New Program Proposal
Master of Science in Athletic Leadership
Clemson University

Summary

Clemson University requests approval to offer a program leading to the Master of Science in Athletic Leadership to be implemented in August 2015. The proposed program is to be offered through online instruction. The following chart outlines the stages of approval for the proposal; the Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Proposal Received	1/5/15	Not Applicable
ACAP Consideration	2/12/15	ACAP members discussed the need and expressed support for the proposed program. The Citadel offered to collaborate with Clemson.
Comments and suggestions from CHE staff sent to the institution	2/17/15	Staff requested that the proposal be revised to provide state level employment data and identify sources of information; separate the curriculum objectives from the department objectives; discuss similar programs; and add tracking the placement of graduates/ conducting surveys of graduates and employers to the programmatic assessment section. Staff also requested edits for clarity and the deletion of any repetitive information.
Revised Program Proposal Received	2/23/15	The revised proposal satisfactorily addressed all of the requested revisions.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission the program leading to the Master of Science in Athletic Leadership to be implemented in August 2015.

NEW PROGRAM PROPOSAL

Name of Institution

Clemson University

Name of Program (include concentrations, options, and tracks)

Athletic Leadership

Program Designation

☐ Associate's Degree   ☒ Master's Degree

☐ Bachelor's Degree: 4 Year   ☐ Specialist

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

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

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

☐ Yes

☒ No

Proposed Date of Implementation	CIP Code
August 2015	31.0504

Delivery Site(s)

Clemson University

Delivery Mode

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

         ☐ Blended (more than 50% online)

         ☐ Other distance education

Program Contact Information (name, title, telephone number, and email address)

University Contact: Debra B. Jackson, PhD Vice Provost of Academic Affairs dbj@clemson.edu 864-656-4592 Program Contact: Michael Godfrey, PhD, ATC Lecturer 864-884-4406 mgodfre@clemson.edu

Institutional Approvals and Dates of Approval: Board of Trustee Approval: July 18, 2014 President: July 14, 2014 Provost Approval: July 14, 2014 Departmental Curriculum Approval: March 11, 2014 College Curriculum Approval: April 15, 2014 Graduate Curriculum: Approval November 14, 2014

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Background Information

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

The purpose of the AL master's degree will be to provide current and aspiring coaches and administrators, especially those at the intercollegiate level; an opportunity to obtain a graduate degree that focuses on leadership, ethics, and coaching development within the current landscape of athletics in educational settings. This program will be developed to promote personal and professional growth in leadership, coaching integrity, and community influence using 2006 standards of the National Association for Sport and Physical Education (NASPE) and the college's commitment to preparing caring, capable and connected graduates. The program will promote the university mission of educating students to meet the challenges of our times. Intercollegiate athletics is a core component of the college experience and developing leaders within this promotes multiple aspects of the Clemson's mission that include good decision making, ethical lifestyles, and tolerance and respect for others.

List the program objectives. (2000 characters)

Program Objectives for this program are as follows:
Departmental Objectives
1. Promote and retain 15-20 students in the program after the first year and maintain an average cohort completion rate of at least 80% over a 2-year period.
2. Market the program through professional organizations to promote awareness and growth, such as the American Education Research Association, Association for the Study of Higher Education, and North American Society for Sport Management.
3. Use assessment findings to make continuous program improvements.
Curriculum Objectives
1. Provide current and aspiring coaches and administrators with the knowledge and skills needed in intercollegiate athletics.
2. Facilitate effective communication with diverse cultural groups.
3. Encourage awareness of responsibilities specific to a variety of intercollegiate athletic agencies.
4. Prepare graduates to be successful with careers in athletics and/or administration, characterized by sound professional practices and the highest ethical principles.

By the end of this program, students will be able to:
1. Identify leadership theories in relation to intercollegiate athletics
2. Outline the personal and legal responsibilities involved in coaching at the intercollegiate level
3. Identify psychological characteristics that influence team culture and performance
4. Identify the role and safety responsibilities of the athletic administration in regards to facilities
5. Identify and explain culture formation and identity development of student athletes
6. Apply problem solving and critical thinking skills through writing
7. Design and communicate individual coaching philosophies
8. Create and evaluate athletic conditioning techniques for intercollegiate athletes
9. Explain the economic factors of intercollegiate athletics on universities and communities
10. Apply theory and practice in regard to the creation and implementation of policy in intercollegiate athletics
11. Identify ethical issues within intercollegiate athletics

