The Citadel

Program Planning Summary

Master of Science

in

Leadership

Submitted to the South Carolina Commission on Higher Education
January 15, 2014

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2. <u>Classification</u>
   a) Master of Science in Leadership
   b) No concentrations, options or tracks
   c) Academic Unit where program resides: Interdisciplinary
   d) 36 credit hour M.S. degree
   e) Proposed date of implementation is Fall 2014
   f) CIP Code: 520201
   g) Program does not qualify for Palmetto Fellows Scholarship and Life Scholarship awards
   h) Traditional and Online
   i) N/A- no areas of certification

3. Institutional Approval

The Master of Science in Leadership program received approval from the following institutional curriculum authorities:

Body/Individual	Date
Graduate Council	November 12, 2013
Academic Board	November 19, 2013
Provost	November 19, 2013
President	January 15, 2014

4. Purpose

The purpose of this program is to afford students from a wide range of backgrounds and disciplines the opportunity to study leadership at the graduate level using an integrated, interdisciplinary approach.

The program's objectives are to:

1) Offer a stand-alone master's program using an online delivery system, as well as the traditional on-campus method.
2) Offer a program consisting of 12 courses designed to present leadership at the graduate level from an integrated and interdisciplinary perspective. Nine of the 12 courses are explicitly integrated with other courses through common course materials (reading and cases), concepts, and/or concept applications.
3) Offer a program that is based on a comprehensive study of current leadership offerings at the graduate level and using online delivery (see Note below).
4) Offer a program that provides students with the current graduate level knowledge of leadership theories and practices emphasized in the current leadership literature.

5) Offer a program that provides students with the opportunity to assess leadership, assess leader development (their own and others), and apply their learning through a formal Capstone Project.

Note:* We initially identified 530 accredited schools purporting to teach some form of leadership program. We filtered the search to identify 199 accredited online programs with some use of leadership in their title or program description. Among these 199 we found 143 schools providing master's degrees with varying degrees of focus on leadership. From these 143 we found 80 schools that were seemingly comparable to The Citadel or offered degrees with leadership in the degree title. Upon closer examination of the actual curriculum being delivered at the 80 schools, we discovered that only about 30 schools deliver programs pervaded by leadership-focused courses. Most schools were eliminated from the pool of 80 because they had a leadership label in the degree, but the degree requirements included few or no leadership-specific courses, e.g., an MBA with leadership in the degree title. Other reasons for elimination from the pool of 80 included the determination that programs were incommensurate, like those in teacher or engineering colleges. Among the 30 remaining institutions, we examined approximately 660 course offerings within their leadership programs. Based upon similar content we combined the 660 courses into 98 distinct courses. Then we identified 23 emergent categories based upon the courses and extant theory. We used the emergent categories to code the 98 courses not only by topic, but by core, capstone, or elective course-type. We determined the essentials of a leadership curriculum according to emergent categories, concepts we know are essential or unique to leadership, and the potential to merge course concepts based upon our experience and knowledge.

*For full copy of paper see: http://fekulamj.files.wordpress.com/2014/01/essentials-of-a-leadership-curriculum-fekula.pdf [Fekula, M.J. (2011). The Essentials of a Leadership Curriculum. Paper published in the proceedings and presented at the American Institute of Higher Education Conference 6th Annual Meeting, Charleston, SC, April 6-8, 2011.]

5. Justification

The need for this program is based on the increased market demand for trained professionals in leadership positions regardless of the technology or industry. As working professionals move into managerial level positions more of their responsibility involves leading others to accomplish organizational goals. This need is critical regardless of the industry. For example, active duty military personnel are in need of these skills in the same way that someone working in the private sector or in social services. The Citadel has a national reputation for leadership which will attract individuals from all walks of life into this program. The current graduate certificate program has over 20 individuals enrolled and is an indication of the desire for this program. At the local and state levels there is considerable interest in this program from law enforcement personnel. A significant percentage of current enrollment in the graduate certificate and in the Master of Arts in Social Science with a focus on leadership is from within the state.

Employment opportunities include local, state and federal government agencies. For example, we have been approached by local law enforcement about the possibility of a cohort program for their agency. United States active duty military officers around the

world are potential candidates for this program since it will be delivered online as well as in a hybrid format. In addition, the private sector, other public sector agencies and not-for-profit agencies are potential employers of the graduates of this program. Considering the defense industry, in 2012 there were 3,464 defense contractors operating in the state who were awarded $3,794,086,105 in funding (http://www.governmentcontractswon.com/department/defense/south_carolina_counties.asp). In South Carolina, current data on Management Occupations indicate that 75,240 positions exist in the state across 32 different industrial categories, thus showing the need for leadership in both numbers and types of professions (Bureau of Labor Statistics http://www.bls.gov/oes/current/oes_sc.htm).

