Graduate Council (GC)
Proposal for a New Graduate Program

Proposal for a New Major, Certificate, Graduate Program, or Degree

To: Graduate Council

Submitted By: John Bennett on behalf of the MSOD Task Force

Date Submitted: October 28, 2020

Richard G. Mathieu

Dean's Signature:

Proposed New Program: Executive Coaching Certificate (Revision)

Summary of Proposed Changes:

- Reduce the number of required credits from 15 to 9
- Reduce professional work experience from 3 years to 2 years (admission requirement)
- Change the prefixes of courses to align with the proposed revisions to the MSOD program
- Change the course requirements and course prefixes in the MBA curriculum
- Shift to online synchronous format for most classes with some online asynchronous and on-campus options
- Clarify the program title to be focus on executive coaching

See Appendix A

Proposed Implementation Date: Fall 2021

New programs should be in print (Catalog) prior to implementation, therefore they generally begin in a fall term unless there are compelling reasons to begin earlier. Also, if the Southern Association of Colleges and Schools requires 6 months prior notification or approval for this new program prior to implementation this should be taken into account in setting the program start date.

Approvals

(If approval was not unanimous include the N in favor and opposed, and the objections of those opposed.)

	Approval Date
_____ *(Department if applicable)*	-
_____McColl School of Business_____ *(College/School)*	- October 14, 2020
Graduate Council	-
President's Council Executive Committee	-

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1. General Description of the New Program

The Executive Coaching certificate program is designed for non-degree-seeking graduate students who wish to continue their education in a post-bachelor's degree or post-graduate continuing education program or who wish to pursue a stackable credential that could be used as the starting point for a master's degree.

The curriculum for this program is designed with the Graduate School Alliance for Educating Coaches (GSAEC) program standards, International Coaching Federation (ICF) coaching competency and Code of Ethics, as well as the Center for Credentialing (CCE) Board Certified Coach (BCC) standards in mind. Students completing this program are expected to be qualified to pursue portfolio credentialing options.

Intended Market

- Aspiring professional coaches
- Experienced HR professional
- Professional coaches seeking professional credentialing
- Managers/leaders seeking to develop coaching skills

The proposed changes are design to reach:

- Career Advancers
- Career Changers
- Career Crossers

This is a 9 credit, non-degree program for post-baccalaureate and post-graduate students. The credits earned by be applied toward a degree as appropriate.

2. **Supporting Statement:**
What is the rationale for adding the new program? Describe the program's fit with the mission of the university and the college/school.

In September 2019, provost Sarah Fatherly appointed a task force to conduct a strategic review of the MS in Organization Development (MSOD) program and make recommendations. The task force was comprised (See Appendix B) of four full-time, tenured or tenure-track faculty; MSB dean; MSB senior director of enrollment and student services; executive director of the Executive Leadership Institute; and, the assistant provost for online and graduate programs. The specific charge to the task force was to, "review the current MSOD program, provide an in-depth analysis of the existing program and needed changes, and make recommendations for moving forward. The final product should be a competitive strategy for a MSOD program that is well articulated, aligned with our mission, is complementary to our existing Flexible MBA program, is designed around the competencies students need for success, and is feasible given our current resources."

In commissioning the task force, Dr. Fatherly noted a number of factors that "suggest the need for a of the MSOD program at this time:

1. Competitive pressures and a changing academic landscape are making it increasingly difficult to recruit highly experienced business professionals to pursue a specialized graduate degree offered in a traditional format.

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2. Trends in MSOD enrollment and student credit hour production have seen a steady, gradual decline over the past five years.
3. Several national trends suggest that now is an appropriate time to review the focus of the program:
   - There appears to be a trend to merge the OD and leadership disciplines. Common program names include: organizational leadership, organizational development and leadership, leadership and organizational development, and organizational change leadership.
   - Enrollment in OD programs seem to be dipping nationally. For example, at American University, the fall 2020 cohort of their MSOD program did not start.