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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)

Few programs offer a degree that focuses on leadership development for administrators and coaches at the intercollegiate level and even fewer offer the degrees in a platform that accommodates schedules of working adults. Online delivery provides the flexibility for individuals working in intercollegiate coaching and administration and an opportunity to provide a degree that is both desirable and beneficial for students and working professionals in the field of athletics. There are no other graduate programs at Clemson that fill this need and no programs in the state that focus on intercollegiate athletics with student learning outcomes using national standards for coaches established in 2006 by the National Association for Sport and Physical Education (NASPE). The Athletic Leadership program exists as a concentration within the MHRD Online program and as a standalone graduate certificate. This concentration consists of four Athletic Leadership courses as a MHRD concentration. The success within the MHRD program has provided evidence of a need for a stand-alone degree with a cohort of 15-20 students. While the AL graduate certificate and AL concentration have been successful, potential for growth exists. The faculty fields numerous calls and emails regarding a potential graduate program and the possibility to create the program in an online format will enable us to reach a population of students that is currently unavailable due to the time constraints of coaching.

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."

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Employment Opportunities			
Occupation	**Expected Number of Jobs**	**Employment Projection**	**Data Source**
Coaches and scouts	243,900 in the U.S. in labor code 27-2022	15% growth between 2012-22	BLS, Occupational Outlook Handbook
Athletes, coaches, umpires, and related workers	243,900 in the U.S. in labor code 27-2022	14% growth between 2012-22	BLS, Occupational Outlook Handbook
Post- Secondary Administrators, includes those in Athletics	161,800 in the US in Labor Code 11-9033	15% growth between 2012-22	BLS, Occupational Outlook Handbook
Coaches and scouts in the State of South Carolina	South Carolina falls within the range of 3,020-5,710 for currently employed coaches	15% Growth between 2012-22 Consistent with the national trend.	BLS, Occupational Outlook Handbook

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

South Carolina ranges of 3,020-5,710 for currently employed coaches (http://www.bls.gov/oes/current/oes272022.htm, February 19, 2015). Intercollegiate coaching and administration has become an increasingly scrutinized profession. "Participation in college sports is also projected to increase over the next decade, particularly at smaller colleges and in women's sports. Many small, Division-III colleges are expanding their sports programs and adding new teams as a way to help promote the school and recruit potential students." [http://www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm#tab-6 , January 3, 2015) This increase in participation will drive the increase in coaching positions and strong competition is expected, especially for the higher paying jobs. [Bureau of labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-2015 Edition. http://www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm   (Visited January 3, 2015).]Clemson University will lead the educational charge in this area in providing a solid educational and professional foundation of that emphasizes team leadership, ethics, and professional responsibilities. This degree will serve as a tool for professional advancement in the intercollegiate setting and as the market for professionals at the intercollegiate level grow. Postsecondary administration usually requires a master's degree.

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

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

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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)

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List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
MS Degree in Physical Education (Sport Management)	Coker College	• Focus is collegiate athletics • Online Program • Similar topics of study include Sport law and Sport Marketing	The program at Coker College is designed for athletic directors/administrators. While every coach will have administrative responsibilities, the AL program at Clemson is focused on leadership development of athletic coaches at the intercollegiate level. Program and student outcomes of the CU degree established according to the National Standards for Coaches established by NASPE in 2006. This focus is designed for the development of the coach and includes personal coaching philosophy development, leadership development, and team performance and development. Although both programs exist online, the core component of Clemson's Masters in Athletic Leadership focuses on an entirely different dynamic within intercollegiate athletics.
MSEM Degree in Sport and Entertainment Management	U.S.C. – Columbia	• Leadership focus within the area of athletics	The program at USC focuses on management and leadership roles in the sport, entertainment and venue industries. The Masters in AL at Clemson is focused on leadership development of athletic coaches at the intercollegiate level as opposed the larger venue of the sports industry.
MS Degree in Sport and Fitness Administration/ Management	Winthrop University	• Sport/Athletic program component	The program at Winthrop focuses on the study in the administration and management of a variety of sport and fitness programs. Student focus is on administration of private and public sport and fitness facilities and programs. The focus of the Clemson AL degree is focused on leadership development of athletic coaches at the intercollegiate level using with student learning outcomes using national standards for coaches established in 2006 by the National Association for Sport and Physical Education (NASPE).
MA Degree in Sport Management	The Citadel	• Associated Graduate Certificate • Sport/Athletic focus	The Sport Management Certificate offered by the Citadel addresses developmental needs of personnel involved in sport management and marketing/sales. The graduate certificate in Athletic Leadership offered by Clemson addresses individual coaching leadership and ethical decision making. The Citadel's Sport Management MA Degree focuses on industry fundamentals as they pertain to sports law, marketing, promotion, public relations, finance, and economics. The proposed MS in Athletic Leadership at Clemson is focused on leadership development of athletic coaches at the intercollegiate level, rather than on the industry of sports.

