

## Brothers, Sheila

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**From:** Schroeder, Margaret <m.mohr@uky.edu>  
**Sent:** Friday, February 16, 2018 3:30 PM  
**To:** Brothers, Sheila; McCormick, Katherine  
**Cc:** Clymer, Jeffory  
**Subject:** BA: US Culture and Business Practices  
**Attachments:** US Culture and Business Practices BArevised.pdf

### Proposed New BA: US Culture and Business Practices

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new BA degree: US Culture and Business Practices, an interdisciplinary degree program between College of Arts & Sciences and Gatton College of Business and Economics. The home educational unit will be College of Arts & Sciences.

#### Rationale:

This degree program will allow students to complete an interdisciplinary program of study that draws together rich training in history, politics, arts and culture of the United States with significant training in Business. The proposed coursework will be split between classes in College of Arts & Sciences Humanities and Social Science departments and classes in the Gatton College of Business and Economics. Through program coursework, students will enhance critical thinking and writing skills, develop communication and other "soft skills," and hone problem-solving strategies while integrating key aspects of a Business degree, including management, marketing, finance and economics.

This is an innovative and collaborative cross-disciplinary program that is not available at UK benchmark institutions, but this type of degree is rising in popularity across the U.S. (e.g., New York University, St. Lawrence University).

They expect to start with around 30 majors the first year and over the next 4 years rising to an average of 90 majors each year thereafter.

The revised proposal is attached.

Thanks!  
Margaret

 [US Culture and Business Practices BArevised.pdf](#)

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[Margaret J. Mohr-Schroeder, PhD](#) | Associate Professor of STEM Education - Mathematics | [SAPC University Senate Committee Chair](#) | [University Senator/Senate Council Member](#) | [STEM PLUS Program Co-Chair](#) | [Department of STEM Education](#) | [University of Kentucky](#) | [www.margaretmohrschroeder.com](#) | [Schedule a Meeting with Me](#)

**NEW UNDERGRADUATE DEGREE PROGRAM**

*This form has two sections. Section A contains information required by the University Senate and Registrar’s office and Section B contains information required by two external entities, the CPE (Council on Postsecondary Education) and SACS-COC (Southern Association of Colleges and Schools Commission on Colleges). Although only Section A is required for University Senate approval, every question must be answered to receive CPE approval. Please write “not applicable” wherever that is the appropriate response, leaving no area blank.*

*The CPE requires that a pre-proposal and full proposal be submitted. The pre-proposal is submitted after a proposed program has received college-level approval. Answers to questions identified with a \* by the question number on this form should be used for the CPE’s pre-proposal. Such questions are in both Section A and Section B. Please email [institutionaleffectiveness@uky.edu](mailto:institutionaleffectiveness@uky.edu) for more information about the CPE’s [pre-proposal process](#). The CPE’s full proposal requires completion of both Sections A and B of this form and is submitted after approval by UK’s Board of Trustees.*

*Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (HCCC and/or UC) for review and approval. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the Senate for approval. Once approved by the Senate, the Senate Council office will send the proposal to the appropriate entities for it to be placed on an agenda for the Board of Trustees. The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.*

**SECTION A – INFORMATION REQUIRED BY UNIVERSITY SENATE**

**1. Basic Information: Program Background and Overview**

1a	Date of contact with Institutional Effectiveness (IE) <sup>1</sup> : 5/3/17	
	<input checked="" type="checkbox"/> Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.	
1b	Home College: <i>College of Arts &amp; Sciences</i>	
1c	Home Educational Unit (school, department, college <sup>2</sup> ): <i>Arts and Sciences</i>	
1d*	Degree Type (BA, BS, etc.): <i>BA</i>	
1e*	Program Name (Music, Human Health Sciences, etc.): <i>US Culture and Business Practices</i>	
1f*	CIP Code (provided by <a href="#">Institutional Effectiveness</a> ): <i>05.0102</i>	
1g	Is there an accrediting agency related to this program?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	If “Yes,” name:	
1h*	Requested effective date: <input checked="" type="checkbox"/> Fall semester following approval.	OR <input type="checkbox"/> Specific Date <sup>3</sup> : Fall 20

<sup>1</sup> You can reach Institutional Effectiveness by phone or email (257-2873, [institutionaleffectiveness@uky.edu](mailto:institutionaleffectiveness@uky.edu)).

<sup>2</sup> Only interdisciplinary undergraduate degrees may be homed at the college level.

<sup>3</sup> Programs are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including Board of Trustees and CPE approval, are received.

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1i*	Anticipated date for granting first degree(s): 2019		
1j*	Contact person name: <i>Jeffory Clymer</i>	Email: <i>jeff.clymer@uky.edu</i>	Phone: 257-2901

**2. Program Overview**

2a*	<p>Provide a brief description of the proposed program. (300 word limit)</p> <p><i>A US Culture and Business Practices degree will allow students to complete an interdisciplinary program of study that draws together rich training in the history, politics, arts, and culture of the United States with significant training in Business. The coursework will be split between classes in A&amp;S Humanities and Social Science departments, on the one hand, and classes in the Gatton College of Business and Economics, on the other hand. Students will develop the breadth of knowledge indicative of a liberal arts education, which is the specialty of the College of Arts &amp; Sciences. Students will enhance critical thinking and writing skills, develop communication and other "soft skills," and hone problem-solving strategies. This training will mesh with key aspects of a Business degree, including Management, Marketing, Finance, and Economics. Students will thus attain the fundamentals of a Business degree within the broader scope of skills and methods of inquiry associated with the liberal arts. This degree will be beneficial for a wide range of students: students who plan to work in business, technological, cultural, community, and human-service settings; students who wish to combine the liberal arts with a more applied field; and students for whom a traditional intracollege major is too limiting. To graduate with an USB degree, students will complete rigorous upper-division courses with the College of Arts &amp; Science and within Gatton, and also complete a capstone writing intensive course in which they synthesize and evaluate their previous coursework. The outcome will be students who are equipped with the flexible skills associated with a liberal arts degree, and who are also well-positioned to succeed in a twenty-first century entrepreneurial economy.</i></p>
2b	<p>What is the need for the proposed program? For example, is there a shortage of trained professionals or has an accrediting/professional/government body expressed a need for this type of program? (300 word limit)</p> <p>This program fills a need for interdisciplinary, yet focused, training. It will strongly appeal to students who have an interest in Business, but who also recognize that broad training in social and cultural history will better equip them as citizens, as thinkers, and as entrepreneurs.</p>
2c*	<p>(similar to 11a) List the program objectives. These objectives should deal with how students will benefit from the program, both tangibly and intangibly. Give evidence that they will benefit. (300 word limit)</p> <p><i>The program objectives are to:</i></p> <p><i>Provide students with broad-based knowledge and training in the liberal arts, thus producing students who are analytical, empathetic, culturally well-informed, and who possess keen research, writing, and communication skills.</i></p> <p><i>Prepare students who are flexible, who can adapt to changing environments, and who can grow and evolve with the economy.</i></p> <p><i>Prepare students to contribute to the contemporary work environment by understanding how to assess the context and history of any business decision.</i></p> <p><i>Prepare students for personal and professional success in a dynamic, interconnected, global setting.</i></p> <p><i>Employers, especially in Business, now routinely call for strong communication, writing, and research skills in their new employees because they recognize the value of a classical Liberal Arts education. Similarly, liberal arts students need the in-depth training offered by business courses (see Atlantic Monthly, "Why</i></p>

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*America's Business Majors are in Desperate Need of a Liberal-Arts Education," June 28, 2016; "Business and the Liberal Arts," Inside Higher Ed, October 17, 2013; "Why Top Tech CEOs Want Employees with Liberal Arts Degrees," Fast Company, August 28, 2014).*

2d\*

List the student learning outcomes (SLOs) for the proposed program and include the SLO for the Graduation Composition and Communication Requirement (GCCR). (300 word limit) (More detailed information will be addressed in a subsequent question.)

1. *Demonstrate sound understanding of American society and fundamental Business principles.*
2. *Think critically and analytically, and draw conclusions from complex information. (AACU Critical Thinking outcome)*
3. *Drawing on an interdisciplinary perspective, integrate and synthesize a breadth of knowledge across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society (AACU Intercultural Knowledge outcome)*
4. *Work effectively and collaboratively to solve complex problems using solid research methodologies and ethics. (AACU Inquiry and Analysis outcome)*
5. *Communicate clearly and persuasively in both written and oral formats. (AACU Oral Communication and Written Communication outcomes)*

2e

Describe the rationale and motivation for the program. Give reference to national context, including equivalents in benchmark institutions. (150 word limit)

*As described above, there are many benefits for students pursuing this degree. Strong writing, problem-solving, and research skills are increasingly valued by employers (and their absence in new employees increasingly bemoaned). At the same time, students benefit from the purposeful and field-specific training offered by a College of Business. This is an innovative and collaborative cross-disciplinary program, and we are not aware of similar programs in UK benchmark institutions.*

*A degree that combines business with the liberal arts is becoming increasingly popular among top universities. New York University's Leonard N. Stern School of Business integrates top-rated business coursework with liberal arts classes to complete an academic program that will prepare students for success in today's fast-paced business world. St. Lawrence University has a Business in the Liberal Arts degree. They believe the degree will create dynamic business leaders who bring multiple perspectives to bear on business decision making.*

2f

Describe the proposed program's uniqueness within UK. (250 word limit)

*This program is unique within UK. It is the first and only degree to specifically and purposefully combine the strengths of a liberal arts and a business education.*

2g

Describe the target audience. (150 word limit)

*We expect the target audience to be diverse. Undergraduate students who wish to supplement their liberal arts training with business training are one cohort we expect to attract. Conversely, undergraduate business students who perceive the value of context, history, and the skills of a liberal arts style education for entrepreneurship and business success will also be attracted to the program.*

2h\*

Does the program allow for any tracks (a.k.a. options)?

Yes  No

If "Yes," name the track(s). (Specific course requirements will be described in a subsequent section.)

Track #1:

Track #2:

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Track #3:

Track #4:

Track #5:

Track #6:

2i Does the program require a minor? Yes<sup>4</sup>  No   
If "Yes," what is the name of the minor?

2j\* Are necessary resources available for the proposed new program? Yes  No   
(A more detailed answer is requested in Section A, part 4.)

2k Describe how the proposed program will be administered, including admissions, student advising, retention, etc. (150 word limit)

*Any undergraduate student admitted to UK may enroll in this degree program; students must maintain a 2.0 GPA overall or will be eligible for probation, according to UK and A&S policy. Students will be advised throughout their UK experience by professional advisors in A&S. A&S advisors will work closely with advisors in the Gatton College, and with faculty in Gatton and in A&S, to ensure that each student will have a faculty mentor. The program faculty will work with with the Stuckert Career Center to ensure that students receive opportunities for internships, experiential learning, and career counselling.*

2l Are multiple units/programs collaborating to offer this program? Yes  No   
If "Yes," please discuss the resource contribution(s) from each participating unit/program. (150 word limit)  
(Letters of support will be addressed in subsequent sections.)

*Social Science and Humanities departments in Arts and Sciences, as well as departments in Gatton will contribute courses. It is important to note, however, that the only new courses necessary are an Introductory course (USB 201) and a capstone course (USB 495). The other courses of the major will draw from already existant courses in Anthropology; English; Gender and Women's Studies; Geography; Hispanic Studies; History; Polictical Science; Sociology; and Writing, Rhetoric and Digital Studies in Arts & Sciences. The major will include already existing courses in Economics, Management, Finance and Quantitative Methods, and Marketing and Supply Chain in Gatton.*

2m Has this or a similar program been previously offered at UK but was closed by the CPE? Yes  No   
If "Yes," describe. (300 word limit)

2n Are there any current UK programs which the proposed program could be perceived as replicating? Yes  No   
If "Yes," give a rationale for why this is not duplication, or is a necessary duplication. (250 word limit)

If "Yes," two pieces of supporting documentation are required.

Check to confirm that appended to the end of this form is a letter of support from the chair/director of the unit(s) that may perceive this program as a replicate.

<sup>4</sup> If "Yes," in conjunction with the submission of this form to the home unit, you must also fill out the form for a new minor and submit it to the home unit.

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	<input type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit(s) has consent from the faculty members of the unit. This typically takes the form of meeting minutes.				
2o	The faculty of record is the faculty body responsible for ALL aspects of the program, including courses, credit hours, rigor, changes to the program, etc. Please identify the program's <i>faculty of record</i> by choosing ONE of the four scenarios below. For more information on each faculty of record scenario, visit <a href="http://www.uky.edu/Faculty/Senate/Forms/UndegDegPgm_Help.html">http://www.uky.edu/Faculty/Senate/Forms/UndegDegPgm_Help.html</a> .				
	<input type="checkbox"/> Scenario 1      OR <input checked="" type="checkbox"/> Scenario 2      OR <input type="checkbox"/> Scenario 3      OR <input type="checkbox"/> Scenario 4				
	If Scenarios 2, 3, or 4 are chosen, please provide describe/list/name the members of the faculty of record and describe the voting rights of members of the faculty of record. Include the process and standards for identifying the program director, as well as adding and deleting members of the faculty of record. (150 word limit)				
	<i>Please see attachment 2O</i>				
2p	Will the program have an advisory board <sup>5</sup> ?			Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," please describe the standards by which the faculty of record will select members of the advisory board, the duration of service on the board, and criteria for removal. (150 word limit)				
	If "Yes," please list below the number of each type of individual (as applicable) who will be involved in the advisory board.				
	Faculty within the college who are within the home educational unit.				
	Faculty within the college who are outside the home educational unit.				
	Faculty outside the college who are within the University.				
	Faculty outside the college and outside the University who are within the United States.				
	Faculty outside the college and outside the University who are outside the United States.				
	Students who are currently in the program.				
	Students who recently graduated from the program.				
	Members of industry.				
	Community volunteers.				
	Other. Please explain:				
	<b>Total Number of Advisory Board Members</b>				
<b>3. Delivery Mode</b>			<b>UK DLP and eLearning Office <sup>6</sup></b>		
3a*	Initially, will any portion of the proposed program's core courses be offered via distance learning <sup>7</sup> ?			Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," please indicate below the percentage of core courses that will be offered via distance learning.				
(check one)	1% - 24% <input type="checkbox"/>	25% - 49% <input type="checkbox"/>	50% - 74% <input type="checkbox"/>	75 - 99% <input type="checkbox"/>	100% <input type="checkbox"/>

<sup>5</sup> An advisory board includes both faculty and non-faculty who are expected to advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

<sup>6</sup> For questions about alternative delivery modes, please contact UK's Distance Learning Programs and e-Learning office (URL above).

<sup>7</sup> Per the Southern Association of Colleges and Schools Commission on Colleges (SACS) definition of distance education, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

20) The departments contributing to the interdisciplinary major (ANT, ENG, GEO, GWS, HIS, PS, AAS, APP, SOC, SPA, WRD, ECON, MGT, MKT, and FIN) will each choose a faculty representative to serve on the faculty of record. They will have equal voting rights and control over changes and/or additions to the curriculum. The Program Director will be a faculty member from one of the departments mentioned above and appointed by the Dean of College of A & S in consultation with the Dean of the Gatton College of Business and Economics. The Program Director will be appointed for a three-year term, upon CPE approval of the program. The Associate Dean of Undergraduate Programs in A&S and the Associate Dean for Undergraduate Affairs in Gatton will serve as non-voting ex officio members of the faculty of record. Offering a course in the USB curriculum will automatically admit a faculty representative from that department, to the faculty of record with full voting rights. Failure to teach a course in the US Culture and Business Practices curriculum in a three year period will result in forfeiture of voting privileges for that department chair, or faculty designee, in the faculty of record.

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3. Delivery Mode		UK DLP and eLearning Office <sup>6</sup>	
3a*	Initially, will any portion of the proposed program's core courses be offered via distance learning <sup>7</sup> ?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
(check one)	If "Yes," please indicate below the percentage of core courses that will be offered via distance learning. 1% - 24% <input type="checkbox"/> 25% - 49% <input type="checkbox"/> 50% - 74% <input type="checkbox"/> 75 - 99% <input type="checkbox"/> 100% <input type="checkbox"/>		
NOTE: Programs in which 25% or more of the program will be offered via distance learning may need to submit a <a href="#">substantive change prospectus</a> to SACS. Please contact <a href="mailto:institutionaleffectiveness@uky.edu">institutionaleffectiveness@uky.edu</a> for assistance. <i>The prospectus is required by SACS, but it is NOT required for Senate review.</i>			
3b*	If <i>any</i> percentage of the program will be offered via the alternative learning formats below, check all that apply, below.		
<input type="checkbox"/>	Distance learning.		
<input type="checkbox"/>	Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, email, interactive television, or World Wide Web.		
<input type="checkbox"/>	Technology-enhanced instruction.		
<input type="checkbox"/>	Evening/weekend/early morning classes.		
<input type="checkbox"/>	Accelerated courses.		
<input type="checkbox"/>	Instruction at nontraditional locations, such as employer worksite.		
<input type="checkbox"/>	Courses with multiple entry, exit, and reentry points.		
<input type="checkbox"/>	Modularized courses.		
3c	Give pedagogical rationale for the use of alternative delivery modes in the proposed program. Consider the aspects below and elaborate as appropriate. <i>(200 word limit)</i>		
	<ul style="list-style-type: none"> <li>• Synchronous and asynchronous components.</li> <li>• Balance between traditional and non-traditional aspects.</li> <li>• Hybrid elements.</li> </ul>		
4. UK Resources			
4a*	Will the program's home educational unit require new or additional faculty?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," provide a plan to ensure that appropriate faculty resources are available, either within UK or externally, to support the program. Note whether the new and additional faculty will be part-time or full-time faculty. If "No," explain why. <i>(150 word limit)</i>		
	If "Yes," when will the faculty be appointed? <i>(150 word limit)</i>		
4b*	Will the program's home educational unit require additional non-faculty resources, e.g. classroom space, lab space, or equipment?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," provide a brief summary of additional non-faculty resources that will be needed to implement this program over the next five (5) years. If "No," explain why. <i>(150 word limit)</i>		
	<i>no additional resources needed</i>		
4c	Will the program include courses from another educational unit(s)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

<sup>6</sup> For questions about alternative delivery modes, please contact UK's Distance Learning Programs and e-Learning office (URL above).

<sup>7</sup> Per the Southern Association of Colleges and Schools Commission on Colleges (SACS) definition of distance education, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.



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If "Yes," list the courses and identify the other educational units and subunits that have approved the inclusion of their courses. (150 word limit)

*Please see attachment labeled 4C*

If "Yes," two pieces of supporting documentation are required.

Check to confirm that appended to the end of this form is a letter of support from the chair/director<sup>8</sup> of the other unit(s) from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units<sup>9</sup> and impact on the course's use on the home educational unit.

Check to confirm that appended to the end of this form is verification that the chair/director of the other unit(s) has consent from the faculty members of the unit. This typically takes the form of meeting minutes.

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<sup>8</sup> A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

<sup>9</sup> Show evidence of detailed collaborative consultation with such units early in the process.

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4d (similar to question 19) Fill out the faculty roster below for full-time and part-time faculty teaching major core courses in the proposed program.

