New Program Proposal

The following must be submitted to complete a new program request:

Submission Checklist:

⊠ New Program Proposal

⊠ Business Plan (https://www.ache.edu/index.php/forms/)

⊠ Undergraduate or Graduate Curriculum Plan (https://www.ache.edu/index.php/forms/)

Primary Contact Information

Institution: Auburn University at Montgomery

Contact: Dr. Matthew Ragland

Title: Associate Provost

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Program Information

Date of Proposal Submission: 12/12/2025

Award Level: Bachelor's Degree

Award Nomenclature (e.g., BS, MBA): BS

Field of Study/Program Title: Healthcare Management

CIP Code (6-digit): 51.0701

Administration of the Program

Name of Dean: Dr. Daewoo Park

Name of College/School: AUM College of Business

Name of Chairperson: Dr. Foster Roberts

Name of Department/Division: Business Administration

Implementation Information

Proposed Program Implementation Date: 8/17/2026

Anticipated Date of Approval from Institutional Governing Board: 2/13/2026

Anticipated Date of ACHE Meeting to Vote on Proposal: 3/18/2026

SACSCOC Sub Change Requirement (Notification, Approval, or NA): Notification

Other Considerations for Timing and Approval (e.g., upcoming SACSCOC review): None

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I. **Program Description**

A. **Concise Program Summary (one paragraph)** to be included in ACHE Agenda:
The proposed Bachelor of Science in Healthcare Management (BSHM) at Auburn University at Montgomery is a fully online undergraduate degree (CIP 51.0701) designed to prepare graduates for entry-level leadership and operational roles in hospitals, ambulatory and post-acute care settings, physician practices, and payer and partner organizations. The program accommodates both traditional freshmen and graduates of Associate of Applied Science (AAS) programs through a single curriculum. Freshmen complete the Alabama General Education Core along with a structured lower- and upper-division business core, while qualified AAS graduates may transfer up to 60 hours of prior technical and general education coursework—applied primarily to free elective and core-equivalent requirements—toward the 120-hour degree. All students progress through the same upper-division healthcare management major, which emphasizes healthcare finance, analytics, quality improvement, leadership and human resources, healthcare law and ethics, and U.S. health systems and policy. The program also includes a stackable graduate pathway that allows up to six credit hours of approved coursework to apply toward AUM's Master of Healthcare Administration (MHA), supporting workforce development, career advancement, and graduate enrollment pipelines.

B. **Specific Rationale (Strengths) for the Program**

List three (3) to five (5) strengths of the proposed program as specific rationale for recommending approval of this proposal.

1. **Direct alignment with documented workforce demand and wage signal.**
Employment for Medical and Health Services Managers is projected to grow much faster than average nationally (+23%), with approximately 62,100 annual openings. In Alabama, approximately 9,290 individuals are employed in this occupation with a mean annual wage of $99,270, indicating sustained state and national demand for healthcare management talent. The BSHM directly prepares graduates for leadership, operations, finance, and quality roles across healthcare delivery systems.

2. **Expanded statewide access through a fully online, adult-learner-centered delivery model.**
The program is delivered 100% online in 16-week terms, enabling working clinicians, rural learners, military-affiliated students, and place-bound populations to complete a business-based healthcare management degree without leaving employment. This format directly supports Alabama's workforce access, retention, and upskilling priorities.

3. **Curriculum that efficiently serves both first-time freshmen and AAS transfer students.**
The curriculum accommodates students entering as freshmen as well as graduates of Associate of Applied Science (AAS) programs. Freshmen complete the general education and business core, while qualified AAS graduates may transfer up to 60 hours of technical and general education coursework toward the 120-hour requirement. All students progress through the same upper-division major in healthcare management, ensuring consistent quality and no duplication of coursework.

4. **Distinctive business-based healthcare management degree housed in the College of Business.**

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The BSHM integrates accounting, finance, analytics, leadership, marketing, operations, and legal studies into a healthcare-focused curriculum. This business foundation equips graduates with the managerial, financial, and analytical competencies that employers identify as essential for entry-level supervisory and operational roles in healthcare delivery organizations.

5. **Stackable graduate pathway that strengthens workforce and graduate education pipelines.**
   The program includes a stackable graduate pathway allowing up to six credit hours of approved coursework to apply toward Auburn University at Montgomery's Master of Healthcare Administration (MHA) for qualified students with express admission. This pathway enhances workforce mobility, accelerates graduate completion for high-performing students, and supports long-term leadership development in Alabama's healthcare sector.

C. **External Support (Recommended)**

List external entities (more may be added) that may have supplied letters of support attesting to the program's strengths and attach letters with the proposal at the end of this document.

1. University of Toledo Medical Center
2. Texas Health Presbyterian Hospital
3. Healthcare Administrator Survey Results

D. **Student Learning Outcomes**

List four (4) to seven (7) of the student learning outcomes of the program.

Graduates of the Bachelor of Science in Healthcare Management (BSHM) program will be able to:
1. Describe the organization, financing, and regulation of the U.S. healthcare system and its implications for providers and patients.
2. Apply management and leadership concepts to coordinate people, processes, and resources in healthcare settings.
3. Interpret basic financial and economic information to support sound organizational decision-making.
4. Use quality and patient safety tools to assess performance and recommend improvements.
5. Integrate legal and ethical principles, including employment law and patient privacy protections, into managerial practice.
6. Use data and analytical tools to support evidence-based decision-making in healthcare organizations.

