

Meeting: CAAL Meeting  
Meeting Date: May 9, 2024  
Agenda Item: 5C

## New Program Proposal

Bachelor of Science in Applied Sport Psychology and Counseling [CIP Code: 42.2815]

University Name University of South Carolina Main Campus [Site Code: 51102]

### A. SUMMARY

University of South Carolina Columbia proposes a Bachelor of Science (B.S.) in Applied Sport Psychology and Counseling. This degree is designed to provide students with foundational knowledge in principles of psychology and counseling skills that relate to sport and performance contexts. The B.S. in Applied Sport Psychology and Counseling will be the only program of its kind in South Carolina and notably, students who choose to earn graduate credit in their final semester will be able to complete both their B.S. and M.S. degrees in four and a half years and ultimately be eligible to sit for the CMPC exam.

Using the USC Senior Privilege plan, students who have at least a 3.00 GPA can take up to 6 hours of graduate credit during their final semester of undergraduate enrollment if they have all other undergraduate elective credit hours met.

The B.S. in Applied Sport Psychology and Counseling is designed so that students using either one of these opportunities can complete the M.S. in Coaching Education with a Concentration in Mental Performance Coaching in an accelerated format.

Students in the Accelerated Bachelor's/Master's Plan (3.4 GPA required after junior year)

- Earn 12 hours of graduate credit while in the B.S. in Applied Sport Psychology and Counseling. These 12 credit hours can count for credit in both the B.S. degree and the M.S. degree.
- Complete the M.S. in Coaching with a Concentration in Mental Performance Coaching in 18 credit hours after admission to the Graduate School.
- Potentially finish the master's in 2 semesters (summer and fall) and graduate with both a bachelor's and a master's in 4.5 years.

Students on the Senior Privilege Plan (3.0 GPA required after the senior fall semester and all program electives already met)

Meeting: CAAL Meeting

Meeting Date: May 9, 2024

Agenda Item:

- Earn 6 hours of graduate credit while in the B.S. in Applied Sport Psychology and Counseling
- Complete the M.S. in Coaching with a concentration in Mental Performance Coaching in 24 credit hours after admission to the Graduate School
- Potentially finish the master's in 3 semesters (summer, fall, spring) and graduate with both a bachelor's and a master's in 5 years

The Bachelor of Science (B.S.) in Applied Sport Psychology and Counseling requires 120 total credit hours. Carolina Core requires 31-45 credit hours; Program requirements are 25-39 credit hours to include Supporting Courses - 25 hours and 0-14 Elective credit hours. Major requirements of -50 credit hours include: Physical Education and Coaching - 20 hours and Sport Psychology and Counseling - 30 hours. The program is offered face to face beginning Spring 2025.

New courses:

PEDU 511 – Effective Applied Sport and Performance Psychology: An examination of sport and performance psychology effectiveness in a variety of contexts. 3 credit hours. Prerequisite: C or better in PSYC 380.

PEDU 516 – Diversity and Cultural Perspectives in Sport & Performance: Diversity, multiculturalism, and cultural awareness for informing counseling and consultation in sports and performance settings. 3 credit hours.

Target audiences include student-athletes, performing artists, JROTCs, and those striving to become coaches, first responders, licensed mental health practitioners, and athletic trainers (the latter two of which require additional education). The Bureau of Labor and Statistics report 275,000 coaches and scouts nationally. The Labor Bureau projects faster than average growth in this profession from 2022 to 2032 with a growth rate of 9% and 25,300 job openings<sup>5</sup>. Notably, qualifications for coaching positions are highly variable by sport, developmental level (recreational, varsity, collegiate), and school (public, private). this education would prepare coaches to help performers in an often-overlooked area of mental performance, in addition to strengthening their mental health literacy now in demand by student athletes (NCAA, 2023). For mental health

**Meeting: CAAL Meeting**

**Meeting Date: May 9, 2024**

**Agenda Item:**

counselors, the growth rate is projected to be 18% with 71,500 openings, and social and human services assistants 9% with 35,600 openings. This degree also provides pathways to graduate degrees including our M.S. in Coaching Education, Mental Health Counseling, Athletic Training, and Social Work. While formal sport-specific mental health credentialing in each of these career paths does not exist, employers are increasingly requiring CMPC credentials on top of licensure. NCAA requires all institutions to have a licensed psychologist who works exclusively with student athletes.

#### REACH Act Compliance:

USC Columbia complies with §59-29-130 which requires a public institution shall require each undergraduate student to complete no fewer than three semester credit hours or their equivalent in American history, American government, or another equivalent course of instruction that provides a comprehensive overview of the major events and turning points of American history and government which includes, at a minimum, reading in its entirety: the United States Constitution; the Declaration of Independence; the Emancipation Proclamation; a minimum of five essays from the Federalist Papers as selected by an instructor; and one or more documents that are foundational to the African American Freedom struggle. Section 59-29-130 also states no public institution of higher learning may grant a certificate of graduation for a baccalaureate degree program to a student unless he successfully completes these requirements.

As a result, USC Columbia includes the founding documents (REACH Act) requirement for graduation and the following language is included in the academic bulletin for all undergraduate programs:

#### Founding Documents Requirement

All undergraduate students must take a 3-credit course or its equivalent with a passing grade in the subject areas of History, Political Science, or African American Studies that covers the founding documents including the United State Constitution, the Declaration of Independence, the Emancipation Proclamation and one or more documents that are foundational to the African American Freedom struggle, and a minimum of five essays from the Federalist papers. This

Meeting: CAAL Meeting  
 Meeting Date: May 9, 2024  
 Agenda Item:

course may count as a requirement in any part of the program of study including the Carolina Core, the major, minor or cognate, or as a general elective.

**B. UNIVERSITY STUDENT AND PROGRAM DATA, Semester Year**

Undergraduate in-state (61%) /out-of-State (39%)  
 Enrollment, Fall 2023

\*Source: Provisional Fall 2023 Enrollment Data

**C. INSTITUTIONAL APPROVALS AND DATES OF APPROVAL (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):**

Internal Institutional Unit	Approval Date
Faculty Senate Curricula and Courses Committee	11/16/2023
Provost Pre-authorization	5/19/23
Board of Trustees	2/23/2024
Faculty Senate	12/6/2023
Department Chair	09/28/23
Provost	1/25/2024
President	2/5/2024
Board of Trustees Committee on Academic Excellence and Student Experience	2/23/2024
College of Education	10/25/23

Meeting: CAAL Meeting  
Meeting Date: May 9, 2024  
Agenda Item:

Meeting: CAAL Meeting  
 Meeting Date: May 9, 2024  
 Agenda Item:

**D. SIMILAR PROGRAMS IN SOUTH CAROLINA – PUBLIC AND PRIVATE INSTITUTIONS**

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
There are no similar degree programs at the undergraduate level.				

**E. ENROLLMENT PROJECTIONS**

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2024-2025		15	
2025-2026	55	55	
2026-2027	85	85	
2027-2028	105	105	
2028-2029	120	120	

The program intends to have a soft launch in Spring 2025 which will likely see a small number of transfer students and some who might change their major into the program. The calculations assume that 10 of those students will continue on into the next year of the program. The first freshman class will be admitted in Fall 2025. The calculations assume that beginning in Fall 2025, the program will admit 25 new freshmen each year and 20 new transfer students. To account for typical attrition of students leaving the program, the calculations assume 10 students per year will leave the program for other majors or leave the institution.

Meeting: CAAL Meeting  
 Meeting Date: May 9, 2024  
 Agenda Item:

F. INDUSTRY-RELATED OCCUPATIONAL WAGES AND PROJECTIONS IN SOUTH CAROLINA

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Coaches and Scouts	2020: 3,900 2030: 4,780	+23%	2022: 275,200 2032: 300,500	+9%	<a href="https://www.careeronestop.org/toolkit/careers/occupations/Occupation-profile.aspx?keyword=Coaches%20and%20Scouts&amp;onetcode=27202200&amp;location=south%20carolina">https://www.careeronestop.org/toolkit/careers/occupations/Occupation-profile.aspx?keyword=Coaches%20and%20Scouts&amp;onetcode=27202200&amp;location=south%20carolina</a> (11/28/2023)
Mental Health Counselors: a. Counseling Psychologist, b. Social Human Services Assistant					
a. Counseling Psychologist	2020: 1,100 2030: 1,239	+12%	2022: 67,500 2032: 72,200	+11%	
b. Social and Human Services Assistant	2020: 10,250 2030: 11,520	+12%	2022: 415,100 2032: 450,600	+9%	

Meeting: CAAL Meeting  
 Meeting Date: May 9, 2024  
 Agenda Item:

In 2022, the Bureau of Labor and Statistics report 275,000 coaches and scouts nationally. The Labor Bureau projects faster than average growth in this profession from 2022 to 2032 with a growth rate of 9% and 25,300 job openings<sup>5</sup>. Notably, qualifications for coaching positions are highly variable by sport, developmental level (recreational, varsity, collegiate), and school (public, private). Having a college degree in a field highly related to sport performance, along with a high-level sport-specific license and CMPC credentials would make an applicant especially competitive. More importantly, this education would prepare coaches to help performers in an often-overlooked area of mental performance, in addition to strengthening their mental health literacy now in demand by student athletes (NCAA, 2023).

