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In Workflow

1. **APA Coordinator Programs**
2. **Catalog Coordinator**
3. **MESC Head**
4. **Ecampus Programs**
5. **Space Evaluation**
6. **14 Day Review**
7. **Prem Mathew (College of Business, Associate Dean of Undergraduate Programs)**
8. **APA Undergraduate Assessment**
9. **02 College Committee Approver**
10. **02 Dean**
11. **APA Coordinator Programs**
12. **Prem Mathew (College of Business, Associate Dean of Undergraduate Programs)**
13. **Budgets and Fiscal Planning Committee Chair**
14. **Curriculum Council Co-Chairs**
15. **Executive Committee**
16. Faculty Senate
17. Provost Designee
18. NWCCU
19. Catalog Coordinator

Approval Path

1. Tue, 09 Mar 2021 19:35:13 GMT
   Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator)
   (janice.nave-abele): Approved for APA Coordinator Programs
2. Wed, 10 Mar 2021 07:02:27 GMT
   Belinda Sykes (Office of the Registrar, Catalog & Curriculum Coordinator)
   (belinda.sykes): Approved for Catalog Coordinator
3. Wed, 10 Mar 2021 17:47:15 GMT
   Pauline Schilpzand (College of Business, Associate Professor) (pauline.schilpzand):
   Approved for MESC Head
4. Thu, 01 Apr 2021 20:00:49 GMT
   Reni Powell (Ecampus, Program Management & Compliance) (maurine.powell):
   Approved for Ecampus Programs
5. Tue, 20 Apr 2021 18:27:14 GMT
   David Jacobs (Capital Planning & Development, Manager - Space Allocation)
   (david.jacobs): Approved for Space Evaluation

6. Wed, 05 May 2021 08:55:15 GMT
    0/1 votes cast.
    Yes: 0% No: 0%
    Approved for 14 Day Review
7. Thu, 20 May 2021 18:36:10 GMT
    Prem Mathew (College of Business, Associate Dean of Undergraduate Programs)
    (prem.mathew): Approved for mathewp
8. Mon, 24 May 2021 17:52:45 GMT
    Heath Henry (Academic Programs & Assessment, Assessment Coordinator)
    (heath.henry): Approved for APA Undergraduate Assessment
9. Mon, 24 May 2021 17:58:47 GMT
    Prem Mathew (College of Business, Associate Dean of Undergraduate Programs)
    (prem.mathew): Approved for 02 College Committee Approver
10. Mon, 24 May 2021 18:06:29 GMT
    Jim Coakley (College of Business, Senior Associate Dean for Analytics & Operations)
    (jim.coakley): Approved for 02 Dean
11. Mon, 24 May 2021 18:12:27 GMT
    Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator)
    (janice.nave-abele): Approved for APA Coordinator Programs
12. Mon, 24 May 2021 18:28:23 GMT
    Prem Mathew (College of Business, Associate Dean of Undergraduate Programs)
    (prem.mathew): Approved for mathewp
13. Thu, 27 May 2021 00:37:26 GMT
    Amy Bourne (College of Business, Senior Instructor II) (amy.bourne): Approved for
    Budgets and Fiscal Planning Committee Chair
14. Tue, 02 Nov 2021 00:17:49 GMT
    Inara Scott (College of Business, Assistant Dean for Teaching & Learning Excellence, and
    Curriculum Council Co-Chair) (inara.scott): Approved for Curriculum Council Co-Chairs

New Program Proposal

Date Submitted: Mon, 08 Mar 2021 20:23:27 GMT

Viewing: : Organizational Leadership Certificate

Last edit: Thu, 20 May 2021 18:35:47 GMT

Changes proposed by: mathewp
    Effective Term
    Fall 2021

    Justification

When did this program last have student enrollment? `laststudentenrollment (Last Student Enrollment)`

Explain how the academic unit's current objectives, functions, and/or activities will change. Address issues such as course offerings, student learning outcomes and experiences, and how the advising structure and availability will be changed. Describe the extent to which affected faculty and staff support this change.

Objectives, Functions, and Activities: `obj_func_act (Provide Objectives, Functions, and Activities:)`

How will the change support OSU's mission, vision, and goals?