Since the SACS approval to offer the MA in Social Science degree online, the institution has increased marketing efforts in the Lowcountry, nationally and internationally. One of our professors in the program conducted two information sessions with the Charleston Police Department (CPD) regarding the MA in Social Science program's leadership focus. This initiative was in direct response to the chief's interest in providing advanced degree work for CPD's officers in leadership.

Seventeen officers attended these sessions and expressed interest in pursuing the program. In late December 2013 and early January 2014, 10 officers applied to the program and eight of those enrolled and began course work in January 2014.

Although the MS in Leadership degree program can help an individual to obtain employment, we further believe that this type of degree is critical to job progression in one's current employment situation. Therefore we expect working professionals, such as those from the Charleston Police Department to enroll in the program. The institution has also contacted the Charleston division of the South Carolina Research Authority based on their expression of interest in this area of graduate study for selected employees.

An analysis of Google AdWords indicates a significant interest in leadership education as evidenced by the following web traffic:

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International:	7,038,250 impressions
	37,974 clicks
National:	7,810,772 impressions
	14,329 clicks

Requests for more information using our website totaled 124 as of December 31, 2013. The Master of Arts in Social Science focus on leadership webpage was the 9th most visited page on our entire website (after only the homepage, faculty, apply, matriculation, tuition, students, admission and CGC). So, as a single program webpage it has received the most activity of any single program webpage.

This interest plus the existing students in the graduate certificate program and the Master of Arts in Social Science focus on leadership make a compelling case for a stand-alone graduate degree program in leadership.

The Citadel has carefully assessed the benefits and challenges associated with offering online education. Through a combination of internal surveys and focus groups as well as external market research, The Citadel is convinced that offering online courses will add greater program flexibility and better meet the needs of graduate students who are working adults. This is particularly important in the case of the M.S. in Leadership degree as graduate student 2012 survey results from current students enrolled in the MA in Social Science degree program as well as the related graduate Leadership certificate program indicate the desire for additional flexibility through online course delivery as evidenced by the results depicted below.
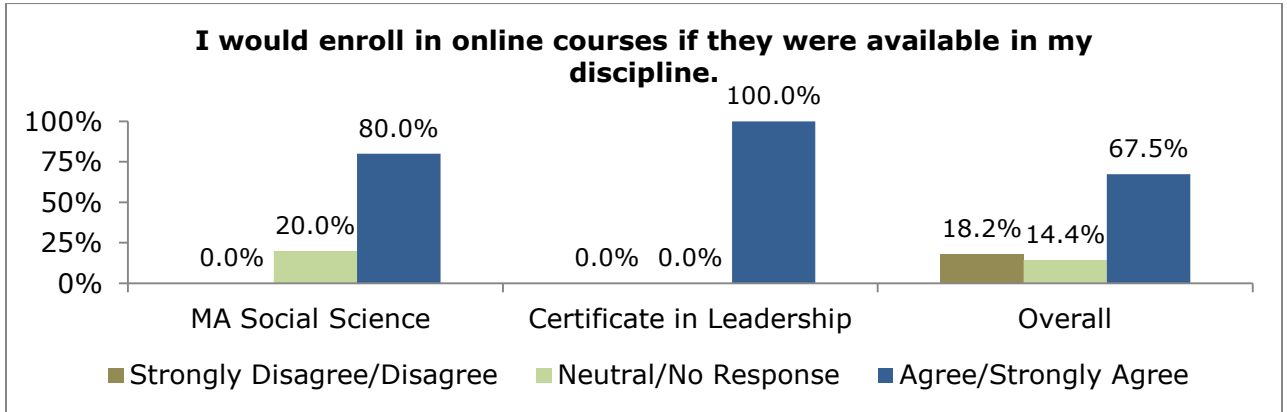
The Citadel believes two groups of current students, those enrolled in the Master of Arts in Social Science with a focus on leadership courses, as well as those students enrolled in the graduate Leadership Certificate program (as depicted in the enrollment chart below) will choose to enroll in online courses.
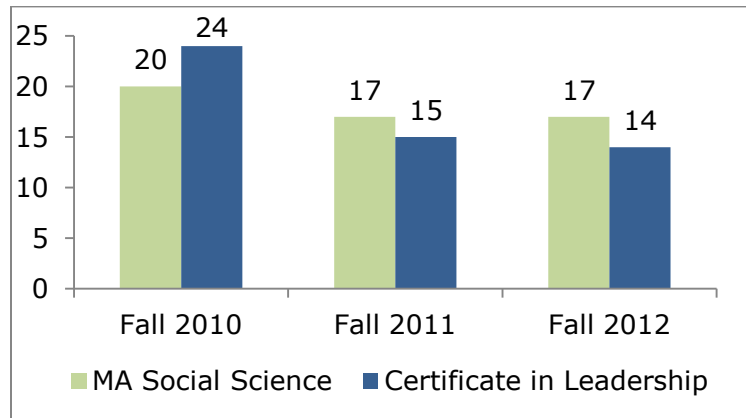
Additionally, The Citadel contracted with Zone 5, a market research firm, in 2010 and the Boston Consulting Group in 2011, which both investigated the market demand for online program offerings and recommended that The Citadel expand its online offerings. Focus groups and survey results from prospective students indicate that online delivery options will help The Citadel reach a broader audience of students and thus better realize its' mission to develop and educate principled leaders. Due to work-related travel commitments or active military service, some students indicated that they would have difficulty going beyond 15 semester hours without the option to take courses online.

