

Brothers, Sheila

From: Cramer, Aaron
Sent: Friday, April 26, 2019 12:47 PM
To: Bird-Pollan, Jennifer; Brothers, Sheila; Ett-Mims, Joanie
Cc: Heath, Claudia
Subject: NEW BS: Consumer Economics and Family Financial Counseling
Attachments: The New Program Form for Consumer Economics and Family Financial Counseling Degree--04-25-19.pdf

Proposed New BS in Consumer Economics and Family Financial Counseling

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new BS degree: Consumer Economics and Family Financial Counseling, in the Department of Family Sciences, within the College of Agriculture, Food and Environment.

Rationale: The proposed program will provide students with the knowledge and skills to positively impact economic and financial decision making of individuals and families. The course work in consumer economics, personal finance, and financial counseling will provide students with a broad skill-set to assist consumers in making sound financial decisions and ultimately improving overall family economic well-being and financial security. Students in the program may select coursework that would allow them to sit for the Accredited Financial Counselor exam. Graduates of such programs pursue careers in financial counseling, consumer journalism, public and nonprofit educational program development and delivery, and also entrepreneurship. Enrollment starting at 10 students and growing to 50 students is anticipated.

Aaron

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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 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) ¹ :	1/5/2017		
	<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 Agriculture, Food and Environment</i>		
1c	Home Educational Unit (school, department, college ²):	<i>Department of Family Sciences</i>		
1d*	Degree Type (BA, BS, etc.):	<i>BS</i>		
1e*	Program Name (Music, Human Health Sciences, etc.):	<i>Consumer Economics and Family Financial Counseling</i>		
1f*	CIP Code (provided by Institutional Effectiveness):	19.0499		
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 ³ : Fall 20

¹ You can reach Institutional Effectiveness by phone or email (257-2873, institutionaleffectiveness@uky.edu).

² Only interdisciplinary undergraduate degrees may be homed at the college level.

³ 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): <i>Spring 2022</i>		
1j*	Contact person name: Claudia J. Heath	Email: cjheath@uky.edu	Phone: 257-7737
2. Program Overview			
2a*	Provide a brief description of the proposed program. (300 word limit)		
	<p><i>The Consumer Economics and Family Financial Counseling program will provide students with the knowledge and skills to positively impact economic and financial decision making of individuals and families. The course work in consumer economics, personal finance, and financial counseling will provide students with a broad skill-set to assist consumers in making sound financial decisions and ultimately improving overall family economic well-being and financial security. Students will receive training that will allow for them to pursue careers in local government agencies such as the housing authority; state agencies such as health and human services; and federal agencies such as the Social Security Administration. For students who choose to pursue the AFC (Accredited Financial Counselor) certification option, careers are available as financial counselors in credit counseling agencies and non-profits. Additionally, program graduates will have a clear understanding of consumer issues and personal finance; this educational background will result in individuals capable of making healthy and informed family and personal financial decisions leading to responsible consumerism and financial independence for themselves and their families.</i></p>		
2b	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><i>Economic and financial education are considered essential life skills (Lusardi). The impact of the Great Recession and the protracted period of economic growth that followed, highlight the need for individuals and families to have a base level of economic understanding, as well as financial literacy. Graduates of Consumer Economics and Family Financial Counseling programs are well-equipped to make their own financial decisions and excel in careers such as financial counseling, consumer journalism, and design and delivery of educational programs which combat financial illiteracy and irresponsible consumerism among individuals and families; especially during recessionary periods. The designation of Accredited Financial Counselor (AFC), was developed to serve a different need than its counterpart, the financial planner. While financial planners typically work with clients who possess adequate capital, financial counselors are trained to work with clients who are experiencing financial stress due to economic disadvantage. Consequently, financial counselors will have developed a unique skill set which prepares them to work with clients from diverse populations. In the aftermath of the Great Recession, financial counselors are in demand.</i></p>		
2c*	(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><i>1. Students will effectively evaluate financial decisions in order to become more productive, financially independent, and environmentally responsible consumers. 2. Students will be able to assess and support the needs of consumers at the individual and family levels to address financial difficulties, make sound financial decisions, and work through complex financial situations. 3. Students will graduate prepared for successful careers. Program graduates will be equipped with the knowledge and skills necessary to work within public and private sectors in the fields of consumer advocacy and financial counseling. 4. Students will develop into informed consumers of and contributors to impactful research. 5. Students will value an interdisciplinary approach to issues dealing with finances, housing, and consumer issues that affect family outcomes. These results, in turn will benefit the university, local communities, the state of Kentucky, and beyond by providing the workforce with individuals trained to analyze complex personal financial situations and assist families to develop the skills and knowledge necessary to reach their personal financial goals.</i></p>		

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2d*	<p>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.)</p>
	<p>1. <i>Disciplinary knowledge: At the conclusion of their program, all students will demonstrate the knowledge to be able to define key terms and concepts in consumer economics and family financial counseling. Students will also be able to adapt the principles of consumer economics and family financial counseling to real-life scenarios aimed at improving the economic well-being of individuals and families across major transitions of the family life course.</i></p> <p>2. <i>Analytical abilities: At the conclusion of their program, all students will be able to frame social science questions appropriately for applied consumer economics and family financial counseling analyses; identify, gather, and sort necessary information and data; form logical hypotheses based on consumer economics and family financial counseling concepts and theories; select appropriate research tools and conduct analyses; and form and defend reasonable conclusions, predictions, and implications.</i></p> <p>3. <i>Ethics: At the conclusion of their program, all students will model an ability to use the skills, strategies, and ethical practices used by professionals working with individuals and families in the fields of consumer economics and family financial counseling.</i></p> <p>4. <i>[GCCR] Professional communication: At the conclusion of their program, all students will be able to deliver information clearly and professionally in various forms and styles and select appropriate forms and styles of communication. Communication categories may include: formal and informal writing; formal and informal speech; and presentation, as well as the use of technology.</i></p>
2e	<p>Describe the rationale and motivation for the program. Give reference to national context, including equivalents in benchmark institutions. (150 word limit)</p>
	<p><i>Recent economic events, notably the Great Recession, have demonstrated a nationwide need for financial education and counseling. The Department of Family Sciences focuses on understanding and improving the lives of individuals and families through a systemic lens. Systemic thinking allows individuals working with and for families to realize that there are multiple factors influencing overall family well-being, one of which is economic/financial well-being and security. The new program in Consumer Economics and Family Financial Counseling would strive to address the economic and financial needs of families and the communities in which they live through innovative teaching, research, and outreach. Similar programs at universities including the University of Georgia, University of Illinois, University of Missouri, and University of Florida have been successful in producing graduates capable of working with and bettering the economic lives of families in a variety of roles including financial counseling, community development, and public and nonprofit educational programs.</i></p>
2f	<p>Describe the proposed program’s uniqueness within UK. (250 word limit)</p>
	<p><i>The Consumer Economics and Family Financial Counseling Program will directly address consumer and financial issues that impact family economic well-being. Coursework will focus on household consumption theories, the role of consumers in the economy, the effect of economic policies on the financial well-being of individuals and families, as well as preparing students with the financial skills and knowledge to serve as financial counselors. The program will provide hands-on experiential learning through both internship and service learning opportunities. Additionally, students may select a series of guided electives which will allow them to sit for the Accredited Financial Counselor (AFC) exam. The CEF program allows students the unique opportunity to focus directly on the financial needs of individuals and families, this is a distinct difference from programs within Business and Economics or Agricultural Economics, which focus more at the macro-level as opposed to family level.</i></p>
2g	<p>Describe the target audience. (150 word limit)</p>

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<p><i>The Consumer Economics and Family Financial Counseling Program is designed for undergraduate students interested in learning about the role that consumer economics and family financial counseling plays in the economic well-being of individuals, families, and communities. Students in the program will have an interest in how various systems (including the family, community, and larger societal structures) influence economic well-being and vice versa. Students will develop a sensitivity to the unique considerations of working with diverse populations. Students will leave the program with an awareness of how to make healthy, productive, independent, and environmentally responsible financial decisions. Graduates of similar consumer economics and family financial counseling programs pursue careers in financial counseling, consumer journalism, public and nonprofit educational program development and delivery, and are also often entrepreneurs.</i></p>		
2h*	Does the program allow for any tracks (a.k.a. options)?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If "Yes," name the track(s). (Specific course requirements will be described in a subsequent section.)		
Track #1:		
Track #2:		
Track #3:		
Track #4:		
Track #5:		
Track #6:		
2i	Does the program <u>require</u> a minor?	Yes ⁴ <input checked="" type="checkbox"/> No <input type="checkbox"/>
	If "Yes," what is the name of the minor?	<i>In addition to the major requirements, each student in consultation with his or her academic advisor will select a minimum of 15-22 credits in course work in a university recognized minor or undergraduate certificate. At least 12 of these hours must be at the 300 level or above. Suggested minors include Psychology, Sociology, Political Science, Community and Leadership Development, etc. Students must contact the department responsible for the minor or undergraduate certificate for guidance and advising.</i>
2j*	Are necessary resources available for the proposed new program?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(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)	
<i>The proposed program will be administered through the Department of Family Sciences. The current DUS and Academic Coordinator will support the current FAM students in addition to students enrolled in the new proposed program at the same level, including admissions, advising, retention, etc. Additionally, a faculty member will serve as director of the proposed program to provide additional student support.</i>		
2l	Are multiple units/programs collaborating to offer this program?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
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.)		

⁴ 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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2m	Has this or a similar program been previously offered at UK but was closed by the CPE?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," describe. (300 word limit)		
2n	Are there any current UK programs which the proposed program could be perceived as replicating?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," give a rationale for why this is not duplication, or is a necessary duplication. (250 word limit)		
	<p><i>Replication is not exactly an issue; yet some overlap exists. Finance does not offer personal finance courses that count for their degree; however, Finance is currently seeking UGC approval for a series of courses they have recently packaged into a DL Financial Planning Certificate. There is some minor content overlap; however, 1st: The Certificate courses are more in-depth on the topics that we (CEPF) currently offer through our Personal Finance courses and the Certificate courses appear to meet the requirements for students to sit for the Certified Financial Planner (CFP) credential. Three courses in CEPF are modified Personal Finance courses we have historically taught, but in this new major we have added a Financial Counseling course, which with the modified Personal Finance courses and internship hours, meet the requirements for a select few students to sit for the Accredited Financial Counselor (AFC) certification. The majority of graduates of the new CEPF degree program will be employable in positions working with families to improve their economic and financial well-being outside of opportunities in financial counseling. 2nd: Finance students are employed in positions such as wealth management, corporate finance, and banking and wall street investment firms. Consumer Economics and Family Financial Counseling students will be employed in the design and implementation of individual and family oriented personal finance programs, in local government agencies such as the housing authority; state agencies such as health and human services; and federal agencies such as the Social Security Administration, student financial aid services, debt counseling, and related activities.</i></p>		
	<p>If "Yes," two pieces of supporting documentation are required.</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" 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.</p>		
2o	<p>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 http://www.uky.edu/Faculty/Senate/Forms/UndegDegPgm_Help.html.</p>		
	<p><input checked="" type="checkbox"/> Scenario 1 OR <input type="checkbox"/> Scenario 2 OR <input type="checkbox"/> Scenario 3 OR <input type="checkbox"/> Scenario 4</p>		
	<p>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)</p>		

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2p	Will the program have an advisory board ⁵ ?	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:		
	Total Number of Advisory Board Members		

3. Delivery Mode	UK DLP and eLearning Office ⁶
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3a*	Initially, will any portion of the proposed program's core courses be offered via distance learning ⁷ ?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," please indicate below the percentage of core courses that will be offered via distance learning.		
(check one)	1% - 24% <input checked="" 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 substantive change prospectus to SACS. Please contact institutionaleffectiveness@uky.edu 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 checked="" 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.	