G. CHE STAFF STAGES OF CONSIDERATION

Considerations	Date	Comments
Program proposal received	1.30.2024	Original Proposal received via email. Assigned lead reviewer and second reader
Summary of staff comments, responses, and versions	2.23.2024	One revision request included: <ul style="list-style-type: none"> <li>• University approvals missing</li> <li>• Clinical mental health needs data requested</li> <li>• Employment opportunities as a sports coach</li> <li>• Data to support need for Sports Psychology Counselors</li> <li>• Course descriptions missing</li> </ul>
ACAP Considerations	3.28.2024	ACAP questions:



Meeting: CAAL Meeting  
 Meeting Date: May 9, 2024  
 Agenda Item:

		<ul style="list-style-type: none"> <li>• Winthrop questioned elevating the concentration out of a concentration? Note that other schools have similar programs. Digital Sports production – need to be added to the proposal. Comments on duplication among programs.</li> <li>• FMU commented on their Sports Marketing track in business .</li> </ul> <p>Responses: None          Vote: Approved</p>
CAAL Considerations (See attached commissioner questions and responses)		<p>CAAL questions          Responses          Vote</p>
CHE Considerations		<p>CHE questions          Responses          Vote</p>
Submission to IT for addition to inventory		<p>Date completed</p>

**H. STAFF, ACAP, CAAL AND CHE RECOMMENDATIONS**

**a. STAFF RECOMMENDED ACTION**

Recommended

Meeting: CAAL Meeting  
Meeting Date: May 9, 2024  
Agenda Item:

b. ACAP RECOMMENDATION

Approved

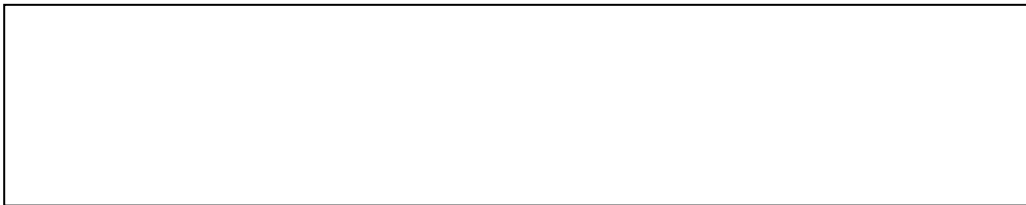
c. CAAL RECOMMENDATION

Choose an item.

d. CHE RECOMMENDATION

Choose an item.

Additional Comments:



Meeting: CAAL Meeting  
Meeting Date: May 9, 2024  
Agenda Item: 5C

### NEW PROGRAM PROPOSAL FORM

Name of Institution: University of South Carolina Columbia

Name of Program (include degree designation and all concentrations, options, or tracks):  
Bachelor of Science in Applied Sport Psychology and Counseling

Program Designation:

- |   |  |
|---|--|
| <input type="checkbox"/> Associate's Degree   | <input type="checkbox"/> Master's Degree   |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year   | <input type="checkbox"/> Specialist  |
| <input type="checkbox"/> Bachelor's Degree: 5 Year  | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) |  |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation: Spring 2025

CIP Code: 42.2815

Delivery Site(s): 51102

Delivery Mode:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face<br>*select if less than 25% online | <input type="checkbox"/> Distance Education                             |
|   | <input type="checkbox"/> 100% online                                    |
|   | <input type="checkbox"/> Blended/hybrid (50% or more online)            |
|   | <input type="checkbox"/> Blended/hybrid (25-49% online)                 |
|   | <input type="checkbox"/> Other distance education (explain if selected) |

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

Trena Houpp, Director of Academic Programs and eLearning, 803-777-0460 or [thoupp@sc.edu](mailto:thoupp@sc.edu)  
Eva Monsma, Professor, Department of Educational and Developmental Science, USC College of Education, 803-777-1386, [eavadocz@mailbox.sc.edu](mailto:eavadocz@mailbox.sc.edu)

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Provost Pre-authorization: 5/19/23

Department Chair: 09/28/23

College of Education: 10/25/23

Faculty Senate Committee on Curricula and Courses: 11/16/2023

Faculty Senate: 12/6/2023

Provost: 1/25/2024

President: 2/5/2024

Meeting: ACAP Meeting  
Meeting Date: March 28, 2024  
Agenda Item: 4C

Board of Trustees Committee on Academic Excellence and Student Experience: 2/23/2024  
Board of Trustees approval: 2/23/2024

### **Statement of REACH Act Compliance**

USC Columbia complies with §59-29-130 which requires a public institution shall require each undergraduate student to complete no fewer than three semester credit hours or their equivalent in American history, American government, or another equivalent course of instruction that provides a comprehensive overview of the major events and turning points of American history and government which includes, at a minimum, reading in its entirety: the United States Constitution; the Declaration of Independence; the Emancipation Proclamation; a minimum of five essays from the Federalist Papers as selected by an instructor; and one or more documents that are foundational to the African American Freedom struggle. Section 59-29-130 also states no public institution of higher learning may grant a certificate of graduation for a baccalaureate degree program to a student unless he successfully completes these requirements.

As a result, USC Columbia includes the founding documents (REACH Act) requirement for graduation and the following language is included in the academic bulletin for all undergraduate programs.

#### Founding Documents Requirement

All undergraduate students must take a 3-credit course or its equivalent with a passing grade in the subject areas of History, Political Science, or African American Studies that covers the founding documents including the United State Constitution, the Declaration of Independence, the Emancipation Proclamation and one or more documents that are foundational to the African American Freedom struggle, and a minimum of five essays from the Federalist papers. This course may count as a requirement in any part of the program of study including the Carolina Core, the major, minor or cognate, or as a general elective. Courses that meet this requirement are listed [here](#).

### **Background Information**

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

As a responsibility to the state and society, promoting the dissemination of knowledge, cultural enrichment, and an enhanced quality of life is central to the mission of the University of South Carolina (USC). The Department of Educational and Developmental Sciences in the College of Education is seeking to expand undergraduate degrees offered by developing a Bachelor of Science (B.S.) in Applied Sport Psychology and Counseling. This degree is designed to provide students with foundational knowledge in principles of psychology and counseling skills that relate to sport and performance contexts. The Department of Educational and Developmental Sciences is well positioned to provide coursework and research in applied sport psychology and counseling, thus aligning with the strategic priority centering on research innovation and excellence. The department currently offers degrees in counseling, including a minor and the Ed.S. and Ph.D. in Counselor Education. Additionally, the department houses our Physical Education programs offering degrees at the undergraduate, master's and doctoral level. Specifically, the department already offers an M.S. in Coaching which includes a

Meeting: ACAP Meeting  
Meeting Date: March 28, 2024  
Agenda Item: 4C

concentration in Mental Performance Coaching. Given these current offerings, the department houses faculty with mental health counseling licensure, research lines that inform counseling, athlete development, performance psychology, military, teaching, and coaching, several of whom have coaching experience at varsity and collegiate levels. Additionally, the department is working closely with other departments on campus (i.e., exercise science, psychology, and social work) which will offer supporting coursework for this degree.

Target audiences include student-athletes, performing artists, JROTCs, and those striving to become coaches, first responders, licensed mental health practitioners, and athletic trainers (the latter two of which require additional education). Discovering the driving theories and research supporting field-based practices are key features of the degree. Applied sport psychology is an established field and this bachelor's program coupled with the recently implemented M.S. in Coaching Education will provide a pathway that leads to becoming a Certified Mental Performance Consultant® (CMPC), which requires a master's degree. Graduates of our B.S. degree will have already earned several courses meeting the academic requirements for the CMPC exam, should they decide to pursue a graduate degree and this certification. Unique to our program is the ability for undergraduate students in the B.S. degree to earn up to 12 credit hours of graduate-level course work that can apply toward our M.S. in Coaching Education that includes a concentration in Mental Performance Coaching. Students with at least a 3.0 prior to their final semester of undergraduate will be able to take 6 hours of graduate credit, while those with at least a 3.4 GPA prior to their senior year, will be able to take up to 12 credit hours of graduate credit toward the M.S. degree. The B.S. in Applied Sport Psychology and Counseling will be the only program of its kind in South Carolina and notably, students who choose to earn graduate credit in their final semester will be able to complete both their B.S. and M.S. degrees in four and a half years and ultimately be eligible to sit for the CMPC exam.

Reimagining the student experience and advancing post-graduate success is featured as the apex of USC's strategic plan. The B.S. in Applied Sport Psychology and Counseling meets this initiative in the following ways:

- Identifying opportunity gaps which include limited undergraduate degrees in applied sport psychology and counseling, nationwide.
- Preparing innovative, transformative and collaborative lifelong learners through coursework aligned with the competencies required to become a CMPC and providing a pathway to complete both a bachelor's and master's degree in four and a half years.
- Offering courses taught by faculty already internationally recognized as teachers of Division 1 (D1) athletics and Research 1 (R1) research expertise.
- Providing students with opportunities to interact with not only Division 1 athletics coaching staff and athletes, but also with opportunities to apply their knowledge in supervised practical settings in a variety of community contexts.

USC continues to lead the way in sport science having received several top rankings in the Global Ranking of Sports Schools and Sciences. A new B.S. in Applied Sport Psychology and Counseling will add to the portfolio of courses and programs, broadening the scope of the sport sciences offerings at USC. Exercise Science and Athletic Training are in the Arnold School of Public Health and are supportive of this proposal. Exercise Science has agreed to include coursework in the curriculum.

The proposed program is aligned with the Public Agenda's goal to increase the proportion of South Carolinians with high-quality postsecondary credentials to 60 percent by 2030. The program has been designed to be aligned with workforce needs and requirements and for on-time degree completion with

Meeting: ACAP Meeting  
Meeting Date: March 28, 2024  
Agenda Item: 4C

a clear, well-defined degree map that allows for graduation in four years. Additionally, the program is aligned with the goal for equity in higher education because it has also been designed to ensure that academic credits earned at a two-year institution transfer to the program (see included transfer plan for Midlands Technical College).

The proposed program is aligned with USC Columbia's mission to educate the state's citizens through teaching, research, creative activity, and community engagement. As described in our mission statement, USC Columbia leads the way in providing all students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world through engagement in nationally and internationally ranked research, scholarship, community outreach, and artistic creation. The proposed Applied Sport Psychology and Counseling program will advance the university's mission to educate the state's citizens in an area of high employment need in the state. A strategic priority of USC Columbia is to "enhance student access, affordability, and sense of belonging for all students including low income, first-generation, international, and underrepresented students." The proposed program is intentionally designed to be transfer-friendly and facilitates AS-to-BS degree completion of students who start higher education at a USC two-year campus or a South Carolina Technical College.