Active military in the area report they are hesitant to enroll in a degree program without the option of completion online because they are subject to military reassignment. Working adults with careers requiring unanticipated travel also indicate their hesitancy to enroll in a program that does not offer online course options.

In 2010, a Citadel faculty member conducted empirical research beginning with the examination of over 500 leadership programs identified though an internet search. Approximately 140 of those 500 colleges advertised leadership degrees, but further analyses revealed that only about 30 institutions deliver online programs containing a significant number of courses essential to a leadership curriculum commensurate with the kind of program offered by The Citadel. The analysis included a review of over 600 courses offered across those 30 institutions. These 600 courses were categorized according to fundamental areas such as communication, change, coaching, culture, ethics, organization behavior, power, principles, strategy, and research. Duplicate or highly specialized courses were omitted resulting in 98 different course titles grouped into 23 emergent categories. Then the courses were further coded according to core-leadership curriculum, capstone experience, or elective topics. The end result was evidence to suggest that a 36 credit-hour master's-level curriculum could accommodate the essentials components of a leadership curriculum.

At The Citadel, as at most institutions of higher education, the responsibility for program planning, development, and evaluation is not only shared, but is also distributed over several levels of administrative authority; and a different degree of academic specialization is required for review at each level: the higher the level of authority, the more general the degree of specialization required. The decision-making process detailed in the Faculty Manual defines three levels of responsibility for program planning, curriculum development, and evaluation and identifies the constitution of the responsible committees. *At each level, academic faculty comprise the committees and approve all changes and additions to the curriculum.*

The highest level of responsibility for matters of curriculum is the Academic Board, made up of the Provost, Associate Provosts, the academic deans, and the academic department heads. Their job is to approve the conclusions of those making decisions at the first two levels of responsibility and make sure the conclusions are consistent with the mission and recourses of the institution. The Citadel considers these persons academically qualified to make such judgments on matters of curriculum review because of their education, their experience as department heads and deans, and their broad understanding of the workings of the college. The Academic Board approved the Master of Science in Leadership on November 19, 2013.

The middle level of responsibility for program planning, curriculum development, and evaluation is the college-level Curriculum and Instruction Committee (for undergraduate programs) and the college-level Graduate Council (for graduate programs). Both of these bodies are made up of representatives who have a special interest and experience in curriculum matters, often because they chair the curriculum committees or the graduate committees of their own schools or departments. They review the curriculum matters from the point of view of how the courses and requirements fit together within the whole educational landscape of the institution and how they will affect individual programs. The Citadel considers these reviewers academically qualified because of their status as tenured or tenure-track members of the faculty, their familiarity with their own

educational programs (and programs in allied fields), and their experience in developing the curricula within their respective departments or schools.

The first level of responsibility of curriculum development and review lies with the schools and departments themselves. It is here that faculty with the highest degree of specialization design, review, and coordinate the curricula of their own programs. Usually the dean or department head takes primary responsibility for the task of the program coordination and review, but in some cases he or she delegates this task to someone even more specialized. In this case, a team of 17 multi-disciplinary faculty members completed a 10-week course in online course design, development, and delivery without regard to previous online teaching or course development experience. After completion of the design, development, and delivery course, 17 faculty members engaged in course development in their respective areas. An instructional systems designer (ISD) with experience in online course design was employed to oversee the development of the courses. The ISD culminated the process by evaluating each course according to the Chico Rubric, which is the standard adopted by the Citadel Online Education Advisory Group [2].

B. Centrality to Mission

The mission of The Citadel is to "educate and develop our students to become principled leaders in all walks of life by instilling the core values of The Citadel in a disciplined and intellectually challenging environment". The Citadel is engaged in ongoing efforts to ensure that programs offered at every level contribute to the accomplishment of the mission. The addition of the Master of Science in Leadership contributes to enhanced mission accomplishment at the graduate level.