NAME	FACULTY CIP CODE <sup>10</sup>	MAJOR CORE COURSES IN THE PROGRAM	OTHER QUALIFICATIONS
List name & identify faculty member as FT (full-time) or PT (part-time).	List the applicable CIP Code for the faculty member.	List the major core courses in the program that the faculty member will teach.	If applicable, list any other qualifications and comment on how they pertain to the courses in the program the faculty member will teach. If not applicable, mark with "n/a."
<i>Jeff Clymer (FT)</i>	05.0102	<i>USB 201 (3ch)</i>	<i>BA (Univesity of Illinios- Urbana) PhD (Duke University)</i>
<i>Rich Schein (FT)</i>	05.0102	<i>USB 495 (3ch) ECO 201 (3ch)</i>	<i>MS (Penn State University) PhD (Syracuse University)</i>
<i>Darshak Patel (FT)</i>	45.0601	<i>ECO 202 (3ch)</i>	<i>BS (Univ. of Texas Arlington) MA (Univ. of Texas at Arlington) MS (University of KY) PhD (University of Kentucky)</i>
<i>Bob Gillette (FT)</i>	45.0601	<i>MGT 292 (3ch)</i>	<i>BA Economics (University of Richmond) PhD Economics (Texas A&amp;M Univ.)</i>
<i>Randall Stevens (PT)</i>	52.0101	<i>MGT 301 (3ch)</i>	<i>BA</i>
<i>Gordon Holbein (FT)</i>	52.0101	<i>FIN 250 (3ch)</i>	<i>AB (Dartmouth) MBA (Syracuse) PhD (Penn State)</i>
<i>Paul Childs (FT)</i>	52.0801	<i>MKT 300 (3ch)</i>	<i>BA (Purdue) MA (Univ. Wisconsin-Madison) PhD (Univ. Wisconsin-Madison)</i>
<i>Holly Hapke (FT)</i>	52.1401		<i>BS (Howard Payne Univ.) MBA (Tarleton State Univ.)</i>

<sup>10</sup> Consult your college's associate dean for faculty affairs for specific assistance with Classification of Instructional Programs codes (CIP codes).

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**5. Assessment – Program Assessment and Student Learning Outcomes (SLOs)**

5a Referring to program objectives, student benefits, and the target audience (questions 2b and 2f), explain how the *program* will be assessed, which is different from assessing student learning outcomes. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. (250 word limit)

*There will be an assessment committee consisting of a subgroup of the faculty of record. The assessment committee will assess the USB program once a year, tracking the following metrics: a) enrollment numbers, b) transfer out/transfer in data, c) cohort retention (at UK), d) cohort graduation (at UK), e) enrollment data for required courses in the curriculum, f) progress to degree (credits earned/credits attempted). The program will be deemed a success if these metrics fall within the range of current A&S degree programs. The report will be circulated to the Program faculty and will be discussed annually. The Program Director will also examine data provided by the Alumni Survey to assess students' post-graduate success. Further, a benchmark for "time-to-degree" of no more than 150% of required credits will be an indicator of sufficient programmatic structure. Thus, a benchmark reference for adequate programmatic structure will be reflected as a mean "time-to-degree" of 180 credit hours. This standard is similar to that required by Federal regulations for full-time students to receive financial aid, and is a common reference point for programmatic assessment. Failure to meet these benchmarks will initiate a review of the curriculum, by the faculty of record as a whole, to identify specific courses or programmatic experiences (eg. advising) that may be hindering progress of the student body. A plan of remediation will be generated by the Director following drafting and a review by all faculty of record.*

5b (related to 2c and 14.c) Based on the SLOs from question 2c, append a PDF of the program's course map<sup>11</sup> to the end of this form. (Click [HERE](#) for a sample curricular map.)

5c Append an assessment plan<sup>12</sup> for the SLOs to the end of this form. (Click [HERE](#) for a sample assessment plan.)

**6. Miscellaneous**

6a Is there anything else about the proposed program that should be mentioned? (150 word limit)

**7. Specific Course Requirements. [S, R]**

**UK Core Requirements**

		Course Prefix and Number	Number of Credit Hours
7a	I. Intellectual Inquiry (one course in each area)		
	Arts and Creativity	<i>any on approved list</i>	3
	Humanities	<i>any on approved list</i>	3
	Social Sciences	<i>any on approved list</i>	3
	Natural/Physical/Mathematical	<i>any on approved list</i>	3

<sup>11</sup> Course mapping (or "curricular mapping") is a representation of how faculty intend to approach and assess each of the student learning outcomes identified for the courses for the degree program, with an emphasis on courses required for all degree candidates. It is a master chart that indicates which objectives are being met, to what extent, and how often. This identifies whether an objective is "introduced," "developed," and/or "mastered" within a given course; it may be helpful also to chart any classroom-based assessment measures used to demonstrate that claim.

<sup>12</sup> An assessment plan is typically a tabular grid that illustrates the artifacts, rubrics, assessment team, and periods of assessment for the SLOs.

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7b	II. Composition and Communication		
	Composition and Communication I	CIS or WRD 110	3
	Composition and Communication II	CIS or WRD 110	3
7c	III. Quantitative Reasoning (one course in each area)		
	Quantitative Foundations	<i>any on approved list</i>	3
	Statistical Inferential Reasoning	<i>any on approved list</i>	3
7d	IV. Citizenship (one course in each area)		
	Community, Culture and Citizenship in the USA	<i>any on approved list</i>	3
	Global Dynamics	<i>any on approved list</i>	3
7e		<b>Total UK Core Hours:</b>	<b>30</b>
7f	<b>Graduation Composition and Communication Requirement (GCCR)</b>		
7f.i	Will the GCCR involve a course(s) from outside the home unit?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	If the course(s) used are from outside the home unit, one piece of supporting documentation is required.		
	<input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the other units' chair/director <sup>13</sup> from which individual courses will be used.		
7f.ii	How will the GCCR be delivered in the proposed program? For each box checked, list the prefix and number for the relevant course(s), including any cross-listing(s).		
	<input checked="" type="checkbox"/> Single course within the program's home unit.		<i>USB 495 (new)</i>
	<input type="checkbox"/> Multiple courses within the program's home unit.		
	<input type="checkbox"/> Single course from outside the program's home unit.		
	<input type="checkbox"/> Multiple courses from outside the program's home unit.		
	<input type="checkbox"/> Combination of course(s) from inside and outside the program's home unit.		
7f.iii	Course	Prefix & Number	Course Status <sup>14</sup>
	Course #1	<i>USB 495</i>	New
	Course #2 ( <input type="checkbox"/> Not applicable.)		Select one....
	Course #3 ( <input type="checkbox"/> Not applicable.)		Select one....
	Course #4 ( <input type="checkbox"/> Not applicable.)		Select one....
7f.iv	Provide a narrative regarding this program's GCCR, for inclusion in the Bulletin.		
	Students will complete a capstone project under the direction of the USB 495 instructor. The three possible Senior Projects are 1) a senior thesis, 2) a digital installation, or 3) a compilation of work (in print or online) suitable for employers. Students will be expected to present their capstone project orally in some venue.		
7g	<b>College-level Requirements</b>		

<sup>13</sup> A dean may submit a letter only when there is no educational unit below the college level, i.e. there are no departments/schools.

<sup>14</sup> Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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How will college-level requirements be satisfied?

Standard University college requirement      List course(s): *See A&S requirements for BA .*

OR

Specific course(s)      List course(s):

*Use the grids below to list core courses, electives, courses for a track, etc.*

*Use the course title from the Bulletin or from the most recent new/change course form.*

**7h\***      **Program Major Core Courses.** (Required for all students in the program and includes pre-major and pre-professional courses. Check the appropriate box to describe the course as either “program core” or “pre-major/pre-professional”.)

Prefix & Number	Course Title	Type of Course	Credit Hrs	Course Status <sup>15</sup>
USB 201	US Culture and Business Studies	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	New
USB 495	Senior Capstone Seminar	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	New
ECO 201	PRINCIPLES OF ECONOMICS I	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	No Change
ECO 202	PRINCIPLES OF ECONOMICS II	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	No Change
MGT 292	INTRODUCTION TO ENTREPRENEURSHIP	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	No Change
FIN 250	PERSONAL INVESTING AND FINANCIAL PLANNING	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	No Change
MKT 300	MARKETING MANAGEMENT	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	No Change
MGT 301	BUSINESS MANAGEMENT	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	No Change
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....

<sup>15</sup> Use the drop-down list to indicate if the course is a new course (“new”), an existing course that will change (“change”), or if the course is an existing course that will not change (“no change”).

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- |   |                |
|---|----------------|
| <input type="checkbox"/> Pgm Core       | Select one.... |
| <input type="checkbox"/> Pre-major/prof |                |
| <input type="checkbox"/> Pgm Core       | Select one.... |
| <input type="checkbox"/> Pre-major/prof |                |
| <input type="checkbox"/> Pgm Core       | Select one.... |
| <input type="checkbox"/> Pre-major/prof |                |
| <input type="checkbox"/> Pgm Core       | Select one.... |
| <input type="checkbox"/> Pre-major/prof |                |
| <input type="checkbox"/> Pgm Core       | Select one.... |
| <input type="checkbox"/> Pre-major/prof |                |
| <input type="checkbox"/> Pgm Core       | Select one.... |
| <input type="checkbox"/> Pre-major/prof |                |
| <input type="checkbox"/> Pgm Core       | Select one.... |
| <input type="checkbox"/> Pre-major/prof |                |
| <input type="checkbox"/> Pgm Core       | Select one.... |
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| <input type="checkbox"/> Pgm Core       | Select one.... |
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| <input type="checkbox"/> Pre-major/prof |                |
| <input type="checkbox"/> Pgm Core       | Select one.... |
| <input type="checkbox"/> Pre-major/prof |                |
| <input type="checkbox"/> Pgm Core       | Select one.... |
| <input type="checkbox"/> Pre-major/prof |                |
| <input type="checkbox"/> Pgm Core       | Select one.... |
| <input type="checkbox"/> Pre-major/prof |                |
| <input type="checkbox"/> Pgm Core       | Select one.... |
| <input type="checkbox"/> Pre-major/prof |                |

*Total Core Courses Credit Hours: 24*

7i Is there any narrative about pre-major or pre-professional courses for the program that should be included in the Bulletin? If "Yes," note below. (150 word limit) Yes  No

7j Is there any narrative about core courses for the program that should be included in the Bulletin? If "Yes," note below. Yes  No



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			Select one....
			Select one....
			Select one....
			Select one....
<i>Total Credit Hours as Guided Electives: 18</i>			
7m	Is there any additional narrative about guided electives courses that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<i>Students must take at least 18 credit hours of electives from the approved list, of which at least 3 credit hours must come from each of the three areas: National Formations (includes US in the world), American Communities &amp; Identities, and Literary Arts.</i>			
<b>Program Free Electives<sup>18</sup>.</b> (Free electives for <u>all</u> students in the program, which includes general elective hours required by college and/or University (e.g. UK Core) for degree completion.)			
7n*	Does the program include any free electives? (If "Yes," indicate and proceed to question 7o. If "No," indicate and proceed to 7q.)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
7o*	What is the total number of credit hours in free electives?	<i>6 or more</i>	
7p	Provide a narrative, including course prefixes, about free electives courses that will be included in the Bulletin. (150 word limit)		
<i>Students must take 6 or more credit hours of free electives to bring the total number of credit hours to 120. Free electives may not be counted toward the UK Core or A &amp; S requirements.</i>			
<b>Courses for a program's track(s).</b> (Click <a href="#">HERE</a> for a template for additional tracks <sup>19</sup> .)			
7q*	Does the program include any tracks? (If "Yes," proceed to question 7r. If "No," indicate & proceed to 7s.)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
7r*	Track name:		
Prefix & Number	Course Title (Check the appropriate box to describe the course as either "a core course for the track" or "an elective course for the track.")	Credit Hrs	Course Status <sup>20</sup>
	<input type="checkbox"/> Track Core	_____	Select one....
	<input type="checkbox"/> Track Elective	_____	Select one....
	<input type="checkbox"/> Track Core	_____	Select one....
	<input type="checkbox"/> Track Elective	_____	Select one....
	<input type="checkbox"/> Track Core	_____	Select one....
	<input type="checkbox"/> Track Elective	_____	Select one....

<sup>18</sup> Program free electives are available to all students in the program and the choice of which course(s) to take is up to the student. The courses are not grouped and are sometimes described as "student must take three courses at the 400-level or above."

<sup>19</sup> Append a PDF with each track's courses to the end of this form.

<sup>20</sup> Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").



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	<input type="checkbox"/> Track Core	_____	Select one....
	<input type="checkbox"/> Track Elective	_____	Select one....
	<input type="checkbox"/> Track Core	_____	Select one....
	<input type="checkbox"/> Track Elective	_____	Select one....
	<input type="checkbox"/> Track Core	_____	Select one....
	<input type="checkbox"/> Track Elective	_____	Select one....
	<input type="checkbox"/> Track Core	_____	Select one....
	<input type="checkbox"/> Track Elective	_____	Select one....
	<input type="checkbox"/> Track Core	_____	Select one....
	<input type="checkbox"/> Track Elective	_____	Select one....

*Total Credit Hours Track:*

7s	Is there any narrative about courses for a track that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
----	--	------------------------------	--

7t	<b>Total credit hours required by level.</b>				
	100-level:	200-level:	300-level: 30	400-level: 9	500-level:

7u*	<b>What are the total credit hours required for the degree? (e.g. 120, 126)</b>	<i>120</i>
	If an explanation about the total credit hours is necessary, use the space below. (150 word limit)	

**8. Degree Plan**

8a	Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. If multiple tracks are available, click <a href="#">HERE</a> for a template for additional tracks. Append a PDF with each track's semester-by-semester program of study to the end of this form.			
	<b>YEAR 1 - FALL:</b>	<i>see attached</i>	<b>YEAR 1 - SPRING:</b>	
	<b>YEAR 2 - FALL :</b>		<b>YEAR 2 - SPRING:</b>	
	<b>YEAR 3 - FALL:</b>		<b>YEAR 3 - SPRING:</b>	
	<b>YEAR 4 - FALL:</b>		<b>YEAR 4 - SPRING:</b>	



8b	With reference to the degree plan above, explain how there is progression in rigor and complexity in the courses that make up the program. (150 word limit)
	<i>Students must take the introductory course, USB 201, soon after declaring the major, and the capstone USB 495 after completing 90 credits. Students are required to complete at least 30 credit hours at 300 level or above and 9 credit hours at 400 level or above (which includes USB 495). They must take 42 credits toward the major requirements. Because prerequisites for each course must be met prior to completion of the 300-level courses, this will ensure that courses will become increasingly rigorous.</i>

**9. Approvals/Reviews**

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Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

*In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.*

	<b>Reviewing Group Name</b>	<b>Date Approved</b>	<b>Contact Person Name/Phone/Email</b>		
9a	(Within College)				 
	A&S EPC	10/24/17	Rynetta Davis /	/ rynetta.davis@uky.edu	
	A&S Assoc. Dean	10/24/17	Anna Bosch /	/ bosch@uky.edu	
			/ /		
			/ /		
9b	(Collaborating and/or Affected Units)				
	College of Business and Economics	11/3/17	Scott Kelly /	/ skelley@uky.edu	
			/ /		
			/ /		
			/ /		
			/ /		
			/ /		
			/ /		
9c	(Senate Academic Council)		<b>Date Approved</b>	<b>Contact Person Name</b>	
	Health Care Colleges Council (if applicable) Undergraduate Council		1/18/18	Joanie Ett-Mims	

## Response to SAPC questions

1) A majority of the core courses for the program are in Gatton, but the program is housed in A&S. We realize this is interdisciplinary program. Do you anticipate this rotating between colleges in terms of responsibility or if not, how was the decision arrived at to house in A&S?  
Gatton and A&S felt it best for the program to be housed in A&S.

2) The USB courses...they are housed in A&S correct? Will they be taught only by A&S faculty or will Gatton faculty have the opportunity to teach those as well?

Yes, the USB courses are housed in A&S. We expect they will likely be taught by only A&S faculty from the appropriate disciplines, though theoretically they could be taught by Gatton faculty.

3) How did you arrive at the course listing that exists? Who was involved in the conversations?

The USB development committee consisted of the two faculty members that put together the program proposal (Jeff Clymer and Rich Schein).

The original list of elective courses were suggested by the USB development committee. The USB development committee combed the bulletin for any course that could remotely be considered American studies or US studies and asked for the departments suggestions/approval. The people involved in this process included the USB development committee, the department chairs of the courses that were identified as being remotely considered American or US studies, and those departments undergraduate curriculum committees. Based on the suggestions/approvals the final elective list was created.

The core courses for the US Culture and Business Practices degree program were made in consultation with the College of Business and Economics. The department chairs, undergraduate committee, associate dean, and dean in B&E recommended and approved the courses that are listed as core courses in the program. The elective courses are centered around three themes national formations, American Communities and Identities, and Literary Arts. We split the electives into three categories to ensure students receive the breadth of knowledge indicative of a liberal arts education. The USB development committee consulted with the humanities and social science departments in A&S to come up with the list of elective courses.

The full proposal was distributed and discussed with all of the humanities and social science departments in A&S. The faculty within those departments were able to review and suggest coursework to count as electives for the degree program. As with any program the department faculty and department chair must approve the inclusion of their courses within the degree program.

The proposal was also vetted by the college EPC, which is comprised of nine faculty members from three areas (humanities(3), social science(3), and math/natural science(3)).

4) How do you plan on handling the prerequisites for the courses listed?

Students will need to meet the requirements for any courses that list prerequisites. Students have a list of courses to choose from in all three elective

categories, so we do not believe that the handful of courses with prerequisites will hinder students completing this degree program.

Core Courses from B&E-

- MGT 301- Sophomore standing
- ECO 201- No prerequisites
- ECO 202- ECO 201
- MGT 292- No Prerequisites
- FIN 250- No prerequisites
- MKT 300- ECO 202 or consent of instructor

SECTION B – INFORMATION REQUIRED BY CPE AND SACS

10. Program Overview – Program Quality and Student Success

10a [C]	<p>Highlight any distinctive qualities of the proposed program. Are any faculty nationally or internationally recognized for expertise in this field? Does this program build on the expertise of an existing locally, nationally, or internationally recognized program at UK? (300 word limit)</p> <p><i>This degree will build upon the strengths of the faculty of the College of Arts &amp; Sciences and the Gatton College of Business and Economics. Because students complete 18 credits in the Gatton College and 24 credits chosen from a range of departments in A&amp;S, students will be exposed to the breadth of expertise at UK. The College of Arts &amp; Sciences is the largest college at UK with 18 departments and more than 400 faculty members, and the Gatton College likewise has a stellar reputation for undergraduate excellence. Indeed, 50 percent of the University Research Professors at UK are Arts &amp; Sciences faculty and the College has 4 programs within the top 20 programs among public institutions, two of which are closely affiliated with this new degree program: English and Geography. Students earning a USB degree are able to benefit from this high quality instruction throughout their UK career.</i></p>
10b* [C]	<p>(similar to 2b) What are the intended student learning outcomes (SLOs) of the proposed program? Address one or more of the five areas of learning – broad, integrative knowledge; specialized knowledge; intellectual skills; applied learning; and civic learning. (300 word limit)</p> <p><i>Students completing the USB degree will be able to:</i></p> <ol style="list-style-type: none"> <li><i>1. Demonstrate sound understanding of American society and fundamental Business principles.</i></li> <li><i>2. Think critically and analytically, and draw conclusions from complex information. (AACU Critical Thinking outcome)</i></li> <li><i>3. Drawing on an interdisciplinary perspective, integrate and synthesize a breadth of knowledge across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society (AACU Intercultural Knowledge outcome)</i></li> <li><i>4. Work effectively and collaboratively to solve complex problems using solid research methodologies and ethics. (AACU Inquiry and Analysis outcome)</i></li> <li><i>5. Communicate clearly and persuasively in both written and oral formats. (AACU Oral Communication and Written Communication outcomes)</i></li> </ol>
10c [C]	<p>Clearly state the student admission, retention, and completion standards designed to encourage high quality. (300 words)</p> <p><i>As with all A&amp;S degree programs, this program has open admission and is available to any undergraduate student admitted and enrolled at the University of Kentucky. Requirements:</i></p> <ol style="list-style-type: none"> <li><i>1. Students must complete the UK Core requirements</i></li> <li><i>2. Students must take 6 credit hours in disciplines in the natural sciences</i></li> <li><i>3. Students must take 6 credit hours in disciplines in the Social Sciences</i></li> <li><i>4. Students must take 6 credit hours in disciplines in the humanities</i></li> <li><i>5. Students must complete at least 42 credit hours within the major. At least 24 of these hours must be at or above the 300 level.</i></li> <li><i>6. Students must attain at least a 2.0 in all major requirements courses</i></li> <li><i>7. Students must complete a minimum of 6 credit hours of free electives. These college electives cannot be counted toward UK Core, college, or major requirements.</i></li> <li><i>8. Students must complete at least 120 credit hours acceptable to the College of Arts &amp; Sciences.</i></li> <li><i>9. Students must complete at least 90 credit hours in A &amp; S Courses.</i></li> <li><i>10. Students must complete at least 30 credit hours numbered 300 level or above and 9 credit hours at 400 level or above.</i></li> <li><i>11. Students must complete the A&amp;S foreign language requirement.</i></li> <li><i>12. Students must complete at least one course that includes some laboratory or field experience.</i></li> <li><i>13. Students must complete the GCCR requirement (to be completed with the Senior Capstone).</i></li> <li><i>14. Students must maintain an overall GPA of at least 2.0.</i></li> <li><i>15. Students must satisfy the residence requirements.</i></li> <li><i>16. Students will complete 42 credit hours of major requirements.</i></li> </ol>