Mission: `mission (Mission:)`

Describe the potential positive and negative impacts of the change. Identify other OSU programs or units which might be affected and describe the impact on their mission and activities.

Impact: `missionposneg (Impact:)`

Describe how the proposal will affect the long-range strategic goals and plans for the academic program(s) or academic unit(s). Compare with OSU's current strategic plan and its three signature areas of distinction.

Strategic Plan: `strat_plan (Strategic Plan:)`

What is the relationship with constituencies outside of OSU (e.g., federal state, local, private) and other institutions in Oregon? Describe how this relationship might be altered.

External Impacts: `external_impacts (External Impacts:)`

If the academic program is professionally accredited, identify the accrediting body and describe how the proposed change may affect accreditation.

Accreditation: `delete_accreditation (Accreditation:)`

External Letters of Support

Organizational Chart

Budget Worksheet and Narrative

Curriculum Notification

Proposal

Effective Term
Fall 2021

Type of Change

Justification
Organizational leadership and people management skills are considered critical to the growth and competitive advantage of business. Further, education is critical for economic mobility. This certificate provides foundational knowledge and skills for to early-career professionals seeking to move in to leadership positions and advancing careers, and is to be offered in online modality via Ecampus. We believe that this certificate will be a valuable addition to OSU's portfolio of offerings to serve clients in our newly established Guild Education partnership.

Primary Originator

Name
Prem Mathew (College of Business, Associate Dean of Undergraduate Programs)

Liaisons

Academic Unit
College of Business - Undergraduate (ACTG, BA, DSGN, FIN, HM, MRKT, MGMT)
School of Management, Entrepreneurship & Supply Chain (MGMT)
Agricultural Education & General Agriculture (AED, AG, LEAD)
School of Psychological Science (PSY)
College of Education (AHE, COUN, ED, SED)
School of Public Policy (ECON, MPP, PS, PPOL, SOC)

Program Information

Program Level
Undergraduate

Program Type
Certificate

Are you renaming this program?

No

Are you reorganizing this program?

No

Are you extending this program to Ecampus?

No

Are you changing the location of this program? (select no for Ecampus)

No

Program Name
Organizational Leadership Certificate

New Name (for renamed program)

Program (SIS) Code

CIP Code
520213 - Organizational Leadership.

College
Business (02)

Academic Unit
School of Management, Entrepreneurship & Supply Chain

Is this program jointly administered?

No

If this program is administered jointly, indicate the other college or academic unit/s

Date the Early Alert was submitted for this proposal
1/11/21

What degree types are available for this undergraduate program?

Certificate

List other degree type/s

What degree types are available for this graduate or professional program?

Select other degree type

List other degree type/s

Is this certificate available as standalone?

Yes

Do you want this standalone certificate to be eligible for financial aid?

Yes

Campus Locations

Corvallis
Ecampus

Other Location

Is this program currently or planned to be offered in hybrid format?

No

Explain the format

Will this program lead to professional licensure in any U.S. state or territory?

No

List the type of professional licensure/s

Program Relationships

Attached Major(s)

Are all degree types and options (if applicable) available at all locations?

List the programs available at each location

Does this program use a pre/pro school model?

Pre-Major (SIS) Code

Does this program use an alternative admissions process or have grade/GPA standards that are different from the university minimum?

Explain the grade/GPA standards

Does this major have options?

Select Options

Is completion of an option required to earn the major?

Explain the relationship

Executive Summary

Executive Summary
The Organizational Leadership undergraduate certificate focuses on the skills early-career professionals need to develop and maintain in order to lead others and directly contribute to organizational initiatives and processes. The program provides an evidence-based exploration of organizational behavior, negotiations, team management, evaluation and motivation of employees, human resource management, conflict management, employee stress and work-life balance.

The program consists of 28 credits, 20 of which are required, and 8 of which can be completed from a set of elective courses. The program will be offered at the Corvallis campus, and online via Ecampus. We believe that this certificate will be a valuable addition to OSU's portfolio of offerings to serve clients in our newly established Guild Education partnership. Students will not be permitted to earn this certificate and the undergraduate organizational leadership minor offered by the College of Business.

Suspend or Terminate a Degree

Do you wish to suspend this program for three years or terminate it permanently?

When did the program last have student enrollment?