C. Relationship to Related Programs within the Institution

In keeping with our mission, The Citadel currently offers a graduate certificate in Leadership and a focus on Leadership within the MA in Social Sciences. In addition, the institution offers a minor in Leadership at the undergraduate level. Also, the four year cadet development model includes a significant amount of extracurricular training and instruction in leadership. Finally, all cadets take four years of ROTC courses which include leadership education. The Master of Science in Leadership extends the opportunity for the development of leadership skills and knowledge in our students, while also building core faculty who can better contribute to leadership programs at all levels.

The Master of Science in Leadership is the third and final step in the evolution of graduate study in leadership at The Citadel. The first step was to offer a graduate certificate in leadership (5 three-hour courses). The second step was to offer a focus on leadership within the existing MA in Social Science degree. These two steps have been accomplished. In addition, SACS approved the institution's request for the online delivery of 50% or more of the MA in Social Science degree effective fall 2013. This approval was received on September 9, 2013.

Therefore, the institution now has the approval to market and deliver this program online, as well as on campus. In order to provide our students with the most relevant

approach to graduate study in this field, The Citadel is requesting to establish a Master of Science degree in leadership. This new degree will contain 6 courses that currently comprise the MA in Social Science leadership elective courses. The other six courses currently exist within the Department of Psychology, the Department of Political Science and the School of Business. These six existing courses were redesigned for online offering and to become critical components of the integrated 12-course package. The other six leadership elective courses were developed as new courses specifically for this purpose.

The Citadel received a $ 500,000 private grant to (1) design and develop these courses, (2) develop a cadre of faculty members prepared to teach these courses using the online delivery method, and (3) to equip and market the program.

D. Comprehensive List of Similar Programs in the State

There are no South Carolina schools offering graduate level degree programs online focusing solely upon in leadership. South University is authorized to offer an MS in Leadership in South Carolina.

E. Comparison to other National Programs

An examination of over 500 schools nationwide who advertised leadership programs revealed that only 143 of those taught actual leadership courses at the master's level. A closer look indicated that even these 143 offered only specialized programs, such as *Agricultural Leadership* (UGA), *Business Leadership* (Upper Iowa), *Educational Leadership* (GA Southern), *Environmental Leadership* (Naropa U.), and *Strategic Leadership* (U. of Dallas). Further, many of the courses in these programs were not leadership focused, but discipline specific.   In short, leadership appeared to be an addendum to an existing program.   Finally, after examining the content of over 600 particular courses, our study concluded that there are only 30 schools nationwide and comparable to The Citadel that offer a genuine leadership-focused degree. None of those 30 schools are in South Carolina. The closest of these 30 schools are Amridge University in Alabama and Regent University in Virginia, not including online programs. While there are a number of institutions that offer programs in organizational leadership, this program is more unique in that it is an interdisciplinary program that appeals to more than just the business sector.

6. Admission Criteria

The admission criteria for the proposed program will be the same as for the current M.A. in Social Sciences program as follows:

a) Submission of graduate application form and application fee.
b) Submission of official transcript(s) of the baccalaureate degree and all other undergraduate or graduate work directly from each regionally accredited college or university attended.

c) Successful completion of either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). The minimum for the GRE is a verbal and quantitative combination of 290. The minimum for the MAT is a score of 396. Students who fail to meet the minimum score requirement may be provisionally accepted into the M.S. degree program provided all other admission requirements have been met. Students who score between 283-289 on the GRE or 380-395 on the MAT may apply for provisional status. Upon completion of the first eight hours of degree coursework, with a minimum GPA of 3.50, the student is considered fully admitted. Admission tests must be current within five (5) years of application and official score sent directly to the CGC office at the request of the student.
d) Completion of a program of study with an advisor.
e) Submission of a copy of the birth certificate, passport, or military ID as proof of U.S. Citizenship as defined by the State of South Carolina.

7. Enrollment

Table A – Projected Total Enrollment

PROJECTED TOTAL ENROLLMENT						
YEAR	**FALL**		**SPRING**		**SUMMER**	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2014 – 15	15*	67.5	15	67.5	20	90
2015 – 16	25**	125	30	150	35	175
2016 – 17	40***	200	40	200	45	225
2017 – 18	50	250	50	250	55	275
2018 – 19	60****	330	60	330	60	330

*15 students from the M.A in Social Sciences Focus in Leadership and the Leadership Certificate programs.
**Students who completed the first year plus ten new students; less attrition, plus Leadership Certificate students.
***15 internal transfers graduate after two years and are replaced by 25 new students added at the rate of 5 per previous term.
****Desired steady state which reflects 10 to 15 students added per year with 5 students completing the degree at the end of each term and some attrition.

The Citadel graduates approximately 450 cadets on an annual basis. These students have an excellent background and interest in leadership and represent a population from which to draw students. The graduate certificate in Leadership currently enrolls over 40 students. Many of these students would like the opportunity to continue the study of leadership at the graduate level and obtain a master's degree.