10d [C]

Describe how the proposed program will articulate with related programs in the state. Include the extent to which student transfer has been explored and coordinated with other institutions. Note: Convert all draft articulation agreements related to this proposed program to PDF and append to the end of this form. (300 word limit)

*The USB follows UK and CPE policies regarding transfer of academic credit from other accredited institutions.*

*According to the UK Bulletin: The General Education Transfer Policy facilitates the transfer of credits earned in general education and twelve hours of course work in a major for students moving from one Kentucky public college or university to another Kentucky public college or university. The general education core transfer component reflects the distribution of discipline areas universally included in university-wide lower division general education requirements for the baccalaureate degree. Under this agreement, a student may satisfy the general education discipline requirements at their current college and have that requirement completion accepted at the university or college to which they may transfer. In addition, the Baccalaureate Program Transfer Frameworks identify 12 hours of course work in a major which may be successfully transferred. Each framework represents a specific guide to the exact courses a student needs; therefore, students who plan to transfer from one public institution to another to complete their Baccalaureate degree should work closely with their advisor to take full advantage of the Policy.*

*See UK's transfer policies for further details: <http://www.uky.edu/registrar/policy.htm> .*

10e [C]

Identify the applicant pool and how applicants will be reached. (300 word limit)

*Any student accepted to the University of Kentucky may pursue this degree. It will strongly appeal to students who have an interest in Business, but who also recognize that broad training in social and cultural history will equip them well as citizens, as thinkers, and as entrepreneurs. Recruitment staff from UK and A&S will promote this degree among all prospective students; we also plan to promote the degree to our international partner institutions.*

**11. Mission: Centrality to the Institution's Mission and Consistency with State's Goals**

11a\* [C]

(similar to question 2b) List the objectives of the proposed program? These objectives should deal with the specific institutional and societal needs that the program will address. (300 word limit)

*The program objectives are to:*

- Provide students with broad-based knowledge and training in the liberal arts, thus producing students who are analytical, empathetic, culturally well-informed, and who possess keen research, writing, and communication skills.*
- Prepare students who are flexible, who can adapt to changing environments, and who can grow and evolve with the economy.*
- Prepare students to contribute to the contemporary work environment by understanding how to assess the context and history of any business decision.*
- Prepare students for personal and professional success in a dynamic, interconnected, global setting.*

*Employers, especially in Business, now routinely call for strong communication, writing, and research skills in their new employees because they recognize the value of a classical Liberal Arts education. Similarly, liberal arts students need the in-depth training offered by business courses (see Atlantic Monthly, "Why America's Business Majors are in Desperate Need of a Liberal-Arts Education," June 28, 2016; "Business and the Liberal Arts," Inside Higher Ed, October 17, 2013; "Why Top Tech CEOs Want Employees with Liberal Arts Degrees," Fast Company, August 28, 2014).*

11b\* [C]

Explain how the program objectives above in item 11a support at least two aspects of [UK's institutional mission and academic strategic plan](#)? (150 word limit)

*This program furthers the objectives of our strategic plan, especially Strategic Initiative 2, Action Step 2 of the Undergraduate Student Success plan component. This action step calls for building on UK's current offerings through new undergraduate programs, especially transdisciplinary programs, that specifically*

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	<i>enrich student preparation and position them to be leaders in a global society. Innovatively melding liberal arts skills of inference, analysis and communication with solid training in business practices, this program will produce students who are thoughtful and creative (Undergraduate Objective, Strategic Initiative 3) and ready to enter the workplace equipped with flexible thinking and solid knowledge of business practices.</i>
11c* [C]	How do the program objectives above in item 11a support at least two aspects of the Council on Postsecondary Education’s (CPE) Strategic Agenda and the statewide implementation plan? (300 word limit) <i>This program especially enhances Objectives 8 and 9 of the CPE Strategic Agenda. These objectives call for promoting academic excellence through improvements in teaching and learning (Objective 8) and improving career readiness and employability of postsecondary graduates (Objective 9). A transdisciplinary collaboration between Arts &amp; Sciences and Business faculty will inevitably galvanize new pedagogical ideas and methods. While courses in the major will be taught within established disciplines, the faculty who teach courses in the major will interact and share ideas and different ways of thinking. This collaborative work will break down the academic walls that can separate fields and will infuse new ways of thinking into faculty’s teaching. Likewise, this major will improve career readiness for its majors. While the flexible mindset and strong literacy skills that underpin traditional liberal arts major already position those students to do well as they seek employment, the combination of business knowledge and liberal arts skills will make students especially prepared for a wide range of careers. Employers routinely call for new employees with enhanced writing and communication skills (and lament their absence), and so students will be especially ready to step into an entrepreneurial economy that depends on clear thinking, strong business strategy, and an ability to recognize and seize opportunities.</i>
11d* [C]	If an approval letter from an Education Professional Standards Board (EPSB) is required, check the box below and append a PDF version of the letter to this form. <input type="checkbox"/> (E.g. any program leading to teacher, principal, or superintendent certification, rank change, etc.)
<b>12. Resources</b>	
12a* [C]	How will the program support or be supported by other programs within the institution? For example, shared faculty, shared courses, collaborative research, etc. (300 word limit) <i>This degree will rely on existing courses as they are currently taught. Two new courses will be created, USB 201 and USB 495 which will be primarily focused on the success of USB students. Partner departments in A&amp;S and in Gatton have agreed to work together to offer the range of courses that serve as required or optional courses toward the degree. There will be no additional supports needed.</i>
12b [C]	What will be the projected “faculty-to-student in major” ratio? (150 word limit) <i>Not applicable for this interdisciplinary degree.</i>
12c [C]	Describe the library resources available <sup>21</sup> to support this program. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. (300 word limit) <i>The University of Kentucky Library System includes the main William T. Young Library which maintains humanities, social sciences and life sciences collection, as well as eleven other libraries including a Science Library. Collections and information resources include 4,023,142 volumes, 588,428 electronic books, well over 400 commercial databases, approximately 27,000 linear feet of manuscripts and archives, and a broad collection of computer files, microforms, maps, film/video, audio and graphics. Annual collections expenditures total more than \$11.1 million. In FY12, 6.6 million searches were conducted in licensed databases and 2.8 million full-text articles were downloaded. UK serves as the Regional Depository for Kentucky as part of the Federal Depository Library Program. UK is also a depository for European Union publications and Canadian government publications. British Parliamentary Papers, Kentucky government publications, and technical reports from federal agencies are selectively collected.</i>

<sup>21</sup> Please contact Institutional Effectiveness ([institutionaleffectiveness@uky.edu](mailto:institutionaleffectiveness@uky.edu)) for more information.

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12d <small>(CR)</small>	<p>Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high-quality program. Address the availability of classroom, laboratory, and office space, as well as any equipment needs. (300 word limit)</p> <p><i>No additional physical facilities are needed beyond the classrooms used for current course offerings.</i></p>
<b>13. Demand and Unnecessary Duplication</b>	
13a* <small>(C)</small>	<p>Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand, employer demand, career opportunities at any level, or any recent trends in the discipline that necessitate a new program. (300 word limit)</p> <ul style="list-style-type: none"> <li>• This evidence is typically in the form of surveys of potential students, enrollments in related programs at the institution, employer surveys, and current labor market analyses.</li> <li>• Anecdotal evidence is insufficient. Demonstrate a systematic collection of data, thorough study of the data, and a reasonably estimated student demand for the program.</li> <li>• Provide evidence of student demand at state and national levels.</li> </ul>
	<p><i>Coupling business and liberal arts education can improve student employment prospects. In a 2015 survey by Hart Research Associates, 83% of employers thought every college student should acquire broad knowledge in the liberal arts and sciences. The Association of American Colleges and Universities survey found that 74% of business and nonprofit leaders say they would recommend a twenty-first century liberal education to a young person they know in order to prepare for long-term success in today's global economy. Moreover, according to a recent survey by Career Builder, 39% of employers need workers with a blend of technical skills and those skills gained from liberal arts.</i></p> <p><i>A degree that combines business with the liberal arts is becoming increasingly popular among top universities. New York University's Leonard N. Stern School of Business integrates top-rated business coursework with liberal arts classes to complete an academic program that will prepare students for success in today's fast-paced business world. St. Lawrence University has a Business in the Liberal Arts degree. They believe the degree will create dynamic business leaders who bring multiple perspectives to bear on business decision making. The University of Michigan's Ross School of Business has moved to a Multidisciplinary Exploration and Rigorous Guided Education (MERGE) approach to their curriculum. The program combines core business fundamentals with the freedom to pursue individual interests that include 54 liberal arts credits.</i></p>
13b <small>(C)</small>	<p>Clearly state the degree completion requirements for the proposed program. (150 word limit)</p> <p><i>Awarding of the USB degree is dependent upon the completion of the UK Core, University graduation requirements, and College of A&amp;S requirements consistent with B.A degree. Students must complete 42 credits of required and elective courses toward the major. Overall, students must complete at least 120 credit hours acceptable to the College of Arts &amp; Sciences; at least 90 credit hours in A&amp;S Courses; with at least 30 credit hours numbered 300 level or above and 9 credit hours numbered 400 level and above; at least one course that includes some laboratory or field experience; and a Senior Seminar (GCCR course).</i></p>
13c* <small>(C)</small>	<p>Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program? (300 word limit)</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If "Yes," explain:</p>
13d <small>(C)</small>	<p>Identify the primary feeders for the program. (150 word limit)</p> <p><i>Students may enroll as freshmen, or may be "internal transfers" from any other department at UK. New transfer students from other institutions will also be welcome.</i></p>
13e <small>(C)</small>	<p>Describe the student recruitment and selection process. (300 word limit)</p>



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*Students may declare this major as incoming first-year student or after arriving at UK. They must maintain an overall GPA of at least 2.0 and satisfy the residence requirements prior to graduation. They will work with their College academic advisor to make sure they are meeting the requirements for the degree.*

13f\* [C]

Specify any distinctive qualities of the proposed program. (300 word limit)

- Are any of your faculty nationally or internationally recognized for expertise in this field?
- Does this program build on the expertise of an existing locally, nationally or internationally recognized program at your institution?
- Do you have any specialized research facilities or equipment that are uniquely suited to this program?

*By definition, this is a distinctive program, as it combines high-quality faculty from two separate colleges, working together to enhance the educational opportunities and success of our students. The curriculum is innovative in its departure from the narrower training typically offered in a traditional major, and thus responds strongly to contemporary educational needs of our students for training that is both flexible and yet focused. The faculty teaching in the major have strong pedagogical and research records in their respective fields.*

*This degree will build upon the strengths of the faculty of the College of Arts & Sciences and the Gatton College of Business and Economics. Because students complete 18 credits in the Gatton College and 24 credits chosen from a range of departments in A&S, students will be exposed to the breadth of expertise at UK. The College of Arts & Sciences is the largest college at UK with 18 departments and more than 400 faculty members, and the Gatton College likewise has a stellar reputation for undergraduate excellence. Indeed, 50 percent of the University Research Professors at UK are Arts & Sciences faculty and the College has 4 programs within the top 20 programs among public institutions, two of which are closely affiliated with this new degree program: English and Geography. Students earning a USB degree are able to benefit from this high quality instruction throughout their UK career.*

13g [C]

Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program. (300 word limit)

*This program may draw new enrollments due to the innovative combination of a liberal arts education with the foundation of a business component. In addition, discussions with partner international institutions indicate that there is a strong interest in this type of degree program among some international transfer students. We estimate that 20-30 new students a year may be attracted to UK as a result of this degree program.*

13h [C]

Use table below to estimate student demand for the first five years following implementation.

Academic Year	# Degrees Conferred	Majors (headcount)
		Fall Semester
2017 - 2018	0	30
2018 - 2019	15	45
2019 - 2020	30	60
2020 - 2021	30	90
2021 - 2022	30	90

13i [C]

Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. (300 word limit)

*This innovative program is necessary because it responds to students' increased desire for transdisciplinary learning that is both flexible and preparatory for a wide range of entrepreneurial careers. The curriculum responds to changes in Business practice and education that increasingly value liberal arts skills of inference, communication, and research. So-called soft skills, which employers overwhelmingly suggest that they want in new employees, are readily conferred by the liberal arts. Conversely, within liberal arts there is a well-documented emergent emphasis on career preparation. This major enhances the liberal arts' ability augment traditional broad preparation with more specialized knowledge in a particular field.*

13j \* [C]

Has the Council on Postsecondary Education identified similar programs?

Yes

No

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*knowledge of business practices as well as skills of research, communication, and sensitivity to context. Its objective is to equip students with the knowledge and skills that employers value, that is, to prepare students for immediate job entry while also instilling in them flexible thinking, adaptability, and entrepreneurialism.*

(2) Does the proposed program serve a different student population (e.g., students in a different geographic area or nontraditional students) from existing programs? (150 word limit) Yes  No   
If "Yes," explain:

(3) Is access to existing programs limited? (150 word limit) Yes  No   
If "Yes," explain:

(4) Is there excess demand for existing programs? (150 word limit) Yes  No   
If "Yes," explain:

(5) Will there be collaboration between the proposed program and existing programs? (150 word limit) Yes  No   
If "yes," explain the collaborative arrangements with existing programs. If "no," explain why there is no collaboration with existing programs.

*This major is fundamentally collaborative. On the liberal arts side, students will take courses in three categories of knowledge: (1) National Formations/US and the World; (2) American Communities and Identities; (3) Literary Arts. Rather than dividing the curriculum by discipline, the knowledge categories will have courses within them from various disciplines, including Anthropology, English, Gender and Women's Studies, Geography, History, Political Science, and Sociology. Learning for students will thus be more problem-centered and interdisciplinary than is the case within a typical major. Within the major as a whole, it is by design a collaboration between units in Arts & Sciences and units in the Gatton College of Business & Economics.*

13k\* (c) Are there similar programs in other [Southern Regional Education Board \(SREB\)](#) states in the nation? Yes  No   
If "Yes," please answer the questions below to demonstrate why this proposed program is needed in addition to the one(s) currently in existence.

13k.i\* Identify similar programs in other SREC states and in the nation.

13k.ii\* Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? Yes  No   
If "Yes," explain. (300 word limit)

13k.iii\* Does the proposed program serve a different student population (e.g., students in a different geographic area and non-traditional students) from existing programs? Yes  No   
If "Yes," explain. (300 word limit)

13k.iv\* Is access to existing programs limited? Yes  No   
If "Yes," explain. (300 word limit)

13k.v\* Is there excess demand for existing similar programs? Yes  No   
If "Yes," explain. (300 word limit)

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13k.vi*	<p>Will there be collaboration between the proposed program and existing programs? If "No," explain. (300 word limit)</p>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
13l [C]	<p>Would your institution like to make this program available through the <a href="#">Academic Common Market</a><sup>22</sup>?</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
13m [C]	<p>Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program. (300 word limit)</p>		
	<p><i>Combining business and liberal arts education can improve student employment prospects. A 2015 survey by Hart Research Associates indicates that 83% of employers thought every college student should acquire broad knowledge in the liberal arts and sciences. The Association of American Colleges and Universities survey found that 74% of business and nonprofit leaders say they would recommend a twenty-first century liberal education to a young person they know in order to prepare for long-term success in today's global economy. According to a recent survey by Career Builder, 39% of employers need workers with a blend of technical skills and those skills gained from liberal arts. Employer demand is also evidenced by the media reports on hiring and the qualifications of recent graduates, including Atlantic Monthly, "Why America's Business Majors are in Desperate Need of a Liberal-Arts Education," June 28, 2016; "Business and the Liberal Arts," Inside Higher Ed, October 17, 2013; "Why Top Tech CEOs Want Employees with Liberal Arts Degrees," Fast Company, August 28, 2014). Evidence from a variety of sources thus points to employers' desire for graduates who possess the hallmarks of a liberal education combined with sound training in business practices.</i></p>		
13n* [C]	<p>Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels. <i>This is an extremely flexible degree in terms of jobs available. Students can end up in many different fields, including business, law, education, technology, advertising, marketing, government, journalism, and entrepreneurship.</i></p>		
<b>14. Assessment and Oversight</b>			
14a* [C]	<p>Describe <i>program</i> evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission. (300 word limit) <i>There will be an assessment committee consisting of a subgroup of the faculty of record. The assessment committee will assess the USB program once a year, tracking the following metrics: a) enrollment numbers, b) transfer out/transfer in data, c) cohort retention (at UK), d) cohort graduation (at UK), e) enrollment data for required courses in the curriculum, f) progress to degree (credits earned/credits attempted). The program will be deemed a success if these metrics fall within the range of current A&amp;S degree programs. The report will be circulated to the Program faculty and will be discussed annually. The Program Director will also examine data provided by the Alumni Survey to assess students' post-graduate success. Further, a benchmark for "time-to-degree" of no more than 150% of required credits will be an indicator of sufficient programmatic structure. Courses will be evaluated by the usual Teacher Course Evaluation forms (standard across UK), and instructors will be evaluated periodically as part of the Faculty Merit Evaluation Review.</i></p>		

<sup>22</sup> Please contact Institutional Effectiveness ([institutionaleffectiveness@uky.edu](mailto:institutionaleffectiveness@uky.edu)) for more information.