4. As in most graduate program fields, there are many fully online offerings (see "Top 30 Most Affordable Master's in Organizational Development Degrees Online 2018"). Many of these degree offerings are from prestigious universities. Other programs are using a residency model supplemented by online delivery (see, for example, Pepperdine MSOD program).
5. National trends have seen an increase in offerings for specialized master's degrees for students with little or no work experience. The emphasis is on preparing inexperienced students for the workforce (see the EAB report entitled "Understanding the Changing Market for Professional Master's Programs" for further on this trend).
6. Current Queens MSOD program student demographics suggest a limited market of eligible students.
   - Average age ~40 years
   - Average years of work experience ~18 years
   - Nearly all familiar with OD discipline before entry into program
   - Nearly all live in the Charlotte region
7. An external academic program review was conducted in spring 2019 by two seasoned OD leaders. They identified three strengths and highlights of the MSOD program:
   i. Quality of Student Experience and Preparation
   ii. Support for Student Learning
   iii. Connections to the Community
   In addition, the review team noted four 'program opportunities' needing attention:
   i. Enrollment Challenges,
   ii. Program Structure/Flexibility,
   iii. Curriculum, and
   iv. Job placement assistance.
8. The McColl School is preparing for the next Maintenance of Accreditation visit from AACSB. Providing evidence that we have developed a competitive strategy for the MSOD program will be beneficial at that time in showing that we are focused on continuous improvement and keeping our program current as their standards require.

The task force worked over the past 13 months (September 2019 – September 2020) and met regularly (more than 15 times) to gather data from other MSOD and related programs, professional associations (e.g., Association for Change Management, International Coaching Federation, Project Management Institute, Society for Human Resource Management, and Association for Talent Development) , students, faculty, alumni, the MSOD Board of Advisors (twice), industry trends (e.g., Deloitte's 2019 Global Human Capital Trends), interview 7 regional expert diversity & inclusion practitioners, and survey human resource professionals. Appendix C provides a summary of some of the challenges identified and

design solutions. Appendix D provides a summary of market trends and design solutions/changes. And, Appendix E provides examples of similar academic programs.

Queens established one of the first graduate-level executive coaching certificate programs in 2006. When the MSOD program was established in 2008 the coaching certificate program was moved from the Communication Department in the College of Arts & Sciences to the McColl School of Business and incorporated in the MSOD program. When the MBA program was updated as the Flexible MBA an Executive Coaching Concentration was added along with three other concentration and certificates. Through the years, scores of students have completed the requirements as part of a degree program.

Our curriculum is informed by the International Coaching Federation (ICF) (the largest professional association related to coaching) competency model and Graduate School Alliance for Educating Coaches (GSAEC) program standards. The current program is accredited by the Center for Credentialing & Education (CCE) for the Board Certified Coach (BCC) credential. Many have earned a professional credential through the International Coach Federation and Center for Credentialing and Education.

According to the 2020 ICF Global Coaching Study, "it is estimated that there were approximately 71,000 coach practitioners in 2019, an increase of 33% on the 2015 estimate." In addition, the study estimated 15,900 managers and leaders using coaching skills. According to this same study, coach practitioners in North America earned an average of $62,500 solely from coaching, and "93% of coach practitioners also offer additional services such as consulting, counseling, etc. On average, coach practitioners who offer additional services allocate 44% of their time to coaching. The income that coaches generate from those additional services is not included in the income/revenue."

The proposed changes continue to align with the mission, vision and values of the university and McColl School of Business.

Mission and Vision Statements
The McColl School statement of its Mission, Vision and Values is a major driver in setting the strategic direction of the school and reflects our commitment to developing leaders. We define leaders as people who possess the 3Cs: Competence, Character and Commitment to Community. The 3Cs are a guiding force throughout the McColl School experience.

MSB Mission Statement
The McColl School of Business educates students to become successful business and professional leaders who are competent, understand the importance of character, and are committed to their communities.

The McColl School's mission and vision complement those of the university:

Queens University Mission Statement
Queens University of Charlotte provides transformative educational experiences that nurture intellectual curiosity, promote global understanding, encourage ethical living, and prepare individuals for purposeful and fulfilling lives.

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Queens University Vision Statement
Queens University of Charlotte will be recognized as a leading comprehensive university, distinguished by its commitment to transforming the lives of its students and enhancing the intellectual and cultural fabric of its community.

With a mission to "educate students to become successful business and professional leaders who are competent, understand the importance of character, and are committed to their communities" the McColl School of Business is committed to responding to emerging needs.