The Citadel has been offering a focus on leadership within the Master of Arts in Social Sciences and there are at least 15 students currently pursuing that degree program. Additionally we have had over 125 inquiries regarding this program. The proposed MS in Leadership would replace the leadership focus electives within the MA in Social Sciences program.

8. Curriculum

The Master of Science in Leadership is a 36 credit-hour program consisting of the following currently existing courses:

Leadership Core (24)
BADM 722 Leadership in Organizations: Principles and Practices
BADM 713 Communication for Leadership
LDRS 710   Ethics, Values, and Principled Leadership
LDRS 711   Leading Change: Organization Development and Transformation
LDRS 712   Leading Teams: Coaching, Culture, Diversity, and Globalization
LDRS 713   Leadership Self-Appraisal, Development, and Critical Thinking
LDRS 714   Strategic Leadership, Vision, Mission and Contemporary Issues
LDRS 715   Leadership Capstone Project

Behavioral Foundations (6)	Research Methods (6)
PSYC 500 Human Growth and Development PSYC 570 Social and Cognitive Foundations of Interpersonal Behavior	PSCI 500 Seminar in Social Science PSCI 501 Research Methods in Social Science

No additional course development work is required because the LDRS courses were newly developed for the MA in Social Sciences focus in leadership program.

9. Assessment

Program Learning Outcomes:

1) Students will state the definition of principled leadership and explain the importance of values, character, and authenticity to effective leadership.

2) Students will summarize in writing their approach toward leading teams comprised of diverse members in the workplace.

3) Students will describe the process of leading change and explain the importance of strategic leadership and vision in that change process.

4) Students will demonstrate their ability to conduct a leadership self-appraisal.

5) Students will produce a leadership project that shows evidence of the application of relevant leadership principles learned during their program.

The Citadel identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in its' educational programs. Assessment of student learning outcomes at The Citadel involves the systematic collection, evaluation, and use of data to improve teaching, institutional effectiveness, student learning, and student development. Educational programs at The Citadel employ a wide array of strategies for assessing student learning outcomes including standardized tests, locally-developed exams, writing assignments with rubrics, capstone experiences, portfolios, observation, interviews and focus groups, course evaluations, and survey instruments. These program assessment measures are supplemented by institutional assessments such as the Collegiate Learning Assessment (CLA), AAC&U's VALUE rubric project, and The Citadel Graduate Student Experience Survey.

Every educational program at The Citadel has defined the specific student learning outcomes expected upon program completion. The Faculty Manual details the assessment process for all educational programs offered at The Citadel. Each budgeted department is required to present an annual assessment report on its student learning outcomes, programs, and activities. Currently, each department is charged with entering the annual assessment report information into the Taskstream Accountability Management system for compilation and analysis. *The annual assessment reports require departments to address mission/purpose, expected student learning outcomes, assessment tools and techniques, assessment results, continuous improvement efforts, and resource needs.* The MS in Leadership assessment strategy is detailed in the table below:

Assessment Plan Master of Science in Leadership	
Learning Outcome	**Assessment Technique**
Students will state the definition of principled leadership and explain the importance of values, character, and authenticity to effective leadership.	This learning outcome will be assessed through an essay assignment embedded after lesson 11 in LDRS 710 - *Ethics, Values, and Principled Leadership*. The essay will make reference to two other articles and two cases covered in the prerequisite course, BADM 722 - *Leadership in Organizations*. These articles and cases serve as concept integration points between BADM 710 and BADM 722. Additional assessment in LDRS 715 capstone project.
Students will summarize in writing their approach toward leading teams comprised of diverse members in the workplace.	This learning outcome will be assessed through an essay assignment embedded after lesson five in LDRS 712 - *Leading Teams: Coaching, Culture, Diversity, and Globalization.* Additional assessment in LDRS 715 capstone project.
Students will describe the process of leading change and explain the importance of strategic leadership and vision in that change process.	This learning outcome will be assessed through an essay assignment embedded after lesson seven in LDRS 714 - *Strategic Leadership, Vision, Mission and Contemporary Issues*. The essay will make reference to one case and concepts from three different chapters covered in the prerequisite course LDRS 711 - *Leading Change: Organization Development and Transformation.* These chapters and the case serve as concept integration points between LDRS 711 and LDRS 714. Additional assessment in LDRS 715 capstone project.
Students will demonstrate their ability to conduct a leadership self-appraisal.	This learning outcome is assessed through journal reflections on the self-assessment results of assigned self-assessment instruments in LDRS 713 - *Leadership Self-Appraisal, Development, and Critical Thinking*. Additional assessment in LDRS 715 capstone project.
Students will produce a leadership project that shows evidence of the application of relevant leadership principles learned during their program.	This learning outcome is assessed through the production of a leadership project in LDRS 715 - *Leadership Capstone Project*, which achieves the following*:* (a) analyzes leadership ideas covered during the program, (b) makes judgments about the value of the ideas, and (c) shows evidence of the application of the ideas. These three criteria are embedded in a larger rubric which assesses the leadership project along 15 different dimensions.