### **Assessment of Need**

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

A new B.S. in Applied Sport Psychology and Counseling will position the University of South Carolina ahead of the curve as the only undergraduate program of its kind in the state and few others in the country. Of the 24 United States institutions listed on the [Association for Applied Sport Psychology \(AASP\) web directory of undergraduate sport psychology programs](#), only 14 US institutions have full majors with 10 offering only minors. We have surveyed a few similar programs across the nation to determine typical enrollments with our results providing strong evidence of demand for this program. A similar program at West Virginia University had a total enrollment of 194 undergraduate students in their program as of 2022. Arizona State University indicated they just began their program and already have nearly 100 students enrolled in the first year of this major (online and on campus). Similarly, Texas A&M Kingsville is a new program with around 45 new students enrolled in just one year of enrollment.

The scope of athlete mental health is at the forefront of research initiatives and associated support given the recent directives in the [NCAA Transformational Committee Report \(TCR\)](#) to take effect in 2024. Specifically, priority number one is "elevating support for student-athletes' mental, physical, and academic well-being" (pg. 3)<sup>1</sup>. To this end, the TCR recommends that "Division I schools must provide a direct pathway for full-time clinical services of a licensed mental health professional exclusively dedicated to serving student-athletes" (pg. 8). This recommendation has broad-reaching implications beyond college athletics because many NCAA practices have trickle-down policy effects on varsity and club sports.

---

<sup>1</sup> National Colligate Athletics Association, (2023). NCAA Division 1 Transformation Committee Final Report. [https://ncaaorg.s3.amazonaws.com/committees/d1/transform/Jan2023D1TC\\_FinalReport.pdf](https://ncaaorg.s3.amazonaws.com/committees/d1/transform/Jan2023D1TC_FinalReport.pdf)

Meeting: ACAP Meeting  
Meeting Date: March 28, 2024  
Agenda Item: 4C

Ultimately, this TCR recommendation and best practices are centered on research. Thompson et al (2023) report that 39% of NCAA athletes surveyed had behavioral health symptoms necessitating behavioral health referral.<sup>2</sup> According to the NCAA Student Athlete Health and Wellness study, approximately 30% of student-athletes self-reported experiencing mental health difficulties. Forty-two percent of male and 67% of female athletes wished their coaches and administrators talked more with their team about mental wellness (NCAA, 2023). Stigma has been the main barrier preventing student-athletes from seeking help, and mental health literacy (MHL) interventions addressing knowledge and beliefs about mental disorders have traditionally been used to destigmatize mental illness (Chow et al., 2022).<sup>3</sup> Studies also indicate that student-athletes do not have statistically different levels of mental health literacy compared to non-athlete counterparts, especially when having previous mental health issues. Those who had experienced mental health issues firsthand had higher mental health knowledge than their peers and did not have the same negative perceptions of mental illnesses (see Beasley & Hoffman, 2023).<sup>4</sup> In preparation for this proposal, we conducted an informal survey of three South Carolina college's counseling centers asking about student athlete use of services. This informal service use survey found that individual wellness sessions with varsity student-athletes included as many as 1,022 appointments during the 2022-23 academic year across three institutions. If destigmatization trends continue in both athlete and non-athlete populations, the demand for service will be even higher for licensed practitioners.

The need for the new BS program also resonates in the results of a survey of current USC students enrolled in Psychology, Social Work, Exercise Science, Physical Education, and Sport and Entertainment Management (n = 184). When asked if they would have selected this new program if it was an option at the time they applied, 77% of participants would have at least *possibly* enrolled in the program, with 23% indicating they would have *probably* enrolled and 18% indicating, they would have *definitely* enrolled if USC had a B.S. in Applied Sport Psychology and Counseling.

Together this research supports a need for foundational educational efforts targeting mental health literacy in athlete communities in South Carolina with far-reaching prospects of an expanding market especially if in time, secondary education follows the new NCAA mental health best practice mandates, here and nationally.

The B.S. in Applied Sport Psychology and Counseling curriculum meets these foundational needs and provides focused pathways to graduate degrees. This includes those leading to mental health counseling licensures. The SC Department of Employment and Workforce described the need for more mental health support for the SC workforce in the September 2022 issue of [Data Trends](#). Additional pathways to mental health professions can be part of the solution in providing needed supports. While the new B.S. degree can lead to graduate programs in various mental health and counseling programs, the new

---

<sup>2</sup> Thompson, T. Kaplan, S. Conway, R. Miles, C. (2023). Screening and Referral for Behavioral Health Symptoms in Collegiate Athletes. *Clinical Journal of Sport Medicine* ( ):10.1097/JSM.0000000000001185, August 17, 2023. | DOI: 10.1097/JSM.0000000000001185

<sup>3</sup> Chow, G. M., Bird, M. D., Gabana, N. T., Cooper, B. T., & Swanbrow Becker, M. A. (2021). A Program to Reduce Stigma Toward Mental Illness and Promote Mental Health Literacy and Help-Seeking in National Collegiate Athletic Association Division I Student-Athletes. *Journal of Clinical Sport Psychology*, 15(3), 185-205. Retrieved Dec 7, 2023, from <https://doi.org/10.1123/jcsp.2019-0104>

<sup>4</sup> Beasley, L., & Hoffman, S. (2023). A Descriptive Look at the Mental Health Literacy of Student-Athletes. *Journal of Sport and Social Issues*, 47(3), 256-276. <https://doi.org/10.1177/01937235231171369>

Meeting: ACAP Meeting  
 Meeting Date: March 28, 2024  
 Agenda Item: 4C

degree is specifically designed as an accelerated path to the M.S. in Coaching Education with a concentration in Mental Performance Coaching. The bulk of courses taken in the junior and senior years of the proposed bachelor’s degree are aligned with the CMPC knowledge domains and completing the M.S. degree meets all domain requirements and some of the 400 mentored hours CMPC exam requirements. Most importantly, the foundational knowledge developed by this degree will have long-standing effects on communities of practice because knowledge of mental disorders and how to obtain and maintain good mental health stands to reduce stigma, apprehension to seek help, and the development of stress-related coping mechanisms.

The new B.S. in Applied Sport Psychology and Counseling will not, itself, lead to certification. However, courses at the 300 level and above in the B.S. program, including physical education, coaching, sport psychology and counseling coursework are aligned with the Certified Mental Performance Consultant® (CMPC) knowledge domains identified in the [2023 CMPC Handbook](#). Additionally, students will be able to use this B.S. degree program as an accelerated pathway to the existing M.S. in Coaching Education with a concentration in Mental Performance Coaching. Upon completion of the M.S. degree, students will have met the course requirements to sit for the CMPC exam.

**Transfer and Articulation**

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

We have an articulation agreement with the SC Technical College System that applies to all degree programs that guarantees at least 30 hours of transfer credit. In addition, students can complete the B.S. in Applied Sport and Psychology program in two years after meeting the degree requirements of the associate in arts degree at Midlands Technical College or another technical college offering similar coursework as demonstrated in the pathway below. For other students, the USC Course Equivalency table provides transfer information on individual courses from other South Carolina institutions: [https://banner.onecarolina.sc.edu/BannerExtensibility/customPage/page/z\\_spg\\_codes-transferequiv?mepCode=COL](https://banner.onecarolina.sc.edu/BannerExtensibility/customPage/page/z_spg_codes-transferequiv?mepCode=COL)

**Associate in Arts Degree at Midlands Technical College to B.S. in Applied Sport Psychology and Counseling Transfer Plan**

<b>Associate in Arts (61 Credit Hours)</b>	<b>USC BS in Applied Sport Psychology Credit</b>
Communications: ENG 101	ENGL 101 (CMW)
Communications: ENG 101	ENGL 102 (CMW)
Communications: SPC 205	SPCH 140 (CMS – Req CC stand-alone)
Humanities-Fine Arts: ART 101	ARTE 101 (AIU)
Humanities-Soc/Behavioral: PSY 201	PSYC 101
Humanities-History: HIST 201	HIST 111 (GHS – Founding Documents)
Humanities-Additional: SOC 101	SOCY 101
Analytical Reasoning: MAT 120	STAT 201 (ARP)
Science: BIO 101	BIOL 101 & 101L (SCI with Lab)
Fine Arts/Literature/Hum/SBS: PSC 201	POLI 201 (VSR and Required Elective)
Fine Arts/Literature/Hum/SBS: SPA 101	SPAN 109 (GFL and Required Elective)
Fine Arts/Literature/Hum/SBS: SPA 102	SPAN 110 (GFL and Required Elective)



Meeting: ACAP Meeting  
 Meeting Date: March 28, 2024  
 Agenda Item: 4C

Fine Arts/Literature/Hum/SBS: PSY 220	Additional PSYC Course 1
Fine Arts/Literature/Hum/SBS: PSY 225	Additional PSYC Course 2
Elective: PSY 218	Additional PSYC Course 3
Elective: CHM 101	CHEM 101 (SCI)
Elective: CPT 101	CSCE 101 (ARP)
Elective: MAT 110	Required Elective (also pre-req)
Elective: MUS 105	Required Elective
Elective: Any Course	Does not meet a degree requirement

Finish at USC in 2 years	
Junior Fall (15 credit hours) <ul style="list-style-type: none"> <li>• EDCE 340 (3)</li> <li>• PEDU 275 (3)</li> <li>• PEDU 515 (3)</li> <li>• PSYC 220 (3)</li> <li>• PSYC 380 (3)</li> </ul>	Junior Spring (16 credit hours) <ul style="list-style-type: none"> <li>• EDCE 360 (3)</li> <li>• PEDU 420 (3)</li> <li>• PEDU 302 (3)</li> <li>• PSYC 221 (4)</li> <li>• EDEX 205 or 523 (3)</li> </ul>
Senior Fall (15 credit hours) <ul style="list-style-type: none"> <li>• PEDU 511 (3)</li> <li>• PEDU 516 (3)</li> <li>• PEDU 570 (3)</li> <li>• PEDU 647 (3)</li> <li>• PEDU 660 (3)</li> </ul>	Senior Spring (17 credit hours) <ul style="list-style-type: none"> <li>• SOWK Course (3)</li> <li>• EDCE 350 (3)</li> <li>• EDCE 520 (3)</li> <li>• EXSC 410 (3)</li> <li>• PEDU 190 (2)</li> <li>• PEDU 520 (3)</li> </ul>

### Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Coaches and Scouts	2020: 3,900 2030: 4,780	+23%	2022: 275,200 2032: 300,500	+9%	<a href="https://www.careeronestop.org/toolkit/careers/occupations/Occupation-profile.aspx?keyword=Coaches%20and%20Scouts&amp;onetcode=27202200&amp;location=south%20carolina">https://www.careeronestop.org/toolkit/careers/occupations/Occupation-profile.aspx?keyword=Coaches%20and%20Scouts&amp;onetcode=27202200&amp;location=south%20carolina</a> (11/28/2023)
Mental Health Counselors: a. Counseling Psychologist, b. Social Human Services Assistant					
a. Counseling Psychologist	2020: 1,100 2030: 1,239	+12%	2022: 67,500 2032: 72,200	+11%	
b. Social and Human Services Assistant	2020: 10,250 2030: 11,520	+12%	2022: 415,100 2032: 450,600	+9%	

Meeting: ACAP Meeting  
Meeting Date: March 28, 2024  
Agenda Item: 4C

**Supporting Evidence of Anticipated Employment Opportunities**

In 2022, the Bureau of Labor and Statistics report 275,000 coaches and scouts nationally. The Labor Bureau projects faster than average growth in this profession from 2022 to 2032 with a growth rate of 9% and 25,300 job openings<sup>5</sup>. Notably, qualifications for coaching positions are highly variable by sport, developmental level (recreational, varsity, collegiate), and school (public, private). Having a college degree in a field highly related to sport performance, along with a high-level sport-specific license and CMPC credentials would make an applicant especially competitive. More importantly, this education would prepare coaches to help performers in an often-overlooked area of mental performance, in addition to strengthening their mental health literacy now in demand by student athletes (NCAA, 2023). For mental health counselors, the growth rate is projected to be 18% with 71,500 openings, and social and human services assistants 9% with 35,600 openings. This degree also provides pathways to graduate degrees including our M.S. in Coaching Education, Mental Health Counseling, Athletic Training, and Social Work. While formal sport-specific mental health credentialing in each of these career paths does not exist, employers are increasingly requiring CMPC credentials on top of licensure. NCAA requires all institutions to have a licensed psychologist who works exclusively with student athletes. The military (e.g., Resilience Trainers), professional sports teams, youth and minor league sports clubs, professional dance schools, and entertainers (e.g., Cirq de Soliel) regularly call for sport psychology professionals, with and without licensure utilizing the AASP website and related listservs.

**Description of the Program**

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2024-2025		15	
2025-2026	55	55	
2026-2027	85	85	
2027-2028	105	105	
2028-2029	120	120	

Explain how the enrollment projections were calculated.

The program intends to have a soft launch in Spring 2025 which will likely see a small number of transfer students and some who might change their major into the program. The calculations assume that 10 of those students will continue on into the next year of the program. The first freshman class will be admitted in Fall 2025. The calculations assume that beginning in Fall 2025, the program will admit 25 new freshmen each year and 20 new transfer students. To account for typical attrition of students leaving the program, the calculations assume 10 students per year will leave the program for other majors or leave the institution.

---

<sup>5</sup> Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, <https://www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm> (11/28/2023).

Meeting: ACAP Meeting  
Meeting Date: March 28, 2024  
Agenda Item: 4C

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

Yes

No

## Curriculum

### New Courses

PEDU 511 – Effective Applied Sport and Performance Psychology

An examination of sport and performance psychology effectiveness in a variety of contexts. 3 credit hours. Prerequisite: C or better in PSYC 380

PEDU 516 – Diversity and Cultural Perspectives in Sport & Performance

Diversity, multiculturalism, and cultural awareness for informing counseling and consultation in sports and performance settings. 3 credit hours.

## Degree Requirements (120 hours)

### Founding Documents Requirement

All undergraduate students must take a 3-credit course or its equivalent with a passing grade in the subject areas of History, Political Science, or African American Studies that covers the founding documents including the United State Constitution, the Declaration of Independence, the Emancipation Proclamation and one or more documents that are foundational to the African American Freedom struggle, and a minimum of five essays from the Federalist papers. This course may count as a requirement in any part of the program of study including the Carolina Core, the major, minor or cognate, or as a general elective. Courses that meet this requirement are listed [here](#).

### Carolina Core (31-45 hours):

- CMW (Effective, and Persuasive Communications: Writing) – 6 hours
- ARP (Analytical Reasoning and Problem Solving) – 6-8 hours
- SCI (Scientific Literacy) – 7 hours
- GFL (Foreign Language) – 0-6 hours
- GHS (Global Citizenship and Multicultural Understanding: Historical Thinking) – 3 hours
- GSS (Global Citizenship and Multicultural Understanding: Social Sciences)
  - PSYC 101 (3 hours)
- AIU (Aesthetic and Interpretive Understanding) – 3 hours

### *Stand-Alone or Overlay*

- CMS (Effective, Engaged and Persuasive Communications: Speech) – 0-3 hours
- INF (Information Literacy) – 0-3 hours
- VSR (Values, Ethics, and Social Responsibility) – 0-3 hours

Meeting: ACAP Meeting  
Meeting Date: March 28, 2024  
Agenda Item: 4C

**Program Requirements (25-39 hours of supporting courses and electives):**

**Supporting Courses (25 hours)**

- SOCY 101 - Introductory Sociology (3)
- PSYC 220 – Psychological Statistics (3)
- PSYC 221 – Research Methods in Psychology (4)
- Select one course in exceptionalities from below (3)
  - EDEX 205 - Understanding the Foundations of Disability
  - EDEX 523 - Introduction to Exceptional Children
- Select one Social Work course from below or another as approved by advisor (3)
  - SOWK 222 – Social Welfare Policies and Programs
  - SOWK 303 - Social Work with Children, Youth, and Families
  - SOWK 305 - Gender, Race and Social Justice
  - SOWK 331 - Diversity and Social Justice in Contemporary Society
  - SOWK 341 - Theories for Understanding Individuals, Families, and Groups
- Select 3 psychology courses from below or others as approved by advisor (9)
  - PSYC 300 - Human Sexual Behavior
  - PSYC 301 - Psychology of Marriage
  - PSYC 330 - Psychology and the African-American Experience
  - PSYC 350 - Industrial Psychology
  - PSYC 360 – Applied Psychology
  - PSYC 400 – Survey of Learning and Memory
  - PSYC 405 - Cognitive Psychology
  - PSYC 410 - Behavioral and Mental Disorders
  - PSYC 420 – Survey of Development Psychology
  - PSYC 430 - Survey of Social Psychology
  - PSYC 440 – Survey of Personality
  - PSYC 450 – Sensation and Perception
  - PSYC 455 – Introduction to Neuroscience
  - PSYC 465 - Health Psychology
  - PSYC 475 – Survey of Clinical Psychology
  - PSYC 503 – Psychology of Drug Use and Effects
  - PSYC 507 – Cognitive Neuroscience
  - PSYC 510 – Child Behavioral and Mental Disorders
  - PSYC 520 – Psychology of Child Development
  - PSYC 526 – Prevention of Psychological Problems in Children and Youth at Risk
  - PSYC 583 – Psychological Tests and Measurement
  - PSYC 589 – Selected Topics in Psychology

**Electives (0-14 hours)**

The number of elective hours required depends upon the number of hours used to fulfill other degree requirements. Minimum degree requirements must equal 120 hours.

**Major Requirements (50 hours):**

**Physical Education and Coaching (20 hours)**

- PEDU 190 - Introduction to the Description and Analysis of Human Movement (2)

Meeting: ACAP Meeting  
Meeting Date: March 28, 2024  
Agenda Item: 4C

- PEDU 275 - Functional Musculoskeletal Anatomy (3)
- PEDU 302 – Foundations of Coaching (3)
- PEDU 420 - Motor Learning in Physical Education (3)
- PEDU 515 - Physical Education for Inclusion (3)
- PEDU 520 - Observational Analysis of Sports Techniques/Tactics (3)
- PEDU 570 - Human Child/Adolescent Growth (3)

**Sport Psychology and Counseling (30 hours)**

- EDCE 340 – Counseling Through a Multicultural Lens: Understanding Self and Others (3)
- EDCE 350 – Interpersonal Communication Skills (3)
- EDCE 360 – Introduction to the Counseling Profession (3)
- EDCE 520 – Wellness and Mental Health (3)
- EXSC 410 – Psychology of Physical Activity (3)
- PSYC 380 – Sport Psychology (3)
- PEDU 511\* – Effective Applied Sport and Performance Psychology (3) (NEW)
- PEDU 516\* – Diversity and Cultural Perspectives in Sport & Performance (3) (NEW)
- PEDU 647<sup>1</sup> – Coaching Ethics, Law, and Compliance (3)
- PEDU 660<sup>1</sup> – Counseling Student Athletes (3)

<sup>1</sup>PEDU 647 and PEDU 660 are a required part of the undergraduate major. USC allows undergraduate USC students to take up to 12 graduate hours of course work and receive both undergraduate and graduate credit for those 12 hours. The credits can be applied to the student's baccalaureate program and, with graduate program admission and approval, may be applied to a graduate program. Students who receive credit for these two courses and are admitted to the M.S. in Coaching Education in the concentration in Mental Performance Coaching will have the two courses count toward both the B.S. in Applied Sport Psychology and Counseling and the M.S. in Coaching Education with a concentration in Mental Performance Coaching. These students can take two additional courses that will count toward required electives in the undergraduate program and requirements in the M.S. degree to receive up to the 12 graduate credit hours allowed.

Students in the Senior Privilege Plan who have already met all elective requirements for the B.S. degree, will be able to take two classes in their last year of the undergraduate program which will count for degree requirements in the M.S. in Coaching.