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Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015	15	90	15	90	15	90
2016	30	360	30	360	30	360
2017	30	360	30	360	30	360
2018	30	360	30	360	30	360
2019	30	360	30	360	30	360

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)

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Are there any special articulation agreements for the proposed program?

☐Yes

☒No

If yes, identify. (1000 characters)

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Curriculum

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

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Curriculum by Year					
Year 1					
Fall		**Spring**		**Summer**	
AL 849: Leadership Development in Intercollegiate Athletic Programs	3	AL 864: Ethical Issues in Intercollegiate Athletics	3	AL 862: Psychological Issues in Intercollegiate Athletics	3
AL 863: Social and Interpersonal Dynamics in Intercollegiate Athletics	3	AL 850: Strength and Conditioning in Intercollegiate Athletics	3	AL 861: Administration and Organization of Intercollegiate Athletic Programs	3
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	6
Year 2					
Fall		**Spring**		**Summer**	
AL 851: Intercollegiate Athletics Facility Management and Planning	3	EDL 839: Research Methods	3	AL 853: Legal Issues in Intercollegiate Athletics	3
AL 870: Intercollegiate Athletics Finance	3	AL 871: Governance and Policy in Intercollegiate Athletics	3	AL 865: Marketing and Communications Responsibilities in Intercollegiate Athletics	3
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	6

Total Required Credit Hours: 36

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Course Descriptions for New Courses

Course Name	Description
AL 850: Strength and Conditioning in Intercollegiate Athletics	This course is designed to discuss, examine, and implement topics and theories regarding exercise metabolism, strength conditioning and performance, and sports nutrition. Topics to be covered in this course include: metabolism and performance, substrate metabolism, and sport performance training.
AL 851: Intercollegiate Athletics Facility Management and Planning	This course examines the principles of facility operations and event management in intercollegiate athletics and investigates the unique challenges leaders face in the context of developing, implementing, and hosting athletic events at the college level.
AL 853: Legal Issues in Intercollegiate Athletics	This course focuses on the legal aspects and concern for athletic directors at the intercollegiate level of athletics. The course will focus on institutional, administrative, and coaching legal responsibilities that have a direct impact on the management of athletic programs.
AL 864: Social and Interpersonal Dynamics in Intercollegiate Athletics	This course examines relevant concepts drawn from behavioral sciences and their impact on intercollegiate athletics. This course examines the topics of social and interpersonal dynamics, team cohesion, gender, race and social class to understand college athletics as a social network.
AL 865: Marketing and Communications Responsibilities in Intercollegiate Athletics	This course examines the roles and responsibilities of intercollegiate athletic departments, coaches, and athletes in regards to public relations, mass media, and social media in sports communication.
AL 870: Intercollegiate Athletics Finance	This course provides aspiring athletic administrators and coaches knowledge of the roles and responsibilities of intercollegiate athletic departments and coaches in regards to financial management. Additionally, this course examines and explains the everyday financial decision making in athletics.
AL 871: Governance and Policy in Intercollegiate Athletics	This course provides an in-depth look into the governance structures at the national, state, and institutional levels that impact intercollegiate athletics. Students review internal and external governance processes and learn how to develop policies and procedures for effective practice in the field of administration and coaching in collegiate athletics.