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- 14b\* [C] Identify both the direct and indirect methods by which the intended student learning outcomes (SLOs) will be assessed. Please note that the assessment is at the program level, not the course level. (300 word limit)  
*Student learning outcomes will be evaluated annually by a faculty committee using appropriate metrics for each outcome.*
- 14c Procedures for Course Mapping of SLOs (related to question 5b)**
- 14c.i [C] Which components will be evaluated, i.e. course mapping? (300 word limit)  
*Please See Attached Assessment Plan*
- 14c.ii [C] When will components be evaluated? (150 word limit)  
*Program components will be evaluated annually, in the spring semester.*
- 14c.iii [C] When will the data be collected? (150 word limit)  
*Student artifacts from the capstone course, USB 495, will be collected each time the course is offered; artifacts will be collated and evaluated once per year.*
- 14c.iv [C] How will the data be collected? (150 word limit)  
*Student artifacts will be collected by the program director in collaboration with the instructor(s) of the capstone course. A faculty committee chaired by the program director will assess student learning outcomes on a 3 year cycle, as defined by the Assessment Plan. National rubrics will be used to support the assessment, where available (e.g. the AACU VALUE rubrics)*
- 14c.v [C] What will be the benchmarks and/or targets to be achieved? (150 word limit)  
*Benchmarks and Targets will be reviewed after the first cycle of assessment. Initially we expect 75% of graduating students to milestone 3 out of 4 in each of the AACU VALUE rubrics.*
- 14c.vi [C] What individuals or groups will be responsible for data collection? (150 word limit)  
*A subset of the faculty of record will serve on the assessment committee, chaired by the program director.*
- 14c.vii [C] How will the data and findings be shared with faculty? (150 word limit)  
*The results of the assessment exercise will be shared with the faculty of record*
- 14c.viii [C] How will the data be used for making programmatic improvements? (150 word limit)  
*Faculty will discuss the results of the assessment reports and identify strategies for improvement as needed.*
- 14c.ix [C] What are the measures of teaching effectiveness? (150 word limit)  
*Teaching effectiveness will be measured both by the TCE reports (standard at UK) and by the periodic FMER reviews which provide a wholistic evaluation based on teaching portfolios, including sample assignments and examples of student work.*
- 14c.x [C] What efforts to improve teaching effectiveness will be pursued based on these measures? (150 word limit)  
*Teaching improvements will be suggested based on results of reviews, and in consultation with the instructor, the department chair, and in collaboration with the professionals from the UK Center for Excellence in Learning and Teaching.*
- 14c.xi [C] What are the plans to evaluate students' post-graduate success? (150 word limit)  
*The program faculty will develop an online post-graduate survey that we will administer annually. Results of the survey will be shared with faculty annually.*

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**15. Cost and Funding of the Proposed Program<sup>23</sup>**

15a*	[C]	Will this program require additional resources? If "Yes," please provide a brief summary of additional resources that will be needed to implement this program over the next five years. (300 word limit) <i>no additional resources needed</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
15b	[C]	Will this program impact existing programs and/or organizational units within your institution? (300 word limit) If "Yes, briefly describe. <i>Additional students will enroll over a great variety of courses in both A&amp;S and Gatton.</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
15c	[C]	Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program. (300 word limit) <i>See budget; we foresee that any important increase in investment will be covered by tuition from international students enrolling in this program.</i>		

**16. Course Descriptions [C]**

16a		Program Core Courses (includes pre-major and pre-professional courses)
Prefix & Number		Course Description (from the Bulletin or the most recent new/change course form)
USB 201		<i>US Culture and Business Studies-This course introduces students to American Business Studies. Specific topics in American history, culture, and society will vary by instructor and will be presented within the major's three key organizing themes: National Formations, American Communities, and Literary Arts. Interdisciplinary emphasis will show the importance of US politics, social norms and values, literature, civil rights, regions, law, and history to business practice in historical and contemporary contexts. Students will be introduced to methodologies drawn from core American Studies disciplines, including English, Geography, History, Political Science, and Sociology</i>
USB 495		<i>Senior Capstone Seminar-This course is the capstone seminar for the US Culture and Business Practices major. The seminar format will focus on original research projects that bring together a focus on the major's four organizing themes (National Formations, Communities and Identities, Literary Arts) and emphasize connections to students' business courses through a specific case study or studies. Depending upon the instructor, the projects may be individual or group oriented. This course is a Graduation Composition and Communication Requirement (GCCR) course for the ABS major.</i>
ECO 201		<i>PRINCIPLES OF ECONOMICS I-The study of the allocation of scarce resources from the viewpoint of individual economic units. Topics include household and firm behavior, competitive pricing of goods and resources, and monopoly power</i>
ECO 202		<i>PRINCIPLES OF ECONOMICS IIA study of how society's needs are satisfied with the limited resources available. Topics include contemporary issues such as inflation, unemployment, economic growth, international dependencies, and how public policy deals with them. A critical understanding of the U.S. and global economies will enhance your value as a manager or executive of a business (whether for-profit or non-profit), as a family member dealing with jobs and financial decisions, and as a voter in a democracy. The course will allow you to become knowledgeable of, and able to critically think about, the major macroeconomic issues of unemployment, jobs, recessions, economic growth, inflation, deflation, oil prices, monetary policy, the Federal Reserve, fiscal policy, budget deficits, the national debt, international trade, international finance, and the financial system. Prereq: ECO 201</i>

<sup>23</sup> For questions about cost and funding of the program, please contact your department chair, business officer, or associate dean for academic affairs.

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MGT 292	<p><i>INTRODUCTION TO ENTREPRENEURSHIP- This course provides a broad overview of the art and science of entrepreneurship and venture creation. The essential elements of the entrepreneurial process will be covered including: business planning, business model analysis, entrepreneurial marketing, entrepreneurial finance, legal issues (e.g. managing intellectual property, legal forms of organization), new venture alliances and deals, and social entrepreneurship</i></p>
MGT 301	<p><i>BUSINESS MANAGEMENT- A study of planning, organizing and controlling; an interdisciplinary approach; actual decision-making cases. Prereq: STA 291, ECO 201, 202 and ACC 202, or consent of instructor</i></p>
FIN 250	<p><i>PERSONAL INVESTING AND FINANCIAL PLANNING-An overview of financial planning, decision making and investing activities. Emphasis is on financial assets such as stocks, bonds, options and futures and their use in meeting investment goals. Discusses IRAs, 401(k)s and other retirement programs. Also considers mutual funds, real estate, insurance and other alternatives. Includes a discussion of asset selection and allocation strategies, risk management methods, and alternative wealth maximization strategies</i></p>
MKT 300	<p><i>MARKETING MANAGEMENT-The literature and problems in the retail distribution of consumers' goods, wholesale distribution of consumers' goods, industrial goods, sales organizations, sales promotion and advertising, and price policies. Prereq: ECO 202 or consent of instructor</i></p>
16b Prefix & Number	<p align="center"><b>Program Guided Electives Courses (for the major)</b></p> <p align="center">Course Description (from the Bulletin or the most recent new/change course form)</p> <p><i>Please see 4c attachment</i></p>
16c Prefix & Number	<p align="center"><b>Program Free Electives Courses</b></p> <p align="center">Course Description (from the Bulletin or the most recent new/change course form)</p> <p><i>Not applicable. Students take a minimum of 6ch of free electives to reach 120 credit hours.</i></p>

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16d **Courses for a Track.** (If multiple tracks are available, click [HERE](#) for a template for additional tracks. Append a PDF to the end of this form with each track's courses and descriptions.

Prefix & Number	Course Type	Course Description (from the Bulletin or the most recent new/change course form)
	<input type="checkbox"/> Track Core	
	<input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core	
	<input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core	
	<input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core	
	<input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core	
	<input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core	
	<input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core	
	<input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core	
	<input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core	
	<input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core	
	<input type="checkbox"/> Track Elective	

**17.\* Budget Funding Sources, by Year of Program (Please answer in terms of dollar amounts.) [C]**  
 (Please note – all the fields in number 16 are required for the CPE's pre-proposal form.)

<b>Total Resources Available from Federal Sources (Federal sources include grants, earmarks, etc.)</b>	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.</i>				
<b>Total Resources Available from Other Non-State Sources (Non-state sources include philanthropies, foundations, individual donors, etc.)</b>	0				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New	0	0	0	0	0
Existing	0	0	0	0	0

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Narrative/Explanation:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.</i>				
<b>State Resources (State sources include general fund revenue, grants, pass-thru funds, etc.)</b>	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.</i>				
<b>Internal (The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units.)</b>	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
(New) Allocated Resources	0	0	0	0	0
(Existing) Reallocated Resources	0	0	0	0	0
Narrative/Explanation:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.</i>				
<b>Student Tuition (Describe the impact of this program on enrollment, tuition, and fees.)</b>	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
New	482504	1308710	2159245	3029282	3396632
Existing					
Narrative/Explanation:					
<b>Total Funding Sources</b>	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Total New	482504	1308710	2159245	3029282	3396632
Total Existing	0	0	0	0	0
Total Funding Sources	482504	1308710	2519245	3029282	3396632

**18. Breakdown of Program Expenses/Requirements<sup>4</sup> [C]**

**(Please note – all the fields in number 17 are required for the CPE’s pre-proposal form.)**

<b>Staff: Executive, Administrative &amp; Managerial (Include salaries and whether new hires will be part time or full time.)</b>	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.</i>				



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**Other Professional (Include salaries.)**

	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New	0	0	0	0	0
Existing	1000	1000	1000	1000	1000

**Narrative/Explanation:** No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses. This is to teach UK101.

**Faculty (Include salaries and whether new hires will be part time or full time.)**

	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing	77838	192671	324048	497157	512072

**Narrative/Explanation:** *No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses*

**Student Employees (Include salaries and/or stipends.)**

	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing	13494	22832	29652	30542	31458

**Narrative/Explanation/Justification:** *No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses*

**Equipment and Instructional Materials**

	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					

**Narrative/Explanation/Justification:** *No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses*

**Library (Include new journal subscriptions, collections, and electronic access.)**

	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					

**Narrative/Explanation/Justification:** *No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses*

**Contractual Services**

	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New					
Existing					

**Narrative/Explanation/Justification:** *No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses*

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<b>Academic and/or Student Services</b>		1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
	New					
	Existing					
	Narrative Explanation/Justification:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses</i>				
<b>Other Support Services</b>		1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
	New					
	Existing					
	Narrative Explanation/Justification:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses</i>				
<b>Faculty Development (Include travel, conference fees, consultants, etc.)</b>		1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
	New					
	Existing					
	Narrative Explanation/Justification:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses</i>				
<b>Assessment (Include personnel, software tools, data collection tools, survey administration, outside consulting services, etc.)</b>		1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
	New					
	Existing					
	Narrative Explanation/Justification:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses</i>				
<b>Other</b>		1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
	New					
	Existing					
	Narrative Explanation/Justification:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses</i>				
<b>Total Program Budgeted Expenses/Requirements</b>		1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
	New					
	Existing					
	<b>TOTAL Program Budgeted Expenses/Requirements:</b>	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses</i>				

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<b>GRAND TOTAL</b>	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Total Funding Sources					
Total Expenses/Requirements					
TOTAL NET COST <sup>24</sup> :	92332	216503	354700	528699	544530

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<sup>24</sup> The net cost may reflect a revenue gain (“+”) or a revenue loss (“-”).

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**19. Specific faculty involved in the degree program. [SACS]**

*(similar to question 4d)* Fill out the SACS<sup>25</sup>-required faculty roster below, for full-time and part-time faculty teaching in the program. Abbreviations for the NAME and COURSES TAUGHT columns are below the table. *Please contact Institutional Effectiveness ([institutionaleffectiveness@uky.edu](mailto:institutionaleffectiveness@uky.edu)) for help with this question.*

NAME	COURSES TAUGHT	ACADEMIC DEGREES AND COURSEWORK	OTHER QUALIFICATIONS AND COMMENTS	NEW COURSES
List name & Identify faculty member as F or P.	Include term; course prefix, number and title; & credit hours. (D, UN, UT, G)	List relevant courses taught, including institution and major. List specific graduate coursework, if needed	Note qualifications and comments as they pertain to course taught.	Include course prefix, number, and title.
<i>Please see 4d</i>				
F = full time P= part time	D = developmental UN = undergraduate nontransferable UT = undergraduate transferable G = graduate			

<sup>25</sup> Southern Association of Colleges and Schools Commission on Colleges (SACS).

**Required Courses: (Total of 24 credit hours)**

USB 201 (3)

USB 495- GCCR (3)

ECO 201 (3)

ECO 202 (3)

MGT 292 (3)

MGT 301 (3)

FIN 250 (3)

MKT 300 (3)

**Guided Electives: (Total of 18 credit hours)**

*Students must take at least 3 credit hours from each area*

National Formations (includes US in the world): from the approved list of courses

American Communities & Identities: from the approved list of courses

Literary Arts: from the approved list of courses

**Free Electives (Total of 6+ credit hours)**

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**Total of 42 credit hours for major**

# 1a. Date of Contact with Institutional effectiveness

## Harmon, Camille

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**From:** Alexander-Snow, Mia  
**Sent:** Friday, March 10, 2017 1:27 PM  
**To:** Bosch, Anna; Weber, Ann D  
**Cc:** Harmon, Camille  
**Subject:** RE: new program in American Studies and Business - CIP code request

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Hello Anna,

The choice is reasonable; however, you might consider one of the options below in the social sciences:

[Detail for CIP Code 45.0604](#)

**Title:** Development Economics and International Development.

**Definition:** A program that focuses on the systematic study of the economic development process and its application to the problems of specific countries and regions. Includes instruction in economic development theory, industrialization, land reform, infrastructural development, investment policy, the role of governments and business in development, international development organizations, and the study of social, health, and environmental influences on economic development.

[Detail for CIP Code 45.1004](#)

**Title:** Political Economy.

**Definition:** A program that focuses on the interaction between politics and economics in the formation of public policy. Includes instruction in microeconomics; macroeconomics; political theory; American, comparative, and international political economy; and quantitative methods.

Please note: Program approval requires state approval, and the state approval process requires submission of the CPE pre-proposal (occurs after the program is approved at the College-level) and the CPE full-proposal (occurs after the program is approved by the UK BOT). Please contact the Office of Planning and Institutional Effectiveness immediately following College-level approval, so we can begin the state approval process.

Best,  
Mia

**Mia Alexander-Snow, PhD**

Director, Planning and Institutional Effectiveness

Phone: 859-257-2873

Fax: 859-323-3999

Visit the Institutional Effectiveness Website: <http://www.uky.edu/ie>

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**From:** Bosch, Anna  
**Sent:** Friday, March 10, 2017 10:50 AM  
**To:** Alexander-Snow, Mia <mia.alexander-snow@uky.edu>; Weber, Ann D <ann.weber@uky.edu>  
**Cc:** Harmon, Camille <camille.harmon@uky.edu>  
**Subject:** RE: new program in American Studies and Business - CIP code request

Dear Mia,  
We haven't heard back from your office yet regarding this request, and we are finalizing the Senate forms for this new degree program. Can you give us your feedback (see below)?  
thanks,  
Anna

**From:** Bosch, Anna  
**Sent:** Tuesday, January 24, 2017 2:00 PM  
**To:** Alexander-Snow, Mia  
**Cc:** Harmon, Camille; Schein, Richard H; Clymer, Jeffory A  
**Subject:** new program in American Studies and Business - CIP code request  
**Importance:** High

Dear Mia,

A college and campus-wide committee is beginning the work to create a new interdisciplinary bachelor's degree that will combine American Studies and Business. This is an exciting proposal and a timely development. Can you please give us your feedback on a CIP code recommendation?

The closest we can find would be the American Studies CIP - see below – does this seem reasonable? Our faculty feel this is the closest appropriate option.

<a href="#">American/United States Studies/Civilization</a> . A program that focuses on the history, society, politics, culture, and economics of the United States and its Pre-Columbian and colonial predecessors, and including the flow of immigrants from other societies.	05.0102
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We would also appreciate any advice you can provide on websites that might indicate national data on employment opportunities, etc. It seems to me we have looked at something of this sort in the past.

thanks very much for your help,  
Anna

\*\*\*\*\*  
Anna Bosch / Associate Dean for Undergraduate Programs / College of Arts & Sciences  
241 Patterson Office Tower / University of Kentucky / Lexington, KY 40506-0027 USA  
tel: 859-257-1584 / email: [bosch@uky.edu](mailto:bosch@uky.edu)

Important Dates for Spring 2017:  
January 10 - Tuesday – Last day to drop a course or cancel registration for a full refund of fees  
January 11 - Wednesday – First day of classes  
January 11 - 18 - Wednesday through Wednesday – Late registration  
January 16 - Monday – Martin Luther King Jr. Birthday – Academic Holiday  
January 18 - Wednesday – Last day to add a class  
January 18 - Wednesday – Last day to officially withdraw or reduce course load and receive an 80 percent refund  
February 1 - Wednesday – Last day to drop a course without it appearing on the student's transcript



**From:** [Pearson, RaeAnne](#)  
**To:** [Harmon, Camille](#)  
**Cc:** [Office of Strategic Planning and Institutional Effectiveness](#)  
**Subject:** RE: US Culture and Business Practice  
**Date:** Monday, February 5, 2018 12:22:25 PM  
**Attachments:** [image001.png](#)

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Dear Camille,

Thank you for your email regarding the proposed program, **US Culture and Business Practices, Bachelors (05.0102)**.

My email will serve 2 purposes: 1.) Next steps for SACSCOC, and 2.) Verification and notification that you have contacted OSPIE—a Senate requirement for proposal approval.

1. **Next steps for SACSCOC:** None required
2. **Verification that OSPIE has reviewed the proposal:** Based on the proposed documentation presented and the Substantive Change Checklist, the proposed program does not constitute a substantive change as defined by the University or SACSCOC, the university's regional accreditor. Therefore, no additional information is required by the Office of Strategic Planning & Institutional Effectiveness at this time. The proposed program may move forward in accordance with college and university-level approval processes.

Should you have questions or concerns about UK's substantive change policy and its procedures, please do not hesitate contacting me.

**RaeAnne Pearson, PhD**

Office of Strategic Planning & Institutional Effectiveness

University of Kentucky

Phone: 859-218-4009

Fax: 859-323-8688

Visit the Institutional Effectiveness Website: <http://www.uky.edu/ie>

**see blue.**<sup>™</sup>

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**From:** Pearson, RaeAnne  
**Sent:** Monday, February 05, 2018 9:41 AM  
**To:** Harmon, Camille  
**Cc:** Office of Strategic Planning and Institutional Effectiveness  
**Subject:** Re: US Culture and Business Practice

Since the checklist is attached we will send out a response later today. I just wanted to ensure you did not already have one from us. I believe the senate will be checking more closely going forward.

best,



UNIVERSITY OF KENTUCKY  
Office of Institutional Effectiveness

University of Kentucky Substantive Change Checklist<sup>1</sup>

Substantive change, according to the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC or SACS), is “a significant modification or expansion of the nature and scope of an accredited institution.”<sup>2</sup> Substantive change is a federal concept, based in the regulations of the U.S. Department of Education,<sup>3</sup> which regional accreditors are required to enforce.

The University is required to submit any substantive change to SACS for review, and in some cases approval, prior to implementation of such substantive change. As noted by SACS:

“if an institution fails to follow the substantive change policy and procedures of the Commission on Colleges, it may lose its Title IV funding or be required by the U.S. Department of Education to reimburse it for money received by the institution for programs related to the unreported substantive change. In addition, the institution’s case may be referred to the Commission for the imposition of a sanction or for removal from membership.”<sup>4</sup>

Checklist Instructions: To ensure substantive change compliance, individuals should complete the checklist on the following pages in the early stages of any proposal (e.g. new degree program, new certificate program, etc.) or curricular revision. Upon completion, the form must be submitted to the associate provost for institutional effectiveness or designee by e-mail to [InstitutionalEffectiveness@uky.edu](mailto:InstitutionalEffectiveness@uky.edu). A determination as to whether the proposed program or changes to the existing program constitutes a substantive change will be made within seven (7) business days of receipt and next steps will be communicated accordingly.

Questions concerning substantive change are to be directed to Dr. Ann Weber, associate provost for strategic planning and institutional effectiveness ([ann.weber@uky.edu](mailto:ann.weber@uky.edu)) and Dr. Mia Alexander-Snow, director of planning and institutional effectiveness ([mia.alexander-snow@uky.edu](mailto:mia.alexander-snow@uky.edu)).

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<sup>1</sup> Adapted, with appreciation, from University of Virginia’s “Substantive Change Checklist.”

<sup>2</sup> See [Substantive Change for Accredited Institutions of the Commission on Colleges: Policy Statement](#), p. 1.

<sup>3</sup> See [34 C.F.R. § 602.22](#).

<sup>4</sup> See [Substantive Change for Accredited Institutions of the Commission on Colleges: Policy Statement](#), p. 9.

University of Kentucky  
Substantive Change Checklist

Instructions: Email completed form to: [InstitutionalEffectiveness@uky.edu](mailto:InstitutionalEffectiveness@uky.edu), Subject line: UK Sub Change. Questions concerning substantive change are to be directed to Dr. Ann Weber, assistant provost for strategic planning and institutional effectiveness ([ann.weber@uky.edu](mailto:ann.weber@uky.edu)) and Dr. Mia Alexander-Snow, director of planning and institutional effectiveness ([mia.alexander-snow@uky.edu](mailto:mia.alexander-snow@uky.edu)).

Please note: there is a 200 character limit for each text box.

**I. Name of Proposed Program:** US Culture and Business Practices

**II. Is this a New, Existing Degree, or Non-Degree Educational Program?**

New Degree Educational Program

Existing Degree Educational Program

New Non-Degree Educational Program

Existing Non-Degree Educational Program

**III. Existing/Proposed Degree Designation** (e.g., BA, MSEDU): BA

**IV. Program CIP Code (as applicable):** 05.0102

**V. General Description of Proposed Action:**

(e.g., new program/courses/delivery or changes to program (such as change in course(s)/delivery mode). Attach applicable documentation to support the program description with checklist submission)

New interdisciplinary degree program that combines rich training in the history, politics, society, arts, and culture of the United States with significant training in Business.

