



COTTEY COLLEGE

New Program Proposal – Cottey College

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Cottey College
Program Title: Women, Gender, and Sexuality Studies
Degree/Certificate: Bachelor of Arts
Options: Click here to enter text.
Delivery Site(s): Residence Site
CIP Classification: 05.0299
 *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: Fall 2017
Cooperative Partners: Click here to enter text.
 *If this is a collaborative program, form CL must be included with this proposal



AUTHORIZATION:

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Name/Title of Institutional Officer	Signature	Date
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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 (the woman writers track of our B.A. in English and the women's studies concentration in the B.A. in liberal arts).

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

As Cottey College shifts to include four-year baccalaureate degree programs, a B.A. in Women, Gender, and Sexuality Studies serves as part of a coordinated effort to continue to distinguish Cottey as a strong women's college moving into the twenty-first century. Indeed, a B.A. in Women, Gender, and Sexuality Studies not only is compatible with but is a crucial component of any well-regarded college but especially a women's college, given that scholarly work in the areas of women's, gender, and feminist studies has thrived over the past forty years and become highly respected across the established academic disciplines. Indeed, Cottey's benchmark peer institutions—women's colleges such as Agnes Scott College, College of St. Benedict, Mount Holyoke College, and Salem College—all offer majors and minors in Women's and/or Gender Studies. A baccalaureate degree in Women, Gender, and Sexuality Studies contributes in important ways to Cottey College's mission of developing its women students into "contributing members of a global society" who have extensive "understanding of women's past, current, and developing contributions" and of providing the necessary educational support to allow "women [to] develop their potential for personal and professional lives of intellectual engagement and thoughtful action as learner, leaders, and citizens" While the topic of women pervades classes and the culture of Cottey College, a B.A. in Women, Gender, and Sexuality Studies more specifically guides students into thinking about issues of gender in systematic and theoretically sophisticated ways and examining via critical analysis how women's experiences within history, society, and culture are shaped by their gendered positions and how these gendered positions in turn shape women's responses and reactions to experiences. Statistics gathered in a 2006 national survey by the National Women, Gender, and Sexuality Studies Association in partnership with the National Opinion Research Center (and with support from The Ford Foundation) make clear that women's and/or gender studies programs are thriving at institutions of higher learning across the United States and enrolling large numbers of students in their courses. Indeed the survey indicates that there were "652 women's and gender studies programs at community colleges, colleges, and universities in the U.S." in 2006; that "undergraduate Women, Gender, and Sexuality Studies courses enrolled nearly 89,000 students in 2005-06"; that "85% of women's and gender studies courses fulfilled general education requirements"; that "undergraduate majors enrolled nearly 4,300 students, while undergraduate minors enrolled nearly 10,500 students in 2005-06" (NWSA, "Mapping Women's and Gender Studies Data Collection Executive Summary," www.nwa.org/PAD/database/index.php). Enrollment numbers in women's and/or gender studies courses nationally indicate that students are choosing to take such courses, whether or not they are majoring or minoring in women's and/or gender studies, and thus the courses are well worth offering. Moreover, the numbers of majors and minors demonstrate that student interest exists in pursuing a major or minor in women's and/or gender studies. (Given that women's and/or gender studies programs have continued to develop since 2006, these numbers have most likely increased since then.)

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PROGRAM STRUCTURE

- A. Total credits required for graduation: 120
 - B. Residency requirements, if any: _____
 - C. General education: Total credits: 42-46
- Courses (specific courses OR distribution area and credits):

Course Number	Credits	Course Title
FWS 101	3	First-Year Writing Seminar
WRI 102	3	College Writing
MAT	3	MAT 103 or higher
Scholarly Inquiry		One course in each area with WGS designator required
The Arts	3	From List
The Humanities	3	From List
The Sciences	4-5	From List
The Social Sciences	3	From List
Wellness		
Activity or PHE 139	2-3	2 courses from activity list OR PHE 139 L
Additional Requirements		
Foreign Language	6-8	One year of one language
Math: PHI 112 or MAT 112	3	
2 Writing Intensive Courses	6	

- D. Major requirements: Total credits: 42

Course Number	Credits	Course Title
Core Courses:	15	
WGS 105	3	Introduction to Women, Gender, and Sexuality Studies
WGS 199	3	Internship
WGS 350	3	Feminist Theories
WGS 3xx	3	Research Methods
WGS 4xx	3	Capstone Project
Electives:	27	(Nine WGS cross-listed courses)
	6	Two courses from Humanities/Fine Arts
	6	Two courses from Social Sciences/Natural Sciences
	3	One course must have a non-Western focus
		No more than two electives below 200 level
		At least three elective above the 200 level
		Up to three courses counted simultaneously for the WGS major and another major or minor

- E. Free elective credits: 36 (Sum of C, D, and E should equal A.)
- F. Requirements for thesis, internship or other capstone experience:
Internship and Capstone Project Required

G. Any unique features such as interdepartmental cooperation: _____



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Cottey College
Program Name Women, Gender, and Sexuality Studies
Date May 1, 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.
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.
Terminal Degree—Ph.D. in women, gender, and sexuality studies OR appropriate qualifications.
- 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.
95%
- 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, and 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.
Year 1: 4; Year 2: 6; Year 3: 10; Year 4: 14; Year 5: 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.
Three years: 5 graduates per annum; Five years: 8 graduates per annum
- 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%; placement 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; specialized accreditation not appropriate for program

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 2024.
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.

7. Institutional Characteristics

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

We are a women's college that is owned by a women's organization, thus we are particularly well-equipped to support this program. Cottey has a long history of offering women, gender, and sexuality studies classes, and has graduated a number of students who completed a certificate or minor in the discipline. 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.