Explain how the academic program(s) or academic unit(s) current objectives, functions, and/or activities will change. Where applicable, address issues such as course offerings, program requirements, admission requirements, student learning outcomes and experiences, and how the advising structure and availability will be changed as a result of this proposal.

How will the proposed change to the academic program(s) or academic unit(s) support OSU's mission, vision, and goals?

Describe the potential positive and negative impacts of the proposed changes on the academic program(s) or academic unit(s) involved. Identify other OSU programs or units which might be affected, and describe the potential positive and negative impact on their mission and activities

Describe how the proposal will affect the long-range strategic goals and plans for the academic program(s) or academic unit(s). Compare with OSU's current strategic plan and its three signature areas of distinction

What is the current relationship with other higher education institutions in Oregon? Describe how this relationship might be altered based on the proposed change

If the academic program is professionally accredited, identify the accrediting body and describe how the proposed change may affect accreditation

Proposal for Delivery of an Existing Program to a New Location

Program Description

Include the name of the institution program coordinator

Indicate in what ways the proposed program at the new location(s) will differ from the on campus program

List any special requirements or prerequisites for admission to the program at the new location(s)

If accredited, what steps would be needed to accredit the program at the proposed new location(s)?

Provide evidence of consultation with other public universities regarding non-duplication of similar programs offered in the same region, or ones that will cause undue hardship to another public university

Demand

List any similar programs offered at the proposed or nearby location(s)

Provide evidence of need for the program at the new location(s)

Estimate enrollment and number of graduates over the next five years. Will any enrollment limitation be imposed? If so, how will those to be enrolled be selected?

Personnel

List qualifications of faculty (regular and/or adjunct) who will be involved in delivering the program to the proposed location(s)

I will provide individual CVs if requested by Faculty Senate Curriculum Council

Estimate the number and type of support staff needed to provide the program at the new location(s)

Other Resources

Describe facilities (e.g., buildings, labs, equipment) necessary to offer the program at the new location(s)

Indicate how library needs will be met

Indicate how students at the new location(s) will receive student services (e.g., academic advising, financial aid assistance, course registration, access to book/text purchases)

Alternative Delivery Methods/Formats

Are alternative delivery methods being used (e.g., distance learning or technology-enhanced)?

Will this program be delivered in an alternative format (e.g., weekend, evening, on-site)?

40-Mile Radius Rule

"Significant change" to a university's academic program includes, but is not limited to, any new undergraduate or graduate degree program, or any existing undergraduate or graduate degree program that will be offered more than 40 miles from the site at which it is currently offered. "Significant change" to a university's academic program does not mean a new undergraduate or graduate certificate program, new minor, or a new name for an existing degree program. Source: Oregon Administrative Rules (OAR) 715-013-0020(1)

Proposal to Extend to Ecampus

Online course status (click on each course to see current Ecampus availability)

Ecampus Supporting Documents

Rename a Program

Explain how the academic program(s) or academic unit(s) current objectives, functions, and/or activities will change. Where applicable, address issues such as course offerings, program requirements, admission requirements, student learning outcomes and experiences, and how the advising structure and availability will be changed as a result of this proposal

Describe the extent to which affected faculty and staff support this change

If new resources will be required (e.g., for new faculty positions, graduate research/teaching assistants, facilities, equipment, etc.), explain where these resources will be coming from. Specify internal reallocation, Ecampus, college, OSU, federal, state, private, other funding sources or combination of funding sources

How will the proposed change to the academic program(s) or academic unit(s) support OSU's mission, vision, and goals?

Describe the potential positive and negative impacts of the proposed changes on the academic program(s) and/or academic units(s) involved. Identify other OSU academic programs or academic units which might be affected, and describe the potential positive and negative impact on their mission and activities

Describe how the proposal will affect the long-range strategic goals and plans for the academic program(s) or academic unit(s). Compare with OSU's current strategic plan and its three signature areas of distinction

What is the current relationship of the proposed academic program(s) or academic unit(s) with other higher education institutions in Oregon? Describe how this relationship might be altered based on the proposed change

Describe how the proposed change will affect other constituencies outside of OSU (e.g., federal state, local, private)

If the academic program is professionally accredited, identify the accrediting body and describe how the proposed change may affect accreditation

