

Background Information

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

The proposal is to change the MSN *concentration* of Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP) program to the *major* name. There are no additional changes requested. The title Adult-Gerontology Acute Care Nurse Practitioner is now a widely accepted title designated by the professional nursing organizations (American Association of Colleges of Nursing; American Association of Nurse Practitioners; National Organization of Nurse Practitioner Faculties) and the nursing accreditation agency (Commission on Collegiate Nursing Education). The newer CIP code requested reflects this change at the major level. The administration and faculty believe this best reflects the current state of the program and national standards/trends.

The current AG-ACNP program is well established, being one of the oldest programs in the nation. It is central to the College of Nursing's graduate programs and mission. Enrollment has continuously remained strong, with 83 students enrolled in 2015-16.

List the program objectives. (2000 characters)

The mission of the College of Nursing is to create and develop competent, caring nurse leaders to advance the profession of nursing through the integration of teaching, research and service to improve client health and well-being outcomes.

The Program will prepare graduates to:

1. Demonstrate knowledge and skills required for advanced practice nursing
2. Implement core and clinical course content within the context of the community, and demonstrate understanding of the community as a client.
3. Demonstrate the ability to use theory and research findings in practice.
4. Demonstrate leadership skills for advanced nursing practice

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)

Ninety percent (90%) of the graduates of the Adult Gerontology Acute Care Nurse Practitioner program remain in South Carolina following graduation, and over 70% of the graduates serve as key providers of acute care health to the citizens across the region in rural and underserved areas. The need for the program remains critical once it becomes a full major, and as such its elevated profile provides greater transparency for potential students, and a more straightforward credential for graduates. Agencies and facilities are seeking more Adult Gerontology Acute Care Nurse Practitioner providers given the growth in the SC gerontology population, increased complex co-morbidities, and the need for specialty service lines such as palliative care, hospice, cardiology, and renal disease management. South Carolina (SC) has a severe provider shortage, especially in the rural areas. SC is primarily a rural state, with 42 out of 46 counties designated as rural, comprising 4.5 million residents. Census data indicate that the ethnic diversity of the state is 69.2% white, 28.6% AA, and 3.1% Hispanic (US Census, 2010). Approximately, 25% of the population is uninsured. With an overall ranking of "F" in health care, SC ranks 42nd among the states in health status for acute care and 46th for determinants of health (United Health Foundation, 2015). According to the SC Department of Health and Environmental Health (SCDHEC), in 2013 the leading causes of SC deaths were cancer, heart disease, accidents, stroke, Alzheimer's, chronic respiratory disease, diabetes, nephritis/kidney disease, suicide, and septicemia. Students are prepared to these manage diseases in acute care settings.

Will the proposed modification impact any existing programs and services at the institution?

Yes

No

If yes, explain. (1000 characters)

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
Adult Gerontology Acute Care Nurse Practitioner	100 annually	100%	Palmetto Health GHS Roper St Francis MUSC Aiken Regional McLeod Private Specialty Providers Urgent Care Long Term Care Palliative Care Hospice

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

Agencies and hospital systems are hiring AGACNP to fulfill roles of hospitalists and provide care in specialty service lines such as cardiology, neurology, etc. We have 100% employment rate for all AGACNP graduates since inception of our program (1996). We are the only AGACNP program in SC. Our program is rated #1 in the US 2016 by the US NEWS and WORLD REPORT.

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)

Our AGACNP graduates obtain employment upon graduation to acute care (management including assessment, diagnosing, and prescribing autonomously). The program clearly prepares graduates to provide care, assume leadership roles in health care settings, and serve the community/population. Our graduates are 100% employed within 6 months of graduation. Employers rate their satisfaction as 3.5 to 4.0 on a scale of 4.0 of our graduates and their ability to function as advanced practice nurses in acute care settings.

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)

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
There are no other Adult Gerontology Acute Care Nurse Practitioner programs in SC.			