NEW PROGRAM PROPOSAL

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)**
Administrator	Full	EDL 839 Research in Ed Leadership, 3 (G)	BA, Economics, University of North Carolina 1988. MEd, School Counseling, University of Virginia 1992. PhD, Education Foundations, Leadership, Policy, University of Virginia 2001.	
Lecturer	Full	AL 849: Leadership Development in Intercollegiate Athletic Programs, 3 (G) AL 863: Social and Interpersonal Dynamics in Intercollegiate Athletics, 3 (G) AL 864 Ethical Issues in Intercollegiate Athletics, 3 (G) AL 850 Strength and Conditioning in Intercollegiate Athletics, 3 (G)	PhD, Ed Leadership Clemson University MS in Exercise Science and Kinesiology, James Madison University	ATC Certified Athletic Trainer
Assistant Professor	Full	AL 861 Administration and Organization of Intercollegiate Athletic Programs, 3 (G) AL 862 Psychological Issues in Intercollegiate Athletics, 3 (G) AL 871 Governance and Policy in Intercollegiate Athletics, 3 (G)	EdD, Educational Leadership Eastern Michigan University	
New hire/rank to be determined *	Full	AL 851 Intercollegiate Athletics Facility Management and Planning, 3 (G) AL 853 Legal Issues in Intercollegiate Athletics, 3 (G) AL 865 Marketing and Communications Responsibilities in Intercollegiate Athletics 3 (G), AL 870 Intercollegiate Athletics Finance, 3 (G)	PhD required	
Professor	Full	EDL 839 Research in Ed Leadership, 3 (G)	BA, Special Education, University of North Carolina 1976. MS, Educational Administration, University of Wisconsin 1982. PhD, Educational Administration, University of Wisconsin 1983.	

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

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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   3   Staff   1   Administration   1

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)

During the second full year of the program 1 new tenure track FTE will be added to the program and 1 administrative assistant will be assigned to the program. Cost associated with new hire and administrative assistant to be completely covered by funds generated by the program. Further information on program funding and support is provided in the financial support and budget justification sections.

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)

Currently, Clemson University maintains the current and most relevant resources needed to support the program. These include the Library search engines of ERIC, Education Research Complete, and Sport Discus. The resources have been and are currently available for students in the graduate certificate and in the concentration of the MHRD program. In addition, the library has an excellent history of providing resources to students in online delivery programs, as we have several graduate programs only available on line (including the MHRD program) as well as off campus degree programs. No additional search engine links or additional library resources will be required or requested.

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Student Support Services

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

Program advising for students will be performed by the program graduate coordinator who serves as a student advisor and faculty within the program. Student services are also provided by the office for online education at the University who oversees student support and technology needs for faculty and students. There will be no additional costs associated with the program.

Physical Resources

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

Instructional Equipment for the new program will be technological equipment (computers, communication tools, etc.) The cost of any additional equipment will be covered by generated tuition. The university provides an extensive array of software for delivery of online educational programs.

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

☒No

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

N/A. This will be a 100% Online delivery program.

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Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	0	0	0	0	0	0
Faculty and Staff Salaries	105,000	105,000	105,000	105,000	105,000	525,000
Graduate Assistants	0	0	0	0	0	0
Equipment	10,000	10,000	10,000	10,000	10,000	50,000
Facilities	0	0	0	0	0	0
Supplies and Materials	2000	2000	2000	2000	2000	10,000
Library Resources	0	0	0	0	0	0
Other*	9000	9000	9000	9000	9000	45,000
Total	126,000	126,000	126,000	126,000	126,000	575,000
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	170,100	340,200	340,200	340,200	340,200	1,530,900
Program-Specific Fees	1500	3000	3000	3000	3000	13,500
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	171,600	343,200	343,200	343,200	343,200	1,544,400
Net Total (i.e., Sources of Financing - Estimated New Costs)	45,600	217,200	217,200	217,200	217,200	969,400

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

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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.

Other new costs will go towards marketing for the new program and travel/training needs for the faculty and staff. Approximately $5,000 will go towards marketing the new program and $4,000 towards travel/training needs.

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Evaluation and Assessment

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

Program and student assessments will be embedded in the program courses through: Written papers, research critiques, written exams, classroom discussions, individual projects, group projects, Online presentations, and participation. These assessments will be used to show proficiency in areas of leadership development that include: leadership, ethics, decision making, legality, governance, policy, and social responsibility. In addition, post-graduate preparedness and satisfaction surveys will be administered to evaluate program effectiveness. Assessment data will be uploaded in LiveText and an annual report will be completed using WEAVE Online. In addition to WEAVE Online, course evaluations will be required for all faculty within the program for each course as well as faculty evaluations performed annually by the department chair. Data acquired from Weave reports and course evaluations will be a constant factor in program development and improvement in regards to topic relevance, information delivery, and accessibility. Alumni surveys are used at one and five years out to gain insight on graduates. Student Learner Outcomes were developed using national standards for coaches established in 2006 by NASPE as well as the School of Education dispositions and CHE standards. A mapping of the NASPE standards can be found below.

