



COTTEY COLLEGE

New Program Proposal – Cottey College

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Cottey College
Program Title: Organizational Leadership
Degree/Certificate: Bachelor of Arts
Options: N/A
Delivery Site(s): Residence Site
CIP Classification: 52.0213

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

Implementation Date: August 14, 2017
Cooperative Partners: N/A

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

AUTHORIZATION:

Chioma Ugochukwu, VPAA	June 30, 2017
Name/Title of Institutional Officer	Signature
	Date

Nancy Kerbs, Director of Assessment and Inst.	417-667-8181, ext. 2171
Person to Contact for More Information	Telephone

STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	4	6	10	14	20
Part Time	0	0	0	0	0
Total	4	6	10	14	20

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Please provide a rationale regarding how student enrollment projections were calculated:
We used student survey data and considered enrollments in similar programs..

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

Burns' (1978) seminal work on Leadership called for the purposeful academic study of leadership. He called for standards for assessing past, present, and potential leaders. He called for the development of powerful philosophical traditions, theoretical and empirical accumulation, guiding concepts, and practical experiences. He called for disciplines within the academy to work together to find answers to the abundance of questions leadership posed (p. 2). It is an idea whose time has come. (Perucci, 2013, p. 51). It is estimated that more than 1,000 college and universities offer leadership courses, minors, or majors (Brungardt, Greenleaf, Brundgardt, & Arensdorf, 2006). These academic programs are included in many academic disciplines and are also increasingly designed as interdisciplinary programs. When reviewing "Organizational Leadership" programs at approximately 30 other institutions, it was determined that most tend to situate themselves within a Business School or College. While that is beneficial in some contexts, there is a need to provide Cottey students with a program that will span their interests. A program solely based in one traditional discipline may not be effective for a student interested in entering Nonprofit Management, Public Affairs, or focusing on Healthcare Advocacy. What is being proposed is a program that includes essential elements of successfully leading within an organization... regardless of the context. The program at Cottey is rooted in Leadership Studies and supported by courses available in a variety of disciplines that when taken intentionally provide a focused program of study that will enhance leadership education and development. Interest in leadership is a phenomenon in the public, private, nonprofit and educational sectors. A review of the Directory of Leadership Programs developed by the International Leadership Association (n.d.) identified more than 1,500 programs in 37 countries. Programs ranged from Certificate programs to Associate's, Bachelor's, Master's and Doctoral level degrees. In reviewing these programs, it was discovered that only six Women's colleges had pursued an academic program that emphasized the study and practice of Leadership. A Student Baccalaureate Survey conducted with Cottey students in November 2011 indicated that 20% of respondents (N=65) would be interested in a major in Women's Leadership Studies. A Fall 2014 study (N = 74) found that students would be either "interested" or "very interested" in academic leadership opportunities.



PROGRAM STRUCTURE

A. Total credits required for graduation: 120

B. Residency requirements, if any: None

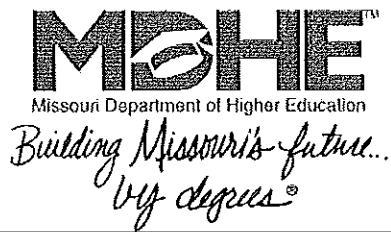
C. General education: Total credits: 24-26

Courses (specific courses OR distribution area and credits):

Course Number	Credits	Course Title
FWS 105	3	First-Year Writing Seminar
WRI 107	3	College Writing 2
Mathematics	3	
The Arts	3	
The Humanities	3	
The Sciences	4-5	
The Social Sciences	3	
Wellness	2-3	

D. Major requirements: Total credits: 50

Course Number	Credits	Course Title
Ethics	3	Ethics <i>OR</i> Human Nature and Society
WLS/WST 102	3	Foundations in Leadership
ENG 210	3	Intro to Professional Writing
SPE 101	3	Fundamentals of Speech
WLS 320	3	The Leader Within
WLS 330	3	Leadership for Social Change
WLS 350	3	Team Leadership & Group Dynamics
*WLS 399	1	Leadership Internship
WLS 3xx	1	Leadership Excursions
*WLS 4xx	3	Leadership Capstone
WLS 420	3	Leadership Theories & Practice
BUS 320	3	Principles of Management
PSY 430	3	Conflict Resolution
Organizational Behavior	3	BUS 350: Organizational Behavior <i>OR</i> PSY 345: Industrial-Organizational Psychology
Research Methods	3	IDS 312 : Qualitative Research Methods <i>OR</i> INR 320: Quantitative Methods in Social Sciences <i>OR</i> PSY 310: Research Methods I
Electives	9	Select three electives from various disciplines
BUS 480	3	Strategic Management
HIS/WST 211	3	History of Women in the U.S.
INB/IDS 450	3	Corporate Social Responsibility
POL 130	3	Public Policy
POL/WST 216	3	Women, Power, & Politics



PSY 245	3	Personality Psychology
PSY 325	3	Motivation & Emotion
PSY 331/WST 331	3	Psychology of Women & Gender
SOC/INR 330	3	Poverty & Inequality
SPE 121	3	Interpersonal Communication
SPE 205	3	Gender and Communication
WLS 205	3	Social Justice & Civic Engagement

E. Free elective credits:

46-48

(Sum of C, D, and E should equal A.)

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

Internship = 1 credit; Capstone = 3 credits

G. Any unique features such as interdepartmental cooperation:

Major relies on partnership between multiple departments, primarily from Business and Psychology in addition to Organizational Leadership Studies.



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Cottey College
Program Name Organizational Leadership
Date June 23, 2017

(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.
None
- 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.
Master's or Terminal Degree – M.A., M.S., M.Ed., Ed.D. or Ph.D. in related field
(Leadership Studies, Organizational Leadership, Educational Leadership, etc.)
- 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.
90%
- 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, writing articles for publication, and carry a load of 4-10 advisees in Cottey's faculty-based advising system.



3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
20
- 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 2017-18: Fifteen at three years; 20 at five years
- Special 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 – 50%, in other fields – 30%
- Transfer rates, continuous study.
Pursuing Master's Degree the first year after graduation – 20%

5. Program Accreditation

- 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 2016.
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 are continuing to plan for development of an electronic survey for employers.

7. Institutional Characteristics

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