Administrative oversight of the program will be provided by a committee, chaired by the Director of Academic Leadership Programs. The committee will be comprised of: (a) graduate faculty members certified to teach online, (b) a representative from the Master of Arts in Social Science program, (c) a representative from the psychology department, and (d) a member who sits on The Citadel Graduate Council. Assessment data will be collected every time a course is taught and the committee will review that data annually and make suggestions for improvement.

10. Faculty

Table B– Faculty List

List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc.)	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Professor	Ph.D.	Business Administration	Yes
Associate Professor	Ph.D.	Business Administration	Yes
FT Adjunct Faculty	Ph.D.	Philosophy	Yes
Assistant Professor	Ph.D.	School Psychology	Yes
Associate Professor	Ph.D.	Criminal Justice	Yes
Associate Professor	Ph.D.	Political Science	Yes
Associate Professor	Ph.D.	School Psychology	Yes
Professor	Ph.D.	International Studies	Yes
Professor	MA	Journalism	Yes
Professor	Ph.D.	Business Administration	Yes
Professor	Ph.D.	Psychology	Yes

Assistant Professor	Ed.D.	Educational Leadership	Yes
Professor	Ph.D.	Management	Yes
Assistant Professor	Ph.D.	Political Science	Yes

Table C – Unit Administration, Faculty & Staff Support

UNIT ADMINISTRATION, FACULTY, AND STAFF SUPPORT						
YEAR	**NEW**		**EXISTING**		**TOTAL**	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2014 – 15	0	0	1	.25	1	.25
2015 – 16	0	0	1	.25	1	.25
2016 – 17	0	0	1	.25	1	.25
2017 – 18	0	0	1	.25	1	.25
2018 – 19	0	0	1	.25	1	.25
Faculty						
2014 – 15	0	0	14	2.0	14	2.0
2015 – 16	0	0	14	2.0	14	2.0
2016 – 17	1	.25	14	2.0	15	2.25
2017 – 18	1	.25	15	2.25	16	2.50
2018 – 19	1	.25	16	2.50	17	2.75
TOTAL	**3**	**.75**	**16**	**2.5**	**17**	**2.75**
Staff						
2014 – 15	1	.5	0	0	1	.5
2015 – 16	1	.5	0	0	1	.5
2016 – 17	1	.5	0	0	1	.5
2017 – 18	1	1.0	0	0	1	1.0

2018 – 19	1	1.0	0	0	1	1.0

Note to Table C: Currently there are 14 faculty members from the Department of Criminal Justice, Political Science, and Psychology and from the School of Business participating in offering these courses within the MA in Social Science focus in leadership program. Additional faculty (.50 FTE) are projected to be added during the last three years of the five-year plan reflected in Table C. This approach is consistent with one of the primary features of this program, which is its interdisciplinary approach.

When new faculty are needed the administration will seek SACS qualified PhDs to teach the interdisciplinary courses within their respective programs.

The current Director of Academic Leadership Programs will assume responsibility for directing the new Master of Science in Leadership program. Additional or new positions are not required because the Director will relinquish the current duties associated with the Master of Arts in Social Sciences focus in leadership program.

Faculty members who currently teach in leadership programs achieve faculty development within their respective disciplinary departments.

11. Physical Plant

Transitioning this degree program to an online format will exert minimal impact on physical resources, existing programs, and services. The Citadel has dedicated significant resources to developing online leadership electives within the Master of Arts in Social Sciences program and the building the infrastructure for effective online education, including sustained financial support for:

Online Education Infrastructure:
Blackboard Learning Management System and Content Management Module
Offsite Managed Hosting provided by Blackboard
24/7 Student Support Services

Online Education Support Structure:
Full-time Citadel Blackboard Administrator
Full-time Instructional Designers (2)
Online Teaching Faculty Academy and Professional Development
Online Education Advisory Group

12. Equipment

The Citadel does not anticipate procurement of additional equipment for this degree program.

13. Library Resources

Although several schools and departments at The Citadel maintain small, specialized collections of discipline-specific resources, Daniel Library is primarily responsible for the college's learning/information resources. Daniel Library is the facility that houses 99% of the college's learning/information resources in physical formats (books, print periodicals, maps, microforms, DVDs, etc.); and it oversees access to all of the electronically-formatted learning/information resources that the college owns or to which it subscribes. Daniel Library is also responsible for providing the services that make these resources accessible to students, faculty, and staff.