⁵ 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.

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

⁷ 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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3c	<p>Give pedagogical rationale for the use of alternative delivery modes in the proposed program. Consider the aspects below and elaborate as appropriate. (200 word limit)</p> <ul style="list-style-type: none"> • Synchronous and asynchronous components. • Balance between traditional and non-traditional aspects. • Hybrid elements.
<p><i>CEF 499 Advanced Internship in Consumer Economics and Family Financial Counseling will be offered as a Distance Learning internship course. The course will include virtual discussion and internship hours. The course will meet synchronously and live via web video through multiple sections to accommodate students in different time zones. This course will incorporate a hybrid method of interactive video and web-based assignments. The course is DL so that students may have internship placements outside of the Lexington, KY area, drawing students on a national basis.</i></p>	
<p>4. UK Resources</p>	
4a*	<p>Will the program's home educational unit require new or additional faculty? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
<p>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. (150 word limit)</p>	
<p><i>The Department of Family Sciences has already reallocated an open 12-month tenure track faculty line that is within the department to be able to offer the additional course load and service to the students associated with the new major. The new faculty member started in this position on August 1st, 2017.</i></p>	
<p>If "Yes," when will the faculty be appointed? (150 word limit)</p>	
<p><i>Summer/Fall 2017</i></p>	
4b*	<p>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"/></p>
<p>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. (150 word limit)</p>	
4c	<p>Will the program include courses from another educational unit(s)? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<p>If "Yes," list the courses and identify the other educational units and subunits that have approved the inclusion of their courses. (150 word limit)</p>	
<p><i>ECO 201, ECO 202, STA 210, GEN 100, PSY 100, SOC 101, ACC 201, FAM 360 (within department outside of CEF program)</i></p>	
<p>If "Yes," two pieces of supporting documentation are required.</p> <p><input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the chair/director⁸ of the other unit(s) from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units⁹ and impact on the course's use on the home educational unit.</p> <p><input checked="" 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.</p>	

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

⁹ Show evidence of detailed collaborative consultation with such units early in the process.

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4d	<i>(similar to question 19)</i> Fill out the faculty roster below for full-time and part-time faculty teaching major core courses in the proposed program.		
<p align="center">NAME</p> <p align="center">List name & identify faculty member as FT (full-time) or PT (part-time).</p>	<p align="center">FACULTY CIP CODE¹⁰</p> <p align="center">List the applicable CIP Code for the faculty member.</p>	<p align="center">MAJOR CORE COURSES IN THE PROGRAM</p> <p align="center">List the major core courses in the program that the faculty member will teach.</p>	<p align="center">OTHER QUALIFICATIONS</p> <p align="center"><i>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></p>
<i>Jennifer Hunter (FT)</i>	<i>190701</i>	<i>CEF 251</i>	<i>PhD; Associate Professor and State Extension Specialist for Family Financial Management. Dr. Hunter is the Director of the Managing in Tough Times Initiative. She has research and professional interests in household financial management and student financial wellness.</i>
<i>Claudia Heath (FT)</i>	<i>190704</i>	<i>CEF 350, CEF 390</i>	<i>PhD; Established as a researcher specializing in issues related to the economic well-being of families, individuals, and, specifically, women. Her educational background in economics, combined with a focus on women and families, supports her interest in labor force participation of women, low-income and poor families, welfare and poverty issues, and public policy issues of women and families. Dr. Heath's recent scholarly activities focus on economic self-sufficiency and the economic effects of marriage on well-being.</i>
<i>Hyungsoo Kim (FT)</i>	<i>010103</i>	<i>CEF 351</i>	<i>PhD; Expertise in application of economic theory and principles from the perspective of households & consumers; including the use of best practices in personal finance to maximize the economic/financial well-being of individuals & family members in a changing economy.</i>

¹⁰ Consult your college’s associate dean for faculty affairs for specific assistance with Classification of Instructional Programs codes (CIP codes).

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<i>Pam McFarland (FT)</i>	<i>131199</i>	<i>FAM 360, CEF 498, CEF 499</i>	<i>MS: Expertise in student advising. Mrs. McFarland has both her BS and MS in the field of Family Sciences and is well suited to teach FAM 360, CEF 498, and CEF 499.</i>
<i>D. Bruce Ross (FT)</i>	<i>190701</i>	<i>CEF 352, CEF 402, CEF 403, CEF 496</i>	<i>PhD; Expertise in the application of best practices in personal and family financial counseling practices and principles in consideration of diverse and contextual populations and issues. His educational background in human development and family science with an emphasis in marriage and family therapy and a specialization in financial counseling and financial therapy practices supports his interests in personal and family financial well-being and financial socialization practices.</i>

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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 <i>program</i> 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. <i>(250 word limit)</i>
	<i>The objectives of this program are to respond to the Commonwealth’s need for a Consumer Economics and Family Financial Counseling (CEF) program at the undergraduate level, by offering a Bachelor of Science degree in Consumer Economics and Family Financial Counseling. An objective of the CEF program is to produce graduates who have the knowledge and skills to positively impact the economic and financial decision making of individuals and families. To determine the success or failure of the program, the program faculty will assess the professional and scholarly accomplishments of current students and graduates. Program graduates are expected to pursue careers in local government agencies such as the housing authority; state agencies such as health and human services; and federal agencies such as the Social Security Administration. For students who choose to pursue the AFC (Accredited Financial Counselor) certification, careers are available as financial counselors in credit counseling agencies and non-profits. It is expected that the program will benefit the university and the community—from the enrichment of campus life in the department and college to the hard-to-measure benefits of increased national public attention and acclaim. Should the program not meet its objectives, program faculty will meet to assess and adjust the program curriculum.</i>

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

5c	Append an assessment plan ¹² for the SLOs to the end of this form. <i>(Click HERE for a sample assessment plan.)</i>
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6. Miscellaneous

6a	Is there anything else about the proposed program that should be mentioned? <i>(150 word limit)</i>
	<i>No</i>

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>Choose one from approved list</i>	3
	Humanities	<i>Choose one from approved list</i>	3
	Social Sciences	<i>Choose one from approved list</i>	3

¹¹ 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.

¹² 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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	Natural/Physical/Mathematical	<i>Choose one from approved list</i>	3
7b	II. Composition and Communication		
	Composition and Communication I	<i>CIS or WRD 110</i>	3
	Composition and Communication II	<i>CIS or WRD 111</i>	3
7c	III. Quantitative Reasoning (one course in each area)		
	Quantitative Foundations	<i>Choose one from approved list</i>	3
	Statistical Inferential Reasoning	<i>STA 210</i>	3
7d	IV. Citizenship (one course in each area)		
	Community, Culture and Citizenship in the USA	<i>GEN 100</i>	3
	Global Dynamics	<i>Choose one from approved list</i>	3
7e	Total UK Core Hours:		30
7f	Graduation Composition and Communication Requirement (GCCR)		
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 ¹³ 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 type="checkbox"/> Single course within the program's home unit.		
	<input checked="" type="checkbox"/> Multiple courses within the program's home unit.		<i>FAM 360, CEF 390, CEF 402</i>
	<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 ¹⁴
	Course #1	<i>FAM 360</i>	No Change
	Course #2 (<input type="checkbox"/> Not applicable.)	<i>CEF 390</i>	New
	Course #3 (<input type="checkbox"/> Not applicable.)	<i>CEF 402</i>	New
	Course #4 (<input checked="" type="checkbox"/> Not applicable.)		Select one....
7f.iv	Provide a narrative regarding this program's GCCR, for inclusion in the Bulletin.		

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

¹⁴ 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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The GCCR requirement in Consumer Economics and Family Financial Counseling includes the following artifacts collected across three specific required courses: CEF 402 (Theories and Application in Consumer Economics) requires a written paper (1500 word minimum); FAM 360 (Introduction to Family Intervention: Working with Families and Individuals) fulfills the oral/visual component of the GCCR with the submission of a YouTube video assignment that is at least ten minutes in length; and CEF 390 (Introduction to Research Methods) requires two 1500 word research article critiques. All courses include a draft, feedback, and revision process for the GCCR component of the course.

7g College-level Requirements

How will college-level requirements be satisfied?

Standard University college requirement List course(s): *GEN 100*

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 ¹⁵
<i>ECO 201</i>	<i>Principles of Economics I</i>	<input type="checkbox"/> Pgm Core <input checked="" type="checkbox"/> Pre-major/prof	3	No Change
<i>ECO 202</i>	<i>Principles of Economics II</i>	<input type="checkbox"/> Pgm Core <input checked="" type="checkbox"/> Pre-major/prof	3	No Change
<i>PSY 100</i>	<i>Introduction to Psychology</i>	<input type="checkbox"/> Pgm Core <input checked="" type="checkbox"/> Pre-major/prof	4	No Change
<i>STA 210</i>	<i>Making Sense of Uncertainty: An Introduction to Statistical Reasoning</i>	<input type="checkbox"/> Pgm Core <input checked="" type="checkbox"/> Pre-major/prof	3	No Change
<i>SOC 101 or 235</i>	<i>Introduction to Sociology or Inequalities in Society</i>	<input type="checkbox"/> Pgm Core <input checked="" type="checkbox"/> Pre-major/prof	3	No Change
<i>ACC 201</i>	<i>Financial Accounting I</i>	<input type="checkbox"/> Pgm Core <input checked="" type="checkbox"/> Pre-major/prof	3	No Change
<i>FAM 360</i>	<i>Intro to Family Intervention: Working w/ Families and Individuals</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	No Change
<i>CEF 251</i>	<i>Intro to Personal and Family Finance</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	New
<i>CEF 350</i>	<i>Consumer Economics</i>	<input checked="" type="checkbox"/> Pgm Core	3	New

¹⁵ 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"/> Pre-major/prof		
CEF 351	<i>Advanced Personal and Family Finance I</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	New
CEF 352	<i>Advanced Personal and Family Finance II</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	New
CEF 402	<i>Theories and Applications in Family and Consumer Economics</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	New
CEF 403	<i>Family Financial Counseling</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	New
CEF 499	<i>Advanced Internship in Consumer Economics and Personal Finance</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	6	New
CEF 390	<i>Introduction to Research Methods</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	New
CEF 496	<i>Accredited Financial Counselor Review Course</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	New
CEF 498	<i>Internship in Consumer Economics and Family Financial Counseling</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	New
		<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....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
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		<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....
Total Core Courses Credit Hours:			27	

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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
<i>Total Credit Hours as Guided Electives:</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 type="checkbox"/>	No <input checked="" type="checkbox"/>
Program Free Electives¹⁸. (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?	36	
7p	Provide a narrative, including course prefixes, about free electives courses that will be included in the Bulletin. (150 word limit)	In addition to the major requirements, each student will select 36 hours of electives. Within the 36 hours of electives, each student, will select a minimum of 15 – 22 credits of course work in a university recognized minor or undergraduate certificate. At least 12 of the hours that constitute the minor or certificate must be at the 300 level or above and contribute to the required 45 credit hours from upper division courses (300 level and above). Electives are chosen in consultation with the academic advisor and should be chosen to support the academic content of the Consumer Economics and Family Financial Counseling major; while also keeping in mind that electives should be chosen to complete the requirement of a minimum of 45 credit hours from upper division courses (300 level and above).	
Courses for a program’s track(s). (Click HERE for a template for additional tracks ¹⁹ .)			
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 ²⁰
	<input type="checkbox"/> Track Core		

¹⁸ 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.”

