



# COTTEY COLLEGE

## New Program Proposal – Cottey College

1.

### NEW PROGRAM PROPOSAL FORM

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**Sponsoring Institution(s):** Cottey College

**Program Title:** Health Sciences

**Degree/Certificate:** Bachelor of Science

**Options:** Click here to enter text.

**Delivery Site(s):** Residence Site

**CIP Classification:** 51.0000

\*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory [highered.mo.gov/ProgramInventory/search.jsp](http://highered.mo.gov/ProgramInventory/search.jsp)

**Implementation Date:** Fall 2014

**Cooperative Partners:** Click here to enter text.

\*If this is a collaborative program, form CL must be included with this proposal

**AUTHORIZATION:**

Chioma Ugochukwu, VPAA

January 29, 2016

Name/Title of Institutional Officer

Signature

Date

Nancy Kerbs, Director of Assessment and Institutional Research 417-667-8181, ext. 2171

Person to Contact for More Information

Telephone

## 2. Rationale for Program

Cottey College is in the midst of a transformation from an associate's institution to a baccalaureate institution. Founded by Virginia Alice Cottey in 1884, and owned since 1927 by the P.E.O. Sisterhood, a philanthropic educational organization, Cottey is the only nonsectarian college in the United States owned by women for women. Cottey's faculty members are highly qualified, with 91 percent holding either the doctoral degree or the terminal degree in their fields. Cultural diversity is an important dynamic at Cottey, and students learn to appreciate differences and form friendships with women from across the United States and around the world.

Cottey's transformation is guided by its mission to educate women in a dynamic liberal arts environment. The mission emphasizes that Cottey educates women to be socially responsible leaders who can function in their chosen fields in any part of the world, and this is

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the inspiration for the concept of interdisciplinary and inter-related programs that share courses, activities, and faculty, as well as a unique focus on women's leadership and social responsibility.

The pre-professional health sciences major is designed for students preparing to pursue careers in the fields of medicine, osteopathic medicine, podiatric medicine, optometry, dentistry, veterinary medicine, pharmacy, physical therapy, physician assistant, chiropractic medicine, and perhaps occupational therapy. The curriculum is strongly based in the physical and natural sciences in order to ensure that our students not only meet the prerequisites for admission to professional health science graduate programs, but also have the ability to succeed in these programs. Traditionally, pre-professional health sciences students have academic schedules that are dominated by chemistry, biology and math courses that are pre-requisites for the chemistry, biology, and physics courses to come. The addition of an increased number of humanities and social science classes are important characteristics of the Cottey program, and will increase the likelihood that students will be accepted into their desired programs. The matriculation of Cottey graduates into these programs is what will allow the addition of this major to drive an increase in enrollment.

3.

**STUDENT ENROLLMENT PROJECTIONS**

Year	1 2014-15	2 2015-16	3 2016-17	4 2017-18	5 2018-19
Full Time	1	6	10	14	16
Part Time	0	0	0	0	0
Total	1	6	10	14	16

Please provide a rationale regarding how student enrollment projections were calculated:

Cottey received approval in 2011 from the Higher Learning Commission through the change application process to offer BA degrees in English, Environmental Studies and International Relations and Business. In fall 2012, Cottey received approval from the HLC to offer baccalaureate degrees of its choice. Cottey began offering the Health Sciences degree in fall 2014. The enrollment projections in the above table are calculated from the actual numbers of students in the program for the current and last academic years, as well as the projection for the next three academic years. Our goal going forward is to grow by 2-3 students per year.



**4. Provide a rationale for proposing this program, including evidence of market demand and societal need supported by research:**

Analysis of the environmental scan indicates the proposed major fits the interests of high school students in general, women specifically, and the types of students Cottey tends to attract. There is a growing need for professionals in the healthcare fields as the baby-boomer generation retires and ages, and there is a predicted shortfall of professional health-care providers in the coming decades. Preparation for the healthcare professions has historically required a strong undergraduate foundation in science and mathematics, which Cottey College is already well-prepared to offer. The faculty in the science and mathematics division are well-qualified to educate and advise students in the pre-professional health care major and no new full-time science and mathematics faculty will be required to implement it.

**5. Program duplication and opportunities for Collaboration (Form CL) – N/A**

**6. PROGRAM STRUCTURE**

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A. Total credits required for graduation: 120

B. Residency requirements, if any: 45

C. General education: Total credits: 39

Courses (specific courses OR distribution area and credits):

<u>Course Number</u>	<u>Course Title</u>	<u>Credits</u>
ENG 101	College Writing 1	3
ENG 102	College Writing 2	3
SPE 121 or SPE 205	Interpersonal Communication or Gender and Communication	3
MAT 103	College Algebra or higher	3
MAT 201	Calculus	4
PSY 101	General Psychology	3
PHI 205 or PHI 112	Ethics or Introduction to Logic	3
	<i>Choose one of the following Women's Studies Courses</i>	3
ANT 151	Cultural Anthropology	
ENG/WST 321'	Eighteenth Century British Women Writers	
HIS 211	History of Women in the U.S.	
PSY 331	Psych of Women & Gender	
SOC 204	Women in Cross-Cultural Perspective	



SOC 235	Race, Class & Gender	
WST 105	Introduction to Women's Studies	
WST 350	Feminist Theories	
HSC 310	Health Justice	3
PHE 139	Lifetime Fitness	3
	Internship/Directed Study/Research/Service-Learning	3
HSC 190	Seminar I	1
HSC 290	Seminar II	1
HSC 490	Capstone Project	3