**VI. Total number of Credit hours for:**

New or Proposed Degree/Non-Degree/Certificate: 120

New or Proposed Program Major: 42

New or Proposed Program Option:  
(e.g. Concentration, Specialization, Track)

Existing Degree/Non-Degree/Certificate:

Existing Program Major:

Existing Program Option:  
(e.g. Concentration, Specialization, Track)

**VII. Is this an Accredited Program?** No  Yes , **Name of Accreditor:**

**VIII. Sponsoring College/Home Educational Unit:** College of Arts and Sciences

**IX. College/Department/Educational Unit Contact:** Arts and Sciences

**X. Date Form Completed:** 3/15/2017

University of Kentucky  
Substantive Change Checklist

	UK Substantive Change Items	Yes	No	Not Sure	N/A	Provide brief explanation (if necessary)
1	The proposed program or existing program requires a number of new faculty.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
2	More than 25 percent of the required courses for the proposed or existing program are new.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Only two new courses (total of 6ch)
3	More than 50 percent of the required courses for the proposed or existing program are new.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
4	The proposed or existing program requires new library or other learning resources.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
5	The proposed or existing program requires new equipment or facilities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
6	The proposed or existing program requires a new resource base.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
7	The proposed or existing program will initiate a branch campus.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
8	The proposed or existing program will initiate a dual degree program with another institution.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
9	The proposed or existing program will initiate a joint degree program with another institution.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
10	The proposed or existing program will initiate a certificate program? (if yes, answer the following)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
11	Will the proposed certificate program utilize existing courses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
12	Will the proposed certificate program be offered at a new off-Grounds site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
13	Does the proposed certificate program represent a significant departure from previously approved programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
14	The proposed or existing program will be initiated at a new off-Grounds site? (if yes, answer the following)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
15	Will a student be able to earn 50 percent or more of program credits at the site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
16	Will a student be able to earn 25 to 49 percent of program credits at the site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

University of Kentucky  
Substantive Change Checklist

	UK Substantive Change Items	Yes	No	Not Sure	N/A	Provide brief explanation (if necessary)
17	Will a student be able to earn 24 percent or less of program credits at the site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
18	The proposed or existing program will be at an existing off-Grounds site? (if yes, answer the following)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
19	Does the proposed program represent a significant departure from previously approved programs [at the existing site]?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
20	The proposed or existing program will be offered via distance education. (if yes, answer the following)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
21	Will more than 50 percent of the program be offered via distance education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
22	Will 25-49 percent of the program be offered via distance education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
23	Will less than 25 percent of the program be offered via distance education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
24	Total number of proposed course changes (as applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
25	The proposed or existing program or courses will be initiated through contractual agreement or consortium.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
26	The proposed or existing program will relocate an existing off-Grounds site.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
27	The change to the existing program will significantly alter the length of the currently approved program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
28	The proposed or existing program will initiate a degree completion program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
29	The proposed program will close an existing program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

# 20. Faculty of Record

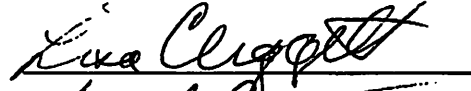
October 9, 2017

Dear Education Policy Committee and Undergraduate Council,

As Department Chair/Program Director of course(s) being offered in the US Culture and Business Practices degree program, I agree to serve as faculty of record.

Anthropology

Lisa Cliggett



English

Jeff Clymer



Geography

Patricia Ehrkamp



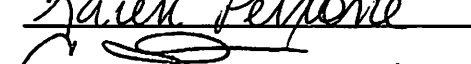
Gender and Women's Studies

Carol Mason



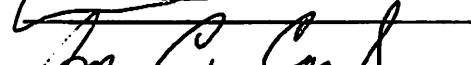
History

Karen Petrone



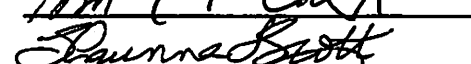
Political Science

Clayton Thyne



African American Studies

Anastasia Curwood



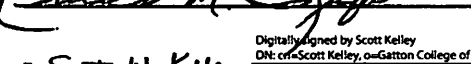
Appalachian Studies

Shaunna Scott



Sociology

Claire Renzetti



\*Gatton College  
of Business and  
Economics

Scott Kelley

- Scott W Kelley

Digitally signed by Scott Kelley  
DN: cn=Scott Kelley, o=Gatton College of  
Business and Economics,  
ou=Undergraduate Resource Center,  
email=skelley@uky.edu, c=US  
Date: 2017.11.06 10:38:51 -0500

\*Dr. Scott Kelley, Associate Dean for Undergraduate Affairs, will represent the department chairs from the Gatton College of Business and Economics in the faculty of record.

**ADDENDUM TO FACULTY OF RECORD**

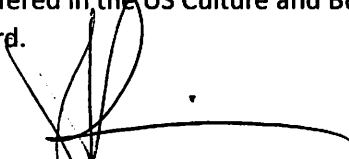
October 25, 2017

Dear Education Policy Committee and Undergraduate Council,

As Department Chair/Program Director of course(s) being offered in the US Culture and Business Practices degree program, I agree to serve as faculty of record.

Writing, Rhetoric and  
Digital Studies

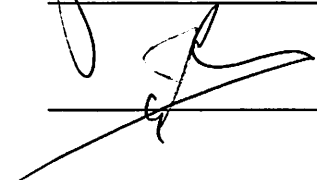
Jeff Rice



---

Hispanic Studies

Yanira Paz



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4c. Will the program  
include courses from  
another education  
unit(s)

4C	Course	Title
	<b>AAS 168/ENG 168</b>	ALL THAT SPEAK OF JAZZ: AN INTELLECTUAL INQUIRY INTO JAZZ AND DEMOCRACY
	<b>AAS 260 /HIS260</b>	African American History to 1865
	<b>AAS 261/HIS261</b>	AFRICAN AMERICAN HISTORY 1865-PRESENT
	<b>AAS 264</b>	INTRODUCTION TO BLACK WRITERS
	<b>AAS 360/HIS 360</b>	RACE AND SPORTS IN AMERICA
	<b>AAS 400</b>	SPECIAL TOPICS IN AFRICAN-AMERICAN STUDIES (Subtitle required)
	<b>AAS/SOC235</b>	INEQUALITIES IN SOCIETY
	<b>AAS200</b>	INTRODUCTION TO AFRICAN-AMERICAN STUDIES
	<b>AAS420</b>	AFRICAN-AMERICAN RELIGIOUS EXPERIENCE
	<b>ANT 534/SOC534</b>	SOCIOLOGY OF APPALACHIA
	<b>ANT311</b>	ANTHROPOLOGY OF GLOBALIZATION
	<b>ANT312</b>	Business, Culture, and Society
	<b>ANT330</b>	North American Cultures
	<b>ANT341</b>	APPALACHIAN ENGLISH
	<b>APP 200</b>	INTRODUCTION TO APPALACHIAN STUDIES
	<b>APP300</b>	TOPICS IN APPALACHIAN STUDIES (Subtitle required)
	<b>APP399</b>	PRACTICUM
	<b>ENG191</b>	Literature and the Arts of Citizenship
	<b>ENG251</b>	Survey of American Literature 1
	<b>ENG252</b>	Survey of American Literature 2
	<b>ENG260</b>	INTRODUCTION TO BLACK WRITERS
	<b>ENG265</b>	SURVEY OF AFRICAN-AMERICAN LITERATURE I
	<b>ENG266</b>	SURVEY OF AFRICAN-AMERICAN LITERATURE II
	<b>ENG352</b>	AMERICAN LITERATURE AND CULTURES TO 1900
	<b>ENG353</b>	AMERICAN LITERATURE AND CULTURES POST-1900
	<b>ENG355</b>	AMERICAN POETIC TRADITIONS
	<b>ENG357</b>	CONTEMPORARY AMERICAN LITERATURE
	<b>ENG368</b>	CONTEMPORARY AFRICAN-AMERICAN VOICES
	<b>ENG425</b>	ENVIRONMENTAL WRITING
	<b>ENG450G</b>	Contemporary American Literature
	<b>ENG460G</b>	STUDIES IN AMERICAN LITERATURE: (Subtitle required)
	<b>FIN 250</b>	PERSONAL INVESTING AND FINANCIAL PLANNING
	<b>GEO220</b>	US Cities
	<b>GEO221</b>	IMMIGRANT AMERICA: A GEOGRAPHIC PERSPECTIVE
	<b>GEO285</b>	INTRODUCTION TO PLANNING
	<b>GEO320</b>	GEOGRAPHY OF THE UNITED STATES AND CANADA
	<b>GEO321</b>	LAND, PEOPLE, AND DEVELOPMENT IN APPALACHIA
	<b>GEO322</b>	GEOGRAPHY OF KENTUCKY
	<b>GEO422</b>	POLITICAL GEOGRAPHY
	<b>GEO470G</b>	AMERICA'S CULTURAL GEOGRAPHIES
	<b>GEO485G</b>	URBAN PLANNING AND SUSTAINABILITY
	<b>GEO490G</b>	American Landscapes
	<b>GWS301</b>	CROSSROADS (Subtitle required)
	<b>GWS360</b>	LGBTQ HISTORY IN THE UNITED STATES
	<b>GWS506</b>	HISTORY OF SEXUALITY IN THE U.S
	<b>HIS 112</b>	THE MAKING OF MODERN KENTUCKY
	<b>HIS 240</b>	HISTORY OF KENTUCKY
	<b>HIS 350</b>	TOPICS IN U.S. HISTORY BEFORE 1789
	<b>HIS 351</b>	TOPICS IN U.S. HISTORY SINCE 1789
	<b>HIS 404</b>	U.S. WOMEN'S HISTORY TO 1900
	<b>HIS 405</b>	U.S. WOMEN'S HISTORY SINCE 1900
	<b>HIS 460</b>	COLONIAL AMERICA TO 1763.

	<b>HIS 462</b>	THE NEW REPUBLIC, 1789-1820
	<b>HIS 463</b>	EXPANSION AND CONFLICT, 1820-1860
	<b>HIS 464</b>	CIVIL WAR AND RECONSTRUCTION, 1860 TO 1877
	<b>HIS 465</b>	EMERGENCE OF MODERN AMERICA, 1877-1917
	<b>HIS 466</b>	MODERN AMERICAN HISTORY FROM WW I TO PEARL HARBOR, 1917-1941
	<b>HIS 572</b>	AMERICAN LEGAL HISTORY
	<b>HIS 573</b>	AMERICAN CONSTITUTIONAL HISTORY
	<b>HIS 574</b>	THE DIPLOMACY AND FOREIGN POLICY OF THE UNITED STATES TO 1919
	<b>HIS 575</b>	THE DIPLOMACY AND FOREIGN POLICY OF THE UNITED STATES SINCE 1919.
	<b>HIS 576</b>	FRONTIER AMERICA, 1400-1869
	<b>HIS 577</b>	FRONTIER AMERICA, 1869-PRESENT
	<b>HIS 578</b>	HISTORY OF THE OLD SOUTH
	<b>HIS 584</b>	HEALTH AND DISEASE IN THE U.S
	<b>HIS 587</b>	THE CIVIL RIGHTS MOVEMENT IN THE U.S. SINCE 1930.
	<b>HIS108</b>	History of the US Through 1876
	<b>HIS109</b>	History of the US Since 1877
	<b>HIS208</b>	History of the Atlantic World
	<b>HIS265</b>	HISTORY OF WOMEN IN AMERICA
	<b>HIS360</b>	Urban Planning and Sustainability
	<b>HIS461</b>	THE AMERICAN REVOLUTION, 1763-1789
	<b>HIS467</b>	Modern America: 1941-74
	<b>HIS468</b>	CONTEMPORARY AMERICA: 1974 TO THE PRESENT
	<b>HIS579</b>	HISTORY OF THE NEW SOUTH
	<b>HIS580</b>	HISTORY OF APPALACHIA.
	<b>MGT 301</b>	BUSINESS MANAGEMENT
	<b>MKT 300</b>	MARKETING MANAGEMENT
	<b>PS101</b>	AMERICAN GOVERNMENT
	<b>PS430G</b>	THE CONDUCT OF AMERICAN FOREIGN RELATIONS
	<b>PS433G</b>	POLITICS OF INTERNATIONAL ECONOMIC RELATIONS
	<b>PS456G</b>	APPALACHIAN POLITICS
	<b>PS461G</b>	CIVIL LIBERTIES
	<b>PS463G</b>	Judicial Politics
	<b>PS465G</b>	Constitutional Law
	<b>PS470G</b>	AMERICAN POLITICAL PARTIES
	<b>PS471/AAS 471</b>	RACE, ETHNICITY AND POLITICS
	<b>PS472G</b>	Political Campaigns and Elections
	<b>PS475G</b>	Politics and the Mass Media
	<b>PS479</b>	WOMEN AND POLITICS
	<b>PS484G</b>	The American Presidency
	<b>SOC446</b>	MASS INCARCERATION
	<b>WRD 222</b>	WRD 222 Current Events and Public Engagement: US Citizens, Global Citizens
	<b>SPA 208</b>	U.S. LATINO CULTURE AND POLITICS
	<b>SPA 302</b>	SPANISH FOR BUSINESS PROFESSIONALS

# 5. Assessment

## **INTRODUCTION**

This assessment plan is for the interdisciplinary B.S. and B.A. degrees in USB offered in the College of Arts and Sciences.

### **1. UNIT MISSION STATEMENT**

The US Culture and Business Practices interdisciplinary degree is committed to producing students who demonstrate strong critical thinking and writing skills, develop communication and other "soft skills," and hone problem-solving strategies. This education will mesh with key aspects of a Business degree, including Management, Marketing, Finance, and Economics. Students will thus attain the fundamentals of a Business degree within the broader scope of skills and methods of inquiry associated with the liberal arts. The outcome will be students who are equipped with the flexible skills associated with a liberal arts degree, and who are also well-positioned to succeed in a twenty-first century entrepreneurial economy.

#### **Basic Assessment Approach:**

All outcomes will be assessed within a three-year cycle. Please see attached Curriculum Map and Assessment Instruments.

### **2. ASSESSMENT OVERSIGHT AND RESOURCES**

The program director will also serve as Director of Undergraduate Studies (DUS) and will act as assessment coordinator. It is the responsibility of the Assessment Coordinator to monitor the activities of assessment that occur in the program. The Assessment Coordinator will convene an assessment committee annually for the assessment of student artifacts, and will assemble the results into an annual assessment report, which will be communicated to the faculty of record and delivered to the college. The program director will discuss the results of the assessment with the faculty of record on an annual basis.

### **3. PROGRAM-LEVEL STUDENT LEARNING OUTCOMES**

- 1. Demonstrate sound understanding of American society and fundamental Business principles.*
- 2. Think critically and analytically, and draw conclusions from complex information. (AACU Critical Thinking outcome)*
- 3. Drawing on an interdisciplinary perspective, integrate and synthesize a breadth of knowledge across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society (AACU Intercultural Knowledge outcome)*
- 4. Work effectively and collaboratively to solve complex problems using solid research methodologies and ethics. (AACU Inquiry and Analysis outcome)*
- 5. Communicate clearly and persuasively in both written and oral formats. (AACU Oral Communication and Written Communication outcomes)*

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**4. CURRICULUM MAP FOR USB BACHELOR’S DEGREE:**

(1=Introduce; 2=Reinforce; 3=Emphasize)

Course	SLO #1: US culture and business practices	SLO #2: Critical Thinking	SLO #3: Intercultural Knowledge	SLO #4: Research skills	SLO #5: Oral and Written communication
USB 101  Introduction to USB	1	1	1	1	1
ECO 201, 202  MGT 292  FIN 250	2	2		1	1
MGT 301  MKT 300	3	2	2		2
200-level A&S electives	2	2	2	2	2
300- and 400-level A&S electives	3	3	3	3	3
USB 495 Capstone	3	3	3	3	3

**5. ASSESSMENT METHODS AND MEASURES**

Direct Methods:

All final projects completed by graduating seniors for the required capstone course will be collected by the Program Director and shared with the Assessment

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Committee by April 30 every year. The thesis or project serves as the artifact for the assessment of all five Student Learning Outcomes. The Assessment Coordinator will convene a committee to review the targeted Student Learning Outcomes for that year. Members of the assessment committee will be drawn from the faculty of record.

All outcomes are assessed using rubrics provided by the AAC&U for the targeted Student Learning Outcome. These rubrics are included in the Appendix, and can also be found at the AAC&U website.

## **6. DATA COLLECTION AND REVIEW**

Final projects from the capstone course will be collected and assessed annually, according to the three-year assessment cycle. The program director will convene an assessment committee consisting of 3-4 faculty members who teach courses in the program; they will evaluate student learning outcomes as demonstrated by student artifacts, using AAC&U VALUE rubrics for Student Learning Outcomes 2-5. The committee will create a rubric to assess the content material of SLO 1 (*Demonstrate sound understanding of American society and fundamental Business principles*). The program director will be responsible for collating the assessment data and writing the annual assessment report, in collaboration with the assessment committee. The annual report will be shared with the Faculty of Record, and improvements or adjustments to the curriculum will be discussed annually, after the results of the report have been discussed.

## **7. ASSESSMENT CYCLE AND DATA ANALYSIS**

Assessment of student learning takes place throughout the program and occurs in all courses. Artifacts of course assessment are maintained by the faculty teaching those courses for one year after the completion of the course. Program-level assessment data are gathered strategically according to the assessment plan here; examples of student work from the capstone course will serve as the primary student artifacts. This course is our core seminar and GCCR course. The program will follow a three year assessment cycle; one or two student learning outcomes will be assessed each year according to this cycle.

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<b>Bachelor in Topical Studies 2015-2018 SLO Reporting Cycle</b>				
<b>Outcome Number</b>	<b>Stated Student Learning Outcome</b>	<b>Cycle</b>	<b>Academic Year</b>	<b>Reporting Year</b>
Outcome 1:	Students will demonstrate a sound understanding of American society and fundamental Business principles (Rubric to be created by program faculty)	Year 1	2018-19	October 31, 2019
Outcome 2:	Students will demonstrate the ability to think critically and analytically, and draw conclusions from complex information. (AACU Critical Thinking outcome)	Year 1	2018-19	October 31, 2019
Outcome 3	Students will demonstrate strategies for integrating and synthesizing a breadth of knowledge across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society (AACU Intercultural Knowledge outcome)	Year 2	2019-20	October 31, 2020
Outcome 4:	Students will demonstrate the ability to solve complex problems using solid research methodologies and ethics. (AACU Inquiry and Analysis outcome)	Year 2	2019-20	October 31, 2020
Outcome 5: GCCR outcomes	Students will be able to Communicate clearly and persuasively in both written and oral formats. (AACU Oral Communication and Written Communication outcomes)	Year 3	2020-21	October 31, 2021



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Year One: SLO 1 and 2:

*1. Demonstrate sound understanding of American society and fundamental Business principles.*

*2. Think critically and analytically, and draw conclusions from complex information. (AACU Critical Thinking outcome)*

Year Two: SLO 3 and 4:

*3. Drawing on an interdisciplinary perspective, integrate and synthesize a breadth of knowledge across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society (AACU Intercultural Knowledge outcome)*

*4. Work effectively and collaboratively to solve complex problems using solid research methodologies and ethics. (AACU Inquiry and Analysis outcome)*

Year Three: SLO 5: (GCCCR)

*5. Communicate clearly and persuasively in both written and oral formats. (AACU Oral Communication and Written Communication outcomes)*

## **8. TEACHING EFFECTIVENESS**

All instructors will use the University Teacher Course Evaluation (TCE) process to be evaluated by their students each semester. Each instructor will be asked to provide a self-reflection which will include areas of improvement during the biannual FMER process. The chair will review the TCE results with instructors and provide feedback to the instructors on an annual basis, and discuss self-reflection on a biannual basis.

## **9. POST-GRADUATION SUCCESS**

Our program will look at data provided by the UK Alumni Survey and the UK graduating senior survey. The program will attempt to stay in contact with former students through an Alumni mailing list, to be initiated at the inception of the program. Periodic surveys of alumni will be taken through this venue.