The Executive Coaching certificate program is designed for non-degree-seeking graduate students who wish to continue their education in a post-bachelor's degree or post-graduate continuing education program or who wish to pursue a stackable credential that could be used as the starting point for a master's degree. The revised program shortens the time and expense to gain essential coaching related knowledge and skills to support students' professional goals as:

Coach Practitioners—
- External Coach Practitioner
- Internal Coach Practitioner
- Both an External and Internal Coach Practitioner

Managers/Leaders Using Coaching Skills—
- Human Resources/ Talent Development Manager/ Director Who Uses Coaching Skills
- Manager/Leader Who Uses Coaching Skills

3. Assessment of Student Learning Outcomes.
Attach a complete list of all student learning outcomes for this program and the first assessment plan for this new program. Include a map of the outcomes to the curriculum to demonstrate where the levels of learning will occur.

Learning Outcomes:
LO 1: Apply a coaching process to support the goals of a coaching client.
LO 2: Apply the theoretical foundations of coaching and practice to one's evolving knowledge and skills as a coach.
LO 3: Demonstrate coaching competencies aligned with professional standards for core competence at the ACC and BCC credentialing levels.
LO 4: Evaluate scenarios through the framework of established professional codes of ethics in order to make judgements for action.

Learning Outcomes and Course Alignment

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
TOD 625/MBA 672: Introduction to Coaching	D	I	I	D
TOD 634/MBA 673: Advanced Coaching: Theory & Application	D	M	D	M
TOD 636/MBA 674: Coaching Practicum	M	M	M	

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Assessment Plan

Learning Outcomes	2020/21			2021/22		
	FA 20	SP 21	SU 21	FA 21	SP 22	SU 22
1. Apply a coaching process to support the goals of a coaching client.	TOD 625/ MBA 672		TOD 636/ MBA 674		TOD 634/ MBA 673	TOD 636/ MBA 674
2. Apply the theoretical foundations of coaching and practice to one's evolving knowledge and skills as a coach.		TOD 634/ MBA 673			TOD 634/ MBA 673	
3. Demonstrate coaching competencies aligned with professional standards for core competence at the ACC and BCC credentialing levels			TOD 636/ MBA 674			TOD 636/ MBA 674
4. Evaluate scenarios through the framework of established professional codes of ethics in order to make judgements for action.		TOD 634/ MBA 673				TOD 634/ MBA 673

4. CATALOG COPY – Curriculum Description ONLY

Provide the introductory paragraphs and program requirements exactly as they should appear in the following year's catalog. This should include the student learning outcomes for the program. Do not include the courses here, they will be listed in #6.

Executive Coaching Certificate

The Executive Coaching Certificate program is intended for working professionals who are interested in acquiring theoretical knowledge and practical skills to support their work as professional coaches, coaching-oriented managers.

COURSE SEQUENCE

A student should meet with their Student Services Manager to develop a plan of study. This will ensure that the courses are taken in proper sequence.

CERTIFICATE REQUIREMENTS

The Executive Coaching Certificate is a 9-credit hour program.

Courses
TOD 625: Introduction to Coaching Theories and Applications
TOD 634: Advanced Coaching: Theories and Practice
TOD 636: Coaching Practicum

MBA course numbering:
MBA 672: Introduction to Coaching: Theories and Applications
MBA 673: Advanced Coaching: Theories and Practice

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MBA 674: Coaching Practicum

5. CATALOG COPY - Admission
The admission requirements for this major or graduate program. Provide the paragraphs exactly as they should appear in the following year's Catalog.

ADMISSION FOR GRADUATE CERTIFICATE PROGRAMS

In order to be considered for admission, applicants must hold a baccalaureate degree from an accredited institution and demonstrate the knowledge and skills necessary to be successful in the graduate certificate program to which they have applied.

At least 2 years of full-time, relevant work experience is required for admission to the Executive Coaching Certificate Program.

Applications must include:
• a completed McColl School of Business graduate application
• an essay
• a resume
• two letters of reference
• official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office
• a non-refundable application fee
• an interview (on a case-by-case basis)

Applications are accepted and reviewed year-round on a rolling admissions basis.

All graduate certificate programs are non-degree status.

International Student Admission
The McColl School of Business welcomes international students. Applicants must ask each college or university they attended to forward their transcripts to the McColl School Graduate Admissions Office. Students transferring from a foreign college or university must have their transcripts evaluated by World Education Services (www.wes.org) or a certified transcript evaluation service who is a member of NACES (www.naces.org). Applicants should request the course-by-course report. In addition, secondary school transcripts in a language other than English must be translated into English by an official of the institution issuing the transcript or a certified translating service.