D. Major requirements: Total credits: 58

Course Number	Course Title	Credit
<b>Science I</b>		
BIO 107/107L	Introductory Biology & Lab	4
BIO 207/207L	General Zoology	4
CHE 210/211	General Chemistry I	5
CHE 212/213	General Chemistry II	5
CHE 320/321	Organic Chemistry I	5
CHE 322/323	Organic Chemistry II	5
PHY 205	General Physics I	4
PHY 206	General Physics II	4
<b>Science II</b>	<i>At least four courses from the following:</i>	16
BIO 115	Human Nutrition	
BIO 211/L	Anatomy and Phys I	
BIO 212/L	Anatomy and Phys II	
BIO 204/L	Genetics	
BIO 301/L	Molecular Biology	
BIO 401/L	Microbiology	
CHE 340/L	Biochemistry	
<b>Upper Level Writing:</b>	<i>Select one from the following list of writing intensive courses</i>	3
ENG 320s	Topics in Fiction	
ENG 330s	Topics in Poetry	
ENG 350s	Topics in Pre 1900 Literature	
ENG 360s	Topics in Post 1900 Literature	
ENG 370s	Major Authors	
ENG 380s	Interdisciplinary Topics in Literature	
ENG 410	Critical Theory	
<b>Upper Level Writing:</b>	<i>Choose one of the following</i>	3
PSY 235	Biopsychology	
PSY 240	Psychology of Personality	
PSY 303	Developmental Psychology: Child	
PSY 305	Developmental Psychology: Adolescence	

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PSY 321	Human Sexuality	
PSY 350	Abnormal Psychology	
PSY 351	Cross-Cultural Psychology	

E. Free elective credits: 23 (Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

Study Abroad Requirement: None

Internship Requirement: None

G. Any unique features such as interdepartmental cooperation: \_\_\_\_\_

## 8. PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Cottey College

Program Name Health Sciences

Date January 29, 2016

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

### 1. Student Preparation

Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

No special preparation required

Characteristics of a specific population to be served, if applicable.

Women

### 2. Faculty Characteristics

Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

Ph.D. in Chemistry, Biology, or Physics

Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

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100%

Expectations for professional activities, special student contact, teaching/learning innovation. Faculty members are expected to stay current in their discipline and in teaching pedagogy by attending and presenting at conferences, write articles for publication, carry a load of 6-10 advisees in Cottey's faculty-based advising system.

**3. Enrollment Projections**

Student FTE majoring in program by the end of five years.

Going forward from 2015-16: 14 at three years; 22 at five years

Percent of full time and part time enrollment by the end of five years.

Full time enrollment: 95%; Part time enrollment: 5%

**4. Student and Program Outcomes**

Number of graduates per annum at three and five years after implementation.

Going forward from 2015-16: 8 at three years; 12 at five years

Skills specific to the program.

Not applicable

Proportion of students who will achieve licensing, certification, or registration.

Not applicable

Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

Not applicable

Placement rates in related fields, in other fields, unemployed.

Placement in related fields – 20%, in other fields – 10%

Transfer rates, continuous study.

Pursuing Master's Degree the first year after graduation – 70% post-graduate training

**5. Program Accreditation**

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Institutional plans for accreditation, if applicable, including accrediting agency and timeline. **If there are no plans to seek specialized accreditation, please provide a rationale.**

Not applicable

#### 6. Alumni and Employer Survey

Expected satisfaction rates for alumni, *including timing and method of surveys*.  
Electronic alumnae survey of the first five years of graduates in summer 2018. Satisfaction rates of 75% satisfied or very satisfied.

Expected satisfaction rates for employers, including timing and method of surveys. Cottey's students are from across the country and around the world. While the College makes considerable efforts to stay in contact with our alumnae, determining employer satisfaction rates is new for the College. We plan to develop an electronic survey for employers, and for this degree, it may be several years before these students complete their education and are employed.

#### 9. Plans for Accreditation

Initially, Cottey was approved in 2011 to offer three baccalaureate degrees (English, Environmental Studies, and International Relations and Business.) Since that time Cottey has received approval from HLC to offer baccalaureate degrees of its choice. In 2015-16, the College offers degrees in English, Environmental Studies, International Business, International Relations, Business Management, Psychology, Liberal Arts, and Health Sciences.

#### 10. Institutional Characteristics

Characteristics demonstrating why your institution is particularly well-equipped to support the program.

As a women's college, Cottey's mission is to help women develop their potential as learners, leaders, and citizens. The international business degree extends basic knowledge of accounting, marketing, management, and finance through classes in global business, multinational finance, and international management. With a commitment to women's leadership, social responsibility, and global awareness, Cottey's international business major considers such issues as the status of women in developing countries, poverty and inequalities, and sustainable tourism. Internal forces include a strong financial picture, an infrastructure with room to expand and add new programs without a large capital investment in new buildings, a highly qualified faculty, and students who are satisfied with the quality of education they receive at Cottey. Both the Campus Master Plan, completed in 2007 by Gould Evans, an architectural and planning firm, and the feasibility study conducted in 2008 by Ketchum, a fund-raising firm, affirm that Cottey has the physical and financial resources

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to support growth. In addition, the College exceeded the goal of a \$35 million comprehensive fund raising campaign in 2014. The total raised was \$40.4 million. The campaign priorities included a new fine arts building with instructional space available to other academic departments, as well as endowed funds for student scholarships, faculty chairs, and the library.

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Form PS – Program Structure