Description of the Program

Projected Enrollment: Adding 20 new (net) AGACNP students per year who take 6 credits each per semester						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016-2017	114	684	114	684	114	684
2017-2018	134	804	134	804	134	804
2018-2019	154	924	154	924	154	924
2019-2020	174	1044	174	1044	174	1044
2020-2021	194	1164	194	1164	194	1164

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)

Goal Statement to reflect program outcomes

CV

GPA 3.0

Three letters of recommendation from a professional at the Masters or Doctoral level who can attest to the applicant's ability to be successful in our program, aligning with program outcomes.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category: Part time (typical course for part time study, Non-thesis option, 37 credit hours)

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
Nursing 700: Theoretical and Conceptual Foundations for Nursing	3	Nursing 702: Advanced Pharmacology	3	Nursing 704: Advanced Health Assessment	3
Nursing 717: Applied Statistics for Nursing and Nursing Service	3	Nursing 707: Advanced Pathophysiology	3	Nursing 718: Advanced Diagnostics	3
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	6
Year 2					
Fall		Spring		Summer	
Nursing 786: AGACNP Management Practicum-1	5	Nursing 791: Applied Seminar in Nursing Research	3	Nursing 796: Advanced Practice Practicum: AGACNP	3
Nursing 790: Research Methods	3	Nursing 787: AGACNP Management Practicum-2	5		
Total Semester Hours	8	Total Semester Hours	8	Total Semester Hours	3
Year 3					
Fall		Spring		Summer	

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Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Total Semester Hours		Total Semester Hours		Total Semester Hours	
Year 4					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
Year 5					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

Master of Science in Nursing: Adult Gerontology- Acute Care Nurse Practitioner (AG-ACNP)

New:

Master of Science in Nursing: Adult Gerontology- Acute Care Nurse Practitioner (AG-ACNP) (37-40 credit hours):

Curriculum (37-40 credit hours): 37 = non-thesis. 40 = thesis

- NURS 700 (3 cr) - Theoretical and Conceptual Foundation for Nursing
- NURS 704 (3 cr) - Advanced Health Assessment*
- NURS 702 (3 cr) - Pharmacologic Management of Pediatric, Adult, and Gerontological Patients Across the Healthcare Delivery Continuum NURS 704 (3 cr) - Advanced Health Assessment
- NURS 707 (3 cr) - Advanced Pathophysiology for Nurses
- NURS 718 (3 cr) - Diagnostic Interpretation and Therapeutic Modalities
- NURS 786 (5-6 cr) - Management of Acute Care Adult and Gerontological Health Problems I *
- NURS 787 (5-6 cr) - Management of Acute Adult and Gerontological Health Problems II *
- NURS 796 (3 cr) - Advanced Practice Practicum: Adult – Gerontology Acute Care Nurse Practitioner*
- NURS 717 (3 cr) - Application of Basic Statistics for Nursing and Nursing Service Management
- NURS 790 (3 cr) - Research Methods for Nursing
- NURS 791 (3 cr) - Seminar in Clinical Nursing Research

(or NURS 799 (6 cr) Thesis Preparation

*indicates courses with practicum hours

Students must successfully complete all clinical placement requirements, including criminal background checks, drug screening and immunizations. Students must participate in clinical rotations in states approved through State Authorization (see http://www.sc.edu/about/offices_and_divisions/provost/planning/academicprograms/state-authorization/index.php) for specifics.

Students are required to participate in two on-site clinical check off days during clinical courses.

Course Descriptions for New Courses

Course Name	Description
N/A	

Faculty

Faculty and Administrative Personnel				
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)
PhD, APRN, BC, FAANP Clinical Professor Director MSN/DNP Associate Dean	Full Time	<p>Nursing 707: Advanced Pathophysiology (3 credits). Taught every term.</p> <p>Nursing 796: Final Advanced Practice Practicum: AGACNP (3 credits). Taught every term.</p>	<p>PhD in Nursing Science, USC</p> <p>FNP: Family Nurse Practitioner. USC</p>	<p>Lead NP faculty member for the MSN and DNP Program, NP concentration area.</p> <p>Our NP Program (AGACNP and FNP) is ranked #1 in the US by US NEWS and WORLD REPORT 2016. Nurse Practitioner for over 30 years in SC.</p> <p>Director of the Program USC for 5 years.</p> <p>Associate Dean for USC CON x 10 years.</p> <p>Faculty member USC x 25 years.</p>
DNP, AGACNP, FNP Clinical Assistant Professor	Full time	<p>Nursing 718: Advanced Diagnostics (3 credits). Taught every term.</p> <p>Nursing 796: Final Advanced Practice Practicum: AGACNP (3</p>	<p>DNP in Nursing Practice, USC</p> <p>FNP and AGACNP USC</p>	<p>Nurse Practitioner for over 10 years in SC</p> <p>Faculty member USC x 5 years.</p>