¹⁹ Append a PDF with each track’s courses to the end of this form.

²⁰ 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 Elective		
		<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective		
		<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....
		<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....
		<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....
		<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....
		<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....
		<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....
		<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....
		<input type="checkbox"/> Track Core <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"/>
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7t	Total credit hours required by level.				
	100-level: 18	200-level: 18	300-level: 15	400-level: 12	500-level: 0

These total are based on defined courses, in addition a minimum of 12 hours at 300 level plus are required as part of the professional support, and 6 additional upper level electives to meet the 45 credits 300+ requirement. Only the defined UK CORE classes were included in the total credit hours by level, since students have a variety of options from which to select.

7u*	What are the total credit hours required for the degree? (e.g. 120, 126)	120
-----	---------------------------------------------------------------------------------	-----

If an explanation about the total credit hours is necessary, use the space below. (150 word limit)

To earn a Bachelor of Science in Consumer Economics and Family Financial Counseling, the student must have 1] a minimum of 120 credit hours that meet the requirements of the UK Core, the College, and the curriculum of the major; 2] at least a 2.0 grade-point average; 3] a grade of C or higher in the following Consumer Economics and Family Financial Counseling courses required to graduate: CEF 350, CEF 351, CEF 352, CEF 402, and CEF 403; and 4] a minimum of 45 credit hours from upper division courses (300 level and above).

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 HERE 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.			
	YEAR 1 - FALL:	<i>See Attached</i>	YEAR 1 - SPRING:	<i>See Attached</i>
	YEAR 2 - FALL :	<i>See Attached</i>	YEAR 2 - SPRING:	<i>See Attached</i>

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	YEAR 3 - FALL:	<i>See Attached</i>	YEAR 3 - SPRING:	<i>See Attached</i>
	YEAR 4 - FALL:	<i>See Attached</i>	YEAR 4 - SPRING:	<i>See Attached</i>

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)

For each degree, SACS COC requires student learning outcomes and demonstration of the performance in those outcomes. The CEF degree demonstrates an increasing rigor and complexity within the program, and a clear differentiation of rigor between the undergraduate program and the graduate/professional programs. The SLO's and demonstration of rigor are built into the proposal.

9. Approvals/Reviews

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.

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
9a	(Within College)		
	<i>Department of Family Sciences</i>	<i>5/13/2016</i>	<i>Ron Werner-Wilson / (859) 257-7750 / ronald.werner-wilson@uky.edu</i>
			/ /
			/ /
			/ /

9b	(Collaborating and/or Affected Units)		
			/ /
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9c	(Senate Academic Council)	Date Approved	Contact Person Name
	Health Care Colleges Council (if applicable)		
	Undergraduate Council		

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SECTION B – INFORMATION REQUIRED BY CPE AND SACS	
10. Program Overview – Program Quality and Student Success	
10a	<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>The Department of Family Sciences is home to Drs. Heath, Hunter, Ross, and Kim, all of whom have expertise in the application of economic theory and principles from the perspectives of households and consumers; including the use of best practices in personal finance to maximize the economic/financial well-being of individuals and family members in changing economic environments.</i></p>
10b*	<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 will demonstrate the following:</i></p> <ol style="list-style-type: none"> <i>1. Disciplinary knowledge: At the conclusion of their program, all students will demonstrate the ability to define key terms and concepts in consumer economics and financial counseling. Students should also be able to adapt the principles of consumer economics and financial counseling to real-life scenarios aimed at improving the economic well-being of individuals and families across major transitions of the family life course.</i> <i>2. Analytical abilities: At the conclusion of their program, all students should demonstrate the ability to frame social science questions appropriately for applied consumer economics and financial counseling analyses; identify, gather, and sort necessary information and data; form logical hypotheses based on consumer economics and financial counseling concepts and theories; select appropriate research tools and conduct analyses; and form and defend reasonable conclusions, predictions, and implications.</i> <i>3. Ethics: At the conclusion of their program, all students will model an ability to use the skills, strategies, and ethical practices used by professionals working with individuals and families in the fields of consumer economics and financial counseling.</i> <i>4. [GCCR] Professional communication: At the conclusion of their program, all students will be able to deliver information clearly and professionally in various forms and styles and select appropriate forms and styles of communication. Communication categories may include: formal and informal writing; formal and informal speech; and presentation.</i>
10c	<p>Clearly state the student admission, retention, and completion standards designed to encourage high quality. (300 words)</p> <p><i>Admission to the program will be open. Students must earn a C or higher in ECO 201 to enroll in the CORE CEF courses. Students with an Associate Degree may enter into advanced courses directly. Students must meet the university academic guidelines for retention. Students must earn a C or higher in CEF 350, CEF 351, CEF 352, CEF 402, and CEF 403 and at least a 2.0 overall grade-point average to complete the requirements for graduation in the CEF program.</i></p>
10d	<p>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)</p> <p><i>The guidelines from the Undergraduate School require a grade point average (GPA) of 2.75 for undergraduates, and a 3.00 for transferring students.</i></p>
10e	<p>Identify the applicant pool and how applicants will be reached. (300 word limit)</p> <p><i>Primary feeders for this program will be recent high school graduates and undergraduate students from across the state of Kentucky who are seeking to remain in-state to complete a BS program in Consumer Economics and Family Financial Counseling.</i></p>

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11. Mission: Centrality to the Institution’s Mission and Consistency with State’s Goals	
11a*	<p>(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)</p> <p><i>The objectives of this program are to respond to the Commonwealth's need for a Consumer Economics and Family Financial Counseling program at the undergraduate level, offering a degree of Bachelor of Science in Consumer Economics and Family Financial Counseling. To produce quality graduates who will take their places in careers such as financial counseling, consumer journalism, and design and delivery of educational programs which combat financial illiteracy and irresponsible consumerism among individuals and families; especially during recessionary periods. At the end of the program, students will be able to effectively evaluate financial decisions in order to become more productive, financially independent, and financially responsible consumers. Also, students will be able to assess and support the needs of consumers at the individual and family levels to address financial difficulties, make sound financial decisions, and work through complex financial situations. These results, in turn, will benefit the university and community financially, relationally, intellectually, and culturally--from the simple enrichment of campus life in the department and the college to the complex and hard-to-measure benefits of increased national public attention and acclaim.</i></p>
11b*	<p>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)</p> <p><i>UK Mission Plan -- (These are the goals of the Mission Plan that deal with curriculum issues)</i> <i>Goal 1: Prepare students for leading roles in an innovation-driven economy and global society</i> <i>Goal 2: Promote research and creative work to increase the intellectual, social, and economic capital of Kentucky and the world beyond its borders</i> <i>Goal 4: Promote diversity and inclusion</i> <i>The objectives of this program reflect the mission and profiles of the University by preparing students for careers in Consumer Economics and Family Financial Counseling that will serve the needs of individuals, families, communities, the state, and beyond.</i></p>
11c*	<p>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)</p> <p><i>The program will support Kentucky's postsecondary education agenda to increase educational attainment and quality of life by raising the educational attainment level of the Commonwealth specifically, and the national community, generally. The mission of the program is to prepare candidates to be well-prepared to pursue careers and/or further education in the fields of Consumer Economics and Family Financial Counseling. The work of UK's Consumer Economics and Family Financial Counseling graduates will influence the betterment of individuals and families with a broad statewide and national impact.</i></p>
11d*	<p>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. N/A <input type="checkbox"/> (E.g. any program leading to teacher, principal, or superintendent certification, rank change, etc.)</p>
12. Resources	
12a*	<p>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)</p> <p><i>This program will share courses and faculty with the Department of Family Sciences’ undergraduate BS program “Family Sciences.” The program will also be supported by the University of Kentucky College of Agriculture, Food, and Environment GEN 100 program.</i></p>
12b	<p>What will be the projected “faculty-to-student in major” ratio? (150 word limit)</p> <p><i>Historically the Department of Family Sciences has prioritized a low faculty to student in major ratio, that trend is anticipated to continue with the new program. All courses with the exception of the CEF 251 (an introductory/overview course) have been capped at 35 students.</i></p>

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12c	<p>Describe the library resources available²¹ 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)</p> <p><i>The UK Libraries offers collections, services and other learning/information resources consistent with the degrees offered at the University. UK Libraries fulfills the University's educational, research, and service missions through the acquisition, organization, and preservation of relevant information resources that support the academic and research programs. The print collections are housed in the ten libraries across the campus and in the print archives. UK Libraries' resources include: • 4 million volumes • access to 100,000 current serials, including 70,000 electronic serials accessible on and off campus • access to approximately 450 licensed networked electronic resources/databases • 550,000 electronic books accessible on and off campus • 100,000 audio/visual materials</i></p>
12d	<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>The Consumer Economics and Family Financial Counseling program will reside in the Department of Family Sciences (FAM). The FAM department resides on the third floor of the Funkhouser Building. We have access to schedule all campus classrooms. We regularly teach courses in the Funkhouser Building or adjacent Erikson Hall. We are able to accommodate new faculty on the 3rd floor as well as space for our teaching assistants.</i></p>
13. Demand and Unnecessary Duplication	
13a*	<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"> • 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. • Anecdotal evidence is insufficient. Demonstrate a systematic collection of data, thorough study of the data, and a reasonably estimated student demand for the program. • Provide evidence of student demand at state and national levels. <p><i>Currently, an undergraduate program in Consumer Economics and Family Financial Counseling does not exist in the Commonwealth of Kentucky. There are currently 120 to 130 students enrolled in the FAM undergraduate degree program. The new CEF program anticipates attracting a different student than the traditional FAM major. A similar southern land grant institution experienced a growth of 20 students/year following the implementation of the financial counseling certificate program – we anticipate the same growth trajectory for the degree program. Additionally, the U.S. Department of Labor website demonstrates that there is an above average rate of growth in careers related to Consumer Economics and Family Financial Counseling, notably that of personal financial advisor which has an anticipated growth rate of 30% from 2014 to 2024.</i></p>
13b	<p>Clearly state the degree completion requirements for the proposed program. (150 word limit)</p>
	<p>To earn a Bachelor of Science in Consumer Economics and Family Financial Counseling, the student must have 1] a minimum of 120 credit hours that meet the requirements of the UK Core, the College, the curriculum of the major; 2] at least a 2.0 grade-point average; 3] a grade of C or higher in the following Consumer Economics and Family Financial Counseling courses required to graduate: CEF 350, CEF 351, CEF 352, CEF 402, and CEF 403; and 4] a minimum of 45 credit hours from upper division courses (300 level and above).</p>