Applicants for whom English is not the first language must satisfactorily complete the Test of English as a Foreign Language (TOEFL) with a minimum score of 80 on the internet version, and have the official score report sent to the Office of Admissions. Information may be obtained by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, N.J. 08541. The TOEFL code number for Queens University of Charlotte is 5560. Registration arrangements should be made at least two months before the testing date. Queens also will accept the International English Language Testing System (IELTS) exam. The minimum IELTS composite score required is a 6.0 for applicants. In lieu of TOEFL or IELTS scores Queens University of Charlotte will accept, prior to admission, successful completion of the ELS Language Centers' English language program at level 112.

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International applicants who have completed a prior degree in English at a US-based college or university, in all non-ESL classes are exempt from the testing requirements above.

International students also are required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full acceptance into the University is required before an I-20 may be issued. Graduate international students must be enrolled full-time (as defined by the university) in both the fall and the spring terms to be eligible for an F-1 student VISA.

6. **Courses** *for this program. (as it is to appear in the Catalog)*
For each course in the program, include the complete Catalog course description. Course numbers must have been approved by the Registrar. NOTE: Course titles may be no longer than 35 characters including spaces.

See Appendix A (summary of course changes).

Course Descriptions

TOD 625 Intro Coaching Theories & Apps
Introduction to Coaching: Theories and Applications: This course examines organizational coaching and surveys the foundational disciplines on which the practice of organizational coaching is based, as well as, applicable theories and methods. Coaching will be explored as an intervention and developmental technology. Students are introduced to the practice of coaching and coaching conversation models as well as coaching-related skills including contracting, listening, questioning, designing actions, planning and goal setting, and managing progress and accountability. Cross-listed with MBA 672. Prerequisite: None. Credit: 3

TOD 634 Adv Coaching Theories & Practice
Advanced Coaching: Theories and Practice: This course is a survey of advanced and contemporary theories in the study of organizational coaching and of the leading scholars who have made important contributions to the field. Topics will include formal and informal coaching relationships; internal and external practices; and advanced coaching-related skill development. Students will develop coaching skills through in-class and out-of-class practice. Cross-listed with MBA 673. Prerequisite: TOD 625. Credit: 3

TOD 636 Coaching Practicum
Coaching Practicum: This course provides the opportunity for students to engage in applied coaching efforts in the field. Working independently with a client, students will provide an intensive coaching consultation. This applied field experience is a supervised practicum. Cross-listed with MBA 674. Prerequisite: TOD 625 and TOD 634 with a grade of B or better. Credit: 3

7. **Rotation of Curriculum**
Include the expected rotation of courses for this program. This rotation will be based on the length of the graduate program.

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	2021/22			2022/23			2023/24		
Course	**Fall**	**Sprg**	**Sum**	**Fall**	**Sprg**	**Sum**	**Fall**	**Sprg**	**Sum**
TOD 625: Introduction to Coaching Theories and Applications	X			X			X		
TOD 634: Advanced Coaching Theories and Practice		X			X			X	
TOD 636: Coaching Practicum			X			X			X

8. **Rotation of Faculty for the Curriculum**
   Include a listing of the faculty and how they will teach in the program. Include a table showing the faculty who will teach in this program (full-time and part-time), their credentials, and the courses they will teach in the two years.

2-year Teaching Schedule

	2021/22			2022/23		
Course	**Fall**	**Sprg**	**Sum**	**Fall**	**Sprg**	**Sum**
TOD 625: Introduction to Coaching Theories and Applications	Bennett			Bennett		
TOD 634: Advanced Coaching Theories and Practice		Connolly			Connolly	
TOD 636: Coaching Practicum			Bennett			Bennett

9. **Distance Education Availability.**
   All or part of this program will be offered as online or hybrid courses, discuss this in detail. Specify the percent of the total credit hours required for the program that will be available via distance education. Note that programs with significant online offerings will require approval by SACS.

   All courses in the certificate curriculum will be taught in the online synchronous format.

Teaching and Learning Modality

OS = Online Synchronous

	2021/22			2022/23			2023/24		
Course	**Fall**	**Sprg**	**Sum**	**Fall**	**Sprg**	**Sum**	**Fall**	**Sprg**	**Sum**
TOD 625: Introduction to Coaching Theories and Applications	OS			OS			OS		
TOD 634: Advanced Coaching Theories and Practice		OS			OS			OS	
TOD 636: Coaching Practicum			OS			OS			OS

10. **Search for Duplication of Content**
    Briefly describe the search of all university courses and programs for duplication of content and any redundancy found.