## **10. APPENDICES: ASSESSMENT INSTRUMENTS**

Attached:

1. Content knowledge – rubric created by faculty
2. AACU Critical Thinking VALUE Rubric (SLO2)
3. AACU Intercultural Knowledge VALUE Rubric (SLO3)
4. AACU Inquiry and Analysis VALUE Rubric (SLO4)
5. AACU Written Communication VALUE Rubric (SLO5)
6. AACU Oral Communication VALUE Rubric (SLO5)

# 71. Guided Electives

1	National Formations (includes US in the world)
1	<b>ANT311</b> Anthropology of Globalization
1	<b>ANT312</b> Business, Culture, and Society
1	<b>ANT330</b> North American Cultures
1	<b>ENG191</b> Literature and the Arts of Citizenship
1	<b>ENG251</b> Survey of American Literature 1
1	<b>ENG252</b> Survey of American Literature 2
1	<b>GEO220</b> US Cities
1	<b>GEO320</b> GEOGRAPHY OF THE UNITED STATES AND CANADA
1	<b>GEO422</b> POLITICAL GEOGRAPHY
1	<b>GEO470G</b> America's Cultural Geographies
1	<b>GEO490G</b> American Landscapes
1	<b>GWS301</b> CROSSROADS (Subtitle required)
1	<b>GWS506</b> HISTORY OF SEXUALITY IN THE U.S
1	<b>HIS108</b> History of the US Through 1876
1	<b>HIS109</b> History of the US Since 1877
1	<b>HIS208</b> History of the Atlantic World
1	<b>AAS 260 /HIS260</b> African American History to 1865
1	<b>AAS 261/HIS261</b> AFRICAN AMERICAN HISTORY 1865-PRESENT
1	<b>HIS265</b> HISTORY OF WOMEN IN AMERICA
1	<b>HIS461</b> THE AMERICAN REVOLUTION, 1763-1789
1	<b>HIS467</b> Modern America: 1941-74
1	<b>HIS468</b> CONTEMPORARY AMERICA: 1974 TO THE PRESENT
1	<b>PS101</b> American Government
1	<b>PS430G</b> Conduct of American Foreign Relations
1	<b>PS433G</b> Politics of International Economic Relations
1	<b>PS463G</b> Judicial Politics
1	<b>PS465G</b> Constitutional Law
1	<b>PS472G</b> Political Campaigns and Elections
1	<b>PS475G</b> Politics and the Mass Media
1	<b>PS484G</b> The American Presidency
1	<b>AAS 400</b> SPECIAL TOPICS IN AFRICAN-AMERICAN STUDIES (Subtitle required)
1	<b>HIS 350</b> TOPICS IN U.S. HISTORY BEFORE 1789
1	<b>HIS 351</b> TOPICS IN U.S. HISTORY SINCE 1789
1	<b>HIS 460</b> COLONIAL AMERICA TO 1763.
1	<b>HIS 462</b> THE NEW REPUBLIC, 1789-1820
1	<b>HIS 463</b> EXPANSION AND CONFLICT, 1820-1860
1	<b>HIS 464</b> CIVIL WAR AND RECONSTRUCTION, 1860 TO 1877
1	<b>HIS 465</b> EMERGENCE OF MODERN AMERICA, 1877-1917
1	<b>HIS 466</b> MODERN AMERICAN HISTORY FROM WW I TO PEARL HARBOR, 1917-1941
1	<b>HIS 572</b> AMERICAN LEGAL HISTORY
1	<b>HIS 573</b> AMERICAN CONSTITUTIONAL HISTORY

- 1       **HIS 574** THE DIPLOMACY AND FOREIGN POLICY OF THE UNITED STATES TO 1919
- 1       **HIS 575** THE DIPLOMACY AND FOREIGN POLICY OF THE UNITED STATES SINCE 1919.
- 1       **HIS 576** FRONTIER AMERICA, 1400-1869
- 1       **HIS 577** FRONTIER AMERICA, 1869-PRESENT
- 1       **HIS 584** HEALTH AND DISEASE IN THE U.S
- 1       **HIS 587** THE CIVIL RIGHTS MOVEMENT IN THE U.S. SINCE 1930.
- 1       **APP300** TOPICS IN APPALACHIAN STUDIES (Subtitle required)
- 1       **APP399** PRACTICUM
- 1       **WRD 222** WRD 222 Current Events and Public Engagement: US Citizens, Global Citizens

2                                    American Communities & Identities

- 2       **AAS200** INTRODUCTION TO AFRICAN-AMERICAN STUDIES
- 2       **AAS420** AFRICAN-AMERICAN RELIGIOUS EXPERIENCE
- 2       **ANT341** APPALACHIAN ENGLISH
- 2       **APP200** INTRODUCTION TO APPALACHIAN STUDIES  
  ALL THAT SPEAK OF JAZZ: AN INTELLECTUAL INQUIRY
- 2       **AAS/ENG168** INTO JAZZ AND DEMOCRACY
- 2       **ENG425** ENVIRONMENTAL WRITING
- 2       **GEO221** IMMIGRANT AMERICA: A GEOGRAPHIC PERSPECTIVE
- 2       **GEO285** INTRODUCTION TO PLANNING
- 2       **GEO321** LAND, PEOPLE, AND DEVELOPMENT IN APPALACHIA
- 2       **GEO322** GEOGRAPHY OF KENTUCKY
- 2       **GEO485G** URBAN PLANNING AND SUSTAINABILITY
- 2       **GWS360** LGBTQ HISTORY IN THE UNITED STATES
- 2       **AAS/HIS360** RACE AND SPORTS IN AMERICA
- 2               **HIS579** HISTORY OF THE NEW SOUTH
- 2               **HIS580** HISTORY OF APPALACHIA.
- 2               **PS456G** APPALACHIAN POLITICS
- 2               **PS461G** CIVIL LIBERTIES
- 2               **PS470G** AMERICAN POLITICAL PARTIES
- 2       **PS471/AAS 471** RACE, ETHNICITY AND POLITICS
- 2               **PS479** WOMEN AND POLITICS
- 2       **AAS/SOC235** INEQUALITIES IN SOCIETY
- 2       **SOC446** MASS INCARCERATION
- 2       **ANT 534/SOC534** SOCIOLOGY OF APPALACHIA
- 2       **HIS/AAS 360** RACE AND SPORTS IN AMERICA
- 2               **HIS 112** THE MAKING OF MODERN KENTUCKY
- 2               **HIS 240** HISTORY OF KENTUCKY
- 2               **HIS 404** U.S. WOMEN’S HISTORY TO 1900
- 2               **HIS 405** U.S. WOMEN’S HISTORY SINCE 1900
- 2               **HIS 578** HISTORY OF THE OLD SOUTH
- 2       **APP 200** INTRODUCTION TO APPALACHIAN STUDIES
- 2       **SPA 208** U.S. LATINO CULTURE AND POLITICS
- 2       **SPA 302** SPANISH FOR BUSINESS PROFESSIONALS

Literary Arts

- 3 **ENG260** INTRODUCTION TO BLACK WRITERS
- 3 **ENG265** SURVEY OF AFRICAN-AMERICAN LITERATURE I
- 3 **ENG266** SURVEY OF AFRICAN-AMERICAN LITERATURE II
- 3 **ENG352** AMERICAN LITERATURE AND CULTURES TO 1900
- 3 **ENG353** AMERICAN LITERATURE AND CULTURES POST-1900
- 3 **ENG355** American Poetic Traditions
- 3 **ENG357** Contemporary American Literature
- 3 **ENG368** Contemporary African-American Voices
- 3 **ENG450G** Studies in American Literature
- 3 **ENG460G** STUDIES IN AMERICAN LITERATURE: (Subtitle required)  
ALL THAT SPEAK OF JAZZ: AN INTELLECTUAL INQUIRY
- 3 **ENG/AAS 168** INTO JAZZ AND DEMOCRACY
- 3 **AAS 264** INTRODUCTION TO BLACK WRITERS

# 8. Degree Plan

**4 YEAR CURRICULAR MAP FOR  
Bachelor of Arts in US Culture and Business Practices**

YEAR 1	
<b>FALL</b> †Foreign language 101 (4) ‡UK Core CC1 (3) UK Core HUM (3) USB 201 – new intro course for majors (3) UK 101 (1)	<b>SPRING</b> †Foreign language 102 (4) UK Core CC2 (3) UK Core QFO (3) USB elective (3) † Elective (3)
Total Credits: 14	Total Credits: 16
YEAR 2	
<b>FALL</b> †Foreign language 201 (3) 300+ USB elective (3) UK Core NPM (3) UK Core CCC A&S NS (3) ECO 201 (3)	<b>SPRING</b> †Foreign language 202 (3) 300+ USB elective (3) UK Core ACR (3) A&S Lab (1) A&S NS (3) ECO 202 (3)
Total Credits: 15	Total Credits: 16
YEAR 3	
<b>FALL</b> 300+ USB elective (3) MGT 292 (3) UK Core GDY (3) UK Core SSC (3) *300+ Course (3)	<b>SPRING</b> 300+ USB elective (3) MGT 301 (3) UK Core SIR (3) Elective (3) or GCCR? WRD 304 Writing in Soc Sci? *300+ Course (3)
Total Credits: 15	Total Credits: 15
YEAR 4	
<b>FALL</b> 300+ USB elective (3) FIN 250 (3) A&S 300+ Level Elective (3) *300+ Elective (3) †Elective (3)	<b>SPRING</b> USB 495 – CAPSTONE COURSE (3) = GCCR MKT 300 (3) A&S 300+ Level Elective (3) A&S 300+ Level Elective (3) † Elective (3)
Total Credits: 15	Total Credits: 15

Notes on the undergraduate curriculum:

‡ Incoming students do not have to enroll in CC1 (CIS/WRD 110) if they have any of the following: 1) An ACT English score of 32 or higher; 2) an SAT Verbal score of 700 or higher; 3) or a score of 4 or 5 on the English Language AP exam. In these situations, the student should replace CIS/WRD 110 with electives.

\* To be discussed with your academic advisor.

† The A&S major requires completion of the 4<sup>th</sup> semester college-level language.

‡ 6 hours of 'free' electives - that do not count toward any other requirement - must be taken. Additional electives may be required to reach the required minimum of 120 hours. Consider pursuing a 2<sup>nd</sup> major or minor.

<b>UK Core Abbreviations</b> HUM =Intellectual Inquiry in the Humanities NPM=Intellectual Inquiry in the Natural/Physical/Mathematical Science SSC=Intellectual Inquiry in Social Sciences ACR=Intellectual Inquiry in Arts & Creativity	CC1= Composition and Communication I CC2= Composition and Communication II QFO= Quantitative Foundations SIR= Statistical Inferential Reasoning CCC= Community, Culture and Citizenship in U.S. GDY= Global Dynamics
<b>College of Arts &amp; Sciences Abbreviations</b> SS: Social Sciences NS: Natural Sciences Lab: College Laboratory or Field Experience HUM: Humanities	

Notes on the Major:

Currently the major consist of 8 courses in American Studies, and 6 from Gatton; total of 42 SCH.

The American Studies courses must be distributed thus:

At least 2 should be Humanities

At least 2 should be Social Science

--If not, the electives included in the 4-year plan could specify these requirements.

Also, at least 6 out of the 8 USB courses should be 300+ level (4 credits in the major must be at 300-level or above).

GCCR course: USB 495



**19. Specific faculty  
involved in the degree  
program**

<b>Question 19</b>			
Armando Prats	23.0101	ENG 450G	PhD English Language, University of Florida
Rynetta Davis	23.0101	ENG 460G	PhD English Language, University of Kentucky
Richard Schein	45.0701	GEO 220	PhD Geography, Syracuse University
Michael Samers	45.0701	GEO 221	PhD Geography, University of Oxford
Lynn Phillips	45.0701	GEO 285	PhD Urban Studies/Affairs, University of Louisville MA Geography, East Carolina University
Michael Samers	45.0701	GEO 422	PhD Geography, University of Oxford
Carol Mason	05.0299	GWS 301	PhD English Language, University of Minnesota
Melissa Stein	05.0299	GWS 360	PhD History, Rutgers State University
Melissa Stein	05.0299	GWS 506	PhD History, Rutgers State University
Amy Taylor	54.0101	HIS 108	PhD History, University of Virginia
Mark Summers	54.0101	HIS 109	PhD History, University of California
Erik Myrup	54.0101	HIS 208	PhD History, Yale University
Joshua Farrington	54.0101	HIS 260 (AAS 260)	MA History, University of Kentucky
Anastasia Curwood	54.0101	HIS 261 (AAS 261)	PhD History, Princeton University
Gerald Smith	54.0101	HIS 360 (AAS 360)	PhD History, University of Kentucky
Jane Calvert	54.0101	HIS 461	PhD History, University of Chicago

James Savage	54.0101	HIS 467	PhD History, University of Kentucky
David Hamilton	54.0101	HIS 468	PhD History, University of Iowa
Kathryn Newfont	54.0101	HIS 580	PhD History, University of North Carolina
Stephen Voss	45.1001	PS 101	PhD Political Science, Harvard University
Horace Bartilow	45.1001	PS 430G	PhD Political Science, University of New York at Albany
Horace Bartilow	45.1001	PS 433G	PhD Political Science, University of New York at Albany
Christopher Rice	45.1001	PS 456G	PhD Political Science, University of Kentucky
Stephen Voss	45.1001	PS 461G	PhD Political Science, Harvard University
Michael Zilis	45.1001	PS 463G	PhD Political Science, University of Michigan
Michael Zilis	45.1001	PS 465G	PhD Political Science, University of Michigan
Stephen Voss	45.1001	PS 470G	PhD Political Science, Harvard University
Ray Block	45.1001	PS 471/AAS 471	PhD, Political Science, Ohio State University
Stephen Voss	45.1001	PS 472G	PhD Political Science, Harvard University
Mark Peffley	45.1001	PS 475G	PhD Political Science, University of Minnesota
Richard Waterman	45.1001	PS 484G	PhD Political Science, University of Houston-Central Ca
David Luke	45.1101	SOC 235 (AAS 235)	MA Sociology, University of Kentucky
Shaunna Scott	45.1101	SOC 534	PhD Anthropology, University of California- Berkeley

Ann Kingsolver	45.0201	ANT311	PhD Anthropology, University of Massachusetts
Sarah Lyon	45.0201	ANT312	PhD Anthropology, Emory University
Mary Anglin	45.0201	ANT330	PhD Anthropology, New School for Social Research
Armando Prats	23.0101	ENG191	PhD English Language, University of Florida
Michelle Sizemore	23.0101	ENG251	PhD English Language, University of Wisconsin-Madison
Pearl James	23.0101	ENG252	PhD English Language, Yale University
Rich Schein	45.0701	GEO320	PhD Geography, Syracuse University
Rich Schein	45.0701	GEO470	PhD Geography, Syracuse University
Rich Schein	45.0701	GEO490	PhD Geography, Syracuse University
Joshua Farrington	54.0101	AAS 260 /HIS260	MA History, University of Kentucky
Melanie Goan	54.0101	HIS265	PhD History, University of Kentucky
Gerald Smith	54.0101	HIS585	PhD History, University of Kentucky
Stephen Voss	45.1001	PS472	PhD Political Science, Harvard University
Mark Peffley	45.1001	PS475	PhD Political Science, University of Minnesota
Richard Waterman	45.1001	PS484	PhD Political Science, University of Houston-Central Ca
Frank Walker	23.0101	AAS 400	MFA Creative Writing, Spalding University
Jane Calvert	54.0101	HIS 350	PhD History, University of Chicago

Gerald Smith	54.0101	HIS 351	PhD History, University of Kentucky
Jane Calvert	54.0101	HIS 460	PhD History, University of Chicago
James Bartek	54.0101	HIS 462	PhD History, University of Kentucky
Mark Summers	54.0101	HIS 463	PhD History, University of California
Mark Summers	54.0101	HIS 464	PhD History, University of California
Mark Summers	54.0101	HIS 465	PhD History, University of California
D E Hamilton	54.0101	HIS 466	PhD History, University of Iowa
Jane Calvert	54.0101	HIS 572	PhD History, University of Chicago
Jane Calvert	54.0101	HIS 573	PhD History, University of Chicago
Cary Blankenship	54.0101	HIS 574	PhD History, University of Kentucky
David Hamilton	54.0101	HIS 575	PhD History, University of Iowa
Mark Summers	54.0101	HIS 576	PhD History, University of California
Mark Summers	54.0101	HIS 577	PhD History, University of California
E H Christianson	54.0101	HIS 584	PhD History, University of Southern California
Gerald Smith	54.0101	HIS 587	PhD History, University of Kentucky
Shaunna Scott	45.1101	APP300	PhD Anthropology, University of California- Berkeley
Shaunna Scott	45.1101	APP399	PhD Anthropology, University of California- Berkeley
Anastasia Curwood	54.0101	AAS200	PhD History, Princeton University

Melynda Price	22.0101	AAS420	J.D. University of Texas, PhD Political Science, University of Michigan
Jennifer Cramer	16.0102	ANT341	MA Linguistics, Purdue University
Shaunna Scott	45.1101	APP200	PhD Anthropology, University of California- Berkeley
DaMaris Hill	23.0101	ENG168	PhD English Language, University of Kansas
Randall Roorda	23.0101	ENG425	PhD English Language, University of Michigan
Patricia Ehrkamp	45.0701	GEO221	PhD Geography, University of Minnesota
Rich Schein	45.0701	GEO321	PhD Geography, Syracuse University
Rich Schein	45.0701	GEO322	PhD Geography, Syracuse University
Lynn Phillips	45.0701	GEO485	PhD Urban Studies/Affairs, University of Louisville MA Geography, East Carolina University
Kathryn Newfont	54.0101	HIS579	PhD History, University of North Carolina
Ellen Riggle	45.1001	PS479	PhD Political Science, University of Illinois
Tony Love	45.1101	SOC 446	PhD Sociology, Texas A&M
Tracy Campbell	54.0101	HIS 112	PhD History, Duke University
Melanie Goan	54.0101	HIS 240	PhD History, University of Kentucky
Amy Taylor	54.0101	HIS 404	PhD History, University of Virginia
Kathi Kern	54.0101	HIS 405	PhD History, University of Pennsylvania
Amy Taylor	54.0101	HIS 578	PhD History, University of Virginia

DaMaris Hill	23.0101	ENG260	PhD English Language, University of Kansas
Rynetta Davis	23.0101	ENG265	PhD English Language, University of Kentucky
Rynetta Davis	23.0101	ENG266	PhD English Language, University of Kentucky
Michelle Sizemore	23.0101	ENG352	PhD English Language, University of Wisconsin-Madison
Michael Trask	23.0101	ENG353	PhD English, John Hopkins University
Marion Rust	23.0101	ENG355	PhD English Language, Stanford University
Michael Trask	23.0101	ENG357	PhD English, John Hopkins University
Matt Godbey	23.0101	ENG368	PhD English Language, University of Kentucky
Armando Prats	23.0101	ENG450	PhD English Language, University of Florida
DaMaris Hill	23.0101	AAS 168	PhD English Language, University of Kansas
DaMaris Hill	23.0101	AAS 264	PhD English Language, University of Kansas
Elizabeth Connors Manke	23.0101	WRD 422	PhD English Language, University of Kentucky
Ruth Brown	16.0905	SPA 208	PhD Spanish Language, University of Kentucky
Ruth Brown	16.0905	SPA 302	PhD Spanish Language, University of Kentucky

# GCCR Form and Syllabus



**Graduation Composition and Communication Requirement (GCCR)  
GCCR CHANGE UNDERGRADUATE PROGRAM FORM**

**I. General Information:**

College:	<u>Arts and Science</u>	Department (Full name):	<u>Arts and Sciences</u>
Major Name (full name please):	<u>US Culture and Business Practices</u>	Degree Title:	<u>BA</u>
Formal Option(s), if any:	<u>n/a</u>	Specialty Field w/in Formal Options, if any:	<u>n/a</u>
Requested Effective Date:	<input checked="" type="checkbox"/> Semester after approval	<u>OR</u>	<input type="checkbox"/> Specific Date <sup>1</sup> : Fall _____
Contact Person:	<u>Rich Schein</u>	Phone:	<u>7-2119</u>
		Email:	<u>schein@uky.edu</u>

**II. Parameters of the Graduation Composition and Communication Requirement (GCCR):**

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

***“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”***

**III. GCCR Information for this Program (by requirement):**

<b>A. Is this for a newly created degree program?</b>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
1. If “No,” please list below the course(s) currently used to fulfill the GCCR: _____		
2. If “No,” please describe the reason below for changing the GCCR course(s). _____		
<b>B. GCCR Program Outcomes and brief description:</b>		
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program: <u>Communicate clearly and persuasively in both written and oral formats. (AACU Oral Communication and Written Communication outcomes)</u>		

<sup>1</sup> Programs are typically made effective for the semester following approval. Regardless of requested effective date, no program will be made effective unless all approvals are received.