The Citadel is proud of its librarians and library support staff, and it recognizes the superior job they do in providing library instruction and access (through interlibrary loan and electronic means) to virtually any resource that faculty and students require. Consecutive building renovation projects beginning in 2009 have improved the library facility by adding study spaces, computer workstations, space for special events, and staff workrooms; by improving electric and data capacity; and by replacing every window in the building. A ceiling-mounted fire-suppression system is scheduled to be installed in 2013. In addition, Daniel Library continues to expand available study space by replacing print runs of journals with online archives.

The library is open 83 hours per week over seven days and offers services via email, chat, and telephone. Most electronic resources, interlibrary loan and PASCAL (South Carolina Academic Library consortium) requests, and self-renewals are available 24/7 on and off-campus.

The Daniel Library is a three-story building, with a vast array of electronic resources for online degree programs.	**187 library instruction classes taught in 2011-12**

The Graduate Certificate in Leadership and Master of Arts in Social Sciences also houses a special collection on leadership studies, facilitating access to the 88 books on the program's recommended reading list.

Learning/Information Resources

In FY2012, The Citadel spent $592,915 on electronic and print monographs, electronic journal archives and article aggregators, and DVDs to support the college curriculum.

Hours of Operation	Circulation	Reference/Research Assistance
83	32,802 annually	537 monthly
Interlibrary Loan	Reserves	Electronic Databases including ebooks
5,284 annually	4,546 loans of 2,101 items annually	196,730 annually
Community Outreach	Archives and Museum	Official Depository (Partial) for US Government Documents
Middle and high school tours and instruction; partnership with Krause Leadership community writing workshop; exam proctoring	6,000 visitors annually. The Archives and Museum falls administratively under the Director of Daniel Library	65,504 titles in print and microform; additional electronic documents also cataloged

14. Accreditation, Approval, Licensure, or Certification

The Citadel is accredited by the Southern Association of Colleges and Schools (SACS) and is authorized by SACS to deliver online education programs.

15. Articulation

The Master of Science in Leadership program proposal does not included any formal articulation agreements at this time.

16. Estimated Costs and Sources of Financing

Table D – Estimated Costs and Sources of Financing by Year

ESTIMATED COSTS BY YEAR						
CATEGORY	**1st**	**2nd**	**3rd**	**4th**	**5th**	**TOTALS**
Program Administration	7,500	7,500	7,500	7,500	7,500	37,500
Faculty Salaries	142,500	142,500	157,500	172,500	187,500	802,500
Graduate Assistants	7,000	7,000	7,000	7,000	7,000	35,000
Clerical/Support Personnel	13,000	13,000	13,000	23,000	23,000	85,000
Supplies and Materials	5,000	5,000	5,000	5,000	5,000	25,000
Library Resources	0*	0*	0*	0*	0*	0*
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Other (Identify)	0	0	0	0	0	0
TOTALS	175,000	175,000	190,000	215,000	230,000	985,000
SOURCES OF FINANCING BY YEAR						
Tuition Funding	30,000	55,000	70,000	75,000	110,000	360,000
Program-Specific Fees	0	0	0	0	0	0
State Funding*	0	0	0	0	0	0
Reallocation of Existing Funds**	0	0	0	0	0	0
Federal Funding	0	0	0	0	0	0
Other Funding: Grant	25,000	0	0	0	0	25,000
Current Funding allocated to the Leadership Master's	120,000	120,000	120,000	120,000	120,000	600,000

TOTALS	175,000	175,000	190,000	215,000	230,000	985,000

*The Citadel has been accumulating leadership resources in the library for the past 10 years in keeping with its mission and in support of electives in the M.A. in Social Sciences program, the Leadership Certificate program, and other leadership programs on campus. The library houses a special and extensive leadership collection in its own dedicated space and separate from the general stacks.

Table D is built with the following assumptions. The current allocation of resources for the M.A. in Social Science focus in leadership program will continue for the new degree program in leadership. This commitment is made by the institution. Therefore, the table reflects an annual amount of $120,000 of current funding allocated to the new degree program. These funds are in faculty salaries and an administrative stipend for program direction. Additional faculty support is reflected in the growing FTE for faculty as the program matures. Administrative support for the program will be funded for the first year 2014/2015 from the existing grant ($25,000 has been confirmed as available from the grant). During the remaining four years administrative support will be funded through the tuition revenue from the program.