²¹ Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

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13c*	Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program? (300 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
If "Yes," explain:			
13d	Identify the primary feeders for the program. (150 word limit)		
<i>Primary feeders for the program will be recent high school graduates and undergraduate transfer students from across the state of Kentucky who are seeking to remain in-state to complete a BS program in Consumer Economics and Family Financial Counseling.</i>			
13e	Describe the student recruitment and selection process. (300 word limit)		
<i>The Consumer Economics and Family Financial Counseling faculty has a substantial network of connections ranging across US and international institutions. We will use this network to promote the new BS in Consumer Economics and Family Financial Counseling degree program. We will submit advertisements to professional journals and newsletters, as well as direct solicitations at high school recruitment events. Recruiting materials will be provided to the College of Agriculture, Food, and Environment recruitment office.</i>			
13f*	Specify any distinctive qualities of the proposed program. (300 word limit)		
<ul style="list-style-type: none"> • 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? 			
<i>The Department of Family Sciences is home to Drs. Heath, Hunter, Ross, and Kim, all of whom have expertise in the application of economic theory and principles from the perspectives of households and consumers; including the use of best practices in personal finance to maximize the economic/financial well-being of individuals and family members in a changing economy.</i>			
13g	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)		
<i>The Department of Family Sciences has approximately 120 to 130 students enrolled in the FAM undergraduate degree program. The new CEF program anticipates attracting a different student than the traditional FAM major. We do not anticipate a drop in the number of FAM majors. A similar southern land grant institutions experienced a growth of 20 students/year following the implementation of a similar financial counseling certificate program. We anticipate a similar trajectory.</i>			
13h	Use table below to estimate student demand for the first five years following implementation.		
Academic Year		# Degrees Conferred	Majors (headcount) Fall Semester
2018 - 2019		0	10
2019 - 2020		0	20
2020 - 2021		0	30
2021 - 2022		10	40
2022 - 2023		10-15	40-50
13i	Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. (300 word limit)		
<i>There are no other Consumer Economics and Family Financial Counseling programs currently offered in the state. Our proposed program would therefore be the only such program in the Commonwealth of Kentucky. The establishment of a Consumer Economics and Family Financial Counseling program at the undergraduate level, offering the degree of Bachelor of Science in Consumer Economics and Family Financial Counseling, is supported by the fact that many students seeking such a degree and who are from</i>			

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	<i>this region, wish to remain in this region to pursue undergraduate studies. Therefore, a new Consumer Economics and Family Financial Counseling program at UK is well-positioned to serve as a real educational need in the Commonwealth.</i>	
13j	Has the Council on Postsecondary Education identified similar programs? <i>(Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for help with this question.)</i> If "Yes," the following questions (5h1 – 5h5) must be answered.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
(1)	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? <i>(150 word limit)</i> If "Yes," explain:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
(2)	Does the proposed program serve a different student population (e.g., students in a different geographic area or nontraditional students) from existing programs? <i>(150 word limit)</i> If "Yes," explain:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
(3)	Is access to existing programs limited? <i>(150 word limit)</i> If "Yes," explain:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
(4)	Is there excess demand for existing programs? <i>(150 word limit)</i> If "Yes," explain:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
(5)	Will there be collaboration between the proposed program and existing programs? <i>(150 word limit)</i> If "yes," explain the collaborative arrangements with existing programs. If "no," explain why there is no collaboration with existing programs.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
13k*	Are there similar programs in other Southern Regional Education Board (SREB) states in the nation? If "Yes," please answer the questions below to demonstrate why this proposed program is needed in addition to the one(s) currently in existence.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
13k.i*	Identify similar programs in other SREC states and in the nation. <i>University of Tennessee, Knoxville Bachelor of Science Retail and Consumer Sciences</i>	
13k.ii*	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? If "Yes," explain. <i>(300 word limit)</i> <i>The University of Tennessee's Retail and Consumer Sciences program is heavily focused on retailing industry and the principles and theories involved in managing personnel and merchandising goods for the consumer. The proposed CEF program is focused on consumer economics and family financial counseling, it does not include a retailing or merchandising component.</i>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
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? If "Yes," explain. <i>(300 word limit)</i> <i>The program at UTK is much more comparable to UK's Retailing and Tourism Management program than the proposed Consumer Economics and Family Financial Counseling program. They would attract student with different interests and background.</i>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

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13k.iv*	Is access to existing programs limited? If "Yes," explain. (300 word limit) <i>N/A - Although the SREB lists the UTK BS program as a similar program, the two programs are not comparable in terms of student goals or outcomes</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
13k.v*	Is there excess demand for existing similar programs? If "Yes," explain. (300 word limit) <i>N/A - Although the SREB lists the UTK BS program as a similar program, the two programs are not comparable in terms of student goals or outcomes</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
13k.vi*	Will there be collaboration between the proposed program and existing programs? If "No," explain. (300 word limit) <i>Although the SREB lists the UTK BS program as a similar program, the two programs are not comparable in terms of student goals or outcomes; therefore collaboration would not be feasible.</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
13l	Would your institution like to make this program available through the Academic Common Market ²² ?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
13m	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) <i>Data from the U.S. Department of Labor website show that employers in the field of Consumer Economics and Family Financial Counseling are actively seeking and hiring undergraduates with competitive salaries. Most graduates of CEF are prepared to work in a variety of positions with local, state, and national government. Additionally, students who choose the AFC certificate qualify for careers such as financial counselor, financial aid advisor, credit counselor, credit counselor, and more. Many of these jobs are experiencing growth in terms of job demand and average salary. Additionally, the website shows that projected percent change in employment is at 30%, which is higher than the average growth rate of 7% for all occupations.</i>		
13n*	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>Students graduating from Consumer Economics and Family Financial Counseling programs often pursue a variety of careers in local, state, and national government employment where salaries are a function of educational level and experience. Students who choose the AFC certificate qualify for careers as financial counselors (average salary, \$42,000 with range of \$32,000 to \$52,000 according to Glassdoor.com), consumer journalism (average salary \$37,720), credit counselors (average salary \$49,460 according to U.S. Occupational Employment Statistics), and are also often self-employed/entrepreneurs. For Kentucky the occupation of credit counselor has a higher share of employment than the national average and an employment rate per 1000 of 0.31.</i>		
14. Assessment and Oversight			
14a*	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)		

²² Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

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	<p><i>There will be two types of periodic assessment: (1) program assessment and (2) student assessment. For program assessment (1), we will use student evaluations for individual courses and schedule periodic program reviews. We will also monitor graduation rates and under graduate destinations. For student assessment (2), we will use standard assessment exercises adopted for our bachelor’s program in Family Sciences – student learning outcomes measured against specified rubrics, including completion of the GCCR writing requirement.</i></p>
14b*	<p>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 <u>program</u> level, not the course level. (300 word limit)</p>
	<p><i>Direct methods of assessment for student learning outcomes will include exams, written papers, and student presentations. Indirect methods of assessment will include student grades, GPAs, matriculation rates, and a senior survey. We will also monitor graduation rates and undergraduate destinations.</i></p> <p><i>The intended Student Learning Outcomes of the BS in Consumer Economics and Family Financial Counseling are:</i></p> <ol style="list-style-type: none"> <i>1. Disciplinary knowledge: At the conclusion of their program, all students will demonstrate the ability to define key terms and concepts in consumer economics and financial counseling. Students should also be able to adapt the principles of consumer economics and financial counseling to real-life scenarios aimed at improving the economic well-being of individuals and families across major transitions of the family life course.</i> <i>2. Analytical abilities: At the conclusion of their program, all students should demonstrate the ability to frame social science questions appropriately for applied consumer economics and financial counseling analyses; identify, gather, and sort necessary information and data; form logical hypotheses based on consumer economics and financial counseling concepts and theories; select appropriate research tools and conduct analyses; and form and defend reasonable conclusions, predictions, and implications.</i> <i>3. Ethics: At the conclusion of their program, all students will model an ability to use the skills, strategies, and ethical practices used by professionals working with individuals and families in the fields of consumer economics and financial counseling.</i> <i>4. [GCCR] Professional communication: At the conclusion of their program, all students will be able to deliver information clearly and professionally in various forms and styles and select appropriate forms and styles of communication. Communication categories may include: formal and informal writing; formal and informal speech; and presentation.</i>
<p>14c Procedures for Course Mapping of SLOs (related to question 5b)</p>	
14c.i	<p>Which components will be evaluated, i.e. course mapping? (300 word limit)</p>
	<p><i>There will be two types of periodic assessment: (1) program assessment and (2) student assessment. For program assessment (1), we will use student evaluations for courses: and schedule periodic program reviews. We will also monitor graduation rates and under graduate destinations. For student assessment (2), we will use standard assessment exercises adopted for our bachelor’s program in Family Sciences – student learning outcomes measured against specified rubrics, including completion of the GCCR writing requirement. The intended Student Learning Outcomes of the BS in Consumer Economics and Family Financial Counseling are:</i></p> <p><i>Students will demonstrate the following:</i></p> <ol style="list-style-type: none"> <i>1. Disciplinary knowledge: At the conclusion of their program, all students will demonstrate the ability to define key terms and concepts in consumer economics and financial counseling. Students should also be able to adapt principles of consumer economics and financial counseling to real-life scenarios aimed at improving the economic well-being of individuals and families across major transitions of the family life course.</i> <i>2. Analytical abilities: At the conclusion of their program, all students should demonstrate the ability to frame social science questions appropriately for applied consumer economics and financial counseling analyses; identify, gather, and sort necessary information and data; form logical hypotheses based on consumer economics and financial counseling concepts and theories; select appropriate research tools and conduct analyses; and form and defend reasonable conclusions, predictions, and implications.</i>