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<p>2. <u>Please provide a short GCCR description for your majors (limit 1000 characters):</u> Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program's GCCR implementation plan:</p>	
<p><u>The USB interdisciplinary program is committed to producing students who demonstrate strong critical thinking and writing skills, develop communication and other "soft skills," and hone problem-solving strategies. This education will mesh with key aspects of a Business degree, including Management, Marketing, Finance, and Economics. In order to be successful after graduation students must be able to communicate effectively. Students will thus attain the fundamentals of excellent written and oral communication skills.</u></p>	
<p><b>C. Delivery and Content:</b></p>	
<p><b>1. Delivery specification:</b> for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. <i>(Note: it is strongly recommended that GCCR courses be housed within the degree program.)</i></p>	<p><input checked="" type="checkbox"/> a. Single required course within program</p> <p><input type="checkbox"/> b. multiple required or optional courses within program</p> <p><input type="checkbox"/> c. course or courses outside program (i.e., in another program)</p> <p><input type="checkbox"/> d. combination of courses inside and outside program</p> <p><input type="checkbox"/> e. other (please specify): _____</p>
<p><b>2. Basic Course Information:</b> Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:</p>	
<p><b>Course #1:</b> Dept. prefix, number, and course title: <u>USB 495</u></p>	
<ul style="list-style-type: none"> <li>• new or existing course? _____ <i>(new courses should be accompanied by a New Course Proposal)</i> <ul style="list-style-type: none"> <li>○ <input checked="" type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS</li> </ul> </li> <li>• required or optional? <u>Required</u></li> <li>• shared or cross-listed course? <u>n/a</u></li> <li>• projected enrollment per semester: <u>20 - 30</u></li> </ul>	
<p><b>Course #2 (if applicable):</b> Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> <li>• new or existing course? _____ <i>(new courses should be accompanied by a New Course Proposal)</i> <ul style="list-style-type: none"> <li>○ <input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS</li> </ul> </li> <li>• required or optional? _____</li> <li>• shared or cross-listed course? _____</li> <li>• projected enrollment per semester: _____</li> </ul>	
<p><b>Course #3 (if applicable):</b> Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> <li>• new or existing course? _____ <i>(new courses should be accompanied by a New Course Proposal)</i> <ul style="list-style-type: none"> <li>○ <input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS</li> </ul> </li> <li>• required or optional? _____</li> <li>• shared or cross-listed course? _____</li> <li>• projected enrollment per semester: _____</li> </ul>	
<p><b>3. Shared courses:</b> If the GCCR course(s) is/are shared from <i>outside</i> the program, please specify the related department or program that will be delivering the course(s). Please provide the following:</p>	
<ul style="list-style-type: none"> <li>• <b>Contact information of providing program:</b> <u>n/a</u></li> <li>• <b>Resources:</b> what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program. <u>n/a</u></li> <li>• <b>Memorandum of Understanding/Letter of Agreement:</b> Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments). <b>Date of agreement:</b> <u>n/a</u></li> </ul>	
<p><b>4. Syllabi:</b> Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):</p>	
<ul style="list-style-type: none"> <li>• the GCCR assignments are <b>highlighted</b> in the syllabus and course calendar;</li> </ul>	

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- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (please click [here](#), click on the top bullet for “USR in Microsoft Word (changes incorporated)” and use CTRL+F to find section 5.4.3.1);
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program”
  - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”

**5. Instructional plan:** Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- **overview of delivery model:** summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

Students in the US Culture and Business Practices Degree program will take USB 495 to satisfy their GCCR course.

- **assignments:** overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

CHECK PLS

Notebook part 1: 4-5 page reflective essay

Notebook parts 3-5: Summary of key points, 1-2 pages that describe the group research design, and how your task or contrinution fit into the overall project, 1-2 pages describing the tasks that you undertook, the problems you faced, and what you may have done differently, and a final 1-2 page executive report.

Notebook Addendum 1, The Oral Presentation: you will be responsible for at least one oral presentation that conclude each of the three projects. You will include 1 page or less entry critiquing your own oral presentation.

Notebook Addendum 2, The Visual Presentation: you will be responsible for at least one visual presentation that conclude each of the three projects. You will include 1 page or less entry critiquing your own visual presentation.

Notebook part 6: Part 6 will constitute a 5-6 page essay that reflects on your experience in this class in relation to the program in general and your goals beyond the university.

- **revision:** description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):

Each of the major assignments include ample, in-class opportunities and models for development and peer and instructor review of drafted sections.

- other information helpful for reviewing the proposal:

**D. Assessment:**

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):

All outcomes will be assessed within a three-year cycle.

- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):

The program director will also serve as the director of undergraduate studies and will act as assessment coordinator. The assessment coordinator will convene an assessment committee annually for assessment of student artifacts, and will assemble the results into an annual assessment report, which will be communicated to the faculty of record and delivered to the college.

- if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):

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<u>n/a</u>

**Graduation Composition and Communication Requirement (GCCR)  
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**Signature Routing Log**

**General Information:**

GCCR Proposal Name (course prefix & number, program major & degree):	USB 495 Senior Capstone Seminar, US Culture and Business Practices
Contact Person Name:	Rich Schein
Phone:	257-2119
Email:	schein@uky.edu

**Instructions:**

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee and Undergraduate Council for review and approval, and then they will be sent to the Senate Council Office. Program changes will then be posted on a web transmittal for final Senate approval.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

**Internal College Reviews and Course Sharing and Cross-listing Reviews:**

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	<u>10/27/17</u>	<u>Rich Schein/Jeff Clymer (Curriculum committee for USB) / 7-2119 / schein@uky.edu</u>
Providing Program <i>(if different from Home Program)</i>	_____	____ / ____ / ____
Cross-listing Program <i>(if applicable)</i>	_____	____ / ____ / ____
College Dean	_____	<u>Anna Bosch / ____ / bosch@uky.edu</u>
_____	_____	____ / ____ / ____

**Administrative Reviews:**

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval <sup>2</sup>
GCCR Advisory Committee	<u>1/18/18</u>	_____
Undergraduate Council	<u>1/18/18</u>	_____

**Comments:**

<sup>2</sup> Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

**USB 495: Senior Capstone Seminar (3 credit hours)**

**Spring 2018**

**Instructor:**

Dr. Richard H. Schein  
815 Patterson Office Tower  
[schein@uky.edu](mailto:schein@uky.edu)  
257-2119

**Office Hours:**

By appointment  
By Chance

**Class meetings**

T/R 9:30-12:45  
CB 305

**Course Description:** This course is the capstone seminar for the US Culture and Business Practices major. The seminar format will focus on original research projects that bring together a focus on the major's four organizing themes (National Formations, Communities and Identities, Literary Arts) and emphasize connections to students' business courses through a specific case study or studies. Depending upon the instructor, the projects may be individual or group oriented. This course provides full Graduation Composition and Communication Requirement (GCCR) credit for the USB major.

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In order to receive GCCR credit a student must

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- a) Earn an average of C or better on all GCCR assignments, and
- b) Have completed at least 30 credit hours of college-level coursework prior to registering for the course.

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**Prerequisite Courses:** Completion of University Writing requirement

**Required Textbooks:** There are no required textbooks for this course.

**Readings:** will be assigned on an *ad hoc* basis, in a timely manner with enough time for you to read them, and will be posted on Canvas or provided via web-address. You must either update Canvas with your current e-mail address, or remember to check the address on file for Canvas as I will send messages through that system. You also should check Canvas regularly (i.e. twice weekly at least) for schedule updates, and watch your email for updates.

**What will we do:** We will undertake a series of small group and individual projects, organized around contemporary US business practices as informed by your critical grasp of US history, society, economy, politics, arts, and culture. The class is predicated on the need for you to leave the university with strong communication, writing, and research skills, especially as you enter the workforce. Projects may include, for example, background reports for a marketing campaign, demographic analyses of target populations, place-based community studies, position papers on political and legislative proposals, and contextual studies for analyzing the place of particular business practices in American life. Projects will require you to synthesize a wide range of material, including academic literatures as well as popular and professional press articles, and will emphasize both individual skills and the value of working in teams. Projects will be identified and agreed upon the first weeks of class, and may change as the semester progresses. We will attempt 3 to 5 of these over the course of the semester.

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**Learning outcomes:** By the end of the semester, students will be able to:

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- Apply critical *research, writing, and presentation* skills
- Identify and discuss a topic, problem or issue related to US culture and business practices
- prepare interpretive/analytic research projects
- Plan and implement research strategies
- Participate in discussions about US culture and business practices

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- Demonstrate information literacy through a research project

**Course Format:** This class will operate as a flexible set of research teams. Some days we will discuss readings. Some days we will plan research strategy and assign research and analysis tasks. Some days we will discuss our findings and synthesize our data collection. Some days we will be in the field or archive or conducting interviews. Some days we will work on our reports or posters. The nature of any research project precludes hard and fast scheduling and so you will have to budget time on a weekly basis for this class and its out-of-class expectations. In any event, we always will take into account the time demands of these various activities and our other obligations when scheduling on a week-by-week basis. You are expected to demonstrate information literacy through the use of scholarly resources such as books, peer-reviewed journal articles, expert interviews, etc. through the course research projects. Part of this information literacy is appropriate attribution of ideas as well as data, maps, figures, and other resources.

**Grading Scale:**

A= 90-100%  
B= 80-89%  
C= 70-79%  
D= 60-69%  
E= <60%

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**Grading:** There are no exams in this class. Your grade will be based on your individual “class notebooks” which also will incorporate one required oral presentation and one required visual presentation. **The notebooks** will include the information listed below, linked to each section of the class. Your notebooks should be kept as a word document, single-spaced, with appropriate headers for course sections and tasks. I will apprise you on a regular basis (i.e. at least once a “section”) in brief written form of how you are doing in the class, with a letter grade, and a narrative justification for that grade as well as suggestions for improvement. The emphasis in the notebooks will be on “getting it right” and so you may redo a section of the notebook in response to your grade (in a timely manner) if you wish to do so.

**Notebook part 1, (10%):** Here you will write a 1,200–1,500 word (4-5 page) reflective essay (single-spaced, 12-point type) on your experience in the program (10%). This will focus on your personal interests regarding US business practices and a personal “skills assessment” where you will identify key ideas, concepts, or practices that you think you have gained from the program and why they are important to you. You also can identify “holes” in your experience where you think you need or want more information. This part of your notebook is due by the end of the day on the Friday of week 1.

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Notebook Part 2, (5%): In addition, you also will include a 1 page professional resume (5%). This part of your notebook is due by the end of day on the Friday of week 2.

**Notebook parts 3-5, Weeks 3-15 (60%):** Each of the three class projects will have its own section in the notebook (20/60%). These parts of the notebook are due by the end of day on the Fridays of the projects last week (weeks 6, 11, 15). Each notebook entry for the class will include:

1. A section that provides a summary of key points in the readings for the project (variable length depending on readings)

2. A section that describes the group research design, and how your particular task or contribution fits into the overall project 300–600 words (1-2 pages)
3. A section that describes the actual tasks that you undertook, the problems you might have faced, and what you might have done differently if you had more time 300–600 words (1-2 pages)
4. A final “executive summary report” on the project and its findings, solutions, or suggestions 300–600 words (1-2 pages).

**Notebook part 6 (15%):** This is due at the time period of the final exam. Part 6 will constitute a 1,500–1,800 word (5-6 page) essay that reflects on your experience in this class in relation to the program in general and your goals beyond the university (10%). It also will include a revised 1-page resume, annotated as to places where you think you need additional work in your professional development (5%).

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**Notebook Addendum 1, The Oral Presentation (5%):** Depending on your group, this will be due on the Tuesday of weeks 6, 11, or 15. You will be responsible (individually or in a team) for at least one 10-minute oral presentations that conclude each of the three team projects. You will include a 1 page or less entry in your notebook critiquing your own oral presentation. Please note: Individually you are expected to speak for at least 10-minutes during this course to fulfill the GCCR. This can be accomplished all at once or over several weeks.

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**Notebook Addendum 2, The Visual Presentation (5%):** Depending on your group, this will be due on the Tuesday of weeks 6, 11, or 15. You will be responsible (individually or in a team) for at least one of the visual presentations (which may take any visual form) that conclude each of the three team projects. You will include a 1 page or less entry in your notebook critiquing your own visual presentation.

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#### Course schedule:

**Weeks 1-2:** We will review your individual programs, backgrounds, and analytical skills, to assess team strengths and possibilities. From that we will tentatively identify three general projects to undertake over the course, each to be undertaken in teams over a 4 week block of class time.

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**Weeks 3-6, 7-11, and 12-15:** Each of these four week blocks (3 blocks; 8 classes each block) will be devoted to a small project (3 projects in total). Each project will involve:

(1) **1<sup>st</sup> and 2<sup>nd</sup> class:** identifying and discussing a topic, problem or issue related to US business practices; creating a research design/project “plan of attack”, including reading about and discussing appropriate research methodologies and data gathering/generating techniques/tools and sources (e.g. census material, maps, interviews with business people, politicians, planners, developers, citizens) *and* assigning research tasks to individual teams;

(2) **3<sup>rd</sup> and 4<sup>th</sup> class:** “research time” devoted to information gathering/generating, team meetings to report on work done as “homework,” re-assessments and redirection of “research work” if necessary (i.e. contingency planning).

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**(3) 5<sup>th</sup> and 6<sup>th</sup> classes:** “synthesizing sessions” wherein individual teams make presentations to the rest of the class. These sessions are for summarizing and concluding our results, and will also involve oral presentations with visual materials. We will conclude with a plan for compiling a final report on the overall team project based on each team’s findings and presentation.

**(4) 7<sup>th</sup> class:** Time to work on final report.

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**(5) 8<sup>th</sup> class:** Peer Review of final report.  
 (Notebook part 3) Final report is due in canvas by the end of the day on Friday of this week.

Week	Tuesday	Thursday	Assignments Due
Week 1	<p>T: We will review your individual programs, backgrounds, and analytical skills, to assess team strengths and possibilities. Tentatively identify three general projects to undertake over the course, each to be undertaken in teams over a 4 week block of class time.</p> <p>Work on reflective essay</p>	<p>R: In- class peer review of reflective essay</p>	<p>Friday: (Notebook part 1) 4-5 page reflective essay is due in canvas by the end of the day.</p>
Week 2	<p>T: How to create a professional resume</p> <p>Work on 1 page professional resume</p>	<p>R: In-class peer review of professional resume</p>	<p>Friday: (Notebook part 2) 1 page professional resume is due in canvas by the end of the day</p>
Week 3	<p>T: Identifying and discussing a topic, problem or issue related to US culture and business practices</p> <p>creating a research design/project “plan of attack”, including reading about and discussing appropriate research</p>	<p>R: “research time” devoted to information gathering/generating, team meetings to report on work done as “homework,” re-assessments and redirection of “research work” if necessary (i.e. contingency planning);</p>	

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	methodologies and data gathering/generating techniques/tools and sources (e.g. census material, maps, interviews with business people, politicians, planners, developers, citizens) and assigning research tasks to individual teams		
Week 4	T: "research time" devoted to information gathering/generating, team meetings to report on work done as "homework," re-assessments and redirection of "research work" if necessary (i.e. contingency planning);	R: Preparing oral and visual presentations Peer Review Feedback on Oral Presentations	
Week 5	T: "synthesizing sessions" wherein individual teams make presentations to the rest of the class. These sessions are for summarizing and concluding our results, and will also involve oral presentations with visual materials	R: "synthesizing sessions" wherein individual teams make presentations to the rest of the class. These sessions are for summarizing and concluding our results, and will also involve oral presentations with visual materials. We will conclude with a plan for compiling a final report on the overall team project based on each team's findings and presentation.	
Week 6	T: Work on final report	R: Peer Review of final report	T: 1 page or less entry critiquing your own oral presentation is due in canvas by the end of the day

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			1 page or less entry critiquing your own visual presentation is due in canvas by the end of the day.  F: (Notebook part 3) Final report due in canvas by the end of the day
Week 7	T: Identifying and discussing a topic, problem or issue related to US culture and business practices  creating a research design/project “plan of attack”, including reading about and discussing appropriate research methodologies and data gathering/generating techniques/tools and sources (e.g. census material, maps, interviews with business people, politicians, planners, developers, citizens) and assigning research tasks to individual teams	R: “research time” devoted to information gathering/generating, team meetings to report on work done as “homework,” re-assessments and redirection of “research work” if necessary (i.e. contingency planning);	
Week 8	T: “research time” devoted to information gathering/generating, team meetings to report on work done as “homework,” re-assessments and redirection of “research work” if necessary (i.e. contingency planning);	R: Preparing oral and visual presentations Peer Review Feedback on Oral Presentations	
Week 9	T: “synthesizing sessions” wherein	R: “synthesizing sessions” wherein	

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	individual teams make presentations to the rest of the class. These sessions are for summarizing and concluding our results, and will also involve oral presentations with visual materials	individual teams make presentations to the rest of the class. These sessions are for summarizing and concluding our results, and will also involve oral presentations with visual materials. We will conclude with a plan for compiling a final report on the overall team project based on each team's findings and presentation.	
Week 10	No Class UK Spring Break	No Class UK Spring Break	
Week 11	T: Work on final report	R: Peer Review of final report	<p>T: 1 page or less entry critiquing your own oral presentation is due in canvas by the end of the day</p> <p>1 page or less entry critiquing your own visual presentation is due in canvas by the end of the day.</p> <p>F: (Notebook part 4) Final report due in canvas by the end of the day</p>
Week 12	<p>T: Identifying and discussing a topic, problem or issue related to US culture and business practices</p> <p>creating a research design/project "plan of attack", including reading about and discussing appropriate research methodologies and data</p>	R: "research time" devoted to information gathering/generating, team meetings to report on work done as "homework," re-assessments and redirection of "research work" if necessary (i.e. contingency planning);	

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	gathering/generating techniques/tools and sources (e.g. census material, maps, interviews with business people, politicians, planners, developers, citizens) and assigning research tasks to individual teams		
Week 13	T: "research time" devoted to information gathering/generating, team meetings to report on work done as "homework," re-assessments and redirection of "research work" if necessary (i.e. contingency planning);	R: Preparing oral and visual presentations Peer Review Feedback on Oral Presentations	
Week 14	T: "synthesizing sessions" wherein individual teams make presentations to the rest of the class. These sessions are for summarizing and concluding our results, and will also involve oral presentations with visual materials	R: "synthesizing sessions" wherein individual teams make presentations to the rest of the class. These sessions are for summarizing and concluding our results, and will also involve oral presentations with visual materials. We will conclude with a plan for compiling a final report on the overall team project based on each team's findings and presentation.	
Week 15	T: Work on final report	R: Peer Review of final report	T: 1 page or less entry critiquing your own oral presentation is due in canvas by the end of the day.  1 page or less entry critiquing your own

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			visual presentation is due in canvas by the end of the day.  F: (Notebook part 5) Final report due in canvas by the end of the day
Week 16	T: Hold for make-up presentations  Work on final paper and resume	R: Peer review of final paper.	
Week 17 Finals Week	T: There is no final exam for this course. Final paper if due in canvas by the end of the day		T: (Notebook part 6) is due in canvas by the end of the day on Tuesday, May 1, 2018.

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**\*\*NOTE THAT ANY OF THESE REQUIREMENTS/EVALUATION PRACTICES MAY CHANGE OVER THE COURSE OF THE SEMESTER WITH ADAQUATE NOTICE\*\***

**THE REQUIRED CLOSING COMMENTS (mostly as required by the Academic Ombud):**

**Mid-term Grade**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>)

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**Excused Absences**

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any

later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

#### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

#### **Academic Integrity**

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

*Senate Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments

among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

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Letters of support for  
guided electives and  
core courses from  
outside of A&S

## Harmon, Camille

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**From:** Bosch, Anna  
**Sent:** Wednesday, November 8, 2017 2:28 PM  
**To:** Harmon, Camille  
**Subject:** Fwd: US Culture and Business Practices

Yay!