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No other program on campus teaches these courses or courses directly related to these subjects.

11. Faculty

Adequacy of Full-Time Faculty: *What percentage of courses offered for this program will be taught by full-time faculty? Will additional faculty be needed prior to implementation or in the first year?*

Current full-time faculty with support of an engaged adjunct instructor are adequate. This represents no change. Adjunct instructors provide valuable practical experience and perspectives that enrich student learning and complete the knowledge, skills, and experiences of full-time faculty.

Course Name	Primary Instructor
TOD 625: Introduction to Coaching Theories and Applications	John Bennett, Ph.D. (FT, Tenured)
TOD 634: Advanced Coaching Theories and Practice	Kathleen Connolly, Ph.D. (Adjunct)
TOD 636: Coaching Practicum	John Bennett, Ph.D. (FT, Tenured)

Responsibility for the Program: *Which faculty member will be responsible for the oversight of the program? What are their credentials?*

John Bennett, MPA, Ph.D., PCC, BCC, graduate program director. His doctorate is in human and organizational systems. John has been a member of the Queen faculty since 2005 and served in various program director roles including chair of the communication department, director of graduate programs in the communication department, director of the executive coaching program, associate director of the MSOD program, director of the MS in Executive Coaching, and director of MSB graduate programs. He is a tenured faculty member with the rank of professor and holds the Wayland H. Cato, Jr. Chair of Leadership. Dr. Bennett led the creation of the coaching certificate program in 2006. He maintains two professional credentials in coaching: "Professional Certified Coach" (PCC) through the International Coaching Federation and the "Board Certified Coach" (BCC) through the Center for Credentialing and Education. He is a past-president of the Graduate School Alliance for Education in Coaching (GSAEC).

12. Resources

Library Resources:
Are library holdings sufficient? Has the course been discussed by faculty member and appropriate library liaison, library director, department/division to determine course's impact on library allocation? What resources will be needed to improve the holdings?

The current Executive Coaching Certificate program is operated within the MSOD program. As part of the proposed revisions to the MSOD program, a concentration was added. The concentration involves the same three courses as the proposed revised certificate. The revised degree program and concentration were reviewed by Carolyn Radcliff, director of the Everett Library. The library offers a range of resources and services that can support the Executive Coaching Certificate. The library has subscriptions to some of the core academic and professional journals in this area and will likely be able to accommodate most of the anticipated needs of students in this program for the present through interlibrary loan. Future

consideration should be given to expanding the number of subscriptions that support this program. A copy of the complete assessment is attached.

Other Resources:
Describe resources are needed for this program (i.e. special supplies, computer hardware or software, special use of space, etc.) and the expected cost of these resources. Be sure to consider student services for this population.

As the continuation of an existing program, no particular new resources will be required. Facilities and other support resources will be needed for residency sessions.

The university's Center for Student Success has been responsive to the needs of students in the MSOD program. Writing support will continue to be required. In addition, the Career Services Center has been supportive of MSOD and coaching certificate students. These services will continue to be needed.

With the redesign curriculum and continued move to online synchronous learning, faculty will require support from an instructional designer from the Hayworth Center for Online Learning as well as the existing resources through the CAFÉ. Courses will be taught using RingCentral and Canvas as the LMS.

13. Impact on Staffing:
What are the impacts on support personnel; admissions; advising; registrar; etc. as a result of this new program?

The proposed changes will not require additional personnel or resources. As of fall 2020, two of the three courses in the certificate curriculum have been taught in the online synchronous format. The third (Advanced Coaching) will probably be taught in that format in the spring 2021 term.

14. Other Departments or Schools Affected

a. *List any other departments or schools that must provide courses, either prerequisites or core requirements, for this new program. (Do not include general education requirements.)*

The proposed changes do not impact other departments or schools. Currently the MBA program includes a concentration in Executive Coaching. The courses taught in the certificate and the concentration are the same. So, there is no impact other than adjusting course prefixes.

b. ***Attach*** *a statement signed by each department chair or school dean confirming that they were notified, prior to the date of submission that they will be able to manage the staffing of courses for the new program.*
See Appendix F

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Self-Assessment

Southern Association of Colleges & Schools (COC) Standards (#'s in parenthesis)
Queens University of Charlotte requirements (associated need in Parenthesis)

1. *General Description: The section provides a description of the program that includes goals of the program; learning outcomes; target market and expectations of job or marketability for those who complete the program. (Catalog/MCR)*

   Therefore proposals received by GC should include a description that can be used as either catalog copy or website copy for purposes of marketing,

   Documentation Acceptable _X__YES ___NO

2. *Rationale: The proposal provides the research synopsis and background for why the new program is necessary and appropriate for the mission of Queens.*

   Therefore proposals received by GC should include a full discussion regarding the need for the program.