17. Programs for Teachers and Other School Professionals (only)

Not Applicable

Appendix

The Citadel

Master of Social in Leadership
36 Credit Hours

Course #	Courses

BADM 722   **Leadership in Organizations: Principles and Practices**

This course focuses upon the understanding and application of
organizational theory and leadership principles. Students examine
established leadership principles and practices, as well as organizational
theory in areas that impact leadership effectiveness. In addition to behavior
and motivation, the course considers the fundamental concepts of leader
traits, skills, style, personality, power, politics, influence, and conflict, as well
as other multidimensional leadership theories. Prerequisite: none.

LDRS 710   **Ethics, Values, & Principled Leadership**

In this course students will study ethics, to include its philosophical
foundations. Students will also learn and practice ethical decision-making
through dilemma resolution processes. Leadership virtues, values, and
character will be emphasized as leadership essentials. Servant leadership,
authentic leadership, and the role of individual spirituality will be explored.
Principled leadership will be defined as the subscription to a particular set of
positive values. Prerequisite: BADM 722.

LDRS 711   **Leading Change: Organization Development and Transformation**

In this course students examine the leadership processes associated with
achieving effective change, including transformational and situational
leadership. Students will study the conscious and purposeful processes
involved in developing an organization's capabilities targeted toward
achieving its mission. Students will engage in organizational diagnoses and
study leader intervention methods aimed at achieving organizational change
with the goal of improvement toward mission accomplishment.
Prerequisite: BADM 722.

LDRS 712   **Leading Teams: Coaching, Culture, Diversity, and Globalization**

This course focuses upon team development through leadership in an
environment characterized by diversity. Students learn about effective team
development strategies and the role that leaders play in coaching. Students
also examine the role of culture in organizations as it impacts behavior,

group effectiveness, and the capability of the organization to learn.
Globalization and international cultures are also explored. Prerequisites:
BADM 722 and PSYC 570.

LDRS 713   **Leadership Self-Appraisal, Development, and Critical Thinking**

This course gives the student the opportunity to study and use instruments
to conduct a leadership self-appraisal. The course also emphasizes activities
necessary to engage in the development of one's leadership abilities.
Students will make extensions into critical thinking, creativity, innovation,
and emotional intelligence in order to consider the impact of those upon
their own leadership development and effectiveness. Prerequisites: BADM
722 and PSYC 500.

LDRS 714   **Strategic Leadership, Vision, Mission and Contemporary Issues**

The critical importance of vision as purposeful direction is emphasized in
this course. Strategic leadership is examined as the alignment of the
organization with its environment in terms of mission orientation.
Contemporary issues are derived from the examination of the current
environment for leadership and leaders. Prerequisites: BADM 722 and
LDRS 711.

LDRS 715   **Leadership Capstone Project**

Students will conduct a formal research project under the guidance of a
professor who serves as the project monitor. The project will focus upon
leadership or a topic directly related to leadership. Prerequisites: PSCI 500,
PSCI 501, PSYC 500, PSYC 570, BADM 713, BADM 722, and all LDRS
courses; during a student's last term of degree completion, this course may
be taken concurrent only with LDRS-prefix courses.

BADM 713   **Communication for Leadership**

This course focuses upon communication as the essential characteristic of
effective leadership. Students develop an awareness of their verbal and
written styles, interpersonal skills, and create a repertoire of writing and
speaking strategies. The course also provides insight into the role of
organizations as communication systems in which effective writing and
speaking are crucial. Prerequisite: none.

Behavior I   **Human Growth and Development**
PSYC 500

An analysis of the principles of human development with emphasis on the
contributions of biological, social, psychological, and multicultural
influences as applied to an understanding of cognitive, emotional, social, and
physical development across the life-span. Particular emphasis will be given

to the psychobiological nature and social context of development as well as cultural and ethnic variations impacting on developmental processes. Prerequisite: none.

Behavior II   **Social and Cognitive Foundations of Interpersonal Behavior**
PSYC 570

This course presents a survey of the scientific study of social influence -- or social psychology, in other words. The class is based on the premise that a fundamental understanding of the basic forces affecting how individuals think and behave in social settings serves as a cornerstone of effective interpersonal behavior and sound leadership, and is thus critical to successful performance in virtually every professional endeavor. The topics addressed include social judgment and decision-making, attitudes and attitude change, persuasion, group processes, prejudice and discrimination, and conflict resolution. Prerequisite: none.

PSCI 500   **Seminar in Social Science**

An interdisciplinary introduction to the social sciences with an emphasis on the perspectives and patterns of inquiry of several subfields. This course surveys the empirical and theoretical contributions of different social science disciplines in order to provide a fundamental understanding of the dynamics of individual and group behavior. Topics include ethics, social science methodology, and the key criticisms of these methods. Prerequisite: none.

PSCI 501   **Research Methods in Social Science**

An examination of methods in the scientific study of social phenomena with emphasis given to the systematic study of society and contemporary research problems in the social sciences, including research design, data collection, data analysis, and computer applications. Prerequisite: none.