Meeting: ACAP Meeting  
 Meeting Date: March 28, 2024  
 Agenda Item: 4C

Total Credit Hours Required:120

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Carolina Core: CMW (Effective, and Persuasive Communications: Writing)	3	Carolina Core: CMW (Effective, and Persuasive Communications: Writing)	3		
Carolina Core: ARP (Analytical Reasoning and Problem Solving)	3	Carolina Core: ARP (Analytical Reasoning and Problem Solving)	3		
Carolina Core: AIU (Aesthetic and Interpretive Understanding)	3	Carolina Core: SCI (Scientific Literacy) with Lab	4		
PSYC 101 Introduction to Psychology (GSS)	3	PEDU 190 Introduction to the Description and Analysis of Human Movement	2		
Elective	3	Elective or Carolian Core: Foreign Language, if needed	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
PSYC 220 Psychological Statistics	3	PSYC 221 - Research Methods in Psychology	4		
Carolina Core: SCI (Scientific Literacy)	3	EDCE 360 Introduction to the Counseling Profession	3		
Elective or Carolian Core: Foreign Language, if needed	3	PEDU 420 Motor Learning in Physical Education	3		
PSYC 380 Sport Psychology	3	PEDU 302 Foundations of Coaching	3		
PEDU 515 Physical Education for Inclusion	3	Required Carolina Core Stand-alone Course Elective or Carolian Core: Foreign Language, if needed	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	

Meeting: ACAP Meeting  
 Meeting Date: March 28, 2024  
 Agenda Item: 4C

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 3</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Additional PSYC course	3	Additional PSYC course	3		
SOCY 101 Introductory Sociology	3	Carolina Core – History/Founding Documents (REACH Act) course	3		
EDCE 340 Counseling Through a Multicultural Lens: Understanding Self and Others	3	EDEX 205 Understanding the Foundations of Disability or EDEX 523 Introduction to Exceptional Children	3		
PEDU 275 Functional Musculoskeletal Anatomy	3	EDCE 350 Interpersonal Communication Skills	3		
PEDU 511 Effective Applied Sport and Performance Psychology	3	PEDU 520 Observational Analysis of Sports Techniques/Tactics	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
<b>Year 4</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
EXSC 410 Psychology of Physical Activity	3	Additional PSYC course	3		
PEDU 516 Diversity and Cultural Perspectives in Sport & Performance	3	Social Work (SOWK) course	3		
PEDU 570 Human Child/Adolescent Growth	3	EDCE 520 Wellness and Mental Health	3		
PEDU 647 Coaching Ethics, Law, and Compliance (can also count in master’s program if Accelerated Bachelor/Master’s GPA requirement met)	3	Elective Note: student in the Accelerated Bachelor/Masters or the Senior Privilege plan may be allowed to take graduate level course here.	3		
PEDU 660 Counseling Student Athletes (can also count in master’s program if Accelerated Bachelor/Master’s GPA requirement met)	3	Elective Note: student in the Accelerated Bachelor/Masters or the Senior Privilege plan may be allowed to take graduate level course here.	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	

**Note on 500-600 level courses:**

The program includes some 500 and 600 level courses, which may be taken for undergraduate or graduate credit. These courses are considered

Meeting: ACAP Meeting  
Meeting Date: March 28, 2024  
Agenda Item: 4C

undergraduate level when taken by undergraduate students for undergraduate credit and thus appropriate for use in this undergraduate degree program. Per the USC Academic Bulletin: Courses numbered from 500 to 699 may be taken by advanced undergraduate and graduate students for undergraduate or graduate credit, respectively. A 500- to 600-level course taken for undergraduate credit cannot later be awarded graduate credit. Students must elect to take 500-600 (mixed undergraduate and graduate) level courses as graduate credit to receive graduate credit (graduate level includes additional assignments and different grading criteria) per University policy ACAF 2.03: Mixed/Advanced Undergraduate/Entry Level Graduate Courses (500/600 level courses, course number 500-699) - These may be taken by advanced undergraduates or graduate students unless prohibited by specific campus regulations. Graduate students are expected to perform at a higher level with additional graduate level requirements.

**Accelerated Bachelor's/Master's Plan and Senior Privilege:**

For students who meet certain GPA requirements, up to 12 hours of coursework may meet requirements in both the undergraduate and graduate programs. Students who have completed at least 90 undergraduate credit hours and have a minimum GPA of 3.40 can take up to 12 hours during their senior year that can count for both undergraduate and graduate credit through the USC Accelerated Bachelor's/Master's Plan.

Using the USC Senior Privilege plan, students who have at least a 3.00 GPA can take up to 6 hours of graduate credit during their final semester of undergraduate enrollment if they have all other undergraduate elective credit hours met.

The B.S. in Applied Sport Psychology and Counseling is designed so that students using either one of these opportunities can complete the M.S. in Coaching Education with a Concentration in Mental Performance Coaching in an accelerated format.

Students in the Accelerated Bachelor's/Master's Plan (3.4 GPA required after junior year)

- Earn 12 hours of graduate credit while in the B.S. in Applied Sport Psychology and Counseling. These 12 credit hours can count for credit in both the B.S. degree and the M.S. degree.
- Complete the M.S. in Coaching with a Concentration in Mental Performance Coaching in 18 credit hours after admission to the Graduate School.
- Potentially finish the master's in 2 semesters (summer and fall) and graduate with both a bachelor's and a master's in 4.5 years.

Students on the Senior Privilege Plan (3.0 GPA required after the senior fall semester and all program electives already met)

- Earn 6 hours of graduate credit while in the B.S. in Applied Sport Psychology and Counseling
- Complete the M.S. in Coaching with a concentration in Mental Performance Coaching in 24 credit hours after admission to the Graduate School



Meeting: ACAP Meeting  
 Meeting Date: March 28, 2024  
 Agenda Item: 4C

- Potentially finish the master’s in 3 semesters (summer, fall, spring) and graduate with both a bachelor’s and a master’s in 5 years

Students who are not eligible for either of these plans can still apply to the master’s, but must complete all 30 graduate hours once admitted to the M.S. in Coaching Education after completion of the bachelor’s degree. It will typically take 1.5 years to complete the M.S. degree for these students.

**Similar Programs in South Carolina offered by Public and Independent Institutions**

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
There are no similar degree programs at the undergraduate level.				

Note that the M.S. in Exercise Science and Sport Science with a concentration in Psychosocial Kinesiology at USC Upstate is expected to start in Fall 2024. However, this program is a graduate program with 33 graduate credit hours and performance psychology is a component of the more broadly focused exercise science degree. The USC Columbia program will be an undergraduate program whereas USC Upstate’s program is a graduate program. The USC Columbia program also prepares students for the M.S. in Coaching Education that allows them to sit for the Certified Mental Performance Consultant (CMPC).

Meeting: ACAP Meeting  
 Meeting Date: March 28, 2024  
 Agenda Item: 4C

**Faculty**

<b>Rank and Full or Part-Time</b>	<b>Courses Taught for the Program</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)</b>
Professor, Full-time	PEDU 302, PEDU 570, PEDU 511	B.A. Psychology; M.A. Kinesiology; Ph.D. - Michigan State University, Kinesiology, sport psychology, and motor development	25 years at USC; M.S. Coaching Education Program Designer and Director; CMPC; CMT; 4 years collegiate coaching
Clinical Assistant Professor, Full-time	PEDU 570, PEDU 515, PEDU 302	B.S. Physical Education; B.S. Health Education; M.Ed. Physical Education; Ph.D. - University of South Carolina, Physical Education; motor behavior; cognate - special education/ adapted physical education	5 years in USC teaching courses in the Physical Education Department (3 year clinical; 2 years instructor during post doc for MASPE program); NCPEID Certified Adapted Physical Educator; USATF Level 1 and 2 coaching certification; High School and Developmental Youth Cross Country/Track Coach for 10 years; 2 years High School Volleyball Coach
Professor, Full-time	PEDU 515	B.S. Physical Education, James Madison University; M.Ed. Kinesiology, Health and Physical Education- Adapted Physical Education, University of Virginia; Ph.D. Education, Kinesiology- Adapted Physical Education, University of Virginia	13 years at West Virginia University teaching courses in the Department of Coaching and Teaching Studies (Physical Education Teacher Education, Athletic Coaching Education, etc.). NCPEID certified Adapted Physical Educator

Meeting: ACAP Meeting

Meeting Date: March 28, 2024

Agenda Item: 4C

Professor, Full-time	PEDU 520 & 420; PEDU 302; PEDU 275	B.S. Biology, Buena Vista University; M.S. Exercise Science, Iowa State University; Ph.D. Motor Behavior, Auburn University	2 years as a Strength & Conditioning Coach, Cleveland Indians Organization; 1 year as High School Coach, Baseball & Basketball; 15 years Youth Sport Coach, Baseball, Basketball, Soccer, Football; NSCA - C.S.C.S. for over 20 years; Taught courses at Auburn University, Bowling Green State University, Texas Tech University, & University of South Carolina since 2000; 2 years as a Biomechanics Pitching Consultant, Cleveland Indians Baseball Organization; Developed NSCA Recognized S&C Programs UG - Bowling Green State University and Masters - Texas Tech University; Human Performance Research focus including working with student athletes and coaches at Bowling Green State university, Texas Tech University & University of South Carolina; Director, Biomechanics Lab, Bowling Green State University; Director Human Performance & Development Lab, University of South Carolina
Assistant Professor, Full-time	PEDU 510, PEDU 302, PEDU 516	B.S. Movement and Sport Sciences - Ghent University (Belgium) B.S. Teaching - Ghent University (Belgium) M.S. Movement and Sport Sciences - Ghent University (Belgium) Ph.D. Health Sciences - Ghent University (Belgium)	7 years at Ghent University teaching courses in the Department of Movement and Sports Sciences 4 years at the University of South Carolina teaching courses in the Department of Physical Education 11 years coaching soccer 12 years coaching volleyball UEFA B Licensed soccer coach
Clinical Assistant Professor, Full-time	EDCE 340, EDCE 350, EDCE 360	B.S. Psychology; MA Counseling; Ph.D., University of South Carolina, Counselor Education	Licensed Professional Counselor Supervisor, Licensed Addictions Counselor, over 10 years in clinical practice
Clinical Assistant Professor, Full-time	EDCE 340, EDCE 350, EDCE 361	B.S. Psychology; MA/EdS Mental Health Counseling; Ph.D. University of South Carolina, Counselor Education	Licensed Professional Counselor in private practice; Certified Play therapist; 4 years in academe