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	<p>3. <i>Ethics: At the conclusion of their program, all students will model an ability to use the skills, strategies, and ethical practices used by professionals working with individuals and families in the fields of consumer economics and financial counseling.</i></p> <p>4. <i>[GCCR] Professional communication: At the conclusion of their program, all students will be able to deliver information clearly and professionally in various forms and styles and select appropriate forms and styles of communication. Communication categories may include: formal and informal writing; formal and informal speech; and presentation.</i></p>
14c.ii	<p>When will components be evaluated? (150 word limit)</p> <p><i>Beginning of Year 2 and every other year thereafter.</i></p>
14c.iii	<p>When will the data be collected? (150 word limit)</p> <p><i>Beginning of Year 1 and every other year thereafter.</i></p>
14c.iv	<p>How will the data be collected? (150 word limit)</p> <p><i>Data will be collected through University administered teacher course evaluations, student/faculty feedback, and surveys.</i></p>
14c.v	<p>What will be the benchmarks and/or targets to be achieved? (150 word limit)</p> <p><i>Teacher Course evaluations are to provide scores in excess of the College mean on overall value of course and overall value of instructor. This is expected to be first evaluated in Year 2 with improvements in Year 3. In the years leading up to the first graduating class, selected artifacts from course across the curriculum will be evaluated using rubrics on an annual basis to inform the faculty as they alter and improve the curriculum. Benchmarks relative to course artifacts will be based on appropriate faculty consensus and will be developed after the first initial review process.</i></p>
14c.vi	<p>What individuals or groups will be responsible for data collection? (150 word limit)</p> <p><i>Faculty and staff of the Consumer Economics and Family Financial Counseling Program</i></p>
14c.vii	<p>How will the data and findings be shared with faculty? (150 word limit)</p> <p><i>Data and findings will be shared with appropriate faculty committees who will analyze and report findings to the full program faculty. Assessment data will also be shared with college wide committees. Both will occur on an annual basis.</i></p>
14c.viii	<p>How will the data be used for making programmatic improvements? (150 word limit)</p> <p><i>In addition to evaluating a specific student's performance, artifacts will also be measured against program learning outcomes. Faculty analysis will focus on areas in the program learning outcomes that are perhaps not reflected in artifacts. That information will feed into the faculty Curriculum Committee who will provide input to the program faculty on necessary changes to the curriculum. This will occur annually.</i></p>
14c.ix	<p>What are the measures of teaching effectiveness? (150 word limit)</p> <p><i>The Department of Family Sciences values its students and excellence in teaching. Faculty are to submit a teaching portfolio every 1-2 years based on their tenure status. This portfolio is to include TCE reports, teaching philosophy statement, and other teaching activities. This portfolio is reviewed by the department chair and appropriate deans as a critical part of the employee performance evaluation process.</i></p>
14c.x	<p>What efforts to improve teaching effectiveness will be pursued based on these measures? (150 word limit)</p> <p><i>Workshops will either be sourced externally (for example, Consumer Economics and Family Financial Counseling conference pedagogy panels) or developed in-house to address appropriate issues. Faculty will make use of existing University resources (for example the Center for the Enhancement of Learning and Teaching) as well.</i></p>

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14c.xi	What are the plans to evaluate students' post-graduate success? (150 word limit)
	<i>Our program will look at data provided by an Alumni Survey and will work with the Office of Institutional Research to look at other possible methods. The survey will focus on the student's perceived success as well as include the employer's perspective of how well the employee was when s/he began their career. Surveys of graduating students will occur annually. Surveys of employers will occur every three years.</i>

15. Cost and Funding of the Proposed Program²³

15a*	Will this program require additional resources?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	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>The Dean of the College of Agriculture, Food, and Environment has approved reallocating an open faculty line in the department to support the needs</i>		
15b	Will this program impact existing programs and/or organizational units within your institution? (300 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes, briefly describe.		
15c	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>There will be no new/additional costs associated with the program; however new student tuition dollars generated by year five are \$650,973.</i>		

16. Course Descriptions

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)
ECO 201	<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>A 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>
PSY 100	<i>An introduction to the study of behavior covering theories, methods and findings of research in major areas of psychology. Topics covered will include the biological foundations of behavior; learning, perception, motivation, personality; developmental, abnormal, and social behavior; and methods of assessment. This course is a prerequisite to a significant number of courses in this and related areas of study. Lecture, three hours; laboratory/discussion, two hours.</i>
STA 210	<i>The goal of this course is to help students develop or refine their statistical literacy skills. Both the informal activity of human inference arising from statistical constructs, as well as the more formal perspectives on statistical inference found in confidence intervals and hypothesis tests are studied. Throughout, the emphasis is on understanding what distinguishes good and bad inferential reasoning</i>

²³ 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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	<i>in the practical world around us. Prereq: Any course in the new Quantitative Foundations area of General Education beginning Spring 2012.</i>
SOC 101	<i>Introduction to the concepts and methods of sociology. Topics shall include socialization; group processes, social inequalities; social institutions; and social change. This course or its equivalent (RSO 102) serves as a prerequisite to all other Sociology courses. Students may not receive credit for both this course and RSO 102.</i>
ACC 201	<i>This course is designed to provide an introduction to financial accounting from the users' perspectives. Its primary purposes are to promote understanding of financial accounting information for decision making purposes and to focus on financial accounting's role in communicating business results. Prereq: Successful completion of 27 semester credit hours.</i>
FAM 360	<i>Survey course to introduce students to the various skills, strategies and professional ethical standards used by family scientists in helping relationships. The emphasis will be on learning the skills required to provide support for families and individuals. Prereq: Declared majors or minors in Dept. Family Sciences. FAM 251, may be taken concurrently. This course is a Graduation Composition and Communication Requirement (GCCR) course in certain programs, and hence is not likely to be eligible for automatic transfer credit to UK</i>
CEF 251	<i>An introductory course for personal and family finance. Relevant topics such as building and protecting wealth, retirement and estate planning and personal investing will be covered throughout the course.</i>
CEF 350	<i>An in-depth study of consumer issues, rights, and responsibilities. An examination of how individual and societal decisions affect quality of life, including consumer safety, and the interactions of consumption, health, law, government regulations, and the economy. Consumer education and financial literacy will also be emphasized.</i>
CEF 351	<i>Management of personal and family financial resources throughout the life span. A study of individual and family finances as related to financial planning, money management practices, checking and savings, credit management, loans and borrowing, income taxes, housing costs, and transportation costs. Prereq: CEF 251.</i>
CEF 352	<i>Management of personal and family financial resources throughout the life span. A study of individual and family finances as related to financial planning; property and liability risk; health care management and expenses; insurance planning; investment fundamentals; stocks, bonds, and mutual fund investments; real estate and high risk investments; and retirement and estate planning. Prereq: CEF 251 & 351.</i>
CEF 390	<i>An introduction to research design, methodology, instrumentation, and data analysis with emphasis on a student's ability to understand and critique research in consumer economics and family financial counseling. This course provides partial credit for the written component of GCCR for the CEF major/program in conjunction with FAM 360 and CEF 403. Prereq: Declared majors or minors in CEF; STA 210; CIS/WRD 110; CIS/WRD 111; and sophomore standing.</i>
CEF 402	<i>Study of concepts, theories, and real world applications of consumer economics. This course provides partial credit for the written component of GCCR for the CEF major/program in conjunction with FAM 360 and CEF 390.</i>
CEF 403	<i>An examination of family economics and resource management issues and their impact on the well-being of families across the major transitions of the family life-cycle. The complex process of financial decision-making and the role of the financial counselor are addressed. Best practices in assisting individuals and families facing financial challenges and increasing their level of financial capability, while decreasing their financial stress through personal financial counseling processes will be addressed.</i>
CEF 496	<i>Preparation for the Accredited Financial Counselor certification exam provided by the Association for Financial Counseling and Planning Education (AFCPE). A review of financial counseling processes,</i>

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

(Please note – all the fields in number 16 are required for the CPE’s pre-proposal form.)

Total Resources Available from Federal Sources (Federal sources include grants, earmarks, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative/Explanation:					
Total Resources Available from Other Non-State Sources (Non-state sources include philanthropies, foundations, individual donors, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative/Explanation:					
State Resources (State sources include general fund revenue, grants, pass-thru funds, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					

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Narrative/Explanation:					
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.)					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
(New) Allocated Resources					
(Existing) Reallocated Resources	\$276,686	\$284,986	\$293,536	\$302,342	\$311,412
Narrative/Explanation:	<i>Resources are associated with courses currently taught by faculty that contribute to the program faculty, including Heath (.44 FTE), Hunter (.11 FTE), Ross (.50 FTE), and Kim (.15 FTE). Finally, three assistantships support the teaching of Heath, Hunter, and Kim (\$29,400 salary plus \$2,602 benefits). Subsequent years are estimated at 3% cost of living, per UK OSPA grant proposal guidelines.</i>				
Student Tuition (Describe the impact of this program on enrollment, tuition, and fees.)					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	\$113,200	\$247,908	\$407,189	\$594,496	\$650,973
Existing					
Narrative/Explanation:	<i>Tuition estimate for new students is based on current tuition and mandatory fees (\$11,320); subsequent year estimates are based on a 9.5% increase. Please note: we do not expect current majors to transfer to the new major because current majors are interested in human services work with families that is part of the current curriculum while the new program will appeal to students interested in financial areas for families. Therefore, we our projected tuition is based on new enrollment with the assumption that we will not lose majors. It is also our expectation that the new major will contribute to UK retention because it will provide a new option for students interested in finance who may want other options than Business and Economics.</i>				
Total Funding Sources	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
<u>Total</u> New	\$113,200	\$247,908	\$407,189	\$594,496	\$650,973
<u>Total</u> Existing	\$276,686	\$284,986	\$293,536	\$302,342	\$311,412
<u>Total Funding Sources</u>	\$389,886	\$532,894	\$700,725	\$896,838	\$962,385
18. Breakdown of Program Expenses/Requirements⁴					
(Please note – all the fields in number 17 are required for the CPE’s pre-proposal form.)					
Staff: Executive, Administrative & Managerial (Include salaries and whether new hires will be part time or full time.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					

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Existing					
Narrative/Explanation:					
Other Professional (Include salaries.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing					
Narrative/Explanation:					
Faculty (Include salaries and whether new hires will be part time or full time.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing	234,016	241,037	248,268	255,716	263,388
Narrative/Explanation:	<i>Courses currently taught by faculty that contribute to the program faculty include Heath (.44 FTE), Hunter (.11 FTE), Ross (.50 FTE), and Kim (.15 FTE).</i>				
Student Employees (Include salaries and/or stipends.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing	42,669	43,949	45,268	46,626	48,025
Narrative Explanation/Justification:	<i>One graduate student assistantship which was previously allocated to the Couple and Family Therapy position will be reallocated to provide support to this reallocated faculty position. The assistantship is \$9,800 plus 8.85% benefits (\$867). Three assistantships support the teaching of Heath, Hunter, and Kim (\$29,400 salary plus \$2,602 benefits). Subsequent years are estimated at 3% cost of living, per UK OSPA grant proposal guidelines.</i>				
Equipment and Instructional Materials	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing					
Narrative Explanation/Justification:					
Library (Include new journal subscriptions, collections, and electronic access.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing					
Narrative Explanation/Justification:					
Contractual Services	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					

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Existing					
Narrative Explanation/Justification:					
Academic and/or Student Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative Explanation/Justification:					
Other Support Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative Explanation/Justification:					
Faculty Development (Include travel, conference fees, consultants, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative Explanation/Justification:					
Assessment (Include personnel, software tools, data collection tools, survey administration, outside consulting services, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative Explanation/Justification:					
Other	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative Explanation/Justification:					
Total Program Budgeted Expenses/Requirements	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing	\$276,686	\$284,986	\$293,536	\$302,342	\$311,412

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TOTAL Program Budgeted Expenses/Requirements:	<i>As described in individual line items, all program related expenses are reallocated expenses associated with teaching assignments from existing faculty as well as a faculty member who will be hired from a reallocated vacancy. We did not include program costs associated with administration and other routine services.</i>				
GRAND TOTAL	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Funding Sources					
Total Expenses/Requirements					
TOTAL NET COST ²⁴ :	\$113,200	\$247,908	\$407,189	\$595,496	\$650,973

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

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19. Specific faculty involved in the degree program.