E. **Similar Programs at Other Alabama Public Institutions**

List programs at other Alabama public institutions of the same degree level and the same (or similar) CIP codes. If no similar programs exist within Alabama, list similar programs offered within the 16 SREB states. If the proposed program duplicates, closely resembles, or is similar to any other offerings in the state, provide justification for any potential duplication.

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CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
51.0701	BS in Healthcare Management	University of Alabama at Birmingham (UAB)	UAB's program is housed in the School of Health Professions and follows a health-sciences–oriented model. AUM's program is housed in the College of Business, includes a defined lower- and upper-division business core, is delivered 100% online, and accommodates both first-time freshmen and AAS healthcare graduates through a curriculum with an optional stackable MHA pathway.
51.0701	BS in Health Services Administration	Auburn University (Main Campus)	Auburn's program is offered through the College of Liberal Arts, includes a business core, and is delivered on campus to residential students. AUM's proposed BSHM is housed in the College of Business, delivered 100% online, and structured to serve both first-time freshmen and AAS healthcare graduates within one business-based curriculum that also provides an optional MHA graduate pathway.
51.0701	BS in Health Care Management	Athens State University	Athens State's program is housed in the College of Business and uses a traditional upper-division transfer model. AUM's program is also business-based but integrates a defined lower- and upper-division business core for freshmen while allowing AAS graduates to apply up to 24 hours of applied health science coursework toward free electives. This dual-entry structure maintains a consistent business foundation for all students and includes an optional MHA pathway not available at Athens State.
51.0799	BS in Applied Health Science	University of North Alabama (UNA)	UNA's program is classified as applied health science rather than healthcare management. AUM's program is a dedicated healthcare management degree (51.0701) with required business, finance, analytics, leadership, and operations coursework.
51.2706 / 51.1199	BS in Health Informatics / Professional Health Sciences	University of South Alabama (USA)	USA offers related technical and professional health fields with different CIPs. AUM's program is a general healthcare management degree housed in the College of Business with a leadership and operations emphasis and a dual-entry structure that serves both first-time freshmen and AAS healthcare graduates.
51.0000	BS in Interprofessional Health Sciences	Troy University	Troy's program is offered through the College of Health Sciences with concentrations in nutrition or occupational health. AUM's curriculum is focused specifically on healthcare leadership and operations and includes a structure that accommodates students transferring from AAS healthcare programs within a 120-hour business-based degree.

F. Relationship to Existing Programs within the Institution

Nearly all new programs have some relationship to existing offerings through shared courses, faculty, facilities, etc. Is the proposed program associated with any existing offerings within the institution, including options within current degree programs?   **Yes** ☒ **No** ☐

If *yes*, please describe these relationships including whether or not the program will replace or compete with existing offerings: (***Note:*** If this is a graduate program, list any existing

undergraduate programs which are directly or indirectly related. If this is a doctoral program, also list related master's programs.)

> The proposed Bachelor of Science in Healthcare Management (BSHM) is closely aligned with existing offerings at the institution. Auburn University at Montgomery (AUM) previously developed several of the core healthcare management courses for use within the Bachelor of Interdisciplinary Studies (BIS) program, where students are currently able to complete a limited four-course concentration in healthcare management. The proposed BSHM expands this limited option into a fully structured, standalone major, providing depth, sequencing, and a complete business and healthcare management curriculum that is not possible within the BIS framework. The BSHM will not replace the BIS concentration, but will instead serve students seeking a dedicated, professionally focused healthcare management degree. The BIS concentration is expected to continue serving exploratory or interdisciplinary students, while the BSHM will serve those seeking a structured professional major.

> The proposed BSHM is also directly related to AUM's existing Master of Healthcare Administration (MHA) program. The BSHM curriculum is intentionally aligned with the MHA to support a stackable graduate pathway, allowing qualified undergraduate students to apply up to six credit hours of approved graduate coursework toward both degrees with express admission into the MHA. This alignment strengthens undergraduate-to-graduate pipelines, supports workforce leadership development, and is expected to enhance, not compete with, MHA enrollment by increasing the number of prepared applicants entering the graduate program.

> The BSHM will share courses, faculty expertise, and instructional infrastructure with both the BIS concentration and the MHA program. However, it represents a distinct undergraduate degree with its own learning outcomes, assessment plan, and workforce-focused mission. The proposed program is designed to complement existing offerings rather than duplicate or replace them, strengthening AUM's overall healthcare education portfolio.

If ***not***, please describe how the institution plans to support a program unrelated to existing offerings.

G. Collaboration

Have any collaborations **within your institution** (i.e., research centers, across academic divisions, etc.) been explored?   **Yes** ☒ **No** ☐

If ***yes***, provide a brief explanation of the proposed collaboration plan(s) for the program:

> The program will collaborate with the Economics Department in the College of Liberal Arts and Social Sciences to staff the Health Economics and Healthcare Data Analytics courses. No additional formal collaborations are anticipated, as the remaining coursework will be delivered within the College of Business. Students from other degree programs (e.g., BIS) may enroll in select HADM courses as part of regular course offerings, but this does not constitute a formal collaboration.

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Have collaborations with **other institutions or external entities** (i.e., local business, industries, etc.) been explored?　　**Yes** ☐　**No** ☒

If *yes*, provide a brief explanation of the proposed collaboration plan(s) for the program:

H. Programmatic Accreditation

Select the appropriate program accreditor from the drop-down menu below:

None. The proposed program does not require specialized programmatic accreditation for operation or licensure.

