



November 5, 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:

New Program-Approval

Bachelor of Applied Arts and Sciences (B.A.A.S.) in Health Services Administration

Submission date:

12/22/2020

Intended Implementation date:

1/1/2022

Case ID:

SC013113

Additional information was requested from the institution. It was received on October 22, 2021. The additional information has been incorporated into the submission.

The institution is seeking approval of the new Bachelor of Applied Arts and Sciences (B.A.A.S.) degree program in Health Services Administration offered 50% or more by course-credit, competency-based education (CBE). The institution was approved to offer 50% or more of a program via course-credit, competency-based education (CBE) in September 2021. An institution only needs to be approved once to offer 50% or more of the credit in a course-credit competency-based education (CBE) program. Changing other approved programs to 50% or more course-credit based CBE requires notification only.

This 120-credit hour program is a multi-disciplinary major, preparing students for entry-level professional positions in a variety of healthcare fields, and in a variety of healthcare settings. It will offer a seamless transition from an associate of applied arts and sciences degree in trade, technical and health-related fields earned from community colleges to a bachelor's degree.

Up to 90 credit hours can be transferred from community colleges, 4-year schools, WECM credits, and military credits. The target audience is transfer students from community colleges in career, trade, and technical fields such as medical terminology, radiological technology, respiratory therapy, health information technology and other A.A., A.S., and A.A.S. Health Sciences degrees, and those with prior work experience in healthcare or other related fields that have some college credit but no degree.

The program will be ongoing and offered 100% via distance education as a course-based, competency-based education (CBE) program. Projected enrollment is 20 students in year one and 50 students in year two. The curriculum was designed through strategic collaboration with faculty and industry to ensure students learn marketable skills.



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The program aligns with the institution's mission and strategic plan which focuses on providing high quality programs that prepare students for jobs that have been identified as a high need in the region. This program will also serve as a feeder program into graduate programs offered at the institution such as: Master's in Public Health or the Master's in Business Administration or the Economics of U. S. Healthcare Graduate Certificate.

Health Services Administration was selected because it tends to have a broad focus, focusing on management, leadership, and interpersonal skills as well as data-informed decision making. This aligns it more closely with the two other competency-based programs within the college (Organizational Leadership and Criminal Justice with Emphasis in Law Enforcement Leadership).

The broader health services focus also provides pathways for a wider range of community college transfer students in health-related technical and trade fields, as well as those with work experience or college credits from business or management fields.

The Texas Workforce Commission - TWC (2016) estimates the strongest growth of all 11 industries tracked to be in healthcare/health services management (31.5%). The demand for Health Services Managers is projected to grow at the rate of 21.9% with an increase of approximately 7,000 jobs. This occupation is set to grow at an annual percentage growth of 2% annually. The Brookings Institute recently unveiled a workforce/demand tool that also demonstrates the growth of this occupation. Medical Health Services Managers are a high quality and high demand occupation for the North Texas area, noting a local job growth of 50. 33% job growth from 2004-2019 with national growth from 2019-2029 projected to be 30% and state growth at 15.5%.

The internal process for approving new programs and documentation of the approvals from all relevant institutional bodies including the Curriculum Committee, Faculty Senate and Dean's Council were provided. The approval letter from the Texas Higher Education Coordinating Board (THECB) dated September 3, 2021, also was provided.

The Associate Director of Academic Programs has direct responsibility for the oversight of this program. His qualifications were included on the Faculty Roster. He appears to be qualified to serve in this capacity.

The institution provided Student Learning Outcomes for seven marketable skill areas. These outcomes were designed through a rigorous, collaborative process between full-time faculty and an industry advisory board. Commission on Accreditation of Healthcare Management Education (CAHME) guidelines for graduate programs were used to establish suitable undergraduate-level program domains and competencies in the BAASHSCB degree. Each student learning outcome is mapped to specific courses in which associated skills and knowledge are introduced, reinforced, and assessed.

To be admitted to this program students must meet minimum university admission standards. The requirements for this program are no different for this program than any other program at the institution, which can be found in the Administrative Procedures section of the undergraduate catalog.



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Competencies are tied to units of instruction in each online course, which is comparable to best practices for all online courses. When all competencies, or units of instruction, have been mastered and recorded in gradebooks, course grades are assigned. To receive credit for the corresponding courses, students must demonstrate mastery of each module by earning no less than an 80% on the faculty approved post-assessment(s). The corresponding course credit will be added to the transcript once students have shown appropriate evidence of mastery for all modules that comprise the traditional credit-bearing course. Students may attempt mastery of each competency assessment up to three times; a student who is unable to earn a passing grade will fail the course but can re-enroll in the course in the next seven-weeks.

Rather than measuring seat time and the amount of student work accomplished during a set calendar period, the BAAS in Health Services Administration (BAAS - HSCB) focuses on documenting student mastery of the corresponding material. Competencies are mapped to courses and course grades are assigned in the same manner as with all courses. Faculty mapped the modules back to courses and determined the percentage of course grade associated with each competency. The institution's methods for determining credit hours in this program appear to be in accord with accepted practices. The institution has been approved to offer programs through a course-based, competency-based education (CBE) method of delivery.