(similar to question 4d) Fill out the SACS²⁵-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) for help with this question.*

NAME List name & Identify faculty member as F or P.	COURSES TAUGHT Include term; course prefix, number and title; & credit hours. (D, UN, UT, G)	ACADEMIC DEGREES AND COURSEWORK List relevant courses taught, including institution and major. List specific graduate coursework, if needed	OTHER QUALIFICATIONS AND COMMENTS Note qualifications and comments as they pertain to course taught.	NEW COURSES Include course prefix, number, and title.
<i>Jennifer Hunter (F) Associate Professor Family Finance and Resource Management</i>	<i>FAM 402: Issues in Family Resource Management; 3cr. (UN)</i> <i>GEN 109: Money Management for College Students; 2cr (UN)</i>	<i>PhD, Family Resource Management. University of Kentucky 2011 – 2017.</i>		<i>CEF 251: Introduction to Personal Finance; 3 cr (UN), Fall</i> <i>CEF 475: Independent Research in Consumer Economics and Family Financial Counseling; Variable 1-3cr (UN)</i>
<i>Claudia Heath (F) Professor Personal Finance and Consumer Economics</i>	<i>FAM 251: Personal and Family Finance; 3 cr. (UN)</i> <i>FAM 350: Consumer Issues; 3cr. (UN)</i>	<i>PhD, Personal and Family Finance; Consumer Issues; Introduction to Research Methods. University of Kentucky DATE – 2017.</i>		<i>CEF 350: Introduction to Consumer Economics; 3 cr (UN)</i>

²⁵ Southern Association of Colleges and Schools Commission on Colleges (SACS).

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	<p><i>FAM 390: Introduction to Research Methods in Family Sciences; 3 cr. (UN)</i></p>			<p><i>CEF 390: Introduction to Research Methods; 3 cr (UN) Spring</i></p> <p><i>CEF 495: Independent Research in Consumer Economics and Family Financial Counseling; Variable 1-3cr (UN)</i></p>
<p><i>Hyungsoo Kim (F) Associate Professor Personal Finance and Consumer Economics</i></p>	<p><i>FAM 251: Personal and Family Finance; 3 cr. (UN)</i></p> <p><i>FAM 402: Issues in Family Resource Management; 3cr. (UN)</i></p> <p><i>FAM 661: Health and Financial Issues in Aging; 3 cr. (G)</i></p> <p><i>FAM 668: Allocation of Family Resources; 3 cr. (G)</i></p>	<p><i>PhD, Personal and Family Finance; Allocation of Family Resources. University of Kentucky DATE – 2017.</i></p>		<p><i>CEF 351: Advanced Personal Finance; 3 cr (UN) Fall</i></p> <p><i>CEF 495: Independent Research in Consumer Economics and Family Financial Counseling; Variable 1-3cr (UN)</i></p>
<p><i>Bruce Ross (F) Assistant Professor</i></p>	<p><i>Personal Finance and Consumer Economics</i></p>	<p><i>PhD, Human Development and Family Sciences. University of Georgia, 2017</i></p>		<p><i>CEF 352: Advanced Personal Finance II; 3 cr (UN) Spring</i></p> <p><i>CEF 402: Theories and Applications in</i></p>

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				<p><i>Family and Consumer Economics; 3 cr (UN) Fall</i></p> <p><i>CEF 403: Family Financial Counseling; 3cr (UN) Fall</i></p> <p><i>CEF 495: Independent Research in Consumer Economics and Family Financial Counseling; Variable 1-3cr (UN)</i></p>
<p>F = full time</p> <p>P= part time</p>	<p>D = developmental</p> <p>UN = undergraduate nontransferable</p> <p>UT = undergraduate transferable</p> <p>G = graduate</p>			

Suggested 4 Year Plan - Consumer Economics and Financial Counseling

Year 1

WRD 110/CIS 110	3
SOC 101	3
UK Core-Social Science	3
GEN 100 (UK Core)	3
UK Core – Nat. Sci	3
Total	15

WRD 111/CIS 111	3
UK Core Humanities	3
PSY 100	4
ECO 201	3
UK Core-Quantitative Found.	3
Total	16

Year 2

STA 210 (UK Core)	3
CEF 251	3
SOC 201	3
Prof Support*	3
ACC 201	3
Total	15

CEF 350	3
ECO 202	3
UK Core: Global Dynamics	3
FAM 360	3
UK Core: Arts & Creativity	3
Total	15

Year 3

CEF 351	3
CEF 403	3
Prof. Support*	3
Free Elective	3
Prof. Support*	3
Total	15

CEF 352	3
CEF 390	3
CEF 498	3
Prof. Support*	3
Free Elective	3
Total	15

Year 4

CEF 402	3
CEF 499	3
Free Elective	3
Prof Support*	3
Prof Support*	3
Total	15

CEF 499 or UL elective	3
Prof. Support*	3
CEF 496 or UL elective	3
Upper Level Elective	3
Free Elective	2
Total	14

Minimum Total Credits Required = 120 hours, including a minimum of 45 hours of upper level classes (300+).

*Professional Support – In consultation with your advisor, select 15 to 22 credits in course work in a university recognized minor. At least 12 of these hours must be at the 300 level of above. See bulletin for more information.

GCCR Requirements will be satisfied by CEF 390, CEF 402, and FAM 360.

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

I. General Information:

College:	<u>College of Agriculture Food and Environment</u>	Department (Full name):	<u>Family Sciences</u>
Major Name (full name please):	<u>Consumer Economics and Personal Finance</u>	Degree Title:	<u>Consumer Economics and Personal Finance</u>
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
Requested Effective Date:	<input checked="" type="checkbox"/> Semester after approval	<u>OR</u>	<input type="checkbox"/> Specific Date ¹ : Fall _____
Contact Person:	<u>Claudia Heath</u>	Phone:	<u>257-7737</u>
		Email:	<u>cjheath@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):

A. Is this for a newly created degree program?	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. GCCR Program Outcomes and brief description:		
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>Students will create three written assignments demonstrating literacy in the discipline and a 10 minute video using appropriate presentation, communication and writing skills. To meet the requirement of demonstrating literacy in the discipline 1] the writing assignment in CEF 402: Theories and Applications in Consumer Economics is designed to allow the</u>		

¹ 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.

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

students to demonstrate knowledge of the basic concepts and theories they have learned as they analyze and evaluate issues in consumer economics and 2] the two writing assignments in CEF 390: Introduction to Resesarch in Consumer Economics and Personal Finance are designed to allow students to demonstrate their knowledge of the principles of scientific inquiry in the discipline of Consumer Economics and Personal Finance by writing critiques of two journal articles from recognized peer-reviewed journals in the discipline.

Professional communication: At the conclusion of their program, all students will be able to deliver information clearly and professionally in various forms and styles and select appropriate forms and styles of communication. Communication categories may include: formal and informal writing; formal and incormal speech; and presentation.

2. Please provide a short GCCR description for your majors (limit 1000 characters): 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:

As Consumer Economics and Personal Finance majors you are required to demonstrate proficiency in oral and written communication skills as part of your degree program. These requirements can be completed once you have achieved Sophomore status and completed 30 credit hours towards your degree. Selected assignments from CEF 402, CEF 360 and CEF 390 will fulfill your GCCR. To satisfy the GCCR, students must earn a grade of C or better on each of the designated Composition and Communication (C&C) intensive assignments produced in these three classes. To fulfill the GCCR students must complete at least 4500 words of English composition, a formal 10 minute oral assignment that demonstrates information literacy in the discipline, and have the opportunity to submit drafts of assignments, receive feedback, and revise..

C. Delivery and Content:

1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. *(Note: it is strongly recommended that GCCR courses be housed within the degree program.)*

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- e. other (please specify): _____

2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

Course #1: Dept. prefix, number, and course title: CEF 390: Introduction to Research in Consumer Economics and Personal Finance

- new or existing course? New *(new courses should be accompanied by a New Course Proposal)*
 - *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
- required or optional? Required
- shared or cross-listed course? Yes
- projected enrollment per semester: 10 to 15

Course #2 (if applicable): Dept. prefix, number, and course title: CEF 402: Theories and Applications in Consumer Economics

- new or existing course? New *(new courses should be accompanied by a New Course Proposal)*
 - *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
- required or optional? Required
- shared or cross-listed course? No
- projected enrollment per semester: 10 to 15

Course #3 (if applicable): Dept. prefix, number, and course title: CEF 360 Introduction to Family Intervention: Working w/Families & Individuals

- new or existing course? Existing *(new courses should be accompanied by a New Course Proposal)*
 - *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
- required or optional? Required
- shared or cross-listed course? Yes
- projected enrollment per semester: 30 to 35

3. Shared courses: If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

- **Contact information of providing program:**

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

<u>Not applicable</u>
<ul style="list-style-type: none"> • Resources: 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>.Not applicable</u>
<ul style="list-style-type: none"> • Memorandum of Understanding/Letter of Agreement: 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).
Date of agreement: <u>Not applicable</u>
<p>4. Syllabi: 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"> • the GCCR assignments are highlighted in the syllabus and course calendar; • 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” <ul style="list-style-type: none"> ○ 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”
<p>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:</p> <ul style="list-style-type: none"> • <u>overview of delivery model:</u> 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.): <p><u>Consumer Economics and Personal Finance students will complete the GCCR by taking required classes in the major typically during the junior and senior year. All three of these classes are appropriate and relevant for CEF majors as they include major concepts and assignments beneficial to producing a well-rounded CEF major.</u></p> <ul style="list-style-type: none"> • <u>assignments:</u> 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: <p><u>CEF 402--One 1500 word--approximately 5 pages-- research paper on topics related to Theories and Applications in Consumer Economics</u> <u>CEF 360--One 10 minute video assignment to demonstrate selected helping skills and techniques relevant to working with individuals and families regarding financial counseling.</u> <u>CEF 390--Two 1500 word--approximately 5 pages each--- critiques of research articles in Consumer Economics and Personal Finance</u> <u>These assignments have been designed to meet the composition and communication needs and skills of students in Consumer Economics and Personal Finance. As such the assignments revolve around critically examining and analyzing research/scholarship and applying that knowledge to consumer economics and personal finance issues. In addition, students are practicing helping skills and strategies that facilitate goal oriented behavior in individuals and families, thus learning skills that help families in critical economic and financial decision making.</u></p> <ul style="list-style-type: none"> • <u>revision:</u> 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.): <p><u>All three classes require draft/feedback/revision plans for the assignments listed above---as outlined in the appropriate syllabus.</u></p>