   Documentation Acceptable _X__YES ___NO

3. *Rationale:* (2.7.2) *The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education*.

   Therefore proposals received by GC should include samples of comparable programs and coursework; as well as a rationale for the program and its suitability to Queens and to higher education.

   Documentation acceptable _X__YES ___NO

4. *Purpose:* (3.6.1)*The institution's post-baccalaureate professional degree programs and masters are progressively more advanced in academic content than undergraduate programs.*

   Therefore proposals to GC should include learning outcomes that demonstrate the advanced body of learning that will be accomplished through completion of post-baccalaureate course work.

   Documentation Acceptable __X_YES ___NO

5. Catalog Copy – Curriculum: Introductory and program course requirements for the catalog.

   Documentation Acceptable _X__YES ___NO

6. Catalog Copy – Admissions: Target Market/Admissions: (3.4.3) *The institution publishes admission policies consistent with its mission.*

   Therefore proposals to GC should clearly outline the admission requirements for the program and what they are based upon.

   Documentation Acceptable _X__YES ___NO

7. Curriculum Rotation: The proposal provides a sample of a curricular rotation based on program length that demonstrates how a student would move through the curriculum towards completion.

   Documentation Acceptable _X__YES ___NO

8. Curriculum: (2.7.1) *The institution offers a program of at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate or professional level.*

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Therefore proposals received by (GC) include a listing of courses with their corresponding credit hours.

Documentation acceptable _X__YES ___NO

9. Curriculum: (3.6.2) *The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.*

   Therefore proposals to GC should provide (1) course descriptions that show student knowledge of literature in the discipline (2) examples of independent research projects, portfolios, case studies, theses.

   Documentation Acceptable _X__YES ___NO

10. Curriculum: (3.6.3) *At least one-third of credits toward a graduate or post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree.*

    Therefore proposals to GC should clearly outline the evidence of the policy for the program regarding the amount of credit which must be earned at Queens.

    Documentation Acceptable _X__YES ___NO

11. Faculty: (2.8*) The number of full-time faculty members are adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.*

    Therefore GC proposals must include a program rotation as well as a clear rationale for adequacy of current full-time faculty or a proposal to hire additional full-time faculty. For accreditation programs must demonstrate that the proposal also meets those requirements.

    Documentation acceptable _X__YES ___NO

12. Faculty: (3.7.1) *The institution employs competent faculty members qualified. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline.*

    Therefore GC proposals must include a list of faculty with their highest degree earned.
    Documentation Acceptable __X_YES ___NO

13. Resources: (2.9) *Library holdings must be sufficient.*

    Therefore proposals must state that library holdings have been evaluated and found to be sufficient.

    Documentation Acceptable _X__YES ___NO

14. Resources: (2.10) *The institution provides student support programs, services and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.*

    Therefore GC proposals must include a list of services that are expected for the graduate student regardless of modality.

    Documentation _X__YES ___NO

15. Learning Outcomes: (3.3.1.1) *Every academic program must have a complete list of defined student learning outcomes and a current assessment plan to assess those learning outcomes.*

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Therefore proposals for new programs or substantive changes must include a comprehensive list of student learning outcomes as well as the first year's assessment plan.

Documentation Acceptable _X__YES ___NO

16. (3.4.11) *For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field.*

    Therefore proposals to GC should clearly outline the evidence for the program director that demonstrates their qualifications and credentials for leadership.