The College plans to pursue AUPHA Undergraduate Program Certification as a voluntary quality enhancement and external validation for recruitment and employer outreach. Unlike accreditation, AUPHA certification does not require a site visit and is not a condition for program approval or student enrollment.

Provide a detailed timeline for gaining accreditation (i.e., when will full candidacy be reached?):

Proposed Timeline:
- Years 1–2: Program implementation and systematic collection of student learning, enrollment, and outcomes data
- End of Year 3: Submission of application for AUPHA Undergraduate Program Certification
- Year 4: Anticipated review and certification determination

Pursuit of AUPHA certification will not delay program launch or student matriculation and is intended solely to strengthen program visibility, employer recognition, and continuous quality improvement.

I. Professional Licensure

Will the program be considered a Professional Licensure Program based on the following definition:　　**Yes** ☐　**No** ☒

Professional Licensure Program: As defined in federal regulations, an instructional program that is designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation or is advertised as meeting such requirements.

If *yes*, please explain:

Select the appropriate licensure body from the table below:

Choose an item.

Select the appropriate license from the table below:

Choose an item.

J. Professional Certification

Will students earn industry certifications while completing the degree or be prepared for industry certifications upon graduation?　　**Yes** ☐　**No** ☒

If **yes**, please explain:

K. Admissions

Provide any additional admissions requirements beyond the institution's standard admissions process/policies for this degree level. Include prerequisites, prior degrees earned, etc.

None. The program follows standard Auburn University at Montgomery undergraduate admissions requirements. Any program-specific progression standards (e.g., minimum GPA in major courses) will align with existing AUM policy and be published in the catalog.

L. Mode of Delivery

Provide the planned delivery format(s) of the program as defined in policy (i.e., in-person, online, hybrid). Please also note whether any program requirements can be completed through competency-based assessment.

Can students complete the entire degree program through distance education (100% online) based on the following definition?   **Yes** ☒ **No** ☐

Distance Education: An academic program for which required instructional activities can be completed entirely through distance education modalities. A distance education program may have in-person requirements that are non-instructional (e.g., orientation, practicum).

M. Instructional Site(s)

Provide the planned location(s) where the program will be delivered (i.e., main campus, satellite campus, off-campus site.) If the program will be offered at an off-campus site, provide the existing site name or submit an **Off-Campus Site Request** if new.

Will more than 50% of this program be offered at an off-campus site(s) **Yes** ☐ **No** ☒

If **yes**, which sites? N/A

N. Industry Need

Using the federal **Standard Occupational Code (SOC) System**, indicate the top three occupational codes related to post-graduation employment from the program. A full list of SOCs can be found at https://www.onetcodeconnector.org/find/family/title#17.

SOC 1 (**required**): 11-9111 — Medical and Health Services Managers

SOC 2 (optional):

SOC 3 (optional):

Briefly describe how the program fulfills a specific industry or employment need for the State of Alabama. As appropriate, discuss alignment with Alabama's Statewide or Regional Lists of In-Demand Occupations (https://www.ache.edu/index.php/policy-guidance/) or with emerging

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industries as identified by Innovate Alabama or the Economic Development Partnership of Alabama (EDPA).

Industry Need Justification

The proposed Bachelor of Science in Healthcare Management program will prepare graduates to meet demonstrated workforce demand in Alabama and nationally for qualified healthcare administrators (SOC 11-9111). According to the U.S. Bureau of Labor Statistics (2024), the **median annual wage** for Medical and Health Services Managers in 2024 was $117,960, indicating strong earnings potential and labor-market demand. National employment projections further show that this occupation is expected to grow by 23% between 2024 and 2034, which is much faster than the average growth rate for all occupations (U.S. Bureau of Labor Statistics, 2024).

At the state level, the Alabama Commission on Higher Education (2025) identifies Medical and Health Services Managers (SOC 11-9111) as a statewide in-demand occupation, reflecting sustained employer need across healthcare delivery systems. This demand is driven by the continued expansion of hospital systems, outpatient care, long-term care services, and public health operations throughout Alabama.

The proposed program's curriculum, focused on healthcare operations, finance, quality improvement, analytics, and organizational leadership, aligns directly with the competency requirements for this occupation. By offering the program 100% online, the BSHM expands access to healthcare management education across urban and rural regions of the state, supporting workforce development, healthcare system stability, and access to care in underserved communities.

References

Bureau of Labor Statistics. (2024). *Occupational Outlook Handbook: Medical and Health Services Managers.* https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm Bureau of Labor Statistics

Bureau of Labor Statistics. (2024). *Occupational Employment and Wage Statistics: May 2024 National Occupational Employment and Wage Estimates.* https://www.bls.gov/oes/current/oes_stru.htm (access via occupation profile) CareerOneStop+1

Alabama Commission on Higher Education. (2025). *2025 Statewide In-Demand Occupations List.* https://www.ache.edu/wp-content/Instruction/2025_Statewide_InDemand_Occ.pdf ACHE

Alabama Commission on Higher Education. (2024). *2024 Statewide In-Demand Occupations List.* https://www.ache.edu/wp-content/Instruction/2024_Statewide_InDemand_Occ.pdf

O. Additional Education/Training

Please explain whether further education/training is required for graduates of the proposed program to gain entry-level employment in the SOC occupations selected above.