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

<ul style="list-style-type: none">• other information helpful for reviewing the proposal: <u>Please refer to the attached syllabus that outline in more detail how each course addresses the specific requirements of the GCCR.</u>
<i>D. Assessment:</i> 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: <ul style="list-style-type: none">• specify the assessment schedule (e.g., every 3 semesters; biennially): <u>Each course will be assessed biennially.</u>• identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee): <u>Curriculum Committee in the Department of Family Sciences</u>• 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): <u>Not Applicable</u>

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

Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	GCCR for Consumer Economics & Personal Finance (CEF)
Contact Person Name:	Claudia J. Heath
Phone:	7-7737
Email:	cjheath@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>	3/22/2018	<i>R. Werner-Wilson</i> R. Werner-Wilson/7-1068/rjwern2
Providing Program <i>(if different from Home Program)</i>	___	___/___/___
Cross-listing Program <i>(if applicable)</i>	___	___/___/___
College Dean <i>Under-Curr Comm</i>	3/16/18	<i>Laura Grabau</i> Grabau, Laura lgrabau@uky.edu
___	___	___/___/___

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ²
GCCR Advisory Committee	___	___
Undergraduate Council	1/29/19	___

Comments:

² 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.

Fwd: NO: Consumer Economics & Personal Finance, BA and BS (19.0499).

Heath, Claudia

Mon 1/28/2019 3:14 PM

To: Morey, Daniel <daniel-morey@uky.edu>;

Dan,
Here's the IE email.
Thanks,
Claudia

Sent from my iPhone

Begin forwarded message:

From: "Pearson, RaeAnne" <raeanne.pearson@uky.edu>
Date: January 24, 2019 at 2:41:18 PM EST
To: "Heath, Claudia" <cjheath@uky.edu>
Subject: NO: Consumer Economics & Personal Finance, BA and BS (19.0499).

Dear Claudia Heath ,

Thank you for submitting a Notification of intent for **Consumer Economics & Personal Finance, BA and BS (19.0499)**.

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 documentation presented 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 change(s) may move forward in accordance with college and university-level approval processes.

IMPORTANT: *Certificates (undergraduate and graduate) will be added to the CPE Inventory once they have been approved by the University Senate. For degree programs, an NOI will be submitted by the Office of Strategic Planning and Institutional Effectiveness to CPE and you will need to work closely with our office to ensure that your proposal meets all external CPE requirements and deadlines.*

Should you have any questions or concerns about UK's substantive change policy and its procedures, please do not hesitate to contact our office.

Office of Strategic Planning & Institutional Effectiveness
University of Kentucky

| [Visit the Office of Strategic Planning and Institutional Effectiveness Website](#)

From: Hunter, Jennifer jhunter@uky.edu 
Subject: CEF Initial Contact with IE
Date: December 22, 2017 at 10:34 AM
To: Werner-Wilson, Ronald ronald.werner-wilson@uky.edu, Ross, Donald Bruce.Ross@uky.edu



This needs to be submitted with new degree form, to show initial contact with IE.

From: Institutional Effectiveness
Sent: Wednesday, December 21, 2016 9:43 AM
To: Hunter, Jennifer L <jhunter@uky.edu>
Subject: RE: Question RE New Undergraduate Program Form

Hello Jennifer:

Thank you for your email. Typically I will consult with the program proposer to gain understanding about the degree program to assess whether or not additional information will be required for the state or the university's accreditor, SACSCOC.

Complete the attached checklist and let's plan to discuss the new program either by phone or person. The discussion is 30 minutes – hour. I am available the following dates and times:

- Wednesday, January 4 (11m 1- 1:30 pm)
- Thursday, January 5 (1 – 3pm)
- Friday, January 6 (1:30 -3:00 pm)

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>

*This message is for the named person (s) use only. It may contain confidential, proprietary or legally privileged information. No confidentiality or privilege is waived or lost by any mistransmission. If you receive this message in error, please immediately delete it and all copies of it from your system, destroy any hard copies of it and notify the sender. You must not, directly or indirectly, use, disclose, distribute, print, or copy any part of this message if you are not the intended recipient.**

From: Hunter, Jennifer L
Sent: Monday, December 19, 2016 12:22 PM
To: Institutional Effectiveness <InstitutionalEffectiveness@uky.edu>
Subject: Question RE New Undergraduate Program Form

Hello – The Department of Family Sciences is beginning the process of establishing a new program, Consumer Economics and Financial Counseling. I have pulled both the proposal and preproposal forms from the Office of Institutional Effectiveness webpage. Section A. 1a. of the proposal requests date of contact with IE. This is my first time navigating the new program approval process. Do we need to setup a meeting date to establish contact or is that conducted via email?

Thank you for your assistance.

Jennifer



Jennifer Hunter

Associate Extension Professor

University of Kentucky, Department of Family Sciences

319A Funkhouser Building

Lexington, KY 40506

(859) 257-3290

jhunter@uky.edu



College of Arts and Sciences
Department of Psychology
125 Kastle Hall
Lexington, KY 40506-0044
859 257-9640
fax 859 323-1979
www.uky.edu

January 19, 2018

Dear Dr. Werner-Wilson,

I am writing to confirm that the Department of Psychology agrees to permit PSY 100 to be listed as a core course for your new major in Consumer Economics and Financial Counseling.

Sincerely,

A handwritten signature in black ink that reads "Robert F. Lorch, Jr." in a cursive script.

Robert F. Lorch, Jr
Professor & Chair
Department of Psychology



Department of Statistics
349 Multidisciplinary Science Building
725 Rose Street
Lexington, KY 40536-0082
859 257-6115

To: Ronald Jay Werner-Wilson, PhD

**From: Bill Rayens, Associate Chair
Department of Statistics**

Date: January 19, 2018


We understand that the Family Sciences Department has developed a new major that includes STA 210 and STA 296 (based on student preference) as a core requirement. Please receive this letter as acknowledgement and support for this move. I am authorized to deliver this support for the Department and no full faculty approval is required by our Department for this kind of acknowledgment.

We look forward to seeing your students in STA 210 and STA 296.

January 18, 2018

MEMORANDUM

TO: Dr. Ron Werner-Wilson, Chair, Department of Family Sciences

FROM: 
Larry Grabau, Associate Dean for Instruction, College of Agriculture, Food and Environment

RE: Support for GEN 100 Instruction

C: Drs. Ali Rossi-Meyer and Lindsay Shade, Co-Coordiators, GEN 100; Drs. Jennifer Hunter and Bruce Ross,
CEFP Leaders

As the Family Sciences faculty work to develop a full-fledged, Consumer Economics and Personal Finance B.S. program, I am happy to offer the support of the Center for Student Success in providing GEN 100 instruction for students who will enroll in this emerging program.

seeblue.

From: Werner-Wilson, Ronald ronald.werner-wilson@uky.edu

Subject: RE: Family Sciences Course Request

Date: January 19, 2018 at 1:51 PM

To: Hoyt, William whoyt@uky.edu, Hunter, Jennifer jhunter@uky.edu

Cc: Elswick, Alexander acel229@uky.edu, Grabau, Larry larry.grabau@uky.edu, Patel, Darshak darshak.patel@uky.edu

RW

Excellent! Thanks for forwarding the letter and please thank your colleagues for their support.



Ronald Jay Werner-Wilson, Ph.D.

Chair, Family Sciences Department

Kathryn Louise Chellgren Endowed Professor for Family Research

315 Funkhouser Building

Lexington, Kentucky 40506-0054

859.257.7750 (office)

email: ronald.werner-wilson@uky.edu

<http://hes.ca.uky.edu/person/ronald-werner-wilson>

From: Hoyt, William

Sent: Friday, January 19, 2018 1:34 PM

To: Hunter, Jennifer <jhunter@uky.edu>; Werner-Wilson, Ronald <ronald.werner-wilson@uky.edu>

Cc: Elswick, Alexander <acel229@uky.edu>; Grabau, Larry <larry.grabau@uky.edu>; Patel, Darshak <darshak.patel@uky.edu>

Subject: RE: Family Sciences Course Request



Gatton College of
Business and Economics
Department of Economics

Professor Hunter and Professor Werner-Wilson,

The proposal to list ECO 201 and ECO 202 had been approved by our faculty at our Annual Retreat on August 14, 2017. I apologize for failing to transmit that information to you earlier. Attached is a letter that states approval by the department for the use of ECO 201 and ECO 202 as premajor courses.

Let me know if you have any questions.

Bill

William Hoyt
Chair and Gatton Endowed Professor
Department of Economics
Gatton College of Business and Economics
University of Kentucky
Lexington, KY 40506
whoyt@uky.edu
01-859-257-2518

From: Hunter, Jennifer
Sent: Thursday, January 18, 2018 12:08 PM
To: Hoyt, William <whoyt@uky.edu>; Werner-Wilson, Ronald <ronald.werner-wilson@uky.edu>
Cc: Elswick, Alexander <acel229@uky.edu>; Grabau, Larry <larry.grabau@uky.edu>; Patel, Darshak <darshak.patel@uky.edu>
Subject: RE: Family Sciences Course Request

Dr. Hoyt – Thank you for your quick reply. I have tried to address your questions in red below. Please let me know if we can provide additional clarification.