Reorganize a Program

Explain how the academic program(s) or academic unit(s) current objectives, functions, and/or activities will change. Where applicable, address issues such as course offerings, program requirements, admission requirements, student learning outcomes and experiences, and how the advising structure and availability will be changed as a result of this proposal

Describe the extent to which affected faculty and staff support this change

If new resources will be required (e.g., for new faculty positions, graduate research/teaching assistants, facilities, equipment, etc.), explain where these resources will be coming from. Specify internal reallocation, Ecampus, college, OSU, federal, state, private, other funding sources or combination of funding sources

How will the proposed change to the academic program(s) or academic unit(s) support OSU's mission, vision, and goals?

Describe the potential positive and negative impacts of the proposed changes on the academic program(s) and/or academic units(s) involved. Identify other OSU academic programs or academic units which might be affected, and describe the potential positive and negative impact on their mission and activities

Describe how the proposal will affect the long-range strategic goals and plans for the academic program(s) or academic unit(s). Compare with OSU's current strategic plan and its three signature areas of distinction

What is the current relationship of the proposed academic program(s) or academic unit(s) with other higher education institutions in Oregon? Describe how this relationship might be altered based on the proposed change

Describe how the proposed change will affect other constituencies outside of OSU (e.g., federal state, local, private)

If the academic program is professionally accredited, identify the accrediting body and describe how the proposed change may affect accreditation

HECC - Higher Education Coordinating Commission

Program Description

HECC Description
The Organizational Leadership undergraduate certificate focuses on the skills early-career professionals need to develop and maintain in order to lead others and directly contribute to organizational initiatives and processes.

Brief overview of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered

The program provides an evidence-based exploration of organizational behavior, negotiations, team management, evaluation and motivation of employees, human resource management, conflict management, employee stress and work-life balance.

The program consists of 28 credits, 20 of which are required, and 8 of which can be completed from a set of elective courses. The program will be offered at the Corvallis campus, and online via Ecampus. The program will be offered as a standalone and post-baccalaureate certificate to allow access to the program to those that have yet to complete an undergraduate degree (standalone), and to those that have already completed an undergraduate degree (post-bacc).

Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery)

The program will be offered face-to-face at the Corvallis campus, and online via Ecampus.

Adequacy and quality of faculty delivering the program

All coursework will be delivered by the same faculty who currently deliver the courses - there are no new courses in the program proposal. The College, accredited by the Association to Advance Collegiate Schools of Business (AACSB), has very strict guidelines regarding qualifications of both academically and professionally qualified faculty. All faculty delivering the COB coursework in this certificate program will meet those qualifications.

Adequacy of faculty resources – full-time, part-time, adjunct

All faculty required to deliver this certificate program are on full-time appointments. As enrollment in the program grows, we will add faculty resources to deliver the coursework using the academic and professional faculty guidelines required to maintain our AACSB accreditation.

Other staff
The advising resources for the admitted students are the same as for the existing COB undergraduate degree programs. In accordance with University guidelines, we hire additional academic advisors as the total number of enrolled students in all of our undergraduate degree programs increase.

Adequacy of facilities, library, and other resources

The current facilities and resources used to support the undergraduate programs in Management (degree program) and Organizational Leadership (minor) will also support this certificate program.

Relationship to Mission and Goals

Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities

The Organizational Leadership Undergraduate Certificate program is most clearly relevant to the university's signature area of "Advancing Economic Growth and Social Progress" and providing a "Transformative Education that is Accessible to All Learners."

Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities

The program will be offered as a standalone and post-baccalaureate certificate to allow access to the program to those that have yet to complete an undergraduate degree (standalone), and to those that have already completed an undergraduate degree (post-bacc). In so doing, it's designed for the non-traditional student as well as recent graduates looking to build on their undergraduate education.

Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

Improve educational attainment in the region and state:

Graduates of the certificate program will possess the knowledge and skills to lead others and contribute to organization initiatives and processes. Organizational leadership and people management skills are considered critical to the growth and competitive advantage of all types of business. Further, education is critical for economic mobility and this certificate provides foundational knowledge and skills for moving in to leadership positions and advancing careers.