    Documentation Acceptable _X__YES ___NO

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Appendix A
Summary of Changes to Courses

Current	Proposed	Notes
ODV 625: Introduction to Coaching Theories and Applications	TOD 625: Introduction to Coaching Theories and Applications	Prefix changed
ODV 634: Advanced Coaching Theories and Practice	TOD 634: Advanced Coaching Theories and Practice	Prefix changed
ODV 636: Coaching Practicum	TOD 636: Coaching Practicum	Prefix changed

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Appendix B
Task Force Members

Members	Titles/Roles
John Bennett, Ph.D. (chair)	Professor; Director of Graduate Programs – McColl School; Wayland H. Cato, Jr. Chair of Leadership
Greg Berka, Ph.D.	Assistant Professor of Management
Dawn Chanland, D.B.A.	Professor of Management
Elizabeth Henderson	Senior Director of Enrollment Management & Student Services
Paul Joyce, MSOD	Executive Director, Executive Leadership Institute; Adjunct Instructor
Rick Mathieu, Ph.D.	Dean, McColl School of Business
Melissa McCartney, Ed.D.	Assistant Provost Online Studies and Graduate Programs
Will Sparks, Ph.D.	Dennis Thompson Chair & Professor of Leadership; McColl School of Business, Director of Leadership Initiatives

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Appendix C
Selected Challenges and Design Considerations: Executive Coaching Certificate

Challenges	Design Considerations/Changes
Awareness & Understanding of OD	• Build partnerships with professional associations • Develop and implement an awareness plan
MSB/Queens Brand Awareness	• Build partnerships with professional associations • Develop and implement an awareness plan
Marketing the Program	• Build partnerships with professional associations • Develop and implement an awareness plan • Increase emphasis on application of knowledge, skills and abilities developed
Enrollment: Costs, Length & Application	• Increase opportunities to build a portfolio of applied experiences • Reduce certificate requires from 15 to 9 credits
Micro-credentialing	• Expand the non-degree certificates (8): Change Management, Diversity & Inclusion Management, **Executive Coaching** (currently offer), Learning & Development Management, Management Consulting, Not-for-Profit Leadership, Organizational Leadership, Talent Management • Some certificates and concentrations aligned with professional credential curriculum requirements
Relevance of the Curriculum	• Stronger focus on job-related competencies • Focus on applied learning projects and assignments
Accessibility of the Program	• Online synchronous format for nearly all courses; a few online asynchronous courses or on-campus

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Appendix D
Selected Trends and Design Changes: Executive Coaching Certificate

Selected Trends	Program Design Changes
Online and low-residency programs	• Online synchronous
Increase demand for specialization	• Expand the non-degree certificates (8) as well as concentrations (6) • Concentrations: Diversity, Equity & Inclusion Management, Executive Coaching (currently offer), Management Consulting, Not-for-Profit Leadership, Organizational Leadership, Talent Management
Declining enrollments in MSOD programs	• Meet market needs: curriculum, competency development, delivery modality • Marketing and recruitment plans • Leverage certificates
The term "Organization Development" (OD) appears to be fading and being replaced with "Organizational Effectiveness", "Talent Management/ Development", "Human Capital"	• Change the name of the program: Talent & Organization Development • Increase emphasis on specialization by adding 6 concentrations • Branding and awareness plans
Increased emphasis on talent management, development, leadership development, organizational change, and diversity, equity & inclusion	• Continue emphasis on organizational change, executive coaching, and leadership
Desire for faster and cheaper graduate education	• Reduce certificates from 12 to 9 credit hours
Desire for flexibility, self-tailoring of curriculum	• Accessible teaching and learning structure with online synchronous

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Appendix E
Similar Academic Programs

The Queens Coaching Certificate program was started in 2006 as one of the first graduate-level coaching programs in the country.

Descriptors	Program 1	Program 2	Program 3	Program 4
Program Name	Executive Coaching Certificate	Comprehensive Evidence Based Coaching	MS in Executive Coaching & Organizational Consulting	Executive Coaching
Established	2006		2020	
University/ School	Queens University of Charlotte, McColl School of Business	**Fielding Graduate University**	New York University	Bellevue University
Location (City/State)	Charlotte, NC	Santa Barbara, CA	New York, NY	Bellevue, NE
Focus	Executive Coaching	Coaching	Executive Coaching and Organizational Consulting	
Credits	9 credit hours	12 credits	30 credits	12 credits
Delivery Format	Online synchronous; 3 terms	Cohort; 4 terms • orientation teleconference • 3 online courses • 2 skills training workshops • videoconference learning (20 sessions) • individual mentor coaching (3 hours) • group mentor coaching (7 hours) • group coaching supervision (4 hours)	Cohort; can be completed entirely online, onsite or in a blended format, with the exception of the Immersion Fundamentals Residency which will meet for one week in-person. Full-time (3 terms); Part-time (5 terms)	
Website		https://www.fielding.edu/our-programs/school-of-leadership-studies/comprehensive-evidence-based-coaching-certificate/	https://www.sps.nyu.edu/homepage/academics/masters-degrees/ms-in-executive-coaching-and-organizational-consulting.html	https://www.bellevue.edu/degrees/certificates-of-completion/executive-coaching
Courses		Term 1: • Small Group Supervision I 0 credits • Evidence Based Coaching: Overview 4 credits • Skills Training: Evidence Based Coaching 0 credits Term 2: • Individual Mentor Coaching I 0 credits • Small Group Supervision II 0 credits • Theories of Individual Coaching 4 credits • Skills Training: Individual Coaching 0 credits • First Coaching Skills Training 0 semester credits Term 3: • Individual Mentor Coaching II 0 credits		3, 3-credit courses and 3 1-credit courses