Standards	
1. Athlete-Centered Philosophy Course: AL849	21. Seasonal Plans – periodization Course: AL850
2. Sport Values Course: AL849, AL864	22. Practice Management Course: AL850; AL851; AL853
3. Teaching Responsible Behavior Course: AL849, AL864	23. Clear Instruction Course: AL865
4. Demonstrate Ethical Conduct Course: AL864	24. Mental skill training Course: AL862
5. Safe Facilities Course: AL861, AL851, AL853	25. Communication Course: AL865
6. Protective Equipment Course: AL853	26. Motivational Techniques Course: AL862
7. Environmental Conditions Course: AL850, AL853	27. Sport Skills Course: AL850
8. Physical Conditions predisposing Injury Course: AL850; AL853	28. Competitive Tactic Strategies Course: AL850
9. Immediate Care of Injuries Course: AL850; AL853	29. Scouting Opponents Course: AL871
10. Coordinated Health Care Program Course: AL853	30. Contest Management Course: AL851; AL861; AL871
11. Psychological Implications of Injury Course: AL862	31. Public Relations Course: AL865
12. Conditioning based on Exercise Physiology Course: AL850	32. Manage Human Resources Course: AL861; AL853;AL871
13. Teach Proper Nutrition Course: AL 850	33. Manage Fiscal Resources Course: AL870;AL861
14. Advocate for Drug Free Sports Course: AL850; AL862;AL864;AL871	34. Emergency Action Plans Course: AL853
15. Conditioning and Return to Play Course: AL871; AL850; AL861	35. Managing Information Documents Course: AL853
16. Developmental Changes in Learning Skills Course: AL850; AL849; AL862	36. Legal Responsibilities Course: AL853
17. Social and Emotional Growth of Athletes Course: AL863	37. Team Evaluation Course: AL864
18. Leadership Opportunities Course: AL849	38. Motivation and Performance Evaluation Course: AL862
19. Positive Learning Environments Course: AL849	39. Player Selection Course: AL849; AL863; AL864; AL850
20. Establishing Goals Course: AL862	40. Staff and Self-evaluation Course: AL849; AL862

NEW PROGRAM PROPOSAL

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Identify leadership theories in relation to intercollegiate athletics	Outcome assessment will be embedded in the program course through: Written papers, research critiques, written exams, classroom discussions, individual projects, group projects, Online presentations, and participation. (Aligned with Coaching Standards: 1, 2, 3, 16, 18, 19, 39, & 40).
Outline the personal and legal responsibilities involved in coaching at the intercollegiate level	Outcome assessment will be embedded in the program course through: Written papers, research critiques, written exams, classroom discussions, individual projects, group projects, Online presentations, and participation. (Aligned with Coaching Standards: 3, 4, 5, 30, 35, & 36).
Identify psychological characteristics that influence team culture and performance	Outcome assessment will be embedded in the program course through: Written papers, research critiques, written exams, classroom discussions, individual projects, group projects, Online presentations, and participation. (Aligned with Coaching Standards: 11, 14, 16, 20, 24, 26, & 38).
Identify and explain culture formation and identity development of student athletes	Outcome assessment will be embedded in the program course through: Written papers, research critiques, written exams, classroom discussions, individual projects, group projects, Online presentations, and participation. (Aligned with Coaching Standards: 3, 17, 19, 37, & 39).
Explain the economic factors of intercollegiate athletics on universities and communities	Outcome assessment will be embedded in the program course through: Written papers, research critiques, written exams, classroom discussions, individual projects, group projects, Online presentations, and participation. (Aligned with Coaching Standards: 5, 25, 30, 31, 32, & 33).
Identify ethical issues within intercollegiate athletics	Outcome assessment will be embedded in the program course through: Written papers, research critiques, written exams, classroom discussions, individual projects, group projects, Online presentations, and participation. (Aligned with Coaching Standards: 2, 3, 4, 14, 37, & 39).

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Will the proposed program seek program-specific accreditation?

☐Yes

☒No

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

Currently the state of South Carolina does not require certification or licensure of coaches in postsecondary educational settings. Thus, the program will not be seeking any specific accreditation at this time.

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)

<p align="center">**NEW PROGRAM PROPOSAL**</p>

<p align="center">**Teacher or School Professional Preparation Programs**</p>

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.