Respond effectively to social, economic, and environmental challenges and opportunities:

The Management program has a long history of developing students for a range of industries and occupations. This program responds to the need for a workforce capable of working with individuals from diverse backgrounds and contributing to organizational initiatives and processes.

Address civic and cultural demands of citizenship

Graduates of the program will receive instruction in the leadership tools needed to work with individuals from diverse backgrounds and the systems and processes associated with managing a diverse workforce. The learning expectation will require the skill development in the areas of teamwork and collaboration, negotiations, conflict management, and human resource management.

Accreditation

Accrediting body or professional society that has established standards in the area in which the program lies, if applicable

The College of Business, and all of the programs it offers, is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited

Since the certificate program incorporates existing coursework from the accredited undergraduate degree programs, the certificate will meet all accreditation standards.

If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation

N/A

If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not

N/A

Need

Anticipated fall term headcount, FTE enrollment, and expected degrees/certificates produced over each of the next five years

Year One:
Fall Term Headcount:
15
FTE Enrollment:
11
Expected Degrees/Certificates
7

Year Two:
Fall Term Headcount:
25
FTE Enrollment:
17
Expected Degrees/Certificates:
17

Year Three:
Fall Term Headcount:
35
FTE Enrollment:
24
Expected Degrees/Certificates
21

Year Four:
Fall Term Headcount:
50
FTE Enrollment:
34
Expected Degrees/Certificates
31

Year Five:

Fall Term Headcount:

75

FTE Enrollment:

51

Expected Degrees/Certificates

47

Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.)

The anticipated headcount assumes a trajectory similar to what we currently see in our undergraduate Organizational Leadership minor, which became effective in Winter 2020, and has 42 students enrolled. FTE enrollment and expected certificates assumes that the program enrolls 50% of its students as full-time, completing the program in one year, and 50% as part-time, completing the program in two years.

Evidence of market demand

Studies in organizational leadership prepare professionals from diverse background to build stronger, more effective organizations and a more skilled, engaged workforce. Candidates studying organizational leadership are well-positioned to compete for a variety of management positions (e.g., HR, sales, production), many of which are expected to grow at a faster than average rate in the time period 2019-2029 according to the Bureau of Labor Statistics. There are also no comparable programs offered in the Pacific Northwest that we could identify and the rapid growth in the Organizational Leadership minor suggests there is a strong prospective student base for a standalone and post-baccalaureate certificate in organizational leadership. We believe that this certificate will be a valuable addition to OSU's portfolio of offerings to serve clients in our newly established Guild Education partnership.

If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts)

N/A

Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

This certificate program caters to those early-career professionals who seek the organizational management and leadership skills necessary to lead others and directly contribute to organizational initiatives and processes. The program prepares graduates for taking on entry-level supervisory and/or project management responsibilities within their existing career paths. As such, it is applicable to a broad range of career paths.

Outcomes and Quality Assessment

Expected learning outcomes of the program

Describe and utilize conceptual frameworks from management research and practice to diagnose and improve individual performance and group dynamics within diverse organizations. (BA 351/352)
• Recognize, discuss, and demonstrate concepts, techniques, and decision tools available to manage projects. (MGMT 364)
• Identify, describe and apply classical and modern theories and practices of leadership. (MGMT 452)
• Discuss, analyze and apply influence and negotiation skills and methods. (MGMT 455)
• Explain the role of human resource management practices in shaping employee attitudes, behaviors, and outcomes. (MGMT 453)

Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction

Certificate program learning outcomes will be formally assessed in the same manner in which we assess all of our programs, with direct assessment measures incorporated into program coursework. Courses that link back to each of the learning outcomes are indicated in the previous response.

Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas

The College of Business sets expectations for the nature and level of research and/or professional development activity of program faculty. The Associate Dean for Research evaluates all faculty on an annual basis to ensure they are meeting our expectations for scholarly work and maintaining professional qualifications. The proposed certificate will not impact these expectations.

Program Integration and Collaboration

Closely related programs in this or other Oregon colleges and universities

To our knowledge, no other public institution in Oregon offers a stand-alone certificate-based program in Organizational Leadership at the undergraduate level. Similarly, there are no certificate programs within OSU with similar content. The College of Agricultural Sciences offers a Leadership minor, however, it is dissimilar to the proposed program in that the proposed program focuses on organizational leadership with evidence-based curriculum.

Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration

Because the certificate uses stand-alone undergraduate coursework, the courses could be added to any undergraduate program at OSU. Because the
courses are also available in the online modality, they could be used by other
Oregon institutions to add Organizational Leadership content to a program of study.

If applicable, proposal should state why this program may not be collaborating with existing similar programs

N/A

Potential impacts on other programs

N/A

Program Learning Outcomes (click the green plus button to add learning outcome)

Learning Outcome
Describe and utilize conceptual frameworks from management research and practice to diagnose and improve individual performance and group dynamics within diverse organizations.

Expected reporting year (all outcomes must be assessed within a 5 year period)

2022-23

List courses where this outcome will be taught

BA351/BA352

Assessment measures used to assess the outcome. Label each measure as either direct (D) or indirect (I)

Exam questions, case analyses, class projects and presentations (all D).

Benchmarks of success used to determine if the outcome has been satisfactorily met by students

85% of the students will meet expectations with respect to this learning outcome.

Learning Outcome

Recognize, discuss, and demonstrate concepts, techniques, and decision tools available to manage projects.

Expected reporting year (all outcomes must be assessed within a 5 year period)

2023-24

List courses where this outcome will be taught

MGMT364

Assessment measures used to assess the outcome. Label each measure as either direct (D) or indirect (I)

Exam questions, case analyses, class projects and presentations (all D)

Benchmarks of success used to determine if the outcome has been satisfactorily met by students

85% of the students will meet expectations.

Learning Outcome

Identify, describe and apply classical and modern theories and practices of leadership.

Expected reporting year (all outcomes must be assessed within a 5 year period)

2024-25

List courses where this outcome will be taught

MGMT452

Assessment measures used to assess the outcome. Label each measure as either direct (D) or indirect (I)

Exam questions, case analyses, class projects and presentations (all D)

Benchmarks of success used to determine if the outcome has been satisfactorily met by students

85% of the students will meet expectations.

Learning Outcome

Discuss, analyze and apply influence and negotiation skills and methods.

Expected reporting year (all outcomes must be assessed within a 5 year period)

2025-26

List courses where this outcome will be taught

MGMT455

Assessment measures used to assess the outcome. Label each measure as either direct (D) or indirect (I)

Exam questions, case analyses, class projects and presentations (all D)

Benchmarks of success used to determine if the outcome has been satisfactorily met by students

85% of the students will meet expectations.

Learning Outcome

Explain the role of human resource management practices in shaping employee attitudes, behaviors, and outcomes

Expected reporting year (all outcomes must be assessed within a 5 year period)

2026-27

List courses where this outcome will be taught

MGMT453

Assessment measures used to assess the outcome. Label each measure as either direct (D) or indirect (I)

Exam questions, case analyses, class projects and presentations (all D)

Benchmarks of success used to determine if the outcome has been satisfactorily met by students

85% of the students will meet expectations.

Graduate Learning Outcomes (GLOs) for Graduate Students

Will this program fulfill more than one learning outcome?

Conduct research or produce some other form of creative work

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

Has this assessment method changed since the last reporting cycle?

Explain any changes

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Describe any changes to the benchmark or milestone since the last reporting cycle

Describe the data collection process (e.g., Who is involved? How is the data collected?)

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

Demonstrate mastery of subject material

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

Has this assessment method changed since the last reporting cycle?

Explain any changes

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Describe any changes to the benchmark or milestone since the last reporting cycle

Describe the data collection process (e.g., Who is involved? How is the data collected?)

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

Conduct scholarly or professional activities in an ethical manner

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

Has this assessment method changed since the last reporting cycle?

Explain any changes

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Describe any changes to the benchmark or milestone since the last reporting cycle

Describe the data collection process (e.g., Who is involved? How is the data collected?)

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

Process

Describe the process the program used to reflect on the outcome data

Were there any challenges or concerns?

How are the results of your assessment effort related to strategic planning and overall program review?

Are there specific data archiving notes for the outcome(s) you are reporting on in this report?

Plans

Describe the unit's (or sub-units) assessment plans for the upcoming year

Additional Graduate Level Student Learning Outcomes (optional)

Graduate Learning Outcomes

Graduate Learning Outcomes (GLOs) for Doctoral Students

Will this program fulfill more than one learning outcome?