None

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P. Student Demand

Please explain how you projected the student enrollment numbers in the **Business Plan, Lines 24-27** and provide evidence to substantiate student demand (i.e., surveys, enrollments in related courses, etc.).

Initial enrollment projections were based on current enrollments in healthcare-related courses already offered by the institution to Bachelor of Interdisciplinary Studies (BIS) students, which demonstrate an average enrollment of approximately 11 students per course. This existing enrollment served as the baseline for the proposed program; however, a more conservative estimate of 9 students was used for the Year 1 projection to account for initial program ramp-up.

The projected enrollment reflects an anticipated mix of full-time and part-time students, with approximately one-third enrolled full-time and two-thirds enrolled part-time. This distribution is based on the established enrollment patterns of the institution's Master of Healthcare Administration (MHA) program, which serves a similar population of working healthcare professionals pursuing degree completion through online delivery. Many students entering the proposed program are expected to hold an Associate of Applied Science in a medical-related field and to remain employed while completing the program.

Evidence of student demand is further supported by sustained interest in healthcare-related programming at the institution, including enrollments in BIS healthcare concentrations, growth in applied health and health information-related coursework, and continued applicant demand for the MHA program. The program is also expected to attract a small number of nursing students seeking management and leadership preparation. In addition, the institution will work with community college partners to ensure a smooth articulation pathway for applied health sciences students who wish to pursue a four-year degree.

In response to targeted program marketing, advisor referrals, and the development of community college transfer partnerships, enrollments are projected to increase by approximately 50 percent (or five students) in Year 2. This level of headcount growth is maintained in Year 3 and is increased in Year 4 as the program becomes more established and referral pipelines strengthen.

A conservative program completion assumption of 60 percent is applied to the first entering cohort at the end of Year 5. This assumption is grounded in institutional history for online, completion-focused programs serving adult and working students. From Years 5 through 7, the program is projected to reach a steady state, with new student entry balanced by program completions. These enrollment projections reflect controlled, sustainable growth aligned with instructional capacity, advising support, and documented workforce demand for healthcare management professionals.

II. Program Resources and Expenses

A. All Proposed Program Personnel

Provide all personnel counts for the proposed program.

Employment Status of Program Personnel		Personnel Information		
		Count from Proposed Program Department	Count from Other Departments	Subtotal of Personnel
Current	Full-Time Faculty	3		3
	Part-Time Faculty	2	1	3
	Administration	2		2
	Support Staff	1		1
**New To Be Hired	Full-Time Faculty	1		1
	Part-Time Faculty			
	Administration			
	Support Staff			
	Personnel Total			**10**

Provide justification that the institution has proposed a sufficient number of faculty (full-time and part-time) for the proposed program to ensure curriculum and program quality, integrity, and review:

The institution has proposed a sufficient and appropriate mix of instructional, administrative, and support personnel to ensure the academic quality, integrity, and ongoing review of the proposed program. Instructional staffing includes three current full-time faculty, three part-time (adjunct) instructors, and a planned additional full-time faculty hire to support program growth and sustain the steady-state undergraduate course rotation and related graduate offerings. Full-time faculty maintain primary responsibility for curriculum delivery, student learning assessment, accreditation compliance, and continuous program improvement, ensuring instructional stability and academic oversight.

Administrative support includes two academic administrators who provide leadership, assessment coordination, and operational oversight. Program operations are supported by one dedicated departmental support staff member and a Central Advising staff member, who will assist students with academic planning, course sequencing, and progression to ensure timely degree completion. Together, this staffing structure provides sufficient instructional depth, advising support, and administrative capacity to sustain high-quality program delivery and systematic curriculum review.

Note: Include *any new funds* designated for compensation costs (faculty, administration, and/or support staff to be hired) in the **Business Plan, Line 7 - Personnel Salaries and Benefits**. Current personnel salary/benefits *should not be included* in the Business Plan.

B. Proposed Faculty Roster*

Complete the following **Faculty Roster** to provide a brief summary and qualifications of current faculty and potential new hires specific to the program.

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*Note: Institutions must maintain and have current as well as additional faculty curriculum vitae available upon ACHE request for as long as the program is active, but CVs are **not** to be submitted with this proposal.

Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Crystal Crider (FT)	Fall 2026, Fall 2027 HADM 3100 Understanding U.S. Healthcare, 3 CR Spring 2027, Spring 2028 HADM 3000 Introduction to Health Policy, 3 CR	Doctor of Healthcare Administration (DHA), 2021 Graduate coursework in U.S. Health Care Systems, Healthcare Organization & Management, Healthcare Law & Ethics, Healthcare Economics, Healthcare Research Methods, Health Information Technology	Senior healthcare administration executive with 15+ years of national experience in value-based care, payor/provider contracting, network management, and payment reform. DHA and MHA; Fellow of the American College of Healthcare Executives (FACHE) and Executive Fellow of the American College of Health Data Management (eFACHDM). Extensive experience in healthcare analytics, alternative payment models, and healthcare product strategy. Teaches health policy, human resources in healthcare, and leadership. Modality: OL, IP.
Agnitra Choudhury (PT)	Fall 2026, Fall 2027 HADM 2610 Health Economics, 3CR	PhD, Economics 2018 (Health Policy / Economics-related field)	PhD-trained health economist with extensive research and publications in healthcare policy, regulation, and health outcomes; teaches health economics at undergraduate and graduate levels. Experienced with applied econometrics and policy analysis. Modality: OL, IP.
Tiffany Jackman (FT)	Fall 2027, HADM 4300 Healthcare Management, 3 CR	Doctor of Healthcare Administration (DHA), 2016 Graduate coursework in health policy, healthcare leadership, and strategic planning	Experienced healthcare administrator and educator with 15+ years in medical center operations and MHA program coordination; teaches healthcare law, ethics, quality, and U.S. healthcare systems in online and in-person formats. Certified Associate in Health Information and Management Systems (CAHIMS). Modality: OL, IP.
Douglas Jones (FT)	Spring 2027, Spring 2028, HADM 3200 Healthcare Finance, 3 CR Spring 2028, Spring 2028, BSHM Elective, 3 CR	Doctor of Science (DSc), expected 2026 Master of Science in Health Administration (MSHA), 1994 Master of Business Administration (MBA), 1993	Experienced healthcare executive (CEO/COO/CFO) with 25+ years in hospital and health-system operations; teaches healthcare finance, accounting, leadership, and analytics in online and in-person formats. Modality: OL, IP.
Michael McEachern (PT, Admin)	Spring 2028, HADM 4000 Quality Improvement in Healthcare, 3 CR	EDD, Concordia University, 2019. Major: Transformative Leadership Dissertation Title: Leadership Influence in the Adoption of Innovation by Critical Care Nurses MS, University of Houston Clear Lake, 1986. Major: Healthcare Administration	Senior healthcare executive with CEO/COO experience in multiple hospital systems; current COO of Alliance Nurse Core. Ed.D. in Transformative Leadership; M.S. in Healthcare Administration; B.B.A. in Human Resources. Certified Professional in Healthcare Quality (CPHQ). Extensive online graduate teaching in healthcare leadership, policy, quality improvement, and capstone. Modality: OL, HY, IP.

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Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Ajith Nair (PT)	Fall 2027, HADM Healthcare Data Analytics, 3 CR	Doctorate in Business Administration (Systems Innovation), University of the Southwest, 2023	Senior healthcare strategy and innovation executive with 20+ years in population health, value-based care, predictive analytics, and enterprise transformation. Director of Strategy & Business Development at MD Anderson Cancer Center; extensive experience in AI-driven analytics, global health partnerships, and ICD-10 implementation. Experienced adjunct faculty in strategy and innovation. Modality: OL.

Additional Faculty (To Be Hired)			
1	2	3	4
FACULTY POSITION (FT, PT)	COURSES TO BE TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
New Hire (FT)	Fall 2026, Fall 2027, HADM 2210 Essentials of Healthcare Accounting, 3 CR Spring 2027, Spring 2028, BSHM Elective, 3 CR	Ph.D. with coursework relevant to courses taught	

Abbreviations: (FT, PT): Full-Time, Part-Time; (D, UN, UT, G, DU): Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate, Dual: High School Dual Enrollment
Course Modality: (IP, OL, HY, OCIS): In-Person, Online, Hybrid, Off-Campus Instructional Site

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C. Equipment

Will any special equipment be needed specifically for this program?   **Yes ☐ No ☒**

> If *yes*, list the special equipment and include all special equipment costs in the ***Business Plan, Line 8***:

D. Facilities

Will new facilities or renovations to existing infrastructure be required specifically for the program?
Yes ☐ No ☒

> If *yes*, describe the new facilities or renovations and include all *new* facilities and/or *renovation* costs in the ***Business Plan, Line 9***:

E. Assistantships/Fellowships

Will the institution offer any assistantships specifically for this program?   **Yes ☐ No ☒**

> If *yes,* provide the number of assistantships to be offered and include all *new* costs for assistantships in the ***Business Plan, Line 10.***
>
> Explain the function of the Assistantships (i.e., teaching, research, etc.)?:

F. Library

Will any **additional** library resources be purchased to support the program?   **Yes ☐ No ☒**

> If *yes*, briefly describe new resources to be purchased and include the cost of new library resources in the ***Business Plan, Line 11***:

G. Accreditation Expenses

If programmatic accreditation was indicated above, please include all accreditation costs in the ***Business Plan, Line 12*** and itemize and explain below:

> The proposed program does not require mandatory programmatic accreditation for operation. However, the University plans to pursue Association of University Programs in Health Administration (AUPHA) membership, followed by undergraduate program certification as a voluntary quality enhancement and external validation.
>
> The following certification-related costs have been incorporated into the Business Plan (Line 12):
>
> Years 2 and 3: Application for AUPHA institutional associate membership with an annual cost of $3,220, which will be maintained throughout the life of the program.
>
> Year 4: Application for AUPHA Undergraduate Program Certification, with a total expected cost of $7,720, inclusive of the annual membership fee.
>
> Years 5 and 6: Once certified, the full member annual cost is $3,690.

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Year 7: Anticipated recertification (if required under AUPHA guidelines), with an expected total cost of $7,290, inclusive of the full membership fee.

These projected costs reflect current published AUPHA fee structures and are included as planned quality assurance and program enhancement expenses.

H. Other Costs

Please include all other costs incurred with program implementation, such as marketing or recruitment, in the *Business Plan, Line 13* and explain below:

The university will partner with Risepoint to market the program. Marketing and recruitment expenses are expected to be higher in the first year to establish program visibility and attract the initial cohort through both Risepoint-supported outreach and AUM-led marketing campaigns. In subsequent years, marketing costs will stabilize at a lower ongoing level as the program becomes established.