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		• Skills Training: Leadership and Organizational Coaching 0 credits • Theories of Leadership and Organizational Coaching 4 credits • or Coaching for Education Leadership 4 credits Term 4: • Final Skills Training 0 credits • Final Performance Evaluation 0 semester credits		
Tuition	$1,165 per credit ($10,485)	$720 per credit ($8,640)	$13,778 - Tuition and fees per semester for students enrolled part-time; $22,699 - Tuition and fees per semester for students enrolled full-time	$595 per credit ($7,410)
Note	Aligned with ICF competencies; accredited by the Center for Credentialing & Education	ICF Accredited Coach Training Program (ACTP)	Aligned with ICF competencies	Accredited by the Center for Credentialing & Education

Selected additional programs include:

- Case Western Reserve, Whitehead School of Management: courses in a master's program
- Columbia University (NY): non-degree, non-credit
- Georgetown University (DC): non-degree, non-credit
- Kennesaw State University (GA): continuing education
- Northwestern University (IL): non-degree certificate or as part of a master's program
- University of Pennsylvania (PA): course in master's program

https://gsaec.org/gsaec-institutional-members/

Graduate Council (GC)
Proposal for a New Graduate Program

Appendix F
Dean's Letter

To: McColl School Curriculum Committee
CC: John Bennett, Director of Graduate Programs, McColl School of Business
Sarah Fatherly, Provost and Vice President for Academic Affairs
Melissa McCartney, Assistant Provost Online Studies and Graduate Programs
From: Rick Mathieu, Dean, McColl School of Business
Re: Statement of Support: Revision to Graduate Certificate in Executive Coaching
Date: September 29, 2020

The purpose of this memo is to serve as the official statement of support for a revision to the graduate certificate in Executive Coaching.

This memo confirms that I have reviewed the proposal, and that the McColl School of Business will be able to sufficiently manage the staffing of the courses, and that there is adequate staffing for recruiting, advising and admissions to handle the expected increase in student enrollment.

More specifically,

1) All three courses required for the Executive Coaching Certificate are already in the McColl graduate course rotation. This leverages our graduate program strategy of offering an integrated program portfolio of courses, certificates and degrees.
2) Course offerings will largely be in an online synchronous format – greatly expanding the potential market for this program.

Overall, I am highly supportive of the proposal to revise the graduate certificate in Executive Coaching. I would like to personally thank the MSOD Task Force for their hard work and resourcefulness in putting this proposal together. I am optimistic that the new graduate certificate program will achieve our overall goals of growth in program enrollment and delivery of academic excellence.

Richard G. Mathieu

Richard G. Mathieu, Dean
McColl School of Business
Queens University of Charlotte

Graduate Council (GC)
Proposal for a New Graduate Program

Appendix G
SFS Letter

Queens University of Charlotte
Academic Policy Committee

Student Financial Services New/Revised Program Review

Directions: All new programs and programs with significant revision must be reviewed by Student Financial Services prior to submission to APC. This form shall be included with the material for APC. Please allow two weeks for program review.

Department/Program:

Reason for proposal: (a) New Program: (Describe the fundamental structure of the new program)

or

(b) Revised Program: (Explain the nature of the revision)

Revision to Executive Coaching Certificate program, to require fewer credit hours for certificate completion. This is a non-degree graduate certificate program requiring 9 credit hours over at least two terms.

Outcome of Review:

The program meets requirements for student financial aid.

Signature: Nancy Buchanan Date:_10/27/2020
Managing Director, Financial Aid