		credits). Taught every term.		
DNP, FNP, AGACNP Clinical Assistant Professor	Full time	Nursing 786: AGACNP Management Practicum-1. (5 credits). Taught Fall but is moving to Spring and Fall 2017. Nursing 787: AGACNP Management Practicum-2. (5 credits). Taught Fall but is moving to Spring and Fall 2017. Nursing 702: Advanced Pharmacology. 3 credits). Taught every term.	DNP in Nursing Practice, USC FNP USC AGACNP University of Pennsylvania	Nurse Practitioner for over 6 years in SC Faculty member USC x 1 year.
MSN, FNP Clinical Associate Professor	Full time	Nursing 704: Advanced Health Assessment (3 credits). Taught every term.	MSN, USC FNP, USC DNP in progress, expected date of graduation 2017	Nurse Practitioner for over 20 years in SC Faculty member USC x 20 years.
PhD, FNP Clinical Associate Professor	Full time	Nursing 707: Advanced Pathophysiology (3 credits). Taught every term.	PhD in Nursing Science, Duquesne University Ohio University, FNP	Nurse Practitioner for over 18 years Faculty member USC x 1 year. Previous faculty member and Director of DNP/MSN at Otterbein College in Ohio (12 years)
MSN, ACNP Part Time Temporary Clinical Faculty	Part time	Nursing 786: AGACNP Management Practicum-1. (5 credits). Taught Fall but is moving to Spring and Fall	MSN, USC USC, AGACNP	Nurse Practitioner for over 20 years in SC USC Part Time Faculty Member x 10 years. Plans to

		2017. Nursing 787: AGACNP Management Practicum-2. (5 credits). Taught Fall but is moving to Spring and Fall 2017.		retire Fall 2017
DrPH Clinical Associate Professor	Full time	Nursing 717: Application of Statistics for Nursing and Nursing Service. (3 credits). Taught every term.	DrPH, USC	Statistician for over 20 years USC Faculty Member x 19 years. Director Statistical Laboratory x 15 years
PhD, RN Associate Professor, Tenured	Full time	Nursing 700: Theoretical and Conceptual Foundations for Nursing. (3 credits). Taught Fall and Spring	PhD in Nursing Science, Vanderbilt Completed a Post doctoral fellowship in Health Disparities in Underserved Populations, at the University of Illinois at Chicago, College of Nursing	USC Faculty Member x 10 years.
PhD, PNP Clinical Associate Professor	Full time	Nursing 790: Research Methods for Nursing. (3 credits). Taught Fall and Spring Nursing 791: Applied Seminar in Clinical Nursing Research (3 credits). Taught Fall and Spring	PhD in Nursing Science, NC State PNP, Duke	USC Faculty Member (off and on for over 10 years. Break of service due to family/personal)

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
9FTE	1FTE	.5FTE

(faculty shared between FNP, AGACNP, PMHNP programs)

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)

We are recruiting another doctorally prepared AGACNP faculty member. The position is already approved and posted within the various academic venues for advertising. With the growth in our program, the additional faculty member is needed to meet ratios of faculty to students according to accreditation standards by National Organization of Nurse Practitioner Faculty. Additionally, with increased enrollments, tuition incomes will cover clinical fees for clinical courses, liability insurance for NP students and NP faculty, faculty credentialing in facilities to precept NP students, student credentialing for clearances to engage in clinical in the various agencies and facilities, part time faculty support to assist in NP courses with enrollments to maintain NP faculty to NP student ratios, and faculty travel for site visits and NP student check offs. Students are required to have at least 2 site visits by faculty and 2 check offs by faculty for each clinical course. As students progress in the program, student engagement in clinical experiences increases up to three and four days per week in various agencies or facilities.