Meeting: ACAP Meeting  
Meeting Date: March 28, 2024  
Agenda Item: 4C

Associate Professor, Full-time	EDCE 340, EDCE 350, EDCE 362	B.A. - Communication; MA Mental Health and School Counseling; Ph.D., University of Central Florida, Counselor Education	11 Years in academe; 4 years as a school based mental health counselor overseas
Associate Professor, Full-time	PEDU 660, EDEC 520	B.A. Psychology; M.A. Counselor Education; Ph.D., University of Central Florida, Counselor Education	14 years in academia; previous high school counselor and coach (cross country and track)
Adjunct Instructor, Part-time	PEDU 647	B.A. - Sociology and Anthropology; M.S. - Psychological Services with a Concentration in Athletics Counseling; M.S. - Clinical Mental Health Counseling; Ph.D., University of South Carolina, P.E., Developmental Foundations	Previous college track and field coach - 7 years; athletics operations - 5 years; Licensed Professional Counselor-Associate in private practice; applied sport psychology (21 years - full time (6 years) - private practice, military, division 1 athletics); 9 years as adjunct professor (second year at the University of South Carolina teaching a course in the Department of Physical Education)
Adjunct Instructor, Part-time (in year one if needed)	PEDU 511, PEDU 302	Ph.D. Sport and Exercise Psychology or Sport Psychology /Coaching Education; CMPC certification; Coaching experience and/or collegiate/high-performance athletic experience	
Clinical Professor, Full-time (in year two if needed)	PEDU 516, PEDU 511, PEDU 515, PEDU 647	Ph.D. Sport and Exercise Psychology or Sport Psychology /Coaching Education; CMPC certification; Coaching experience and/or collegiate/high-performance athletic experience	
Clinical Professor, Full-time (in year three if needed)	PEDU 511, PEDU 647	Ph.D. Sport and Exercise Psychology or Sport Psychology and Coaching Education; CMPC certification; Coaching experience and/or collegiate/high-performance athletic experience	

Meeting: ACAP Meeting  
Meeting Date: March 28, 2024  
Agenda Item: 4C

Total FTE needed to support the proposed program: 2

Faculty: Current faculty have the expertise to deliver this program. If enrollment necessitates, two new clinical faculty would be hired once the program is fully implemented.

Staff: No additional staff will be needed to support this program.

Administration: No additional administrative staff will be needed to support this program.

### **Faculty, Staff, and Administrative Personnel**

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

In addition to existing faculty who will be teaching in the program, in the first full year, an adjunct faculty would be hired to handle increased instructional load. A full-time clinical faculty may be hired for the second year of implementation. If enrollment projections are met or exceeded, a second full-time clinical faculty could be hired beginning in year three of implementation. These additional hires, if needed, along with current instructional staff will be able to cover all courses for the program.

## **Resources**

### **Library and Learning Resources**

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

There will not be a need for any new library/learning resources, instructional equipment, or facilities, and there will not be a need for any modifications to existing facilities needed to support the modified program. The library has the following key journals and search engines.

#### **Sport Psychology Journals**

- International Journal of Sport Science and Coaching
- International Journal of Sport Psychology
- Journal of Sport and Exercise Psychology
- Research Quarterly in Sport and Physical Activity
- Sport Coaching Review
- Sport and Exercise Psychology Review
- The Sport Psychologist

#### **Counseling Journals**

- Journal of Counseling & Development
- Journal of Mental Health Counseling
- Journal of College Counseling
- Professional School Counseling
- Measurement and Evaluation in Counseling and Development
- Career Development Quarterly
- Counseling and Values Journal
- Counseling Outcome Research and Evaluation

Meeting: ACAP Meeting  
Meeting Date: March 28, 2024  
Agenda Item: 4C

#### Academic Search Complete

- Education Source
- ERIC (EBSCO)
- Education Index Retrospective
- Medline
- PsychInfo

Students will utilize existing online resources provided to all University of South Carolina via Thomas Cooper library. Reference librarians are available during normal operating hours. Reference and literature search requests are accepted in-person, by telephone, or online. Assistance is offered in locating materials, computerized bibliographic searches, identifying authoritative web sites with quality content, using local databases, interlibrary loan requests, class presentations, and advice on library services and policies. The Digital Research Librarians will be particularly useful for this program. Students also have access to additional library collections, databases, and resources provided by PASCAL.

Interlibrary loan services are provided to obtain materials that are not available from University Libraries. The University Libraries provides interlibrary loan services to current students, faculty, and staff of the University of South Carolina Columbia campus free of charge. Faculty may have up to 100 active requests, staff may have up to 25 active requests, graduate students may have up to 50 active requests, and undergraduates may have up to 15 active requests. Electronic desktop delivery of book chapters and periodical articles can be requested through the Scan and Deliver link located in the library catalog or via the Scan and Deliver option in ILL Express.

Students also have access to additional library collections, databases, and resources provided by the Partnership Among South Carolina Academic Libraries (PASCAL). In addition to shared licensing of electronic resources, PASCAL Delivers enables students, faculty, and staff to request and receive print books from participating academic libraries in South Carolina.

#### **Student Support Services**

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

The College of Education undergraduate advising office in coordination with the University Advising Center will advise students. A faculty member will serve as the program coordinator and work with the M.S. Coaching Education coordinator. Other student support services will be provided by existing Student Services staff in the College of Education.

USC Columbia is committed to providing reasonable accommodations for students with disabilities. Students with disabilities must contact the Student Disability Resource Center prior to beginning or early in their academic program to determine if they are eligible for reasonable accommodations.

The Office of Student Affairs and Academic Support provides students with a variety of programs and resources in the areas of academic success, career preparation, involvement and leadership, and well-being. USC Columbia has a writing center to help students at any stage of the writing process. USC Columbia also has a Student Success Center that facilitates student learning and degree completion by providing a comprehensive array of programs, resources and services that advance academic goal-setting, skill development, personal transition to and within the university setting and effective decision making. The Student Success Center's services include study and writing support, financial

Meeting: ACAP Meeting  
Meeting Date: March 28, 2024  
Agenda Item: 4C

consultations, population specific support, academic engagement resources, and various workshops in the areas of support provided. In addition, the USC Columbia Career Center is dedicated to supporting students' needs at all stages of the process, by providing students with resources including career exploration, resume and cover letter consultations, assistance with job search strategies, career coaching appointments, professional headshots, and professional clothing. From the basics of exploring major and career options and writing a resume, to connecting with employers for internships and interviews, USC students have access to career coaches and a premiere collection of online tools. Student Health Services provides students with a variety of resources to support their mental and emotional health and well-being in a variety of areas including COVID-19, emotional wellness, environmental wellness, financial wellness, intellectual wellness, occupational wellness, physical wellness, social wellness, and spiritual wellness. USC also provides many mental health resources including emergencies and after-hour counseling and psychiatry, information for the 24-hour National Suicide Prevention Hotline, the Crisis Text Line, the Trevor Lifeline, and online mental health services. The Division of Information Technology provides students with assistance in a variety of resources and platforms such as Blackboard, Carolina Tech Zone, Password Help, Self-Service Portal, and the Service Desk.

**Physical Resources/Facilities**

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

Existing physical resources and facilities are sufficient to support this program. There is sufficient classroom space on campus to support this program.

**Equipment**

Identify new instructional equipment needed for the proposed program.

Current equipment is adequate to support the new program. No new instructional equipment is needed.

**Impact on Existing Programs**

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

Yes

No

Meeting: ACAP Meeting  
Meeting Date: March 28, 2024  
Agenda Item: 4C

**Financial Support**

Sources of Financing for the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	82,944	82,2944	448,768	531,712	737,536	1,269,248	953,344	2,222,592	1,103,104	3,325,696	3,325,696	3,325,696
Program-Specific Fees	3,960	3,960	29,040	33,000	44,880	77,880	51,450	129,330	60,960	190,290	190,290	190,290
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
<b>Total</b>	86,904	86,904	477,808	564,712	782,416	1,347,128	1,004,794	2,351,922	1,164,064	3,515,986	3,515,986	3,515,986
Estimated Costs Associated with Implementing the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/ Staff Salaries	15,000	15,000	60,000	75,000	120,000	195,000	120,000	315,000	120,000	435,000	435,000	435,000
Facilities, Equipment, Supplies, and Materials	5,000	5,000	5,000	10,000	5,000	15,000	5,000	20,000	5,000	25,000	25,000	25,000
Library Res.												
Other - support services	14,100.48	14,100.48	76,290.56	90,391.04	125,381.12	215,772.16	162,068.48	377,840.64	187,527.68	565,368.32	565,368.32	565,414.73
<b>Total</b>	34,100.48	34,100.48	141,290.56	175,391.04	250,381.12	425,772.16	287,068.48	712,840.64	312,527.68	1,025,368.32	1,025,368.32	1,025,414.73



Meeting: ACAP Meeting  
Meeting Date: March 28, 2024  
Agenda Item: 4C

<b>Net Total</b> (Sources of Financing Minus Est. Costs)	52,803.52	52,803.52	336,517.44	389,320.96	532,034.88	921,355.84	717,725.52	1,639,081.36	851,536.32	2,490,617.68	2,490,617.68	2,490,844.27
--	-----------	-----------	------------	------------	------------	------------	------------	--------------	------------	--------------	--------------	--------------

Meeting: ACAP Meeting  
 Meeting Date: March 28, 2024  
 Agenda Item: 4C

**Budget Justification**

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

The budget table shows the new and total costs for the proposed degree program. Tuition was based on credit hour enrollment projections. The program specific fee is a program enhancement fee that is assessed in the Fall and Spring only for all College of Education students. Among other things, this fee covers the cost of an assessment and student portfolio system that is provided to each student; supports undergraduate and graduate student academic activities; and helps to maintain and update technology, equipment, and facilities for the College to maintain high quality educational experiences.