III. Program Revenue and Funding

A. Tuition Revenue: Please describe how you calculated the tuition revenue that appears in the *Business Plan, Line 17*. Specifically, did you calculate using cost per credit hour or per term? Did you factor in differences between resident and non-resident tuition rates?
Note: Tuition Revenue should be proportional to total enrollment.

Tuition revenue was calculated using the published cost per credit hour rather than a per-term flat rate. Full-time students were assumed to enroll in 30 credit hours per academic year (15 per semester), and part-time students in 15 credit hours per academic year. Consistent with observed enrollment patterns in the Master of Healthcare Administration (MHA) program, projections assume that approximately one-third of students enroll full-time and two-thirds enroll part-time each year. These proportions were applied to the annual projected headcount.

The initial enrollment estimate of nine students in Year 1 was derived from existing enrollments in the Healthcare Management concentration offered through the Bachelor of Interdisciplinary Studies (BIS) program. Those courses currently average approximately 11 students per section; therefore, a more conservative starting estimate of nine students was used for the BSHM program.

Similarly, based on MHA enrollment patterns, it was assumed that 90 percent of students would be in-state and 10 percent out-of-state. Tuition revenue was calculated by multiplying the appropriate in-state and out-of-state per-credit-hour tuition rates by the estimated student credit hours each year.

Tuition projections reflect gross tuition revenue only and do not incorporate financial aid, waivers, or institutional tuition discounts. The same calculation methodology was applied consistently across all projection years.

B. External Funding: Will the proposed program require external funding (*e.g.*, Perkins, Foundation, Federal Grants, Sponsored Research, etc.)?   **Yes** ☐ **No** ☒

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If *yes*, please include all external funding in the **Business Plan, Line 18** and explain specific sources and funding below:

C. **Reallocations:** For each year will tuition revenue and/or external funding cover projected expenses? **Yes** ☒ **No** ☐

If *not*, budget reallocation may be required. Please include all reallocations in the **Business Plan, Line 19** and describe below how your institution will cover any shortfalls in any given year.

ACADEMIC DEGREE PROGRAM BUSINESS PLAN

INSTITUTION:	Auburn University at Montgomery		
PROGRAM NAME:	Bachelor of Science In Healthcare Management	CIP CODE:	51.0701
SELECT LEVEL:	UNDERGRADUATE (BACHELOR'S)		

ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
PERSONNEL SALARIES & BENEFITS	$112,500	$115,875	$119,351	$122,932	$126,620	$130,418	$134,331	$862,027
EQUIPMENT	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	$0	$0	$0	$0	$0	$0	$0	$0
ASSISTANTSHIPS/FELLOWSHIPS	$0	$0	$0	$0	$0	$0	$0	$0
LIBRARY	$0	$0	$0	$0	$0	$0	$0	$0
ACCREDITATION	$0	$3,220	$3,220	$7,720	$3,690	$3,690	$7,290	$28,830
OTHER COSTS	$30,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$90,000
TOTAL EXPENSES	$142,500	$129,095	$132,571	$140,652	$140,310	$144,108	$151,621	**$980,857**

NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
TUITION + FEES	$125,226	$333,936	$417,420	$473,076	$500,904	$500,904	$500,904	$2,852,370
EXTERNAL FUNDING	$0	$0	$0	$0	$0	$0	$0	$0
REALLOCATIONS	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL REVENUES	$125,226	$333,936	$417,420	$473,076	$500,904	$500,904	$500,904	**$2,852,370**

ENROLLMENT PROJECTIONS

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	8	10	11	12	12	12	**10.83**
PART-TIME ENROLLMENT HEADCOUNT	No data reporting	16	20	23	24	24	24	**21.83**
TOTAL ENROLLMENT HEADCOUNT	No data reporting	24	30	34	36	36	36	**32.67**
NEW ENROLLMENT HEADCOUNT	No data reporting	18	12	12	12	12	12	**13.00**
Validation of Enrollment			YES	YES	YES	YES	YES	

DEGREE COMPLETION PROJECTIONS

Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	0	0	9	12	12	12	**11.25**

Undergraduate Curriculum Plan

Undergraduate Curriculum Checklist:
1. Overview ☑
2. Components ☑
3. Options (as required) ☑

1. Undergraduate Overview

Enter the credit hour value for all applicable components (N/A if not applicable).
The credit hours MUST match the credit hours in the Curriculum Components table.

Curriculum Overview of Proposed Program	
Credit hours required in **General Education**	44
Credit hours required in **Program Courses & Required Electives**	58
Credit hours in **Program Options (concentrations/specializations/tracks)**	0
Credit hours in **Free Electives**	18
Credit hours in required **Capstone/Internship/Practicum**	0
Total Credit Hours Required for Completion:	**120**

Maximum number of credits that can be transferred in from another institution and applied to the program:	60
Intended program duration in semesters for full-time students:	8
Intended program duration in semesters for part-time students:	16

	YES	NO
Does the program require students to demonstrate industry-validated skills, specifically through an embedded industry-recognized certification, structured work-based learning with an employer partner, or alignment with nationally recognized industry standards?:	☐	☑

If **yes**, please explain (i.e., number of hours required, etc.):

	YES	NO
Does the program include any concentrations/ tracks/ options?	☐	☑

The program is designed for a traditional 120 hour degree in Healthcare Management. Students with an earned Associate of applied science Degree or course hours toward such (e.g., Associate of Nursing, Associate in Medical Laboratory or Radiology), may transfer up to 60 hours from their associates courses (consistent with AUM policy) leaving a total of 60 hours to complete the bachelor degree.