Jennifer

Jennifer Hunter

Interim Assistant Director, Family Consumer Sciences Extension
Associate Extension Professor
University of Kentucky
102 Erikson Hall, Lexington, KY 40506
(859) 257-3290 jhunter@uky.edu

From: Hoyt, William
Sent: Thursday, January 18, 2018 11:23 AM
To: Werner-Wilson, Ronald <ronald.werner-wilson@uky.edu>
Cc: Elswick, Alexander <acel229@uky.edu>; Hunter, Jennifer <jhunter@uky.edu>; Grabau, Larry <larry.grabau@uky.edu>; Hoyt, William <whoyt@uky.edu>; Patel, Darshak <darshak.patel@uky.edu>
Subject: RE: Family Sciences Course Request



Gatton College of
Business and Economics
Department of Economics

Professor Werner-Wilson,

I have forwarded your request to Darshak Patel, our DUS. He will bring it to our Undergraduate Studies Committee for discussion. A couple of questions:

1. What would be the expected enrollment in this program? Obviously, how this affects enrollment in these classes will matter to us. **Based on similar programs at other institutions, we anticipate an intake of 10 students per year, with goal of maintaining 40 to 50 students within the major after 5 years.**
2. I am curious and a little confused about inclusion of ECO 101 as a core course and ECO 201 and ECO 202 as pre-major courses. Generally we think of programs either requiring ECO 101 (Social work, for example) or ECO 201 or ECO 201 and ECO 202 (premajor courses for all business majors and for all Economics majors). While ECO 101 is a core course and will cover that requirement for your program, as it currently stands students cannot receive credit for it after taking ECO 201 and ECO 202. I don't know that this causes any problems for your program. We do, however, have students take ECO 201 after taking ECO 101 though there is quite a bit of redundancy in topics and methodology. Enrollment will be an issue in ECO 101. We currently offer it 1 semester a year and I would like to reduce the enrollment to a section of 85 if possible. **Thank you for your feedback, we have had this conversation as a faculty as well. Based on the description you provided ECO 201 and 202 would better serve the needs of students enrolled in our program. We can remove ECO 101.**

I've cc: Darshak on this e-mail and he may have some other questions as well.

Thanks.

Bill

William Hoyt
Chair and Gatton Endowed Professor
Department of Economics
Gatton College of Business and Economics
University of Kentucky
Lexington, KY 40506
whoyt@uky.edu
01-859-257-2518

From: Werner-Wilson, Ronald
Sent: Thursday, January 18, 2018 10:52 AM
To: Hoyt, William <whoyt@uky.edu>
Cc: Werner-Wilson, Ronald <ronald.werner-wilson@uky.edu>; Elswick, Alexander

<acel229@uky.edu>; Hunter, Jennifer <jhunter@uky.edu>; Grabau, Larry <larry.grabau@uky.edu>

Subject: Family Sciences Course Request

Importance: High

Dear Dr. Hoyt:

I hope you had a pleasant break and have made a successful transition to the new term. I am contacting you on behalf of a proposal that the Family Sciences Department has developed for a new major that includes ECO 101 as a core requirement. If your department agrees, we will need a letter of support from you.

The Department of Family Science is developing a new program in Consumer Economics and Financial Counseling. The program will provide students with the knowledge and skills needed to work in the fields of consumer economics, personal finance, and financial counseling. Program graduates will be equipped to work and excel in careers assisting consumers in making sound financial decisions with the goal of improving family economic well-being and financial security. The program will provide students with a foundation of knowledge and skills based in family studies as well as other critically interrelated fields.

I am emailing you to request your permission to include ECO 101 in the program as a CORE requirement, as well as ECO 201 and ECO 202 as pre major requirements. As part of the new program form, it requires an attachment of faculty affirmation to include any course outside of the program's home department. Should you have any questions about the program, feel free to contact me. I appreciate your consideration.

If I should contact someone else, please let me know.

Respectfully,

Ron Werner-Wilson



Ronald Jay Werner-Wilson, Ph.D.

Chair, Family Sciences Department

Kathryn Louise Chellgren Endowed Professor for Family Research

315 Funkhouser Building

Lexington, Kentucky 40506-0054

859.257.7750 (office)

email: ronald.werner-wilson@uky.edu

<http://hes.ca.uky.edu/person/ronald-werner-wilson>

From: alex elswick [<mailto:alex.elswick@gmail.com>]

Sent: Friday, December 08, 2017 11:27 AM

To: Werner-Wilson, Ronald <ronald.werner-wilson@uky.edu>

Subject: Fwd: Family Sciences Course Request



Alex Elswick, M.S.

Extension Associate for
Family Resource Management
Doctoral Student
University of Kentucky
Department of Family Sciences
319A Funkhouser Building
Lexington, KY 40506
859-257-3290

----- Forwarded message -----

From: **alex elswick** <alex.elswick@gmail.com>

Date: Mon, Oct 2, 2017 at 10:28 AM

Subject: Re: Family Sciences Course Request

To: "Hunter, Jennifer" <jhunter@uky.edu>

Dear Dr. Hoyt,

The Department of Family Science is developing a new program in Consumer Economics and Financial Counseling. The program will provide students with the knowledge and skills needed to work in the fields of consumer economics, personal finance, and financial counseling. Program graduates will be equipped to work and excel in careers assisting consumers in making sound financial decisions with the goal of improving family economic well-being and financial security. The program will provide students with a foundation of knowledge and skills based in family studies as well as other critically interrelated fields.

I am emailing you to request your permission to include ECO 101 in the program as a CORE requirement, as well as ECO 201 and ECO 202 as pre major requirements. As part of the new program form, it requires an attachment of faculty affirmation to include any course outside of the program's home department. Should you have any questions about the program, feel free to contact me. I appreciate your consideration.

Alex



Alex Elswick, M.S.

Doctoral Student

University of Kentucky
Department of Family Sciences
319A Funkhouser Building
Lexington, KY 40506
[\(859\) 619-4930](tel:(859)619-4930)

On Sep 21, 2017, at 8:25 AM, Hunter, Jennifer <jhunter@uky.edu> wrote:

From: Hunter, Jennifer L
Sent: Monday, February 20, 2017 9:31 AM
To: Hoyt, William <whoyt@uky.edu>
Subject: Family Sciences Course Request

Dear Dr. Hoyt,

The Department of Family Sciences is developing a new program in Consumer Economics and Financial Counseling. The program will provide students with the knowledge and skills needed to work in the fields of consumer economics, personal finance, and financial counseling. Program graduates will be equipped to work and excel in careers assisting consumers in making sound financial decisions with the goal of improving family economic well-being and financial security.

The program will provide students with a foundation of knowledge and skills based in family studies as well as other critically interrelated fields. I am emailing you to request your permission to include ECO 101 in the program as a CORE requirement, as well as ECO 201 and ECO 202 as premajor requirements. As part of the new program form, it requires an attachment of faculty affirmation to include any course outside of the programs home department.

Should you have any questions about the program, please feel free to contact me.

I appreciate your consideration.

Jennifer Hunter

<image001.png>

Jennifer Hunter

Associate Extension Professor
University of Kentucky, Department of Family Sciences
319A Funkhouser Building
Lexington, KY 40506
[\(859\) 257-3290](tel:(859)257-3290)

Professor Jennifer Bird-Pollan
Senate Council Chair
Robert G. Lawson Professor of Law
University of Kentucky

Dear Jennifer,

The Gatton College of Business and Economics supports the introduction of the Consumer Economics and Financial Counseling degree, subject to the provision that the courses identified as business courses in this program, whether offered by Gatton College or other units on campus, stay below 25% of the total undergraduate degree. This is in accordance with the Gatton College's accreditation requirements as ascribed by the Association for the Advancement of Colleges and Schools of Business. Currently this figure is at 22.5%.

Sincerely,



Simon Sheather

Dean

April 14, 2019

Office of the Senate Council
203E Main Building, -0032

This letter is concerning the Department of Family Sciences' request to use ACC 201 as a Pre-Major course for its new program in Consumer Economics and Financial Counseling. The Von Allmen School is fine with this request.

Sincerely,



Urton Anderson
Director and EY Professor of Accounting
Von Allmen School of Accountancy

seeblue.

Heath, Claudia

From: Renzetti, Claire
Sent: Thursday, April 25, 2019 10:48 PM
To: Heath, Claudia
Subject: Course approval

Dear Dr. Heath,

The Sociology Department is pleased to approve the use of SOC 101 (Introduction to Sociology) and SOC 235 (Inequalities in Society) in the curriculum for the Consumer Economics and Family Financial Counseling Program.

Sincerely,
Claire Renzetti

Claire M. Renzetti, Ph.D.
Judi Conway Patton Endowed Chair for Studies of Violence Against Women
Professor and Chair of Sociology
University of Kentucky

[Violence Against Women: An International, Interdisciplinary Journal](#)

Undergraduate Curriculum Committee (UCC) Meeting Minutes, April 27 2018.

Recorded by Larry J. Grabau.

Members Present: Dwyer, Haleman, Jacobsen, Lee, Lhotka, Stephenson, Swanson, and Grabau (non-voting)

Guests Present: Crofcheck, Gladstone, Haynes, Heath, Ross.

Agenda Item #1: Ross and Heath presenting. Ross notes that both syllabi need to show “juniors.” CEF 498 will only offered in fall and spring (not summer). Why not summer? Wanting to give more time to accumulate internship hours; want to provide more professional development opportunities. Do both courses carry same name? UCC prefers differentiation; perhaps add “advanced” to CEF 499. Some question about course title in C’log. UCC prefers this format.

Course description may benefit from differentiation as well (e.g., “building on the concepts and experiences of CEF 498”). Lee moves to approve, Stephenson seconds to approve both courses. 7-0 in favor.

Lee moves to amend CEPF program proposal (to account for the addition of CEF 498), Stephenson seconds, motion carries by a 7-0 vote.

Agenda Item #2: Czar Crofcheck presents about Lewis Honors College, including new structure, new curriculum, new Dean, new personnel, her new role. She presents a focus on our college; the issues include summer melt, loss of honors students during their UK tenure. Question—is it common for students to leave honors because of the last project? Yes.

Czar uses a slide set; will share with us. Would encourage us to develop honors within our majors.

Curricular structure:

- HON 101—foundations—why is honors important/valuable? (plus other lower-level UK Core courses)
- Upper level honors courses and experiential learning (EA, service learning, internships), pre-approved major capstone (or HON 398)
- Thesis—How to incentivize faculty to support theses? Students doing research without financial support—but do require extensive support. Not committees (may want second readers!)

Czar’s role—academic contact with units outside LHC.

We are hiring 12 lecturers (3+3 role, will be in HON 101 and HON 151 and 152); would like to have CAFE faculty teaching their own classes as honors or directing HON classes. Interested in GEN 100; do have PLS 103.

Entry after freshman year? Upper level admissions: rising soph or jr. 3.4 cum GPA; writing sample and essay to prompt; based on departmental partnership; foundation course; prorated credits.

April 23, 2019

MEMORANDUM

TO: Senate Academic Programs Committee

FROM: Dean Nancy M. Cox, College of Agriculture, Food and Environment

RE: Administrative Feasibility of the Proposed B.S. program in Consumer Economics and Family Financial Counseling

C: Dr. Claudia Heath, Director of Undergraduate Studies

The College of Agriculture, Food and Environment fully supports the development of the above-named B.S. program by the Department of Family Sciences. Faculty resources currently exist in that unit to support the courses planned and developed in support of this curriculum. Further, we believe that this program will meet a unique niche of both employment for University of Kentucky graduates and service to Kentucky communities.

The College stands in firm support of this new B.S. program.

Sincerely,

Nancy M. Cox

Dean
College of Agriculture, Food and Environment
S123 Ag. Science Building – north
Lexington, KY. 40546-0091
859-257-4772