loads adjusted to accommodate teaching courses in the Healthcare Administration major.

In year 3, if the program grows as expected, an additional faculty member will be hired to support the program.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Library and Learning Resources:
In addition to the 627 print subscriptions of journals and newspapers, the James A. Rogers Library provides access to more than 142 online databases, 330,000 e-books and 34,000 accessible e- journals. All students, faculty, and staff (including those at off-campus locations) have 24/7 access to online resources and can access additional library and learning resources through PASCAL, the Partnership Among South Carolina Academic Libraries and via Interlibrary Loan. The library seats 475, contains 77,000 square feet and is open 85.5 hours weekly.

Library Instruction is available to all students in a variety of formats including face to face, classroom, via text, phone, or through Chat Reference. LibGuides (Library Guides) for disciplines are available online for ease of access to resources directly related to the subject. Library Liaisons work closely with the departments to identify resources and services tailored to meet the needs of FM's students.
Resources specific to the Healthcare Administration major include:
Databases
Business Source Premier
Academic Search Complete
MasterFILE Premier
Medline

Books
Healthcare Administration – 63 titles
Health Administration – 608 titles

Print and electronic Journals
A search of our A-to-Z title list shows that we currently have access to 101 print & electronic journals indexed under "Health Services Administration":
http://atoz.ebsco.com/Titles/Subject/10663?subjectId=21305&subjectName=Health%2BServices%2BAdministration&resourceType=1&resourceTypeName=journalsOnly

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

STUDENT SUPPORT SERVICES

Writing Center

The FMU Writing Center is open to all learners who need assistance in improving their writing skills, and for the review of papers and written projects. A consultant from the Writing Center is also available in the Tutoring Center. Assistance with writing and/ or tutoring is offered in person or online.

Advisement

Every HCA student will be assigned an advisor who teaches or is thoroughly familiar with their track. Advisement is done every semester or as needed.

Blackboard Learn System

The Blackboard Learn System is used for all courses in proposed program. The platform is used for

communication with learners, posting of syllabi and other course information, and posting of grades. Some faculty members use the system to post quizzes, and use the assignment feature for receiving learner papers. Learners receive orientation to the system when they enter the program in their first classes.

For learners whose classes are primarily online there is assistance from faculty via email and phone, the IT desk at FMU via email and phone, and help from the Blackboard Learn platform. The library, writing center, tutoring center can all be accessed online. The registrar, financial aid, Testing and Counseling Center can all be accessed by phone. Learners are required to have access to a personal computer.

Counseling and Testing Center

FMU supports a Counseling and Testing Center that provides placement testing, aptitude testing, and psychological testing for learners, as well as counseling and ADA services. Referrals are made to community agencies/providers as needed.

The Director of the Center also serves as FMU's ADA officer. The Director assists learners in determining reasonable accommodations, and acts as a liaison between learners and faculty in achieving appropriate accommodations for learners. Online learners will have access to the counseling center via phone, Skype and email.

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Physical Resources

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Identify any new instructional equipment needed for the proposed program. (500 characters)

None

Will any extraordinary physical facilities be needed to support the proposed program?
☐Yes
☒No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

None

Financial Support

Estimated New Costs by Year						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Program Administration	18,097	18,277	18,460	18,645	18,831	93,310
Faculty and Staff Salaries	80,897	101,573	93,540	94,445	95,390	465,845
Graduate Assistants						
Equipment	5,000	10,000	10,000	10,000	10,000	45,000
Facilities						
Supplies and Materials	5,000	5,000	20,000	20,000	20,000	70,000
Library Resources	10,000	20,000	35,000	40,000	40,000	145,00
Other*						
Total	118,994	154,850	177,000	183,090	184,221	818,155
Sources of Financing						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Tuition Funding	121,825	200,480	257,700	265,050	272,650	1,117,705
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
Total	121,825	200,480	257,700	265,050	272,650	1,117,705
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	2,831	45,630	80,700	81,960	88,429	299,550

*Provide an explanation for these costs and sources of financing in the budget justification.