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)

USC library
Simulation Lab at the College of Nursing

No new resources are needed.

Student Support Services

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

No new resources are necessary.

We recently added one staff line in student services to support the growth in the program for academic advising and clinical contracts.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)
None needed.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

XNo

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).

All didactic instruction is online asynchronous. Current facilities include a simulation lab fully equipped with high fidelity manikins/monitors for programming acute care scenarios. We have 6 examining rooms and 4 high fidelity manikins. We have written a grant to add 3 more high fidelity manikins. Otherwise, no new facilities/equipment are needed.

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	70,000	73,000	77,000	81,000	85,000	386,000
Faculty and Staff Salaries	310,000	320,000	330,000	340,000	350,000	1,650,000
Graduate Assistants	12,000	12,000	14,000	15,000	16,000	69,000
Equipment	15,000	17,000	19,000	21,000	22,000	94,000
Facilities						
Supplies and Materials	25,000	27,000	29,000	31,000	32,000	144,000
Library Resources						
Other*	5,000	7,000	9,000	11,000	12,000	44,000
Total	437,000	456,000	478,000	499,000	517,000	2,387,000
Sources of Financing (Tuition current rate \$731.50 per credit hour, in state, average 6 credits per semester per student)						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	1,501,038	1,764,378	2,207,718	2,291,058	2,554,398	10,318,590
Program-Specific Fees	190,000	190,000	190,000	202,000	202,000	974,000
State Funding (i.e., Special State Appropriation)*	0	0	0	0	0	0
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding*	0	0	0	0	0	0
Other Funding*	0	0	0	0	0	0
Total	1,691,038	1,954,378	2,397,718	2,493,058	2,756,398	11,292,590
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	1,254,038	1,498,378	1,919,718	1,994,058	2,239,398	8,905,590

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.

No new costs are needed. One faculty line has been approved and we are advertising for that position: Doctorally prepared Adult Gerontology Acute Care NP.

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)

TEQ and CEQ: Teacher and Course Evaluations. Collected each semester from NP students by class climate online. Data collected by Dr. Tavakoli, Office of Research College of Nursing, and disseminated to course faculty and College of Nursing Administrators. Aggregate data presented to College of Nursing Graduate Faculty. SAS software and class climate used to collect and store data. Assessments used to amend course content, teaching strategies, and course materials as appropriate.

PAQ: Program Assessment Questionnaire of Graduating NP students: Collected each semester from graduating NP students by class climate online. Data collected by Dr. Tavakoli, Office of Research College of Nursing, and disseminated to course faculty and College of Nursing Administrators. Aggregate data presented to College of Nursing Graduate Faculty. SAS software and class climate used to collect and store data. Assessments used to amend course content, program content deficits, and course materials as appropriate.

EAQ: Employer Assessment Questionnaire who employ NP graduates: Collected annually from employers of NP graduates by class climate online. Data collected by Dr. Tavakoli, Office of Research College of Nursing, and disseminated to course faculty and College of Nursing Administrators. Aggregate data presented to College of Nursing Graduate Faculty. SAS software and class climate used to collect and store data. Assessments used to amend the program to ensure the graduate is meeting the employer demands and expectations.

SEP: Student Evaluation of Preceptor. Collected each semester from the NP students in the 12 week of the clinical course by class climate online. Data collected by Dr. Tavakoli, Office of Research College of Nursing, and disseminated to course faculty and College of Nursing Administrators. Aggregate data presented to College of Nursing Graduate Faculty. SAS software and class climate used to collect and store data. Assessments used to continue or discontinue a preceptor for the student learning environment.

FPES: Faculty/Preceptor Evaluation of the Student in clinical. Collected 2 times per semester on each NP student in each clinical course. Direct observation. Hard Copy Tool FPES used by the Course Faculty Member and Preceptor to evaluate the student's competency proficiencies in the clinical setting. Evaluations shared with students to enhance or strengthen skills and competencies. Course tools used in course evaluations.