Produce and defend an original significant contribution to knowledge

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

Has this assessment method changed since the last reporting cycle?

Explain any changes

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Describe the data collection process (e.g., Who is involved? How is the data collected?)

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

Describe the process the program used to reflect on the outcome data

Were there any challenges or concerns?

How are the results of your assessment effort related to strategic planning and overall program review?

Are there specific data archiving notes for the outcome(s) you are reporting on in this report?

Describe the unit's (or sub-units) assessment plans for the upcoming year

Demonstrate mastery of subject material

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

Has this assessment method changed since the last reporting cycle?

Explain any changes

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Describe the data collection process (e.g., Who is involved? How is the data collected?)

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

Describe the process the program used to reflect on the outcome data

Were there any challenges or concerns?

How are the results of your assessment effort related to strategic planning and overall program review?

Are there specific data archiving notes for the outcome(s) you are reporting on in this report?

Describe the unit's (or sub-units) assessment plans for the upcoming year

Conduct scholarly or professional activities in an ethical manner

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

Has this assessment method changed since the last reporting cycle?

Explain any changes

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Describe the data collection process (e.g., Who is involved? How is the data collected?)

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

Describe the process the program used to reflect on the outcome data

Were there any challenges or concerns?

How are the results of your assessment effort related to strategic planning and overall program review?

Are there specific data archiving notes for the outcome(s) you are reporting on in this report?

Describe the unit's (or sub-units) assessment plans for the upcoming year

Additional Doctoral Level Student Learning Outcomes (optional)

Information for the Catalog

How many total credits are required for completion of this program?
28

Catalog Description (this will display on the Overview tab in the Catalog)

Requirements (this will display on the Requirements tab in the Catalog and be coded into MyDegrees)

Course List

Code	Title	Credits
Required Core		
BA 351	MANAGING ORGANIZATIONS	4
or BA 352	MANAGING INDIVIDUAL AND TEAM PERFORMANCE	
MGMT 364	PROJECT MANAGEMENT	4
MGMT 452	LEADERSHIP	4
MGMT 453	HUMAN RESOURCES MANAGEMENT	4
MGMT 455	INFLUENCE AND NEGOTIATION	4
Electives		
Select a minimum of 8 credits from the following courses:		8
BA 354	^MANAGING ETHICS AND CORPORATE SOCIAL RESPONSIBILITY	
BA 365	FAMILY BUSINESS MANAGEMENT	
BA 407	SEMINAR (Introduction to Mentoring and Coaching)	
MGMT 446	CROSS-CULTURAL MANAGEMENT	
MGMT 448	EMPLOYEE RECRUITMENT AND SELECTION	
MGMT 449	COMPENSATION MANAGEMENT	
PSY 202	*GENERAL PSYCHOLOGY	
PSY 360	SOCIAL PSYCHOLOGY	
PSY 496	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY	
SOC 426	*SOCIAL INEQUALITY	
SOC 437	RACE AND ETHNIC RELATIONS	

Sample Curriculum Plan (this will display on the Sample Plan tab in the Catalog and be added to a MyDegrees template)

Letters of Support

External Letters of Support
UG Org Leadership Support Letter (Sunny, Feb2021).pdf

Letters of Support (optional)

External Letters of Support

Accessibility Form

Accessibility Guidelines
I have reviewed the listed documents

Faculty Guidelines
I have reviewed the listed documents

Information Technology Guidelines
I have reviewed the listed documents

By submitting this form, we affirm that we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

External Review of New Graduate Program

Review Documents

Library Evaluation

Will this program require the creation of new courses?