Begin forwarded message:

**From:** "Hardesty, David" <[dmhard3@email.uky.edu](mailto:dmhard3@email.uky.edu)>  
**Date:** November 8, 2017 at 2:13:36 PM EST  
**To:** "Bosch, Anna" <[anna.bosch@uky.edu](mailto:anna.bosch@uky.edu)>  
**Subject:** US Culture and Business Practices

Dear Dr. Bosch,

After consulting with the faculty in the Department of Marketing and Supply Chain. I am writing to approve the inclusion of the following course as a required core course in the proposed US Culture and Business Practices degree program in the College of Arts and Sciences.

MKT 300

The Department of Marketing and Supply Chain is excited to be participating in this innovative degree program.

Sincerely,

David

David Hardesty  
Carol Martin Gatton Endowed Chair  
Department Chair Marketing and Supply Chain  
Director of the Behavioral Research Lab  
University of Kentucky  
[david.hardesty@uky.edu](mailto:david.hardesty@uky.edu)



**Gatton**  
COLLEGE OF BUSINESS & ECONOMICS  
UNIVERSITY OF KENTUCKY



Department of Economics

Monday, November 13, 2017

Professor Anna Bosch  
Associate Dean for Undergraduate Programs  
241 Patterson Office Tower  
University of Kentucky  
Lexington, KY 40506

Re: U.S. Culture and Business Degree

Dear Professor Bosch,

After consulting with the faculty in the Department of [Economics](#). I am writing to approve the inclusion of the following courses as required core courses in the proposed US Culture and Business Practices degree program in the College of Arts and Sciences.

ECO 201  
ECO 202

Please let me know if you have any questions or concerns.

Sincerely,

A handwritten signature in blue ink that reads 'William Hoyt'.

William Hoyt  
[whoyt@uky.edu](mailto:whoyt@uky.edu)

## Harmon, Camille

---

**From:** Bosch, Anna  
**Sent:** Tuesday, October 24, 2017 10:30 AM  
**To:** Kelley, Scott  
**Cc:** Harmon, Camille  
**Subject:** RE: US Culture and Business degree - requesting letters of support

Thank you!  
Anna

---

**From:** Kelley, Scott  
**Sent:** Tuesday, October 24, 2017 10:20 AM  
**To:** Bosch, Anna <anna.bosch@uky.edu>  
**Subject:** FW: US Culture and Business degree - requesting letters of support

Hi Anna,

Here is a letter of support from Brad Jordan, Chair of the Department of Finance and Quantitative Methods.

Scott

---

**From:** Jordan, Brad  
**Sent:** Saturday, October 21, 2017 2:46 PM  
**To:** Kelley, Scott <[skelley@email.uky.edu](mailto:skelley@email.uky.edu)>  
**Subject:** RE: US Culture and Business degree - requesting letters of support

Dear Dr. Bosch,

After consulting with the faculty in the Department of Finance and Quantitative Methods, I am writing to approve the inclusion of the following course as a required core course in the proposed US Culture and Business Practices degree program in the College of Arts and Sciences:

FIN 250

The Department of Finance and Quantitative Methods is excited to be participating in this innovative degree program.

Sincerely,

BDJ

\*\*\*\*\*

Bradford D. Jordan  
Professor of Finance  
duPont Endowed Chair in Banking and Financial Services  
Chair, Department of Finance and Quantitative Methods  
Gatton College of Business and Economics  
550 South Limestone  
University of Kentucky  
Lexington, KY 40506-0034

## Harmon, Camille

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**From:** Bosch, Anna  
**Sent:** Monday, October 23, 2017 10:36 AM  
**To:** Harmon, Camille  
**Subject:** FW: culture and business degree

**From:** Brass, Dan  
**Sent:** Monday, October 23, 2017 10:30 AM  
**To:** Bosch, Anna <anna.bosch@uky.edu>  
**Cc:** Kelley, Scott <skelley@email.uky.edu>  
**Subject:** culture and business degree

Dear Dr. Bosch,

After consulting with the faculty in the Department of Management, I am writing to approve the inclusion of the following courses as required core courses in the proposed US Culture and Business Practices degree program in the College of Arts and Sciences.

MGT 292  
MGT 301

The Department of Management is excited to be participating in this innovative degree program.

Sincerely,

Daniel J. Brass

J. Henning Hilliard Professor of Innovation Management  
Chair, Department of Management  
Director, LINKS Center for Social Network Analysis  
Gatton College of Business and Economics  
University of Kentucky  
[dbrass@uky.edu](mailto:dbrass@uky.edu)  
<http://linkscenter.org>



Department of Anthropology  
211 Lafferty Hall  
Lexington, KY 40506-0024

859 257 2710  
fax 859 323-1959  
<http://anthropology.as.uky.edu>

September 6, 2017

Rich Schein, Associate Dean, Arts and Sciences  
And Professor of Geography

Dear Rich,

The Anthropology Department is very pleased to support the new A&S / Gatton partnership in the US Business Studies major. We are very happy to have the following courses included in the major:  
ANT 311, 312, 330, 341, 534

Please let me know in what other ways the department can support this exciting new program.

Sincerely,

A handwritten signature in black ink that reads "Lisa Cliggett". The signature is written in a cursive, flowing style.

*Lisa Cliggett, PhD*  
[Lisa.Cliggett@uky.edu](mailto:Lisa.Cliggett@uky.edu)  
*Chair, and Professor of Anthropology*



College of Arts & Sciences  
African American and Africana  
Studies Program  
102 Breckinridge Hall  
Lexington, KY 40506-0056  
859 257-2284  
aaas@uky.edu  
www.uky.edu

Richard H. Schein  
Associate Dean of Faculty  
Professor of Geography  
College of Arts and Sciences  
202 Patterson Office Tower  
University of Kentucky  
Lexington, KY 40506-0027

September 25, 2017

Dear Rich Schein,

I write to approve the inclusion of African American and Africana Studies courses in the proposed new program, US Business Studies. The courses that may be used in the new program are:

*AAS 200*  
*AAS 400*  
*AAS 420*  
*AAS 260*  
*AAS 261*  
*AAS 360*  
*AAS 168*  
*AAS 264*  
*AAS 471*  
*AAS 235*

Sincerely,

A handwritten signature in black ink, appearing to read "Anastasia C. Curwood". The signature is fluid and cursive, with a large, sweeping flourish at the end.

Anastasia C. Curwood  
Director, African American and Africana Studies



Jeffory A. Clymer, Chair  
Department of English  
1215 Patterson Office Tower  
Lexington, KY 40506-0027

859 257-7008  
*fax* 859 323-1072

[www.as.uky.edu/English](http://www.as.uky.edu/English)

27 September 2017

Mark Kornbluh, Dean  
College of Arts & Sciences  
202 Patterson Office Tower  
University of Kentucky

Dear Dean Kornbluh,

At the English Department's March 1, 2017 faculty meeting, we discussed the English Department's contribution of courses to the proposed "United States Culture and Business Practices" major. The department voted unanimously to include the following courses as electives within the proposed new major:

National Formations:

ENG191 LITERATURE AND THE ARTS OF CITIZENSHIP  
ENG251 SURVEY OF AMERICAN LITERATURE I  
ENG252 SURVEY OF AMERICAN LITERATURE II

American Communities and Identities

ENG 168 ALL THAT SPEAK OF JAZZ  
ENG 425 ENVIRONMENTAL WRITING

Literary Arts

ENG 260 INTRODUCTION TO BLACK WRITERS  
ENG 265 SURVEY OF AFRICAN-AMERICAN LITERATURE I  
ENG 266 SURVEY OF AFRICAN-AMERICAN LITERATURE II  
ENG 352 AMERICAN LITERATURE AND CULTURES TO 1900  
ENG 353 AMERICAN LITERATURE AND CULTURES POST-1900  
ENG 355 AMERICAN POETIC TRADITIONS  
ENG 357 CONTEMPORARY AMERICAN LITERATURE  
ENG 368 CONTEMPORARY AFRICAN-AMERICAN VOICES  
ENG 450G STUDIES IN AMERICAN LITERATURE: (Subtitle required)  
ENG 460G STUDIES IN AFRICAN-AMERICAN LITERATURE: (Subtitle required)



The English Department looks forward to participating in this exciting new major.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffery A. Clymer". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Jeffery A. Clymer  
Professor and Chairperson

February 5, 2018

Rich Schein  
Associate Dean of Faculty  
College of Arts and Sciences

Dear Dean Schein,

With the approval of the entire faculty, I am writing to approve the use of our courses in the new undergraduate major, US Business Studies. We specifically endorse the following courses as part of the curriculum.

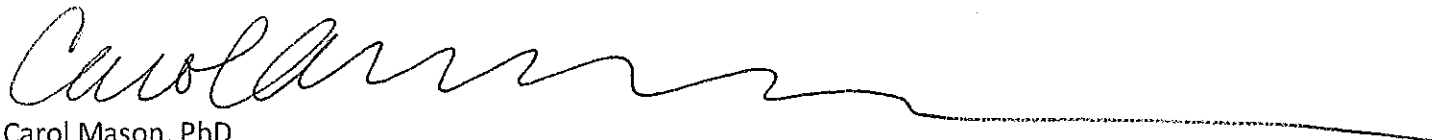
GWS 301 Crossroads. Specific topics will vary, but all courses taught under this title focus on the contributions, interplay, intersections, constructions, history, and confrontations that the social categories and lived experiences of gender, race, and class produce in the United States. Examines opportunities for civic responsibility and social justice. May be repeated up to a maximum of 9 credit hours under different subtitles; allow multiple registrations during same semester.

GWS 360 LGBTQ History in the US. Introduces changing perceptions of homosexuality over time, as well as the creation of LGBTQ identities and social movements; explores the meanings of same-sex love prior to the existence of current terminology, and how, when, and why such language developed; and examines the cultural context in which "homosexual" came to represent a person, rather than a behavior in 19th century Euro-American culture and the concurrent medicalization of homosexuality and gender nonconformity.

GWS 506 History of Sexuality in the US. An overview of the history of beliefs about sexuality, sexual cultures and norms, and sexuality's relationship to power in American society from the colonial period to the present.

We are excited to be part of this innovative curriculum.

Sincerely,



Carol Mason, PhD  
Professor and Chair  
Department of Gender and Women's Studies

see blue.



September 25, 2017

Professor Richard Schein  
Associate Dean of Faculty  
College of Arts & Sciences  
University of Kentucky

**University of Kentucky**  
**College of Arts & Sciences**  
Department of Geography  
817 Patterson Office Tower  
Lexington, KY 40506  
P: 859-257-2931  
F: 859-257-6277  
[geography.as.uky.edu](http://geography.as.uky.edu)

Dear Professor Schein:

I am writing to approve the inclusion of the following geography courses in the new interdisciplinary major in U.S. Business Studies between the College of Arts & Sciences and the Gatton College of Business and Economics:

GEO 220  
GEO 221  
GEO 285  
GEO 320  
GEO 321  
GEO 322  
GEO 422  
GEO 470  
GEO 485  
GEO 490

The Department of Geography is excited to be participating in this new venture. Please let me know if I or my colleagues in the department can be of additional help.

Sincerely,

Patricia Ehrkamp  
Associate Professor and Chair

see blue.

An Equal Opportunity University



University of Kentucky  
College of Arts and Sciences  
Department of History

1715 Patterson Office Tower  
Lexington, KY 40506-0027  
P: 859-257-6861  
F: 859-323-3885  
www.uky.edu

September 15, 2017

To the UK Faculty Senate

Dear Colleagues,

I am writing to approve the inclusion of courses taught by the History Department in the new interdisciplinary major in US Business Studies.

Here is a list of the courses that the History Department believes are appropriate for students in US Business Studies and would like to include in the program:

HIS 108, 109, 112, 208, 240, 260, 261, 265, 350, 351, 360, 404, 405, 460, 461, 462, 463, 464, 465, 466, 467, 468, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 587.

Thank you for your consideration of this matter.

Very truly yours,

Karen Petrone  
Professor and Chair

see blue.

An Equal Opportunity University



College of Arts and Sciences  
Department of Political Science  
1615 Patterson Office Tower  
Lexington, KY 40506-0027  
Ph 859-257-7029  
Fax 859-257-7034

September 21, 2017

Dear Dr. Schein,

I am writing in response to your 09/05/17 email requesting our department's support for adding several courses for the US Business Studies program. Specifically, you requested that we consider the following courses: PS 101, 430, 433, 463, 465, 472, 475, 484, 456, 461, 470, 471 and 479.

Our department met on 09/20/17 to discuss this proposal. All faculty present expressed support, and you have our department's full support to include these courses.

The only concerns is that many of the courses have prerequisites, and the faculty wanted me to be sure to notify you of these and make you aware that we will enforce prerequisites on these courses to assure continued quality instruction. Below I list the prerequisites to make sure we are on the same page (information can be found at [http://www.uky.edu/registrar/sites/www.uky.edu/registrar/files/PS\\_14.pdf](http://www.uky.edu/registrar/sites/www.uky.edu/registrar/files/PS_14.pdf)):

101 (no prereq)  
430 (prereq 101)  
433 (prereq 230)  
463 (prereq 101 and UN2 status)  
465 (prereq 360)  
472 (prereq 101, UN2 status)  
475 (prereq 101)  
484 (prereq 101, UN2 status)  
456 (no prereq)  
461 (prereq 360)  
470 (prereq 101, UN2 status), 471, 479

We wish you the best of luck with this program moving forward.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Clay', with a long horizontal flourish extending to the right.

Clayton L. Thyne, Ph.D.  
Assoc. Professor and Chair  
University of Kentucky  
Department of Political Science  
1625 Patterson Office Tower

Lexington, KY 40506-0027  
859-257-6958 (office)  
859-396-6871 (cell)  
clayton.thyne@uky.edu



**Department of Sociology**  
1501 Patterson Office Tower  
University of Kentucky  
Lexington, KY 40506-0027

October 13, 2017

**Rich Schein, Associate Dean**  
College of Arts & Sciences  
University of Kentucky

Dear Rich,

I am writing to express the Sociology Department's support for the proposed major in US Business Studies. We approve the inclusion of the following courses in the major: **SOC 235, SOC 446, and SOC 534.**

Please let me know if there is any other way we can assist with the approval process for this major.

Sincerely,

A handwritten signature in cursive script that reads "Claire M. Renzetti".

**Claire M. Renzetti, Ph.D.**

**Professor and Chair of Sociology**

**Judi Conway Patton Endowed Chair for Studies of Violence Against Women**



Department of Sociology  
1515 Patterson Office Tower  
University of Kentucky  
Lexington, KY 40506-0027

September 26, 2017

Dr. Richard Schein, Assoc. Dean  
College of Arts & Sciences  
University of Kentucky  
Lexington, KY 40506-0027

Dear Dr. Schein:

As Director of Appalachian Studies, I hereby give permission to list the following courses as part of the US Business Studies interdisciplinary major:

APP 200: Introduction to Appalachian Studies  
APP 300: Topics in Appalachian Studies  
APP 399: Internship in Appalachian Studies

It is my understanding that the Director of Appalachian Studies will serve as faculty of record.

Sincerely,

A handwritten signature in cursive script that reads 'Shaunna L. Scott'.

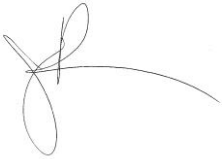
Shaunna L. Scott, PhD  
Associate Professor, Sociology  
Director of Appalachian Studies



January 29, 2018

This letter confirms that WRD faculty were consulted and approved the inclusion of WRD 222 in the new US Culture and Business Practices degree program.

Sincerely,



Jeff Rice  
Chair, Writing, Rhetoric and Digital Studies  
Martha B. Reynolds Professor in Writing, Rhetoric, and Digital Studies  
University of Kentucky



Department of Hispanic Studies  
1153 Patterson Office Tower  
Lexington, KY 40506-0027  
859 257-1565  
fax: 859 323-9077  
[www.as.uky.edu/hispanicstudies](http://www.as.uky.edu/hispanicstudies)

October 26, 2017

Dr. Anna Bosch  
Associate Dean of Undergraduate Programs  
College of Arts & Sciences  
Campus.-

Dear Anna,

After consulting with the faculty in the Department of Hispanic Studies, I am writing to approve the inclusion of the following courses as electives in the proposed US Culture and Business Practices degree program in the College of Arts and Sciences:

SPA 208 US Latino Culture and Politics  
SPA302 Spanish for Business Professionals

Our department can also contribute enormously to the offer of your newly proposed degree program with some other courses such as *SPA 330 Spanish and Globalization*, *SPA 332 Spanish and Latin American Business Environment* and *SPA 313 Advanced Spanish Language* when offer as *Spanish Bilingualism in the US*, for example.

Our Department is excited to be participating in this innovative degree program.

Sincerely,

A handwritten signature in black ink, reading "Yanira B. Paz". The signature is written in a cursive style with a long horizontal flourish at the end.

Dr. Yanira B. Paz  
Chair | Associate Professor of Spanish  
Department of Hispanic Studies | University of Kentucky  
E-mail: [Yanira.paz@uky.edu](mailto:Yanira.paz@uky.edu)

# College and University Support Letters

October 24, 2017

Dear Senate Council,

On behalf of the faculty of the College of Arts and Sciences, the Education Policy Committee discussed and approved the US Culture and Business Practices Degree Program 7:0:2 on Tuesday, October 24, 2017.

Sincerely,



Rynetta Davis  
Chair, Education Policy Committee

October 27, 2017

Dear Undergraduate Council,

I am pleased to express the college's strongest support of the proposed US Culture and Business Practices Degree Program in the College of Arts and Sciences. The interdisciplinary program will draw together strong training in the humanities and social sciences, along with training in business and economics. The US Culture and Business Practices Degree Program will provide students with a breadth of knowledge indicative of a liberal arts education. The enclosed proposal has been carefully vetted by the college's Education Policy Committee in close consultation with the Dean's office.

The proposed US Culture and Business Practices Degree Program will utilize the strengths of the outstanding faculty in the College of Arts and Sciences, and the Gatton College of Business and Economics.

A degree that combines business with the liberal arts is becoming increasingly popular among our top benchmark universities. Employers, especially in business, regularly look for candidates who have strong communication, writing, and research skills.

The College of Arts and Sciences fully supports the proposed US Culture and Business Practices Degree Program in the College of Arts and Sciences.

Sincerely,



Mark Lawrence Kornbluh  
Dean

see blue.

November 3, 2017

Mark Kornbluh, Dean  
College of Arts and Sciences  
University of Kentucky

Dear Dean Kornbluh:

The Gatton College of Business and Economics is pleased to support the proposal for the U.S. Culture and Business Practices Bachelor's Degree Program in the College of Arts and Sciences. The interdisciplinary degree program allows students to complete study in history, politics, arts, and culture of the United States with significant training in business.

The U.S. Culture and Business Practices Degree Program will provide students with a breadth of knowledge that will increase their opportunities for employment. Students will obtain the fundamental skills of business degree within the broader perspective and methods of inquiry associated with the liberal arts.

The proposed U.S. Culture and Business Practices Degree Program will utilize the strengths of the outstanding faculty in the Gatton College of Business and Economics in Management, Marketing, Finance, and Economics.

The Gatton College of Business and Economics fully supports the proposed US Culture and Business Practices Degree Program in the College of Arts and Sciences.

Sincerely,



David W. Blackwell  
Dean

see blue.



University of  
Kentucky

Associate Provost  
International Center

October 24th, 2017

Dear Anna,

Thank you for sending me materials relating to the College of Arts and Sciences' proposal to establish a new undergraduate major in US Culture and Business Practices, in collaboration with the Gatton College of Business and Economics.

This letter is to confirm that the International Center is aware that the College of Arts and Sciences wishes to recruit students from our international partner institutions for the proposed degree program.

The International Center will work with the College of Arts and Sciences, and their recruiting staff, to ensure all procedures are in place before bringing international students to the University of Kentucky for this degree program.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'S. Roberts'.

Susan M. Roberts  
Associate Provost for Internationalization  
Professor of Geography

see blue.