In addition to existing faculty who will be teaching in the program, in the first year, an adjunct faculty would be hired to handle increased instructional load at \$5,000 per course instructed (estimate three courses - \$15,000). A full-time clinical faculty may be hired for the second year of implementation at \$60,000 per year and is included in the budget projection. If enrollment projections are met or exceeded, a second full-time clinical faculty may be hired and is also included in the budget beginning in year three for an additional \$60,000 per year. In year 3 and beyond, these two additional clinical faculty, if needed, along with current instructional staff will be able to cover all courses needed for the program. These costs are accounted for in the budget table. The budget also includes \$5,000 per year for office supplies or other materials to support faculty teaching in the program.

Support services listed under “Other” are estimated based on a set formula of 17% of tuition/fee revenue to support USC central administration and service units. There will be no need for new facilities or modifications to existing facilities to support the program. This program will have minimal new expenses, and we fully expect the program to be revenue-generating within its first year offered.

**Evaluation and Assessment**

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
<b>CMPC K1. Professional Ethics and Standards:</b> Studies in this area provide an understanding of the ethics and standards related to professional practice	Differentiate affordances and limitations of counseling and consulting paths in applied sports psychology	EDCE 360: Introduction to the Counseling Profession; PEDU 511: Effective Applied Sport and Performance Psychology; 80% of students will score 80% or higher on the course exams
<b>CMPC K2 Sport Psychology Required Course #1:</b> Theoretical foundations of the psychological processes that influence human performance in sport	Appraise theoretical foundations of psychological processes influencing human performance	PSYC 380 - Sport Psychology; 80% of students will score 80% or higher on the exam and reflection paper

<p><b>CMPC K2 Sport Psychology Required Course #2:</b>          Psychological techniques and interventions to enhance performance in sport and other domains (e.g., performing arts, military)</p>	<p>Evaluate the effectiveness of scientifically informed applied sport psychology interventions for enhancing performance and wellness in a variety of domains</p>	<p>PEDU 511 Effective Applied Sport Psychology; 80% of students will score 80% or higher on the exam and reflection paper</p>
<p><b>CMPC K2 Required Course #3:</b>          Advanced or supplemental course related to the science and/or practice of sport psychology</p>	<p>Appraise theoretical and scientifically informed principles of the psychology of physical activity</p>	<p>EXSC 410 Psychology of Physical Activity; 80% of students will score 80% or higher on the exams and research project</p>
<p><b>CMPC K3 Sport Science:</b>          understanding of the physiological, biomechanical, motor, sociocultural, and philosophical bases of behavior in sport.</p>	<p>Explain factors related to the trajectories of human development and their effects on performance</p>	<p>PEDU 570 Child/Adolescent Growth and Motor Development; 80% of students will score 80% or higher on the exam, Motor Development Project</p>
<p><b>CMPC K3. Sport Science:</b> Studies in this area provide an understanding of the physiological, biomechanical, motor, sociocultural, and philosophical bases of behavior in sport</p>	<p>Explain biomechanical foundations and motor control processes underlying learning movement skills and athletic performance</p>	<p>PEDU 420 Motor Learning; PEDU 520 Observational Analysis of Sports Techniques/Tactics; 80% of students will score 80% or higher on exams and Movement Analysis Projects</p>
<p><b>CMPC K4 Psychopathology:</b>          Studies in this area provide an understanding of abnormal human behavior</p>	<p>Theories of psychopathology and etiology of mental disorders recognize theories and assessments of psychopathology, and counseling strategies for ameliorating psychopathology</p>	<p>EDCE 520 Wellness and Mental Health; 80% of students will score 80% or higher on the exam and research paper</p>
<p><b>CMPC K5. Helping Relationships:</b>          Studies in this area provide an understanding of helping and consulting processes.</p>	<p>Apply effective interviewing and communication techniques such as questioning, paraphrasing, and reflecting, to establish rapport, trust, and safe and open communication with clients.</p>	<p>PEDU 660 Counseling Student Athletes; 80% of students will score 80% or higher on student-athlete interviews</p>

Meeting: ACAP Meeting  
 Meeting Date: March 28, 2024  
 Agenda Item: 4C

<p><b>CMPC K5. Helping Relationships:</b>          Studies in this area provide an understanding of helping and consulting processes.</p>	<p>Describe a personal consultation model for working with student athletes, including effective consultation qualities, consultation processes, and a discussion of professional roles and boundaries and the purpose and function of documents.</p>	<p>PEDU 660 Counseling Student Athletes; 80% of students will score 80% or higher on the consultation model paper</p>
<p><b>CMPC K6: Research Methods:</b>          Develop a foundation for understanding and interpreting empirical and theoretical research</p>	<p>Interpret basic types of research methods and design (e.g., qualitative, quantitative), issues related to tests and measurement (e.g., reliability, validity), descriptive techniques, inferential statistics, and parametric procedures and ethical application of research methods and analyses</p>	<p>PSYC 220: Psychological Statistics; PSYC 221: Research Methods in Psychology; 80% of students will score 80% or higher on the consultation model paper</p>
<p><b>K7 Psychological Foundations of Behavior:</b> Studies the biological, cognitive, affective, social, and individual factors that influence behavior</p>	<p>Identify the biological, cognitive, affective, social, and individual factors that influence behavior</p>	<p>300 level and above electives chosen; 80% of students will score 80% or higher on exams and written assignments</p>
<p><b>K8. Diversity and Culture:</b>          Studies in this area provide an understanding of diversity, multiculturalism, and cultural awareness. This does not include a single context, or population-specific, diversity course (i.e., gender and sport, disability in sport).</p>	<p>Evaluate conceptual frameworks for sociopolitical and cultural factors that impact human behavior, dimensions of personal identity, and individual differences (e.g., race, ethnicity, sexual orientation) that influence the professional helping relationship, and intervention strategies for addressing the needs of individuals from unique racial/ethnic backgrounds, religious affiliations, gender identity, etc., and culturally competent approaches to counseling and consultation</p>	<p>EDCE 340: Counseling Through a Multicultural Lens: Understanding Self and Others; PEDU 516: Diversity and Cultural perspectives in Sport &amp; Performance; 80% of students will score 80% or higher on position papers</p>

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

Evaluation of the program rests on tracking the evaluation of learning outcomes described in the table above. Meeting 80% of the program objectives will be our cohort target. We will also track the number of graduates who

Meeting: ACAP Meeting  
Meeting Date: March 28, 2024  
Agenda Item: 4C

are accepted into our M.S. in Coaching Education program. Of those, we will track how many of our undergraduates pass the CMPC exam available on the [CMPC directory website](#). Assessment data will be analyzed by targeting outcomes falling under the 80% benchmarks. The College of Education has an Assessment Coordinator who will lead the program assessment for this program. Program assessment is completed on a regular schedule as required by USC. The program coordinator will review the evaluating data with the program committee throughout the year and make curricular changes as warranted. More specifically, assessment method rubrics and associated learning materials will be refined during B.S. in Applied Sport Psychology and Counseling program committee and faculty workshops.

### **Accreditation and Licensure/Certification**

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

Yes

No

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

Yes

No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

No

N/A



January 11, 2024

Dear South Carolina Commissioners on Higher Education,

Please accept this letter of support for the Bachelor of Science in Applied Sport Psychology and Counseling being proposed by the Department of Educational and Developmental Sciences at the University of South Carolina.

In intercollegiate athletics, we are always looking for ways to support our student-athletes in every phase of their college experience. A degree in Applied Sport Psychology and Counseling better equips students who want to get into college athletics with the opportunity to benefit student-athletes.

Professional sports psychologists and sports counselors are increasingly important for athletes and athletic organizations, particularly the NCAA where the mental health of student-athletes is a high priority. Graduates from this new program will help fill this growing need.

Sincerely,

A handwritten signature in black ink that reads "D. Ray Tanner, Jr." with a stylized flourish at the end.

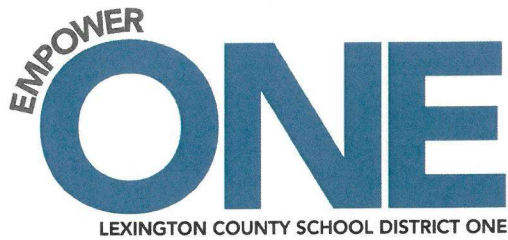
D. Ray Tanner, Jr.  
Athletics Director

DRT/kmd



**UNIVERSITY OF SOUTH CAROLINA ATHLETICS**

1304 Heyward Street • Columbia, SC 29208



January 18, 2024

Commission on Higher Education

To Whom it May Concern,

It is my pleasure to offer endorsement for an advanced degree program recommendation from the University of South Carolina in the School of Education. The Bachelor of Science in Applied Sport Psychology and Counseling has been designed by leaders in the College of Education to fill a void for advanced learning in the field not currently available to students eager to apply learning in psychology to athletic coaching and beyond.

Having a chance to review this curriculum as a precursor to the Master's Degree in Coaching Education already available in the college allowed me a chance to consider how the learning experiences and outcomes connect to an ever growing need to create a valued learning and growth experience for student athletes K-12. As a secondary schools leader and former high school principal, providing future educators with learning experiences tailored within this program would better equip them to engage with the modern student athlete. The curricular and program design also allows for flexibility in choosing electives tailored to their sport or coaching priorities. Above all the learner is put in the field with advanced opportunities to growth both himself or herself and the students with whom they will influence.

I strongly support the design of this major and advocate for its endorsement in accreditation as it is made available to future educators and beyond.

Sincerely,

Dr. Luke Clamp  
Executive Director of Secondary Schools  
Lexington County School District One

---

**David M. Bennett**

2 Indian Creek Trail  
Lexington, SC 29072

January 16, 2024

**SC Commission on Higher Education**

1122 Lady Street, Suite 400  
Columbia, SC 29201

Dear SC CHE Committee,

I am writing on behalf of the Educational and Developmental Science Department in the College of Education at the University of South Carolina in support of their request to create a Bachelor of Science degree in Applied Sport Psychology and Counseling.