2. Undergraduate Components

Please provide all course information as indicated in the following table. Indicate new courses with "Y" in the associated column. If the course includes a required work-based learning component, such as an internship or practicum course, please indicate with a "Y" in the WBL column.

Insert Additional Rows as Needed				
Institution:	Auburn University at Montgomery			
Program Name:	Bachelor of Science in Healthcare Management			
Program Level:	UNDERGRADUATE (BACHELOR'S)			
Curriculum Components of Proposed Program				
Course Number	**Course Name**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
General Education Courses				
UNIV 1000	University Success	3		
ENGL 1010	English Composition I	3		
ENGL 1020	English Composition II	3		
Area II. Humanities and Fine Arts	Option I: Literature (3), Fine Arts (3), Humanities (to include option to take COMM 1010, languages, ethics, philosophy)	12		
	Option II: Literature Sequence (ENGL 2530/2540, ENGL 2570/2580, ENGL 2600/2610); Fine Arts (MUSI 2110, VISU 1000, or THEA 2040); Introduction to Human Communication (COMM1010) (3)			
Area III. Natural Science and Mathematics	Math (MATH 1050, 1120, 1150, 1510, or 1610); Approved Science/Lab (2 courses with respective labs to include BIOL 1000, CHEM 1100, CHEM 1200, PSCI 1100, PSCI 1400, PSCI 1500, PHYS 2100, PHYS 2200)	11		
Area IV. History, Social Sciences and Behavioral	Option I: History Sequence (HIST 1010/1020, 1060/1070, 1080/1090); Economics I (ECON 2010) Economics II (ECON 2020)	12		
	Option II: History (HIST 1010/1020, 1060/1070, 1080/1090); Social Sciences (ANTH 2110, PSYC 2110 or SOCI 2000); Economics I (ECON 2010), Economics II (ECON 2020)			
	TOTAL	44		
Program Courses and Required Electives				
INFO 2060	Digital Productivity with AI	3		
BUSN 2060	Business Communication	3		
ACCT 2010	Introduction to Financial Accounting	3		
ECON 2010	Microeconomics	3		
MNGT 2410	Legal Environment of Business	3		
QMTD 2740	Business Statistics I	3		
BUSN 3010	Career Launch Essentials (1 Credit Hour)	1		
BUSN 3150	Working with AI: Basics to Practice	3		
MNGT 3380	Management Organizational Behavior	3		
MKTG 3310	Principles of Marketing	3		
HADM 2210	Essentials of Healthcare Accounting	3		

HADM 2610	Health Economics	3	Y	
HADM 3000	Introduction to Health Policy	3	Y	
HADM 3100	Understanding US Healthcare	3		
HADM 3200	Healthcare Finance	3	Y	
HADM 3800	Healthcare Analytics	3	Y	
HADM 4000	Quality Improvement in Healthcare	3	Y	
HADM 4300	Healthcare Management	3	Y	
BSHM Elective	HADM 5120, HADM 5500, ECON 5550, INFO 3860, or other 3000/4000 approved elective	3		
BSHM Elective	HADM 5120, HADM 5500, ECON 5550, INFO 3860, or other 3000/4000 approved elective	3		
	TOTAL	**58**		
Program Options (enter total credit hours from all options below)				
Free Electives				
		18		
Capstone/Internship/Practicum				
None		0		
Total Credit Hours Required for Completion:		**120**		

New Program Proposal

Support Letters

Texas Health
Presbyterian Hospital
PLANO

December 10, 2025

To the Reviewers of the Alabama Commission on Higher Education and SACSCOC,
c/o Dr. Michael L. McEachern, Program Director, MHA
Auburn University at Montgomery

Re: Letter of Support for AUM's proposed Bachelor of Science in Healthcare Management (BSHM)

Dear Reviewers,

On behalf of Texas Health Resources, I write to express strong support for Auburn University at Montgomery's (AUM) proposal to establish a fully online Bachelor of Science in Healthcare Management (BSHM) housed in the College of Business. Our organization operates in a 24/7 care environment and consistently experiences demand for early-career leaders who can contribute immediately to operations, quality, finance/revenue cycle, and patient experience.

The workforce need for prepared healthcare managers is clear. The U.S. Bureau of Labor Statistics projects employment for medical and health services managers to grow about 23% from 2024–2034, much faster than average, with approximately 62,100 openings per year nationwide. This demand spans hospitals, ambulatory and long-term care, physician practices, pharmaceutical, and payer/insurance organizations—settings in which we also hire.

We view AUM's 100% online, asynchronous delivery as essential. It enables incumbent workers—especially those on nights/weekends, in rural markets, or with family obligations, to complete a bachelor's degree without stepping out of the workforce. Degree-completion pathways for associate-prepared staff are a critical lever for developing our internal talent pipeline.

AUM's MHA program has been a reliable benchmark for professional preparation in our region. We are confident that the proposed BSHM, patterned on that standard of quality and situated in the College of Business, will produce graduates with the competencies we value at the bachelor's level, including: foundational healthcare operations; data literacy and basic analytics; budgeting and revenue cycle fundamentals; quality improvement and patient safety; compliance and privacy awareness; and professional communication and teamwork.