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Program evaluation will be accomplished by three assessment methods to include:
1. Graduate satisfaction at six (6) to twelve (12) months post-graduation.
2. Graduate employment at six (6) to twelve (12) months post-graduation.
3. Employer satisfaction at six (6) to twelve (12) months post-graduation.

The following procedure will be followed:
- Senior students in their last semester verify their current mailing and email addresses (FMU email addresses are active for an extended period of time).
- At 5-1/2 months post-graduation the graduate is emailed that a survey is forthcoming.
- At six (6) months post-graduation a survey is mailed to the graduate with a self-addressed stamped envelope form FMU.
- The returned student satisfaction and employment surveys will contain the names and addresses of employers. Within twelve (12) months post-graduation the employer survey will be mailed with a self-addressed stamped envelope.
- Program assessment includes data aggregation of all student learning outcomes and program outcomes after the first year. After the second year of the program two (2) years of data will be aggregated to inform faculty of needed program improvements. After the third year assessment date will be aggregated for three years from that point on. Program improvements will be based directly on the results of aggregated assessment data and faculty input.

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
1. Utilize the *liberal education* courses as the cornerstone for study and practice as a professional.	Liberal arts courses will be synthesized in the development of a professional portfolio during the IPHC 301, Professional Role and Practice course. The portfolio will include a professional values statement, philosophy, career and life-long learning goals. In order to meet the criteria for developing a portfolio the student will need to utilize their knowledge, skills, and attitude developed in their general education and pre-requisite courses.
2. Incorporate the knowledge and skills in *leadership, quality improvement, and patient safety* in the provision of high quality healthcare.	Students will analyze their leadership through a self-assessment assignment for their chosen area of healthcare administration in IPHC 456, Leadership in the Healthcare Environment. IPHC 457, Professional Capstone course will require students to develop a specific quality improvement project that will affect patient care.
3. Develop knowledge as to *safe, effective, and compassionate care* to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves patient outcomes.	Demonstration of knowledge as to safe, effective, and compassionate care to individuals and/ or aggregate groups will be assessed in IPHC 301, Professional Role and Practice through precepted hours with a chosen health professional. In addition, Healthcare of aggregate cohorts will be addressed in IPHC 445, Population-Focused Care by having students complete a windshield assessment project. Evidence-based practice will be addressed in IPHC 334, Research in Practice by having the student appraise research articles.
4. Incorporate *information management*, patient care technologies, and communication devices in providing safe and effective patient care.	Student will utilize information management in IPHC 451, Healthcare Finance by developing financial statements analysis and in IPHC 301, Professional Role and Practice because patent information documentation systems are used and the appropriate use of them will be evaluated by the student's preceptor.
5. Incorporate information on *healthcare policies*, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.	Healthcare policies will be addressed in depth in the IPHC 215, Introduction to Public Administration by analyzing healthcare policies that directly affect the student's discipline. In addition, in IPHC 448, Healthcare Policy Development students will complete a change project to demonstrate their role in effecting policy change and development.

6. Demonstrate effective *inter-professional communication and collaboration* through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.	Interprofessional communication as a skill will be assessed in the IPHC 456, Leadership in Healthcare Environment in the quality improvement project.
7. Integrate *knowledge and skill* derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.	The knowledge and skills derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision of holistic care to individuals, families, groups, communities, and populations across the life span will be verified in the windshield assessment completed in IPHC 445, Population-Focused Care.
8. Demonstrate and utilize *principles of legal ethical core values* of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan	Ethical and legal healthcare issues will be assessed by written thesis development in IPHC 314, Health Psychology/Behavioral Medical and IPHC 375, Sociology of Health and Medicine. _____
9. Utilize the *roles of provider of care, manager/coordinator of care*, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity.	Healthcare administration students will be assessed in IPHC 301, Professional Role and Practice through precepted hours with a chosen health professional.

Will the proposed program seek program-specific accreditation?
☐ Yes

☒ No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?
☐ Yes

☒ No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?
☐ Yes

☒ No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.