No

Provide peer comparator review

Provide projected faculty and student FTE for your program

Provide detail about any special research areas of interest

Administrative Template (Library Use Only)

Faculty CVs

I will provide individual CVs if requested by Faculty Senate Curriculum Council Acknowledge

Enter faculty below: (click the green plus button to add faculty members)

Faculty Name	Academic Home	Highest Degree	Position Title	Area of Expertise/Interest	Role Within Program
Chad Murphy	COB - School of MESC	PhD	Assistant Professor	Leadership, Organizational Behavior	Academic Faculty
Jay Hardy	COB - School of MESC	PhD	Assistant Professor	Human Resource Management	Academic Faculty
David Baldridge	COB - School of MESC	PhD	Professor	Negotiations, Organizational Behavior	Academic Faculty
Lacey McNeely	COB - School of MESC	MBA	Senior Instructor 1	Project Management	Instructional Faculty
Michele Swift	COB - School of MESC	PhD	Senior Instructor I, Assistant School Head	Human Resource Management	Instructional and Professional Faculty
Mike Cieri	COB - School of MESC	Masters	Instructor	Human Resource Management, Organizational Behavior	Instructional Faculty

Faculty Name	Academic Home	Highest Degree	Position Title	Area of Expertise/Interest	Role Within Program
Lee Myers	COB - School of MESC	Masters	Instructor	Organizational Behavior, Human Resource Management	Instructional Faculty

Budget Information

Budget Worksheet and Narrative
OrgLdrCert_budget_worksheet 21921 CR Signature.xlsx
OrgLdrCert_BudgetNarrative.docx

By pressing submit, you are requesting for the existing program to be terminated. A new SIS code will be assigned to the renamed program on approval of this proposal.

Supporting Documentation

Admin Use Only

Is this program part of a Major Transfer Map (MTM)?

Curriculum Notification

Reviewer Comments
Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator) (janice.nave-abele) (Wed, 10 Mar 2021 01:42:24 GMT): There is a proposal in CIM to add BA 351 as a prerequisite for MGMT 455.
Erika Wolters (School of Public Policy, Summer Session/Non-Teaching) (erika.wolters) (Tue, 20 Apr 2021 18:38:43 GMT): No objections from Public Policy
Catherine Bolzendahl (School of Public Policy, Director) (catherine.bolzendahl) (Tue, 20 Apr 2021 19:07:18 GMT): The addition of psychology makes sense, and I also would suggest including courses relevant to social inequality. Leaders need to be aware of the institutional inequalities that shape their organizations. Good options are SOC 426 Social Inequality; SOC 437 Race and Ethnic Relations; SOC 460 Sociology of Globalization. Another possibility might be ECON 383 The Economics of Discrimination;
Todd Pugatch (School of Public Policy, Associate Professor) (todd.pugatch) (Tue, 20 Apr 2021 19:25:43 GMT): I second the comments made by Katie Bolzendahl.

Allison Hurst (School of Public Policy, Associate Professor) (allison.hurst) (Tue, 20 Apr 2021 21:32:55 GMT): I also echo Katie Bolzendahl's comments and suggest inclusion of courses dealing with institutional inequalities.

Sue Helback (College of Education, College Coordinator) (sue.helback) (Wed, 21 Apr 2021 18:02:50 GMT): We have no objections and support this proposal. Adult & Higher Ed would like you to consider adding a new Ecampus course AHE 450 Exploring Leadership and Human Relations (3) as an elective. It will be offered in summer 2021 for the first time. AHE 450 Exploring Leadership & Human Relationships (3) Examines leadership and management theories while studying values, characteristics, and challenges in the development of a philosophy and portfolio. Explores the value of diversity within leadership, including reflections on their personal understanding of leadership throughout the course.

David Bernell (School of Public Policy, Associate Professor) (david.bernell) (Thu, 22 Apr 2021 20:36:03 GMT): Political Science supports this proposal.

Jonathan Velez (Agricultural Education & Agricultural Sciences, Department Head) (jonathan.velez) (Thu, 29 Apr 2021 15:36:27 GMT): We recognize the content is specific to business, management, and organizational leadership. As such, we do not object to this proposal. We do want to note that our college does offer leadership education courses and programs under our LEAD (Leadership) designator. We support the COB proposal provided they recognize there are other campus programs adding leadership courses with content that is not specific to business.

Prem Mathew (College of Business, Associate Dean of Undergraduate Programs) (prem.mathew) (Thu, 20 May 2021 18:35:47 GMT): Thanks to all for your comments. We have added a few courses to our elective list based on your feedback. While we considered AHE450 - we felt that the course primarily covers introductory content in leadership and would be redundant to the required coursework in the core of this program.

Key: 761

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title: [   ]

Course:

☐ Proposal A

Program:

☐ Proposal B