



July 2, 2021

Dr. Mark Rudin
President
Texas A&M University-Commerce
2600 West Neal Street
P. O. Box 3011
Commerce, TX 75428

Dear Dr. Rudin:

Thank you for submitting the following substantive change:

Substantive change:
Significant Departure Program
Undergraduate Certificate in Coaching Athletics
Submission date:
12/16/2020
Intended Implementation date:
8/2/2021
Case ID:
SC012738

The Undergraduate Certificate program in Coaching Athletics was deferred on May 24, 2021, with a request for additional information regarding (a) the faculty member(s) assigned to teach two courses in the program and their respective credentials; (b) the adequacy of full-time faculty members to support the initiative and the impact of the new program on faculty workload; (c) the amount of resources going to institutions or organizations for contractual or support services for the proposed change; (d) a contingency plan should the required resources not materialize; and (e) whether the institution is currently on reimbursement for Title IV funding. The institution responded on June 10, 2021. SACSCOC requested additional information by email and phone on June 10, 2021; the institution responded on the same date. All responses have been added to the record and are reflected in the narrative below.

Texas A&M University-Commerce proposes the implementation of the Undergraduate Certificate program in Coaching Athletics, effective fall 2021. Based on the information provided, the program is expected to be ongoing. The institution anticipates an initial enrollment of 30 students. The program will be offered through face-to-face delivery on the main campus with an extensive practicum experience on the main campus or in the students' existing place of employment. The target audience will be working professionals who are already teaching in public schools.

The new program was described in the context of the institutional mission and goals and appears to be consistent and appropriate. The need for the program was based on data from the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, the Texas Workforce Commission, and the Region 10 Educational Service Center, and is a response to suggestions and recommendations from leaders and



Dr. Mark Rudin
July 2, 2021
Page 2

organizations in the field. Approval is not required by the Texas Higher Education Coordinating Board for upper-level undergraduate certificate programs of less than 21 semester credit hours. The planning and approval process for the new program was described, and the responsibilities of faculty and other appropriate groups involved in the process were noted.

The curriculum, projected schedule of course offerings, and course descriptions were provided and appear to be appropriate. The specific programmatic goals and student learning outcomes for the program were identified; program student learning outcomes will be assessed through exams, rubrics, and signature assignments such as the *Legal and Ethical Issues of Coaching* poster session, the *Crisis Management, Ethics, and Strategy in Leadership* presentation, and the development of a formal practice plan. The admission and graduation requirements for the program were provided and appear to be appropriate. The policy for defining and determining credit hours was provided. It appears to be appropriate and consistent with common academic practice. Administrative oversight for the program will be provided by the Dean of the College of Innovation and Design. The program coordinator was identified and appears to have appropriate credentials for serving in this role. The individual is a full-time employee of the institution and will serve in this program on an adjunct basis.

A faculty roster was provided detailing the credentials of the faculty members assigned to teach in the program. The institution was asked to identify the faculty member(s) assigned to teach two courses not included on the original roster. The requested information was provided; faculty members appear to have appropriate credentials for the courses assigned. The institution was asked to provide a narrative with supporting evidence that the number of full-time faculty members would be adequate to support the initiative and describe the new program's impact on faculty workload. Additional information was provided. The institution appears to have adequate faculty to support the program and does not anticipate an adverse impact on faculty workload. Keep in mind that the ultimate determination of faculty qualifications and faculty adequacy is the responsibility of the peer review team who will assess the program as part of the institution's next SACSCOC accreditation review.

The library and learning resources available to support the program were provided and appear to be sufficient. The Research and Learning department of the library includes five librarians and two library associates, who provide research assistance to students, faculty, and staff members. The discipline-specific learning resources available to support the program include databases such as *Sports Medicine & Education Index*, *ERIC (EBSCO)*, and *Alt-HealthWatch*. The availability of discipline-specific refereed journals and primary source materials was noted. The institution has agreements or memberships with the following agencies to expand resources for the program: Texas A&M University System Libraries, Greater Western Library Alliance, and TexShare consortia. Students may also access resources through the Interlibrary Loan program. Students enrolled in the proposed program can access discipline-specific learning resources onsite, or through the library website on a 24/7 basis. Faculty and students are assisted in using online and onsite library resources through individual consultations, course-specific instruction, and LibGuides. Resources to support students in accessing and using learning resources include study rooms, networked desktop computers, laptops for student checkout, scanners, and copiers.



Dr. Mark Rudin
July 2, 2021
Page 3

The support services for students in the program were described and appear to be adequate. These services include academic advising through the College of Innovation and Design, tutoring and writing assistance through in-person and virtual formats, and the Office of Student Disability Resources and Services.

The physical facilities and equipment available to support the program were described and appear to be adequate. The facilities supporting the program include classrooms in the Athletics Welcome Center and the McDowell Business Administration Building, and instructor offices. Available sites for practicum experiences include the Field House, the Whitley Gymnasium, and the student's place of employment. The institution does not anticipate a negative impact on facilities or equipment due to the implementation of the new program.

A five-year budget was provided, and the institution appears to have adequate resources to support the program. Revenue will be generated by tuition and fees for the first two years with the addition of formula funding in the third year of the program; expenditures include faculty salaries, supplies, and materials. The institution was asked to identify the amount of resources going to institutions or organizations for contractual or support services for the proposed change; the institution provided an affirmative statement indicating that there are none. The institution appears to have adequate operational, management, and physical resources available to support the program. The institution was asked to provide a contingency plan should the required resources not materialize. The requested information was provided. The institution would support the program through alternative funding and a reduction of expenses if needed. Should closure be necessary, the institution affirmed that it would ensure that existing students could complete the program. The institution affirmed that it is not currently on reimbursement for Title IV funding.

The institutional assessment process was described and appears to be appropriate. The process requires annual participation in identifying student learning outcomes and goals, determining the extent to which the outcomes or goals were achieved, and demonstrating evidence of seeking continuous improvement based on the assessment results. The Undergraduate Certificate program in Coaching Athletics will be incorporated into the institution-wide review and assessment processes. Faculty have developed the program learning outcomes and will be responsible for their assessment and evaluation. They will meet to review assessment data annually, address trends, identify areas for improvement, and work together to implement modifications.

The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges reviewed the materials seeking approval of the Undergraduate Certificate program in Coaching Athletics. It was the decision of the Board to approve the program and include it in the scope of the current accreditation.

Enclosed is an invoice for \$500 to help defray the cost of reviewing the prospectus.



Dr. Mark Rudin
July 2, 2021
Page 4

Should you need assistance, please contact Dr. Mary P. Kirk at 404-679-4501 or via email at mkirk@sacscoc.org.

Please include the Case ID number above in all submissions or correspondence about this substantive change.

Note: The SACSCOC substantive change policy was revised in 2020 and updated in March and June 2021. The policy has many new requirements and changes to previous requirements. The *Substantive Change Policy and Procedures* and learning resources are available on the substantive change webpage at www.sacscoc.org.

Sincerely,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.
President

BSW/TDB:lp

Enclosure (invoice with liaison's copy only)

cc: Dr. Ricky Dobbs, Associate Provost
Dr. Mary P. Kirk