Subject to our standard hiring processes, Texas Health Resources is willing to:

- Consider BSHM students for internships/practicum experiences;
- Provide interviews for qualified graduates; and
- Share job postings and participate in employer outreach and advisory input as feasible.

In our judgment, the BSHM directly addresses documented employer need in Alabama and beyond, expands access for working adults, and strengthens the talent pipeline into both entry-level management roles and AUM's MHA. We respectfully encourage ACHE and SACSCOC to approve this program.

Please contact me if additional information would be helpful.

Sincerely,

Chad M. Collins

Chad M. Collins, MHA, FACHE, CHFP
Vice President - Operations
Texas Heath Presbyterian Hospital Plano
ChadCollins@texashealth.org | 972-981-8121

Alabama Commission on Higher Education
Accessibility. Affordability. Coordination.

New Program Proposal

UTOLEDO HEALTH

December 8, 2025

To the Reviewers of the Alabama Commission on Higher Education and SACSCOC,
c/o Dr. Michael L. McEachern, Program Director, MHA
Auburn University at Montgomery

Re: Letter of Support for AUM's proposed Bachelor of Science in Healthcare Management (BSHM)

Dear Reviewers:

On behalf of the University of Toledo Medical Center (UTMC), I write to express strong support for Auburn University at Montgomery's (AUM) proposal to establish a fully online Bachelor of Science in Healthcare Management (BSHM) housed in the College of Business. Our organization operates in a 24/7 care environment and consistently experiences demand for early-career leaders who can contribute immediately to operations, quality, finance/revenue cycle, and patient experience.

The workforce need for prepared healthcare managers is clear. The U.S. Bureau of Labor Statistics projects employment for medical and health services managers to grow about 23% from 2024–2034, much faster than average, with approximately 62,100 openings per year nationwide. This demand spans hospitals, ambulatory and long-term care, physician practices, pharmaceutical, and payer/insurance organizations—settings in which we also hire.

We view AUM's 100% online, asynchronous delivery as essential. It enables incumbent workers—especially those on nights/weekends, in rural markets, or with family obligations, to complete a bachelor's degree without stepping out of the workforce. Degree-completion pathways for associate-prepared staff are a critical lever for developing our internal talent pipeline.

AUM's MHA program has been a reliable benchmark for professional preparation in our region. We are confident that the proposed BSHM, patterned on that standard of quality and situated in the College of Business, will produce graduates with the competencies we value at the bachelor's level, including: foundational healthcare operations; data literacy and basic analytics; budgeting and revenue cycle fundamentals; quality improvement and patient safety; compliance and privacy awareness; and professional communication and teamwork.

Subject to our standard hiring processes, UTMC is willing to:
- Consider BSHM students for internships/practicum experiences;
- Provide interviews for qualified graduates; and
- Share job postings and participate in employer outreach and advisory input as feasible.

In our judgment, the BSHM directly addresses documented employer need in Alabama and beyond, expands access for working adults, and strengthens the talent pipeline into both entry-level management roles and AUM's MHA. We respectfully encourage ACHE and SACSCOC to approve this program.

The University of Toledo Medical Center
Hospital Administration
Mail Stop 1018 · UToledo Health · 3000 Arlington Avenue · Toledo, OH 43614
Phone: 419.383.3425 · Fax: 419.383.6100

New Program Proposal

Please contact me if additional information would be helpful.

Sincerely,

Daniel Barbee, MBA, BSN, RN, FACHE
Chief Executive Officer
University of Toledo Medical Center
Daniel.Barbee@utoledo.edu
419.383.3425

Healthcare Administrator Survey Results

Summary of Employer Survey and Findings
To assess workforce demand and inform curriculum design, the AUM College of Business surveyed sixty healthcare leaders across Alabama, including respondents from hospitals, outpatient centers, long-term care facilities, and physician group practices. The survey examined (1) projected hiring needs for entry-level healthcare managers, (2) the importance of a bachelor's degree in healthcare management, and (3) the program features most valued by employers. The college received a 22% response rate.

Key Findings
Survey responses demonstrate a clear and sustained need for graduates of an online bachelor's degree in healthcare management:
- **Hiring Demand:** Nearly two-thirds of respondents reported they expect to hire at least one entry-level healthcare management professional over the next several years, with many anticipating 3–5 hires. Only a small minority indicated no anticipated hiring or were uncertain.
- **Degree Importance:** Employers rated the value of applicants holding a bachelor's degree in healthcare management as high, with the majority indicating it is "very important" or "essential" for entry-level supervisory or operations roles.
- **Relevance to AUM:** Most respondents rated access to AUM-trained healthcare management graduates as important for meeting their organizations' workforce needs.

Employer Feedback on Program Design
Respondents expressed strong support for AUM as the provider of this degree and affirmed the value of a business-based healthcare management curriculum. Comments emphasized the importance of competencies in:
- Finance and budgeting
- Data literacy and analytics
- Leadership and human resource management
- Quality improvement and patient safety
- Healthcare policy, compliance, and operations
- Professional communication and teamwork

New Program Proposal

Access and Flexibility

Employers noted that AUM's 100% online, asynchronous delivery is critical for working adults, especially those in rural communities or working shift schedules. Several organizations indicated willingness to consider BSHM students for internships, interviews, and advisory engagement.