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
<p>Demonstrate knowledge and skills required for advanced practice nursing.</p>	<p>FPES: Faculty/Preceptor Evaluation of the Student in clinical. Collected 2 times per semester on each NP student in each clinical course. Direct observation. Hard Copy Tool FPES used by the Course Faculty Member and Preceptor to evaluate the student's competency proficiencies in the clinical setting. Evaluations shared with students to enhance or strengthen skills and competencies. Course tools used in course evaluations.</p> <p>Clinical Check offs 2 times per semester per student in each clinical course</p> <p>Course exams (multiple choice)</p> <p>Board Vitals: online asynchronous test exam prep</p> <p>Criteria: Students make a "B" or better in each clinical course to pass and progress. If a student makes a "C", the course is repeated. Only 2 courses can be repeated. A student is automatically dismissed in the program if they make a "D" or "F" in any course required for the program of study.</p>
<p>Implement core and clinical course content within the context of the community, and demonstrate understanding of the community as a client.</p>	<p>FPES: Faculty/Preceptor Evaluation of the Student in clinical. Collected 2 times per semester on each NP student in each clinical course. Direct observation. Hard Copy Tool FPES used by the Course Faculty Member and Preceptor to evaluate the student's competency proficiencies in the clinical setting to apply evidence based findings for patient care. Evaluations shared with students to enhance or strengthen skills and competencies. Course tools used in course evaluations.</p> <p>Clinical Check offs 2 times per semester per student in each clinical course</p> <p>Course exams (multiple choice)</p> <p>Course papers as appropriate: example: Cultural assessment, interdisciplinary teams, evidence based research, population assessments, etc.</p> <p>Board Vitals: online asynchronous test exam prep</p> <p>Course Papers to reflect population/community health and social determinants of health.</p>

	<p>Criteria: Students make a “B” or better in each clinical course to pass and progress. If a student makes a “C”, the course is repeated. Only 2 courses can be repeated. A student is automatically dismissed in the program if they make a “D” or “F” in any course required for the program of study.</p>
<p>Demonstrate the ability to use theory and research findings in practice.</p>	<p>Course Papers to reflect the application of theoretical models to health: individuals, families, communities/population.</p> <p>FPES: Faculty/Preceptor Evaluation of the Student in clinical. Collected 2 times per semester on each NP student in each clinical course. Direct observation. Hard Copy Tool FPES used by the Course Faculty Member and Preceptor to evaluate the student’s competency proficiencies in the clinical setting to apply evidence based findings for patient care. Evaluations shared with students to enhance or strengthen skills and competencies. Course tools used in course evaluations.</p> <p>Criteria: Students make a “B” or better in each clinical course to pass and progress. If a student makes a “C”, the course is repeated. Only 2 courses can be repeated. A student is automatically dismissed in the program if they make a “D” or “F” in any course required for the program of study.</p>
<p>Demonstrate leadership skills for advanced nursing practice.</p>	<p>Course papers as appropriate: example: professionalism, autonomous practice, political activism, interdisciplinary teams, team leaders, electronic health record mastery, ethics, legal aspects, corporate compliance (HIPAA, billing, reimbursement, etc.).</p> <p>FPES: Faculty/Preceptor Evaluation of the Student in clinical. Collected 2 times per semester on each NP student in each clinical course. Direct observation. Hard Copy Tool FPES used by the Course Faculty Member and Preceptor to evaluate the student’s competency proficiencies in the clinical setting to apply evidence based findings for patient care. Evaluations shared with students to enhance or strengthen skills and competencies. Course tools used in course evaluations.</p> <p>Clinical Check offs 2 times per semester per student in each clinical course</p> <p>Course exams (multiple choice)</p> <p>Criteria: Students make a “B” or better in each clinical course to pass and progress. If a student makes a “C”, the course is repeated. Only 2 courses can be repeated. Only 2 C’S allowed in the program in any course. A student is automatically dismissed in the program if they make a “D” or “F” in any course required for the program of study.</p>

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Will the proposed program seek program-specific accreditation?

Yes This program is accredited through CCNE 2021

No

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

We plan to seek re-accreditation in 2021. Our last accreditation was successful for a 10 year accreditation and no compliance issues or recommendations.

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)

After Graduation, the students are eligible to sit for the national certification exam: Adult Gerontology Acute Care Nurse Practitioner. Upon certification, students can obtain licensure as a Nurse Practitioner in all states in the US.

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.