This degree will prepare teachers and coaches to help students and student-athletes more than ever before. Since COVID, it has become evident how important it is to come alongside students to not only teach and coach them, but the responsibility to be equipped to help counsel and lead them through mental health and wellness issues as well.

The proposed Applied Sport Psychology and Counseling program would serve the whole child as their teachers and coaches would be able to apply physical performance fundamentals with counseling skills to recognize issues and improve mental wellness. Nurturing the minds and bodies of our youth matters most to families and prepares them to understand and motivate them in a physically and mentally healthy trajectory.

Having spent forty years teaching and coaching on the high school and college levels, I applaud the forward and great thinking by the Educational and Developmental Science Department at USC for their awareness of what is needed now and in the future. Recognizing an issue is one thing, equipping for a solution shows exemplary leadership and community responsibility.

Sincerely,



David Bennett

Retired (2024) Lexington School District One District Athletic Director  
Coastal Carolina University Inaugural Head Football Coach and 2022 Hall of Fame Inductee  
Former Catawba College Head Football Coach and 2010 Hall of Fame Inductee



Monday, January 15, 2024

Letter of Support for BS in Applied Sport Psychology and Counselling at the University of South Carolina

To whom it may concern,

After reviewing the B.S. in Applied Sport Psychology and Counseling and the associated M.S. In Coaching Education with a Concentration in Mental Performance Coaching, I attest that this degree would benefit the growing need for mental health and mental performance professionals working with tactical athletes and first responders. This includes military personnel, police officers, firefighters, and allied health professionals.

The curricula align with the Certified Mental Performance Consultant (CMPC) knowledge areas required to sit for the CMPC exam. The undergraduate degree prepares students for graduate work which could also include mental health practitioner licensing programs.

More importantly, the undergraduate degree is specialized to include foundational courses covering both mental health and mental performance aspects of wellness. Sport psychology coursework would cover mental skills such as goal setting, imagery, arousal regulation, self-talk, and mindfulness, skills that can be used proactively and have been associated with mental wellness and used in interventions. In contrast, counseling and mental health courses are important for developing mental health-related communication skills.

Graduates of this holistic program would be prepared to educate their audiences about mental skills that can be implemented not only for learning physical skills but also to self-regulate physiological responses and emotions common in field-specific, high-stakes situations.

As a former D1 athlete and strength coach, former strength coach and sport psychology consultant to elite athletes including top round NFL combine athletes for years, a medically retired police officer that worked patrol, Peer Support (mental health), SWAT, and full time police academy instructor for fitness and officer survival, and now a nonprofit specializing in working with tactical athletes across the country but in the trenches in some of the most dangerous areas of Los Angeles - I can attest there is a great need for this kind of curriculum.

We as a nation need to bring awareness to and steer more quality students in the direction of being culturally competent to help first responders. Unfortunately due to lack of appropriate training as well inadequate mental health resources - these populations have higher rates of stress related illness and disease, shorter lifespans, and far more

PTSD, addictions, divorce and suicide than other professions. The bulk of what little resources might be available to them in some agencies is often limited to reactionary only offers of “help” from people they do not trust and do not understand the totality of the person and their often minimal training as well as immersion in the suffering of humanity and repeated exposure to trauma. They suffer in silence for fear of negative repercussions on their career or because they don’t trust the providers.

Please do not hesitate to contact me with any questions or desire to collaborate further. I am very passionate about topics related to this program and wish I would have had a more streamlined opportunity to get this kind of education.

Respectfully,

Matt Domyancic, MS, MS, MA  
Founder and CEO Tactical Chaplain  
[www.tacticalchaplain.com](http://www.tacticalchaplain.com)  
(203)376-9550



January 11, 2024

Dear South Carolina Commissioners on Higher Education,

Please accept this letter of support for the Bachelor of Science in Applied Sport Psychology and Counseling being proposed by the Department of Educational and Developmental Sciences at the University of South Carolina.

In intercollegiate athletics, we are always looking for ways to support our student-athletes in every phase of their college experience. A degree in Applied Sport Psychology and Counseling better equips students who want to get into college athletics with the opportunity to benefit student-athletes.

Professional sports psychologists and sports counselors are increasingly important for athletes and athletic organizations, particularly the NCAA where the mental health of student-athletes is a high priority. Graduates from this new program will help fill this growing need.

Sincerely,

A handwritten signature in black ink that reads "D. Ray Tanner, Jr." in a cursive style.

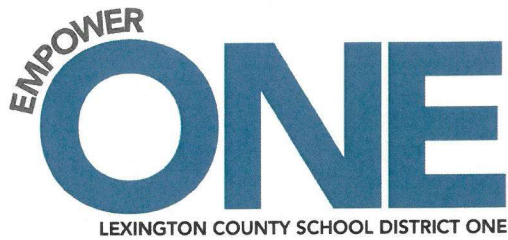
D. Ray Tanner, Jr.  
Athletics Director

DRT/kmd



**UNIVERSITY OF SOUTH CAROLINA ATHLETICS**

1304 Heyward Street • Columbia, SC 29208



January 18, 2024

Commission on Higher Education

To Whom it May Concern,

It is my pleasure to offer endorsement for an advanced degree program recommendation from the University of South Carolina in the School of Education. The Bachelor of Science in Applied Sport Psychology and Counseling has been designed by leaders in the College of Education to fill a void for advanced learning in the field not currently available to students eager to apply learning in psychology to athletic coaching and beyond.

Having a chance to review this curriculum as a precursor to the Master's Degree in Coaching Education already available in the college allowed me a chance to consider how the learning experiences and outcomes connect to an ever growing need to create a valued learning and growth experience for student athletes K-12. As a secondary schools leader and former high school principal, providing future educators with learning experiences tailored within this program would better equip them to engage with the modern student athlete. The curricular and program design also allows for flexibility in choosing electives tailored to their sport or coaching priorities. Above all the learner is put in the field with advanced opportunities to growth both himself or herself and the students with whom they will influence.

I strongly support the design of this major and advocate for its endorsement in accreditation as it is made available to future educators and beyond.

Sincerely,

Dr. Luke Clamp  
Executive Director of Secondary Schools  
Lexington County School District One

---

**David M. Bennett**

2 Indian Creek Trail  
Lexington, SC 29072

January 16, 2024

**SC Commission on Higher Education**

1122 Lady Street, Suite 400  
Columbia, SC 29201

Dear SC CHE Committee,

I am writing on behalf of the Educational and Developmental Science Department in the College of Education at the University of South Carolina in support of their request to create a Bachelor of Science degree in Applied Sport Psychology and Counseling.

This degree will prepare teachers and coaches to help students and student-athletes more than ever before. Since COVID, it has become evident how important it is to come alongside students to not only teach and coach them, but the responsibility to be equipped to help counsel and lead them through mental health and wellness issues as well.

The proposed Applied Sport Psychology and Counseling program would serve the whole child as their teachers and coaches would be able to apply physical performance fundamentals with counseling skills to recognize issues and improve mental wellness. Nurturing the minds and bodies of our youth matters most to families and prepares them to understand and motivate them in a physically and mentally healthy trajectory.

Having spent forty years teaching and coaching on the high school and college levels, I applaud the forward and great thinking by the Educational and Developmental Science Department at USC for their awareness of what is needed now and in the future. Recognizing an issue is one thing, equipping for a solution shows exemplary leadership and community responsibility.

Sincerely,



David Bennett

Retired (2024) Lexington School District One District Athletic Director  
Coastal Carolina University Inaugural Head Football Coach and 2022 Hall of Fame Inductee  
Former Catawba College Head Football Coach and 2010 Hall of Fame Inductee

Monday, January 15, 2024

Letter of Support for BS in Applied Sport Psychology and Counselling at the University of South Carolina

To whom it may concern,

After reviewing the B.S. in Applied Sport Psychology and Counseling and the associated M.S. In Coaching Education with a Concentration in Mental Performance Coaching, I attest that this degree would benefit the growing need for mental health and mental performance professionals working with tactical athletes and first responders. This includes military personnel, police officers, firefighters, and allied health professionals.

The curricula align with the Certified Mental Performance Consultant (CMPC) knowledge areas required to sit for the CMPC exam. The undergraduate degree prepares students for graduate work which could also include mental health practitioner licensing programs.

More importantly, the undergraduate degree is specialized to include foundational courses covering both mental health and mental performance aspects of wellness. Sport psychology coursework would cover mental skills such as goal setting, imagery, arousal regulation, self-talk, and mindfulness, skills that can be used proactively and have been associated with mental wellness and used in interventions. In contrast, counseling and mental health courses are important for developing mental health-related communication skills.

Graduates of this holistic program would be prepared to educate their audiences about mental skills that can be implemented not only for learning physical skills but also to self-regulate physiological responses and emotions common in field-specific, high-stakes situations.

As a former D1 athlete and strength coach, former strength coach and sport psychology consultant to elite athletes including top round NFL combine athletes for years, a medically retired police officer that worked patrol, Peer Support (mental health), SWAT, and full time police academy instructor for fitness and officer survival, and now a nonprofit specializing in working with tactical athletes across the country but in the trenches in some of the most dangerous areas of Los Angeles - I can attest there is a great need for this kind of curriculum.

We as a nation need to bring awareness to and steer more quality students in the direction of being culturally competent to help first responders. Unfortunately due to lack of appropriate training as well inadequate mental health resources - these populations have higher rates of stress related illness and disease, shorter lifespans, and far more

PTSD, addictions, divorce and suicide than other professions. The bulk of what little resources might be available to them in some agencies is often limited to reactionary only offers of “help” from people they do not trust and do not understand the totality of the person and their often minimal training as well as immersion in the suffering of humanity and repeated exposure to trauma. They suffer in silence for fear of negative repercussions on their career or because they don’t trust the providers.

Please do not hesitate to contact me with any questions or desire to collaborate further. I am very passionate about topics related to this program and wish I would have had a more streamlined opportunity to get this kind of education.

Respectfully,

Matt Domyancic, MS, MS, MA  
Founder and CEO Tactical Chaplain  
[www.tacticalchaplain.com](http://www.tacticalchaplain.com)  
(203)376-9550