The normal teaching load for full-time instructors (tenure track) is four courses (12 SCH) a semester and full-time instructors (non-tenure track) within the College of Innovation and Design is 15 SCH, or five courses, distributed over two seven-week terms. There are 30 credit hours in the applied major courses and an additional 48 credit hours of professional development electives. The first year of the program a full-time faculty member and one part-time faculty will teach in the program. Over a two-year period, new faculty will be added as needed.

A faculty roster was provided with one existing part-time faculty, two part-time faculty members to-be-hired and one full-time faculty member. The faculty appear to be qualified to teach the courses assigned. Keep in mind that the ultimate determination of faculty qualifications is the responsibility of the peer review team who will assess the program as part of the institution's next SACSCOC accreditation review.

Library and learning resources and services appear to be adequate to support this program. The institution provided a list of library and learning resources available, including print and electronic resources, specific to this program. The library and learning resources appear to be adequate to support this program. The institution provides adequate opportunities for students and faculty to learn about the resources that are available and how to access them. Librarians are available for individual and group consultations by phone, email, chat, in-person, and videoconferencing. Librarians regularly provide course specific instruction sessions and online guides (LibGuides) for the campus and remote instruction sites. Librarians are available during all operating hours and monitor the virtual help desk on weekends and during holidays. Appointments may also be scheduled with individual librarians for one-on-one research assistance. In addition, a team of systems librarians are available to provide advanced technical support to all library patrons during operating hours in-person, via phone and email. Further, each college and academic department has a librarian designated as a departmental liaison to assist faculty in building collections to support their instructional and research needs.



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Print resources are available at the campus library to any faculty or student with an ID card and through interlibrary loan services. All students enrolled in classes of all delivery methods and at any off-campus instructional site can access the library's extensive collection of online materials, including e-Books, journals, and research databases 24 hours per day, 7 days a week. The institution also participates in several consortia, including Texas A&M University System Libraries, Greater Western Library Alliance, and the TexShare consortia.

Student support services appear to be adequate to support the program. The institution has developed Academic Success Teams to help students of all backgrounds from inquiry to completion. This new model integrates all campus units and services under a single platform. Each team is comprised of three types of professionals: Academic Advisor, Academic Concierge, and Financial Aid Advisor.

Grant funding from the Greater Texas Foundation is enabling the College to provide student support services unique to this new degree, including an Undergraduate Enrollment Specialist and a Life Design Coach. In addition, all students in distance education have access to services such as Student Disability Resources and Services, the Writing Center, and the Counseling Center.

This program will be delivered through course-based, competency-based education and will be taught 100% through distance education. Students can complete the program without ever setting foot on campus. The institution provides a learning management system and technical support for students and teachers in distance education programs. The Office of Academic Technology (OAT) aids with instructional design, training for effective delivery of online instruction, and assists academic departments with the formative and summative evaluation of online instruction. In addition, a 24/7 help desk is available through the Desire 2Learn/Brightspace (D2L) Learning Management System (LMS) for faculty and students.

Before beginning their coursework, all competency-based students are enrolled in an online orientation course (HSCB 100; 0 SCH), that introduces them to important institutional policies and connects them with key student resources (advisement, library, student disabilities, online tutoring, writing center, etc.). The student is also introduced to the D2L learning platform, and competency-based education. A five-year pro forma budget was provided, including a break down of expenses and revenues. Anticipated revenues exceed costs for all five years. Grant funding in the amount of \$783,543 will support faculty and staff costs for the first two years of the program. Overhead funds from the College of Innovation and Design are available to support the program should grant funds or other anticipated revenues do not materialize.

The program appears to be integrated into the institution's evaluation and assessment program. The program will participate in programmatic and departmental evaluations as an academic program organized within the College of Innovation and Design (CID). Institutional effectiveness assessment and reporting will occur following the established process for academic programs within the College. The faculty has responsibility for the oversight of curricular content and the development of the Institutional Effectiveness (IE) Plan in their program area. Faculty develop learning outcomes in conjunction with the advisory board and key external stakeholders. Assessment and evaluation of the learning outcomes are conducted by faculty. Programs utilize a variety of assessment methods, including embedded assessment,



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exit exams, exit interviews and portfolios to assess the program learning outcomes. Results guide revision and/or enhancements to the curriculum. The faculty and advisory board participate in the assessment and evaluation of the learning outcomes. Faculty meet to review assessment data annually, and address trends, areas for improvement and work collaboratively to implement modifications to their program. IE Results and IE plans for the next assessment cycle follow a chain of review by the Associate Executive Director, the college Institutional Effectiveness Representative and the dean. Following approval by the dean, IE documents are reviewed by IE staff and university administration.

The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges reviewed the materials seeking approval of the Bachelor of Applied Arts and Sciences (B.A.A.S.) degree program in Health Services Administration. It was the decision of the Board to approve the program(s) and include it/them in the scope of the current accreditation.

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

Should you need assistance, please contact Dr. Denise Y. Young at 404-679-4501 or via email at dyoung@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/REZ:lp

Enclosure (invoice with liaison's copy only)

cc: Dr. Ricky Dobbs, Associate Provost, Texas A&M University-Commerce
Dr. Denise Y. Young, Vice President, SACSCOC

